



Wirtschaftsakademie
Schleswig-Holstein

EMPLOYMENT IN TIMES OF DEMOGRAPHIC CHANGE

Age-adjusted Human Resources Policy

FOR ENTREPRENEURS AND
EXECUTIVES

This concept originates from a project promoted
by the Federal Ministry of Transport, Building and Urban Development
and co-financed by the European Fund for Regional Development.



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¹ The ease of readability, we give in the texts of the concept of male preference form. This simpler expression language course always women and men are meant.

1. Prologue

The Basis for Action-oriented Education and Training

1.1 Situation and Objectives

The tasks involved in age-adjusted human resources management sound challenging in most publications. "The demographic problem", also called "the demographic trap" or "the ageing population" are the keywords highlighting the major demographic trends.

Over the coming years businesses should, and will have to, cope with the tasks arising from demographic change for their own benefit. As fewer and fewer young people are available to replace experienced older employees going into retirement the working population is declining. This situation calls for a fundamental change of perspectives in human resources policies. Hence, HR management is faced with considerable, partly maybe completely new challenges. Therefore, enterprises have to take measures now, and in good time, to be able to respond to them and create future-oriented framework conditions for a sustainable and far-sighted HR policy. Age-adjusted HR management provides the corporate management and HR managers with additional ideas and impulses for HR activities, planned anyway, that are more adjusted to demographic development.

An age-adjusted HR policy keeping all staff healthy, motivated and high-performing as long as possible is a good prerequisite for retaining older employees. It not only strengthens the enterprise's competitiveness but, at the same time, enhances the motivation, identification and satisfaction of all employees and, hence, their commitment.

Some arguments for demographically adjusted action in the enterprise:

- higher motivation and satisfaction of all employees,
- optimal use of knowledge and expertise,
- better image internally and externally,
- simplified staff recruitment,
- higher loyalty to the company,

This Curriculum gives an overview of job-related and personal competences required for a practically oriented and business-related age-adjusted HR policy.

Depending on the region and the respective trade or industry, it may be amended and adjusted.

In the modules of the qualification concept the knowledge, skills, competences and intended behaviour will be promoted and imparted by means of practical case studies and project assignments to be completed individually and in group work.

1.2 Structure of the Curriculum

The Curriculum consists of

- a foreword defining the objective of the module,
- one column with sub-objectives,
- one column specifying the amount of lessons,
- one column with structured modular contents,
- one column indicating the [Learning Level](#),
- one column informing about the intended [Teaching Methods](#).

1.3 Target Group

Entrepreneurs and executives will be made aware of a future-oriented, age-adjusted HR policy. Consequently, they will:

- have a more constructive and realistic understanding of older employees' skills and competences and be able to better use these skills and competences to gain a competitive edge,
- encourage a corporate health policy in order to maintain the work ability of today's young employees in the long-term,
- support, and actively promote, the mutual learning process of younger and older employees,
- maintain the corporate culture and further develop corporate health management.

1.4 Requirements and Qualifications

The systematic range of instruments, techniques and aids will be trained and applied in practically oriented case studies and role plays and rounded off by theoretical information. Thorough background knowledge of the inter-relationship between work, demographic aspects and their fields of business will form part of the practical exercises.

So entrepreneurs and executives will be enabled to assess the situation in their enterprises and draw conclusions for their leadership activities.

The following requirements and qualifications will give an overview of the qualifications, behaviours and requirements to be promoted. The points specified will be dealt with in the modules.

Main criteria	Requirements
1.4.1 Person-related Skills	<ul style="list-style-type: none"> • staff orientation, • ability to work in a team and cooperate, • communication skills, • ability to differentiate, • problem-solving competence, • creativity and its implementation, • success orientation, • empathy.
1.4.2 Entrepreneurial Thinking and Acting	<ul style="list-style-type: none"> • recognize and understand the necessity for an age-adjusted and health-supporting HR policy, • recognize the benefits for the enterprise, • benefit analysis considering business, economic and individual aspects, • know how to use new, innovative forms of work, • explanatory and advisory work in the enterprise.
1.4.3 Professional Competences and Leadership Knowledge	<ul style="list-style-type: none"> • instruments of age-adjusted staff planning, • flexibly respond to staff interests and corporate interests, • implement instruments in the corporate culture, • basics of learning psychology, • know options for motivating staff, • roles and behavioural role, • disturbances and conflicts, • develop solutions considering staff interests and corporate interests.

1.5 Learning Objectives and Contents

The learning contents of the Curriculum will be defined in accordance with the learning objectives to be achieved.

The **foreword**: a general, global objective with a higher degree of complexity.

The **general objectives**: specify the learning objectives and their functional and logical subdivision into learning contents.

The **specific objectives**: provide the trainer with some freedom to adapt or expand the content according to the participants' needs and to include specific industry-related or regional aspects.

Related taxonomy²:

- **Recognize**
this – not yet complex – level aims at creating awareness for a topic, a problem, a situation; the participant is supposed to develop awareness.
- **Refer**
e.g. localize a topic or facts and circumstances.
- **Classify**
The participant relates things s/he recognized to the respective context, relationships and subject areas.
- **Understand**
The participant memorizes the data, facts and circumstances s/he learned about and is familiar with them.
- **Present**
The participant extracts, shows and illustrates the subject matter.
- **Explain**
The participant reproduces the things s/he learnt, e.g. s/he explains and presents thereby showing his/her understanding of the subject matter.
- **Apply**
The participant applies things s/he learnt in practice, e.g. a rule/formula, a theorem.
- **Use**
The participant uses the things s/he learned as an instrument, tool or aid.
- **Implement**
As the learning objective is oriented towards practical use, the participant will increasingly be required to use his/her intellectual (cognitive) and psychomotor skills and abilities.
- **Master**
The participant thoroughly knows a topic or facts and circumstances and is at home in them.
- **Analyze**
The participant understands facts and relationships and completely comprehends the structure.
- **Assess**
The participant can assess the learning contents and their use.
- **Evaluate**
Adds the affective component of evaluation to the skills supported by cognitive processes. The participant is required to make comments, add critically reflecting questions to show comprehension and analytic skills and frame an answer as a result of this operation.

² A taxonomy (altgr. taxis, order, 'and nomos' law'), or classification scheme for an uniform method or model to classify objects of a certain range (possibly with the aid of a classification instrument) according to certain criteria, which means that they are classified in certain categories or classes (also called taxa)

1.6 Learning Levels

The depth of understanding to be achieved when being taught the learning content mainly depends on two factors: on the amount of lessons recommended in the Curriculum and on the learning levels. The Curriculum consists of four levels, mostly with fluid transitions, showing an increasing degree of complexity and abstraction.

1. Reproduction

The level of reproduction - this should never be misunderstood as merely learning by heart or recalling knowledge without reflecting.

2. Reorganization

The level of rearrangement - relationships must be understood and recognized. Known things are rearranged and gain some "new value". These operations require some faculty of abstraction on the part of the participant.

3. Transfer

Transfer of known to unknown things. At this level the participant is required to show an even higher level of abstraction and combination. A flexible way of thinking and acting and adaptability are further important prerequisites here.

4. Problem-solving

The highest level. The participant must carry out causal-analytic and synthetic operations and be able to combine them. Problem-solving requires the participant to think in context and assess causal relations. Decisiveness, critical thinking and, lastly, also risk awareness are further requirements at this level.

1.7 Methods

The methods indicated in the Curriculum are to be understood as recommendations for the organization of the training course. The methods relate to the topics considering the respective objectives and contents as well as the time allocated for this.

Methods indicated in the Curriculum:

brainstorming	brain	group work	group
presentation*	pres	project work	proj
lecture	lec	business game	game
discussion	dis	role play*	role
case study	case	exercise*	ex
teaching conversation	conv	partner work	partner
demonstration*	demo	individual work	ind

recommendation*:

Moreover, we employ interactive teaching methods in the curriculum such as "roundtables" and a "Future Search Conference"

1.8 Modular Structure

The Curriculum consists of three modules comprising 16 lessons.

Module 1	Employees as the major resource – a future-oriented and competitive corporate strategy	5.5 lessons
Module 2	Potentials 2020: to preserve, promote and motivate Raise awareness of the context of ageing, functional capacity and capacity for work.	8.0 lessons
Module 3	Change management: Principles and instruments of change processes	2.5 lessons

2 Curriculum

2.1 Module 1 “Employees as the Major Resource”

A future-oriented and competitive corporate strategy (5.5 lessons)

Foreword:

Changes in the age structure and, consequently, in an enterprise’s human capital increase the necessity for a sensitive approach when dealing with the work ability of all employees:

It will be shown

- why enterprises should deal with a human resources policy responding to demographic change and health demands and make it an integral part of their corporate strategy.
- which benefits can be achieved for the enterprises. The main objective will be to raise awareness and acceptance of the topic among the participants. It will be shown that “action” may offer advantages while the “absence of action” may result in disadvantages for the enterprises.
- which conditions are required to successfully implement demographically adjusted actions in the enterprises and which factors have to be taken into account.
- Suitable learning methods would be a provocative brief lecture with subsequent discussion and round table talks (World Café).

Objectives	Lessons	Contents	Level	Method
<p>Recognize and understand the necessity for an age-adjusted and health-supporting HR policy, its underlying conditions and its effects on business operations in the enterprise</p> <p>Know the situation of age development in the region and within the enterprise and derive consequences for the enterprise which promote success</p>	0.5	<p>1 Changes at society level and their relevance for corporate development</p> <p>1.1 How economic development influences the structure of labour markets</p> <ul style="list-style-type: none"> • demographic changes • population development • structures in education and qualification • employment, income and social insurance <p>1.2 Older employees’ potential for success</p> <ul style="list-style-type: none"> • the image of older employees • potentials of older employees (mental and physical skills & abilities) 	2	Lec, pres, brain, disc

Objectives	Lessons	Contents	Level	Method
Recognize and understand the benefits of demographically adjusted action considering business, economic and individual aspects	3.5	<p>2 Prerequisites for a successful implementation of an age-adjusted HR policy in the individual enterprises</p> <ul style="list-style-type: none"> • Does the enterprise already experience problems due to the age structure and, hence, is there already a necessity to take action for demographic reasons? • Is work ability until retirement age ensured for all age groups? • Effects due to the size and organization of the enterprises • Employees' participation rights through works council and staff council and aspects of labour law, collective bargaining and social insurance • Development of new needs structures resulting from demographic change 	2	round table discussions (world cafe), disc
Recognize and understand the prerequisites for age-adjusted action in the enterprise	1	<p>3 Intergenerational aspects as part of the corporate culture and leadership philosophy</p> <ul style="list-style-type: none"> • The enterprise must change from a deficit model to a compensation model • For the ageing working environment life-long learning is gaining more and more importance • Products, services & advice must be tailored to the needs of older consumers 	2	lec, pres, disc
Recognize and understand the prerequisites for age-adjusted action in the enterprise	0.5	<p>4 Benefits of demographically adjusted action for enterprises and society</p> <ul style="list-style-type: none"> • Integration of age-adjusted measures into the corporate policy – benefits for the enterprises, reduction of staff cost, increase in productivity and efficiency, improvement of corporate image • Ethical aspects <p>Positive effects on the corporate culture</p>	2	film, disc

2.2 Module 2 “Potentials 2020: to preserve, promote and motivate”**Raise awareness of the context of ageing, functional capacity and capacity for work (8 lessons)**

Foreword:

The first and foremost objective of this module will be to raise awareness for the inter-relationship of ageing, functional capacity and work ability among the participants.

The instruments of demographically adjusted HR work will be worked out by the participants themselves, only rudimentary knowledge will be imparted on the individual fields of activity. Consequently, the contents of the following skeleton plan are meant as supporting information and should by no means be completely dealt with in lectures.

The participants will work in different groups. They will be faced with the current and a visionary situation of the enterprise and have to prepare approaches/proposals on how to implement age-adjusted HR policy for their units in an interactive session. Here the focus should be on weakening weaknesses and strengthening strengths.

The “House of Work Ability” according to J. Ilmarinen will form the basis for this one-day workshop in the form of a “future search conference”.

The learning contents will be dealt with in greater detail in a further Curriculum “How to implement Corporate Health Management“ (42 lessons)

Objectives	Lessons	Contents	Level	Method
Recognize the interdependence of good productivity & quality of work and good quality of life & well-being of employees	2	1 The House of Work Ability according to J. Ilmarinen A concept for promoting and maintaining older and ageing employees <ul style="list-style-type: none"> • the pillars of work ability • how to measure employees' work ability; introduction to the Work Ability Index 	2	lec, pres, disc
Recognize and understand the instruments of demographically adjusted HR work	1.5	2 Action field “Health“: Ensure work ability for all age groups until retirement age Compensation for declining physical functions and mental stress <ul style="list-style-type: none"> • ergonomic workplace design • classic occupational safety measures • promote the health and fitness of all employees • optimized work processes • individual employment biography 	2	

Objectives	Lessons	Contents	Level	Method
Recognize and understand the instruments of demographically adjusted HR work	1.5	<p>3 Action field Qualification and Further Education: Continuously renew relevant corporate knowledge</p> <ul style="list-style-type: none"> • do away with the deficit hypothesis: older people are not able to learn • organize work in a way that learning is promoted by activities creating learning incentives • intergenerational learning in mixed-age teams (tandems, tutoring) • personnel development and talent management • corporate qualification schemes for all age groups • counselling interviews and development reviews • further education specially for older employees (e.g. new technologies) • counselling on further education provided internally 	2	
Recognize and understand the instruments of demographically adjusted HR work	1.5	<p>4 Action field “Age-adjusted” Leadership, Work Organization and Job Design: Orient the corporate culture towards an intergenerational working environment, because every employee’s work ability must be kept at a good level as long as possible</p> <ul style="list-style-type: none"> • realistic and impartial estimate of older employees’ performance • recognize and promote older employees’ motivation • promote intergenerational dialogue and appreciate exchange of experience between old and young • cooperative leadership style and its effects on corporate culture • corporate integration management/support employees’ return to work • consider individual work organization of older employees • make performance deficits of older employees a topic and look for solutions together with them • work organization: duration, distribution, time of day, rest and relaxation, work time autonomy • job design: organize work processes tailored to the personal needs 	2	

Objectives	Lessons	Contents	Level	Method
Recognize and understand the instruments of demographically adjusted HR work	1.5	of older employees <ul style="list-style-type: none"> • Management by Objectives – definition of objectives and confidentiality agreement • allocation of tasks/group work: organize mixed-age teamwork 	2	
Recognize and understand the instruments of demographically adjusted HR work	1.5	5 Action field Demographically Adjusted HR Policy: HR work must, in good time, cope with the challenges resulting from age structure <ul style="list-style-type: none"> • age structure analyses considering regional and industry-related particularities identify need for action • develop retention schemes for younger employees while maintaining the work ability of older employees until retirement age • expand recruitment range • "war for talents" • "war for experience" • "war for youth" 	2	

2.3 Module 3 “Change Management “**Principles and instruments of change processes (2.5 lessons)**

Foreword:

This seminar unit will be based on the Phase Model developed by Kurt Lewin.

The participants will be made aware of an upcoming change process and learn about basic models, success factors and risks.

A practical example from the working environment will be used to illustrate the basics of change management in a realistic setting.

The basic knowledge imparted in the training will accompany the fictional change process as the main idea and be used repeatedly.

Objectives	Lessons	Contents	Level	Method
Multipliers will be made aware of the upcoming change process and learn about basic models, success factors and risks	0.5	1 Basic principles of Change Management <ul style="list-style-type: none"> • Challenges of Change Management <ul style="list-style-type: none"> • how to deal with resistance • coping with complexity • risks • Phase model of Change Management (according to Kurt Lewin) <ul style="list-style-type: none"> • unfreeze (reduce resistance, develop willingness to change) • move (actual change, define objective and content of new behaviour, declining efficiency level) • freeze (stabilize new behaviour, higher efficiency level; but risk of erosion) • Acceptance factors <ul style="list-style-type: none"> • those concerned know about the change, • can handle it due to proper qualification, • want the change (recognize the benefits for themselves) and • may actively participate in the change process • Reactive contra proactive Change Management • Success factors <ul style="list-style-type: none"> • vision • positive corporate culture • communication (talk to each other/dialogues) • participation (“make those concerned participants“) • project management • training 	2	lec, pres, disc

Objectives	Lessons	Contents	Level	Method
Determine need for change and success factors	2 (applies to the following five topics)	2 Show instruments with the help of an example 2.1 Diagnostic instruments <ul style="list-style-type: none"> • collect data to identify need for action considering applicable laws and regulations (BDSG – German Data Privacy Act, Betr.VG – German Works Constitution Act etc.) (e.g. with respect to personnel development, age structure and qualification, corporate culture, management survey, applications for older employees, HR management systems, instruments and processes, remuneration system, work time system, corporate risks in view of demographic change) 	3-4	case
Open, timely information and two-way communication (avoid “gossip factories”) on general conditions and changes; dialogue; use of several information channels		2.2 Information and awareness instruments <ul style="list-style-type: none"> • existing formal/informal communication structures (employee dialogues, meetings, in-house magazine, regular informal employee meetings etc.) <ul style="list-style-type: none"> – e.g. individual talks with employees, definition of requirements – e.g. works meetings to inform the staff about corporate plans and new requirements – e.g. topic-related amendments in the guiding principles – additional information instruments (lectures, information events, workshops, hotlines, consultation hours etc.) – e.g. information event (also with external specialists) to create awareness among executive staff: demographic change, older employees’ potentials, best practice – e.g. questionnaire involving all employees – feedback of results – e.g. workshop with selected executives on “leadership and demographic change” (numbers, dates, facts) 	3-4	case

Objectives	Lessons	Contents	Level	Method
Use of incentives promoting acceptance of change		<p>2.3 Motivation instruments</p> <ul style="list-style-type: none"> • intrinsic benefits: benefits through change itself; e.g. motivation-supporting job enrichment through empowerment • extrinsic benefits: material and symbolic awards: possibly severance pay etc. • concrete decisions of the managing board – clear signals and/or rituals <ul style="list-style-type: none"> – e.g. extended contract terms for older employees, – e.g. attractive personnel development measures, – e.g. periodic rounds of talks/evening events on the topic, foreign assignments, – e.g. assignment of attractive tasks and functions according to experience – e.g. new remuneration structures (leave the seniority principle) – e.g. attractive work time models – e.g. older employees as in-house consultants with additional qualification (mentoring) – e.g. talent management 	3-4	case
<p>Develop and create reasonable process scheduling (as a rule, project organization) for stepwise introduction of change</p> <p>Localize areas needing improvement and learning fields in the enterprise</p>		<p>2.4 Planning, organization and controlling instruments</p> <ul style="list-style-type: none"> • determining optimal order of individual concept modules • designing processes supporting group dynamics (forming – storming – norming – performing) • integrating power promoters (top management), expert promoters and process promoters (as a rule, also external consultants) <ul style="list-style-type: none"> – e.g. if initiated by the HR department: look for allies in the enterprise – joint proposal to executive board – project organization: hard “project core“ to be exempted from normal work, line employees involved – e.g. involving executives in a project aimed at making better use of older employees’ success potentials • project cost management • ‘soft’ indicators to evaluate improvement and learning processes 	3-4	case

Objectives	Lessons	Contents	Level	Method
<p>“Sell“ change measures with the help of executive staff (“selling“ instead of “telling“)</p>		<p>2.5 Marketing instruments/internal marketing</p> <ul style="list-style-type: none"> • tailoring implementation activities to different target groups (e.g. executive staff, winners/losers, persons affected internally/externally) • Marketing mix instruments ; <ul style="list-style-type: none"> – e.g. creating a name with a convincing motto, also by means of an employee competition; – e.g. winning opinion leaders as “sales intermediaries“; e.g. attention effect through advertising materials 	3-4	case

3 Course Organization

3.1 Rooms and Equipment

The seminar rooms should be equipped with pin boards, flip charts and projectors to provide ideal conditions for group work, presentations and discussions. Another room should be available for project work and group work.

3.2 Lecturers and Trainers

The lecturers and trainers must be professionally qualified and have practical experience in their subject areas. Moreover, they should be familiar with group work and project work.

A team of lecturers and trainers from different disciplines and with different professional experience will offer a wide range of topical and methodical focuses in the seminar and relate them to the practical working environment.

By using practical experience and actively involving the participants combined with the trainers' expertise the Curriculum will inspire the participants and provide them with individual approaches for practical implementation.

3.3 Recommended Literature

- Badura, Bernhard; Prof. Dr., Hehlmann, Thomas, Betriebliche Gesundheitspolitik, Der Weg zur gesunden Organisation, Gefördert durch die Bertelsmann Stiftung und Hans-Böckler-Stiftung, Heidelberg 2003.
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- Stadler, P./Spiess, E., Mitarbeiterorientiertes Führen und soziale Unterstützung am Arbeitsplatz, Schriftenreihe der Bundesanstalt für Arbeitsschutz und Arbeitsmedizin, Dortmund 2002.
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- Herrmann, Norbert; Erfolgspotenzial ältere Mitarbeiter, Carl Hanser Verlag München, 2008, S. 72 ff., S. 225 ff.
- Doppler, K., Lauterburg, C. Change Management, Campus Verlag, Frankfurt/Main, 2005

3.4 Selected Websites

- <http://www.eic.de/>,
- <http://www.destatis.de/jetspeed/portal/cms/>,
- <http://www.prognos.com/>,
- <http://www.iab.de/>,
- www.bmfsfj.de,
- <http://www.inqa.de/Inqa/Navigation/Themen/demographischer-wandel.html>,
- <http://www.arbeitsfaehigkeit.uni-wuppertal.de/>,
- <http://www.umsetzungsberatung.de/>.

3.5 Tips for Lecturers and Trainers

In the following trainers will find some tips on how to organize the course.

3.5.1 General

The participants will learn about different techniques, approaches, corporate cultures of other organizations. Hence, it is recommended to deliberately use these as synergies in the course and use the exchange of experience as a training method.

3.5.2 Basic Information

The further education course can only be successful if the organizers start collecting information in good time, e.g. on the trade or industry, the size and situation of the enterprises (as an is analysis: which age-adjusted, health-supporting measures are already successfully being implemented by the respective enterprises?), based on which they will develop a target- and future-oriented further education concept.

3.6 Recommendations on the Modules

3.6.1 Module 1

In this module participants from different enterprises will be made aware of the topic "Age-adjusted HR Policy". Special focus will be on the following aspects:

- Demographic change has an influence on the competitive situation of the enterprises, on the economic development and on the development of labour markets as well as on the expectations and attitudes employees have towards their work. Knowing about these change processes and their effects is a prerequisite for corporate managers and HR managers in order to deal adequately with human resources.
- The comprehensive benefit resulting from "Age-adjusted HR Policy" will be explained and illustrated from a business, economic and individual perspective. In this context, successful examples can be used for case discussions.
- The factors which have to be considered for a successful implementation of age-adjusted policies in the enterprises. The focus will be on the size and organization of the enterprises as well as on the integration into the corporate culture and leadership philosophy.
- Practical experience collected by enterprises will be explained and illustrated with the help of examples and up-to-date anonymized best-practise examples relating to the region will be presented.

3.6.2 Module 2

Considering the different corporate structures the participants come from measures will be presented which enable them to integrate an "Age-adjusted HR Policy" in their enterprises.

In this context, it should be pointed out that

- depending on the size and structure of the enterprises, not every measure presented in Module 2 can be implemented in the participants' enterprises,
- the areas of activity being presented must be illustrated with practical examples of enterprises which already successfully implemented such measures.

3.6.3 Module 3

This module is aimed at making the participants aware of an upcoming change process and presenting basic models, success factors and risks

- by using a practical example from the working environment,
- by offering a reality-oriented approach applying the basics of change management.

3.7 Recommendation on the Course Organization

- Draw up contracts for lecturers and trainers and finalize them (confidentiality, penalty clause),
- Use checklists for course organization,
- Use an evaluation form for seminar evaluation.

4. ANNEXES

- Press Release,
- Marketing Briefing,
- Arguments Supporting the Concept,

4.1 Press Release

"Age-adjusted Human Resources Policy" - how to deal with the effects of demographic change – a proposal for a concept and efficient support.

The training concept developed by the Kiel branch of Wirtschaftsakademie Schleswig-Holstein, on behalf of the Federal Ministry of Transport, Building and Urban Development, together with enterprises and renowned institutions is mainly aimed at qualified HR employees and executives who have to and want to take on a pioneering role when it comes to future-oriented, age-adjusted policies.

The training programme comprises 80 lessons, is completed with a certificate and will enable enterprises, organizations and executives to implement demographic change and employment as a motivating factor in the corporate culture.

For further information and advice please contact Wirtschaftsakademie Schleswig-Holstein GmbH, hartwig.wagemester@wak-sh.de or visit www.best-agers-project.eu.

Kommentar [.1]: Hierzu bitte unbedingt einbeziehen

4.2 Marketing Briefing

Well trained, motivated and creative staff are the decisive potential of entrepreneurial success. Only a corporate culture which deliberately involves age-adjusted and health-supporting principles can optimally use the performance potential of all employees. Those who define intergenerational relations and an "Age-adjusted HR Policy" as objectives will not only enhance their employees' motivation, identification and satisfaction, but also make their enterprises more successful. As the lack of skilled personnel is increasing, these factors are gaining new dimensions and ever more economic significance.

The concept for entrepreneurs and HR executives uses intensive exercises and practical training lessons to provide approaches for professional leadership and management and the use of age-adjusted and health-supporting HR measures in the enterprise.

Project coordination and further information:

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4.3 Arguments Supporting the Concept

Entrepreneurs and executives must respond to the changed situation on the labour market:

- The ageing population will result in a decreasing number of younger and qualified employees in the future.
- Due to tough international competition, small and medium-sized enterprises will be required to adjust their HR policy.
- The technological and organizational structural change going on in the economy is calling for new production and organization concepts. Therefore, it is important to encourage older employees to stay longer in the enterprise.
- The share of older employees is growing, therefore life-long learning must be practised in the enterprise, accompanied by corporate health management.
- As the law stipulates that older people have to work longer enterprises are required to take action.
- If enterprises want to react flexibly, they will have to consider their employees' interests, as employees who feel understood and recognized are motivated, loyal and committed.
- In view of the outlined economic and demographic development, age and health management will become a major part of modern corporate management.
- Enterprises and organizations will be provided with information and motivated to introduce sustainable age-adjusted and health-supporting measures and support them with leadership activities.
- Entrepreneurs and executives will be made aware of demographic change and motivated to help introduce age-adjusted and health-supporting measures as a leadership task in their businesses.
- The seminar is aimed at developing different solutions for implementing further education and training of entrepreneurs and executives. This can be done in projects, for example.

After the course is completed an 80-lesson follow-up seminar dealing with the subject matter in greater detail will offer support and assistance with implementing age-adjusted and health-supporting measures and help initiate and accompany them.