Talented
generations

Definitions and Keywords

What is talent management?

Talent management is the process of sourcing, attracting, recruiting, developing and retaining people who are identified as being critical to the success of an organisation.

What does multigenerational mean?

Multigenerational is where the workforce is made up of several different generations of employees. It may also be called age diversity.

What does sandwich caring mean?

People who are caring for both children and parents (or others) at the same time.

What is an apprenticeship?

A government initiative that offers people the opportunity to benefit from work-specific study and/or training at the same time as conducting paid work.

Contents

Introduction

Today's workforce is undoubtedly multigenerational. It is composed of five generations – Maturists, Baby Boomers, Generation X, Generation Y (or Millennials), and a smattering of Generation Z – whose life experiences have left indelible marks on their values and work preferences.

Our journey towards becoming an inclusive profession extends to our multigenerational workforce. We need to be aware of the dangers of stereotyping different generations. Although there are some common themes and preferred ways of working relevant to each generation, employers need to ensure that they also listen to and consider the individual requirements and preferences of a particular employee.

Recognising the common needs and challenges of each generation enables employers to proactively put measures in place to support their talent and enable the recruitment and retention of our workforce. Embracing what each generation brings to the workplace underpins the fundamentals of an inclusive workplace and the catalyst for a thriving organisation hungry to learn and support each generation.

The overarching point to remember is that although different generations might prefer to work in different ways, and place different levels of importance on certain factors at work, employers need to ensure that the different generations understand this and aid dialogue and communication between the different age groups at work. With greater understanding and awareness will come better team working, a more inclusive workplace and shared respect.

The breadth and combination of skills that each generation brings to our place of work enables rich, insightful discussions, diverse thinking and learning. This is vital not just for a vibrant, creative workplace, but also for a sustainable, successful profession.

The 2017 Insurance Census, published by Insurance POST in association with the Chartered Insurance Institute (CII) suggests there are fewer 18- to 24-year-olds working in the profession than the current national average of 12.4%, as given by the Office for National Statistics (ONS). The 2017 results have seen an 8.1% drop in the number of 16- to 24-year-olds employed in insurance, from 18.1% in 2015 to 10% in 2017. Just 1% of the insurance workforce is 65 or over, compared with the UK's 3.8%. The average age of people employed by our profession has increased to 36.5 years of age.

We have an opportunity to narrow the gap between the generations, harnessing the talent that each generation brings while building a succession plan that encourages a new generation to join and stay in our profession.

Tali Shlomo
People Engagement Director,
The Chartered Insurance Institute

Multigenerational management

Multigenerational management refers to managing the five different generations of employees that now coexist throughout the workforce

Maturists (current age 73+), Baby Boomers (current age 57-72), Generation X (current age 37-56), Generation Y/millennials (current age 22-36) and the newly-emerging Generation Z (current age under 22).
It means attracting and retaining talent from all age groups to enable a diverse business that enjoys the richness of different experience, mindsets and ways of working. Each generation of employees enters the workforce with a distinct set of skills, values, attitudes, behaviours,needs and potential capability. Employers need to identify and understand what these needs are and put strategies in place to support and retain talent.

You may have colleagues who joined the workforce at any time between the 1960s and the 2010s. During that period, there have been different trends in the workplace – greater use of technology, less formal relationships between colleagues, less paternalism among employers, shifts in wealth and purchasing power. People respond to these trends differently: for example, some people in their 70s embrace new technology, while some people in their 20s choose social enterprise or artisanal careers such as making clothes or reconditioning furniture. However, depending on when people enter the workforce, they are more likely to have certain motivations and preferences. This guide talks about what those motivations and preferences might be.

Shining a light on the opportunities and challenges that a multigenerational workforce brings shows that, due to flatter organisational structures and people working for longer, there are fewer opportunities for the younger generations to progress their careers in the conventional way. On the other side of the coin, organisations need to attract younger generations in order to bring in new skills such as data analytics, digital, cyber and social media that will ultimately enhance the way organisations engage with and serve their customers, both now and in the future.

There is also a need to prepare for roles that may have not yet been created.

These are just a few of the challenges facing organisations at the current time, which employers could consider proactively addressing in order to ensure that the multigenerational workforce is working as cohesively and effectively as possible.

What are the UK statistics

- The employment rate (people aged from 16 to 64 who were in work) was 75.1%, during August to October 2017. (Source: ONS)
- There were 8.86 million people aged from 16 to 64 who were economically inactive (not working and not seeking or available to work); 115,000 more than May-July 2017 but 56,000 fewer than for a year earlier. (Source: ONS)
- 12% of the UK population are older workers (above state pension age). (Source: ENEI English Diversity Infographic)
- Insurance company Aviva[1] has estimated that employees aged 50+ will be the largest generational group in the workplace by 2024, contributing to one in three members of staff.

1 http://www.hrreview.co.uk/hr-news/older-employees-set-make-largest-group-uk-workforce-2024/95991

Different generations have different preferences and motivations at work. Understanding these is the foundation on which to build a more cohesive, multigenerational workplace. While it is important to recognise common preferences for each age group, care needs to be taken not to stereotype all individuals of that age range, as there will always be exceptions and everyone is unique.

How has employment of the over-50s changed?[2]

- Employment of workers over the age of 50 has grown significantly during the past decade
- The employment rate for people aged 50 to 64 has grown from 55.4% to 69.6% in the past 30 years, an increase of 14.2%
- The employment rate for people aged 65 and over has doubled during the past 30 years, from 4.9% to 10.2% – an increase of 5.3%
- The largest increases in employment rates during the past 30 years were for two groups: for women aged 60-64 the rate grew from 17.7% to 40.7%; and for women aged 55-59 it grew from 48.6% to 68.9%
- The proportion of people aged 70-74 in employment almost doubled in the past 10 years (from 5.5% to 9.9%), and numbers in employment more than doubled from 124,000 to 258,000
- Part of the increase in the number of workers over 50 can be explained by demographic changes, but growth in employment rates shows that the number of people over 50 in employment has risen faster than the population over 50.

What different generations want from work

Maturists
(born pre-1945)
Age: 73+

The Maturists grew up in the post-war era, facing employment, economic, supply and other social challenges. They generally like to conform and are traditional, work hard and thrive in an environment of stability, structure and financial security. Since the end of the default retirement age in the UK, improvements in healthcare and life expectancy, people are working, particularly part-time, often well in to their 70s and 80s.

Preferences at work

- Flexible/part-time work and retirement solutions
- Working with managers who clearly state how the individual's performance relates to the overall performance of the organisation
- Hearing that their experience is respected and valued
- To know that their commitment and loyalty is recognised and rewarded.

Baby boomers
(1945-1960)
Age: 58-73

Baby boomers were born after World War II and have a strong work ethic. Research conducted by the Indeed Hiring Lab in 2015[3] found that this generation was often seeking part-time work to ease them into retirement. This generation are generally attracted to and retained by organisations that offer a competitive job title, status and remuneration package in addition to the ability to have a good work/life balance leading into retirement.

Care, however, needs to be taken when making assumptions about the preferences of Baby Boomers. For example, this age demographic is currently owning smartphones at the fastest rate, 33% of people who use the internet are Baby Boomers and 71% are using social media, especially Facebook[4].

Preferences at work

- Flexible/part-time work and retirement solutions
- Working with managers who include them in decisions and clearly show them how they can make an impact on the bottom line.
- Hearing that they are needed and valued
- To know that they still have opportunities for promotion and that they are still needed.

Generation X
(1961-1980)
Age: 37-57

The Indeed Hiring Lab found that many of Generation X have developed the skills and experience to take over senior leadership roles when the Maturists and Baby Boomers retire. This generation is attracted to and retained by organisations that offer a good overall employment package, with good development opportunities and flexible working conditions. They are often at an age where they have school-aged children in addition to elderly parents (sandwich caring) and may be in the situation where they are struggling to care for both and balance their caring responsibilities with work.

Preferences at work

- Flexible working, financial health checks and childcare /caring arrangements
- Working with managers who do not micro-manage and who focus on results rather than how and when the work is completed
- Knowing that their employer invests in technology and they have the flexibility to work in the way that suits them best
- To know that will be rewarded with a better work/life balance and training and development opportunities.

Generation Y/Millennials
(1981-1995)
Age: 22-36

Generation Y, also known as the Millennials, have grown up in the digital age. This generation are generally attracted to and retained by organisations that offer challenging and worthwhile work that offers meaning to the individual. They seek well-developed learning opportunities that help them build on their long-term career aspirations. They often will not take the first job offered to them and think very carefully about what opportunities meet their needs the best. This generation prefers a coaching style of leadership, where ideas are shared through consultation and conversation rather than just being told what to do.

Preferences at work

- Work/life balance, flexible working, feeling valued and adding value
- Working for employers who are using cutting-edge technology
- Having the flexibility at work to be creative and innovative
- To know that their work is helping influence the wider society and community.

Generation Z
(After 1995)
Age: Under 22

The new Generation Z[5] is seeking a stable work environment, with opportunities for development and promotion based on how they are performing. They crave consistency and fairness in the workplace and desire independence and recognition. Generation Z are looking at work as more than just money and seek their 'dream role' more than just 'a well-paid job'.

Preferences at work

- Flexible and tailored employee benefits packages
- Working for employers who are using cutting-edge technology
- Having the flexibility at work to be creative and innovative
- To know that their work is helping influence the wider society and community.

How will I ensure that I embrace the different preferences at work?

Learning statement/ outcome:

Familiarise yourself with the different preferences of different generations and put practices in place to address as many of them as possible. Be careful, however, not to stereotype all individuals of that generation.

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3 http://www.onrec.com/news/news-archive/three-generations-of-talent---how-millennials-gen-xers-and-baby-boomers-search-for
4 http://seniors.lovetoknow.com/Baby_Boomer_Statistics

5 https://www.forbes.com/sites/christinecomaford/2017/04/22/what-generation-z-wants-from-the-workplace-are-you-ready/#417f4a3453ef

A sustainable workforce

It is critical that as a profession we don't lose the knowledge and experience of those now nearing retirement and often holding senior decision-making positions.

While many might start to work part-time and embrace the technology of today, what strategies do we have to capture their viewpoints, diverse thinking and their skills?

Career conversations are just as critical with our older colleagues as they are with our younger counterparts. The need for collaborative working space balanced with the potential opportunity to share knowledge and skills, is a valued component of any succession plan and planning for semi-retirement or retirement.

Consideration also needs to be given to individuals aged 50-plus who are on the cliff edge of retirement, and are changing their careers to help them with future planning to ensure financial security into retirement. According to research conducted by Retirement Advantage, almost half of the 50-plus age range plan to continue to work into their retirement, 43% plan on working part-time and 6% want to continue to work full-time[6]. Organisations risk missing out on a whole generation of talented potential employees who could bring with them valuable experience and skills. Recruitment practices need to be reviewed to ensure that they are as inclusive as possible and that assumptions are not being made on this or any other generation of applicants.

Succession planning is critical in ensuring the survival of knowledge and experience when older generations leave the organisation. This sort of knowledge has built up over years and years of working experience, and it is essential to the ongoing health and success of an organisation that this knowledge is harnessed in some way by the younger employees who are continuing to build on this legacy.

Succession planning will have benefits for both the organisation and the individuals involved in succession planning. Younger workers will develop their knowledge and skills, older workers will feel like they are valued and recognised, and the organisation will limit any risk of knowledge loss and gain the benefits of having multigenerational employees who feel like they are being invested in or recognised for their contributions.

Attention should also be given to the importance of trust in order for employees, whatever generation, to flourish and thrive at work. People want and need to feel safe in a multigenerational workplace where everyone communicates well and feels comfortable and confident to express their thoughts and opinions to one another.

Why is succession planning in an ageing population business-critical?

- Ensuring business continuity
- Developing younger employees
- Ensuring that knowledge and experience is retained
- Maintains competitiveness in the marketplace.

Succession planning needs to be an ongoing process and not just a one-off when an individual announces their retirement in a few months. This continuous process of knowledge and experience sharing needs to be embedded within the company culture and performance management and development processes. In addition to ensuring business continuity, this process will also encourage engagement between the different generations at work.

How to embed succession planning into your organisation

- Encourage secondments of individuals to other teams in order to share their knowledge and experience
- Shadowing of different age groups to see how others work and provide feedback and suggestions on what has worked for them
- Encouraging colleagues to train each others in their roles so that the workforce becomes more flexible and agile
- Embedding succession planning and mentoring into personal development plans.

6 https://vsassociates.co.uk/retirement-five-million-50s-planning-keep-working-instead/

Advantages of age diversity at work

Many successful organisations now recognise the importance of diversity at work, including age diversity, however it is important to understand the business case to support it and also to be able to measure the impact on different areas of the business.

Having a diverse workforce brings myriad views, experiences, ways of working and preferences that enable organisations to meet the diverse needs of clients and customers, and it also enables organisations to be more flexible when responding to changing demands. It makes good business sense. On the flip-side, working with people from a wide range of generations and age groups can potentially bring some challenges, which need to be recognised and mitigated against as much as possible.

Recruitment

Recruitment programmes embrace and attract candidates from a diverse range of ages.

Organisational culture

Working with people who understand and thrive in an age-diverse organisation will be more considerate to others' differences and will ultimately enable the team to be more productive.

Ensuring that valuable knowledge and experience of older employees is recognised and retained, either through passing to younger colleagues or enabling older employees to remain in the business.

Any age discrimination claims can be defended confidently through having fair and open age diversity strategies.

Employee engagement and retention

Employers who focus on ensuring a working environment that embraces the benefits of an age-diverse workforce will result in higher levels of employee engagement.

Employee performance and fulfilment in their roles are higher when they are more engaged.

Employee benefits, reward and recognition

Benefits can be tailored to suit the different needs of different generations, thereby aiding recruitment, retention and employee satisfaction.

Age-aware and diverse organisations can recognise and reward employees in accordance with their preferences and needs.

Customer/client satisfaction

Having a range of ages employed will enable the workforce to better meet the needs of a wide range of customer/client age groups as, like employees of difference generations, customers/clients of different generations have different preferences and requirements.

Having higher levels of customer/client satisfaction will give the organisation a competitive edge over others.

Having age-diverse employees can lead to the development of new client/customer products, which may not have been discovered if the age range of staff had not been so diverse.

Supporting different generations at work

Being aware of the preferences and motivations of different generations at work is a starting point, however organisations need to have a toolkit of strategies in place to ensure that they are proactively engaging with and enhancing the opportunity for different generations to work most effectively together.

This is an opportunity to learn from each other, collaborate, plan for the future and really be inclusive. If we cannot succeed with age, then how can we succeed to be inclusive with all the other diverse communities?

Some strategies that employers could consider when seeking to support a multigenerational workforce and promote and enhance age diversity at work are:

Age diversity workshops

Introduce age diversity workshops to enhance awareness of generational differences and understand better how to identify and support them to create an effective team. Ensuring that leaders have a wide range of leadership styles that they can use depending on who they are interacting with and what their preferences and needs are. Management training and workshops with delegates from a range of age groups, especially if they are run in a peer-support style, can open up interesting and fruitful conversations and enhance team building, communication, understanding and respect. Training can help initiate conversations that would not necessarily naturally occur in the working environment and can be a safe place to discuss individual attitudes and preconceived ideas about different generations. Once the views are aired openly they can be discussed and addressed, often de-personalising them and enabling wider discussion. These sessions do need to be facilitated well however, in order to ensure that conversations do not become personal and that the learning outcome is the focus. Aim to make these sessions a fun and eye-opening experience for all involved!

Mentoring programmes including reverse mentoring

Offering a mentoring programme where more senior staff can support and offer their skills and knowledge to younger members of staff. This can help older staff feel valued and can provide them with the satisfaction of knowing that they are developing a young person's work skills to help them in the future. This can be an extremely rewarding experience. **Reverse mentoring** flips traditional mentoring on its head and is when a more junior team member exchanges their skills, knowledge and understanding to mentor someone more senior than them.

This concept is based on the idea that more junior members of staff who are just entering the workplace often have new skills and expertise and can provide new perspectives and ways of working that can benefit their more senior colleagues. This type of mentoring can also encourage sharing and learning between job levels and bridge the gap between the different generations currently in the workforce today.

Training for new managers

Introduce training for new managers on how to lead our older colleagues, as this is becoming increasing common in today's workplaces. Top tips for new managers would include being respectful, learning from your older colleagues, respecting that older workers might not thrive in a multitasking environment, valuing their outputs and recognising that their technical knowledge supports our ability to complement our tech-savvy futuristic thinking. New managers should be encouraged to gain a better understanding of what motivates older workers, such as that they may not be motivated by promotion opportunities anymore, but they may want more job satisfaction and to know that their work is making an impact. New managers need to have an awareness that what motivates them is probably not the same as what motivates an older worker that they are managing. They need to be aware when leading older workers that they line-manage in a respectful yet inspiring manner. Treat them as co-workers and colleagues rather than the normal manager/subordinate relationship.

Supporting different generations at work

Agile working solutions

Offer agile working solutions, where staff can choose how, where and when they work depending on their needs, when they are at their most productive and in an environment that encourages creativity and productivity.
Employers need to focus on results rather than the method by which they are achieving those results. For example, Maturists and Baby Boomers might want part-time, flexible working, whereas Generation X might need flexibility around caring responsibilities for both their children and their parents. Millennials might want to study and work at the same time. Be curious and investigate what individuals would prefer and try to accommodate these preferences where possible. The aim needs to be to harness the strengths of individuals of all ages and enable them to be the most productive employee that they can be.

Reviewing meetings

Consider reviewing meetings that are held and decide whether they are really needed and if so, whether or not they are in the most productive format for the diverse range of generations involved.
Millennials might benefit more from spontaneous, fast meetings held in an informal environment, whereas older workers might prefer more formality with an agenda and minutes. Meetings often take up a large part of the working week for some employees, so it is essential that they are as productive and motivating as possible.

Consider communication methods

Consider how you communicate with staff and use a range of communication tools to best meet the needs of the multigenerational workforce.
For example, Baby Boomers and Maturists may prefer to be communicated with by telephone or face to face, whereas Generation X may prefer emails and Millennials and Generation Z may prefer instant messaging and videocalls. Consider also the tone and style of any communication. It might be that older generations seek a more professional and formal style and tone in communication, whereas younger workers might prefer shorter, more informal styles using abbreviations and slang. Effective communication is key to the success of any organisation and assuming that one style fits all will only leave part of the workforce alienated and disgruntled. Effective communication however will leave employees feeling connected and engaged at work.

Ensure recruitment processes are inclusive

Ensure that recruitment processes are inclusive of all ages by ensuring that there are fair, inclusive and equal opportunities for all candidates during the whole recruitment and selection process.
It includes ensuring that each stage of the recruitment cycle is accessible and relevant to people from a diverse range of generations in order to enhance diversity, and ensuring that there is no discrimination against any group of people and that bias is mitigated as much as possible. Having a pre-selection and interview panel that includes a range of age groups will support an inclusive recruitment process and ensure that a range of viewpoints are taken into consideration when making recruitment decisions.

Phased retirement options

Take a proactive approach to exploring phased retirement options for older workers.
Some 63% of Baby Boomers in the workplace stated in a 2004 report by Watson Wyatt that they would benefit from working part-time before retiring. This group also stated that it would like more flexible hours leading up to retirement so that they have the opportunity to develop hobbies and other interests outside of work prior to full retirement[7]. Benefits of having a phased retirement programme include retaining the knowledge and skills of older workers for longer, which enables them to train, develop and support younger workers.

Strengths of individuals

Consider playing to the strengths of individuals of all age ranges rather than expecting everyone to be equally good at everything.
If you have a mixture of strengths within a diverse team, you will reap the benefits of this as opposed to having a team who are equally, but less highly, skilled in all areas. So, should we look at the skills we should harness as opposed to expecting everyone to be great at everything?

Using different learning methods

Consider using different learning methods when training staff, depending on their learning styles. An older worker might prefer formal training with handouts and reading, whereas younger workers might prefer online training, webinars and podcasts. Be flexible and be prepared to personalise your training style depending on the needs of the delegates. Think creatively about how you can meet the different learning methods of your delegates.

Create a staff forum

Create a staff forum where employees from the full range of generations can discuss any issues surrounding their working lives and how these might be addressed.
This is a great way to enable people from all age groups, who might not normally work together, to meet informally and discuss issues at work that are important to them. This can open the communication channels between different groups of staff and assist them in seeing issues from different viewpoints. This can increase tolerance and respect among different age groups.

Action learning

Consider using action learning as a tool to explore the views of different-aged people on the same or similar work issue.
This leads to starting an open conversation about challenges in the workplace. By working through this process with a small group, you not only learn a new way of working but develop an appreciation for seeking the views of other people to help when making decisions. This can enhance the effectiveness of those decisions and increase flexibility and creativity.

Employee engagement

Employee engagement is key to harnessing the benefits of an age-diverse workplace. How can we ensure that we engage with the whole workforce, no matter what their age?
We need to consider different ways to engage with employees and not just rely on social media as this will not suit everyone. Using a range of employee engagement tools will ensure that employees of all age groups are being included.

7 http://seniors.lovetoknow.com/Baby_Boomers_in_the_Workplace

Case studies

Jenny is 23 years old and has just started a new job. This is only her second job since leaving college but she has been given the role of sales team leader, and is responsible for supervising a team of five people. She wrongly assumed before starting her new job that the team would all be younger and less experienced than her, but she has just found out that two team members are significantly older than her, and one started working at the organisation before she was even born.

Jenny wanted to ensure that she had the confidence to supervise this team and she wanted her team to respect her and her skills, despite her young age. She wanted the team to be as effective and productive as possible and to embrace the age diversity that her team had to offer. She thought about what she could do and came up with the following ideas:

- She would meet with each team member during her first few days at work to try and gain an understanding of what makes each individual tick: what motivates them, what they love about work, what they are not so keen on, what preferences they have and what they want out of work. Gaining a better understanding of each individual will enable Jenny to adapt her management style accordingly to get the most out of the team.

- She would consider the most effective ways of communicating with her team in order to keep them updated on their priorities, sales targets, training opportunities etc. She would explore with the team their preferred communication styles and ensure that she was communicating with the team in the most effective way by using a range of these styles. She would also ensure that each team member understood the preferred communication style of their colleagues so that they were aware why a certain approach might be taken, even if it is not their chosen style.

- She would ensure that she played to the strengths of individuals within the team rather than expecting everyone to be as good at everything as everyone else. She would find out what strengths each individual has and their preferred way of working, and ensure that this is being harnessed to the benefit of whole team performance.

- She would consider agile working solutions to ensure that team members of different ages have a working environment that enhances and facilitates them to work at their most productive and effective.

- She would introduce mentoring and reverse mentoring within the team to ensure that colleagues of different generations within the team are passing knowledge and skills to each other. Jenny thought this would also help build relationships within the team that would enhance team productivity.

Good luck in your new job Jenny!

This house is home to five generations of the same family. Great nanny Joyce, grandma Linda, Neil and his wife Clara, their daughters Hannah and Megan, Hannah's new baby Harry and not forgetting their dog Poppy.

The inhabitants of this house have to live and function together despite their differences. Their differences cause some challenges within the home, but they also have many benefits that are built on a foundation of patience, tolerance and respect for one another.

The family had to consider how they communicate with each other. Megan is a teenager and always on her smartphone. This infuriates great nanny Joyce, who cannot understand what the attraction is and why she is always Facetiming friends rather than going out to see them in person. One day, great nanny Joyce asked Megan to show her what she does on her phone. Megan sighed, she was far too busy to explain it all and she would never understand it anyway. Reluctantly, Megan sat down next to her great nanny and showed her how to Facetime her friend. She explained that it created a better relationship than just texting or phoning as you could see facial expressions and pick up on body language. Within 20 minutes, great nanny Joyce had worked out how to Facetime her grandson who was currently working in Dubai, and had an hour-long conversation with him on Megan's phone. Megan was surprised at how quickly great nanny Joyce picked up this new technology and also how much she enjoyed it. She was determined not to make assumptions about her again in the future and to share more of her technology knowledge with her going forward.

Respecting each other's space and privacy was another challenge within the home. Grandma Linda hated any type of noise and was really sensitive to it. This proved difficult within the home.

Chores were another bone of contention. There were a lot of things that needed to be done on a regular basis in order to keep the house functioning well, but with so many people living in the house – whose responsibility were they and how could they be done most effectively? Clara decided to draw up a rota of chores, taking into consideration the strengths, abilities and preferences of each member of the household. This ensured that the right people in the home were doing the best chores for them and this meant that the house was run as effectively as possible. She did have to pick up certain individuals (Megan normally) if they 'forgot' to do their chores, but in time it became part of their routine and reminders was required less frequently.

Does this household remind you of anything? Could it be similar to working in a multigenerational workplace? How is it different? How is it the same? What are the common themes?

How will I ensure that I have a toolkit of strategies for enabling different generations to work most effectively together?

Learning statement/outcome:

Consider introducing some of the tools from the toolkit in this guide, including staff from a variety of age groups in the process so that they have buy-in and are engaged from the start.

Shining a light on employees with caring responsibilities

There are about seven million carers in the UK, of whom 4.27 million are of working age (nearly one in eight workers are carers). According to the 2011 census, 42% are men and 58% are women.

These figures are constantly changing as people move in and out of caring – but the proportion of your workforce likely to be affected at some time or another will be significant.

The peak age for caring is 45-64 (one in five are carers)[8]. More women than men are carers, with one in four women aged 50-64 having caring responsibilities, compared to one in six men. With most carers falling into Generation X, employers need to look at ways to support them with balancing their external responsibilities with work requirements.

Three million people combine caring for a loved one with paid work, with more than two million people having given up work at some point to care for loved ones and three million having reduced their working hours[9]. National opinion polling for Carers UK's Caring & Family Finances Inquiry showed that middle-aged people with caring responsibilities were more likely than carers of other ages to have given up work, reduced working hours and seen a negative impact on their work, such as stress and tiredness. In particular, women aged 45-54 were more than twice as likely as other carers to have reduced their working hours as a result of caring responsibilities. Some 71% of working carers have felt lonely or isolated in the workplace as a result of their caring responsibilities.

The impact of caring responsibilities on people's ability to work is a growing economic challenge for employers and the UK economy, as well as families. Findings of research by the Employers for Carers business forum into the impact of caring on their workforces, particularly sandwich caring and distance caring, have highlighted how the loss of key and experienced employees results in expensive recruitment and retraining costs as well as a loss of expertise and knowledge. Nine in 10 employers surveyed about the impact of dementia caring on their staff said these caring responsibilities were affecting their workforce – putting pressure on employees, causing them physical and mental health problems.

Solutions that employers could consider in order to support carers at work are:

- Flexible working
- Emergency time off for dependents
- Open discussions between the employee and manager about the challenges they face
- Awareness campaigns for managers to understand better caring responsibilities and how they can support carers at work
- Raise awareness and acceptance so that carers at work have more confidence to raise the issues they face with their manager
- Encourage good practice in the workplace to support carers, for example, promoting Employee Assistance Programmes, stress management training and online toolkits
- Signpost carers to organisations and information that can support those with caring responsibilities
- Sabbaticals to allow carers some time off work to care for an individual, with the security of having their job to return to afterwards
- As work is now based more on outcomes than presence in the office, more agile working solutions could be considered to enable increased flexibility at work.

8 Carers Trust Professionals
9 Carers UK: Facts about Carers 2015

Shining a light on parents at work

This generation contains employees of child-bearing age who might be making decisions to start or expand a family.

Consideration therefore needs to be given to what flexible working and family-friendly policies are in place to support parents at work and to encourage mothers and fathers to return to work after parental leave. In addition, employers need to ensure that any recruitment practices are inclusive and do not discriminate against women of child-bearing age. Recent research from the Young Women's Trust[10] found that 15% of employers admit they would be hesitant about recruiting a woman they thought might later decide to have children.

Some 29% of employers also stated that they would be worried about hiring women under the age of 40. The research also found that one in four employers take pregnancy, or whether or not a female employee has young children, into consideration when deciding on promotion opportunities, and a third believed there would never be equality between men and women and their role in childcare.

Shining a light on agile working

Agile working is a method of working that enables people to work with much greater flexibility, in a way that suits them and embraces differences between individuals and how and when they work best.

This is enabled by advances in technology and methods of communicating. This working style may include some people working at home and attending meetings via Skype or Google Hangouts, and when they are in the office they will often hotdesk with others. This way of working particularly suits millennial workers and often women, who may be more likely to use it as a way of managing caring commitments and their work/life balance.

One organisation that implemented a formalised agile working programme in 2014 was Deloitte. The programme recognised that output was more important than being seen in the office at all hours and that meant people could work in a way that suited them, in order to improve business performance.

10 http://www2.cipd.co.uk/pm/peoplemanagement/b/weblog/archive/2017/12/07/one-in-seven-employers-wouldn-t-hire-a-woman-who-might-have-children.aspx

Aspire Apprenticeship Programmes

How does the CII engage in Apprenticeships?

The CII facilitates small and large employers in the profession with access to apprenticeship training.

When does the training start?

- Rolling training programmes make it simple and convenient for employers in the profession to get apprentices up and running quickly on their relevant apprenticeship standard.
- The CII run three in-takes for the profession each year starting in January, May and September.
- In addition, we run multiple cohorts in each in-take for every apprenticeship standard offered, meaning that our 'in-take capacity' for apprentices across the UK is high.

How will learning take place?

- It will take the form of work-based learning with tutorial support to achieve both the apprenticeship standard/framework and the selected qualification.
- The employer is allocated a training provider providing tailored in-depth programme. Aspire Apprenticeship Programmes will typically include:

- Regular contact – to monitor progression CPD
- Employer interaction through 1-2-1 and 360°
- Feedback all supported by robust CPD and regular checkpoints
- Directed self-study with study support
- Study groups/workshops where appropriate
- Face to face or live online learning delivery
- Use of technology to support and engage learner, manage progression and achievement
- Through an online e-portfolio management tool.

How is the training delivered?

- Aspire Apprenticeship Programmes offers two distinct learning delivery models to suit the preferred learning style of the apprentice, namely (i) traditional face to face learning or (ii) live online learning.
- The employer selects the preferred learning styles for the apprentices when submitting the expression of interest forms.

Traditional Face to Face Learning

Induction
Workshops
1-2-1 coaching

Live Online Learning

Induction
Webinars
Chat rooms
Skype
Telephone
Workshops

Supporting Digital Content

Video
Tests
Thought leadership material

Note: Some face to face workshops may delivered in the Live Online Learning model as part of the 20% off-the-job learning allocation
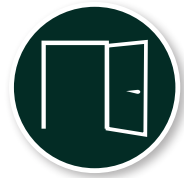
For more information:
contact aspireapprenticeships@cii.co.uk

Journeys through life

As people move through life, they experience different 'moments that matter', which have a profound effect on their personal and financial circumstances.

Growing up, studying and re-qualifying	**Entering and re-entering the workplace**	**Motherhood and becoming a carer**	**Later life, planning and entering retirement**

Generation Z	Generation X	Millennials	Baby Boomers and Maturists
Priorities and trends Members of this age group are likely to be studying and choosing a career. More members of this generation are likely to be graduates than previous generations – in 1992 1 million 18-24 year older were in higher education, this rose to 1.5 million in 2006 and has been over 1.8 million since 2010	This group is at the middle of the life cycle, and so is likely to have the most diverse focus. Some will be re-qualifying or re-entering the workforce after a career break, while older members of Generation X may well be starting to plan for retirement.	Members of this group will be moving into a career, establishing long-term relationships and will often be starting a family.	This group is most likely to be looking ahead to retirement.
Financial risks (from FCA's 'Financial Lives' research) People in this situation are most likely to view opportunities to gain experience as an investment in the future, as experience becomes more of a differentiator in the workplace than academic qualifications. According to the FCA's 'Financial Lives' research, this group is the least financially resilient, and is likely to rely on family support through financial shocks – for example, 35% of 18 to 24 year olds live in accommodation that they neither own nor rent.	Financially, there has been a significant shift towards personal freedom and responsibility for this generation. As a result, members of Generation X may be taking financial risks that they are unaware of – for example, the FCA estimates that a significant proportion of 35-44 year olds with a mortgage and/or financially dependent children do not have protection cover and this age group is the most likely to be revolvers of credit card debt. ONS figures show that divorce rates are highest among 35-44 year olds. In the workplace, this means motivation for this group is likely to be complex, and there may be a high need for financial education, counselling and other forms of support to manage vulnerability to disruptive life events.	Financially, the focus of this generation will move from gaining experience to securing financial resilience, as they gain more dependants, and as their parents get older. In the workplace, this could lead to a shift away from valuing roles that give opportunities for new experiences towards roles that are secure and well paid. Unemployment for this generation is less of an issue than it was for previous generations – unemployment rates are around 25% of those experienced by baby boomers. However, pay growth has been lower for millennials, and millennials are only half as likely to own their home by age 30 as baby boomers at the same stage in life. According to the Resolution Foundation, millennials have so far been 20-25 per cent less likely to move jobs voluntarily than members of Generation X at the same age. These economic factors may mean that millennials feel more trapped by their circumstances, and may express more frustration around career progression.	Membership of generous, defined-benefit occupational pension schemes was relatively high for these generations. This means that, according to the Institute of Fiscal Studies, pensioner incomes are on average now at least as high as those of younger people and poverty rates among pensioners are lower than among other groups. However, only around 50% of the workforce was covered by occupational pensions in the second half of the twentieth century, and members of these generations who have worked in part-time roles are particularly likely to have been hit by lower pay growth and lower access to workplace pension schemes than full-time workers. As a result, some baby boomers and maturists may be looking to augment a guaranteed retirement income with part-time or consultancy work, and may prize job interest and satisfaction ahead of pay. Others, however, may be working well into retirement in order to avoid poverty.

Hear from the expert

Seventeen to 77

By Lisa Brice – Coach and Horse Whisperer

"Hello Aunty Lisa, would you like to play on the bouncy castle?" Before I could answer, I was squirted by another cousin with a water pistol! This is going to be a great family party, I thought to myself, as I smiled bravely through my drenched hair! And indeed, it was.

As I reflected on our time together in the car on the way home, one of the things that struck me was the diversity of age ranges that were there – from 14-month-old Harriet to 94-year-old Granny. And how everyone, regardless of which generation they came from, had something to say to everyone else – a story to share, an anecdote to recount. Where does this ability to bridge the generation gap come from? Perhaps is it because we have a shared identity as a family, or because we have come together to celebrate a particular event so we have a shared sense of purpose, or perhaps we just care for each other and have genuine interest in listening to one another.

With the current workplace trends, it is predicted that with the ageing population working well past their 50s and 60s and even into their 70s, we could find ourselves with workforces made up of five-plus generations. Many organisations, experiencing such a diversely-aged workforce, struggle to bridge the generation gap.

What do the Traditionalists have in common with the Baby Boomers, with the Millennials or with Generation X or Z? If I, or indeed you, want to lead an age-diverse team, what are the implications for team development and performance? How do we manage the dynamics so that it is viewed as a strength rather than a hindrance? What skills and capabilities do we need as leaders and to engender in our team members to enable us to work productively together?

If we want to tap into the many benefits of having an age-diverse team, such as knowledge-sharing, increased creativity as a result of different ideas and different perspectives, and a wider cross-section of skills and strengths to utilise within the team, it is likely to be useful to stop stereotyping people and start treating them as individuals. As leaders, we need to develop an engaging leadership style that is flexible enough to enable us to build rapport with a diverse group of people; to be able connect at a level that inspires trust and followership; to be able to put ourselves in someone else's shoes and appreciate their perspective. And, in addition to role modelling all of that, it would be great if we could encourage our team members to do the same with each other.

Here are nine simple and practical leadership activities you can role model to bridge the generation gap today:

Buddying up
Seek out opportunities where you can buddy different generations up on project teams, or when setting up mentoring initiatives, or when organising support to onboarding programmes. We can all learn an amazing amount from each other.

Appreciation culture
Nancy Kline, drawing on the research of the Gottman Institute of Seattle, in her book Time to Think, recommends practicing at least a 5:1 ratio of appreciation and positive comments compared to negative and neutral statements, to enhanced motivation and increase productivity.

Catch each member of your team doing something right every day.

10-minute creative team walk
Getting out of the office and giving ten minutes 'walk and talk' time to work on a team issue, not only frees the mind and stimulates creativity, it also allows for members of the team to work with people they perhaps would not have the opportunity to.

My map isn't your map
Alfred Korzybski is renowned for coining the phase: "The map is not the territory!" In the neurolinguistic programming communication model, we use our senses to determine our reality. We take in information through our senses and, in order to make sense of the volume of information, we generalise, distort and delete information according to a wide variety of 'filters', such as our beliefs or our memory of pervious experiences. As a result of that filtering process, we then have our own personal internal representation of the external event – which is likely to be different from someone else's internal representation of the same event.

Take a look at your beliefs
Beliefs are perhaps the most influential way we filter our experience. A strongly-held belief creates a strong emotional state. What we are believing and the resulting emotional state tell us 'what is important to us'. A strongly-held belief can become a self-fulfilling prophecy because thought creates reality. It's like my faithful servant doesn't want to make a liar out of me, so it helps to prove that my belief is true by sorting for and creating examples of it in my life. What beliefs do you hold about yourself, your team and your colleagues? How might this help or hinder you?

Get present before speaking
People often spend their time worrying about what happened in the past and planning what will happen in the future, and not really being present in the here and now. We rush from one meeting to the next without much attention on the present moment. We need to be present in order to build rapport. When you meet someone, stop, take a breath, smile and really pay attention to them.

Full body listening
Our ability to listen to what is being said and what is not being said is a skill we can develop. It involves heightening our awareness and focusing 100% of our attention on the other person. It is about being totally present with the other person and using all of ourselves, not just our ears, to listen; I like to call it 'full body listening'. I am often reminded of Stephen Covey, when he said: "Most people do not listen with the intent to understand, they listen with the intent to reply."

Flex your style
In their book, Inclusive Leadership: The Definitive Guide to Developing and Executing an Impactful Diversity and Inclusion Strategy, the authors Charlotte Sweeney and Fleur Bothwick define an inclusive leader as "someone who has a strong self-awareness about their own preferred work style, but is able to flex this style to connect with all of their team, even those who think and work differently and who may have totally different motivators". An inclusive leader has emotional intelligence and high sensory awareness, as well being able to appreciate their own unconscious bias and how that could impact their decision-making. Practice flexing your communication style to match the preferences of the other person.

Replace 'but' with 'and'
Using 'and' instead of 'but' links two statements in mind of the other person and increases buy-in. Remember the saying: "Everything before the 'but' is bullshit!" Consider the following:

- I really appreciated the way you did that but next time could you pay attention to...

- I really appreciated the way you did that and next time could you pay attention to...

Known as the agreement frame, using 'I agree... and...', 'I appreciate...and...', 'I respect...and...' enables us to stay in rapport with a person during conflict, creates a space for them to hear our viewpoint while still being able to express theirs, and facilitates reaching an agreement with mutual respect.

Lisa Brice
Lisa is passionate about facilitating insights and behavioural change. Whether it is working with the horses or in the classroom, Lisa crafts experiential activities to deliver highly impactful learning opportunities to raise self-awareness around core interpersonal and leadership skills. As a BHS Riding Instructress, Equine Learning Specialist, Master NLP Trainer and Qualified International Trainer & Coäch with over 25 years of experience, Lisa draws on an extensive repertoire of developmental approaches to deliver a result focused learning experience.

Lisa is a highly-acclaimed and qualified international trainer, personal performance and leadership coach, and business consultant, who specialises in enhancing people's potential and leadership development. Her passion for inspiring excellence and helping individuals, teams and organisations to achieve extraordinary results shines through in everything she does. She has developed a reputation for delivering engaging and empowering learning experiences that deliver tangible and sustainable results.

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