beOLD

BETTER WORK IN OLD AGE
SUPPORTING OLDER WORKERS AND ORGANIZATIONAL
ENVIRONMENT IN COPING WITH AGE TRANSITIONS AND WORK REQUIREMENTS

Erasmus+

TOOLKIT FOR TRAINING PROGRAM FOR HUMAN RESOURCES MANAGERS, MANAGERS, COORDINATORS, DIRECTORS OF ORGANIZATIONS /INSTITUTIONS

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Contents

Introduction

This section is intended to give guidelines and suggestions to Trainers for the Activities Part.

In the next pages you will find 4 different Activities and many alternatives, suggested Instructions and Learning Outcomes. Usually the Activities part takes around 60' minutes, but you will find plenty of Activities in the following manual and you can choose the ones you find more suitable and arrange accordingly the duration and structure of the Activities Part.

Moreover, we do encourage you to alter and implement the Activities in compliance with your own specific goals or limitations (time availability, specific characteristics of trainees group, material availability, desired learning outcomes, facilitator own characteristics).

Bear in mind that the Trainers must be in a position to answer questions and to engage in elaborated conversations amongst themselves and the participants. Hence, we highly recommend to the Trainers to read carefully the material provided and to do their own background research as well.

Module 1: Young/Old – How to Work with Labels

YOUNG/OLD-HOW TO WORK WITH LABELS

Face to face

Activity 1.1 **Reinforcing Positive Age Examples**
Activity 1.2 **Change the Language**
Activity 1.3 **Self-Awareness**
Activity 1.4 **Application of Knowledge**

Activity 1.1 Reinforcing Positive Age Examples	
Title	**Reinforcing Positive Age Examples**
Objective	Perception / Stereotypes Elimination. Change the way Participants perceive Older People.
Instructions	Video Viewing / Group Discussion
Method	Online Videos
Resources	Websites Provided below
Duration	20 - 30 minutes

Material: Online Videos

Instructions:

Step 1: Ask Participants to watch a series of empowering videos and/or photographs and be exposed to pictures, videos, descriptions of admired individuals from different backgrounds. Also, you can also show them relevant discussions regarding stereotypes elimination.

Step 2: Initiate a discussion at the end of video viewing.

You can use the following guidelines:

- How do you see Older People now after watching these videos?
- Is there a shift from the way you used to see them before this training or video viewing?
- How can this newfound perception be implemented at work?

Learning Outcomes: to change the way Participants see Older People, break the stereotypes, construct more positive ideas connected to old age.

Below you will find a detailed list with suggested videos.

The total duration is around 75' minutes, but you can choose the ones that you find more fit for your case and leave around 5 minutes for discussion.

1.1 LIST OF VIDEOS

VIDEO: "Millennials Show Us What 'Old' Looks Like".
DURATION: 4:08
https://www.youtube.com/watch?v=lYdNjrUs4NM&feature=youtu.be
SHORT DESCRIPTION: _"What age do you consider to be old?" The makers of the video posed that question to millennials and asked them to show them what "old" looks like. Then they were introduced with some real "old" people and to their surprise their original beliefs and ideas do not match the reality._

VIDEO: "10 Grandparents You Won't Believe Exist".
DURATION: 3:38
https://www.youtube.com/watch?v=UBajK5yKw5M
SHORT DESCRIPTION: _Even though most of the people are afraid of growing "old", it seems that some people at there discovered the secret to happiness and good looks despite their age. The video aims to break the stereotypes by showing images and stories of people of older age who feel and look healthy and beautiful._

VIDEO: "Meet Les D'Arcy, a 91-year-old weightlifter and poet, going for the gold".
DURATION: 1:39
http://www.pbs.org/pov/pingpong/video-pingpong-meeting-les/
SHORT DESCRIPTION: _The Story of Les D'Arcy who even though he is 91 years old he is still passionate with the stuff he loves and does not shy away from further growth and advancement of his skills._

VIDEO: "Jacinto Bonilla, a 73-Year-Old CrossFitter".
DURATION: 5:59

https://www.youtube.com/watch?v=NeLVMgz-yUo

SHORT DESCRIPTION: _The video presents the case of Jacinto Bonilla, a 73-Year-Old Crossfitter, prostate cancer survivor and an inspirational athlete and role model._

VIDEO: What if age is just a state of mind? | Bruce Grierson | TEDxPSU.
DURATION: 9:12
https://www.youtube.com/watch?v=56JMahuMlvE
SHORT DESCRIPTION: In this TEDTalk, social-science writer Bruce Grierson draws on cutting-edge research and the example of athlete Olga Kotelko, whose age-defying exploits are incredibly deviant from what is considered to be the norm. Furthermore, Grierson explores the notion that the thoughts we think have major impact in the ageing process our bodies follow.

VIDEO: "96-Year-Old Fashion Icon Iris Apfel".
DURATION: 3:42
https://www.youtube.com/watch?v=Uxvy2qEVvaQ
SHORT DESCRIPTION: Donna Farizan (Donnadorable) interviews legendary fashion icon Iris Apfel, who at the age of 96 keeps her passion for fashion intact and her spirits high.

VIDEO: "I used to be you" Kyoko Hamada Age Project.
DURATION: 3:15
https://www.kickstarter.com/projects/iusedtobeyou/i-used-to-be-you\
SHORT DESCRIPTION: Kyoko Hamada has been photographing herself as her elderly alter ego since 2012 in an attempt to confront ageing, mortality and one's own legacy. The artist, wants to pass the message that everything is a constant state of evolution and hopes to remind us that life is a temporal experience.

Activity 1.2 Change the Language	
Title	**Change the Language**
Objective	Perception / Awareness / Cognitive Process. Change the words you use to describe Older People in order to change the mental image you have for them.
Instructions	Write a list of positive adjectives to describe Older People.
Method	Live. Individual / Group
Duration	10 minutes

Material:

- Paper
- Pen / Pencil

Instructions:

Step 1: Ask the Participants to write down a list with at least 10 adjectives to describe Older Workers. **Step 2:** Prompt the Participants to read their list and reflect on it.

Variation: You can ask them either to read out loud the list or just start a discussion between participants regarding their list, perception and awareness.

Learning Outcomes: Words are powerful and according to Psychology and Neuroscience they can construct our thoughts which shape the reality we live in. In order to break the stereotypes is important the way we phrase things, people and situations.

Activity 1.3 Self-Awareness	
Title	**Self-Awareness**
Objective	Perception / Awareness / Cognitive Process.
Instructions	Contemplate and Evaluate the Negative thoughts Participants hold regarding Older Workers.
Method	Live. Individual / Group
Resources	Online Video / Discussion
Duration	20 - 25 minutes

Material:

- Paper
- Pen / Pencil

Instructions:

Step 1: Ask the Participants to write down one (1) Negative -Politically Incorrect thought/idea/stereotype they hold for older workers.

Step 2:

VIDEO: Prospects of Older Workers | Made in Germany

DURATION: 03:45

https://www.youtube.com/watch?v=HwNvlrZ8ueA

SHORT DESCRIPTION: Germany is gradually phasing in a retirement at age of 67. Still even now, workers over the age of 50 often find themselves neglected and report that they have experienced age discrimination.

Video Duration: 3:45

Step 3: After the video screening, ask the participants to go back to their notes and read the "Negative Though/Opinion" they have written down before and reflect on it. Ask them if they have changed their mind or not after the video screening or even the whole training or not.

Make sure that you make clear that both answers are ok and acceptable and that this is a safe place for them to discuss their real feelings or thought without any judgement.

Scientists support that we shouldn't shy away or dismiss politically incorrect thoughts or thoughts that we perceive as "wrong" in contrary by familiarising ourselves with them we can actually reconstruct them using logic more instead of impulse.

Learning Outcomes: Self-Awareness regarding Trainees and their true feelings and thoughts about Older workers. Only when we are fully aware and honest with our selves about our thoughts, feelings and beliefs we can truly evaluate them and alter them if it deems to be necessary.

Activity 1.4 Application of Knowledge	
Title	**Application of Knowledge**
Objective	Awareness / Strategy Planning / Brainstorming Will give the Trainees an example/start that they can work on and apply in the future.
Instructions	Write a draft of a Policy
Method	Live. Individual / Group
Duration	30 minutes

Material:

- Paper
- Pen / Pencil

Instructions:

Prompt the participants to read the Policy Example - Australian Human Rights Commission - provided in the next pages.

Ask the participants to design and write down a quick draft of a Policy concerning Age Discrimination, that could be applicable at their organisation (it could be for example avoiding Age Limits when hiring or posting a job application for a specific position).

Learning Outcomes: Will give Participants the opportunity to create a draft that they can contemplate and build on.

![Australian Human Rights Commission]

Good practice, good business

Workplace discrimination and harassment policy template[1]

Background to this template

This template will help you create your own workplace discrimination and harassment policy. It covers topics relevant to the following Federal laws:

- *Sex Discrimination Act 1984* (Cth)
- *Racial Discrimination Act 1975* (Cth)
- *Disability Discrimination Act 1992* (Cth)
- *Age Discrimination Act 2004* (Cth)
- *Australian Human Rights Commission Act 1986* (Cth).

Other Federal and state/territory laws may also apply to your workplace.

You may wish to customise, add or remove topics.

Read the instructions below to create your own document, and delete this page from your final version.

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[1] Reproduced with permission from the Victorian Equal Opportunity and Human Rights Commission 'Right Smart Employers' Toolkit available at: www.humanrightscommission.vic.gov.au

<table>
<tr><td>

Instruction

1. Where you see <Business name> replace it with your business's legal trading name. The quickest way to do this is to use the Edit > Replace function.

2. Where you see [Guidance note (delete this later)] read and then delete the text. We have added guidance notes to help you complete the template. They are not intended to be part of your final version.

3. Once you have finished work on the template, delete this instruction page.

4. Finally, refresh the page numbers in the table of contents. Right mouse click on the table of contents > choose 'Update Field' > choose 'Update entire table'.

5. You may wish to print this document on a letterhead or add your logo.

</td></tr>
</table>

NOTE: DELETE THIS PAGE ONCE YOU COMPLETE THE TEMPLATE.

<Business name>

Workplace discrimination and harassment policy

1.   Scope

This policy applies to:

- board members
- all staff, including: managers and supervisors; full-time, part-time or casual, temporary or permanent staff; job candidates; student placements, apprentices, contractors, sub-contractors and volunteers
- how <Business name> provides services to clients and how it interacts with other members of the public
- all aspects of employment, recruitment and selection; conditions and benefits; training and promotion; task allocation; shifts; hours; leave arrangements; workload; equipment and transport
- on-site, off-site or after-hours work; work-related social functions; conferences – wherever and whenever staff may be as a result of their <Business name> duties
- staff treatment of other staff, of clients, and of other members of the public encountered in the course of their <Business name> duties.

2.   Aims

[Guidance note (delete this later): This section could also directly quote from relevant parts of your business's vision, mission or values.]

<Business name> is committed to providing a safe, flexible and respectful environment for staff and clients free from all forms of discrimination, bullying and sexual harassment.

All <Business name> staff are required to treat others with dignity, courtesy and respect.

By effectively implementing our *Workplace discrimination and harassment policy* we will attract and retain talented staff and create a positive environment for staff.

3.   Staff rights and responsibilities

All staff are entitled to:

- recruitment and selection decisions based on merit and not affected by irrelevant personal characteristics
- work free from discrimination, bullying and sexual harassment
- the right to raise issues or to make an enquiry or complaint in a reasonable and respectful manner without being victimised
- reasonable flexibility in working arrangements, especially where needed to accommodate their family responsibilities, disability, religious beliefs or culture.

All staff must:

- follow the standards of behaviour outlined in this policy
- offer support to people who experience discrimination, bullying or sexual harassment, including providing information about how to make a complaint
- avoid gossip and respect the confidentiality of complaint resolution procedures
- treat everyone with dignity, courtesy and respect.

3.1   Additional responsibilities of managers and supervisors

Managers and supervisors must also:

- model appropriate standards of behaviour
- take steps to educate and make staff aware of their obligations under this policy and the law
- intervene quickly and appropriately when they become aware of inappropriate behaviour
- act fairly to resolve issues and enforce workplace behavioural standards, making sure relevant parties are heard
- help staff resolve complaints informally
- refer formal complaints about breaches of this policy to the appropriate complaint handling officer for investigation
- ensure staff who raise an issue or make a complaint are not victimised
- ensure that recruitment decisions are based on merit and that no discriminatory requests for information are made
- seriously consider requests for flexible work arrangements.

4.   Unacceptable workplace conduct

Discrimination, bullying and sexual harassment are unacceptable at <Business name> and are unlawful under the following legislation:

- *Sex Discrimination Act 1984* (Cth)
- *Racial Discrimination Act 1975* (Cth)

- *Disability Discrimination Act 1992* (Cth)
- *Age Discrimination Act 2004* (Cth)
- *Australian Human Rights Commission Act 1986* (Cth).

Staff (including managers) found to have engaged in such conduct might be counselled, warned or disciplined. Severe or repeated breaches can lead to formal discipline up to and including dismissal.

4.1 Discrimination

Discrimination is treating, or proposing to treat, someone unfavourably because of a personal characteristic protected by the law, such as sex, age, race or disability.

Discrimination can occur:

Directly, when a person or group is treated less favourably than another person or group in a similar situation because of a personal characteristic protected by law (see list below).

For example, a worker is harassed and humiliated because of their race
or
A worker is refused promotion because they are 'too old'

Indirectly, when an unreasonable requirement, condition or practice is imposed that has, or is likely to have, the effect of disadvantaging people with a personal characteristic protected by law (see list below).

For example, redundancy is decided based on people who have had a worker's compensation claim rather than on merit.

Protected personal characteristics under Federal discrimination law include:

- a disability, disease or injury, including work-related injury
- parental status or status as a carer, for example, because they are responsible for caring for children or other family members
- race, colour, descent, national origin, or ethnic background
- age, whether young or old, or because of age in general
- sex
- industrial activity, including being a member of an industrial organisation like a trade union or taking part in industrial activity, or deciding not to join a union
- religion
- pregnancy and breastfeeding
- sexual orientation, intersex status or gender identity, including gay, lesbian, bisexual, transsexual, transgender, queer and heterosexual

- marital status, whether married, divorced, unmarried or in a de facto relationship or same sex relationship
- political opinion
- social origin
- medical record
- an association with someone who has, or is assumed to have, one of these characteristics, such as being the parent of a child with a disability.

It is also against the law to treat someone unfavourably because you assume, they have a personal characteristic or may have it at some time in the future.

4.2   Bullying

If someone is being bullied because of a personal characteristic protected by equal opportunity law, it is a form of discrimination.

Bullying can take many forms, including jokes, teasing, nicknames, emails, pictures, text messages, social isolation or ignoring people, or unfair work practices.

Under Federal law, this behaviour does not have to be repeated to be discrimination – it may be a one-off event.

Behaviours that may constitute bullying include:

- sarcasm and other forms of demeaning language
- threats, abuse or shouting
- coercion
- isolation
- inappropriate blaming
- ganging up
- constant unconstructive criticism
- deliberately withholding information or equipment that a person needs to do their job or access their entitlements
- unreasonable refusal of requests for leave, training or other workplace benefits.

Bullying is unacceptable in <Business name> and may also be against occupational health and safety law.

4.3   Sexual harassment

Sexual harassment is a specific and serious form of harassment. It is unwelcome sexual behaviour, which could be expected to make a person feel offended, humiliated or intimidated. Sexual harassment can be physical, spoken or written. It can include:

- comments about a person's private life or the way they look
- sexually suggestive behaviour, such as leering or staring
- brushing up against someone, touching, fondling or hugging
- sexually suggestive comments or jokes
- displaying offensive screen savers, photos, calendars or objects
- repeated unwanted requests to go out
- requests for sex
- sexually explicit posts on social networking sites
- insults or taunts of a sexual nature
- intrusive questions or statements about a person's private life
- sending sexually explicit emails or text messages
- inappropriate advances on social networking sites
- accessing sexually explicit internet sites
- behaviour that may also be considered to be an offence under criminal law, such as physical assault, indecent exposure, sexual assault, stalking or obscene communications.

Just because someone does not object to inappropriate behaviour in the workplace at the time, it does not mean that they are consenting to the behaviour.

Sexual harassment is covered in the workplace when it happens at work, at work-related events, between people sharing the same workplace, or between colleagues outside of work.

All staff and volunteers have the same rights and responsibilities in relation to sexual harassment.

A single incident is enough to constitute sexual harassment – it doesn't have to be repeated.

All incidents of sexual harassment – no matter how large or small or who is involved – require employers and managers to respond quickly and appropriately.

<Business name> recognises that comments and behaviour that do not offend one person can offend another. This policy requires all staff and volunteers to respect other people's limits.

4.4   Victimisation

Victimisation is subjecting or threatening to subject someone to a detriment because they have asserted their rights under equal opportunity law, made a complaint, helped someone else make a complaint, or refused to do something because it would be discrimination, sexual harassment or victimisation. Victimisation is against the law.

It is also victimisation to threaten someone (such as a witness) who may be involved in investigating an equal opportunity concern or complaint.

Victimisation is a very serious breach of this policy and is likely (depending on the severity and circumstances) to result in formal discipline against the perpetrator.

<Business name> has a zero-tolerance approach to victimisation.

4.5   Gossip

It is unacceptable for staff at <Business name> to talk with other staff members, clients or suppliers about any complaint of discrimination or harassment.

Breaching the confidentiality of a formal complaint investigation or inappropriately disclosing personal information obtained in a professional role (for example, as a manager) is a serious breach of this policy and may lead to formal discipline.

5.   Merit at <Business name>

All recruitment and job selection decisions at <Business name> will be based on merit – the skills and abilities of the candidate as measured against the inherent requirements of the position – regardless of personal characteristics.

It is unacceptable and may be against the law to ask job candidates questions, or to in any other way seek information, about their personal characteristics, unless this can be shown to be directly relevant to a genuine requirement of the position.

6.   Resolving issues at <Business name>

<Business name> strongly encourages any staff member who believes they have been discriminated against, bullied, sexually harassed or victimised to take appropriate action by [Guidance note (delete this later): explain how to make a complaint and provide for an initial contact person].

Staff who do not feel safe or confident to take such action may seek assistance from [Guidance note (delete this later): list contacts.] for advice and support or action their behalf.

6.1 Employee assistance program

[Guidance note (delete this later): keep this section if relevant]

<Business name> staff are entitled to a certain amount of free, professional counselling from our employee assistance program. To access the employee assistance program, contact [Guidance note (delete this later): provide contact details to access this service.]

Employee assistance program counselling is confidential and nothing discussed with a counsellor will be communicated back to <Business name>. Employee assistance program counselling is available free to <Business name> staff regardless of whether the issue is related to a workplace problem or some other issue for the staff member.

7. Other relevant <Business name> policies

Staff, especially managers and supervisors, are encouraged to read this policy in conjunction with other relevant <Business name> policies, including [Guidance note (delete this later): list relevant policies.]

- Workplace sexual harassment policy
- Flexible work arrangements policy
- Pregnancy and work procedure and policy
- Occupational health and safety policy
- Workplace complaint resolution policy and procedure
- Discipline procedure
- Mission, vision and values statements
- Enterprise bargaining agreements [Guidance note (delete this later): list relevant agreements.]
- Service agreement [Guidance note (delete this later): any document that outlines the rights of clients and customers to complain about the service they are receiving.]

8. More information

If you have a query about this policy or need more information please contact [Guidance note (delete this later): list contacts].

9. Review details

This policy was adopted by <Business name> on [insert date]

This policy was last updated on [insert date]

Extra Reading Material

Cedefop (2015). *Increasing the value of age: guidance in employers' age management strategies*. Luxembourg:

Publications Office of the European Union. Cedefop Research Paper; No 44.

Chiu, W. C. K., Chan A. W., Snape E., & Redman T. (2001). Age stereotypes and discriminatory attitudes towards older

workers: An East-West comparison. *Human Relations, 54*, 629-661.

Levy, B. R., & Banaji, M. R. (2002). Implicit Ageism. In T.D. Nelson (Ed.), Ageism: Stereotyping and Prejudice against Older

Persons. Cambridge. MA: The MIT Press.

Nelson, T. D. (2005). Ageism: Prejudice against our feared future self. *Journal of Social Issues, 61*, 207-221.

Palmore, E. (2001). The Ageism Survey: First Findings. *The Gerontologist, 41*, 207-221.

Thomas, W. H. N., & Feldman, D. C. (2012). Evaluating Six Common Stereotypes about Older Workers with

Meta-Analytical Data. Personnel Psychology, 65.

WHO – World Health Organisation (2012). Ageing and Life-Course: Fighting Stereotypes. Retrieved from:

http://www.who.int/ageing/about/fighting_stereotypes/en/

Module 2: Inter-Generational Activities and Mentoring – How to Benefit from Older Workers Competencies

INTER-GENERATIONAL ACTIVITIES AND MENTORING

HOW TO BENEFIT FROM OLDER WORKERS' COMPETENCIES

E-learning

Activity 2.1 **Knowing your role so that can build the bridge!**
Activity 2.2 **Needs and Transference: Needs Assessment and Enhancement of Skills**
Activity 2.3 **Successful Mentorship Programmes**
Activity 2.4 **Benefits of Mentorship Programmes**

Activity 2.1 Knowing your role so that you build the bridge!	
Title	**Manager or Mentor?**
Objective	Awareness / Reflection
Instructions	Write in Notebook
Method	Self-Reflection
Duration	30 minutes

Material:

- Notebook
- Pen / Pencil

Instructions:

Identify the differences between managers / supervisors and mentors. For example, mentors or mentorship partnership is a special kind of partnership between two people, based on commitment to the mentoring process, common goals and expectations, focus, mutual trust

and respect.

Each individual needs to discuss and write in their notebook the differences between a manager and a mentor: What are the tasks, skills and competences of the mentor compared to the manager?

Learning outcomes: By understanding the differences between managers, supervisors and mentors the chances to successfully implement a mentorship programme are significantly increased.
Participants are expected to understand that mentorship relationship is a strong factor for professional (and personal) development and both mentor and mentee will be benefited from this opportunity in various ways.

Activity 2.2 Needs and Transference: Needs assessment and Enhancement of Skills	
Title	**Discuss Implications for successful transferring of soft and hard skills**
Objective	Awareness / Reflection / Discussion
Instructions	Write in notebook
Method	Self-Reflection
Duration	30 minutes

Material:

- Notebook
- Pen / Pencil

Instructions:

Reflect on the implications within organizations for successful mentorship procedures.

(a)   Which are the basic needs of elder employees (needs assessment)?

(b) How can young employees transfer knowledge and skills to enhance elder employees' knowledge and skills?

(c) How can elder employees transfer knowledge and skills to benefit young employees (needs assessment)?

Learning outcomes: Participants are expected to use needs assessment technique to find and then enhance elder and young employees' knowledge and skills (soft and hard skills). The needs assement will help both mentors and mentees to build and maintain a mentorship relationship which will benefit both (vice versa). After the completion of the activity, give to participants the "(A) Concrete and Comprehensive Model of Needs Assesment" and "(B) How to make your goals Concrete and Measurable?".

After the completion of Activity 2.2, present the information which you will find below and encourage the participants to implement this information. From Theory to Practice!

(A) Concrete and Comprehensive Model of Needs Assessment:

McKillip (1987), provides a model of Needs Assessment:

The three phases:

- Goal setting - identifying what ought to be.
- Performance - measurement determining what is.
- Discrepancy identification -ordering differences between what ought to be and what is.

(B) How to make your goals Concrete and Measurable?

Creating Goals:

Specific

Measurable

Attainable

Realistic

Timely

Needs Analysis:
https://1pdf.net/needs-analysis-what-is-needs-analysis-assessment_58d2a494f6065de1282f51bc

Needs Analysis: How to determine Training needs:
https://hr-guide.com/data/G510.htm

Top Achievement Self Improvement and Personal Development Community:
http://topachievement.com/smart.html

Activity 2.3 Successful Mentorship Programmes	
Title	**Successful Mentorship Programmes**
Objective	Suggestions / Strategy Planning / Creativity / Innovation
Instructions	Brain Storming
Method	Self-Reflection
Resources	The Top 5 Workplace Mentoring Programme Types (Chronus LLC, 2018)
Duration	30 minutes

Material:

- Pen / Pencils
- Notebook

Instructions:

Step 1: View the five different mentorship models (at end of Module 2):

- Career Mentoring for Improved Employee Career Development
- High Potential Mentoring for Leadership Development,
- Diversity Mentoring for an Inclusive Workplace
- Reverse Mentoring for Efficient Knowledge Sharing
- Mentoring Circles for Collaborative Learning

Step 2: Reflect on: (a) which mentorship programme will be best for their organizational context, (b) what are the main characteristics and implications of the mentorship programmes which they have already decided that best meets the needs of their organizations

Step 3: Watch the video below.

VIDEO: Five Mentoring Programmes Best Practices
DURATION: 01:13

https://www.youtube.com/watch?v=IGi8DBQf6fQ

SHORT DESCRIPTION: _The video suggests that mentoring programmes are a great method to boost employee advancement, engagement and retention at any organisation. In this video you will find 5 mentoring programmes mentoring practices that you can follow accordingly: Define your Objects | Find a Passionate Programme Manager | Build Flexibility into your program | Put your Marketing Hat On | Think Win-Win._

Activity 2.4 Benefits of a Mentorship Programme	
Title	**The Importance of Mentorship**
Objective	Suggestions / Strategy Planning / Creativity / Innovation
Instructions	Video Viewing
Method	Online
Resources	Online Videos
Duration	20 minutes

Material:

- Online Videos

Instructions:

Step 1: View a List of Videos about Mentoring.

Step 2: Think about the questions provided below:

- Which of the suggestions did you find more useful?
- How would you use the Mentoring Strategy to increase productivity and why?

Learning Outcomes: Reflect on how mentors, mentees and organizations can be benefitted from mentorship programmes.

LIST OF VIDEOS

VIDEO: TEDxOverlake - Karen Russell - Modern Mentoring: The Good, The Bad and The Better
DURATION: 9:26
https://www.youtube.com/watch?v=SSZRtx8m3Z8

SHORT DESCRIPTION: Karen Russell is a Harvard trained lawyer at Davis Wright Tremaine and in this video talks about Modern Mentoring and best practices. She is the Firm-Wide Manager of Diversity Initiatives and also works as an inclusion consultant to help client develop "best practice" proactive strategies for managing inclusion, diversity and multi-cultural issues.

VIDEO: The power of mentoring: Lori Hunt at TEDxCCS.
DURATION: 4:58
https://www.youtube.com/watch?v=Atme26C0l5E

SHORT DESCRIPTION: Lori is the Director of Multicultural Services and Outreach at SCC. She earned a bachelor's in sociology from Gonzaga University and a master's in educational leadership from Washington State University. She has worked in education for over 12 years at universities throughout the region before landing at CCS. Lori is a member of the American Association of Women in Community Colleges, and serves as a board member with the Washington Council for Higher Education.

VIDEO: The importance of mentoring
DURATION: 1.28
https://www.youtube.com/watch?v=836-noR3DO8

SHORT DESCRIPTION: A video on the benefits of mentoring and how mentoring elevates both the productivity of the employees and organisations successful functioning.

Module 2:

What is Career Mentoring (Chronus LLC, 2018)?

Career mentoring is by far the most common mentoring program we see in the workplace. This traditional one-to-one mentoring relationship can last 6-12 months.

Career mentoring enables both career development and leadership development to help employees gain new skills and feel engaged with co-workers and your organization. By encouraging a learning culture through mentoring, companies ensure that employees take an active role in spreading knowledge and best practices throughout their organization. These factors all lead to happier employees and a better retention rate for a stronger, more effective organization.

With career mentoring, you can:

• Improve employee retention

• Enable employees to take ownership of their development

• Deliver cost-effective, scalable programs with constrained HR resources

Employees get the opportunity for learning and development, which can help advance their careers and keep them from feeling stagnant in their roles. Offering a formal career mentoring program is a tangible way to show employees that you're investing in their careers. The collaborative nature of mentoring develops employees and interpersonal links. Essentially, employees sharpen their skills, gain new ones, and can form friendships at work, all of which result in increased engagement and decision making.

What is High Potential Mentoring *(Chronus LLC, 2018)*?

High-potential mentoring connects rising stars with leaders, top performers, and each other. This one-to-one mentorship nurtures a company's leadership chain.

High potentials are an incredibly valuable asset to any company, but they're often difficult to retain. With careful cultivation, companies can increase retention to ensure they'll be able to appoint suitable leaders at the top when needed, which is crucial to the health and future of every organization. It's imperative to engage these rising stars while also exposing them to different areas of the business, developing their leadership skills, and ensuring they're learning what they need to excel in prospective new roles. This results in improved engagement, faster time to productivity, and lower attrition costs.

With high-potential mentoring, you can:

• Improve retention of key contributors

• Deepen your leadership bench strength

• Provide critical career development

Mentoring high potentials rewards them with personal attention, guidance, and professional development. This type of mentoring enables high potentials to learn faster and prepare to take on leadership positions sooner. This type of personalized development is engaging for employees and provides tangible proof that their employer is investing in their careers

What is Diversity Mentoring *(Chronus LLC, 2018)*?

Diversity mentoring has grown in popularity for companies that want to attract and retain top talent. This model pairs mentors and mentees in a one-to-one mentorship aimed at engaging and developing specific subsets of employees, and can last 6-12 months.

Cultivating an inclusive environment where varied viewpoints are heard fosters innovation and creativity that effect the bottom line. Diversity mentoring not only helps organizations develop and retain diverse talent, but it also helps build a robust community of diverse talent for future needs.

Offering a diversity mentoring program helps corporations differentiate themselves from their competitors while providing long-term support for their employees.

With diversity mentoring, you can:

• Improve diversity in leadership or specific functional disciplines

• Better attract and retain employees

• Connect diverse populations with each other to learn and share experiences

Diversity mentoring empowers a wide range of employees to share their opinions, ideas, knowledge, and experiences on a level playing field. Through diversity initiatives, employees learn cultural awareness to create an inclusive corporate culture. Diversity mentoring creates an environment of trust, belonging, understanding, support, and encouragement for a diverse workforce. It gives employees an opportunity to voice their concerns, overcome hurdles, and find solutions. As a result, it inspires employees to perform to their highest ability.

What is Reverse Mentoring *(Chronus LLC, 2018)*?

Reverse mentoring isn't just an opportunity to engage and develop employees—it creates bonds between senior leaders and rank-and-file employees. By breaking down silos and connecting cross-generational employees, critical knowledge is shared, creating a more informed and agile workforce that functions smoothly.

With reverse mentoring you can:

• Enable knowledge sharing between baby boomers and millennials

• Deepen connections between employees and senior management

• Engage employees more fully across generations

Reverse mentoring strengthens senior leaders and executive teams by giving them insights on both millennials and the latest technologies. The younger employee gains visibility into the macrolevel management issues and perspectives of the executive mentee. Reverse mentoring can be an excellent way to engage millennials in your organization by providing meaningful and rewarding connections to senior leaders.

What is a Mentoring Circle (for Collaborative Learning), *(Chronus LLC, 2018)?*

A mentoring circle is a peer-to-peer format that enables employees to find peers who share common interests or learning objectives, and develop together as a group. Each circle has an owner (an employee) who designates the number of participants and sets expectations for how, when and why the circle will meet. We recommend capping membership at 5-8 employees per circle.

Thanks to Sheryl Sandberg's Lean In movement, mentoring circles have become increasingly popular. It's no surprise why employers are adopting this model— since employees own and run the circles, this type of program is fairly admin light. Circles promote cross departmental knowledge sharing, which expands the tribal knowledge pool. The result? Improved innovation by connecting people with varying skillsets who are interested in solving the same challenge.

With mentoring circles, you can:

• Build intra-organizational personal relationships

• Facilitate collaborative learning and knowledge sharing

• Drive career development by increasing employees' functional expertise and skillsets

Employees get to connect with co-workers who have the same interests. This helps create bonds between people who otherwise may not have interacted. Many organizations have circles setup for specific employee populations, such as veterans, women in STEM, LGBTQ employees, and so on.

For case studies on mentoring and inclusion of ageing workers, the European Monitoring Centre for Change (2004) has published four company case studies. Click here: https://www.eurofound.europa.eu/observatories/emcc/articles/working-conditions/inclusion-of-ageing-workers-four-company-case-examples to view these (you can adapt the text in your national language by using the google translate option)

Extra Reading Material

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Module 3: Age Management in Organisations

AGE MANAGEMENT IN ORGANISATIONS

E-learning

Activity 3.1 **Self-Assessment and Awareness**
Activity 3.2 **Hiring and Fair Employment**
Activity 3.3 **Age Diversity**
Activity 3.4 **Application of Knowledge**

Activity 3.1 Self-Assessment and Awareness	
Title	**Self-Assessment and Awareness**
Objective	Evaluation of current situation / Awareness / List of measures for further consideration
Instructions	Checklist to fill
Method	Individual work
Resources	Hard Copy of Checklist must be Provided
Duration	30 minutes

Material:

- Hard Copy Printed Checklists
- Pen / Pencil

Instructions:

Step 1: Read and complete the Checklist accordingly.

Step 2: Think about the key points mentioned in the Checklist. You can use the following suggested questions:

- Does your company/organisation follow any of these policies/suggestions?
- Which ones to you find that are most important and which ones less urgent and why?

- Is there a particular suggestion that you would find difficult to propose – advocate with the organisation's management?
- Any other suggested measures?

Learning Outcomes: The participants will have the opportunity to reflect and become aware of what it needs to be done in order to eliminate any Age Discrimination issues. The Checklist will give them an example of key points that need attention.

MODULE 3: AGE MANAGEMENT IN ORGANISATIONS

CHECKLIST

Hiring & Fair Employment

☐ Has your organisation communicated that it is open to hiring mature workers in recruitment advertisements?

☐ Has HR reviewed job advertisements and job application forms to ensure that the proper information has been displayed?

☐ Does your organisation use the right recruitment channels to possibly reach out to mature workers?

Performance Management

☐ Has a proper assessment been carried out to determine the needs of older employees?

☐ Are performance appraisals based on a set of fair, objective and merit-based criteria, in according to age management?

☐ Are Age characteristics taken into consideration when communicating to mature workers during performance appraisals?

Training Programmes for Older Workers

☐ Do you provide access to training opportunities to all workers regardless age or years of employment?

☐ Does your organisation encourage life-long education and constant training?

☐ Do you monitor each employee educational level and overall skills training?

Retention Strategies for Older Workers

☐ Do you offer any Flexible Working Options?

☐ Do you offer Personalised scheme regarding personal development and salary?

☐ Does your organisation value "meaning at work" and contribution to society?

Retirement and Exit Strategies

☐ Does your organisation encourage and supports preparatory measures for retirement?

☐ Do you offer gradual retirement?

Activity 3.2 Hiring and Fair Employment	
Title	**Hiring and Fair Employment**
Objective	Evaluation of current situation / Awareness / Suggestions for further action
Instructions	Video Viewing / Notes
Method	Online Videos
Resources	Online Videos
Duration	35 minutes

Material:

- Online Videos

Instructions:

Step 1: View a List of Videos focusing on diversity and how to avoid discrimination or common mishaps during the interview or hiring process in general.

Step 2: Think of the following questions provided below:

- Which of the suggestions did you find more useful?
- Did you catch yourself consciously or unconsciously doing something similar with what we just watched?
- If yes, how did you rectify?

Learning Outcomes: This Activity is aiming to help participants to avoid any bias when hiring especially regarding ageism discriminations. Furthermore, we aim to inspire them to hire employees mostly based on merit.

LIST OF VIDEOS

VIDEO: Unconscious bias: Stereotypical hiring practices. | Gail Tolstoi-Miller | TEDxLincolnSquare
DURATION: 10:32
https://www.youtube.com/watch?v=QCFb4BiDDcE\

SHORT DESCRIPTION: Gail Tolstoi-Miller was a gothic girl living in the East Village of New York City and now works in the corporate world. She shares her own story of bias and how recognizing her own bias taught her to say "so what" and questions her first impressions.

VIDEO: Age Discrimination in Recruitment: The job Interview.
DURATION: 06:15
https://www.youtube.com/watch?v=T_2TsJOqe8I
SHORT DESCRIPTION: _This drama scenario addresses age discrimination in recruitment and selection. It explores the assumption that age will automatically preclude a candidate from being suitable. It also examines a character's reluctance to manage an older employee, and the assumption that training older people is not worth the investment. This section also includes a good practice approach to a job interview._

VIDEO: Conducting a Compliant Interview: Rule 1 – Avoid Discrimination.
DURATION: 3:06
https://www.youtube.com/watch?v=FQ83Hs3bFKM
SHORT DESCRIPTION: _The video demonstrates how to conduct a compliant interview without asking any questions that could allow you to discriminate while hiring._

VIDEO: Employment Applications: What to Include and What to Avoid.
DURATION: 2:15
https://www.yourerc.com/blog/post/employment-applications-what-to-include-and-what-to-avoid.aspx
SHORT DESCRIPTION: _Resumes are a valuable addition to the hiring process, it is recommended to use employment applications because they can provide legal and practical advantages._

Activity 3.3 Age Diversity	
Title	**Age Diversity**
Objective	Motivation for Age Diversity Policies and Practices / Examples
Instructions	Video Viewing / Case Study
Method	Online Videos
Resources	Online Videos
Duration	35 minutes

Material:

- Online Videos
- Case Study

Instructions:

Step 1: View a List of Videos focusing on Examples on how Age Diversity can benefit the organisation.

Step 3: Read the Case Study.

Step 2: Consider the following:

- How would you design a policy that promotes Age Diversity?
- What do you personally believe are the benefits of an Age Diversity Culture in the workplace?
- How would you demonstrate your ideas to Management?

Learning Outcomes: Fuelling Participants with ideas and examples on how to defend and implement an Age Management Strategy Plan and incorporate this notion to the organisation's culture.

LIST OF VIDEOS

VIDEO: Boomers: Not shy and not retiring.
DURATION: 2:15
https://www.cnbc.com/video/2016/08/19/boomers-not-shy-and-not-retiring.html
SHORT DESCRIPTION: *The video shows the Baby Boomers generation example. Using the Flexible Hours strategy boomers instead of retiring and leaving their jobs, they are working less.*

VIDEO: Becoming an Age Friendly Environment.
DURATION: 1:51
https://www.ageing-better.org.uk/news/being-age-friendly-employer
SHORT DESCRIPTION: *The video gives some suggestions on how to become an Age-Friendly Environment and some useful pointers to the employees.*

CASE STUDY (real case studies with pseudonyms given)
Adams Food

Adams Food takes ageing demographics across Europe very seriously, says David Fairhurst, Senior Vice-President, Chief People Officer for the UK and Northern Europe at the food retail conglomerate. 'As we emerge from the recession, there is growing evidence to suggest that a sustained recovery may be jeopardised by a rapid reduction in the size of the workforce; in other words, we're facing a workforce cliff.' Fairhurst cites a recent report from the European Commission, Growth Potential of EU Human Resources and Policy Implications for Future Economic Growth, which revealed that the European Union can sustain annual employment growth at the pre-recessionary rate of 1% 'no longer than 2019, despite its current high levels of unused labour reserves'. Different member states within the European Union will reach the edge of the workforce cliff at different times, says Fairhurst, 'a fact which begins to explain some of the startlingly different challenges Adams Food faces as an employer of 425,000 people in 38 European markets.

One of the ways European employers can delay the impact of this workforce cliff is by increasing the participation of the working-age population, argues Fairhurst: 'We need to look at the one in five of the working-age population who are economically inactive. In particular we need to increase participation in the labour market of young workers, women and older workers.'

Employers must do more to make sure that young workers are ready to enter the world of work, he says. Adams Food has recently pioneered 'How to Get Hired workshops' in the UK, which bring young people into contact with peers who have found work. The retail organisation also runs a Work Inspiration programme, which brings young people into its restaurants for ten days and gives them an insight into what it's like to work at Adams Food. 'It's also about giving women returning to work flexible and progressive workplace practices,' remarks Fairhurst. 'In addition, older people need to be valued for the contribution they make to the workforce.'

Adams Food investment in learning and development has proved attractive to both young and older employees, comments Fairhurst: 'Our investment in training and development is on an upward trend. We have the Adams Food University, where you can study all aspects of leadership. We take education very seriously and 82% of Adams Food employees have undertaken training this year.' Adams Food also has an online portal called 'our lounge', originally built to host online learning programmes, which enables employees to study online for national recognised qualifications such as GCSE English or Maths. The site has now evolved to become the primary way in which the organisation communicates and engages with its workforce in terms of business messages, competitions and company news:

It's part of our DNA to share knowledge and we do this through online employee forums. For example, when an employee is going through a programme, there is an online community of learners associated with that programme so employee-to-employee sharing is huge.

Flexible and progressive working practices have been instrumental in helping Adams Food attract an age-diverse workforce, comments Fairhurst:

We know that our younger workers value flexibility as much as our older workers. When someone applies for a job at Adams Food they are hired on attitude and, as part of the recruitment process, we ask them what hours they want to work and then schedule those hours according to their individual circumstances. We're not rooted in the traditional 9–5 hours.

Of the 1.2 million people that it employs worldwide, three-quarters of these are aged under 30: 'People perceive us as a young person's employer, but we have a great age range in the UK where our oldest employee is 88. However, some roles are more attractive to older workers, particularly customer-facing roles.' In the UK, Adams Food has a strong core of older workers, with around two-fifths of restaurants employing staff aged 60 and over. A few years ago, Adams Food conducted research with Lancaster University Management School which found that levels of customer service were 20% higher in restaurants with staff aged 60 or over. Delving deeper, over two-thirds of Adams Food managers said mature workers empathise with and connect well with customers. In addition, almost half the managers cited older workers' ability to go the extra mile and deliver the best possible customer service. The retail giant has proved that its older workers make a substantial difference to levels of customer services in the chain's branches, added Fairhurst: 'Managers are fully aware of the commercial benefits of employing older workers in our branches and we shared that information with them as part of their development programme.'

Adams Food conducts the bulk of its recruitment online, comments Fairhurst: 'We've received 1 million applications online, but people also turn up to our branches and have a conversation with a line manager about job vacancies. The primary route for older workers is popping into our branches.'

An important part of the recruitment and selection process is Adams Food 'On Job Experience' (OJE), which gives Adams Food and the applicant the chance to assess whether the working environment is right for them: 'This takes the best part of the day and gives potential employees the chance to work in different sections.' The introduction of OJEs has had a significant impact on short-term turnover, says Fairhurst: 'Our short-term turnover has more than halved in the last three years.'

Creating an employer brand that is attractive to employees of different ages is inextricably linked to developing a customer brand which appeals to multiple generations, remarks Fairhurst: 'Our consumer marketing does have a significant impact on how people perceive us as an organisation in the UK and France. We have run campaigns where Adams Food is seen as a place for people from all walks of life.'

Adams Food has also addressed concerns about its working environment among older workers, says Fairhurst: 'There were perceived barriers to recruiting older workers such as the rapid pace of the working environment and some older workers were also uncomfortable with wearing baseball caps, so we extended options for our uniform so people could feel comfortable.'

As the economic recovery continues across Europe, Fairhurst identifies two main challenges for Adams Food which are tied in with age diversity:

'To push back the edge of the workforce cliff as far as we can by helping as many of the working age population into employment and then to ensure these groups are equipped to deliver the levels of productivity, we'll need to maintain our economic health in a way that is sustainable for the long term.'

Supporting an age-diverse workforce: five top tips
• Assess the impact that different age groups are having on organisational performance and communicate this to the business.
• People have different needs at different life stages. Be mindful of these when developing HR policies and practices.
• Give people the opportunity to experience the workplace as part of the recruitment process.
• Be flexible around working hours and schedules.
• Invest in the training and development of every employee – the returns on that investment are there at every age (Worman, & McCartney, 2015).

Activity 3.4 Application of Knowledge: The 5 Key Areas of Age Management

Title	**Application of Knowledge: The 5 Key Areas of Age Management**
Objective	Self-Reflection / Strategy Planning
Instructions	Note writing
Method	Individual
Duration	20 minutes

Material:

- Paper
- Pen / Pencil

Instructions:

Step 1: Design a few Age Management Strategies that could possibly be applicable at their organisation

Step 2: Write these down and analyse how they are planning to put it in practice.

Learning Outcomes: Create a draft that they can contemplate and built on in real life.

MODULE 3 AGE MANAGEMENT IN ORGANISATIONS

Activity 3.4 Application of Knowledge

5 Key Areas of Age Management:

1. **Fair Employment**
2. **Job Design**
3. **Flexible Work Arrangements**
4. **Performance Management**
5. **Well-Being at Work Programs**

Below you will find the 5 Key Areas that are suggested to be crucial for successful Age Management in Organizations.

Firstly, note if you already have any related Policies connected with Age Management and then we encourage you to write down 2 ideas for strategies that you think can enhance the aforementioned Key Areas. You can save this Ideas List for further speculation or to discuss your ideas with the Organization's Management Team.

1. **Fair Employment**
   - ➢ **Current Policy/ies:**

   _____

   _____

   - ➢ **Suggestion A:**

   _____

   _____

   - ➢ **Suggestion B:**

   _____

   _____

2. Job Design

➢ **Current Policy/ies:**

_____

_____

➢ **Suggestion A:**

_____

_____

➢ **Suggestion B:**

_____

_____

3. Flexible Work Arrangements
➢ **Current Policy/ies:**

_____

_____

➢ **Suggestion A:**

_____

_____

➢ **Suggestion B:**

_____

_____

4. Performance Management
➢ **Current Policy/ies:**

_____

_____

➢ **Suggestion A:**

_____

_____

➢ **Suggestion B:**

_____

_____

5. **Well-Being at Work Programs**

➢ **Current Policy/ies:**

_____

_____

➢ **Suggestion A:**

_____

_____

➢ **Suggestion B:**

_____

_____

Extra Reading Material

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Module 4: Work Environment and its Adaptations for Older Workers

WORK ENVIRONMENT AND ITS ADAPTATIONS FOR OLDER WORKERS

Face to face

Activity 4.1 **Flexible Working Examples**
Activity 4.2 **Job Redesign Examples**
Activity 4.3 **Well-Being Lifestyle at Work**
Activity 4.4 **Guided Meditation and Mindfulness**

Activity 4.1 Flexible Working Examples	
Title	**Flexible Working Examples**
Objective	Suggestions / Strategy Planning / Creativity / Innovation
Instructions	Video Viewing / Case Study Reading / Group Discussion
Method	Online Videos / Live
Resources	Websites Provided below Online Videos / Printed Hard Copies of Case Study
Duration	20-25 minutes

Material:

- Online Videos
- Case Study / Hard Copy Print Outs one for each Participant

Instructions:

Step 1: Ask Participants to watch a series of videos with examples of flexi-working. Also hand out prints of a Case Study for them to read and take notes.

Step 2: Initiate a discussion at the end of video viewing and case study review. You can use the following questions:

- Do you think that this will work with your organisation and why?
- If not is there something you can do about it?
- Do you think that General Managers will approve?
- What would you change to make it applicable to the organisation you are representing?

Learning Outcomes: Reflection and discussion, spike creativity and strategy planning.

LIST OF VIDEOS

VIDEO: Flexible work hours benefit businesses: Study.
DURATION: 2:57
https://www.youtube.com/watch?v=yCqKDEy23fY
SHORT DESCRIPTION: *Based on An Australian study has found flexible work hours can provide businesses with higher productivity from staff. The video demonstrates some suggestions on how to achieve that.*

VIDEO: Flexible working: The way of the future? | Dr Heejung Chung | Think Kent.
DURATION: 9:57
https://www.youtube.com/watch?v=xWTBCsLmsOg
SHORT DESCRIPTION: *Dr Heejung Chung from the University of Kent explores the benefits of flexible working and the potential negative effects it can have for workers.*

VIDEO: The benefits of offering employees flexible work options.
DURATION: 3:14
https://www.youtube.com/watch?v=MOcQYLRm-Ao
SHORT DESCRIPTION: *According to recent findings 72 per cent of Australian workers want the opportunity to work flexibly. Hear from ANZ staff about how they take advantage of our range of flexible options, including volunteer and lifestyle leave*

CASE STUDY

JAMES GROUP OF RESTAURANTS

BACKGROUND

James Group of Restaurants is a home-grown seafood restaurant that was established in 1987. Through years of expansion and restaurant management experience, James Group now includes six diverse dining concepts that serve more than 4,000 diners daily and with over 700 employees working for the organisation.

FLEXIBLE WORK ARRANGEMENTS (FWAs)

Flexible working options were first offered in 2010 in response to the dwindling labour pool for restaurant workers. At the James Group of Restaurants, management believes that flexible working options need to be fluid and tailored to the individual. A variety of FWAs are now available for operations and service staff including permanent part-time options where restaurant staff can choose the number of days, they work every day. Currently, over 10% of their employees are part-timers.

Mrs. King notes that such fine-tuning of work hours coupled with careful job re design has allowed the restaurant to tap on lesser-used labour sources. One such source is mothers and grandmothers who want an extra source of income but can only work while the children in their care are in school. Their job scope includes setting up, dishwashing and pantry preparation just before the lunch and dinner crowds appear, so that they can be home for their own family mealtimes.

The organisation's commitment to provide flexible working options for all employees can also be seen in its HR policies. Employees who are contemplating resignation are reminded of the flexi-work scheme and encouraged to convert to a part-time work option rather than resigning. HR also briefs restaurant managers regularly on the benefits of FWAs and trains them to explain the flexible work options to potential employees during job interviews. Managers are also expected to gather monthly feedback on existing flexibility options from their teams and suggest any refinement to policies. With the organisation's commitment to making part-time viable for their staff, they have experienced in recent months an increased take-up rate for part-time working options among new hires. Implementing part-time working arrangements posed initial challenges for the whole team.

In the early stages, management identified that employees were reluctant to tap on the flexi-work option as they mistakenly believed they would not receive any staff benefits. HR and management swiftly stepped in to explain that all employees were part of the James family and that benefits for part-timers would be pro-rated. Details of how benefits would be calculated were given as well. For example, employees who work a minimum of 20 hours a week are entitled to benefits such as birthday vouchers and annual leave on par with full-time employees. Bonuses which are given to full-time staff are pro-rated for part-timers as well. Mrs King shares that as a result of this, employees are now very "pro-flexible" and are open to converting to a part-time position, rather than resign from their job altogether.

BENEFITS OF FLEXIBLE WORK ARRANGEMENTS (FWAs)

Apart from providing the organisation greater flexibility, FWAs have also benefitted employees of James Group. This can be seen in the case of Madam Aw, a mature worker in her 50s, who began working at a James restaurant in 2007 as a full-time restaurant staff. Over time, she became a valued member of the team. However, she developed a medical condition that caused her arm to be painfully swollen. As her workspace was enclosed without much room to manoeuvre her arm, this caused her much discomfort and affected her work. After discussion with her manager, the management offered her a new position in a different outlet with a larger workspace.

Later, Madam Aw considered resigning as her mother was diagnosed with cancer. However, the management suggested shifting Madam Aw to a permanent part-time working arrangement, which allowed her to care for her mother while earning an income. This working arrangement was further refined when her care-giving duties increased over the years. "I'm glad for this flexi-hour arrangement. It is just the right arrangement that allows me to take care of my mother after she comes back from day care, over the weekends as well as public holidays." Mrs. King emphasises that the long-term benefits have outweighed the costs for the James Group. "We have better options, and it is easier to hire people. With more flexibility, there is a bigger pool of talent to tap on". The management at James has successfully incorporated flexibility into organisational culture, thus attracting and retaining quality employees in a difficult hiring climate and exemplifying that creating a flexi-culture can be rewarding – for employer and employee alike (Singapore National Employers Federation, 2013).

Activity 4.2 Job Redesign Examples	
Title	**Job Redesign Examples**
Objective	Suggestions / Strategy Planning / Creativity / Innovation / Empathy
Instructions	Video Viewing / Group Discussion
Method	Online Videos / Live
Resources	Websites Provided below Online Videos
Duration	10 minutes

Material:

- Online Videos

Instructions:

Step 1: Ask Participants to watch a series of videos with examples of job redesign to fit better Older Workers.

Step 2: Initiate a discussion at the end of video viewing and case study review. You can use the following questions:

- How did you change since the start of your career?
- Do you think that this will work with your organisation and why?
- Do you have specific employees or job posts in mind that this could apply?
- Do you think that General Managers will approve?
- What do you think that HR Managers should consider in order to do this successfully?

Learning Outcomes: Reflection and Discussion. Spike creativity, strategy planning and empathy.

LIST OF VIDEOS

VIDEO: Adapt and Grow – WorkPro.
DURATION: 3:29
https://www.youtube.com/watch?v=wg6MOV1pFC4
SHORT DESCRIPTION: WorkPro fosters progressive workplaces and strengthens the Singaporean core of our workforce by encouraging employers to implement age-friendly workplaces to benefit Singaporeans through job redesign and age management practices for older workers.

VIDEO: How BMW cope with Aging Workforce.
DURATION: 2:39
https://www.youtube.com/watch?v=dIuzaXvvBV0
SHORT DESCRIPTION: Americans over 65 years old will make up more than 16 percent of the country's population by 2010. Richard Roth reports on what companies like BMW are doing with the increasingly aging workforce.

Activity 4.3 Well-Being Lifestyle at Work

Title	**Well-Being Lifestyle at Work**
Objective	Suggestions / Strategy Planning / Creativity / Innovation / Self Development
Instructions	Video Viewing / Case Study Reading / Group Discussion
Method	Online Videos / Hard Copy Case Study / Live
Resources	Websites Provided below Online Videos
Duration	20-25 minutes

Material:

- Online Videos
- Hard Copy Print Outs one for each Participant

Instructions:

Step 1: Ask Participants to watch a series of videos with examples of Well-Being at work practices and its Benefits.

Step 2: Hand out a printed hard copy of the Case Study – one to each participate and ask them to read it.

Step 3: Initiate a conversation amongst the participants. You can use the following questions:

- Do you follow any specific practices in your life that fall under the category of "Well-being"?
- If yes then did you see any positive outcomes that affect your work performance and productivity?
- Which practices do you think will fit well with your organisation culture, structure and personnel?

Learning Outcomes: Self-Reflection, strategy planning and innovation encouragement.

LIST OF VIDEOS

VIDEO: We Heard it from you: Well-Being Works!
DURATION: 2:59
http://blog.perkinswill.com/we-heard-it-from-you-well-being-works/
SHORT DESCRIPTION: The video demonstrates on how some well-being practices can improve working environment and workers engagement.

VIDEO: Putting Well-being to Work Animated Infographic.
DURATION: 1:58
https://www.knoll.com/knollnewsdetail/putting-well-being-to-work-animated-infographic
SHORT DESCRIPTION: A visual summary of the Knoll Research paper "What's Good for People" investigating best practices to improve well-being at the work place.

VIDEO: Improving Workplace Well-Being Is Crucial for a Winning Culture
DURATION: 3:07
http://www.futureofbusinessandtech.com/sponsored/improving-workplace-well-being-is-crucial-for-a-winning-culture
SHORT DESCRIPTION: The video suggests that to develop happier, healthier and more productive workers, incorporating wellness programs should be a top priority for managers and executives.

VIDEO: PwC: Be well, work well.
DURATION: 1:37
https://www.youtube.com/watch?v=dSgCkvWFQsg
SHORT DESCRIPTION: PwC has launched a firmwide effort -- Be well, work well - to empower our people to prioritize their well-being through the four dimensions of energy. Be well, work well is more than hitting the gym and eating healthy. It's about energizing our people to be their best -- at work and at home.

VIDEO: Mindfulness at Work - How to be Mindful at Work Tips
DURATION: 7:39
https://www.youtube.com/watch?v=d_CrcJl960w
SHORT DESCRIPTION: How To Be More Mindful At Work Mindfulness in the workplace – it's a great idea, but how do we implement it at work? Mindfulness can help us make positive changes in our lives and at work. In this video, I'll teach you 5 tricks for a healthier, less stressful, more productive day using mindful techniques at work: 1) Mindful Minute 2) Breathing Mindful 3) Mindful Listening 4) Mindful Walking 5) Mindful Interaction

VIDEO: Mindfulness at Work - Desk Exercises | Mindfulness Exercises | Aetna
DURATION: 3:29
https://www.youtube.com/watch?v=tH4OiBEPIb8
SHORT DESCRIPTION: Watch Cheryl Jones demonstrate mindfulness desk exercises that encourage us to practice mindfulness at work because doing so can improve circulation and energy.

CASE STUDY

The Steel Company Ltd

The Steel Company Ltd Holdings is one of the top steel providers in the Asia Pacific. It is a wholly-owned subsidiary of Tata Steel. It employs more than 3,000 employees across Singapore, China, Thailand, Vietnam, the Philippines and Australia. The Steel Company Ltd produces more than 2 million tonnes of premium steel products for the construction industry in the region on a yearly basis.

Well-Being Programme
The Steel Company adopts a holistic programme to ensure the social, physical and mental well-being of its employees. Keys to the success of The Steel Company well-being programme are its Sports and Recreation Club (SRC), Occupational Health Unit (OHU), as well as Human Resource (HR) department, which work in collaboration to plan and organise a myriad of activities across the year.

The SRC promotes social bonding among colleagues and physical exercise through its activities, some which are organised as often as on a weekly basis. These events include Active Day. It is an Amazing Race-typed challenge where staff forms teams to participate in the race. It is being held several times a year, thus creating bonding amongst staff. Furthermore, weekly sport activities and coaching classes for learning new sports are organised. Outdoor sports activities consist of badminton sessions, golf, rock climbing and archery while indoor activities comprise lunchtime yoga, board games, etc. Keeping in mind, the importance of relaxation and fun that staff should enjoy in the office in addition to work, the SRC celebrates festivals such as Chinese New Year, Christmas, etc. This improves the mental health of employees.

In tandem, the OHU and HR advocate employees to lead healthy and vibrant lifestyles through their comprehensive workplace health programme. The company has qualified medical professionals such as doctors and nurses at in-house clinic to provide prompt medical treatment and counselling to employees. In addition, health screening and lifestyle survey are conducted annually for mature employees and biannually for those below 40 years of age. After health checks, for cases where the personalised data shows that an employee has health-related issue(s), the OHU would implement specific programmes to help the affected staff and also monitors his/her health performance over time. Health programmes such as smoking cessation, weight management, cholesterol management, etc are arranged to assist staff to lead a healthier lifestyle too. Workshops on physical and mental health are organized to educate employees; these talks included cancer awareness, HIV awareness, stress management and healthy cooking. Moreover, the OHU and HR ensure abundance of healthy food at The Steel Company in-house canteen.

In determining the calendar of activities across the year, the SRC and OHU also ensure that there is a mix between low and high intensity activities, so as to cater to different groups of staff. The activities are also organised regularly at different timings so as to facilitate participation by the significant number of older employees who are on shift work.

Benefits of a Well-Being Programme
With a comprehensive well-being programme, The Steel Company Ltd Holdings is able to maintain the health of their older employees, thus, they are able to continue working competently. Currently, the company has 22% of mature workers aged 40 to 54, and, 7% of older workers aged 55 and above. In this way, the wealth of knowledge and experience that the older workers possess will be retained in the company.

Activity 4.4 Guided Meditation and Mindfulness	
Title	**Guided Meditation and Mindfulness**
Objective	Self-Development / Emotion Regulation / Resilience / Cognitive Function
Instructions	Guided
Method	Live / Online Video for Music
Resources	Websites Provided below
Duration	10 minutes

Material:

- Online Music
- Script with Instructions for the Trainer or recorded material.

Instructions

Step 1: Guide the Participants to a Meditative State. Encourage them to connect with their breath and let go any stresses. Teach them Simple techniques of Mindfulness that they can practice anytime and anywhere to improve their well-being and lower their stress levels. The aforementioned procedure could be applied live, videotaped or recorded.

Learning Outcomes: Resilience and an effective cope mechanism that can be useful for personal and professional development.

GUIDED MEDITATION SCRIPT

Get into a comfortable position, and set aside a few minutes so you can practice relaxing. The more you practice, the more easily you will relax under pressure.

This exercise will review three ways to relax under pressure, including calm breathing, relaxing tense muscles, and calming your thoughts.

Start by concentrating on your breathing. Breathe in...and out.
Deeply in...and slowly out.

In...out.

Keep breathing slowly like this. You can slow your breathing even further by counting. Breathe in to the count of four...hold to the count of three...and breathe out to the count of five...

Breathe in...2...3...4...hold...2...3...exhale...2...3...4...5...

Breathe in... hold...breathe out...

Breathe in...and out...

Keep breathing...letting your breath slow comfortably.

You are learning the relaxation skill of slowing your breathing. You can actually feel yourself calming down as you breathe slowly and calmly. This calm breathing helps you focus, and be alert and relaxed. You are learning how to relax under pressure.

Continue to breathe slowly, and every so often, just notice your breathing, and focus on allowing your breathing to slow down.

Now concentrate on your muscles. You may find that you are holding tension in your muscles. Pay particular attention to your shoulders, hands, and jaw.
Consciously lower your shoulders. Let your shoulders relax and allow the muscles to loosen. This act of relaxing your shoulders allows you to become calm because it places your body in a relaxed, easy position instead of a tense one.

Notice your hands, and let your hands be open, loose, and relaxed. Let your arms rest by your sides, letting go of all tension and just relaxing. You are learning how to relax under pressure.

Focus on your jaw. Allow your jaw to rest loosely, so your teeth are not touching. Let your mouth be loose and relaxed.

Mentally scan your body now, noticing any areas that are tense. When you notice tension, concentrate on relaxing that area. Allow your muscles to give up the tension they have been holding. Allow your body to relax. You are learning how to relax under pressure.

Focus on your breathing again...noticing...relaxing. Count each breath again if you like, breathing in to the count of four...holding for a count of three...and breathing out to the count of five.
(Pause)
Now concentrate on your thoughts. Imagine each affirmation that follows, and believe each one to be true. You may want to repeat each

phrase silently in your mind. You are learning how to relax under pressure.
I am calm.
I am relaxed.
 (Pause)

Every time you are under pressure, remember to do the three relaxation techniques you have just practiced:
Calm breathing.
Relax your muscles.
Calm your thoughts.

You can relax any time you need to, and the relaxation will help you to concentrate and keep your brain functioning at its best.

The slightest feeling of nervousness causes you to relax.
You can relax every day, in every situation.
Go through the relaxation exercises as many times as you want

Breathe deeply. Relax your muscles. Calm your thoughts.

(Pause)
Breathe deeply. Relax

When you relax, these situations can feel much less stressful.

Now you have completed this relaxation exercise. You can relax again any time you need to, and will experience the most benefit if you practice relaxing every day.

For now, it's time to return to the day head. Slowly reawaken your mind and body, becoming alert and awake while remaining relaxed and calm.

Open your eyes, and look around. Stretch if you want to. Sit quietly for a few moments as you wake up completely.

When you are fully alert you can resume your usual activities, feeling calm and refreshed.

Activity 4.5 Role-play	
Title	**Role play**
Objective	Self-Development / Emotion Regulation / Resilience / Cognitive Function
Instructions	Guided
Method	In pairs
Resources	Scenarios
Duration	30 minutes

Material:

Scenario list
1) An older worker is facing health issues and would like to speak to the HR Manager about this. He is scared as he does not know how they will perceive it and does not want to lose his job.
2) A new HR Manager has decided to make changes to the company policy regarding mentoring, stating that she is looking for 'expert employees. As an older worker you approach her for more details.
3) An older woman employee is looking to be trained on digital skills and has asked the HR Manager for more information on this. The HR Manager is hesitant and has to decide whether this is worth the company's investment.

Instructions

Step 1: Ask participants to pick one of the scenarios below

Step 2: In pairs, one person must represent the HR Manager while the other an older worker.

Step 3: Ask participants to carry out two separate role-plays for each scenario. In the first they should play it out such that the older worker is not fairly treated while in the second the older worker received equal and adapted treatment as to his/her needs.

Step 4: Ask the participants to play out the two role plays for the scenario they have chosen

Step 5: Discuss with participants the experience of being an older worker/HR Manager and the difference in the two differing results of the role-play.

Extra Reading Material

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