



## REPORT

### Intellectual Outcome 1 Needs Analysis

Survey & Interviews  
of People 50+  
and HR, Counselling Practitioners  
in Croatia, Poland and Germany

June 2017



## Erasmus+

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## 1. Introduction

Over the last few years, the population of the EU has been ageing. This phenomenon has created social, economic and political consequences. The increasing number of people aged 50+ and the decreasing number of young people (up to the age of 25) in the EU has affected the labour market and the functioning of many companies. Many businesses, especially those operating in the construction, road transport, medical care and IT, are already facing the challenge of ageing employees or a shortage of skilled labour. Demographic projections indicate that this ageing trend will continue. For this reason, the activation of the 50+ generation in the European labour market is becoming increasingly important and essential for the functioning of companies and enterprises.

With activation, we mean encouraging and preparing people aged 50+ to take up employment as well as motivating employees to continue working even after reaching retirement age. This can be realized by providing specialized information and counselling services to target groups of both employees and the unemployed 50+. In 2004, the OECD stressed this need, yet the current offer of counselling services dedicated to people in this age group is still small.

The objective of the Erasmus project "Innovative Counselling to Promote Participation of People 50+ in the Labour Market and Societal Life" is to develop a holistic and scientific justified concept of innovative job counselling and guidance. Croatia, Germany, Lithuania and Poland are the countries involved in this international project. The participants are:

- Universities specializing in the labour market, human resources and career counselling: University of Applied Labour Studies of the Federal Employment Agency - HdBA (Germany), University of Split (Croatia) and Jan Dlugosz University in Czestochowa (Poland)
- Companies: MHZ Hachtel (Germany), Cemex (Croatia), Bombardier Katowice (Poland)
- Specialists in online training, marketing and promotion: VSI eMundus (Lithuania)

The direct target group of this project is represented by counsellors and HR specialists. They are committed to work with the 50+ age group and will participate in the project's training to develop further knowledge, skills and competence in regard. They were interviewed in advance with a semi-structured interview guideline that covered 30 open and closed questions. The interviews included information about the career counsellor and the HR specialists (and their clients) and their opinions and challenges working with this 50 + age group.

The indirect target group in this project is the 50+ group. Specific needs and expectations of employed as well as those in transition to retirement and unemployed were examined. A questionnaire with 30-34 closed questions was answered in paper-pencil from all participants. The number of items depended on the subgroup and were divided into four sections;

- I – demographic data: age, sex etc.
- II - self-assessment of competencies / potential / motivating factors
- III - further career plans
- IV - counselling service - people's expectations.

This research report is divided into 3 parts.

The first part contains a description of the quantitative research conducted among respondents aged 50+. The study was conducted in 3 partner countries: Germany, Croatia and Poland. The respondents were divided into 3 groups the unemployed, employees aged 50+ and employees in transition.

The report includes differences between responses of these three subgroups. It should be noted that the report only includes those responses that were statistically significant.

The second part of the report describes and interprets the results of qualitative research conducted among career counsellors and HR professionals through semi-structured interviews in three of the partner countries Germany, Croatia and Poland.

The third part of the report contains an index of the charts in the report and information regarding the questionnaires and interviews.

All questionnaires and interviews that were used are attached in the annexe.

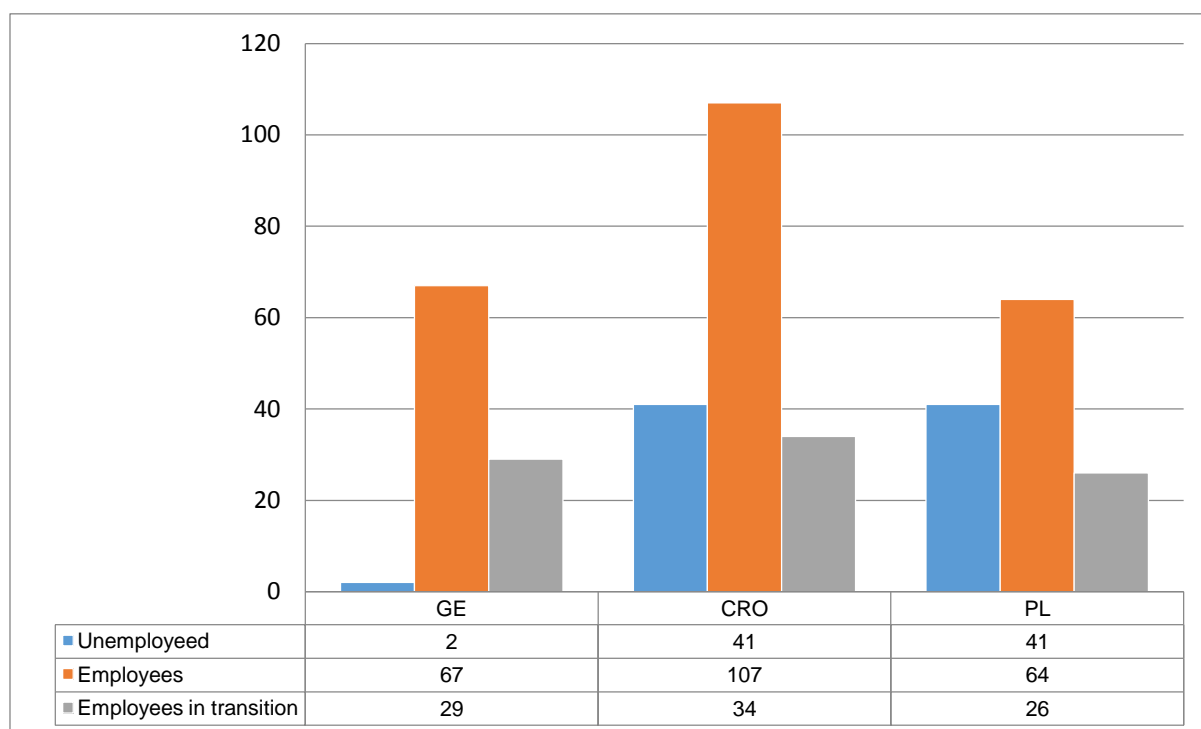
## 2. Analysis report of the quantitative surveys of employees' and unemployed's 50+ needs

### 2.1 General description of the target group

The quantitative survey was conducted between March and May 2017 in Croatia, Germany and Poland. Overall 411 employees, employees in transition to retirement and job seekers aged 50+ participated.

The 411 people 50+ countries are divided among the three EU countries as follows:

98 people of Germany, 182 people in Croatia and 131 people in Poland. All 50+ participants in the study were classified into three groups. First, unemployed people and jobseekers. In total 84 participants belonged to this first group (GE 2 people, CRO 41 people, PL 41 people). In the second group, there were a total of 238 employees 50+, who have not entered yet the process of transition to retirement (GE 67, CRO 107, PL 64). The third group included employees, who have already entered the transition process to retirement. Overall 89 people have already started the retirement process (GE 29 people, CRO 34 people, PL 26 people).



**Graph 1 Number of respondents**

source: own research

The study involved altogether 204 men and 207 women. There were some differences between participating countries in numbers of participating men and women.

In the Croatian group of unemployed, the number of women exceeded the number of surveyed men, whereas in Poland the opposite case was observed. The group of workers who have not yet entered the retirement phase involved a slight numerical advantage of the female respondents. The group of workers in transition to retirement showed crucial differences in participation and gender. In this Croatian group, the percentage of men and women differed more than 23.6 percentage points. While in Poland, the gender difference of participants stated 23 percentage points, representing a higher women participation than men participation.

	GE Male	GE Fe- male	PL Male	PL Fe- male	CRO Male	CRO Female
Unemployed	50%	50%	66%	34%	39%	61%
Employees	49%	51%	45,4%	54,6%	45,7%	54,3%
Employees in transition	59%	41%	38,5%	61,5%	61,8%	38,2%

**Table 1 Sex of respondents**  
source: own research

The average age of all employees surveyed was 56,5 years. The average age of the individual subgroups are:

- unemployed - 55 years (GE 55 years, CRO 56 years, PL 54 years)
- employees - 54,5 (GE 55 years, CRO 54,5 years, PL 54 years)
- employees in transition - 60 (GE 60.5 years; CRO 59 years, PL 60.5 years)

The majority, more than half of all jobseeking and jobless respondents, had a secondary education. Approximately a quarter of those respondents had a higher education. Only each eighth jobless person accomplished a basic education. The distribution of education level and respondents among the single countries are stated in the table below:

	GE	CRO	PL	ALL
Basic education	-	4,9%	20%	12%
Secondary education	100%	68,3%	59%	64%
Higher education	-	26,8%	20%	23%

**Table 2 Level of education - unemployed 50+**  
source: own research

Taking a closer look at the education level of employees 50+ that show marginally lower percentage rates than the jobless or jobseeker group for basic and secondary education. Therefore, more respondents of this sub-group have a higher education.

	GE	CRO	PL	ALL
Basic education	18%	3,7%	5%	8%
Secondary education	67%	57%	61%	61%
Higher education	15%	39,3%	34%	31%

**Table 3 Level of education - employees 50+**  
source: own research

In the group of employees in transition, however, a slight advantage of people with a higher education,

- 45% had a higher education, but it is worth noting that the largest group of people with a higher education was among the respondents in the transition process originating from Poland and Croatia, while in Germany the smallest (GE 14%, CRO 55.9%, PL 62%).
- 44% of all respondents in the transition process had a secondary education - with the highest proportion of respondents from Germany (GE 55%, CRO 38.2%, PL 38%);
- about 11% of all respondents had a basic education. In Germany, this was the second largest group in terms of numbers. In other countries, primary education was the smallest group of respondents (CRO) or none (PL) – (GE 24%; CRO 5.9%; PL 0 %)



	GE	CRO	PL	ALL
Basic education	24%	5,9%	-	11%
Secondary education	55%	38%	38%	44%
Higher education	14%	55,9%	62%	45%

**Table 4 Level of education - employees in transition**

source: own research

It is also worth noting, that the largest group among all respondents were qualified/skilled employees (39% of employees, 40.45% of employees in transition, 35% of unemployed). There are also some differences between countries and the national respondents' groups:

Most unemployed people 50+ in Croatia identified themselves as "employees with autonomous activities" (53% skilled/qualified person, 35.9% unskilled). In Poland 46% of the unemployed are un-/semiskilled, 34% identified themselves as skilled/qualified.

Employees in Germany mostly were un-/semiskilled (43%), while almost a third were skilled workers (31%). In Croatia, the three largest groups were employees with autonomous activities (38.3%), skilled employees (30.8%) and managers (20%). In Poland, the most numerous group were skilled/qualified employees (59%), followed by employees with autonomous activities (22%).

Employees in transition to retirement in Germany and in Poland were mostly skilled/qualified workers (41% and 61%). In Croatia, employees with managerial function represented the largest group among those in transition to retirement (over 50%).

Respondents' educational level might also vary due to the distribution between different industries and or companies and enterprises. Among employees, the majority is occupied in the manufacturing industry (almost half of all employed respondents). As well as among employees in transition, the highest number of people were from the manufacturing sector (37%). Approximately a quarter of all respondents is busy in the service, hotel, tourism, business and administration industries. The detailed distribution among branches in each country is as follows:




Activity sector (3 dominant)	Employees	Employees in transition
GE	<ol style="list-style-type: none"> <li>1. raw materials production, production or manufacturing – 51%</li> <li>2. others 18%</li> <li>3. commercial services, trade, sales, hotel or tourism 11%</li> </ol>	<ol style="list-style-type: none"> <li>1. raw materials production, production or manufacturing – 45%</li> <li>2. commercial services, trade, sales, hotel or tourism 21%</li> <li>3. others 14%</li> </ol>
CRO	<ol style="list-style-type: none"> <li>1. raw materials production, production or manufacturing – 46,7%</li> <li>2. commercial services, trade, sales, hotel or tourism 40%</li> </ol>	<ol style="list-style-type: none"> <li>3. commercial services, trade, sales, hotel or tourism – 45,5%</li> <li>4. raw materials production, production or manufacturing – 30,3%</li> </ol>
PL	<ol style="list-style-type: none"> <li>1. raw materials production, production or manufacturing – 47%</li> <li>2. business organization, accounting, law or administration 11%</li> </ol>	<ol style="list-style-type: none"> <li>1. raw materials production, production or manufacturing 38 %</li> <li>2. others – 23%</li> <li>3. business organization, accounting, law or administration 15%</li> </ol>

**Table 5 Activity sector of respondents**

source: own research

The average seniority of all surveyed employees was more than 30 years. The unemployed group had the most lasting occupations. The average number of jobs was about 3 for the unemployed and employees. In the case of employees in transition, they had about 4 jobs over their life span. The distribution of responses on national level was similar.

To sum up:

„Persona” description		
	Employees 238 people (GE 67, CRO 107, PL 64)	
General characteristic	 53% women	Average age = 54,5 years Secondary education Qualified/skilled employee Employed in raw materials production, production or manufacturing sector More than 30 years seniority Number of jobs/posts: 3
	Employees in transition 89 people (GE 29, CRO 34, PL 26).	
	 53% men	Average age = 60 years Higher education Qualified/skilled employee Employed in raw materials production, production or manufacturing sector More than 30 years seniority Number of jobs/posts: 4
	Unemployed - 84 people (GE 2, CRO 41, PL 41)	
	 52% men	Average age = 55 years Secondary education Qualified/skilled employee 21-30 years seniority Number of jobs/posts: 3

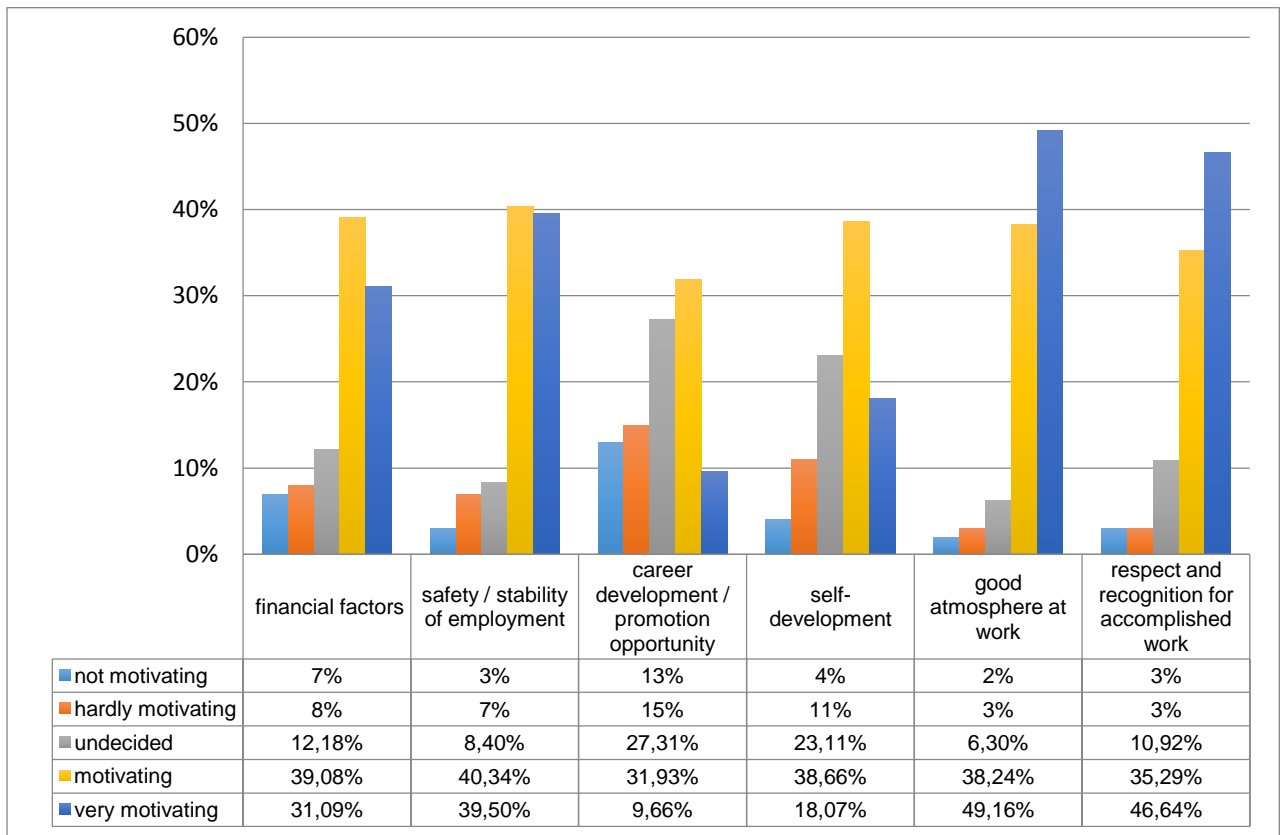
## 2.2 Motivating factors

### 2.2.1 Motivation factors: employees 50+

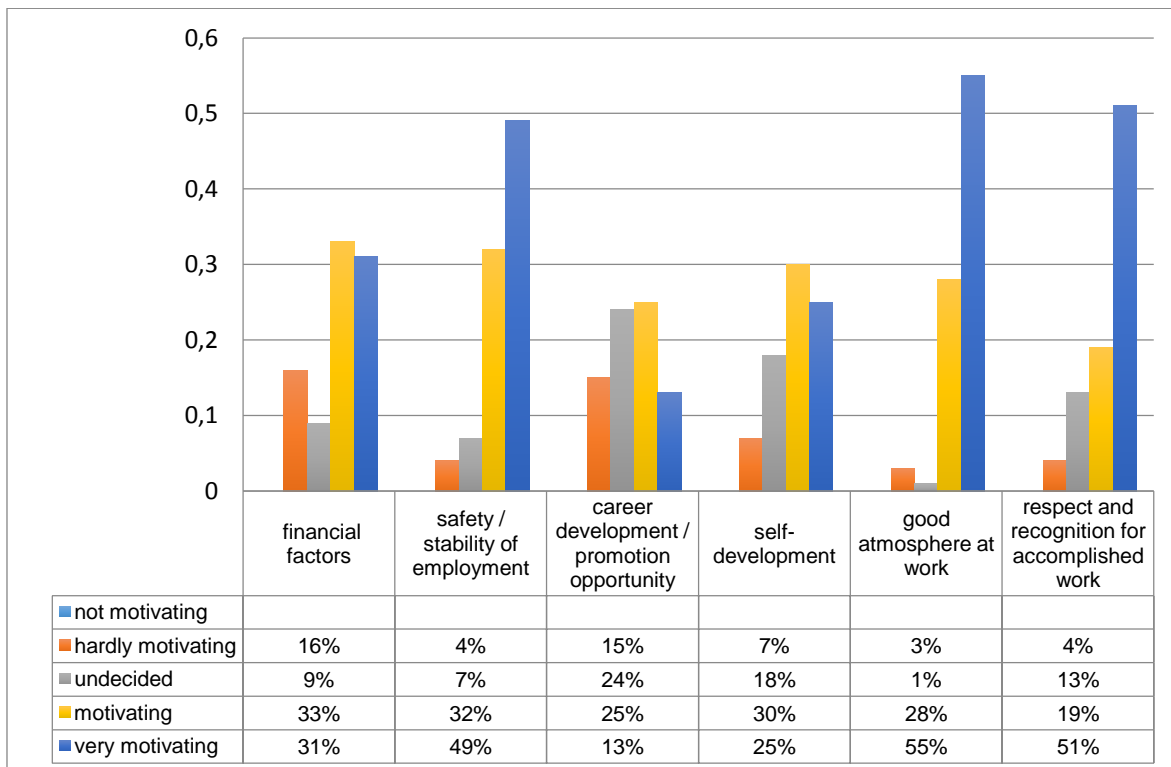
One of the most important aims of the research was to identify the motivational factors of respondents in the work place.

Employees 50+, in general, indicated that the most important and most motivating factor is good atmosphere at work. Almost 50% said that it is a very motivating factor and 38,24% said that it is a motivating aspect. Moreover, employees 50+ underlined that the most motivational factors are: respect and recognition for accomplished work (46,6% evaluate it as very motivating, more than 35% as motivating), safety and stability of employment (39,5% say it is a very motivating and more than 40% motivating). The detailed data are listed in the four graphs and tables below. The first graph shows the overall data that covers all three coun-

tries. The following graphs represent the data of Germany, Croatia and Poland. The differences on national level are only at a small extent and mostly in relation with career and/or self-development as motivation factors. Overall trends, in general, follow the same directions in all three countries.

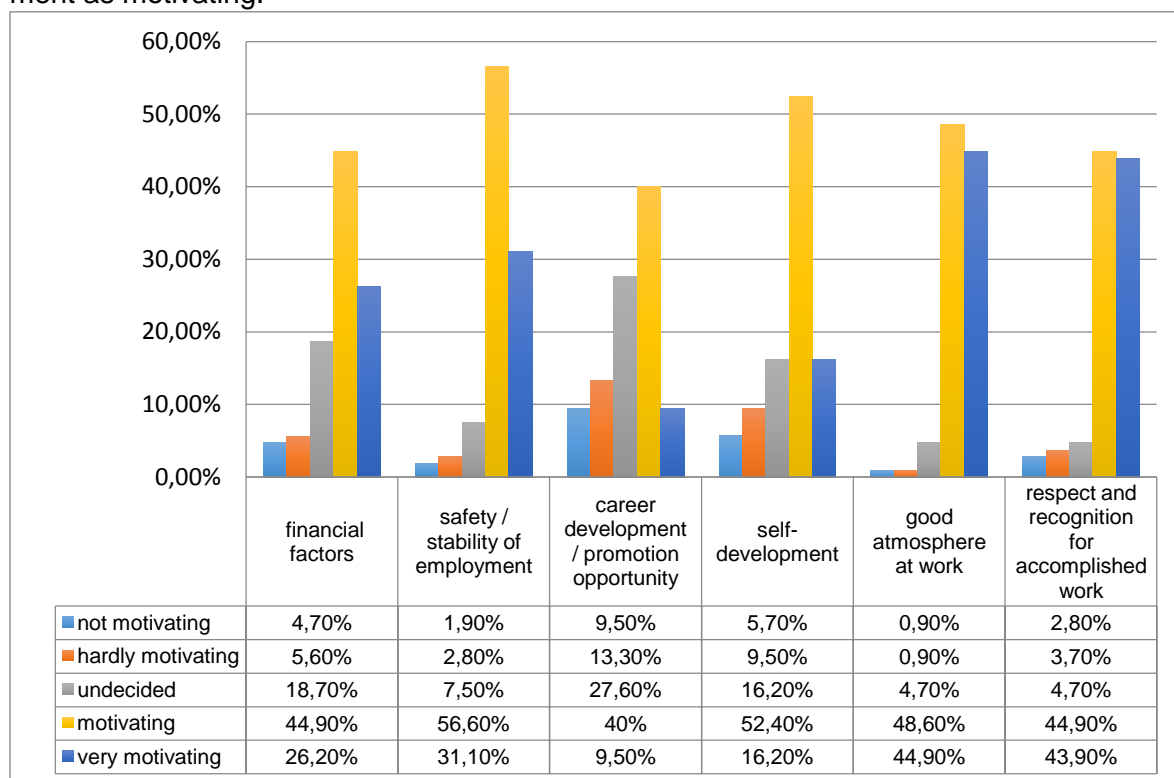


**Graph 2 Motivating factors - all employees point**



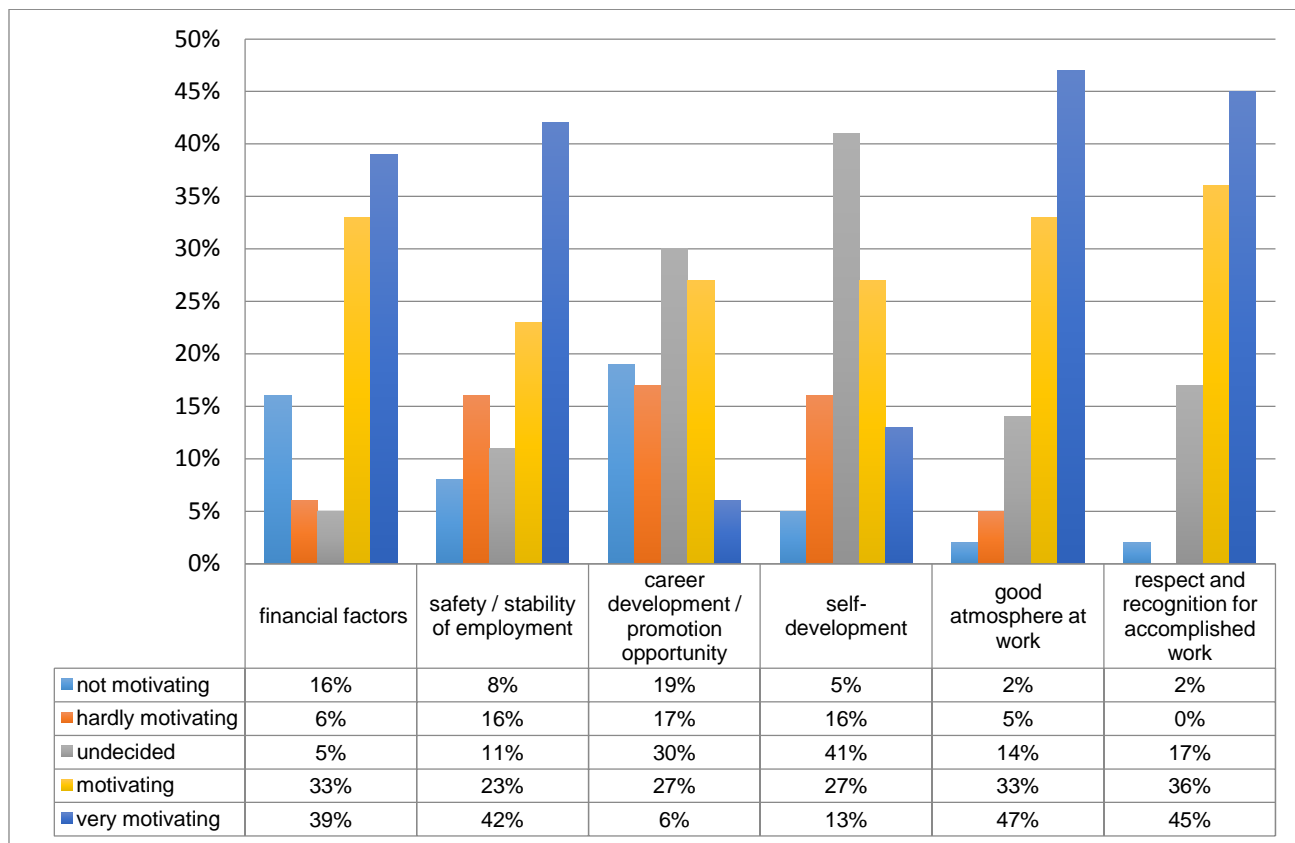
**Graph 3 Motivating factors - employees from Germany**

Interestingly, in Croatia more respondents evaluated self-development and career development as motivating.



**Graph 4 Motivating factors - employees from Croatia**

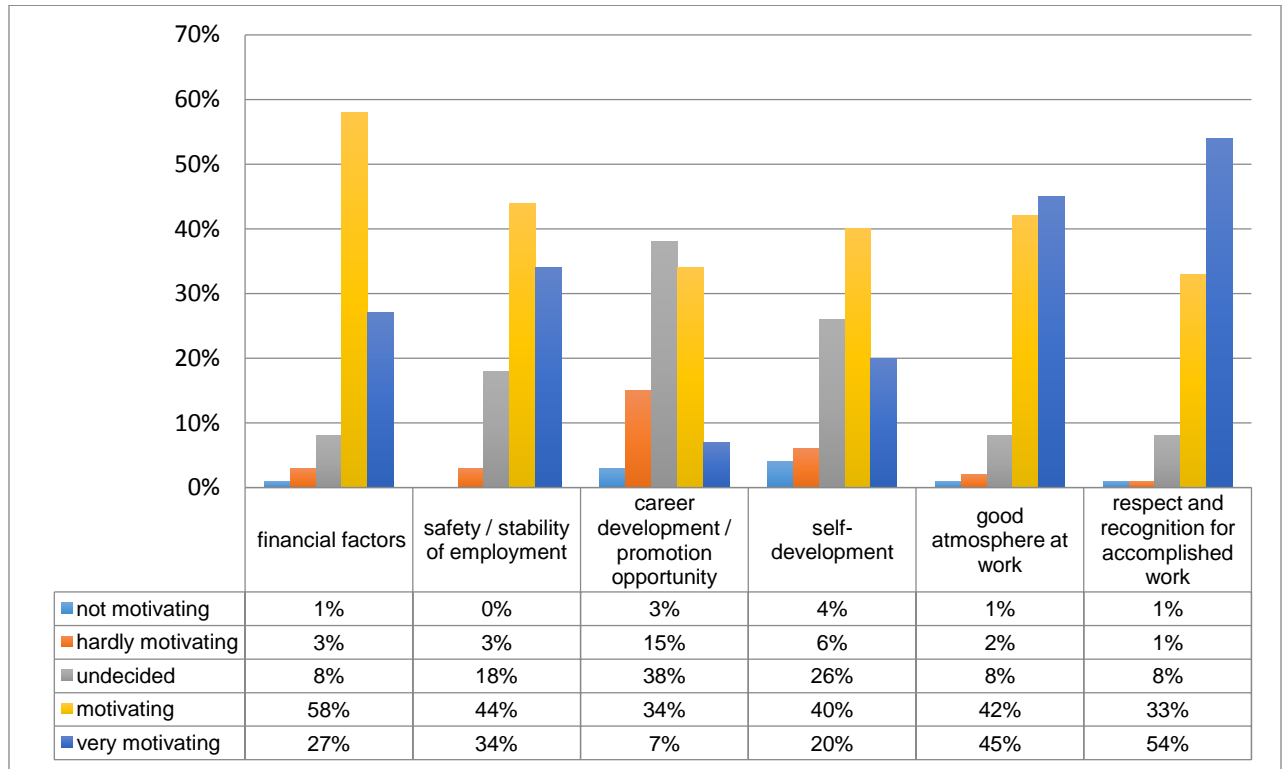
Employees from Poland indicated that a good atmosphere at work, respect and recognition for the accomplished work, safety and stability of employment and financial factors are very motivating or motivating for the work.



**Graph 5 Motivating factors - employees from Poland**  
source: own research

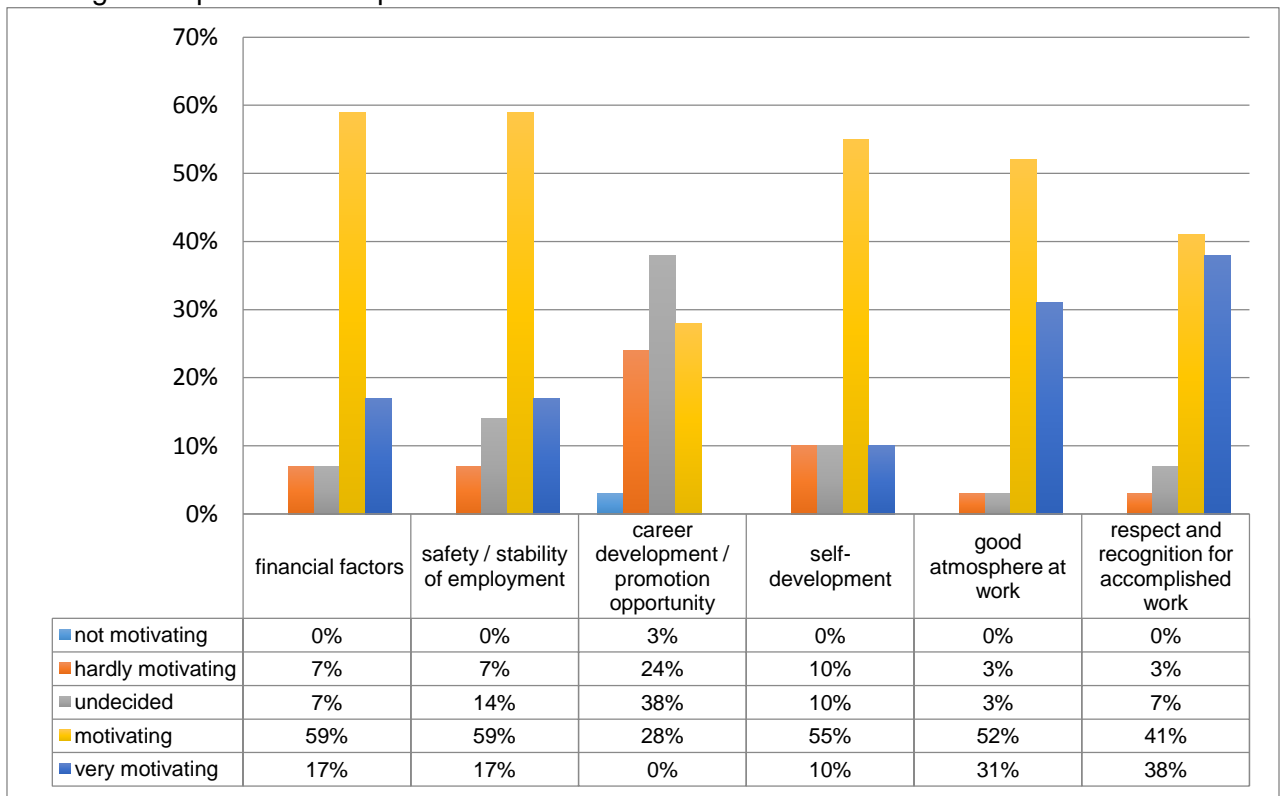
### 2.2.2 Motivation factors: employees 50+ in transition to retirement

Employees 50+ in transition show a similar point of view as employees 50+. For them, the most important motivation factors at work are respect and recognition, good working atmosphere as well as financial factors and employment security.



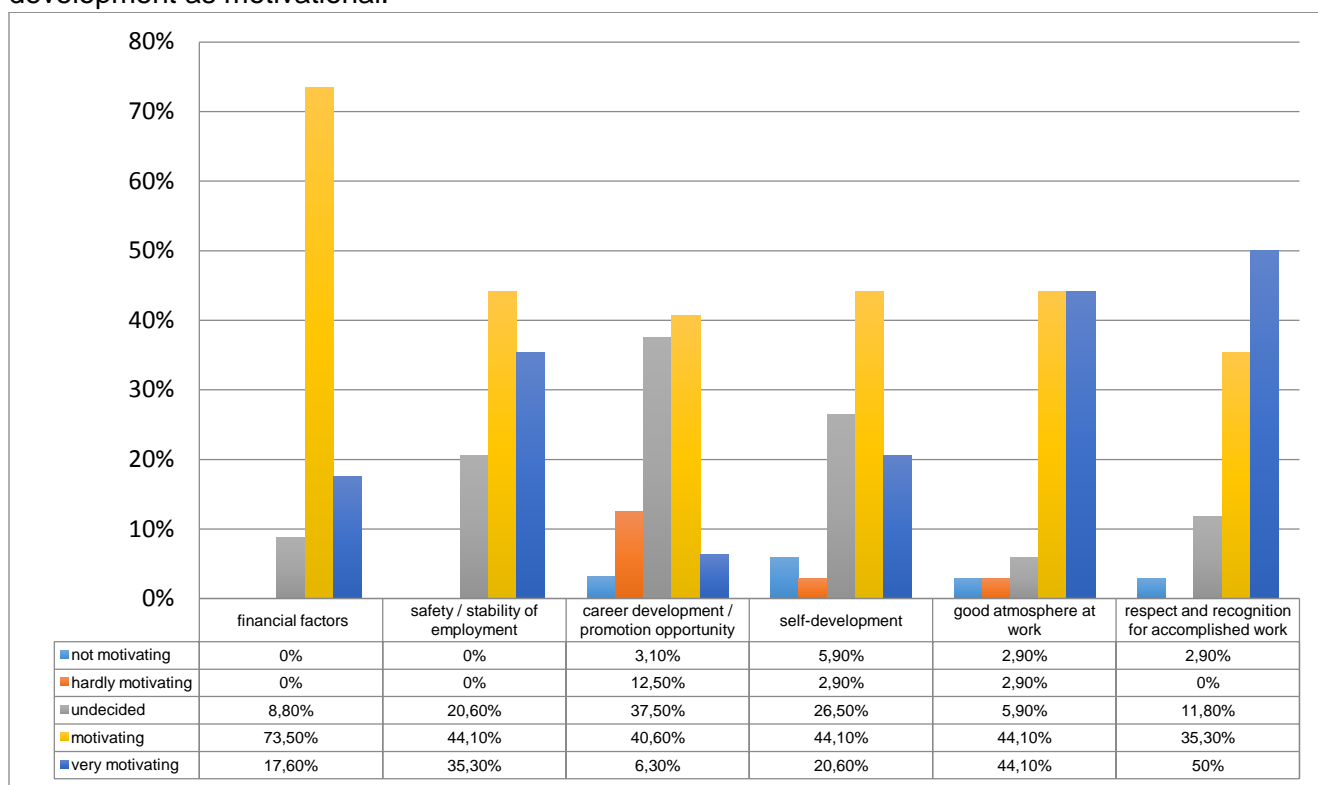
**Graph 6 Motivating factors - employees in transition**

In this group, there are some differences between countries. Respondents from Germany, in the first place, mostly rated safety and stability of employment and financial factors as motivation factors for work. Secondly, they indicated the possibility of self-development, good working atmosphere and respect as motivational.



**Graph 7 Motivating factors - employees in transition from Germany**

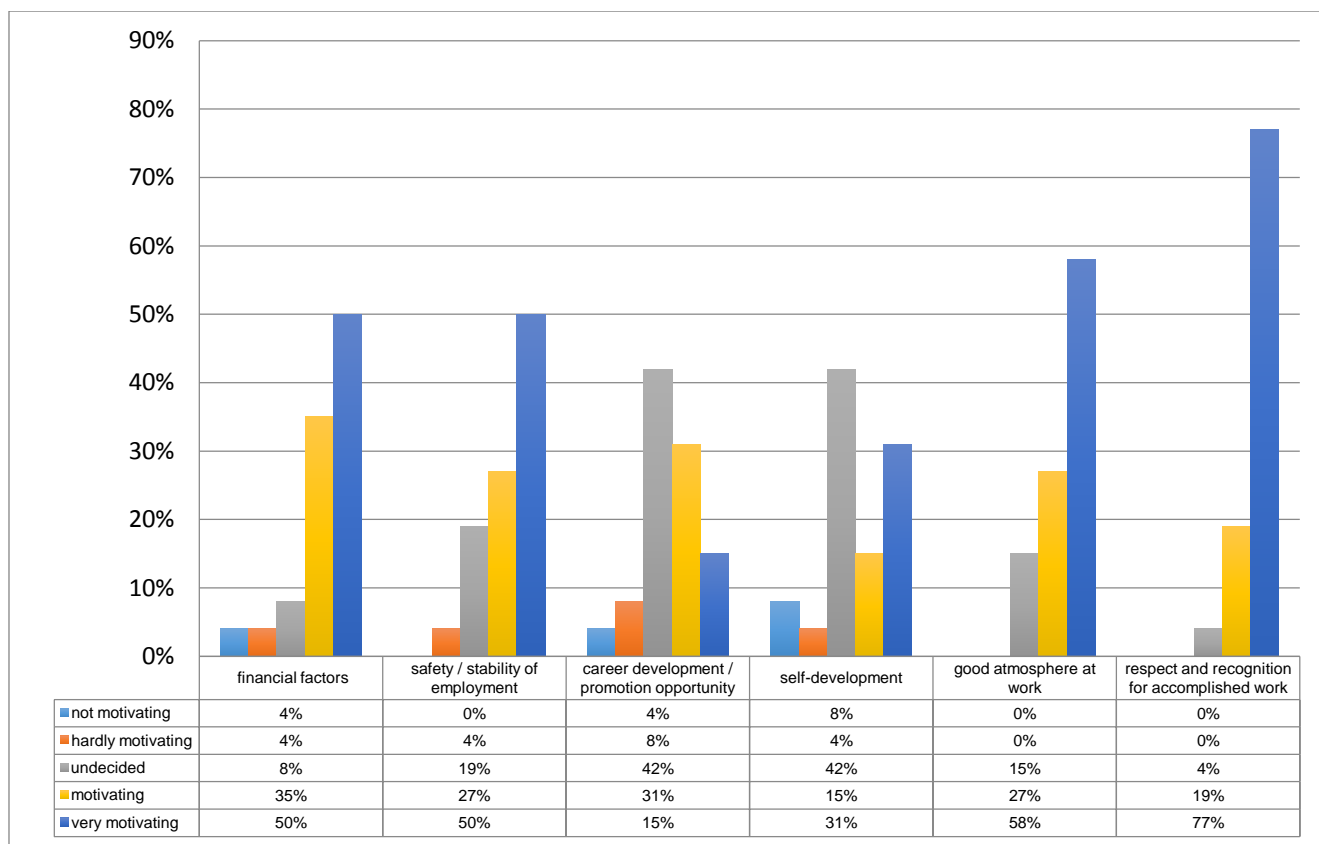
Most of the Croatian employees in transition are motivated by financial factors. Then, respondents valued respect and recognition, good atmosphere, employment security and self-development as motivational.



**Graph 8 Motivating factors - employees in transition from Croatia**



In Poland, almost all employees in transition valued respect and recognition for accomplished work as motivational or very motivational. Then, of course, they underlined good working atmosphere, financial factors and employment security as motivational or very motivational.



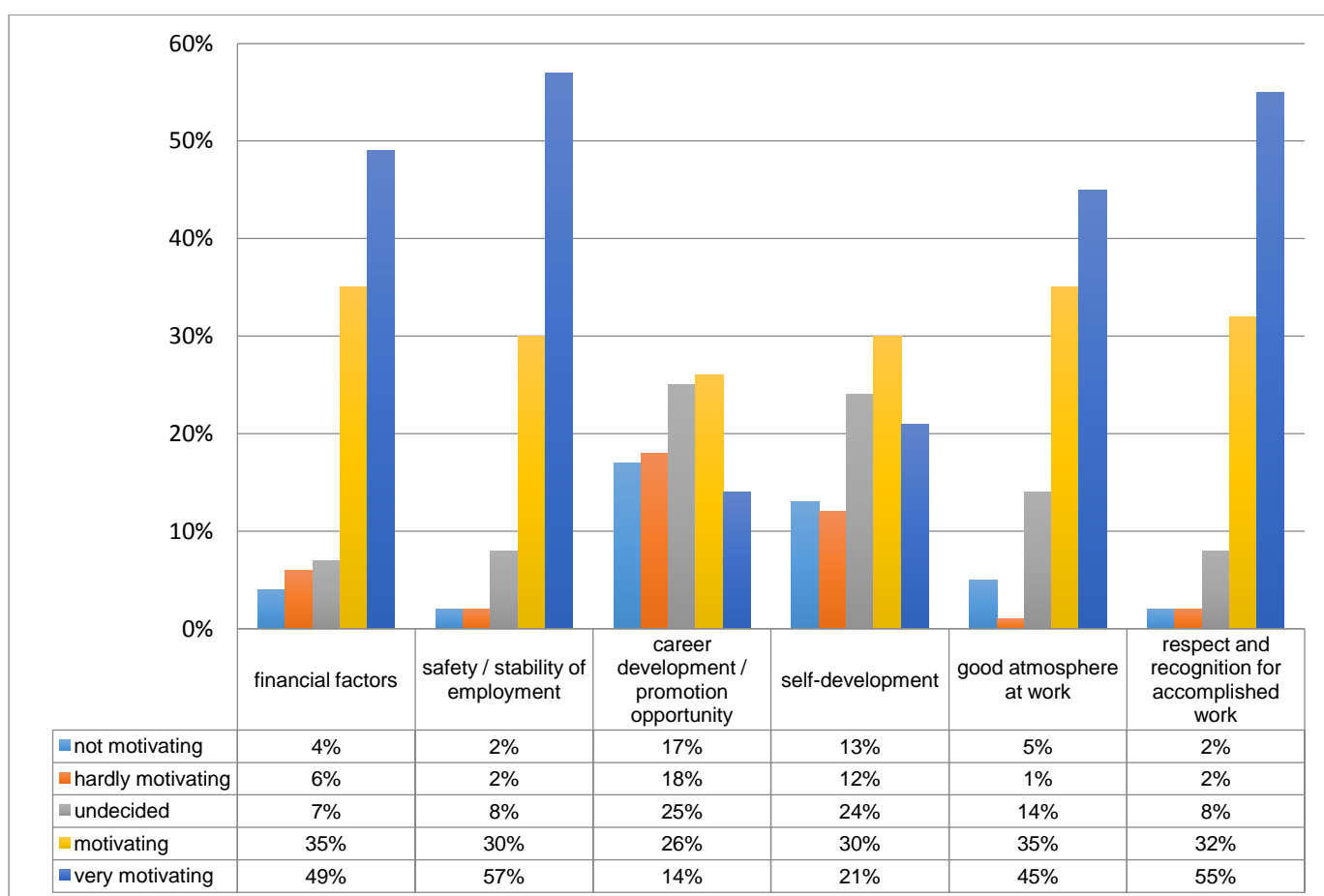
**Graph 9 Motivating factors - employees in transition from Poland**

In general, there are some differences between employees and employees in transition also between the different countries. But the differences are very small. In fact, respondents from different target groups and different countries underlined the same factors (atmosphere, respect, safety and stability, finance, self-development) but in a slightly different sequence.

### 2.2.3 Motivation factors: unemployed 50+

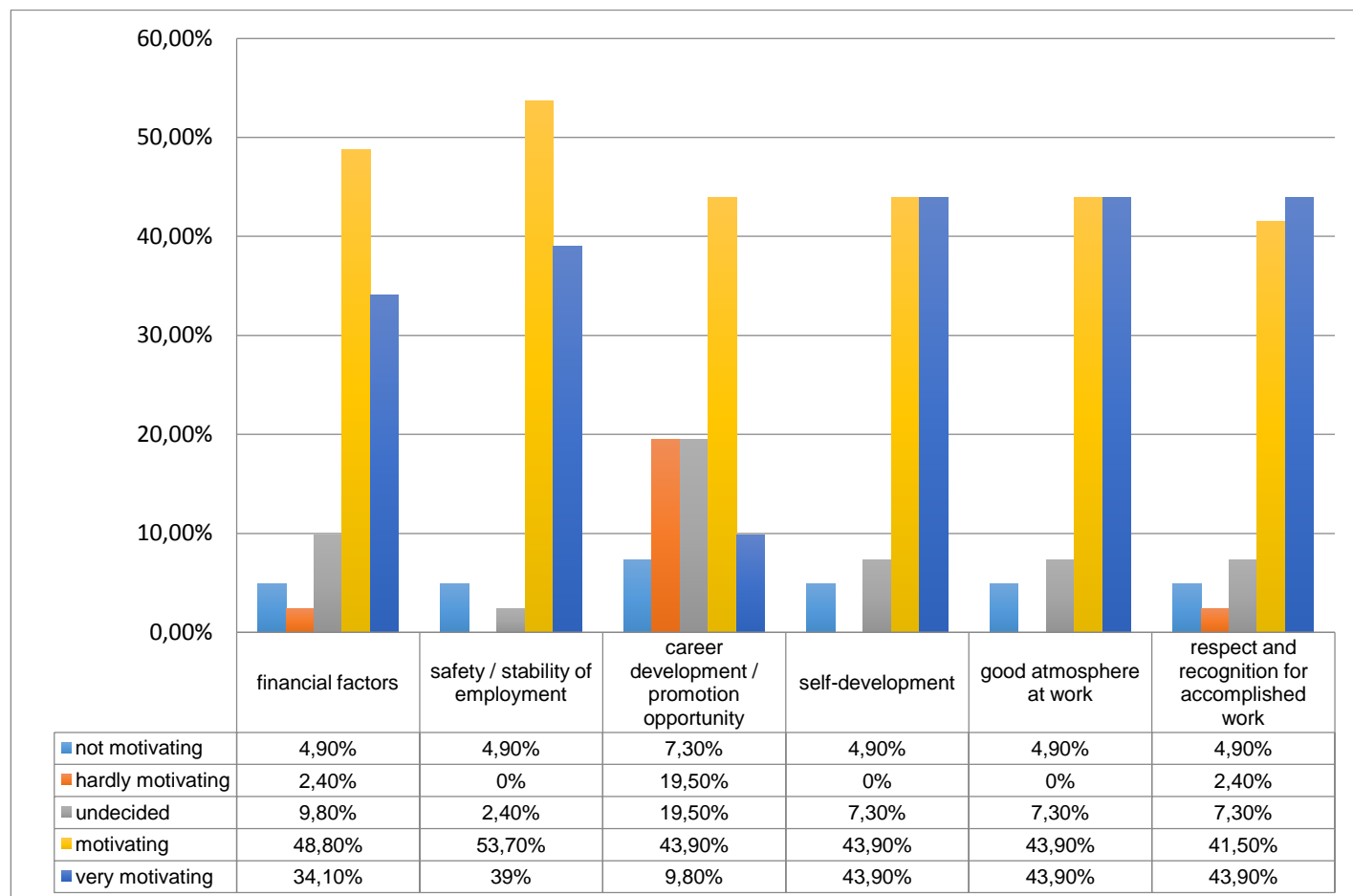
Respondents from the unemployed 50+ group usually indicated the same aspects as other respondents. But the most motivating for them were employment security, respect and recognition, financial factors and good atmosphere. They were less motivated by factors as professional development or promotion. This may be due to their specific situation on the labour market. It is therefore understandable that they value most the stability of employment.

Interestingly in this group of unemployed 50+, respondents show significant differences between countries. The results of the surveys carried out in Poland and Croatia were analysed in-depth and separately from Germany, because in Germany the group of 50+ unemployed respondents has two people. So German respondents were not considered separately but in the overall analysis.



**Graph 10 Motivating factors - all unemployed**

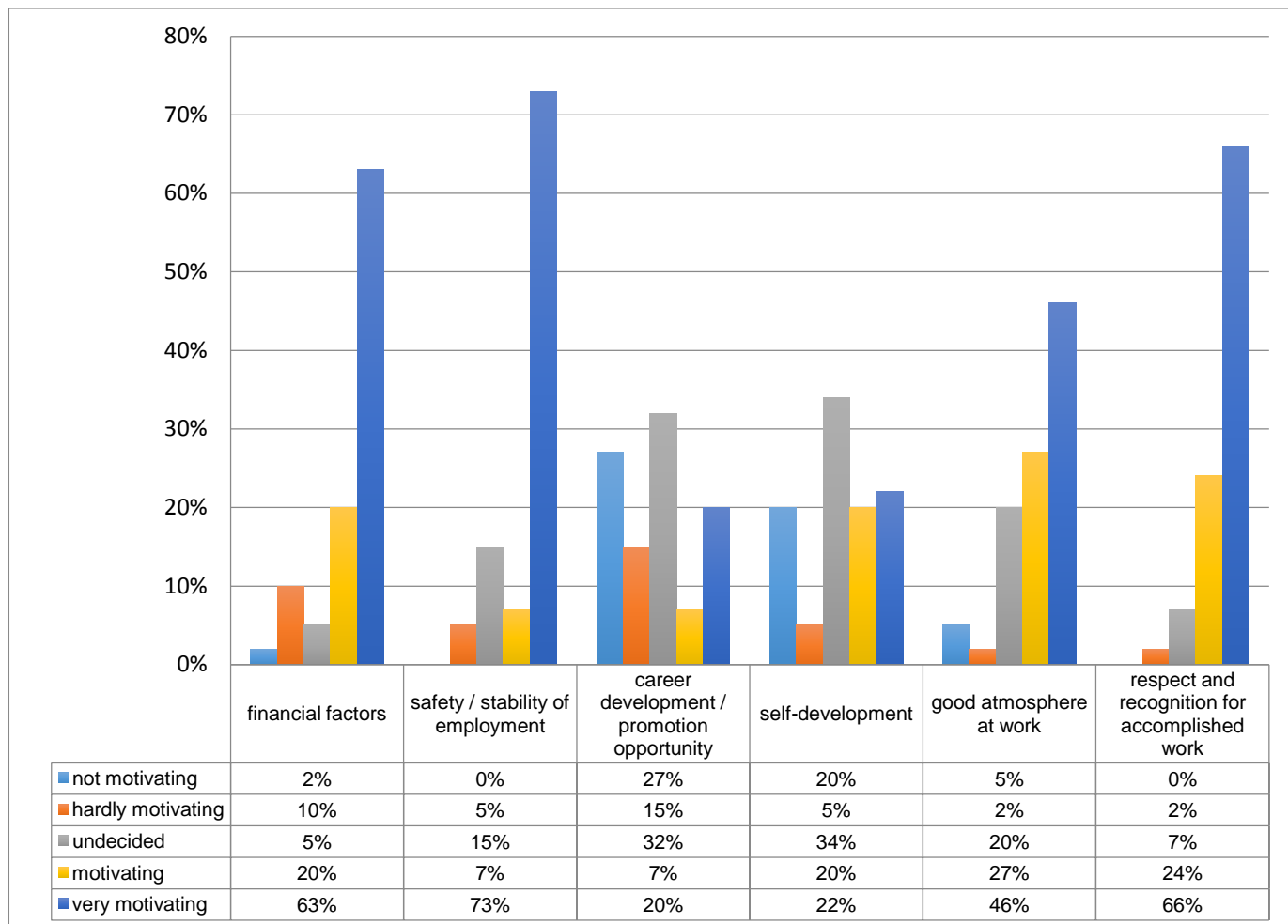
Croatian unemployed 50+ indicated that almost all motivation factors were very motivating or motivating for them at work. Only employment security had a slight advantage over others. Respondents valued respect, good atmosphere and self-development as very motivating. They also underlined financial factors and career development/promotion opportunity as motivational.



**Graph 11 Motivating factors - unemployed from Croatia**

In Poland, the situation was a little bit different than in Germany and Croatia. Unemployed 50+ respondents indicated that the most motivational factors were safety and stability of employment. Then respect and recognition and financial factors. About 70% of respondents consider a good atmosphere at work motivating or very motivating.

Polish respondents did not indicate other factors very often. About 40% said that aspects like career development or promotion opportunity were not motivating or were hardly motivating.



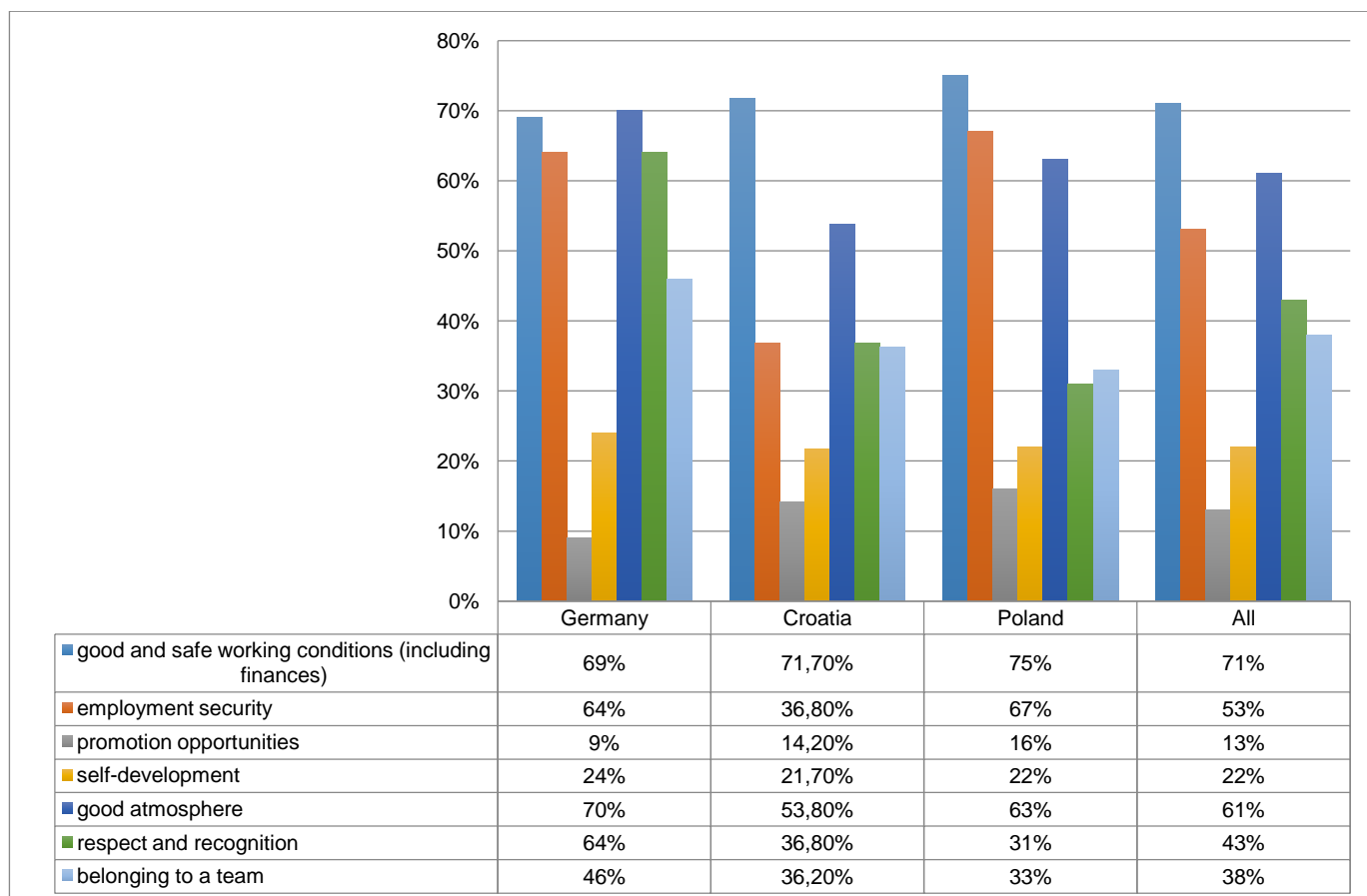
**Graph 12 Motivating factors - unemployed from Poland**

To summarize this part of the analysis, it should be highlighted that regardless of the target group and country of origin, surveyed people 50+ drew attention to the similar motivational issues. The most common are a good work atmosphere, employment security, respect and recognition, as well as finance and personal development.

## 2.3. Needs and expectations of respondents 50+

### 2.3.1 Main needs and expectations of employees 50+

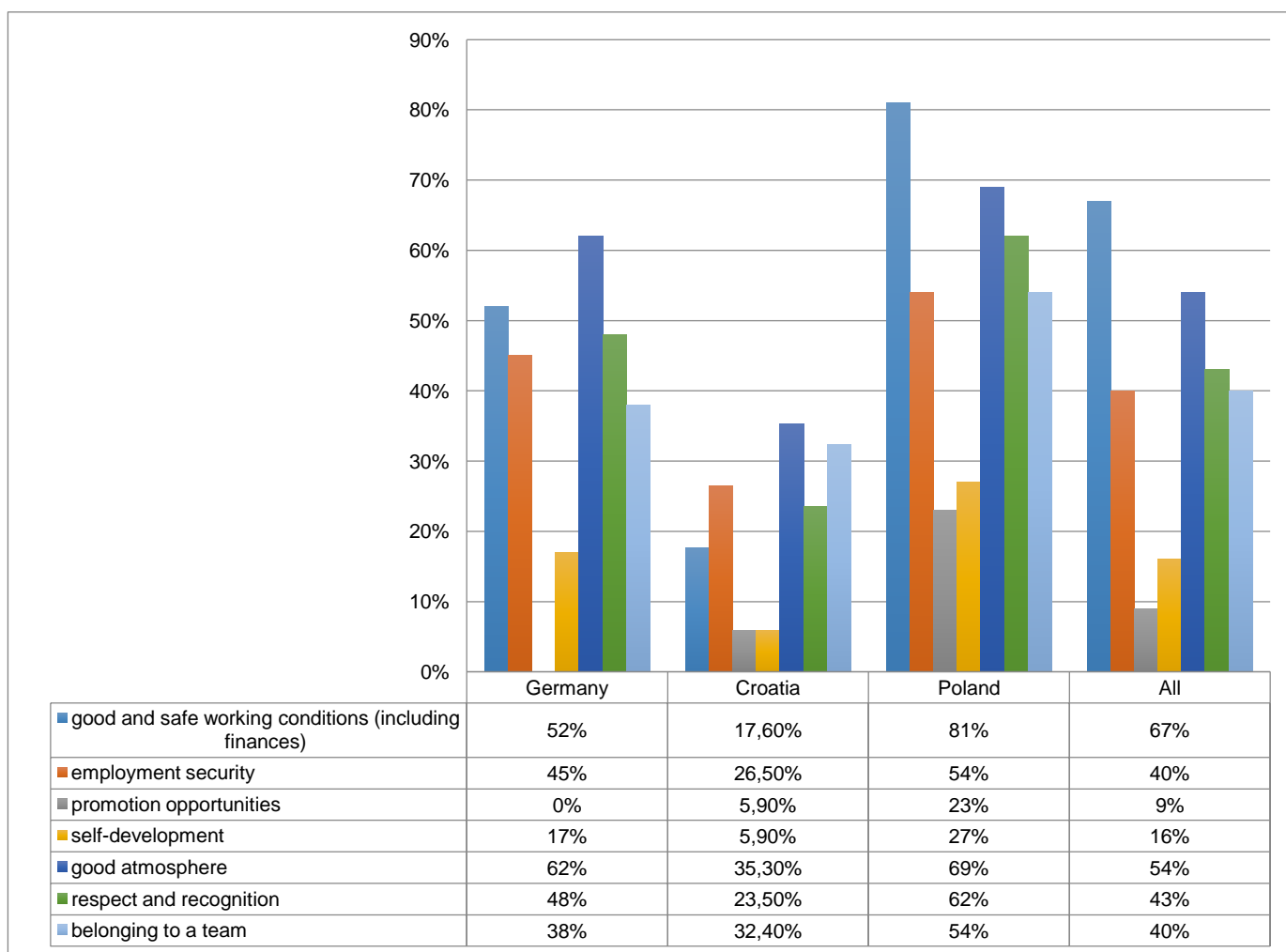
The respondents' answers about their needs and expectations of work confirm the conclusions above. Most respondents selected good and safe working conditions (including finances). The most important expectations at work for the majority of all surveyed employees are a good atmosphere at work (61%) and employment security (53%). Also respect and recognition (43%) is seen as important at work, while respondents less likely expect a promotion or opportunity for self-development. Answers from employees from different countries were quite similar.



**Graph 13 Main needs and expectations - employees**

### 2.3.2 Main needs and expectations of employees in transition




Employees in transition mostly expect good and safe working conditions (including finances). 67% of all respondents require a good working atmosphere (54%), respect and recognition (43%), belonging to a team (40%) and employment security (40%). But in this target group, there were some slight differences between countries. In Germany and Croatia, the highest rated expectation was a good atmosphere, which was second highest rated item in Poland. In Poland respondents mostly chose good and safe conditions. While this was in Germany the second most favorite answer. In contrast, only 17,6% of Croatian respondents stated this expectation. In Poland and in Germany respondents of this sub-group valued respect and recognition as the third highest expectation, whereas in Croatia it was not a popular answer (23,5%). Another relatively high rated expectation in all countries was the expectation to belong to a team (GE 38%, CRO 32,4%, PL 54%).



**Graph 14 Main needs and expectations - employees in transition**

It should be indicated that generally employees and employees in transition drew attention to the similar needs and expectations.

To sum up:

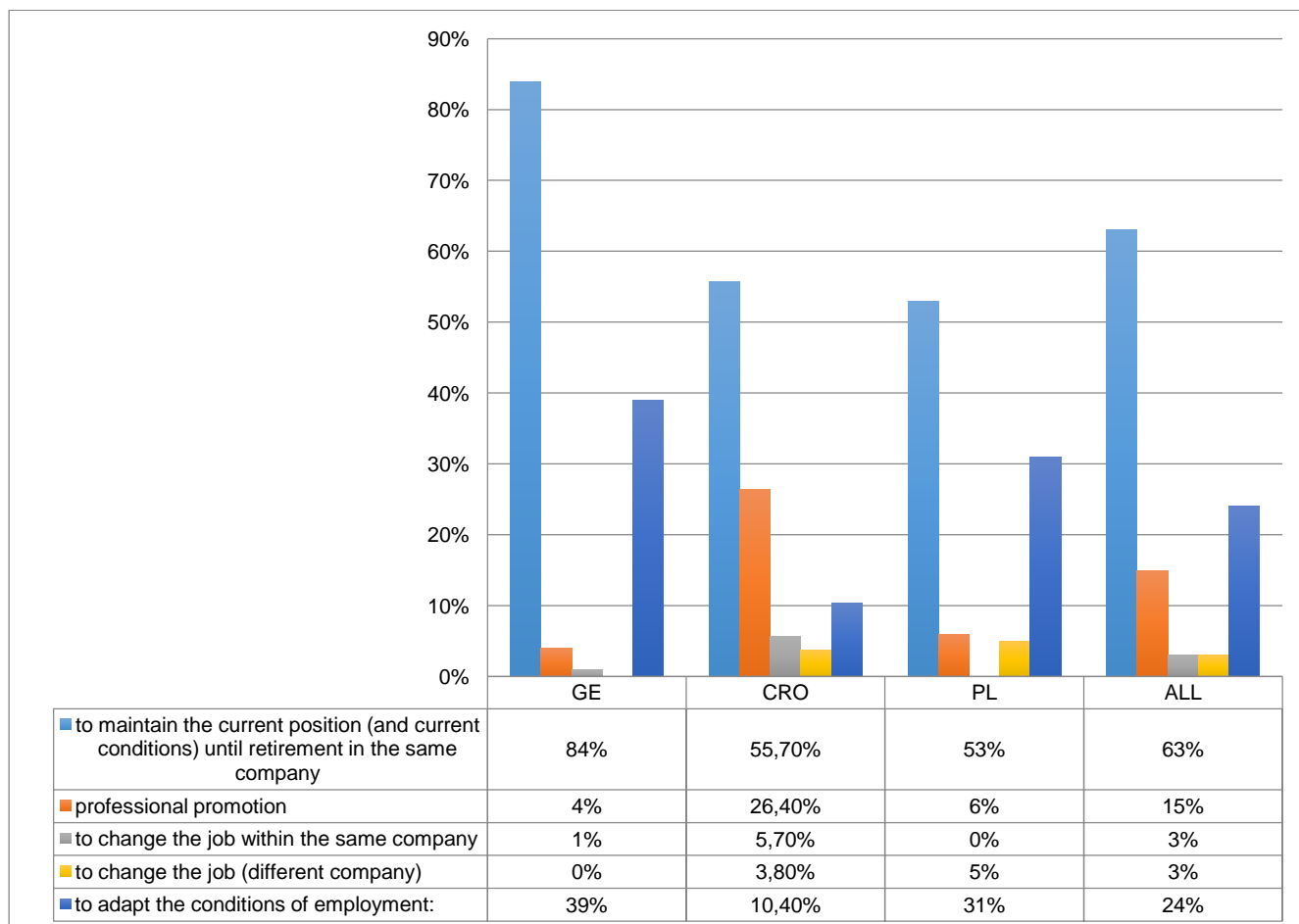
„Persona” description		
	Employees 238 people (GE 67, CRO 107, PL 64)	
General characteristic	 53% women	Motivating factors: 1- good atmosphere at work, 2- respect and recognition for accomplished work, 3- employment security  Needs and expectations: 1- good and safety working conditions (including finance), 2- good atmosphere at work, 3- employment security
	Employees in transition 89 people (GE 29, CRO 34, PL 26).	
	 53% men	Motivating factors: 1- respect and recognition for accomplished work, 2- good atmosphere at work, 3- employment security  Needs and expectations: 1- good and safety working conditions (including finance), 2- good atmosphere at work, 3- respect and recognition
	Unemployed - 84 people (GE 2, CRO 41, PL 41)	
	 52% men	Motivating factors: 1- safety/stability of employment 2- respect and recognition for accomplished work, 3- financial factors

## 2.4 Plans until and after retirement, emotions

The second aim of the research was to indicate the future plans of respondents. Knowledge about the future plans could be helpful during the creation and planning of the transition process. This is what HR practitioners and counsellors have to take into account in their work with people 50+. This in turn, has to be considered in the concept and content of the training and the self-directed online course as a further working step of the project.

### 2.4.1 Employees' plans until and after retirement

In the case of employees 50+, most of them (63%) want to maintain the current position as well as the current conditions in the same company until retirement. This answer was the most popular one in every country. The second highest rated option was maintaining the current position in the same company, but adapting the condition of employment. Most of the expectations connected with adaptations of the conditions are related to an increase in wage in Germany and Poland. A quarter of Croatian respondents want to be promoted.

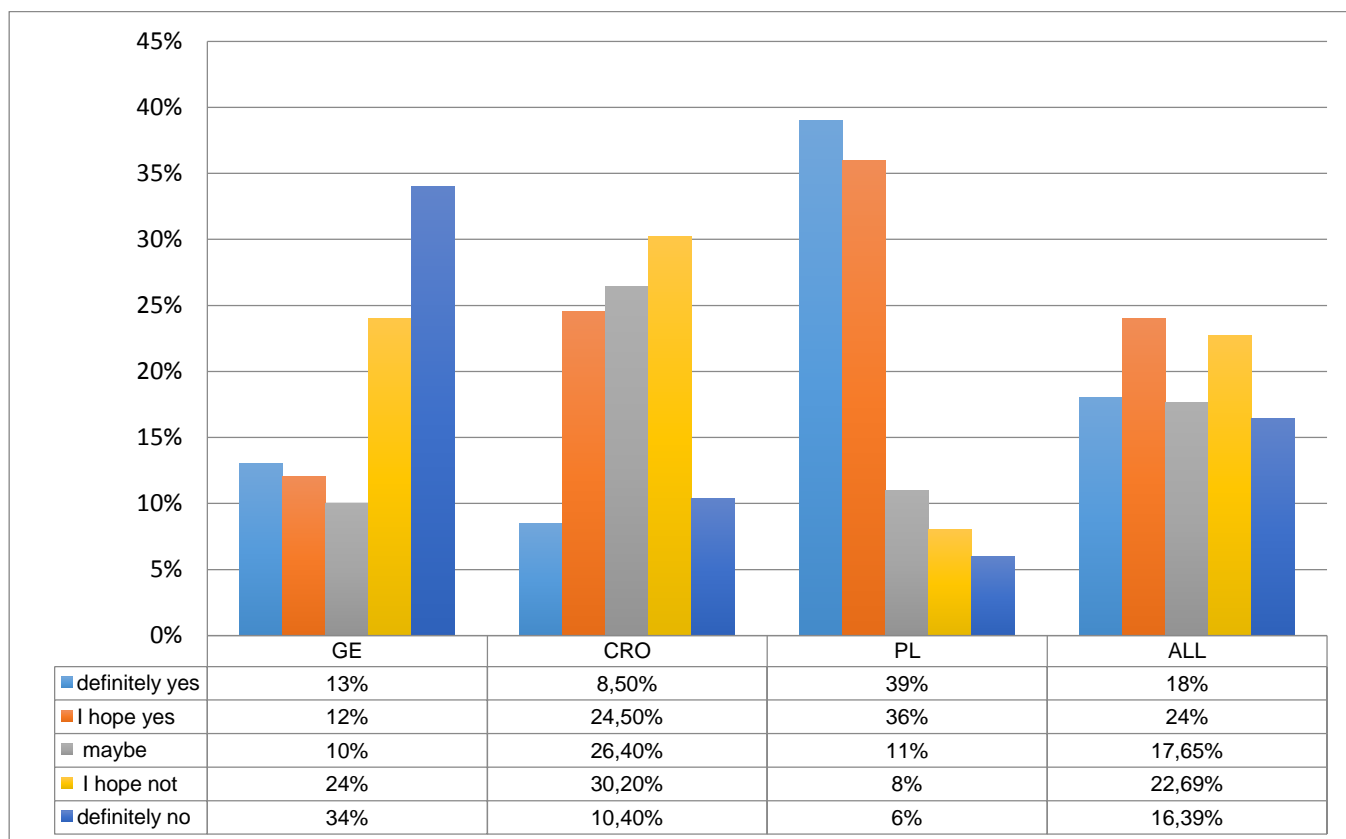


**Graph 15 Future professional plans - employees**

Noteworthy are the large discrepancies between countries that appeared in the answers to *do you expect to work full time at the age of 65?*. In this case, instead of a rather low representative average, more detailed figures are stated due to profound deviations between different respondents. In Germany, more than 50% don't want to work full-time at the age of 65 (34% definitely don't want to and 24% hope that they don't need to). Respondents from Croatia, generally don't want to work full-time at the age of 65, while 30,2% hope that they don't need to do it and 10 % definitely don't want to. a sum about 40%, 26,4% couldn't de-

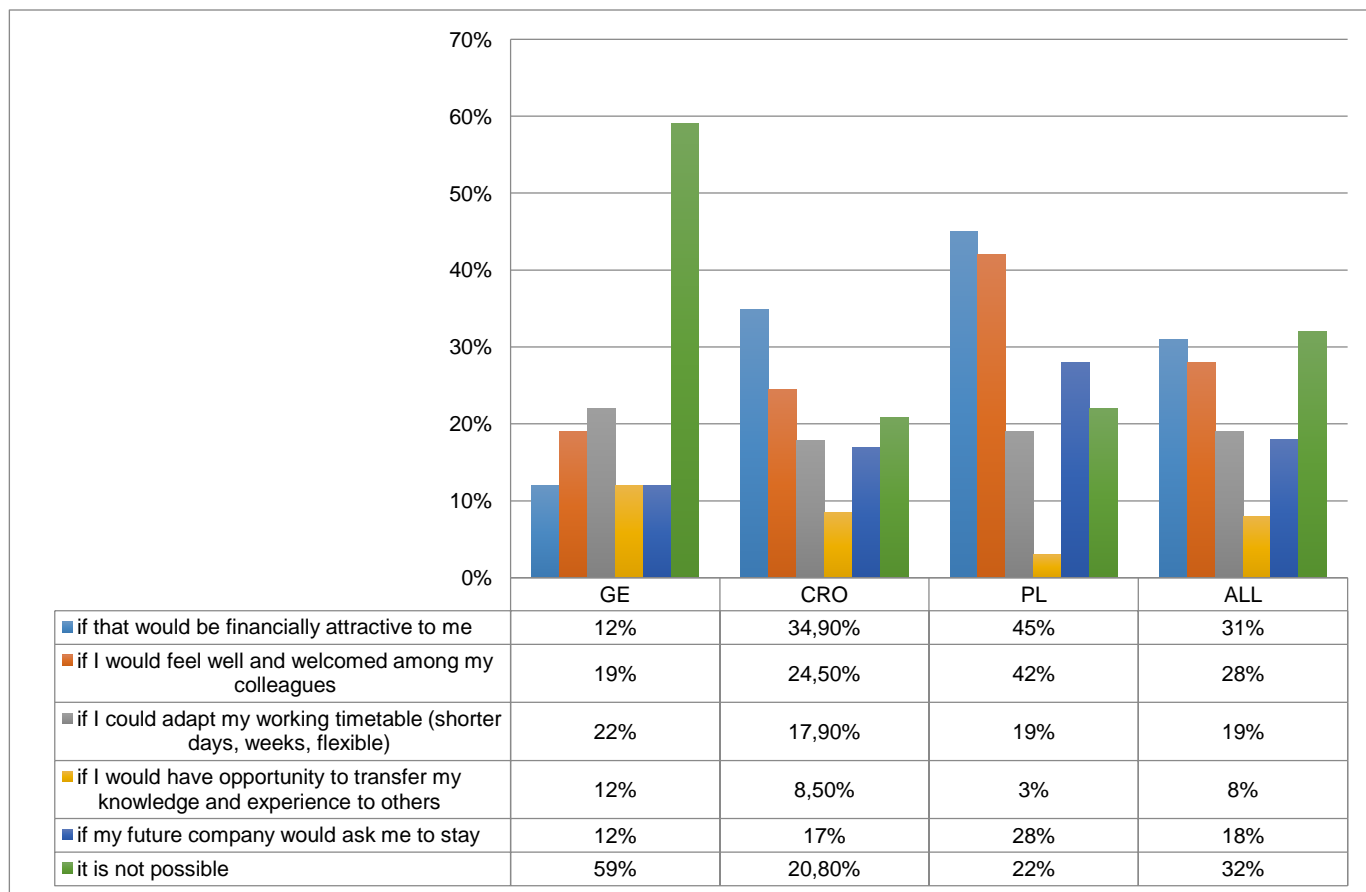


cide and answered “maybe”. However, almost ¼ indicated that they hope that they will work full-time at the age of 65. In Poland, there are definitely different points of view. Polish employees 50+ want to work full-time at the age of 65 (39% definitely yes and 36 % hope yes). This point of view could be explained by the fact that in Poland are not any dedicated programs for employees in transition connected with reducing working hours etc. Moreover, willingness to stay at work in full time until 65 years (and even longer) could relate to the economic situation of Poland. In Poland, the retirement benefits (pension) depend on seniority. The greater seniority and work time (lengthen the job), the greater the pension. In Poland, the pension rate is not high so a lot of people want to (or must) work even after they achieve retirement age.



**Graph 16 Expecting to work full-time at the age of 65 - employees 50+**

Respondents were also asked whether they would like to work after reaching the legal retirement age, and if so, under what conditions. German employees consistently responded that there is no such option. Croatian employees would consider this option if it is financially attractive (34,9%) or if they feel well and welcome in the team (24,5%). In Poland, almost half of employees want to stay at work (after retirement) if that would be financially attractive (45%) or if they feel well and welcomed in the team (42%). This could be due to the above mentioned economic and financial situation in Poland.



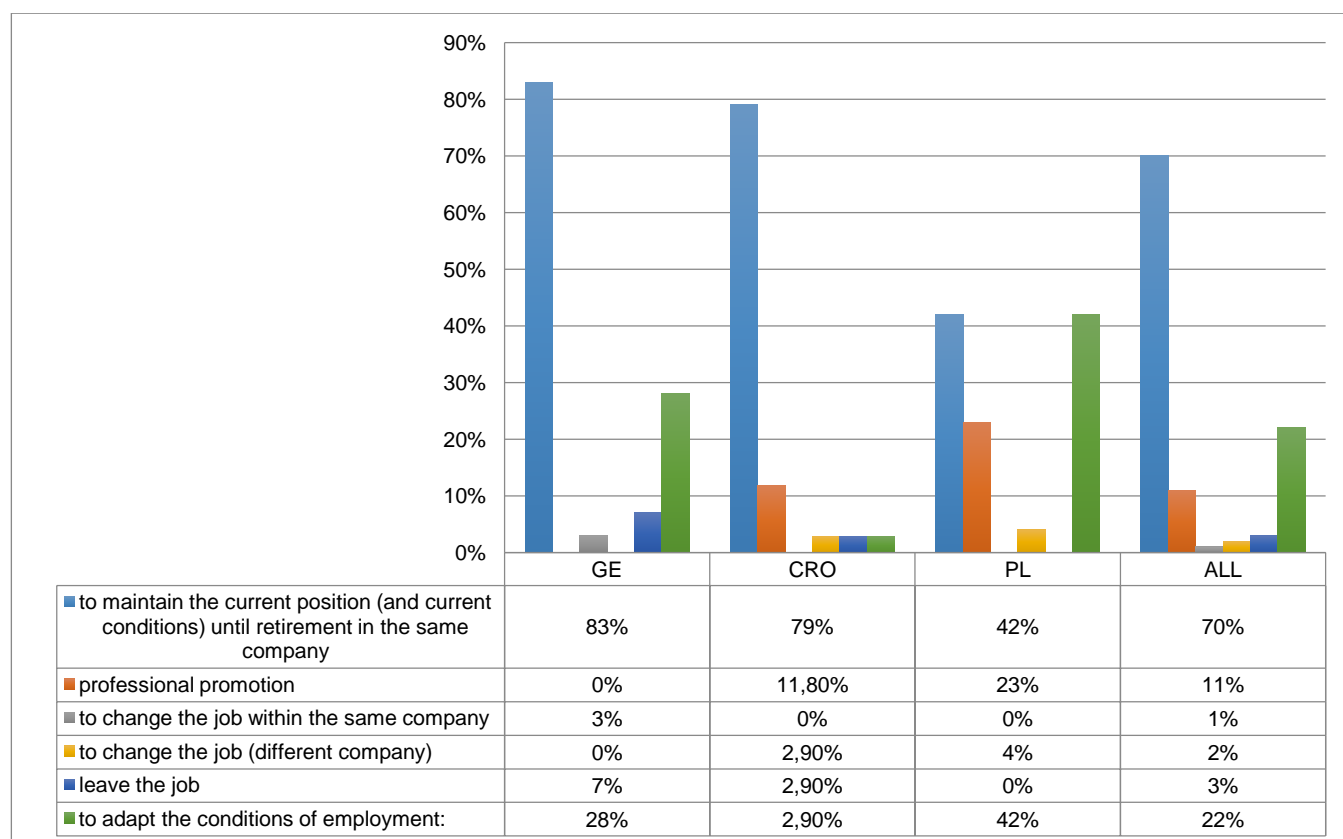
**Graph 17 Condition of extending employment - employees 50+**

Employees were asked about their plans after retirement. Generally, most of them answered that their plans relate to free time, time for family, implementation of hobbies. Remarkable is, that almost a quarter of German and Polish respondents indicated that their plan after retirement relates to the continuation of work on the current position.

Emotions that accompany most respondents about the planned retirement were joy (43%) and relief (34%). Results were similar on national level.

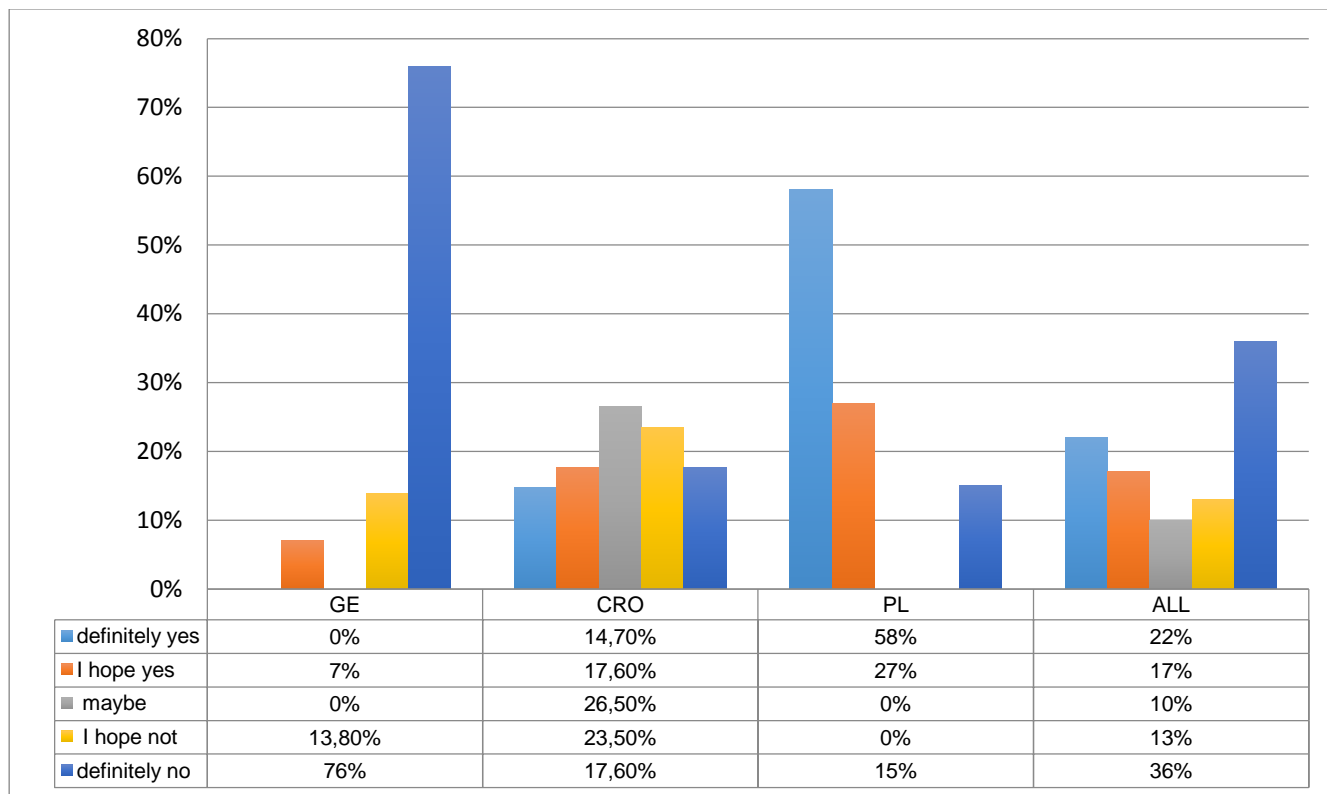
## 2.4.2 Employees' in transition plans until and after retirement

In the case of employees 50+ in transition, most of them (70%) want to maintain the current position and current conditions until retirement (in the same company). This answer was the most popular answer in every country. The second selected option by respondents was maintaining the current position in the same company. But only when the company adapts the conditions of employment (22% of all respondents; 28% of German respondents and 42% of Polish respondents). Most of the expectations connected with an adaptation of employment conditions related to an increase in wage (17% GE; 50% PL).



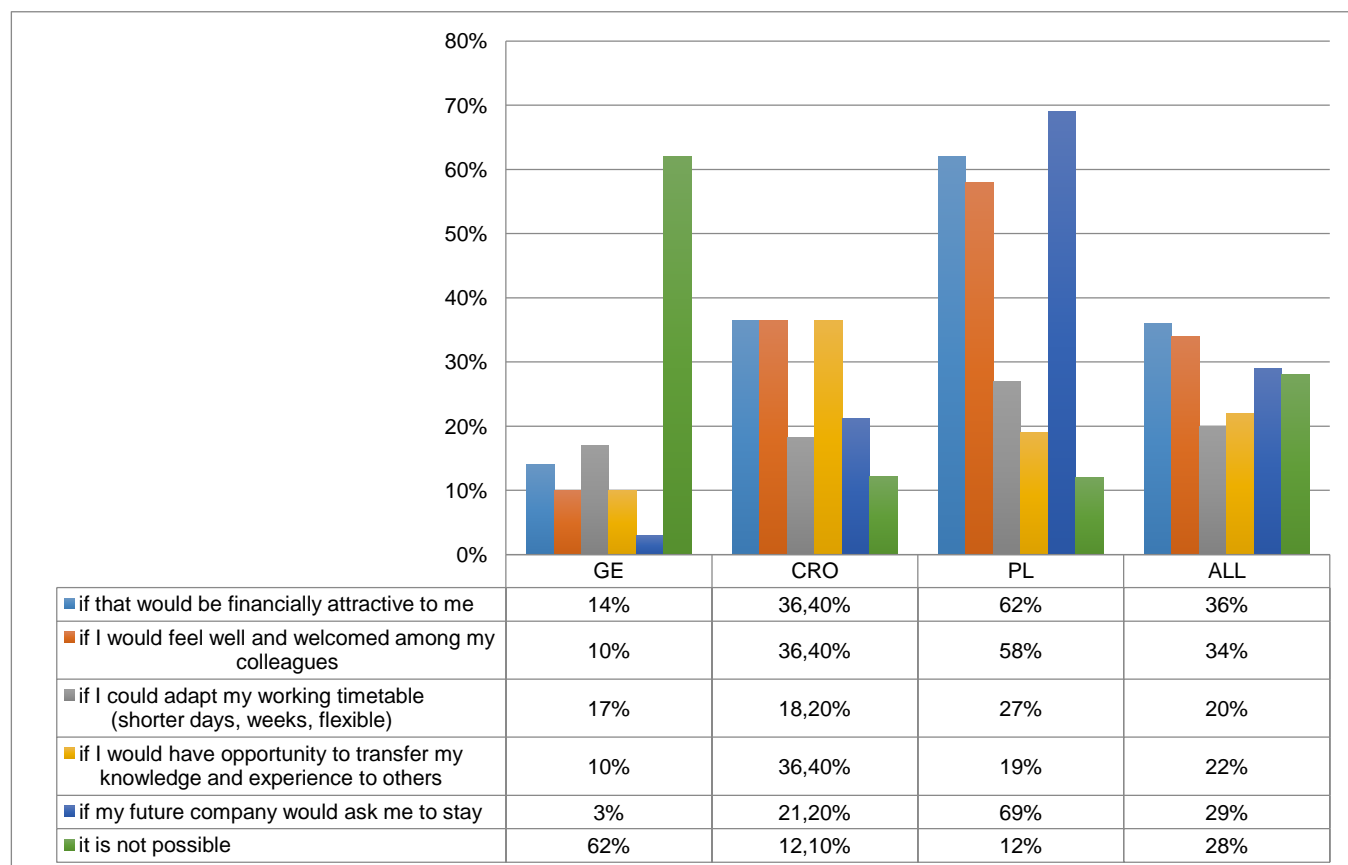
**Graph 18 Future professional plans- employees in transition**

Answers to the question *do you expect to work full time at the age of 65?* were similar in both groups of employees in transition to retirement and employees (graph 19). Similarly, in Poland most people said definitely yes (58%) or hope yes (27%) to work full time at the age of 65. In Germany, most respondents said definitely no (76%) or hope not (13,8%). More than a quarter of Croatian respondents were undecided about working full-time at the age of 65.



**Graph 19 Expecting to work full-time at the age 65 - employees in transition**

Employees in transition were also asked whether they would like to work after reaching the legal retirement age, and if so, under what conditions. German respondents consistently responded that it is not possible (62%) to continue to work after the age of 65. Croatian employees would consider this option if it would be financially attractive (36,4%) or if they feel well and welcome among colleagues (36,4%). In Poland, more than 75% of employees want to stay at work (after retirement) if the company would ask them to stay (69%), if it would be financially attractive to them (62%) or if they feel well and welcomed in the team (58%).



**Graph 20 Condition of extending employment - employees in transition**

Employees in transition were asked about their plans after retirement. Generally, half of them answered that their plans relate to free time, time for family, implementation of hobbies, etc. (GE 72%; CRO 45%; PL 38%). Only in Poland most of the respondents stated the willingness to keep working at the current position (50%) after retirement.

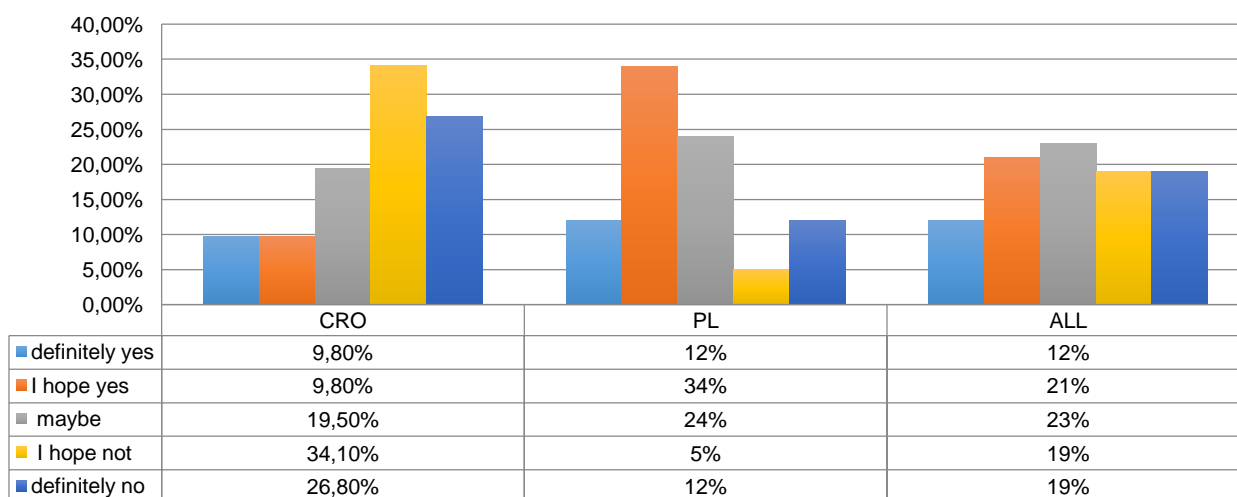
Emotions that accompanied most employees with regard to the planned transition to retirement were joy (43%) and relief (29%). 20% of respondents also felt regret (GE joy 62%; CRO 30% relief and 20% regret; PL joy 46% and 23% regret).

### 2.4.3 Unemployed people plans until and after retirement

First, it should be indicated, that most of the unemployed respondents (80%) declared that they want to return to the labour market. All the respondents from Germany said so, 73% from Poland and 85% from Croatia.

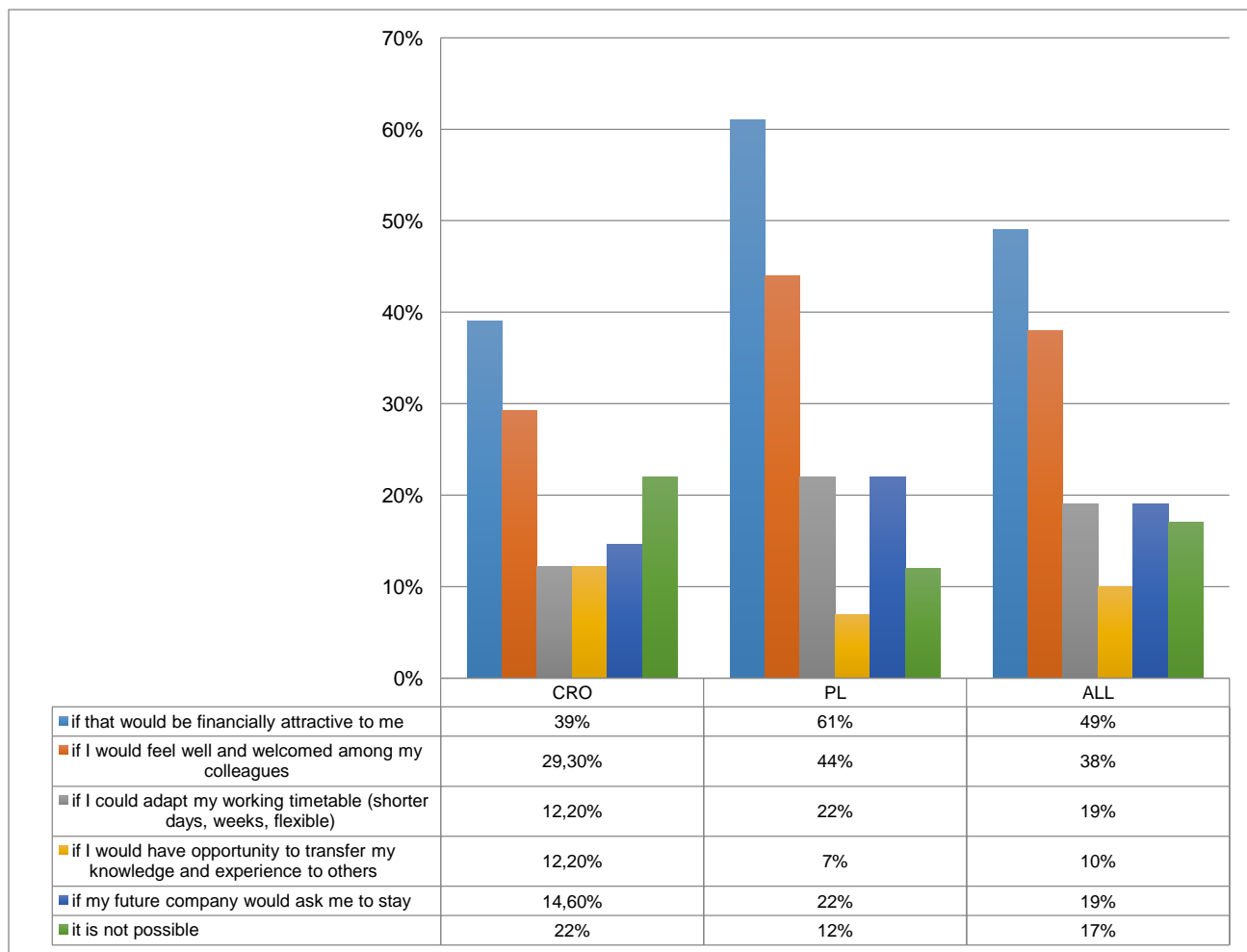
The most popular strategy to face unemployment was either a job search in other professions or looking for a new job (overall 43%, CRO 52%, PL 34%), or actively seeking work in their profession (overall 36%, CRO 37%, PL 34%).

Furthermore, 41% of Polish unemployed said that a cooperation with a Career Council belongs to their strategy. After returning to the labour market, respondents from Poland generally want to work full-time at the age of 65 (34% hope that, 12% definitely want to). In Croatia more than 50 % don't want to continue to work any more.



**Graph 21 Expecting to work full-time at the age of 65 - unemployed 50+**

Unemployed were also asked whether they would like to work after reaching the legal retirement age, and if so, under what conditions. Most of the respondents said yes, if that would be financially attractive or if they would feel well and welcomed among colleagues.






**Graph 22 Condition of extending employment - unemployed 50+**

Unemployed respondents were asked about their plans after retirement. Generally, most of them answered that their plans relate to free time, time for family, implementation of hobbies etc. (overall 45%, 52% CRO, 39% PL). 20% of them haven't had any plan yet.

Emotions that accompanied most of the unemployed respondents regarding the planned retirement were relief (46%), joy (31%) and fear (26%). (CRO 38% relief and 20% regret; PL relief 39%, joy 37% and fear 37%).

To sum up:

„Persona” description		
	Employees 238 people (GE 67, CRO 107, PL 64)	
General characteristic	 53% women	<p>Future plan want to maintain the current position and current conditions in the same company until retirement</p> <p>Plans after retirement relate to free time, time for family, implementation of hobby, etc.</p> <p>Emotions connected with retirement were mostly joy and relief.</p>
	Employees in transition 89 people (GE 29, CRO 34, PL 26)	
	 53% men	<p>Future plan want to maintain the current position and current conditions in the same company until retirement</p> <p>Plans after retirement relate to free time, time for family, implementation of hobby, etc.</p> <p>Emotions connected with retirement were mostly joy, relief and regret</p>
	Unemployed 84 people (GE 2, CRO 41, PL 41)	
	 52% men	<p>Future plan return to the labour market</p> <p>Plans after retirement relate to free time (time for family, implementation of hobby etc.)</p> <p>Emotions connected with retirement were mostly relief, joy and fear.</p>

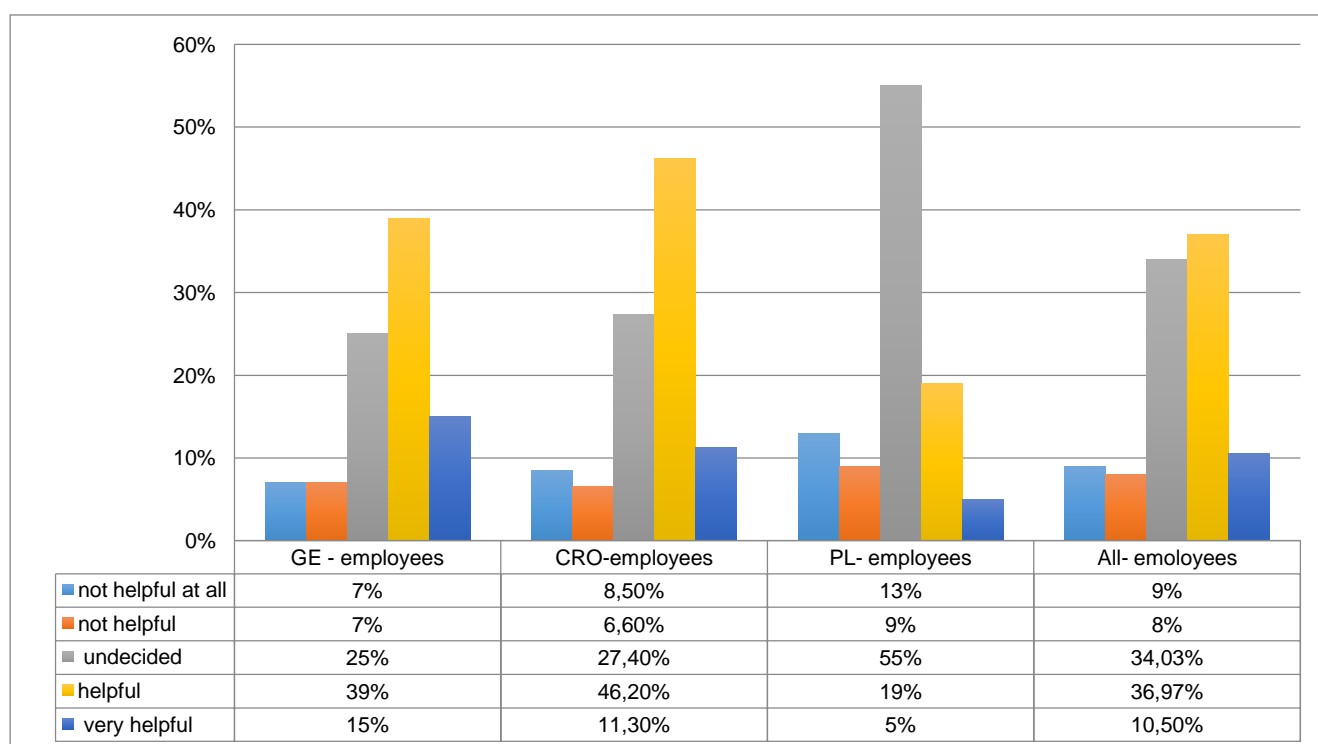


## 2.5. Counselling services: respondent's expectations

Another objective of the study was to identify the opinions and expectations of respondents for counselling services, especially for transition processes to retirement.

### 2.5.1 Counselling services: expectations of employees 50+

First of all, efforts were made to determine whether the counselling services were important and helpful from the respondents' point of view. Employees' opinion differed on national level. Employees from Croatia and Germany claimed that these kinds of services are helpful, more than 50% of Polish respondents were undecided.



**Graph 23 Helpfulness of counselling - employees' point of view**

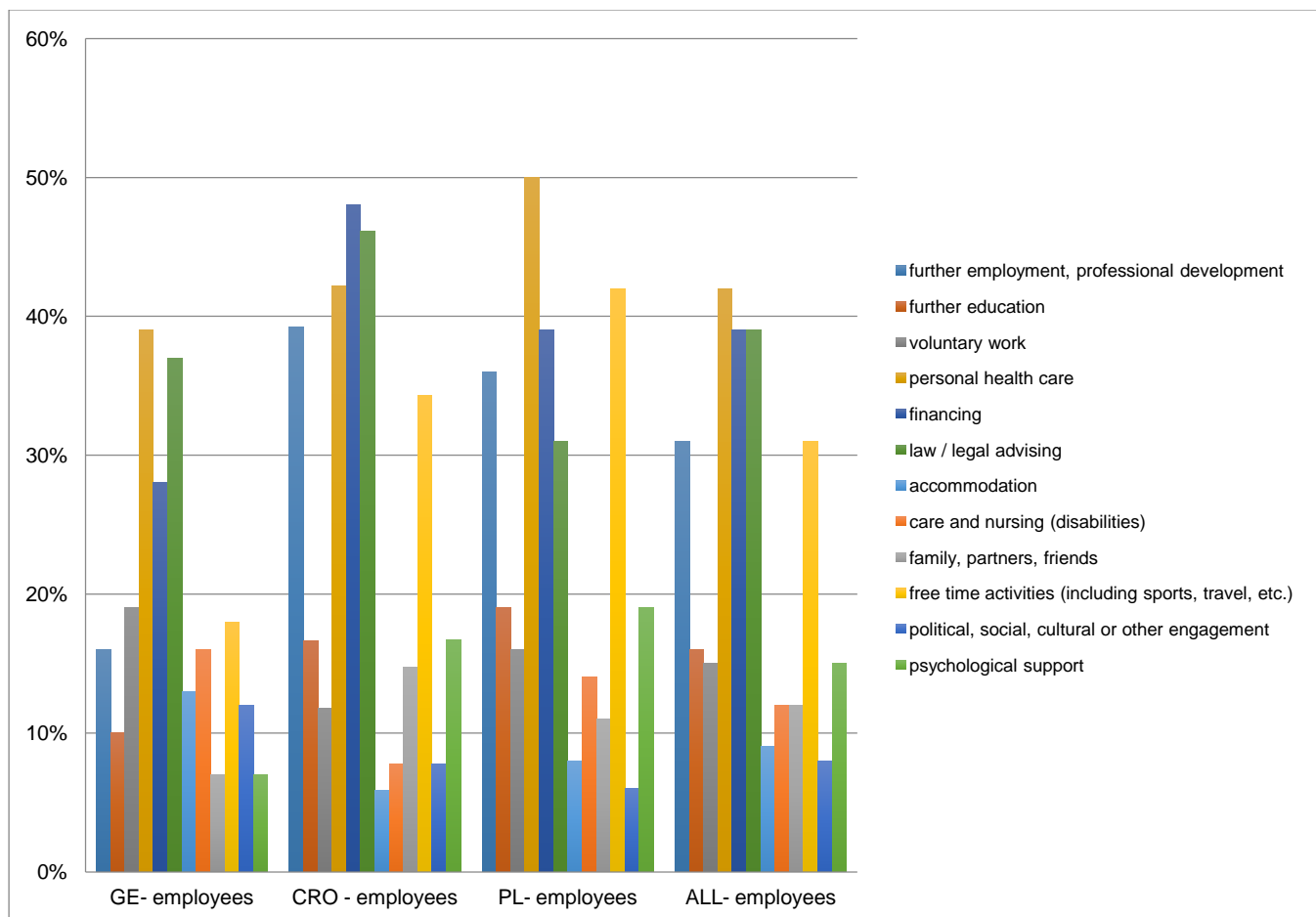
Unfortunately, only a little percentage of respondents have access to such a counselling service (overall 11%, GE 16%, CRO 10,4%, PL 8%). A total of 8% have used such a service (GE 15%, CRO 5,9%, and PL 3%).

In general, positive feedback about counselling can be a proof that it is relevant to introduce it to companies, because employees positively assess these services, but they do not have enough opportunities to use them.

In this context, it is helpful to observe more information about employees' expectation 33% of all employees wanted to use counselling services at work (GE 31%, CRO 28%, PL 36%) or due to 25 % of respondents in public services (GE 25%, CRO 43%, PL 20%). Most of respondents (60%) wanted to participate in single consultation (GE 70%, CRO 48%, PL 45%), or in consultation with less than 5 people (< 5) (overall 24%, GE 13%, PL 25%). For 85% of the employees, the best options of counselling would be a personal meeting. Employees tend to prefer to organize the meeting each half a year (30%) or each quarter year (24%). In the employees' point of view, the government should cover the costs of these ser-

vices. 63% wanted to use counselling services before transitioning to retirement. The counselling services should concern primarily the following topics

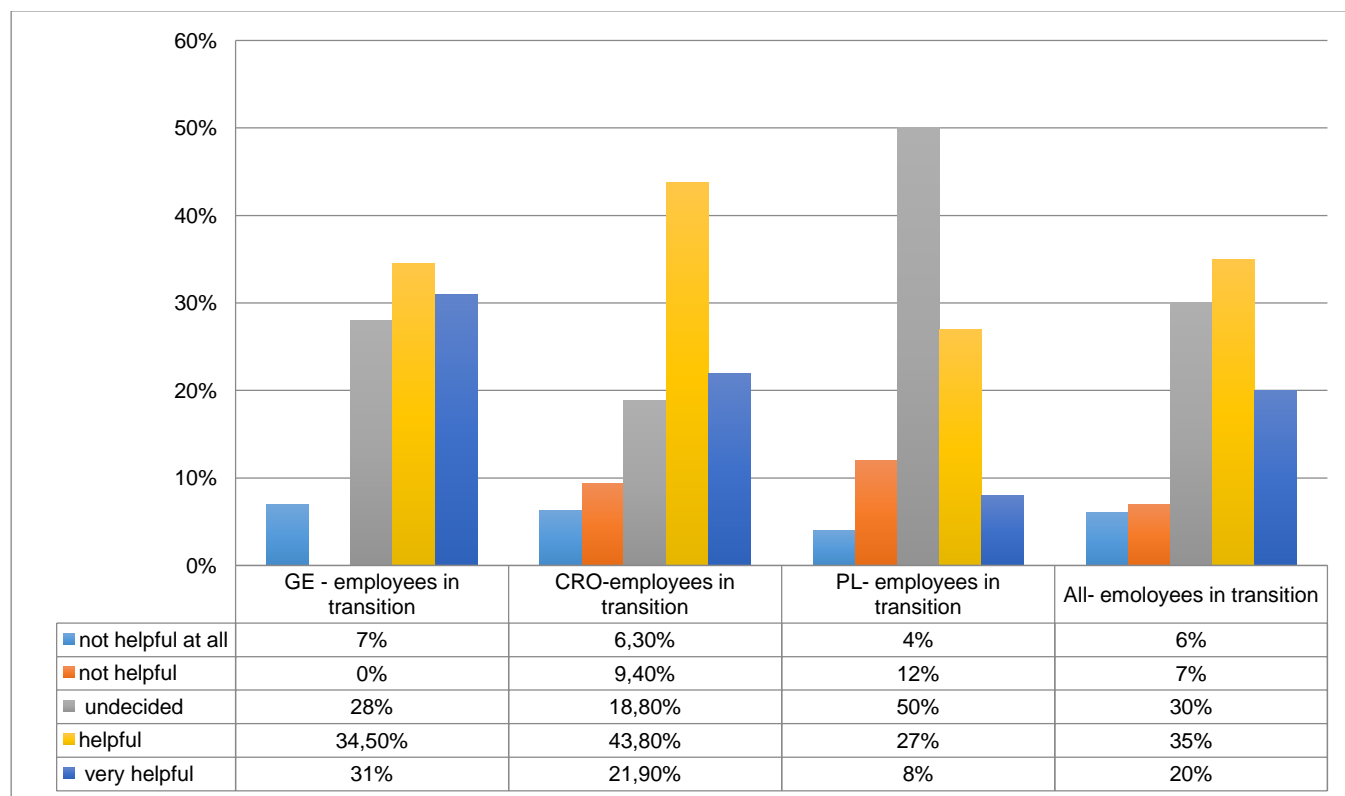
- personal health care
- financing
- law/ legal advising
- free time activities
- further employment or professional development.



**Graph 24 Central Topics - employees' point of view**

## 2.5.2 Counselling services – employees in transition' expectations

The opinions of employees in transition were different on national levels. Employees in transition to retirement from Croatia and Germany claimed that counselling services are helpful or very helpful. Half of the Polish respondents, employees as well as those in transition to retirement - were undecided about that.



**Graph 25 Usefulness of counselling - employees in transition**

Employees in transition experienced similar access to services and their usability (like employees).

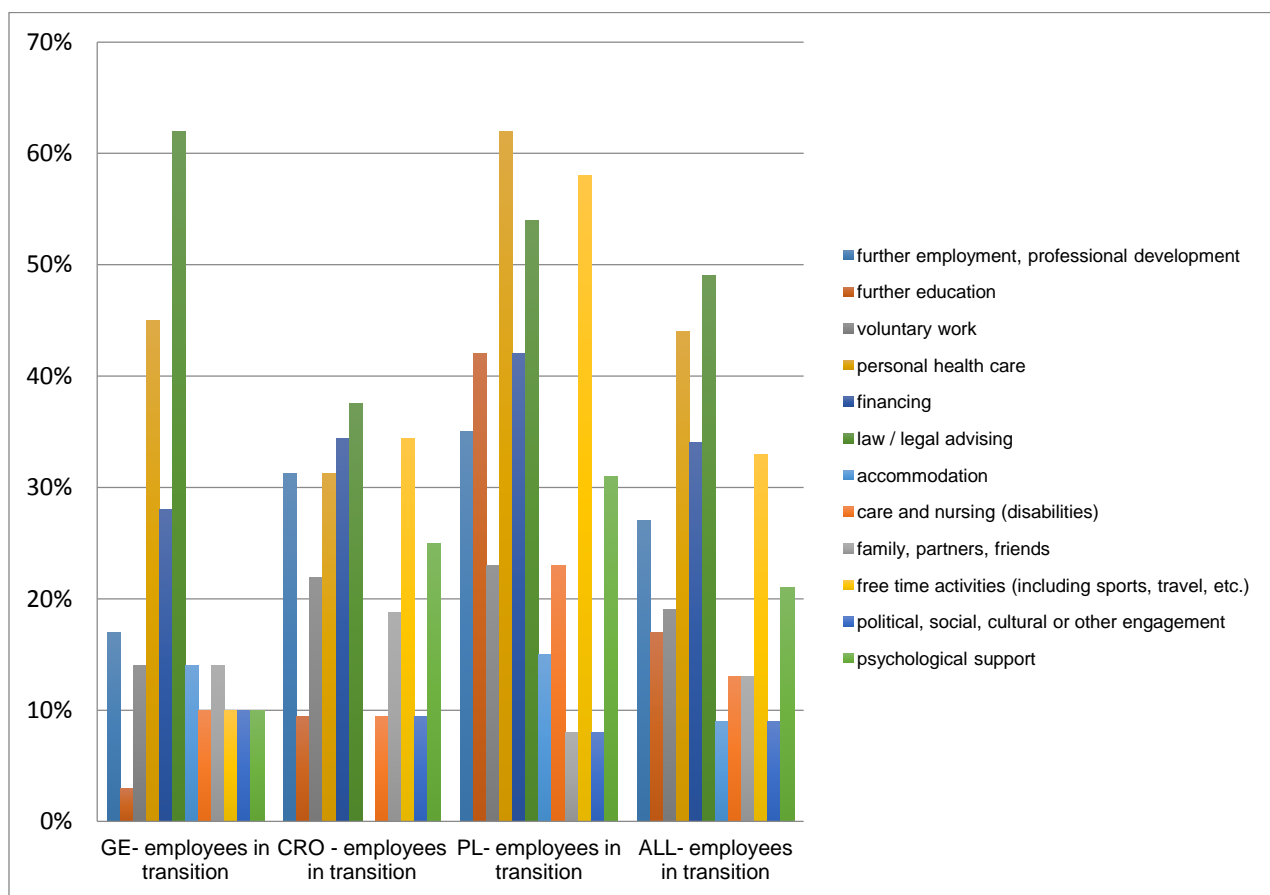
Unfortunately, only 18% have access to such a counselling service (GE 14%, CRO 11,8%, PL 31%) but only 8% have used it (GE 14%, CRO 5,9%, PL 4%).

Employees in transition to retirement expect a counselling service to be provided by the company (overall 31%, GE 34 %, CRO 35%, PL 27%) by a counsellor of the public employment service (overall 21%, GE 21%, CRO 37%, PL NOS) or a private counsellor (overall 18%, GE 28%, CRO NOS, PL 35%). More than half of respondents (64%) wanted to participate in single consultations (GE 72%, CRO 40%, PL 62%), or in consultations with less than 5 people (overall 22%, PL 19%). For 87% of employees in transition, the best option of counselling is the personal meeting (GE 92%, CRO 88%, PL 79%). Employees thought that it is good to organize the meeting monthly (45%), each quarter year (20%) or each half a year (10%). For employees in transition to retirement, these services should be covered by the government (37%) or the enterprises (35%). 61% wanted to use counselling services before the transition to retirement.

Counselling services should concern primarily topics such as:

- law/ legal advising
- personal health care
- financing
- free time activities

- further employment or professional development.



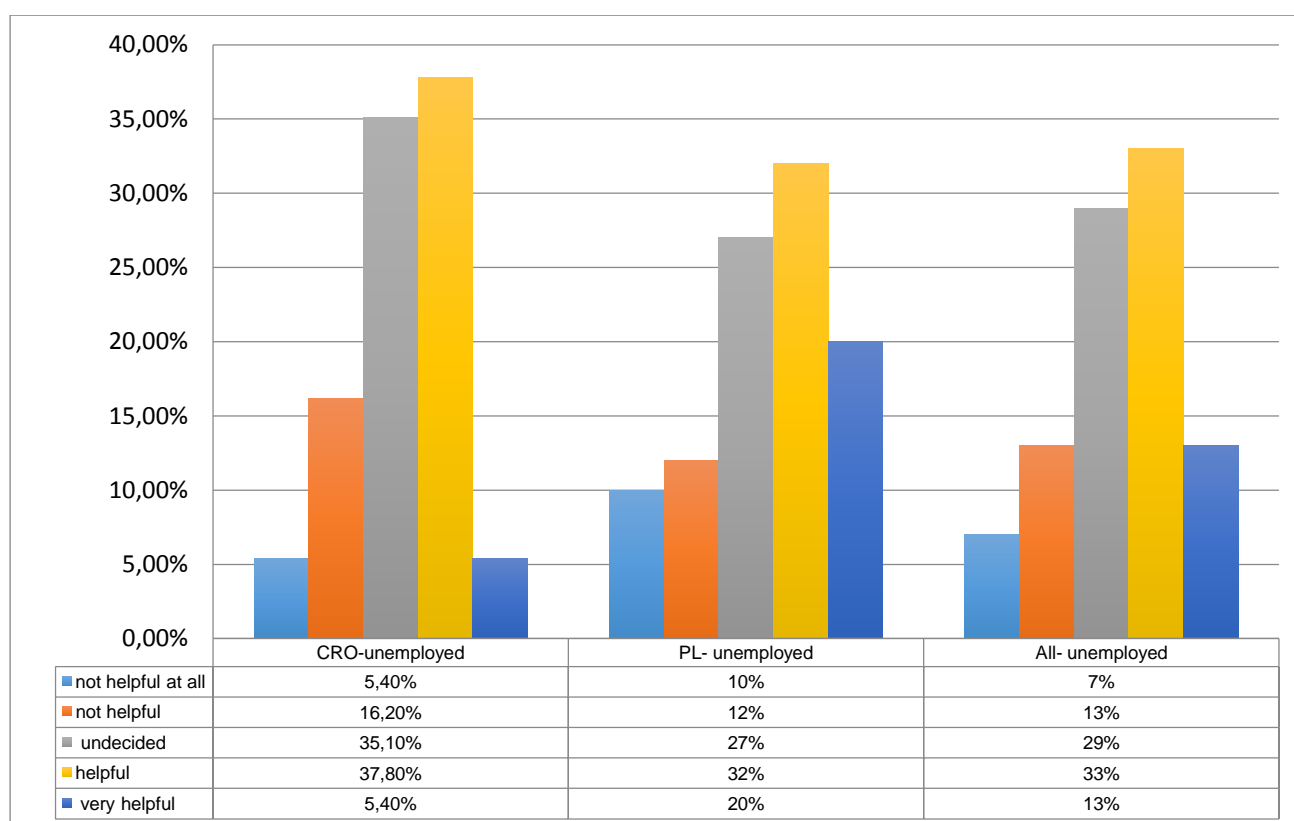
**Graph 26 Central topics - employees in transition**

### 2.5.3 Counselling services: unemployed' expectations

In the subgroup of unemployed people, more than in the previous group of respondents in transition to retirement had the opportunity to use these services and did so.

54% have access to such a counselling service (GE NOS, CRO 35%, PL 73%) and 31 have used it (GE NOS, CRO 20%, PL 41%).

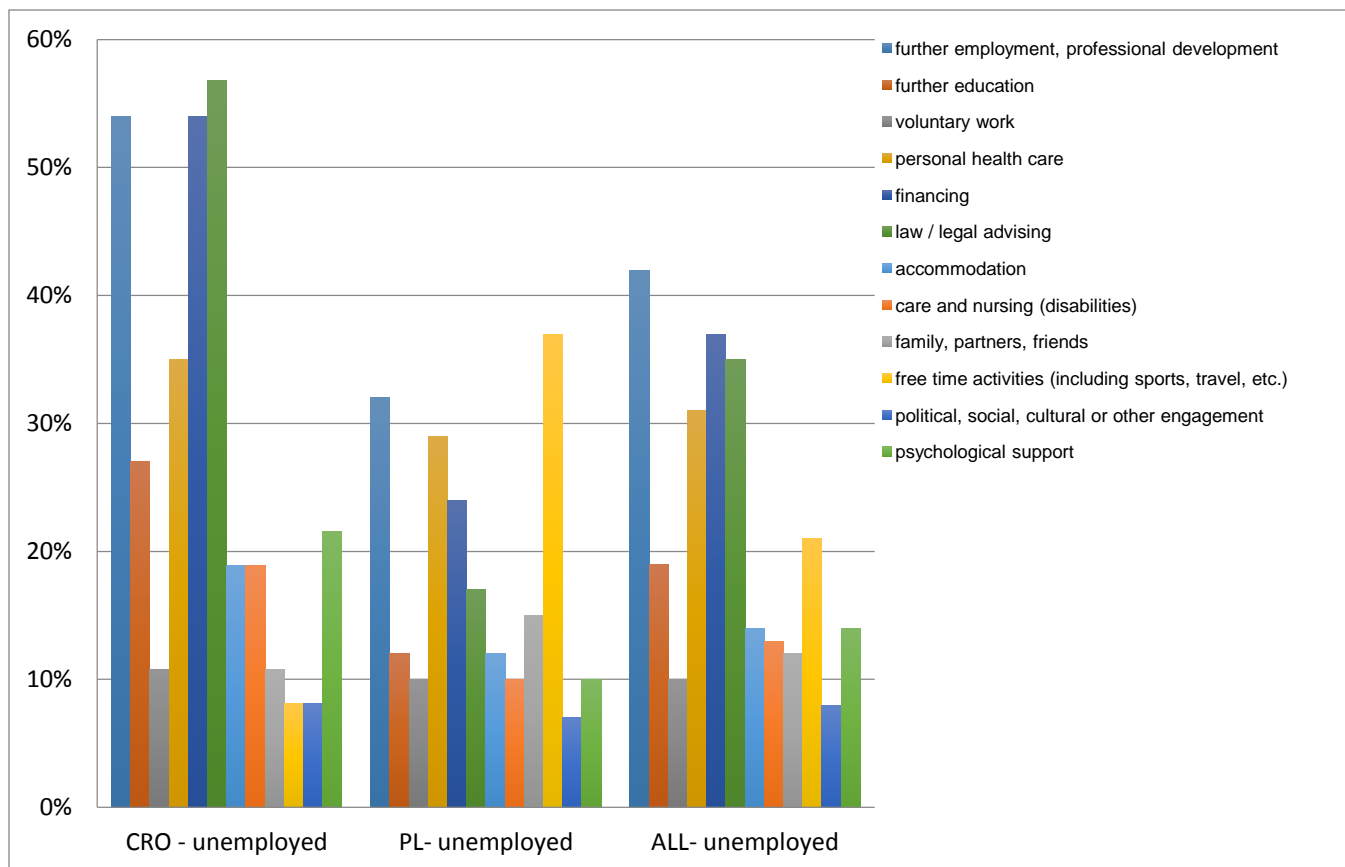
In the subgroup of unemployed people, about a third of respondents claimed that counselling services are helpful, which is visualized in graph 27 below.



**Graph 27 Helpfulness of counselling - unemployed**




Expectations of the unemployed respondents in connection with the counselling service are as follows. Most of unemployed wanted the counselling services to be provided by counsellors of the public employment service (42%) or by the company (26%). Almost half of the respondents (45%) wanted to participate in single consultation, while only a third (31%) could imagine a consultation with less than 5 people. For 79% of unemployed respondents the best option of counselling is a personal meeting. They thought that it is good to organize the meeting monthly (37%), each quarter (27%) or weekly (10%). In their point of view, those services should be covered by the government (38%) or by enterprises (29%). 55% wanted to use a counselling services before the transition process to retirement. Counselling services should concern primarily topics such as:

- further employment or professional development
- financing
- law/ legal advising



**Graph 28 Central topics - unemployed**

To sum up:

„Persona” description <b>Counselling services expectations</b>		
	Employees 238 people (GE 67, CRO 107, PL 64)	
General characteristic	 53% women	<p>Positive feedback about counselling. Considers counselling services as helpful. Wants to use counselling services at work. Prefers to participate in the single consultation.</p> <p>The best option of counselling is a personal meeting each half a year before the transition to retirement.</p> <p>Counselling services should concern primarily the following topics:</p> <ul style="list-style-type: none"> <li>- personal health care</li> <li>- financing</li> <li>- law/ legal advising</li> <li>- free time activities</li> <li>- further employment or professional development.</li> </ul>
	Employees in transition 89 people (GE 29, CRO 34, PL 26).	
	 53% men	<p>Positive feedback about counselling. Considers counselling services as helpful. Wants to use counselling services at work. Prefers to participate in a single consultation.</p> <p>The best option of counselling is the personal meeting, monthly, before the transition process to retirement starts.</p> <p>Counselling services should concern primarily the following topics:</p> <ul style="list-style-type: none"> <li>- law/ legal advising</li> <li>- personal health care</li> <li>- financing</li> <li>- free time activities</li> <li>- further employment or professional development.</li> </ul>
	Unemployed 84 people (GE 2, CRO 41, PL 41)	
	 52% men	<p>Positive feedback about counselling. Considers counselling services as helpful. Wants to participate in single consultation and/or in consultation with less than 5 people.</p> <p>The best option of counselling is a personal meeting, monthly, before the transition process to retirement starts.</p> <p>Counselling services should concern primarily the following topics:</p> <ul style="list-style-type: none"> <li>- further employment or professional development</li> <li>- financing</li> <li>- law/ legal advising.</li> </ul>

### 3. Career counsellors and HR specialists needs analysis – report of qualitative survey

In scope of the qualitative survey that took place between March and May 2017 in Germany, Croatia and Poland, overall 21 HR specialists and 16 career counsellors were interviewed. The purpose of the interviews was to identify HR and counselling practitioners' opinions about employees and unemployed 50+ as well as their experience in relation with the work of people 50+. Moreover, it was important to get to know HR practitioners and counsellors' needs and expectations when it comes to development potentials in the work field with people 50+.

#### 3.1. HR specialists needs

##### 3.1.1 HR „Persona”

Experience:

9 HR specialists work on the current position between 1 and 5 years, 8 of them have more than 10 years experiences, 3 of them have experienced between 6 and 10 years working life and 1 practitioner has less than 1 year experience. Several of them (10 people) work in the production of raw materials, the production or manufacturing industry.

In general, in scope of their professional duties they work frequently with employees 50+. The average percentage of employees 50+ in the interviewees' staffs consist of 27%. Approximately 7% of the employees 50+ are going to enter the transition process or are going to retire in 2 years.

##### 3.1.2 HR' opinion about employees 50+

The vast majority of the interviewed HR specialists indicated that employees 50+ are important for the company. There were almost no differences between HR practitioners on national level.

HR specialists from all countries, Germany, Croatia and Poland appreciated employees 50+ experiences. They underlined that people 50+ can be beneficial for enterprises, and demonstrate a competitive advantage.

The most important **strengths** of employees 50+ due to the HR practitioners' point of view are listed below in a ranking of the highest evaluated items:

- experience and knowledge,
- loyalty to the employer, less willingness to change workplace, stability, trust
- stabilization of well-being, calmness,
- the sense of responsibility,
- work habits like punctuality, conscientiousness, attention to detail, thoroughness, self-reliance, respect and care,
- the motivation for work and learning,
- better relationships with other colleagues,
- the more serious to accomplish tasks.

In the same time, HR specialists indicated some **weaknesses** of employees 50+. These are, also listed below in a ranking of the highest evaluated items:

- inflexibility or less flexibility



- more difficulties to accept changes or to adapt to them. They often stick to experienced working styles and patterns that are more difficult to be changed.
- they are slower at work, but state a smaller error count
- other understanding of care and maintain the own health, in consequence employees 50+ often are not physically active that emphasize physical decline
- lack of skills related to information technologies and modern office equipment

In simplification, it can be said that the main challenges for working with employees 50+ are related to manage, use and improve the main strengths of employees 50+ and reduce their weaknesses. As all interviewees commented that their staff is ageing this skills management is of crucial importance. It is further important to mention, that HR specialists from Croatia and Poland highlight middle-aged employees (30-50 years). There is a lack of middle-aged employees on the labour market and therefore, there are not enough candidates to fill vacancies. That is why various challenges arise on the labour market, e.g. the necessity to employ people 50+ and the along going processes, such as reintegration into a new working environment, encouragement to stay at work after retirement and so on. Nevertheless, many companies do not have a special strategy or policy for the employment of people 50+.

The most popular methods that companies take for employees 50+ and employees in transition are:

- Adaptation of the
- Special health programs/promotions for employees 50+
- Adaptation of the working conditions (e.g. work at home, job rotation)
- Adaptation of working time.

Moreover, HR specialists think that adaptation of the work place and/or the work time should be mostly agreed on an individual basis to meet the individual's needs and expectations. Although this working manner is time consuming, this way is probably more satisfying than generalized programs.

### 3.1.3 Main challenges

HR professionals were asked about the most important challenges of working with employees 50+. These challenges regarding the work with employees 50+ in economics, the market, the business and in organizational changes.

A German partner mentioned about the German market situation that the extension of business partner relations on a global level increases the competition among enterprises. They face challenges, like acting faster and more flexible. This also affects working environments, to which employees should adapt. They are an essential key element of each organization, which makes it crucial for enterprises to acknowledge and support them in a proper and adequate way. Two main work tasks are to develop and motivate workers as well as the securing and management of knowledge. These two work tasks simultaneously represent the main challenges.

This statement is also of high relevance for other countries, especially for Croatia and Poland.

The speed and dynamics of changes in the business environment set new preconditions to employees. They have to adapt to these changes quickly. In the meantime, the most important aspects for HR professionals is to support employees 50+ with their needs and expectations in a proper way. These are for example a slow adaptation to change or tiredness to change and low flexibility. For this reason, all HR specialists emphasized that **motivation for change, encouraging change, developing a new attitude by employees 50+** are important tasks for contemporary companies and HR departments.

On the other hand, considering an ageing society and a skills or labor shortage the „knowledge society” trend gains more importance. That is why companies and working individuals should focus on how to maintain and specify important knowledge. In this context, it is very important to **share and exchange knowledge inside and outside the company**. All employees should be encouraged to exchange their knowledge. They should be open to circulate proactively knowledge and exchange with other colleagues, regardless of age-

Another critical issue highlighted by HR professionals is the **ability to motivate employees**.

HR specialists were asked: *How does your company motivate employees 50+?* A lot of them said that there are no special strategies in their company. Usually, they use financial motivators or praise and respect. In general, they care about relationships and an equal treatment. For example, a few respondents reported about a program that focuses on all employees, but rewards successful employees.

Moreover, employees 50+ should be included in educational activities and mentoring programs. Some companies adjust working hours and adapt the working environment, e.g. support or change the work space and health of employees 50+.

### 3.1.4 Employees' motivating factors: HR specialist

We asked HR practitioners how employees 50+ are motivated, and which factors show a more or less motivating effect on employees' performance. We contrasted those results to the self-evaluation of employees' motivation factors. Several valuable recommendations can be drawn from this analysis. Furthermore, the insights on the motivation of employees 50+ can be planned in a better way.

HR professionals indicated that the most important motivation factor for un/semi-skilled and skilled employees 50+ are: employment security, finance, respect and recognition, and a good atmosphere.

The most crucial factors for employees in autonomous functions are respect and recognition, good atmosphere and employment security. Then finance, career and self- development.

For managers the following factors show a good motivational effect: good atmosphere, respect and recognition, career and self- development.

**Table 6 Employees motivating factors - HR specialist**

		not motivating	hardly motivating	undecided	motivating	very motivating
financial factors	Un/semi-skilled	0	0	1	7	13
	Skilled	0	1	1	12	7
	autonom.	0	3	3	12	3
	manager	0	5	5	9	2
safety / stability of employment	Un/semi-skilled	0	2	0	3	16
	Skilled	0	1	0	6	14
	autonom.	0	1	1	11	8
	manager	0	3	6	7	5
career development / promotion opportunity	Un/semi-skilled	1	10	7	3	0
	Skilled	0	9	9	3	0
	autonom.	0	3	4	8	6

	manager	0	2	3	<b>5</b>	<b>10</b>
possibility of self-development in job	Un/semi-skilled	3	8	7	3	0
	Skilled	1	7	7	6	0
	autonom.	0	2	5	<b>8</b>	<b>6</b>
	manager	0	2	3	<b>5</b>	<b>11</b>
good atmosphere at work	Un/semi-skilled	1	1	1	<b>7</b>	<b>11</b>
	Skilled	0	1	1	<b>8</b>	<b>11</b>
	autonom.	0	0	0	<b>10</b>	<b>11</b>
	manager	0	0	0	<b>11</b>	<b>10</b>
receiving respect and recognition for the work	Un/semi-skilled	0	1	3	<b>5</b>	<b>12</b>
	Skilled	0	1	0	<b>8</b>	<b>12</b>
	autonom.	0	0	1	<b>5</b>	<b>15</b>
	manager	0	0	1	<b>6</b>	<b>14</b>

The comparison between practitioners' and employees' results show that the answers are similar. Both employees 50+ and HR specialists underlined mainly aspects like good atmosphere at work, respect and recognition, safety/stability of employment and finance. Important to notice is, that HR specialists don't indicate any unique way of motivating their employees. They mostly mention financial issues.

Therefore, according to the German Report, it is the manager's task to find a leadership style that considers in best-case all needs of the staff. One of the most crucial attitudes in regard is empathy. In comparison to a traditional HR manager role, who uses mainly financial motivators, the competencies of a modern HR Manager should cover a broad scope of soft skills. For this, a modern HR practitioner needs socio-psychological knowledge as well as knowledge about transferring this into practice. The good atmosphere, the relations among employees and between employees and managers are very important in contemporary companies.

It was emphasized that this is an element that serves as a preparation for working with employees 50+ as well as for the project's training.

### 3.1.5 Training: HR specialists' expectations

First, interviewees were asked if they consider a training like we are developing as needed. Most of them said yes (12 answers "a lot" and 6 answers "extremely").

HR specialists were asked: *Which information/competencies would you need to improve your work with people 50+?* They underlined the following topics:

- psychology of employees 50+,
- how to approach elderly employees in better communication (HR specialists emphasized that it is difficult for elderly to accept negative feedback)
- knowledge about setting up relations with younger superiors and older employees.

- HR specialists indicated that they need to improve practical skills and abilities to motivate employees. They have to get knowledge of how to counsel employees 50+ and how to motivate them.

Some of the HR specialists underlined that there are no specific needs when it comes to work with employees 50+. HR specialists underlined the necessity to get to know specific topics like:

- information about categories of employees;
- models and methods of support for employees in transition to retirement;
- information on educational opportunities (for 50+);
- development of skills, transfer of knowledge to young people, compensation for knowledge transfer;
- knowledge regarding counselling on the selection of the pension fund, knowledge of options for early retirement
- information about programs for employees 50+, practical tips and recommendations, best-case scenarios for dealing with employees in transition or in retirement age.

Another important aspect connected with training is the concept of the training. According to suggestions from HR specialist (especially from Germany), almost all interviewees reported to have an enormous workload and, therefore, it is essential to provide a time efficient and optimal training. The training should not cover isolated knowledge and information facts, but rather provide a big picture, context.

Furthermore, it should not be an information transfer towards the practitioners. It would be better to give a brief information input and to exchange with other practitioners afterwards. There can be an exclusive exchange between HR or counselling practitioners or a mixed one.

HR practitioners suggested that they need to get some information about the experience of others, especially from companies that have developed human resources. In their opinion, a clever idea is networking with other colleagues.

### 3.1.6 Organizational aspect of training – HR specialists point of view

A few interviewees recommended splitting the training into two parts. There should be a second training after 2 or 3 months to secure the knowledge transfer into practice and to discuss problems, new insights and discoveries.

HR practitioners stated to prefer a weekly or monthly regular learning at a small extent of 20 – 200 minutes (average was 120 minutes). They preferred training through conversation (face to face) on the job, but outside the company.

### 3.2 Career counsellors needs

#### 3.2.1 Career counsellor „Persona“

##### Experience:

5 career counsellors have worked in their current position for 1 to 5 years,

4 of them have more than 10 years experiences,

4 of them have experience between 6 and 10 years and

2 have less than 1 year experience.

The average amount of all their clients is about 215. The average percentage of clients 50+ is approximately 36% compared to all clients. The average age of clients 50+ is about 55 years.

About 16% of them are 2 years before entering into the transition process to retirement.

#### 3.2.2 Challenges, facing demographic changes

Most of the career counsellors have confirmed that the situation of the unemployed 50+ in the modern labour market is difficult. The labour market is increasingly demanding due to the skills and labour shortage. That is why there is a lot of competition on the labour market. Older unemployed people should compete with younger ones and very often employers assess them in a stereotypically suboptimal way. Moreover, unemployed 50+ know about that and this makes them feel worse and makes them worry more.

Moreover, surprising is that only about half of the surveyed career counsellors considered that employees 50+ were important or very important for companies. 3 out of 16 career counsellors considered that people 50+ were “somewhat” important, 1 person said they were not important at all and 3 commented “moderately”. It confirms stereotypical thinking.

Meanwhile, the main challenges, facing demographic changes (in the career counsellors point of view) should relate to encourage employees to employ people 50+ and to prepare unemployed 50+ to enter the labour market.

In this context, career counsellors underlined the following aspects that can have an influence on the activation of unemployed 50+:

- employers' lack of understanding unemployed 50 especially for declining working capacity (due to older age);
- competition on the labour market. The role of younger competitors who are more effective
- poor working climate. Increased requirements for volume and intensity of work, especially in seasonal industries. Demographic change, as the older population is growing, makes the older generation an essential part of the working population. Nonetheless, necessary work adjustments and alleviations of working conditions are missing.
- extension of the retirement age (legal and real)
- extension of the retirement deadline
- business changes. New requirements for employees e.g. IT knowledge, foreign language skills, flexibility etc.
- change stereotypical thinking by employers and the fear and along going prejudices that are connected with the employment of older employees

### 3.2.3 Career Counsellor's opinion about unemployed 50+

As already indicated, counsellors exhibit also a certain stereotypical thinking or such thinking is based on experience. It should be remembered that the interviewed career counsellors were generally related to the unemployed, who have not been able to find a job for various reasons.

Career counsellors underlined the strengths of unemployed 50+, their experiences, loyalty and reliability, faithfulness, responsibility, family-stability and that they do not carry family problems to work. Additionally, people 50+ very often do not seek wage increases.

In the same time, career counsellors indicated much more weaknesses of unemployed 50+. There are:

- lack of motivation to look for a job due to the lack of faith that the job will be obtained,
- lack of self-confidence due to long-term unemployment,
- depressive mood, hopelessness, in some cases it leads to serious psychological problems/illnesses,
- problems related to physical form, health problems, weaker physical condition, health, and often visual image/ communication to,
- "being behind" technological progress,
- (No) readiness to extend (overtime) work, usually under difficult conditions
- often low acceptance facing employment offers that are 'below their level',
- low flexibility due to fatigue. Therefore, it is more difficult for them to adapt to changes,
- insufficient tolerance to difficulties in the work environment,
- weaker skills like computers skills, foreign languages etc.

### 3.2.4 Main challenges

The main challenges working with unemployed 50+ and their activation concerns mostly a motivation sequence. Primarily, the most important challenge is to motivate and encourage people 50+ to work.

Moreover, it is important to:

- find real employment opportunities that can be offered to people 50+
- encourage unemployed 50+ to be broader and more flexible in seeking and accepting jobs;
- help unemployed 50+ not to understand rejection as a defeat but as a step to the right job;
- teach people 50+ to cope with their shortcomings;
- teach them to assess their opportunities and perspectives;
- give them a realistic picture of their knowledge, abilities, and potentials, without demotivating or deactivating them;
- improve their self-confidence and self-promotions skills;
- monitor and support them in their new employment. It is very important to ensure that they soon leave to unemployment.

Some hindrance in the work with the unemployed 50+ may be that they sometimes do not accept advice from younger people (counsellors). This is another challenge of career counsellors.

It can be said that the challenges that career counsellors face are directly related to work with 50+ people but also with employers to hire people 50+ (e.g. awareness).

As employees 50+ are a key factor, they have to get better access through various channels onto the labor market. Besides that, cooperations with institutions, associations and every-

one involved in this issue have to be improved. This also refers to knowledge what employers are seeking when it comes to employment and skills of 50+.

### 3.2.5 Unemployed motivator factors: unemployed 50+

As career counsellors often emphasize that the main challenges for them is to motivate people 50+, but they did not fully know how to do it, they were asked how they do it currently and what they think about unemployed 50+ motivation factors.

Career counsellors often said that they try to encourage people 50+ to be active (case management methods). They try to show unemployed their potential, improve the ability to adapt to the labour market using skills and predispositions. Career counsellors try often to improve self-estimate and self-presentation skills e.g. to help developing application documents.

Career counsellors from Croatia mostly reported about supporting them with personal development (comprehensive support), giving information about their rights, the possibilities of education, to acquire knowledge and/or communication skills that are organized in the CEA or outside.

They learn how to motivate long-term unemployed 50+ in workshops and in motivational counselling. The knowledge and beliefs of career counsellors about the motivation of the unemployed 50+ are as follows:

- career counsellors (mostly from Poland) said that they have not enough knowledge about motivation factors for managers and employees with autonomous function. Their knowledge about this is only intuitive and not based on experiences because they mostly work with skilled or unskilled employees/unemployed,
- career counsellors rated finance factors as the most efficient motivation factor besides employment security.

In this context, the counsellors' opinion was congruent with those of the unemployed. They also underlined motivation factors like respect and recognition and good atmosphere at work.

**Table 7 Employees motivating factors – career counsellors**

		not motivating	hardly motivating	undecided	motivating	very motivating
financial factors	Un/semi-skilled	0	0	1	2	12
	Skilled	0	0	1	3	11
	autonom.	0	0	2	7	6
	manager	0	0	2	4	9
safety / stability of employment	Un/semi-skilled	0	0	5	4	6
	Skilled	0	0	3	5	7
	autonom.	0	0	3	9	3
	manager	0	2	5	5	3
career development / promotion opportunity	Un/semi-skilled	4	5	2	3	0
	Skilled	3	3	2	3	3
	autonom.	0	0	6	7	2
	manager	1	1	0	7	6



possibility of self-development in job	Un/semi-skilled	5	6	2	1	1
	Skilled	1	4	3	5	2
	autonom.	0	2	3	6	4
	manager	1	1	0	6	7
good atmosphere at work	Un/semi-skilled	0	4	1	5	4
	Skilled	0	2	2	6	4
	autonom.	0	0	6	5	3
	manager	0	2	3	6	3
receiving respect and recognition for the work	Un/semi-skilled	0	2	5	3	5
	Skilled	0	0	5	4	6
	autonom.	0	2	3	5	5
	manager	1	3	3	4	4

### 3.2.6 Training - Career Counsellors' expectations

Career counsellors were asked whether they consider training as necessary. Most of them said generally yes (9 answers/ 16). 4 people said „moderately”.

Career counsellors' expectations connected with the topic of this training refer to:

- expanding knowledge of the current legal regulations and institutional support
- knowledge of work psychology, psychological knowledge and skills
- better knowledge of human motivation (employees and unemployed 50+),
- knowledge about programs and methods how to motivate unemployed 50+
- knowledge about employers' expectations
- knowledge of the possibilities and methods of unemployed 50+ and how to prepare them for the job (training, education)
- modelling and procedures for client monitoring and support, best practices connected with monitoring.




### 3.2.7 Organizational aspect of training – Career Counsellors' point of view

Career counsellors prefer a weekly or monthly regular learning unit to a small extent of 20 – 200 minutes (average of answers was 100 minutes). They preferred training through face-to-face conversation (7 answers, 5 answers indirectly via conversations, 12 answers on the job, 9 answers outside the company).



To sum up:

HR specialists and Career Counsellors expectations connected with training		
	HR specialists	Career Counsellors
<b>Topic</b>		
	<ul style="list-style-type: none"> <li>- generally, information about employees 50+;</li> <li>- psychology of employees 50+;</li> <li>- communication with employees 50+ (motivation, delegating task, feedback)</li> <li>- knowledge about setting up, the relations of the younger superior and the older employee.</li> <li>- models and methods of support for employees in transition to retirement;</li> <li>- information on educational opportunities (for elderly);</li> <li>- the way of knowledge transfer (mentoring, intermentoring)</li> <li>- knowledge regarding counselling on the selection of the pension fund, knowledge of options for early retirement</li> <li>- information about programs for employees 50+, practical tips and recommendations, some kind of scenarios for dealing with employees in transition or in retirement age.</li> </ul>	<ul style="list-style-type: none"> <li>- knowledge of the current regulations and institutional support of unemployed 50+</li> <li>- knowledge of work psychology - psychological knowledge and skills</li> <li>- knowledge of human motivation (employees and unemployed),</li> <li>- knowledge about expectations for employers</li> <li>- knowledge of the possibilities and methods of unemployed 50+ preparation for the job (training, education)</li> <li>- modelling and procedures for client monitoring and support - best practices connected with monitoring.</li> </ul>
<b>Organizational</b>		
	<p>Minimum 2 trainings (meetings) - second training after 2 or 3 months to secure the knowledge transfer into practice and to discuss problems and new insights and discoveries (networking).</p> <p>Weekly or monthly regular learning The extent of 20 – 200 minutes (average was 120 minutes). Training through conversation (face to face). On the job, Outside the company.</p>	<p>Weekly or monthly regular learning The extent of 20 – 200 minutes (average of answers was 100 minutes). Training through conversation (face to face) indirectly via conversations On the job Outside the company.</p>

Client's expectation connected with counselling services provided by HR and Career Counsellors (according to quantitative survey) – main topics As Additional recommendations for the training for HR and Counselling Practitioners		
General characteristic	Employees	
		<b>Counselling services expectations</b>  Counselling services should concern primarily topics such as: <ul style="list-style-type: none"> <li>- personal health care</li> <li>- financing</li> <li>- law/ legal advising</li> <li>- free time activities</li> <li>- further employment or professional development.</li> </ul>
	Employees in transition	
		<b>Counselling services expectations</b>  Counselling services should concern primarily topics such as: <ul style="list-style-type: none"> <li>- law/ legal advising</li> <li>- personal health care</li> <li>- financing</li> <li>- free time activities</li> <li>- further employment or professional development.</li> </ul>
	Unemployed	
		<b>Counselling services expectations</b>  Counselling services should concern primarily topics such as: <ul style="list-style-type: none"> <li>- further employment or professional development</li> <li>- financing</li> <li>- law/ legal advising.</li> </ul>

#### 4. Conclusion and Recommendations

The survey of respondents aged 50+ found that both workers and unemployed have a positive attitude towards job counselling and counselling services. Most think that such services are useful and would like to use them before entering the retirement phase. The preferred topics for counselling are professional and financial issues, healthy lifestyle choices and legal issues concerning retirement.

Counsellors and HR specialists who participated in the study stressed the need to motivate people aged 50+ to become more active and educated in terms of reintegration into the labour market (the unemployed of that group) and around professional development.

At present, most respondents aged 50+ do not feel the need to work full-time to reach retirement age or to remain at work after retirement age, except respondents from Poland.

HR specialists stressed the importance of the knowledge and experience of 50+ employees whose loss could be associated with negative consequences for companies. It is, therefore, an important challenge for modern companies to encourage them to remain at work and to be more active. It is also important to create conditions in a conducive way for an effective transfer of knowledge from older to younger employees. That is why companies should consider these aspects in their age management strategy.

The research does not only show the special need of employees and unemployed 50+ for a guidance and counselling support. It also highlights that practitioners need a better understanding how to counsel and how to support employees 50+. Representatives of both groups pointed out that the biggest challenge for them is to effectively motivate people 50+ and to develop communication and training skills to become competent in this area.

An important part of the training plan for this group should be to provide a thorough knowledge of the labour market and the needs, expectations and motivations of the 50+ age group to counteract stereotypes and prejudices from some employer's points of view. Regardless, the main focus is about to focus on the shifted needs of older employers and how to meet them in an appropriate way in the working world.

## 5. Attachments

### Attachment 1 - Questionnaire for Employees 50+/ employees in transition

Dear Sir or Madam,

We are a research team of the Erasmus+ project InCounselling50+. We conduct a research to better understand the opinion of people 50+ about work and their expectations of work. The survey is anonymous. Thank you for your participation.

PART I	
1. Age:	_____ years
2. Sex	<input type="checkbox"/> male <input type="checkbox"/> female
3. Total years of employment	<input type="checkbox"/> <1 years <input type="checkbox"/> 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-20 <input type="checkbox"/> 21-30 <input type="checkbox"/> more than 30 <input type="checkbox"/> no employment
4. Education	<input type="checkbox"/> basic education <input type="checkbox"/> secondary education/ vocational education <input type="checkbox"/> higher education (university, etc.)
5. Please classify your current job:	
5.1. activity sector	<input type="checkbox"/> agriculture, forestry, animal agriculture or horticulture <input type="checkbox"/> raw materials production, production or manufacturing <input type="checkbox"/> construction, architecture, surveying or building technology <input type="checkbox"/> natural sciences, geography or informatics <input type="checkbox"/> traffic, logistic, protection or safety <input type="checkbox"/> commercial services, trade, sales, hotel or tourism <input type="checkbox"/> business organization, accounting, law or administration <input type="checkbox"/> health, social services, teaching and education <input type="checkbox"/> linguistics, literary studies, humanities, sociology, media, art, culture or society <input type="checkbox"/> military <input type="checkbox"/> other
5.2. professional status	<input type="checkbox"/> un-/semiskilled employee <input type="checkbox"/> skilled/qualified employee <input type="checkbox"/> employees with autonomous activities (team leader, department head; limited scope of decision-making, proactive operations) <input type="checkbox"/> employees with managerial functions (CEO, top manager, etc.) <input type="checkbox"/> freelancer (self-employed, independent)
6. How many jobs did you have in your work life?	_____
PART II SELF-ASSESSMENT OF COMPETENCIES/ POTENTIAL	
7. What is your opinion about your competencies in relation to the job requirements?	<input type="checkbox"/> my competences are higher than the requirements of my job <input type="checkbox"/> I have sufficient competencies to perform work at the position held <input type="checkbox"/> I do not have sufficient competencies to work in the position held <input type="checkbox"/> I don't know
8. Which skills did you improve in the last 2 years?* (* = you can cross several answers)	<input type="checkbox"/> professional skills (qualifications) <input type="checkbox"/> practical skills <input type="checkbox"/> personal skills (/abilities)

	<input type="checkbox"/> interpersonal skills (e.g. communication, cooperation) <input type="checkbox"/> others <input type="checkbox"/> none
8.1. Training's location*:	<input type="checkbox"/> in company <input type="checkbox"/> other training institutions <input type="checkbox"/> e-learning
9. Do you feel you have sufficient opportunities to improve your skills via courses and other training?	<input type="checkbox"/> not at all <input type="checkbox"/> rarely <input type="checkbox"/> occasionally <input type="checkbox"/> very <input type="checkbox"/> extremely
<b>10. Please indicate your level of agreement or disagreement with each of these statements:</b> knowing that: <input type="checkbox"/> 1 strongly disagree, <input type="checkbox"/> 2 disagree, <input type="checkbox"/> 3 neither disagree nor agree, <input type="checkbox"/> 4 agree, <input type="checkbox"/> 5 strongly agree	
<b>10.1. It is easy for me to apply new knowledge and new skills</b>	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<b>10.2.</b> I feel that I have enough knowledge and skills to easily accomplish my job objectives	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<b>10.3.</b> I think that my performance has decreased over the last 10 years	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<b>10.4.</b> I can compete against younger employees on the labour market	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<b>10.5.</b> I'm ready to learn and acquire new skills if required	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<b>10.6.</b> It's easy for me to adapt to a changing business environment (e.g. innovative approaches in management)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<b>10.7.</b> It's easy for me to adapt to technological changes inside my company	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<b>10.8.</b> Younger employees can show new things to elderly employees	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<b>10.9.</b> Elderly employees can show new things to younger employees	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<b>10.10.</b> I'm doing a lot to improve my professional skills (independently)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<b>10.11.</b> I can imagine a younger colleague to be a mentor for elderly	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<b>10.12.</b> I can imagine an elderly mentor for younger colleagues	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<b>10.13.</b> I'm ready for changes (and adapting to them)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<b>10.14.</b> I feel that my company fully acknowledges and uses my experiences	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<b>10.15.</b> I feel that my company needs me	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<b>10.16.</b> I often seek advice in relation to my career development	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<b>10.17.</b> I feel fully satisfied in my current job	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
11. Have you ever felt discriminated because of your age?	<input type="checkbox"/> yes <input type="checkbox"/> no
12. What are your main concerns (connected with work)?*	<input type="checkbox"/> loss of my job <input type="checkbox"/> loss of my position/demotion <input type="checkbox"/> loss of social status/depreciation of my position <input type="checkbox"/> to earn less (salary, wage) <input type="checkbox"/> to be discriminated because of age <input type="checkbox"/> other <input type="checkbox"/> no concerns
13. What are currently your main needs/expectations connected with work?*	<input type="checkbox"/> good and safe working conditions (including finances) <input type="checkbox"/> employment security <input type="checkbox"/> promotion opportunities <input type="checkbox"/> self-development <input type="checkbox"/> good atmosphere <input type="checkbox"/> respect and recognition <input type="checkbox"/> belonging to a team

	<input type="checkbox"/> other
14. What motivates you in your job?	
14.1. financial factors	<input type="checkbox"/> not motivating <input type="checkbox"/> hardly motivating <input type="checkbox"/> undecided <input type="checkbox"/> motivating <input type="checkbox"/> very motivating
14.2. Safety/stability of employment	<input type="checkbox"/> not motivating <input type="checkbox"/> hardly motivating <input type="checkbox"/> undecided <input type="checkbox"/> motivating <input type="checkbox"/> very motivating
14.3. career development/promotion opportunity	<input type="checkbox"/> not motivating <input type="checkbox"/> hardly motivating <input type="checkbox"/> undecided <input type="checkbox"/> motivating <input type="checkbox"/> very motivating
14.4. self-development	<input type="checkbox"/> not motivating <input type="checkbox"/> hardly motivating <input type="checkbox"/> undecided <input type="checkbox"/> motivating <input type="checkbox"/> very motivating
14.5. good atmosphere at work	<input type="checkbox"/> not motivating <input type="checkbox"/> hardly motivating <input type="checkbox"/> undecided <input type="checkbox"/> motivating <input type="checkbox"/> very motivating
14.6. respect and recognition for accomplished work	<input type="checkbox"/> not motivating <input type="checkbox"/> hardly motivating <input type="checkbox"/> undecided <input type="checkbox"/> motivating <input type="checkbox"/> very motivating
14.7. other:	_____
15. To which extent do you want to improve the following skills in general?	
15.1. Professional and practical skills:	
15.1.a. ability to make appropriate decisions related to professional tasks	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.1.b. ability to work independently	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.1.c. ability to use different practices/approaches	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.1.d. ability to adapt to changes	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.2. Personal skills:	
15.2.a. diligence	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.2.b. perseverance	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.2.c. reliability, sense of responsibility	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.2.d. courtesy	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.3. Interpersonal skills:	
15.3.a. communication	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.3.b. ability to work in a team	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.3.c. ability to solve problematic situations	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.3.d. ability to evaluate correctly one's own work	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
16. Evaluate yourself:	
16.1. mental health	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
16.2. resistance to stress / dealing with the pressure in the workplace	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
16.3. physical health	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high

16.4. health-related absence	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
17. What kind of methods/actions does your company take for employees 50+ and those in transition to retirement?	
17.1. adjustment of the working conditions (e.g. work at home, job rotation)	<input type="checkbox"/> yes <input type="checkbox"/> no
17.2. adjustment of the workplace (e.g. ergonomic desks & chairs)	<input type="checkbox"/> yes <input type="checkbox"/> no
17.3. adaptation of working time (e.g. reduction, change or flexibilization of working time, etc.)	<input type="checkbox"/> yes <input type="checkbox"/> no
17.4. tailored training for employees 50+ (e.g. ICT skills)	<input type="checkbox"/> yes <input type="checkbox"/> no
17.5. specific age management (training for HR practitioners)	<input type="checkbox"/> yes <input type="checkbox"/> no
17.6. special health programs/promotions for employees 50+	<input type="checkbox"/> yes <input type="checkbox"/> no
17.8 other:	<input type="checkbox"/> yes <input type="checkbox"/> no
<b>PART III FURTHER CAREER PLANS:</b>	
18. What are your professional plans?	<input type="checkbox"/> to maintain the current position (and current conditions) until retirement in the same company <input type="checkbox"/> professional promotion <input type="checkbox"/> to change the job within the same company <input type="checkbox"/> to change the job (different company) <input type="checkbox"/> to adapt the conditions of employment: <input type="checkbox"/> the working conditions <input type="checkbox"/> the workplace to the individual needs such as health (workplace ergonomics) <input type="checkbox"/> the working time <input type="checkbox"/> special health programs / promotions <input type="checkbox"/> an increase in wages <input type="checkbox"/> other <input type="checkbox"/> leave the job
19. Do you expect to work full-time at the age of 65?	<input type="checkbox"/> definitely yes <input type="checkbox"/> I hope yes <input type="checkbox"/> maybe <input type="checkbox"/> I hope not <input type="checkbox"/> definitely no
20. Under what conditions would you be willing to extending your employment (even after 65)?	<input type="checkbox"/> if it would be financially attractive to me <input type="checkbox"/> if I would feel well and welcomed among my colleagues <input type="checkbox"/> if I could adapt my working timetable (shorter days, weeks, flexible) <input type="checkbox"/> if I would have the opportunity to transfer my knowledge and experience to others <input type="checkbox"/> if my company would ask me to stay <input type="checkbox"/> it is not possible
21. Would you be willing to accept a demotion (decrease of a career path) in order to stay employed?	<input type="checkbox"/> yes <input type="checkbox"/> no
22. Would you consider working part time or be a part of job sharing (for the present employer) during the transition	<input type="checkbox"/> yes <input type="checkbox"/> no

process to retirement?	
23. What are your plans after retirement?	<input type="checkbox"/> work at the current position <input type="checkbox"/> take up another employment <input type="checkbox"/> start a business <input type="checkbox"/> volunteer / social engagement, etc. <input type="checkbox"/> free time (time for family, hobbies, etc.) <input type="checkbox"/> other <input type="checkbox"/> none
24. What emotions accompany you about the planned retirement?*	<input type="checkbox"/> euphoria <input type="checkbox"/> joy <input type="checkbox"/> fear <input type="checkbox"/> sadness <input type="checkbox"/> regret <input type="checkbox"/> relief <input type="checkbox"/> other
25. which issues you care most about when you think about retirement:	
25.1. the financial situation	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> very often
25.2. care in old age	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> very often
25.3. boredom	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> very often
25.4. loss of friends	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> very often
25.5. the loss of status/prestige	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> very often
25.6. solitude	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> very often
25.7. being excluded from society	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> very often
25.8. the lack of plans for the future	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> very often
26. What do you think in general about retirement?	
26.1. Everyone should be able to determine the age of his/her own retirement:	<input type="checkbox"/> yes, but there should be a legal age limit <input type="checkbox"/> yes, there shouldn't be a legal age limit <input type="checkbox"/> no, the established legal retirement age is good <input type="checkbox"/> I don't know
26.2. What form of retirement would you choose?	<input type="checkbox"/> immediate retirement <input type="checkbox"/> smooth transition (through a gradual reduction of working time) <input type="checkbox"/> chosen time of transition (individual determination between employer and employee) <input type="checkbox"/> other
<b>PART IV COUNSELLING SERVICE – EMPLOYEES' EXPECTATIONS</b>	
27. Do you consider a counselling service for employees 50+ as helpful?	<input type="checkbox"/> not helpful at all <input type="checkbox"/> not helpful <input type="checkbox"/> undecided <input type="checkbox"/> helpful <input type="checkbox"/> very helpful
28. Do you have access to such a counselling service?	<input type="checkbox"/> yes <input type="checkbox"/> no
29. Are you using such a counselling service?	<input type="checkbox"/> yes <input type="checkbox"/> no
30. What do you think would be the optimal counselling?	
30.1. Provider	<input type="checkbox"/> my company <input type="checkbox"/> private counsellor <input type="checkbox"/> counsellor of the public employment service <input type="checkbox"/> counsellor of the responsible labour union <input type="checkbox"/> chamber of commerce <input type="checkbox"/> educational institutions <input type="checkbox"/> other



30.2. Form	<input type="checkbox"/> single consultation <input type="checkbox"/> consultation with several people (< 5) <input type="checkbox"/> group consultation (> 5) <input type="checkbox"/> consultation from relatives / known people <input type="checkbox"/> other
30.3. Type	<input type="checkbox"/> personal meeting <input type="checkbox"/> phone call <input type="checkbox"/> video call <input type="checkbox"/> e-mail or other written real-time communication
30.4. Frequency	<input type="checkbox"/> weekly <input type="checkbox"/> monthly <input type="checkbox"/> each quarter <input type="checkbox"/> each half a year <input type="checkbox"/> other
30.5. Period of time*	<input type="checkbox"/> before transition to retirement <input type="checkbox"/> during transition to retirement <input type="checkbox"/> after transition to retirement
30.6. Financing	<input type="checkbox"/> self-financing <input type="checkbox"/> the enterprise covers it <input type="checkbox"/> the government covers it <input type="checkbox"/> the local community covers it <input type="checkbox"/> other
30.7. Central topics*	<input type="checkbox"/> further employment, professional development <input type="checkbox"/> further education <input type="checkbox"/> voluntary work <input type="checkbox"/> personal health care <input type="checkbox"/> financing <input type="checkbox"/> law / legal advising <input type="checkbox"/> accommodation <input type="checkbox"/> care and nursing (disabilities) <input type="checkbox"/> family, partners, friends <input type="checkbox"/> free time activities (including sports, travel, etc.) <input type="checkbox"/> political, social, cultural or other engagement <input type="checkbox"/> psychological support <input type="checkbox"/> other

## Attachment 2 - Questionnaire for unemployed 50+

Dear Sir or Madam,

We are a research team of the Erasmus+ project InCounselling50+. We conduct a research to better understand the opinion of people 50+ about work and their expectations of work. The survey is anonymous. Thank you for your participation.

PART I	
1. Age:	_____ years
2. Sex	<input type="checkbox"/> male <input type="checkbox"/> female
3. Years of employment	<input type="checkbox"/> <1 years <input type="checkbox"/> 1-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-20 <input type="checkbox"/> 21-30 <input type="checkbox"/> more than 30 <input type="checkbox"/> no employment
4. Education	<input type="checkbox"/> higher education (university, etc.) <input type="checkbox"/> secondary education/ vocational education <input type="checkbox"/> basic education
5. Please classify your last job:	
5.1. Activity sector	<input type="checkbox"/> agriculture, forestry, animal agriculture or horticulture <input type="checkbox"/> raw materials production, production or manufacturing <input type="checkbox"/> construction, architecture, surveying or building technology <input type="checkbox"/> natural sciences, geography or informatics <input type="checkbox"/> traffic, logistic, protection or safety <input type="checkbox"/> commercial services, trade, sales, hotel or tourism <input type="checkbox"/> business organization, accounting, law or administration <input type="checkbox"/> health, social services, teaching and education <input type="checkbox"/> linguistics, literary studies, humanities, sociology, media, art, culture or society <input type="checkbox"/> military <input type="checkbox"/> other
5.2. Position	<input type="checkbox"/> un-/semiskilled employee <input type="checkbox"/> skilled/qualified employee <input type="checkbox"/> employees with autonomous activities (team leader, department head; limited scope of decision-making, proactive operations) <input type="checkbox"/> employees with managerial functions (CEO, top manager, etc.) <input type="checkbox"/> freelancer (self-employed, independent)
6. How many jobs did you have in your work life?	_____
7. How many years have you been without a job?	_____ years
8. Your labour market status	<input type="checkbox"/> unemployed person <input type="checkbox"/> economically inactive person
PART II SELF-ASSESSMENT OF COMPETENCIES/ POTENTIAL	
9. What is your opinion about your competencies in comparison with the job requirements?	<input type="checkbox"/> my competencies are higher than the requirements of my job <input type="checkbox"/> I have sufficient competence to perform work at the position held <input type="checkbox"/> I do not have sufficient competence to work in the position held <input type="checkbox"/> I don't know
10. Which skills did you improve in the last 2 years?* (* = you can cross several answers)	<input type="checkbox"/> professional skills (qualifications) <input type="checkbox"/> practical skills <input type="checkbox"/> personal skills (/abilities)

	<input type="checkbox"/> interpersonal skills (e.g. communication, cooperation) <input type="checkbox"/> others <input type="checkbox"/> none
10.1. Training's location*	<input type="checkbox"/> in company <input type="checkbox"/> other training institutions <input type="checkbox"/> e-learning
11. Do you feel you have sufficient opportunities to improve your skills via courses and other training?	<input type="checkbox"/> not at all <input type="checkbox"/> rarely <input type="checkbox"/> occasionally <input type="checkbox"/> very <input type="checkbox"/> extremely
12. Please indicate your level of agreement or disagreement with each of these statements: knowing that: <input type="checkbox"/> 1 strongly disagree, <input type="checkbox"/> 2 disagree, <input type="checkbox"/> 3 neither disagree nor agree, <input type="checkbox"/> 4 agree, <input type="checkbox"/> 5 strongly agree	
12.1. It is easy for me to apply new knowledge and new skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
12.2. I feel that I have enough knowledge and skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
12.3. I think that my performance has decreased over the last 10 years	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
12.4. I can compete against younger employees on the labour market	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
12.5. I'm ready to learn and acquire new skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
12.6. It's easy for me to adapt to a changing business environment (e.g. innovative approaches in management)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
12.7. It's easy for me to adapt to technological changes in the business world	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
12.8. Younger employees can show new things to elderly employees	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
12.9. Elderly employees can show new things to younger employees	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
12.10. I'm doing a lot to improve my professional skills	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
12.11. I can imagine a younger colleague to be a mentor for elderly	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
12.12. I can imagine an elderly mentor for younger colleagues	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
12.13. I'm ready for changes (and adapting to them)	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
12.14. I am afraid of the necessity of training / retaining at work	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
12.15. I am afraid of employers' prejudices against employees 50+	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
13. Have you ever felt discriminated because of your age?	<input type="checkbox"/> yes <input type="checkbox"/> no
14. What motivates you to find a job?	
14.1. financial factors	<input type="checkbox"/> not motivating <input type="checkbox"/> hardly motivating <input type="checkbox"/> undecided <input type="checkbox"/> motivating <input type="checkbox"/> very motivating
14.2. Safety/stability of employment	<input type="checkbox"/> not motivating <input type="checkbox"/> hardly motivating <input type="checkbox"/> undecided <input type="checkbox"/> motivating <input type="checkbox"/> very motivating
14.3. career development/promotion opportunity	<input type="checkbox"/> not motivating <input type="checkbox"/> hardly motivating <input type="checkbox"/> undecided <input type="checkbox"/> motivating <input type="checkbox"/> very motivating
14.4. self-development	<input type="checkbox"/> not motivating <input type="checkbox"/> hardly motivating <input type="checkbox"/> undecided <input type="checkbox"/> motivating <input type="checkbox"/> very motivating
14.5. good atmosphere at work	<input type="checkbox"/> not motivating <input type="checkbox"/> hardly motivating <input type="checkbox"/> undecided <input type="checkbox"/> motivating <input type="checkbox"/> very motivating
14.6. respect and recognition for accomplished work	<input type="checkbox"/> not motivating <input type="checkbox"/> hardly motivating <input type="checkbox"/> undecided <input type="checkbox"/> motivating <input type="checkbox"/> very motivating
14.7. other:	<hr/>

15. How much do you want to improve the following skills in general	
15.1. Professional and practical skills:	
15.1.a. ability to make appropriate decisions related to professional tasks	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.1.b. ability to work independently	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.1.c. ability to use different practices/approaches	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.1.d. ability to adapt to changes	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.1.e. ability to evaluate correctly one's own work	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.2. Personal skills:	
15.2.a. diligence	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.2.b. perseverance	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.2.c. reliability, sense of responsibility	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.2.d. courtesy	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.3. Interpersonal skills:	
15.3.a. communication	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.3.b. ability to work in a team	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.3.c. ability to solve problematic situations	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
15.3.d. ability to evaluate correctly one's own work	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
16. Evaluate yourself:	
16.1. mental health	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
16.2. resistance to stress / dealing with the pressure in the workplace	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
16.3. physical health	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
16.4. health-related absence	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
17.What kind of methods/actions would you like to have in a company for employees 50+ and those in transition to retirement?	
17.1. adjustment of the working conditions (e.g. work at home, job rotation)	<input type="checkbox"/> yes <input type="checkbox"/> no
17.2. adjustment of the workplace (e.g. ergonomic desk & chair)	
17.3. adaptation of working time (e.g. reduction, change or flexibilization of working time, etc.)	<input type="checkbox"/> yes <input type="checkbox"/> no
17.4. tailored training for employees 50+ (e.g. ICT skills)	<input type="checkbox"/> yes <input type="checkbox"/> no
17.5. specific age management (training for HR practitioners)	<input type="checkbox"/> yes <input type="checkbox"/> no
17.6. special health programs/promotions for employees 50+	<input type="checkbox"/> yes <input type="checkbox"/> no
17.7. other:	<input type="checkbox"/> yes <input type="checkbox"/> no

**PART III FURTHER CAREER PLANS:**

18. Do you want to return to work? <input type="checkbox"/> yes <input type="checkbox"/> no	
If yes:  18.1. Do you want to work in the same occupation again? <input type="checkbox"/> yes <input type="checkbox"/> no	If no:  18.2. What is the reason: <input type="checkbox"/> personal (internal) issues <input type="checkbox"/> there are no adequate jobs <input type="checkbox"/> I think that my competencies are not enough <input type="checkbox"/> unsatisfactory conditions (e.g. low wage/salary) <input type="checkbox"/> health issues <input type="checkbox"/> I don't want to lose social benefits <input type="checkbox"/> other
19. What is your strategy to face your unemployment? *	<input type="checkbox"/> actively seeking work but only in my profession, <input type="checkbox"/> job search also in another profession / looking for a new job <input type="checkbox"/> job search also outside my place of residence <input type="checkbox"/> retraining <input type="checkbox"/> further education <input type="checkbox"/> using networking <input type="checkbox"/> cooperation with Career Council <input type="checkbox"/> no strategy (I don't have any idea) <input type="checkbox"/> other
20. How often do you apply for jobs?	<input type="checkbox"/> every day <input type="checkbox"/> a few times a week <input type="checkbox"/> Once a week <input type="checkbox"/> a few times a month
21. During your unemployment, how many interviews have you been to?	<input type="checkbox"/> 0 <input type="checkbox"/> < 3 <input type="checkbox"/> 3-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-20 <input type="checkbox"/> More than 20
22. During this period, have you ever refused a job that was offered to you?	<input type="checkbox"/> yes <input type="checkbox"/> no
23. How do companies behave towards job seekers 50+ - Which experiences do you have generally?	<input type="checkbox"/> positive <input type="checkbox"/> neutral <input type="checkbox"/> passive (they could do more) <input type="checkbox"/> negative
24. Do you expect to work full-time at the age of 65?	<input type="checkbox"/> definitely yes <input type="checkbox"/> I hope yes <input type="checkbox"/> maybe <input type="checkbox"/> I hope not <input type="checkbox"/> definitely no
25. Under what conditions would you be willing to extending your employment (even after 65)?	<input type="checkbox"/> if that would be financially attractive to me <input type="checkbox"/> if I would feel well and welcomed among my colleagues <input type="checkbox"/> if I could adapt my working timetable (shorter days, weeks, flexible) <input type="checkbox"/> if I would have opportunity to transfer my knowledge and experience to others <input type="checkbox"/> if my future company would ask me to stay  <input type="checkbox"/> it is not possible
26. What are your plans after retirement?	<input type="checkbox"/> to take up employment <input type="checkbox"/> to start a business <input type="checkbox"/> to have free time (time for family, hobbies, etc.) <input type="checkbox"/> volunteer / social engagement, etc.

	<input type="checkbox"/> other <input type="checkbox"/> none
27. What emotions accompany you about the planned retirement?	<input type="checkbox"/> euphoria <input type="checkbox"/> joy <input type="checkbox"/> fear <input type="checkbox"/> sadness <input type="checkbox"/> regret <input type="checkbox"/> relief <input type="checkbox"/> other
28. Which issues you think most about when you think about retirement:	
28.1. the financial situation	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> very often
28.2. care in old age	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> very often
28.3. boredom	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> very often
28.4. loss of friends	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> very often
28.5. the loss of status/prestige	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> very often
28.6. solitude	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> very often
28.7. being excluded from society	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> very often
28.8. the lack of plans for the future	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> very often
29. What do you think in general about retirement?	
29.1. Everyone should be able to determine the age of his/her own retirement:	<input type="checkbox"/> yes, but there should be a legal age limit <input type="checkbox"/> yes, there shouldn't be a legal age limit <input type="checkbox"/> no, established legal retirement age is good <input type="checkbox"/> I don't know
29.2. What form of retirement would you choose?	<input type="checkbox"/> immediate retirement <input type="checkbox"/> smooth transition (through a gradual reduction of working time) <input type="checkbox"/> chosen time of transition (individual determination between employer and employee) <input type="checkbox"/> other
<b>PART IV COUNSELLING SERVICE – PEOPLE'S EXPECTATIONS</b>	
30. Do you consider a counselling service for the transition to retirement as helpful?	<input type="checkbox"/> <b>not helpful at all</b> <input type="checkbox"/> not helpful <input type="checkbox"/> undecided <input type="checkbox"/> helpful <input type="checkbox"/> very helpful
31. Do you have access to such a counselling service?	<input type="checkbox"/> <b>yes</b> <input type="checkbox"/> <b>no</b>
32. Do you use such a counselling service?	<input type="checkbox"/> <b>yes</b> <input type="checkbox"/> <b>no</b>
33. What kind of help do you need to return to the labour market?	<input type="checkbox"/> professional training – development of professional skills <input type="checkbox"/> development of social competencies <input type="checkbox"/> development of skills for self-promotion <input type="checkbox"/> training active job searching skills <input type="checkbox"/> other
34. How do you think would be the optimal counselling?	
34.1. Provider	<input type="checkbox"/> your company <input type="checkbox"/> private counsellor <input type="checkbox"/> counsellor of the public employment service <input type="checkbox"/> counsellor of the responsible labour union <input type="checkbox"/> other

34.2. Form	<input type="checkbox"/> single consultation <input type="checkbox"/> consultation with several people (< 5) <input type="checkbox"/> group consultation (> 5) <input type="checkbox"/> consultation from relatives / known people <input type="checkbox"/> other
34.3. Type	<input type="checkbox"/> personal meeting <input type="checkbox"/> phone call <input type="checkbox"/> video call <input type="checkbox"/> e-mail or other written real-time communication
34.4. Frequency	<input type="checkbox"/> weekly <input type="checkbox"/> monthly <input type="checkbox"/> each quarter <input type="checkbox"/> each half a year <input type="checkbox"/> other
34.5. Period of time*	<input type="checkbox"/> before transition to retirement <input type="checkbox"/> during transition to retirement <input type="checkbox"/> after transition to retirement
34.6. Financing	<input type="checkbox"/> self-financing <input type="checkbox"/> the enterprise covers it <input type="checkbox"/> the government covers it <input type="checkbox"/> the local community covers it <input type="checkbox"/> other
34.7. Central topics*	<input type="checkbox"/> employment, professional development <input type="checkbox"/> further education <input type="checkbox"/> voluntary work <input type="checkbox"/> personal health care <input type="checkbox"/> financing <input type="checkbox"/> law / legal advising <input type="checkbox"/> accommodation <input type="checkbox"/> care and nursing (disabilities) <input type="checkbox"/> family, partners, friends <input type="checkbox"/> free time activities (including sports, travel, etc.) <input type="checkbox"/> political, social, cultural or other engagement <input type="checkbox"/> psychological help <input type="checkbox"/> other

## Attachment 3 – HR Interview guidance

PART I - HR	
1. What is your job/ activity area?	<u>open</u>
2. How many years have you worked in your current position?	<input type="checkbox"/> <1 y <input type="checkbox"/> 1-5 y <input type="checkbox"/> 6-10 y <input type="checkbox"/> >10 y
3. In which industry is your company active?	<input type="checkbox"/> agriculture, forestry, animal agriculture or horticulture <input type="checkbox"/> raw materials production, production or manufacturing <input type="checkbox"/> construction, architecture, surveying or building technology <input type="checkbox"/> natural sciences, geography or informatics <input type="checkbox"/> traffic, logistic, protection or safety <input type="checkbox"/> commercial services, trade, sales, hotel or tourism <input type="checkbox"/> business organization, accounting, law or administration <input type="checkbox"/> health, social services, teaching and education <input type="checkbox"/> linguistics, literary studies, humanities, sociology, media, art, culture or society <input type="checkbox"/> military <input type="checkbox"/> other
4. Figures	
4.1 number of staff in your company	_____ employees
4.2 percentage of employees 50+	_____ %*
*in case of 0% employees 50+, ask for reasons why they don't employ 50+	<u>open</u>
4.3 percentage of employees who will retire in 2 years	_____ %
5. How important do you consider employees 50+ for your company?	<input type="checkbox"/> not at all <input type="checkbox"/> somewhat <input type="checkbox"/> moderately <input type="checkbox"/> a lot <input type="checkbox"/> extremely
6. Does your company follow a special strategy/policy for the employment of people 50+?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> we are planning it
6.1. If yes, please point out the key features and main objectives of it.	<u>open</u>
7. What challenges, facing demographic change, do you see for your company, considering especially employee 50+?	<u>open</u>
PART II - SUBGROUPS	
8. What kind of methods/actions does your company take for employees 50+ and those in transition to retirement?	
8.1. Adaptation of the working conditions (e.g. work at home, job rotation)	<input type="checkbox"/> yes <input type="checkbox"/> no
8.2. Adaptation of the workplace	<input type="checkbox"/> yes <input type="checkbox"/> no
8.3. Adaptation of working time (e.g. reduction, change or flexibilization of working time, etc.)	<input type="checkbox"/> yes <input type="checkbox"/> no
8.4. Tailored training for employees 50+ (e.g. ICT skills)	<input type="checkbox"/> yes <input type="checkbox"/> no



8.5. Specific age management (training for HR practitioners)	<input type="checkbox"/> yes <input type="checkbox"/> no
8.6. Special health programs/promotions for employees 50+	<input type="checkbox"/> yes <input type="checkbox"/> no
8.7. Other:	<input type="checkbox"/> yes <input type="checkbox"/> no
9. Does your company encourage employees to stay/leave at work after retirement?	Stay: <input type="checkbox"/> yes <input type="checkbox"/> no Leave <input type="checkbox"/> yes <input type="checkbox"/> no
9.1. If yes, please describe how?	<u>open</u>
10. Does your company support (programs, counselling) employees 50+ before or during their transition?	<input type="checkbox"/> yes <input type="checkbox"/> no
11. How well are you informed about the legal situation (including federal/government programs) for employees 50+ in your country?	<input type="checkbox"/> not at all <input type="checkbox"/> somewhat <input type="checkbox"/> moderately <input type="checkbox"/> a lot <input type="checkbox"/> extremely
12. How do you evaluate your national legislation for retirement from a retiring employee's point of view?	<input type="checkbox"/> poor <input type="checkbox"/> fair <input type="checkbox"/> average <input type="checkbox"/> good <input type="checkbox"/> excellent
13. Is your company planning to hire new employees 50+ in future?	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> I don't know
14. What are the most important skills that lack job seekers 50+ you have recently interviewed?*	<input type="checkbox"/> professional skills (qualifications) <input type="checkbox"/> practical skills <input type="checkbox"/> personal skills (/abilities) <input type="checkbox"/> interpersonal skills (e.g. communication, cooperation, responsibility) <input type="checkbox"/> others
15. What are the benefits of hiring employees 50+?	<u>open</u>
16. Does your company take methods/actions for retired employees?	<input type="checkbox"/> yes <input type="checkbox"/> no
16.1. If yes:	<input type="checkbox"/> retiree clubs <input type="checkbox"/> networks among retired employees <input type="checkbox"/> offering further cooperation <input type="checkbox"/> other
<b>PART III - 50+ COMPETENCES</b>	
17. Have your employees 50+ (full time, in transition, retired) participated in training the last two years?	<input type="checkbox"/> yes <input type="checkbox"/> no
17.1. If yes, in which category*:	<input type="checkbox"/> professional skills (qualifications) <input type="checkbox"/> practical skills <input type="checkbox"/> personal skills (/abilities) <input type="checkbox"/> interpersonal skills (e.g. communication, cooperation) <input type="checkbox"/> others
18. Is there a mentoring or coaching program in your company that integrates employees 50+?	<input type="checkbox"/> yes <input type="checkbox"/> no
18.1. Does it contain a cross generational exchange?	<input type="checkbox"/> yes <input type="checkbox"/> no
18.2. If yes:	<input type="checkbox"/> the young ones mentor the old ones
19. Regarding the expertise of employees 50+, what have you done to ensure the	<u>Open</u>

knowledge transfer from 50+ to next-in-line workers?	
20. How much should people 50+ improve the following skills in general?	
20.1. Professional and practical skills:	
20.1.a. ability to make appropriate decisions related to professional tasks	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
20.1.b. ability to work independently	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
20.1.c. ability to use different practices/approaches	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
20.1.d. ability to adapt to changes	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
20.1.e. ability to evaluate correctly one's own work	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
20.2. Personal skills:	
20.2.a. diligence	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
20.2.b. perseverance	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
20.2.c. reliability, sense of responsibility	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
20.2.d. courtesy	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
20.3. Interpersonal skills:	
20.3.a. communication	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
20.3.b. ability to work in a team	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
20.3.c. ability to solve problematic situations	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
20.3.d. ability to evaluate correctly one's own work	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
20.4. State of mental and physical health:	
20.4.a. mental health	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
20.4.b. resistance to stress/dealing with the pressure in the workplace	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
20.4.c. physical health	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
20.4.d. health-related absence	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
21. Please point out the main strengths and weaknesses of employees 50+ (highlight also differences to young employees).	<u>open</u>

22. How effective do you evaluate the following motivators for employees 50+?		
1- <input type="checkbox"/> not motivating 2- <input type="checkbox"/> hardly motivating 3- <input type="checkbox"/> undecided 4- <input type="checkbox"/> motivating 5- <input type="checkbox"/> very motivating		
22.1. financial factors	Un/semi-skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	Skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	autonom.	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	manager	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
22.2. safety / stability of employment	Un/semi-skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	Skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	autonom.	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	manager	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
22.3. career development / promotion opportunity	Un/semi-skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	Skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	autonom.	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	manager	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
22.4. possibility of self-development in job	Un/semi-skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	Skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	autonom.	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	manager	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
22.5. good atmosphere at work	Un/semi-skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	Skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	autonom.	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	manager	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
22.6. receiving respect and recognition for the work done	Un/semi-skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	Skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	autonom.	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	manager	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
22.7. Other: _____		1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>

23. How does your company motivate employees 50+?	<u>open</u>
24. How often do employees 50+ seek for advice?	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> occasionally <input type="checkbox"/> often <input type="checkbox"/> very often
25. What are their main concerns?	<u>open</u>
26. Which information/competencies would you need to improve your work with people 50+?	<u>open</u>
27. What are your main challenges in working with employees 50+?	<u>open</u>
28. Does your company offer a counselling for (such concerns of) employees 50+?	<u>open</u>
<b>PART IV - OUR PROJECT (brief description)</b>	
29. Do you think such a training like InCounselling50+ could be useful for your company?	<input type="checkbox"/> not at all <input type="checkbox"/> somewhat <input type="checkbox"/> moderately <input type="checkbox"/> a lot <input type="checkbox"/> extremely
30. Which knowledge and skills would you like to acquire?	<u>open</u>
31. How would you learn in a beneficial way?	
31.1. how often?	2 or 3 times weekly or monthly (open)
31.2. how long?	_____ min
31.3. when?	<input type="checkbox"/> on the job <input type="checkbox"/> in your free time
31.3. where?	<input type="checkbox"/> inside <input type="checkbox"/> outside the company
31.4. how?*	<input type="checkbox"/> online <input type="checkbox"/> f2f <input type="checkbox"/> indirectly via conversation

## Attachment 4 – Career Counsellors Interview guidance

PART I – GENERAL INFORMATION	
1. What is your job/ activity area?	<u>open</u>
2. How many years have you worked in your current position?	<input type="checkbox"/> <1 y <input type="checkbox"/> 1-5 y <input type="checkbox"/> 6-10 y <input type="checkbox"/> >10 y
3. Figures	
3.1. number of clients	_____ clients
3.2. percentage of employees 50+ issue: job seeking	_____ % (average age: _____ years)
3.3. percentage of employees 50+ issue: retirement	_____ % (average age: _____ years)
4. How important do you consider employees 50+ for companies?	<input type="checkbox"/> not at all <input type="checkbox"/> somewhat <input type="checkbox"/> moderately <input type="checkbox"/> a lot <input type="checkbox"/> extremely
5. What challenges, facing demographic change, do you see, considering employees 50+?	<u>open</u>
6. What are the main concerns/most common needs of people 50+ assisting a counselling?	<u>open</u>
7. What are your main challenges in counselling 50+ for you as a counsellor?	<u>open</u>
8. Which information/competencies would you need to improve your work with people 50+?	<u>open</u>
9. How well are you informed about the legal situation (and federal programs) for employees and job seekers 50+ in your country?	<input type="checkbox"/> not at all <input type="checkbox"/> somewhat <input type="checkbox"/> moderately <input type="checkbox"/> a lot <input type="checkbox"/> extremely
10. How do you evaluate your national legislation for retirement from a retiring employee's point of view?	<input type="checkbox"/> poor <input type="checkbox"/> fair <input type="checkbox"/> average <input type="checkbox"/> good <input type="checkbox"/> excellent
PART II – JOBSEEKERS 50+	
11. How do you estimate the current labour market situation for job seekers 50+?	<input type="checkbox"/> poor <input type="checkbox"/> fair <input type="checkbox"/> average <input type="checkbox"/> good <input type="checkbox"/> excellent
12. What are the most important skills that lack job seekers 50+ you have recently interviewed?	<input type="checkbox"/> professional skills (qualifications) <input type="checkbox"/> practical skills <input type="checkbox"/> personal skills (/abilities) <input type="checkbox"/> interpersonal skills (e.g. communication, cooperation) <input type="checkbox"/> others
13. How do you support job seekers/elderly 50+ to stay competitive, e.g. adaptability to change, individual development?	<u>open</u>
14. Which are the main difficulties/barriers for 50+ to find a job?	<input type="checkbox"/> personal (internal) issues <input type="checkbox"/> lack of jobs <input type="checkbox"/> competency gap <input type="checkbox"/> health issues <input type="checkbox"/> unsatisfactory conditions (e.g. low wage/salary) <input type="checkbox"/> loss of social benefit

15. Please rate the statements below! To what extent are you confronted with the following issues	
15.1 People 50+ often explain the inability to work with the state of their health.	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> occasionally <input type="checkbox"/> often <input type="checkbox"/> very often
15.2 People 50+ prefer to wait for a retirement/pension rather than work.	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> occasionally <input type="checkbox"/> often <input type="checkbox"/> very often
15.3 People 50+ explain the inability to work caring for grandchildren or ill/disabled family members.	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> occasionally <input type="checkbox"/> often <input type="checkbox"/> very often
15.4 People 50+ think that employers offer them very low wages for work.	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> occasionally <input type="checkbox"/> often <input type="checkbox"/> very often
15.5 People 50+ think that employers offer them poor working conditions (the form of employment, working hours etc.)	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> occasionally <input type="checkbox"/> often <input type="checkbox"/> very often
15.6 People 50+ are afraid that they cannot deal with modern technologies in the workplace.	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> occasionally <input type="checkbox"/> often <input type="checkbox"/> very often
15.7 People 50+ are afraid that their knowledge and skills do not fulfil the requirements of the workplace.	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> occasionally <input type="checkbox"/> often <input type="checkbox"/> very often
15.8 People 50+ are afraid to work in an environment of younger people.	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> occasionally <input type="checkbox"/> often <input type="checkbox"/> very often
15.9 People 50+ explain the inability to take up a job with the loss of social benefits.	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> occasionally <input type="checkbox"/> often <input type="checkbox"/> very often
15.10 People 50+ explain the inability to take up a job with employers' prejudices of employees 50+.	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> occasionally <input type="checkbox"/> often <input type="checkbox"/> very often
15.11 People 50+ have a high motivation to work.	<input type="checkbox"/> never <input type="checkbox"/> rarely <input type="checkbox"/> occasionally <input type="checkbox"/> often <input type="checkbox"/> very often
16. What are the benefits for companies of hiring employees 50+?	<u>open</u>
17. What activities would encourage employers to hire people 50+?	<u>open</u>
18. What are your experiences with companies in relation with people 50+?	<input type="checkbox"/> poor <input type="checkbox"/> fair <input type="checkbox"/> average <input type="checkbox"/> good <input type="checkbox"/> excellent
19. Who is most interested in elderly employees?*	<input type="checkbox"/> big enterprises <input type="checkbox"/> SME <input type="checkbox"/> politicians <input type="checkbox"/> nobody <input type="checkbox"/> Other:
<b>PART III</b>	
20. How much should people 50+ improve the following skills in general?	
20.1. Professional and practical skills:	
20.1.a. ability to make appropriate decisions related to professional tasks	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high
20.1.b. ability to work independently	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high

20.1.c. ability to use different practices/approaches	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high	
20.1.d. ability to adapt to changes	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high	
20.1.e. ability to evaluate correctly one's own work	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high	
20.2. Personal skills:		
20.2.a. diligence	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high	
20.2.b. perseverance	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high	
20.2.c. reliability, sense of responsibility	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high	
20.2.d. courtesy	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high	
20.3. Interpersonal skills:		
20.3.a. communication	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high	
20.3.b. ability to work in a team	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high	
20.3.c. ability to solve problematic situations	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high	
20.3.d. ability to evaluate correctly one's own work	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high	
20.4. State of mental and physical health:		
20.4.a. mental health	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high	
20.4.b. resistance to stress/dealing with the pressure in the workplace	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high	
20.4.c. physical health	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high	
20.4.d. health-related absence	<input type="checkbox"/> very low <input type="checkbox"/> low <input type="checkbox"/> average <input type="checkbox"/> high <input type="checkbox"/> very high	
21. Please point out the main strengths and weaknesses of employees 50+ (highlight also differences to young employees).	<u>open</u>	
22. How effective do you evaluate the following motivators for employees 50+?		
1 <input type="checkbox"/> not motivating 2 <input type="checkbox"/> hardly motivating 3 <input type="checkbox"/> undecided 4 <input type="checkbox"/> motivating 5 <input type="checkbox"/> very motivating		
22.1. financial factors	Un/semi-skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	Skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	autonom.	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	manager	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
22.2. safety / stability of employment	Un/semi-skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	Skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	autonom.	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	manager	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
22.3. career development / promotion	Un/semi-skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	Skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>

opportunity	autonom.	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	manager	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
22.4. possibility of self-development in job	Un/semi-skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	Skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	autonom.	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	manager	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
22.5. good atmospheres at work	Un/semi-skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	Skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	autonom.	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	manager	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
22.6. receiving respect and recognition for the work done	Un/semi-skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	Skilled	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	autonom.	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
	manager	1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>
22.7. Other: _____		1- <input type="checkbox"/> 2- <input type="checkbox"/> 3- <input type="checkbox"/> 4- <input type="checkbox"/> 5- <input type="checkbox"/>

#### PART IV - OUR PROJECT (brief description)

23. Do you think such a training like InCounselling50+ could be useful for your institution?	<input type="checkbox"/> not at all <input type="checkbox"/> somewhat <input type="checkbox"/> moderately <input type="checkbox"/> a lot <input type="checkbox"/> extremely
24. Which knowledge and skills would you like to acquire?	<u>open</u>
25. How would you learn in a beneficial way?	
25.1. how often?	2 or 3 times weekly or monthly (open)
25.2. how long?	_____ min
25.3. when?	<input type="checkbox"/> on the job OR <input type="checkbox"/> in your free time
25.4. where?	<input type="checkbox"/> inside OR <input type="checkbox"/> outside the company <input type="checkbox"/> e-learning
25.5. how?*	<input type="checkbox"/> online <input type="checkbox"/> f2f <input type="checkbox"/> indirectly via conversation