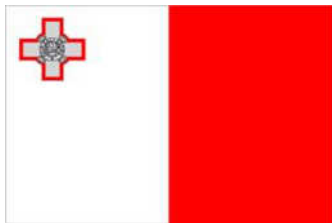




Country Report – Malta



Abstract: This deliverable summarizes the research conducted in Malta within the first half of 2015. Additionally, this report provides information about the research activities
Project title: Intergenerational Partnership over 55

Project acronym: ILPO55

Project number: Project reference Erasmus + “Intergenerational Partnership over 55” 2014-1-MT01-KA202-000539-P6

Nature of document: Country Report Malta

Author: Marika Huber on behalf of Mediterranean Bank Network

Contributing participants: Institute of Financial Services Malta, MCAST, Malta Union of Bank Employees, Mediterranean Bank Network

Contributing work packages: Output 3



Contents

CHAPTER 1	3
1. Introduction to the Intergenerational approach in Malta	3
CHAPTER 2	6
2 Research methodology	6
2.1 .Methodology of data gathering	6
CHAPTER 3	9
3. Results.....	9
3.1 Online Survey Results	9
3.2 Focus Group Results.....	18
CHAPTER 4	21
4.1 Conclusions Results for Online Questionnaire.....	21
The ‘Older’ Employee.....	21
The ‘Younger’ Employee.....	21
4.2 Conclusions for Focus Group.....	21

CHAPTER 1

1. Introduction to the Intergenerational approach in Malta

The concept of a “society for all ages” was introduced by the experts from international organisations (United Nations, 2007; European Commission, 2005). It was clearly outlined that the current demographic trends that change the relations between generations and consequentially influence various fields in the social, economical, cultural and political life, dictate the need for stronger intergenerational ties and a reduction in age segregation. The emphasis lies on the importance of stronger intergenerational solidarity that can be achieved through encouraging a ‘reciprocal, fruitful exchange between the generations, which is focused on the elderly as important social sources’ (United Nations, 2007: 2).

In Malta and on an international level, ageing of population is significantly changing the proportion in generational structure of companies. The challenges for employers are in the new ways of merging potentials of all generations. Differences between generations are reliant on different values, working and cooperation matters and expectations. It is therefore crucial that organisations find common points of cooperation among employees and similarities among generations on which they can build mutual relations.

In Malta intergenerational relations take place in all social contexts of everyday life and can be expressed at different levels. Most adults in Malta belong to a family network of three generations with which they share several decades together in a complex web of ties.

The solidarity among generations is a key feature of the economic, financial and social systems. The Financial Services Sector sector is of pivotal importance to the economy that has grown and developed by focusing on the availability of sufficiently qualified human resources besides a continual sustainment of Malta's responsiveness, flexibility when processing and servicing business applications, and ensuring a framework to expedite updates or changes to Malta's legal and regulatory framework. In short, Malta's competitiveness is reliant on the industry's growth .Hence the possibilities of intergenerational knowledge and experience cooperation within this sector instils skills and teaches advanced knowledge vital for building a financial services knowledge society . The spectacular growth of the financial services sector in the Maltese Islands heightens the demand for further learning and development of the personnel operating in the area.

The solution lies in combining wisdom and innovativeness of employees, in the development of new forms of solidarity, mutual support, learning and transfer of knowledge and experience among generations. In the ideal scenario intergenerational cooperation should also be promoted at the project management level, where intergenerational pairs of leaders (a person aged 55 years or more and a person aged up to 30 years) would work together.

The National Strategic Policy for Active Ageing: Malta 2014-2020 is premised upon three major themes: active participation in the labour market, participation in society and independent living. Active ageing refers to the situation where older and ageing persons continue to have an opportunity in participating in the formal labour market, as well as engaging in other unpaid productive activities, that may range from care provision for family members to volunteering, whilst living healthy, independent and secure lives as they age. Active ageing policies seek to increase the number of older workers in the labour market, whilst enabling persons above statutory retirement age to remain in or re-enter employment. These objectives are necessary so that contemporary and future societies mitigate falling levels of working age populations and the impact this has on dependency ratios and skill shortage. This therefore facilitates the reduction of potential future poverty amongst older persons and supports the potential of ageing workers in playing an important part in the delivery of future economic growth.

The National Strategic Policy for Active Ageing offers the following policy recommendations to strengthen the levels of older and ageing workers: continuous vocational training for older adults; improving healthy working conditions, age management techniques and employment services; taking a constructive stand against ageism and age discrimination; implementing a tax/benefits system; encouraging mentoring schemes in occupational organisations; and strengthening the available measures reconciling work and informal care.

Pensionable Age Factors in Malta

Presently the pensionable age is 60 years for females and 61 years for males and will remain as it is for persons born up to 31st December 1951. With the Pensions Reform, the pensionable age will gradually increase to 65 years as follows:

Persons born during calendar years Pension Age

- 1952 to 1955 62 years
- 1956 to 1958 63 years
- 1959 to 1961 64 years
- Post 1961 65 years

Within the current system persons who opt to continue or start full-time employment after the award of Retirement Pension are not entitled neither to June/December bonuses, nor to a Special Bonus (paid to pensioners instead of March/September bonuses). Bonuses must be paid by the employer/s.

Persons engaged in part-time employment/s of 8 hours or more than 8 hours per week are entitled to the above bonuses on a pro-rata basis, that is, according to the number of hours worked. The employer is obliged to pay pro-rata bonuses in accordance with Article 23 of the Industrial Relations Act (Chapter 452).



Persons engaged in part-time employment of less than 8 hours per week are paid all statutory bonuses from the Department of Social Security.

Persons engaged in self-occupation (either on full-time or part-time basis) are entitled to all bonuses from the Department of Social Security.

The Cost of Living Bonus is paid to all pensioners.

A detailed report that includes the last updated reform can be accessed on

<http://www.oecd.org/countries/malta/43469300.pdf>

CHAPTER 2

2 Research methodology

2.1 .Methodology of data gathering

The interviews review the possibilities of intergenerational knowledge and experience cooperation in the Financial Services Sector between three cohorts of ages (under 35, between 35 and 55, and over 55). Data collection took place within the main research project entitled ‘ILPO55’.

2.1.1 Online Survey

We utilised the online survey as the systematic gathering of data from our target audience ie .employees within the financial services industry. The approach was via invitation to the respondents for the completion of the questionnaire. We believe that the online survey provides the highest level of convenience for the respondents because they can answer the questionnaire according to their own pace, chosen time, and preferences. However it must be noted that respondents had difficulty in accessing the online questionnaire since financial service providers have no access to Google survey w.as blocked as spam.

2.1.2 Focus Groups

For the intent of our research , we have used in depth structured focus group to gather the responses from top management within the financial services and educational services including those directly responsible for Human Resources .

As regards the contents of the focus group, these were more demanding in comparison to the online questionnaire; however they were comparable as regards the contents. Respondents built on each other’s responses, improving the richness of the data.

Our qualitative approach within our focus group was based on the following assumptions:

- Activities aimed at encouraging intergenerational cooperation is of interest the organisations and will take place in most of these
- Each age group has its own view as regards the importance and role of intergenerational cooperation and learning;
- Intergenerational cooperation and learning is hindered by the various interests and goals expressed by the individual age groups; stereotypes and age segregation exist due to the differences in experiencing social identities;
- Additional encouragement within the organisation and knowledge would be necessary in order to improve intergenerational cooperation

2.1.2.1 Management Interviewed within Focus Group

In the framework of the ILPO55 project, a focus group was organised on the 26th June 2015 from 8.30 am till 11 am within the premises of the IFS in Pieta, Malta. The focus group, moderated by William Portelli, had selected participants from different financial services activities selected to contribute to the results of the survey and propose their contributions. The list hereunder details names, and place of work of the selected participants

Interviewed Participants	
MCAST	Dorianne Saliba (Lecturer + Coordinator Financial Services)
MCAST	Malcolm Bray (Lecturer Financial Services)
MCAST	Martin Borg (Director Curriculum Development)
Retired long term career banker	Joseph J. Agius
Valletta Fund Management	Clayton Scicluna
Bank of Valletta	Jonathan Bruno

2.1.2.2 Representation of the Maltese Institutions within the Focus Group

The selected Focus Group covered the following Maltese Institutions;

Brief profile of Bank of Valletta (BOV)

The BOV Group is a leading financial services provider in Malta, providing retail banking, investment banking, private banking, fund management, banc assurance, and stockbroking and trustee services. In 2012, its balance sheet was worth over €7 billion in assets and it employed over 1,600 people. In addition to traditional banking services, BOV is constantly evolving its product portfolio to include new financial products and new services such as its award-winning mobile banking. It ensures additional convenience and efficiency by offering 24/7 options via internet, mobile and telephone, and its customer service centre is open round the clock. The Group has a number of subsidiaries and associates: Bank of Valletta is listed on the Malta Stock Exchange.

Brief profile of MCAST

Established in 2001, the Malta College of Arts, Science and Technology (MCAST) is the country's leading vocational education and training institution. Through ten institutes in Malta and the Gozo Centre, MCAST offer 170 full-time and over 300 part-time vocational courses ranging from certificates to degrees (MQF Level 1 to Level 6). MCAST students are prepared for careers in different sectors of the economy or for higher education.



MCAST collaborate closely with local industries to ensure that the knowledge, skills and competencies within curricula are appropriate and relevant to a dynamic and forward-looking economy. This relationship stimulates the College’s success programmes are flexible, relevant and responsive to the aspirations of MCAST students and the needs of industries, which are constantly evolving to meet the challenges of a changing global economy.

Brief profile of Valletta Fund Management

Set up in 1995, Valletta Fund Management Limited is a joint venture, 60% owned by Bank of Valletta p.l.c. and 40% by Insight Investment Management Limited, one of UK’s largest Asset Managers. Valletta Fund Management limited is today positioned at the forefront of Malta's fund management industry. Valletta Fund Management Limited's association with Insight Investment Management Limited results in an excellent strategic fit between the two organisations, bringing a strong wealth of talent and resources, while strengthening the investment management capabilities to the benefit of the long-term interests of investors. Recognising the varied needs of investors, Valletta Fund Management Limited has launched an extensive range of domestic and international investment funds providing income and growth opportunities in the world's capital markets.

2.1.2.3 Sharing of experiences

Furthermore the Focus Group was also attended by the following partner representatives so as to stimulate discussion;

Project Partner representatives	
MCAST	Ramon Mangion, Albert Agius
IFS MALTA	Annemarie Damato, Josette Cremona
MUBE	William Portelli, Joanna Wallbank

CHAPTER 3

3. Results

3.1 Online Survey Results

GENERAL INFORMATION

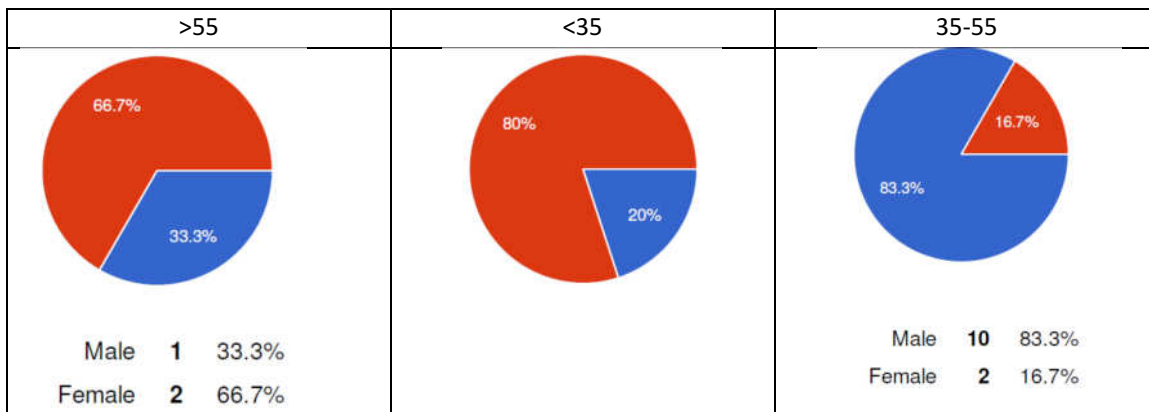
Sample:

	>55	<35	35-55	Total
MALTA	3	5	12	20

a) Position

>55	<35	35-55
Administrative Secretary Senior Executive back office officer	management trainee Analyst Premium Banker	BANK MANAGER Executive Head Training Mr Managing Consultant Head of Wealth Head Research and EU Affairs Senior Marketing Manager bank clerk Manager Customer Service Officer

b) Gender:



	Male 1 20% Female 4 80%	
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c) Education background:

>55	<35	35-55																																																						
<table style="width: 100%; border-collapse: collapse;"> <tr><td>PhD</td><td style="text-align: right;">0</td><td style="text-align: right;">0%</td></tr> <tr><td>Master</td><td style="text-align: right;">0</td><td style="text-align: right;">0%</td></tr> <tr><td>Postgraduate</td><td style="text-align: right;">0</td><td style="text-align: right;">0%</td></tr> <tr><td>Bachelor</td><td style="text-align: right;">1</td><td style="text-align: right;">33.3%</td></tr> <tr><td>Secondary Vocational/Professional Education</td><td style="text-align: right;">2</td><td style="text-align: right;">66.7%</td></tr> <tr><td>Others:</td><td style="text-align: right;">0</td><td style="text-align: right;">0%</td></tr> </table>	PhD	0	0%	Master	0	0%	Postgraduate	0	0%	Bachelor	1	33.3%	Secondary Vocational/Professional Education	2	66.7%	Others:	0	0%	<table style="width: 100%; border-collapse: collapse;"> <tr><td>PhD</td><td style="text-align: right;">0</td><td style="text-align: right;">0%</td></tr> <tr><td>Master</td><td style="text-align: right;">3</td><td style="text-align: right;">60%</td></tr> <tr><td>Postgraduate</td><td style="text-align: right;">1</td><td style="text-align: right;">20%</td></tr> <tr><td>Bachelor</td><td style="text-align: right;">1</td><td style="text-align: right;">20%</td></tr> <tr><td>Secondary Vocational/Professional Education</td><td style="text-align: right;">0</td><td style="text-align: right;">0%</td></tr> <tr><td>Others:</td><td style="text-align: right;">0</td><td style="text-align: right;">0%</td></tr> </table>	PhD	0	0%	Master	3	60%	Postgraduate	1	20%	Bachelor	1	20%	Secondary Vocational/Professional Education	0	0%	Others:	0	0%	<table style="width: 100%; border-collapse: collapse;"> <tr><td>PhD</td><td style="text-align: right;">0</td><td style="text-align: right;">0%</td></tr> <tr><td>Master</td><td style="text-align: right;">6</td><td style="text-align: right;">50%</td></tr> <tr><td>Postgraduate</td><td style="text-align: right;">2</td><td style="text-align: right;">16.7%</td></tr> <tr><td>Bachelor</td><td style="text-align: right;">1</td><td style="text-align: right;">8.3%</td></tr> <tr><td>Secondary Vocational/Professional Education</td><td style="text-align: right;">3</td><td style="text-align: right;">25%</td></tr> <tr><td>Others:</td><td style="text-align: right;">0</td><td style="text-align: right;">0%</td></tr> </table>	PhD	0	0%	Master	6	50%	Postgraduate	2	16.7%	Bachelor	1	8.3%	Secondary Vocational/Professional Education	3	25%	Others:	0	0%
PhD	0	0%																																																						
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d) Experience in the company:

>55	<35	35-55																																													
<table style="width: 100%; border-collapse: collapse;"> <tr><td>< one year</td><td style="text-align: right;">0</td><td style="text-align: right;">0%</td></tr> <tr><td>Between 1 year and 5 years</td><td style="text-align: right;">2</td><td style="text-align: right;">66.7%</td></tr> <tr><td>Between 5 and 10 years</td><td style="text-align: right;">1</td><td style="text-align: right;">33.3%</td></tr> <tr><td>Between 10 and 20 years</td><td style="text-align: right;">0</td><td style="text-align: right;">0%</td></tr> <tr><td>> 20 years</td><td style="text-align: right;">0</td><td style="text-align: right;">0%</td></tr> </table>	< one year	0	0%	Between 1 year and 5 years	2	66.7%	Between 5 and 10 years	1	33.3%	Between 10 and 20 years	0	0%	> 20 years	0	0%	<table style="width: 100%; border-collapse: collapse;"> <tr><td>< one year</td><td style="text-align: right;">0</td><td style="text-align: right;">0%</td></tr> <tr><td>Between 1 year and 5 years</td><td style="text-align: right;">2</td><td style="text-align: right;">40%</td></tr> <tr><td>Between 5 and 10 years</td><td style="text-align: right;">3</td><td style="text-align: right;">60%</td></tr> <tr><td>Between 10 and 20 years</td><td style="text-align: right;">0</td><td style="text-align: right;">0%</td></tr> <tr><td>> 20 years</td><td style="text-align: right;">0</td><td style="text-align: right;">0%</td></tr> </table>	< one year	0	0%	Between 1 year and 5 years	2	40%	Between 5 and 10 years	3	60%	Between 10 and 20 years	0	0%	> 20 years	0	0%	<table style="width: 100%; border-collapse: collapse;"> <tr><td>< one year</td><td style="text-align: right;">0</td><td style="text-align: right;">0%</td></tr> <tr><td>Between 1 year and 5 years</td><td style="text-align: right;">1</td><td style="text-align: right;">8.3%</td></tr> <tr><td>Between 5 and 10 years</td><td style="text-align: right;">2</td><td style="text-align: right;">16.7%</td></tr> <tr><td>Between 10 and 20 years</td><td style="text-align: right;">3</td><td style="text-align: right;">25%</td></tr> <tr><td>> 20 years</td><td style="text-align: right;">6</td><td style="text-align: right;">50%</td></tr> </table>	< one year	0	0%	Between 1 year and 5 years	1	8.3%	Between 5 and 10 years	2	16.7%	Between 10 and 20 years	3	25%	> 20 years	6	50%
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PART A –MANAGEMENT SKILLS

- What are the skills that you **can learn** from <35 professionals in your sector?
- What are the skills that you **can learn** from >55 professionals in your sector?
- What are the skills that you think an >55 professional in your sector **can give guidance on** (train, mentor, coach, etc) to <35?

		>55	<35	35-55
A1	Strategic planning and formulation	2,3	3,6	4,2
A2	Strategy implementation	2,3	3,2	3,6
A3	Delegation of tasks to teams and individuals	2,6	4	4
A4	Performance management in terms of planning, conducting, follow up and assessment	2,6	4,2	3,9
A5	Environmental scanning and analysis for decision-making	2	3	4,1
A6	Managing internal and external relationships with key stakeholders	3	3,6	4,3
A7	Change management	2,6	3,2	3,6
A8	Risk identification and management	2,3	3,8	3,8
A9	People Management	2,6	4,2	4
A10	Cultural diversity Management	2,3	3,2	3,1
A11	Financial management	2,3	4	4,3
A12	Conflict management	2,3	3,8	3,5
A13	Time management	2,3	3,2	3,7
A14	Other (s) Specify: _____			

- What are the skills that you **can give guidance on** <35 professionals in your sector?
- What are the skills that you **can give guidance on** >55 professionals in your sector?
- What are the skills that you think an <35 professional in your sector **can give guidance on** (train, mentor, coach, etc) to >55?

		>55	<35	35-55
A1	Strategic planning and formulation	4	3	3,2
A2	Strategy implementation	4	3,4	3,5
A3	Delegation of tasks to teams and individuals	4,3	3	3
A4	Performance management in terms of planning, conducting, follow up and assessment	3,6	3,2	3,5
A5	Environmental scanning and analysis for decision-making	3,3	3	3,6
A6	Managing internal and external relationships with key stakeholders	3,6	2,2	3,3
A7	Change management	3,3	2,6	3,1
A8	Risk identification and management	3,3	3,6	3,1
A9	People Management	4,3	2,2	3,6
A10	Cultural diversity Management	4,3	2,6	4
A11	Financial management	4,3	2,6	3
A12	Conflict management	3,6	2,4	2,8
A13	Time management	5	2,6	3,1
A14	Other (s) Specify: _____			

PART B – TECHNICAL SKILLS

- What are the skills that you **can learn** from <35 professionals in your sector?
- What are the skills that you **can learn** from >55 professionals in your sector?
- What are the skills that you think an >55 professional in your sector **can give guidance on** (train, mentor, coach, etc) to <35?

		>55	<35	35-55
B1	Technical banking skills	3	4,4	4
B2	Other financial services skills (excluding banking)	2,3	3,2	3,9
B3	Strategy formulation and implementation	2,6	3,2	3,8
B4	Market and competitor analysis	3	3,2	3,3
B5	Project development	2,6	3,2	2,8
B6	Planning	2	3,4	4
B7	Assessing financial products/services	2,3	4	3,5
B8	Budgeting	2,3	3,2	4
B9	Reporting	2,3	4,2	3,5
B10	Quality	2,6	4	4
B11	Conducting meetings	2,3	3,8	3,9
B12	Key performance indicators/criteria for definition and analysis	2,6	3,8	3,7
B13	Key performance indicators/criteria for monitoring	2,6	3,8	3,8
B14	Customer oriented	2,3	3	3,9
B15	Other (s) Specify: _____			

- What are the skills that you **can give guidance on** <35 professionals in your sector?
- What are the skills that you **can give guidance on** >55 professionals in your sector?
- What are the skills that you think an <35 professional in your sector **can give guidance on** (train, mentor, coach, etc) to >55?

		>55	<35	35-55
B1	Technical banking skills	3,6	2,5	3,3
B2	Other financial services skills (excluding banking)	4,3	2,4	3,9
B3	Strategy formulation and implementation	4,3	3	3,5
B4	Market and competitor analysis	4	3,2	3,1
B5	Project development	4,6	2,6	4
B6	Planning	4,6	3	3,2
B7	Assessing financial products/services	4,3	2,4	3,6
B8	Budgeting	4,6	2,4	3,2
B9	Reporting	3,6	3	3,4
B10	Quality	4,6	3,8	3,3
B11	Conducting meetings	4,6	3	3
B12	Key performance indicators/criteria for definition and analysis	4	3,2	3,1
B13	Key performance indicators/criteria for monitoring	4	3,4	2,9
B14	Customer oriented	4,6	3,6	2,9
B12	Other (s) Specify: _____			

PART C – SOCIAL SKILLS

- What are the skills that you **can learn** from <35 professionals in your sector?
- What are the skills that you **can learn** from >55 professionals in your sector?
- What are the skills that you think an >55 professional in your sector **can give guidance on** (train, mentor, coach, etc) to <35?

		>55	<35	35-55
C1	Dialogue and persuasion capacity	2,6	4,6	4
C2	Capacity of building sensemaking	2,6	4	4
C3	Organizational awareness	2,6	4,4	4
C4	Relationship building and Networking	4	4,4	4,1
C5	Impact and influence	3,3	4,4	4,2
C6	Assertiveness and use of positional power	3	4,4	4
C7	Leading, developing and managing people	2,3	4,4	4,2
C8	Team leadership	2,3	4,2	3,8
C09	Social commitment	3,3	3	4,2
C10	Market orientation	3	3	3,5
C11	Awareness of Environmental Issues	3,3	3,2	3,1
C12	Participation in Cooperation Programmes	2,6	3,6	3,2
C13	Other (s) Specify: _____			

- What are the skills that you **can give guidance on** <35 professionals in your sector?
- What are the skills that you **can give guidance on** >55 professionals in your sector?
- What are the skills that you think an <35 professional in your sector **can give guidance on** (train, mentor, coach, etc) to >55?

		>55	<35	35-55
C1	Dialogue and persuasion capacity	4,6	3	3
C2	Capacity of building sensemaking	3,6	2,8	2,8
C3	Organizational awareness	4,6	2,8	2,9
C4	Relationship building and Networking	3,6	3	2,8
C5	Impact and influence	4	2,8	2,4
C6	Assertiveness and use of positional power	4,3	3	2,4
C7	Leading, developing and managing people	4,6	3	2,5
C8	Team leadership	4,6	3,2	2,6
C09	Social commitment	4	3,6	3,2
C10	Market orientation	4	3	3,4
C11	Awareness of Environmental Issues	4,6	3	4
C12	Participation in Cooperation Programmes	3,6	3,2	3,9
C13	Other (s) Specify: _____			

PART D – BEHAVIOURAL SKILLS

- What are the skills that you **can learn** from <35 professionals in your sector?
- What are the skills that you **can learn** from >55 professionals in your sector?
- What are the skills that you think an >55 professional in your sector **can give guidance on** (train, mentor, coach, etc) to <35?

		>55	<35	35-55
D1	Self-control and confidence	2,3	4,2	4,1
D2	Consistency	2,3	4	4,2
D3	Flexibility	2,6	4	3,4
D4	Organizational commitment	2	4,2	4
D5	Analytical thinking	3	3,8	3,7
D6	Conceptual thinking	3	3,8	3,8
D7	Initiative	2,6	4	3,5
D8	Interpersonal understanding	2,5	3,8	4
D9	Understanding of the organization	2,6	4,2	4,1
D10	Achievement orientation	3	3,6	3,6
D11	Team working and collaboration	3	4	4
D12	Concern for order, quality and accuracy	2,6	4	4
D13	The capacity to search for information	3,3	3,8	4
D14	Time management	2,6	3,6	3,9
D15	Emotional Intelligence	2,6	3,6	3,7
D15	Stress Management	2,6	3,8	3
D16	Other (s) Specify: _____			

- What are the skills that you **can give guidance on** <35 professionals in your sector?
- What are the skills that you **can give guidance on** >55 professionals in your sector?
- What are the skills that you think an <35 professional in your sector **can give guidance on** (train, mentor, coach, etc) to >55?

		>55	<35	35-55
D1	Self-control and confidence	5	2,8	3
D2	Consistency	4,6	2,8	2,9
D3	Flexibility	4,3	3,4	3,4
D4	Organizational commitment	4,6	3,6	2,7
D5	Analytical thinking	4,6	4	3
D6	Conceptual thinking	4	3,6	3,3
D7	Initiative	4,3	3,8	3,2
D8	Interpersonal understanding	4,3	3,4	2,9
D9	Understanding of the organization	4,3	2,8	2,7
D10	Achievement orientation	4,6	3	3,1
D11	Team working and collaboration	4,6	3,4	3,1
D12	Concern for order, quality and accuracy	4,6	3,2	2,9
D13	The capacity to search for information	4,3	2,8	3,4
D14	Time management	5	2,6	3,1
D15	Emotional Intelligence	5	2,6	3,5
D15	Stress Management	5	2,4	2,7

D16	Other (s) Specify: _____			
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PART E – INFORMATION AND COMMUNICATION SKILLS

- What are the skills that you **can learn** from <35 professionals in your sector?
- What are the skills that you **can learn** from >55 professionals in your sector?
- What are the skills that you think an >55 professional in your sector **can give guidance on** (train, mentor, coach, etc) to <35?

		>55	<35	35-55
E1	Office tools	4	2,8	2,9
E2	Presentations with new PPT social tools	4,3	2,8	3,4
E3	eLearning	4	2,6	2,4
E4	Advanced excel tools	4,6	2	2,3
E5	Social media tools	4,6	1,8	2,2
E6	Videostreaming	2,3	2	2,2
E7	Verbal communication	2,3	3,8	2
E8	Non Verbal communication	2,3	3,6	2,3
E9	Written communication	4	3,4	3,8
E10	Smart tools	4	1,8	3,7
E11	Communication tools: Skype, others	4	1,8	4
E12	Other (s) Specify: _____			

- What are the skills that you **can give guidance on** <35 professionals in your sector?
- What are the skills that you **can give guidance on** >55 professionals in your sector?
- What are the skills that you think an <35 professional in your sector **can give guidance on** (train, mentor, coach, etc) to >55?

		>55	<35	35-55
E1	Office tools	3	2,6	2,4
E2	Presentations with new PPT social tools	3,3	4	2,1
E3	eLearning	3,6	3,6	3,9
E4	Advanced excel tools	2,6	3,2	4
E5	Social media tools	2,6	3,2	3,5
E6	Videostreaming	2,6	3,2	4,1
E7	Verbal communication	4,3	3,6	2,9
E8	Non Verbal communication	4,3	3,6	2,8
E9	Written communication	4,6	3,8	2,7
E10	Smart tools	2,6	3,4	4,4
E11	Communication tools: Skype, others	3,3	4,2	4,5
E12	Other (s) Specify: _____			

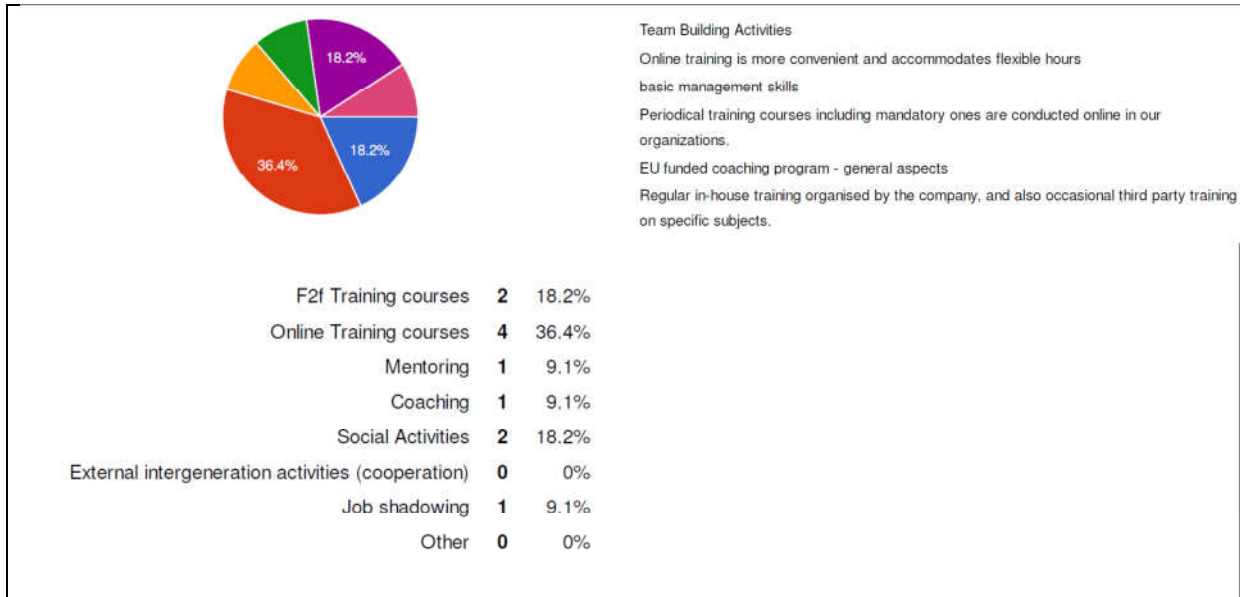
PART F – INTERGENERATIONAL ACTIVITIES

F1. Have you ever participated in intergenerational activities in your company? Specify what type activities where organised:

>55			Comments
F2f Training courses	0	0%	I have participated in all the above other than external intergeneration activities
Online Training courses	0	0%	
Mentoring	0	0%	
Coaching	0	0%	
Social Activities	1	100%	
External intergeneration activities (cooperation)	0	0%	
Job shadowing	0	0%	
Other	0	0%	

<35			Comments
F2f Training courses	0	0%	As part of the graduate programme through which I joined the bank, we are encouraged to select a mentor with whom we can discuss development plans, ambitions, stumbling blocks and learn how to go about them from their experience On the job training. The MFSA has a Social Committee to organize activities such as cultural activities for all MFSA employees. - CSR activities - Coaching activities Unfortunately in the organisation where I work, there is no job shadowing programme. I believe that this is an area for improvement.
Online Training courses	0	0%	
Mentoring	2	40%	
Coaching	0	0%	
Social Activities	3	60%	
External intergeneration activities (cooperation)	0	0%	
Job shadowing	0	0%	
Other	0	0%	

35-55	Comment



F2. Is there any welcome plan in your company that includes mentoring and/or training?

>55	<35	35-55
Not really.	This is included in the graduate programme mentioned above	NA
Yes but not official.	yes it is a very structured plan particularly to mentoring / coaching skill	A standard induction course for all new entrants. Mentoring plan had been announced years ago but was never implemented.
		Yes. We have a welcome plan that is specifically intended for training and induction of new recruits.
		No
		yes
		Yes. Young employees with potential are assigned a more senior mentor to guide them in their career choices
		There is programme already in place
		Yes an induction programme.
		Yes

F3. How relevant and useful would you find the following types activities to ensure intergenerational knowledge transfer and cooperation:

	>55	<35	35-55
F2f Training courses	4,5	3	4
Online Training courses	4	2,2	3,1
Mentoring	4,6	4,8	4,5
Coaching	4,6	4,8	4,6
Social Activities	4	4,6	4,25
External intergeneration activities (cooperation)	4,3	4,2	4
Job shadowing	4,6	4,7	4
Others: (specify)			

F4. What impact/benefit/motivation can you obtain/did you obtain in sharing knowledge and experience with and elder/younger generation?

	>55	<35	35-55
Being useful	4	4,8	4
Prestige	4	4,2	4
Career development	3,6	4,6	3,5
Sharing Experience	4,6	4,8	4,3

3.2 Focus Group Results

In line with the guidelines provided for the Focus Group, the setup consisted of two parts:

Introductory Part

Ramon Mangion welcomed the partners and thanked them for their presence. He invited everyone to present themselves and then introduced the project, its history and its aims. He went to detail the aim of the Focus Group and read the conclusions from the Questionnaire Report. He invited partners to express their opinion on these conclusions and whether they are aware of any practices of age management within the industry, and their opinions on what can one generation gain from the other.

William Portelli took over the meeting and acted as a moderator for the discussions.

Focus Group Objectives and key issues:

i. Early retirement

One participant shared his experience of early retirement and explained that there are banks who are still promoting these schemes. The participant is well aware of ex-bank employees who were led to early retirement, making them feel useless and kicked out. Although these employees manage to find employment elsewhere they are still bound by retirement obligations which do not allow them to join the competition. Such initiatives also have the negative effect of discouraging ex-employees who abandon the sector and the world of work altogether. He said that this is a pity and that the Banking industry is losing a lot of experienced staff through such initiatives. A report on vacant posts and employment within FSS institutions may indicate that the ideal candidate could well be over 55.

From a union perspective it was remarked that although not all employees are the same in terms of skills and productivity and there are persons for whom the early retirement clauses are a benefit, times have changed and the MUBE is now speaking more in favour of retention of the older generation.

The prime motive for early retirement is commercial and is tied to the wages the bank has to pay.

ii. Typical Generation Qualities

Participants referred to the conclusions of the questionnaires and raised a point that activities identified as typical for each age group may be sector dependent and not common to other sectors.

It was also outlined that the results of the survey are not surprising and that it is to be expected that younger would excel on IT and technological skills and more adaptable to change whilst older would be more rigid and capable of transferring experience and soft skills.

iii. Qualities of Over 55 and Under 35 employees

Participants discussed the qualities pertaining to specific age groups. They agreed that Over 55 employees tend to have:

- maturity
- a sense of discipline
- experience

They said that these cannot be gained if not through experience and the best way for transmitting these would be through direct contact between O55 and U35 through mentoring, coaching etc.

Similarly participants also discussed that the younger generation are more technologically competent especially with regards to IT skills.

It was pointed out that one needs to have a mix and interaction between competent technical employees and analytical employees. Having only technical employees would mean that employees will only focus on their tasks without any cross fertilisation and bridging between tasks which can be done by analytic personnel. In addition analytical personnel have the ability to identify flaws in the system as they are not strictly focused on one task/ process but have a broader view. There should be training on how to implement such a system and converge both qualities

A participant shared his experience saying that he has team of highly competent staff academically. He said that they what they lack is experience on the field. He added that he tries to tackle this by inviting them on visits and meeting to enable them to obtain skills which cannot be achieved through the books – learning by doing. This was a good example of O55 transfer of skills between O55 and u35. Worked Based Learning outlines that academic students need WBL experiences in order to progress further on the job.

iv. Barriers and Bridges

Participants discussed whether local culture – that an employee stays with an institution for a number of years – is a barrier for transferability of skills. There may be differences between banks and other financial services institutions and what is common for one might not be for the other. The negative aspect of new employees filling specific posts especially higher ones might cause problems in terms of continuity.

Partners discussed that in Malta multi-skilling is very prominent.

It was suggested there should be an emphasis on networking skills when mentoring younger generations.

Participants discussed the transfer of ICT skills. They said that it is common that these are transferred from the younger generation to the older. This is the same for mobile and pc applications. This is common to various sectors not just FSS.

A participant from the educational field in the FSS outlined there should be communication between the older and the younger generations. Students appreciate when they are invited to seminars or when talks are organised and realise the importance of the older generation and that the knowledge gained through such experiences cannot be attained from text books

v. Training

Training can be both bridge and a wall. They said that training is a bridge when training is structured and well delivered but a wall when this is not done properly and done without prior planning. Distribution of training should be across the board within an institution and not just focused on a few employees. The development of ad hoc courses would target specific needs.

In house training could be more important as it costs less, and therefore companies would be in a better position to guarantee every employee a certain amount of training each year. This could also be mentoring and coaching.

vi. Mentoring

William Portelli then asked partners whether they are aware of any intergenerational activities being held within companies.

Participants were hesitant and it appeared that difficult to identify actual Intergenerational strategies currently held in FSS companies and Banks. Participants stated that not all companies have mentoring programmes in place and accordingly mentoring was undertaken at an ad hoc basis. This was indeed a pity since much could be achieved through the cross training of employees from tapping in the experience of the older generation.

CHAPTER 4

4.1 Conclusions Results for Online Questionnaire

The 'Older' Employee

It is evident from the responses that those surveyed thought older workers had invaluable career experience. Older employees have serious commitment to work, are loyal, reliable and have a strong work ethic. Many times, they have established, long-term networks and this is outlined in the survey results. Older employees are viewed as having strong organizational skills and a strategic vision.

These positive indications in Malta are not surprising in lieu of the fact that older employees have been loyal to their workplace (possibly still in their first place of employment. It is not uncommon for older employees to have a job for life). Hence, in the local context an older employee is someone who has verifiable history.

The 'Younger' Employee

With regards to the younger generation, it is evident that they are regarded as being more savvy with technology hence are viewed as mentors for the older generation in this area. Besides the fact that they can teach IT skills and give an insight to new marketing developments via the net, it is important to consider other factors that can greatly benefit the older employee- As a result of being constantly plugged into technology and the internet, younger people are very knowledgeable in knowing where to look for information. Businesses can use the skills that youth bring with regard to technology to implement cost saving technological changes.

Furthermore the openness of the 'younger' employee towards learning from the older generation may indicate that the younger generation are better placed to embrace change and are open to coaching and mentoring from others. This opportunity will ensure that they thrive on being able to apply their creativity and adapt quickly to meet new challenges.

4.2 Conclusions for Focus Group

An assessment of the focus group and the questionnaire response identifies that there is room for more understanding and implementing steps to appreciating the possibilities of intergenerational knowledge and experience cooperation. Intergenerational activities are extremely relevant and could be a useful way to exchange competencies that over 55 have acquired through working experience and, on the other, under 35 have recently learnt from their educational experience.

To date there are no particular relevant good practices to be shared. Participants agreed that as yet intergenerational activities have not been implemented in their companies. Some



state that employees over 55 may be involved in activities such as training to new employees but it is not a process that is formalised or that it is afterwards sustained during a longer period.

Furthermore it would be suggested that internally organisations would clearly measure, quantify, as well as influence their organisation to make the required changes and look at the possibility that intergenerational redistribution within their entity might be supported by some kind of political equilibrium. With implementation of a more approachable there would be more affluent cooperation in the future performance of training within relevant organisations. This could be done with particular focus on technological abilities considered as an opportunity to be acquired by over 55 and HR matters and related experience particularly relevant as an acquired by the 'younger' generation.

In conclusion, promoting a fruitful dialogue and cooperation across generations can enforce the social connections among people of different ages and acknowledge the role of older persons within the organisation, as well as capitalize on the potential contribution that they are able to offer. The transition out of the labour market by older persons should not be equated with the loss of productive roles. The involvement of older persons in activities in which they have experience can positively contribute to increasing their esteem in the community, to building a positive image and to breaking down communication barriers and cultural stigmatisation.