



Methodology for managing in the field of work ability support for the target group of unemployed people

The team of authors of the Work
Ability Management project



Co-funded by the
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Management project

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1. Foreword

Global economic and social processes do not leave the local and international labour market untouched. Different areas of the world face with different human resource challenges, where the appropriate competences, flexibility and adaptability are valued more than in previous periods. In the labour markets of the 21st century, because of the continuous development of transportation, accessibility, and information and communication techniques, it is also possible to connect various systems and organizations digitally and physically, which can result in new types of work activities and production processes, and new forms of employment as well.

However, the operation of these systems requires appropriate competencies on the part of the employees: it is obvious that, in addition to the new type of work processes, "traditional" activities will also remain, on the other hand, some of the employees do not have the necessary competencies and knowledge elements for connection. The exponential growth of workforce mobility results in increasingly complex workplace relationships and new types of expectations. The current digital generation has different competencies, knowledge elements, motivations, and willingness to mobility than older workers. At the same time, several differently socialized and educated generations are present on the labour market and workplaces, with different values, expectations, motivation, education, professional knowledge, and language skills. Labour market processes are also strongly influenced by demographic processes.

In the more developed areas of the world, we are talking about stagnant or declining populations and aging societies, where fewer and fewer active players keep the economy and the social welfare systems operating, generating intense challenges in some areas. Human resources available in certain areas can be significantly reduced by the flow to centre areas that provide more developed and favourable living conditions and jobs. At the same time, the migration pressure, which primarily affects developed areas, is being felt to an increasing



extent: worldwide, huge masses are setting out to escape from war, economic and livelihood reasons, and the effects of climate change.

The population is increasingly concentrated in central areas, and peripheral areas are being emptied worldwide. Of course, the centre-periphery character can be constantly reassessed, previous competitive advantages can disappear and new ones can arise, which also requires a high degree of adaptability from employees. At the same time, professions, manufactured products, and services are also constantly changing, just as consumer demands and needs are constantly changing, devaluing previous activities, and increasing the value of new activities.

Based on the above, it can be said that continuous adaptation to changes is also of particular importance in labour market processes. Professionals with the right competencies must continuously improve their learning skills, ready to work in other fields. This process requires flexibility, adaptability, and investment in human capital. Knowledge elements related to global economic, social, and environmental processes and challenges enable them to understand and take advantage of the benefits of globalization and become active, responsible citizens of human communities.

In advanced, modern societies, it is a priority goal that there are no obstacles to the involvement and participation of people who fall out of the labour market processes, both younger and older age groups must be able to live their everyday lives under equal conditions, to be able to get involved in social processes without restrictions and have access to the services provided by society.

In this publication we draw up a theoretical framework and a methodology for managing in the field of work ability support for the target group of unemployed people. With the help of the work ability methodology, we believe that it is possible to develop employment, concentrating on focus groups where reduction of work ability is mostly at risk and help them to find their way back to the labour market. The concept of work ability can be an integral part of social security for the labour force that is subjected to the new economy. Understanding work ability can secure and strengthen the position on the



labour market and not only relevant for those who are working but also for those who are unemployed and looking for work.

The first chapters of this publication provide insight to the background and theories of work ability and unemployment. However, the later chapters feature strong practical guidance. The authors invite policy-makers and practitioners to implement this knowledge in their fields of action.

Iván Zádori, editor

Pécs, August 2022



2. Unemployment: an introduction

2.1 Definitions of unemployment

When there is no consistency between supply and demand in the labour market unemployment emerges.

The modern definition of unemployment emerged in the late 1930s from research conducted at the Works Progress Administration and the Census Bureau. Under this definition, people who are not working but are actively searching for work are counted as unemployed. (Card, 2011)

According to the International Labour Organization (ILO) definition, the standard definition of unemployment is based on three criteria that must be met simultaneously. The 'unemployed' comprise all persons within the age limits specified for measuring the economically active population, who during the reference period were:

- (a) 'without work' – were not in paid employment or self-employment as specified by the international definition of employment.
- (b) 'currently available for work' – were available for paid employment or self-employment during the reference period; and
- (c) 'seeking work' – had taken specific steps in a specified recent period to seek paid employment or self-employment. (ILO, 2003)

According to the main definitions of the EU-Labour Force Survey, the unemployed persons are persons aged 15-74 who were without work during the reference week, but who are currently available for work and were either actively seeking work in the past four weeks or had already found a job to start within the next three months. (EUROSTAT, 2021)

Unemployment occurs in a situation in which there is an excess of job seekers (labour demand) in relation to the actual number of available jobs offers (labour supply). (ILO, 2012)



The emergence of unemployment within the framework of capitalism and market coordination can be linked to the widespread scattering of pay where there is a lack of consistency between labour demand and supply in a given area, and these disturbances, in addition to economic tensions, lead to social challenges as well.

According to Gyula László, the labour market has several characteristics that differ from the concept of the commodity market in the classical sense:

- The worker (unemployed) is a living, sentient, thinking and social being whose "commodity" is labour cannot be separated from these structures. Therefore, some alternative, holistic economic theories consider the concept of the labour market itself to be wrong.
- Labour is not a homogeneous factor of production, but a heterogeneous factor of production, since it is characterized by differentiation according to gender, age, education, and skill. The new jobs created and the necessary competencies, as well as the necessary employees, do not always meet each other.
- Not all workers compete (due to different working conditions, different skills), so the concept of classic "competition" cannot be interpreted here. Demand is basically determined by the profit maximizing behaviour of the corporate sector, and consequently, in addition to a given stock of capital, real wages determine the demand for labour. Most workers are immobile, so they do not fully meet the expectation of the free movement of "goods". At the same time, the free movement of persons generates a significant migration of labour.
- Capital and labour cannot be replaced indefinitely. According to the general legality of demand, the quantity sought depends on the price of the goods and the buyer's value assessment of the goods. The labour demand function of companies expresses how much work (how many people or how many hours of work) they want to buy in addition to certain wages. (László, 2007)



In the modern, developed world an important factor in social inclusion is the access to or retention in the labour market, the absence of which can lead to economic and social problems that are significant from an individual and community point of view as well. Among the two most important players in the labour market, it is in the employer's interest to have a well-trained, healthy workforce at its disposal, with the help of which organizational goals can be achieved by providing an appropriate working environment, tools, and tasks. In many cases, this requires considering the individual goals, needs, and motivations of the employee. Like the economic processes, the labour market is by no means static; from time to time certain economic and social situations may arise where the needs of participants do not meet. Overall, therefore, we are talking about unemployment when there is no consistency between supply and demand in the labour market.

2.2 Types of unemployment

There are different types of unemployment causing different effects and require different approaches.

Unemployment as a mass social phenomenon has existed in the world since capitalism became the dominant form of production, because capitalism created a situation in which paid employment is the dominant form of labour. In market economy systems, some levels of unemployment could be considered natural and normal. Many people choose to change jobs of their own accord, these individuals may become unemployed for a few weeks or months, but their security of existence is not threatened by this short state. On the other hand, structural changes in the economy also result in higher or lower unemployment, which will persist until those made redundant from degrading areas are retrained and applied elsewhere.

According to the ILO, the typical types of unemployment are described below (ILO, 2012):

- Keynesian unemployment refers to a situation where the number of job seekers is more than the number of jobs available at a prevailing wage



rate. It is sometimes also referred to as cyclical unemployment by linking it to business cycles. It is not necessarily short-term in nature, as was observed during the Great Depression of the 1930s, and the problem is often addressed by providing different forms of fiscal incentives and to boost effective demand within the economy and thereby increase employment opportunities. In these cases, governments usually organize public employment programs to reduce the negative economic and social effects of the cyclical unemployment. This type of unemployment is occurring mostly in the cases of economic downturns, and often called absolute unemployment where employers offer in absolute quantities fewer jobs than the labour market supply, leaving some job seekers inevitably unemployed. Economic decline usually leads to a situation where the number of people looking for work in a given region is greater than the number of jobs. In these cases, solutions can be achieved by creating jobs, in the meantime with aid programs and public works.

- Structural unemployment: the structure of the supply and demand side of the labour market is different. When the economy grows, for example, the economic structure will be transformed and many of the jobs previously needed will be lost, while at the same time many new jobs requiring new skills will be created, which the labour force released from the old, declining economic branch does not yet necessarily have. Thus, the new economic area does not automatically absorb workers who are unemployed. The condition of the transfer is retraining, which is time-consuming, often accompanied by leaving the place of residence and then finding a new job. This type of unemployment can be considered a natural consequence of economic development. In this sense, we can also talk about technological unemployment, in which case technological development, mechanization, digitalization and robotization result in temporary or permanent unemployment.
- Frictional unemployment: inherent in labour market mobility. Workers are not tied to a single job for the rest of their lives and become temporarily unemployed in connection with the change of employment. In this case, therefore, there is no question of either a significant or structural difference between the supply and demand side, but the two sides, which



are supposed to be compatible, do not meet temporarily. This type of unemployment is therefore created by the workers' own accord.

- Long-term unemployment refers to those who are unemployed for a longer period, typically for more than six months. Long-term unemployment could have very critical consequences for the unemployed and their families but also could lead to social and political challenges as well. Parallel with the long-term version, there is also a short-term type, which is basically a temporary period, and in this case, individuals manage to find jobs relatively soon. It is important to note that there are also several cases when long term unemployment in practice a transgenerational unemployment is, where the next generations of unemployed are also without work and often have no realistic chance (and sometimes no intentions at all) to get to the labour market.

Specific unemployment is used to refer to certain groups in society where unemployment could be critical. In the more developed world, we often meet programs and tools concentrating on the young generations and women, but there are countries where specific ethnic or racial groups suffer from unemployment or labour market discrimination. There are also some cases where geographical areas may suffer from much higher unemployment.

Distinguishing the above types is useful in several ways. On the one hand, because these types have a different effect on those directly involved in unemployment, as well as on the public perception of unemployment, and on the other hand, because their management requires different steps. It also follows from the above that full employment is not fully achieved even in favourable economic situations, since even in these cases there will be those who do not want to work or live on incomes that do not require work. However, a few percent of unemployment in market economies is acceptable, and we can find labour markets where it is only a few percent (Guernsey, Channel Islands).¹

¹ In detail: Zadori, 2012; Zadori, 2016



It is also important to note that we need to make a distinction between registered and unregistered unemployed. The former is registered with the competent state authority – by registering with the employment office of their place of residence, they can be monitored by the state on the one hand, and on the other hand they are entitled to receive the so-called unemployment benefit(s). The latter, on the other hand, do not register anywhere, so they cannot receive support and their number cannot be accurately determined. In these cases, one can often talk about hidden or covered unemployment, and this certainly means that official statistics often underestimate unemployment rates.

2.3 Physical, mental, and social effects of unemployment

Unemployment can seriously affect the emotional state, the mindset, the behaviour and the physical and mental well-being.

The effects of unemployment on the individual can be influenced by a myriad of external and internal factors. Among the internal factors, it is worth highlighting the competences and elements of knowledge that, if they exist, have a higher realistic chance of the unemployed returning to the world of work. In the literature on individual factors, we can find the strength of the attachment to employment, which can significantly determine how the degree of vulnerability induced by unemployment develops and whether the individual is able to continue his life in another field, performing other activities. The individual may also be affected by the lack of income and the lack of labour activity itself. Long-term unemployment can lead to a decline in the previous standard of living, in addition to the loss of work and the normal way of life that goes with it.

Although the unique psychological consequences of unemployment appear in different forms, degrees, durations, and combinations from person to person, there are some features of the psychological effects of unemployment that seem quite common. Loss of work and long-term unemployment are life situations that affect the emotional state, mindset, behaviour and, more



generally, physical, and mental well-being of those affected. According to Székely the consequences can be the next (Székely, 2003):

- economic and material effects
- emotional effects: depression, hopelessness, apathy, emotional surge, anxiety, decrease in self-esteem
- decline in mental health (deviances): addiction, drug use, violent acts, suicide attempts
- deterioration of physical health
- decrease in social activity, isolation
- deterioration of family relations
- lifestyle changes: narrowing of scope of activity
- decrease in public and political activity

According to Jahoda (1982) and Bánfalvy (2003) there are the five fundamental negative consequences of unemployment (resulting from the loss of latent functions of work):

1. time perception disorder
2. narrowing social relations
3. absence from collective activities
4. shaking of the social status
5. uncertainty of identity

Of course, unemployment and the individual consequences also show quite large individual differences, as does the extent to which the period an individual spends outside the world of work proves to be lasting. The ability to adapt also plays an important role in these processes, how quickly and efficiently an individual can react to changed circumstances, how well one can accept changes and what steps one can take to change the unfavourable situation. It is important to point out that in addition to adaptability, the available competences and knowledge elements also play an important role. In addition, it is also of paramount importance what job opportunities arise in the given place where the person lives: no matter how good his skills and knowledge may be, this is worthless if there is no demand for such



competences in the given field. If this is the case, it depends on the adaptability how capable their knowledge elements are of transferring into new areas.

It is worth pointing out that there are countless areas in the world and in Europe where the general economic decline of the area concerned, the unfavourable development of the composition of the population according to age and education, low population density, high proportion of inactive populations, unfavourable infrastructure supply and transport conditions, weak and capital-deficient entrepreneurship, lack of jobs characteristic. In these areas the population does not have the competences to relate to the labour market processes of the 21st century. In such cases, these areas typically cannot recover from the crisis on their own, and without external, state, and municipal assistance, there is little chance that these negative trends will be reversed or at least stabilized in the economic and employment situation of the region. It is also worth pointing out that generations often grow up in these areas without having any connections to the labour market, and that the unfavourable economic situation is often accompanied by a significant deterioration in the health status of the population living there and a real lack of prospects. These situations are quite difficult to deal with any active and passive means of any labour market and achieve lasting results.

2.4 Conclusion

Stakeholders should address employment issues considering also the changes in the world of work.

Thanks to the development of transport, accessibility, communication, and technology, it is now possible to connect and coordinate different systems, places, and activities worldwide digitally and physically. These globalization trends have created new types of work, services and production processes and new forms of employment have emerged worldwide. However, these trends have not resulted in a fully global labour market, in addition to new types of work processes and opportunities, "traditional" activities and forms are present, and in addition to the current digital generations, there are many



actors in the labour market who have not had the proper knowledge and competencies to connect to the above-mentioned processes.

In addition to the stagnant or declining population in more developed parts of the world and an aging society, the more favourable living conditions in these more developed central areas have already attracted the less developed world before the COVID pandemic and caused very serious human resource problems in sending areas, and huge masses have set off around the world fleeing the effects of war, poor economic conditions, or climate change. Aging developed countries tend to absorb much of this workforce, but in many cases, immigrants can only work in jobs that require minimal language skills and competencies, where tensions over linguistic, cultural, religious and socialization differences can be a serious problem. In parallel with the population concentration in the central areas, the depopulation of the peripheral areas is observed worldwide. However, this situation is not static: the nature of the centre-periphery may change relatively quickly when previous competitive advantages cease or new sectors and economic activities in certain areas result in economic development. The effects of digitalization and robotization on the labour market in parallel with these processes will be almost unpredictable, as will the current global sustainability challenges, the COVID pandemic or the current economic, political restructuring and war situation that could threaten world security to the world of work.

However, it is important to point out that, because of the above processes, labour market actors are expected to face increasingly serious challenges, and individual actors would try to adapt to changing circumstances. These changes may even create intense competition between the labour market groups in society, generating significant differences and disproportions in the labour market, where the opportunities of disadvantaged groups are expected to be even more unfavourable than at present. This "competitive disadvantage" can be reduced through effective employment policy instruments, where these interventions and activities can optimally improve the chances and opportunities of vulnerable groups in society.



Right now, it is likely that we are witnessing a rearrangement of the “old” world, which was not perfect at all, but it was relatively well-known in terms of its operating mechanisms and peculiarities. (Zádori, Nemeskéri, Szabó, 2020) During the COVID pandemic, the previous economic and social processes that took place mainly within the framework of market coordination have also started to change. Instead of the unstoppable globalization, de-globalising processes have occurred and the current economic, political, and security challenges could also have a serious impact on the labour market. It is among the most important questions that the decisive trend will be a return to the previous situation, or will we see a reordering of economic and social processes in the coming period? We do not know. On the other hand, what is clear, however, is that the world of work will also play a key role in tackling the current challenges and building the old-new world. (Zádori, Nemeskéri, Szabó, 2020)



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3. The Concept of Work Ability (WA)

3.1 Historical development of the concept of Work Ability – intentions, development steps and changes in orientation over time (1980-2010)

In the first Finnish survey work ability declined among 30% of the respondents during aging, independent of occupation and gender.

The concept of Work Ability (WA) was developed at the Finnish Institute of Occupational Health (FIOH). An important person for many decades was Juhani Ilmarinen. The history can be described by the following three phases: (1) 1980–1989 Evolution, with longitudinal research, (2) 1990–1999 Conceptualization and Implementation, and (3) 2000–2009 Internationalization. (Ilmarinen, 2004; Ilmarinen, 2006; Ilmarinen, 2009) In the same way, Age Management followed from the work ability research findings: (a) 1990–1999 Responses to Research, Conceptualization, Training, and (b) 2000–2009 Case studies, Good practices, Typologies.

The starting point of the work ability research was the demographic challenge of Finland as early as in early 1980s due to the baby boom generations born in 1945–1950, the predictions of the high rates of older workers in the 1990s² and thereafter. In the 1980s the high rates of work disability were seen and new exit ways for early retirement emerged. A question was raised by the Municipal Pension Institution “How long can people work and what is the right retirement age?” From the research point of view, the question was “how to measure human abilities to work during aging?” The study approach was a positive one – to measure work ability instead of work disability, the latter had dominated the research and discussion so far. Therefore, a multidisciplinary team of scientists constructed a new, epidemiological method which was called the Work Ability

² The employment rates of older workers (55+) were below 40% and early retirement and work disability rates were rather common in many European countries.



Index (WAI). The method was applied and tested in a longitudinal study of 6500 municipal employees (1981-1985-1992-1997 and 2009). The results after 4-year and 11-year follow-up were very interesting: about 60 % of employees kept their WAI at a good or excellent level, about 10 % even showed an improvement, but about 30 % indicated a decline of WAI during aging, independent of occupation and gender. (Ilmarinen, 1991; Ilmarinen et al., 1997) As a consequence, the Finnish social partners agreed in 1989 that “Maintaining work ability during aging is our common goal”. Today this statement appears in the Occupational Health Act of 2002 and the Occupational Safety Act of 2003.

Managers and supervisors are the key players influencing the work ability.

The next step was to develop the concept to maintain and promote work ability. Therefore, the Finnish Institute of Occupational Health (FIOH) established a research program called “Respect for aging – promotion of work ability and well-being of aging workers”. The program tested and implemented the promotion concepts in 20 projects in the private, state, and municipal sectors 1990–1996. (Ilmarinen, 1999; Ilmarinen & Louhevaara 1999; Tuomi et al., 2001) At the same time the training of occupational health doctors and nurses for WAI was organized by FIOH.

The results of the 11-year follow-up study in 1992 indicated that managers and supervisors were the key players influencing the work ability: age awareness and readiness to find age-related solutions improved the work ability of (ageing) employees; a lack of knowledge and preparedness impaired work ability more than other factors. This finding was the base for developing the concept of age management. The training in age management started by the Nordic Institute for Advanced Training in Occupational Health (NIVA) in 1993.

The next phase can be described as raising political awareness. In 1996 a government committee on ageing workers was established to find solutions to support the growing aging work force. The committee created almost 50 recommendations. To realize and implement those recommendations, the Finnish National Programme for Ageing Workers (FINPAW, 1998-2002) was



established. One part of the national program was the request to develop an Age Management Training Programme together with management training institutions of Finland. Also, the Work Ability Barometer was developed aiming to evaluate nationwide the activities of work ability in enterprises and work organizations in every third year. Special attention was paid to small and midsize enterprises (SME); the so-called Carrot Project with about 20 SMEs tested the means to promote work ability. (Finnish National Programme for Ageing Workers, 2002)

Both employers and employees are winners in an active aging policy in work life matters.

After the FINPAW new national programs of the Ministries of Social Affairs and Health, the Ministry of Labour and the Ministry of Education were carried out (2003–2007). The success of Finland’s approach to active aging policy in work life matters relies on integrating:

- Public Policy – delivers mandate and resources
- Research – including the longitudinal study supports action research and effective implementation
- Tripartite ownership – supports take-up, and enables companies to respond
- Promotion, facilitation, and tools – engage and provide practical guidance and support and link the components of the model
- Win-Win approach – both employers and employees are winners.

In the early 1990s the first translations of WAI were done into Swedish, English, German, and Dutch. Currently there are translations in more than 30 languages.

The key role in WAI internationalization was played by the International Committee of Occupational Health (ICOH) and its Scientific Committee for Ageing and Work and by the International Ergonomics Association (IEA) and its Technical Committee for Ageing. The ICOH and IEA committees organized numerous scientific workshops, symposia, conferences worldwide, with WAI and aging as the main topics.



From the Work Ability Index-research to the Work Ability House Model

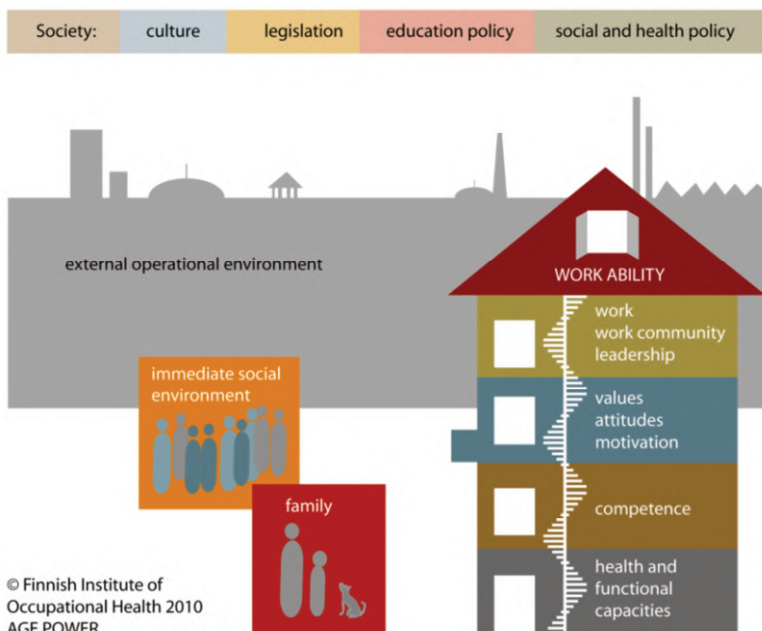
The factors influencing work ability were constructed like a house with four floors: health, competence, values and attitudes, and work.

Numerous studies introduced results of factors related to WAI and explained the changes in WAI both by work-related and employee-related interventions at workplaces. The research information served to comprehend the work ability in a broader way. A comprehensive work ability-model as a scientific paradigm was developed by FIOH in early 2000. (Ilmarinen, 2006) The factors influencing work ability were constructed like a house with four floors: health, competence, values and attitudes, and work. The environment outside the Work Ability House was also illustrated: family, close community, operating environment, and policy level. The model was tested on the Finnish population-based project Health 2000. (Gould et al., 2008)

The Work Ability House Model (see figure 1) serves as a new generation concept of work ability. It can be applied both in planning research and developmental projects, in constructing training and education programs, in planning actions to promote work ability and well-being, in developing corporate well-being policy, and in planning legislation aiming to support the work ability and longer work careers.

Work ability and environment

Figure 1: Work Ability House model (status 2010)



For the research community, a serious wish has been expressed that a more standardized survey method for work ability, following the house model, should be developed.

The work ability concept and WAI as a resource for the work organizations

The work ability concept should be taken as a resource.

For the work organizations two overarching and strategic benefits of the work ability approach are:

- Brand reputation in the employment market (and in the community);



- Cost-benefit analysis of improved productivity.
- More detailed benefits of the concept are that it
- indicates the status of work ability and need for promotion;
- is an early indicator of risks of work disability and early exit;
- initiates preventive actions;
- evaluates the effects of actions;
- is a validated method for Occupational Health Services and for health promotion;
- initiates the discussion about ageing and work;
- improves the awareness of human work ability;
- improves the collaboration between employers and employees due to win-win possibilities;
- can be used as base for cost-benefit analysis.

The work ability concept should be taken as a resource for the enterprises and work organizations.

It brings together the needs of employers and employees, likewise the needs to prolong the work careers of older workers. Promotion of work ability is a cornerstone of age management, or generation management. A life course approach emphasizes the needs and possibilities of different generations. A good exercise for the companies is to discover the generation-related issues in the work ability house-model.

Future of Work Ability

It has been a long way from the WAI research to the Work Ability House Model. The future of work ability will cover the following measures and targets:

The house model can be utilized aligned across research, training, strategy, and policy. The new survey instruments of work ability can be used for the identification of problems and targets for improvements, evaluation of effects of interventions across all components of the model. Work ability networks are needed in national, regional, and global levels.



Use as an instrument for dialogue for the health and well-being of individual employees

WAI is a tool for promoting training, coaching, and consulting in business.

Towards a better and longer work life – role of work ability

Overarching reforms are needed in the modern work life.

The work ability concept provides a comprehensive and evidence-based concept for better and longer work life. Based on sustainable balance between work and human resources, the concept gives dimensions for actions, which should be then identified through separate survey over the floors of the work ability house together with the dimensions outside the workplace. There are, however, overarching reforms needed in the modern work life:

- Attitudes towards ageing must be changed (attitudinal reform)
- The awareness level of managers and supervisors in age-related issues needs to be improved (management reform)
- Better age and life course adjusted; more flexible working life is needed (work life reform)
- Health services should better meet the increasing needs of older workers (reform of occupational health services)
- Improvement of horizontal and vertical co-operation and networking between the key actors is needed (co-operational reform)

Better and longer work life can be realized only through better age awareness among workplace actors, which gives room for changing the attitudes to age. Managers and supervisors are the key persons to improve the age-friendly work life. The workplace is the most important platform for better and longer work life. Promotion of work ability and occupational well-being is the validated process for win-win results – both the employer and employees will be winners and our welfare state model will be secured. (Ilmarinen, 2009)



3.2 Work ability development from 2010 to the present

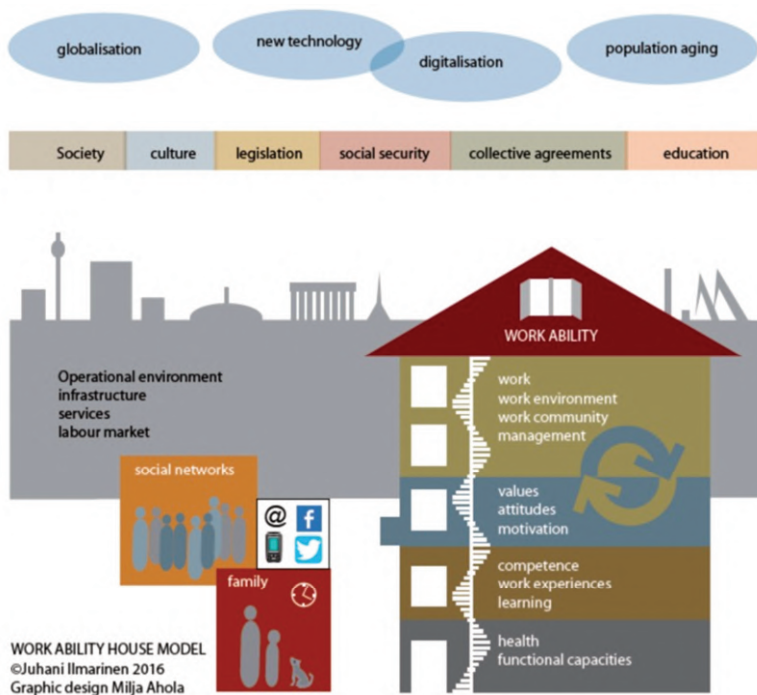
Sustainable balance between factors of work and human resources creates good work ability.

“Between 2000 and 2009, the concept called “work ability house” was created based on the Finnish National Survey of work ability. The implementations of research findings into practice were forced. Work ability training, coaching, and counselling were started in Germany and Austria. In work ability coaching, about 1300 persons have been trained, and from them, more than 500 persons are active service providers of work ability. A WAI network was established in Germany. In the Netherlands, wide national activities were carried out under the licensing of Blik op Werk. (Ilmarinen, 2009)

In 2016, the work ability house model was updated (see Figure 2).

The reciprocal influences between personal resources and working conditions are illustrated with the circle, aspects of work-life balance (family) are linked to the time symbol, social networks are provided with references to digital communication, and the external field has been expanded to include further influencing variables.

Figure 2: House of Work Ability (updated 2016)



Legend: The floors of the house, as well as family and social networks, indicate dimensions that affect work ability. Management and leadership skills on floor 4 have the strongest effect on work ability. On the third floor, the single factors like appreciation, trust, fair treatment, and support effect workplace well-being. Sustainable balance between factors of work and human resources creates good work ability.

New instruments were published, such as *Work Ability Plus* in Austria, and *Work Ability 2.0* in Finland. A work ability graduate course was started in the medical faculty of the University of Vienna, Austria. An *Institute of Work Ability*



was established in Germany. A comprehensive catalogue of seven work ability instruments was published in Germany by *Initiative Neue Qualität der Arbeit* (New Quality of Work).

Research Activities on Work Ability

Most of the research activities of work ability has been focused on occupational health research, epidemiology, and ergonomics, and recently, in occupational gerontology. The understanding of factors affecting work ability has been improved significantly. The interactions between human resources and work are intensive and dynamic. These interactions are changing due to the life course and aging. The balance between the human resources (health and functional capacities, competence, values, attitudes, and motivation) and work (demands, work arrangement, and management) is crucial. A poor balance decreases the work ability in physical, mental, and mixed work, both among men and women. (Ilmarinen et al., 1997) This is probably the main reason why the work ability seems to decline worldwide during aging. An important research question remains unanswered: Is the main reason for poor balance predominantly due to problems in work organization and in management, or the decline on human resources due to aging? Most of the studies show that both reasons are responsible. Additionally, the family and close community also affect the balance between human resources and work. Therefore, the promotion of work ability becomes even more comprehensive and complex.

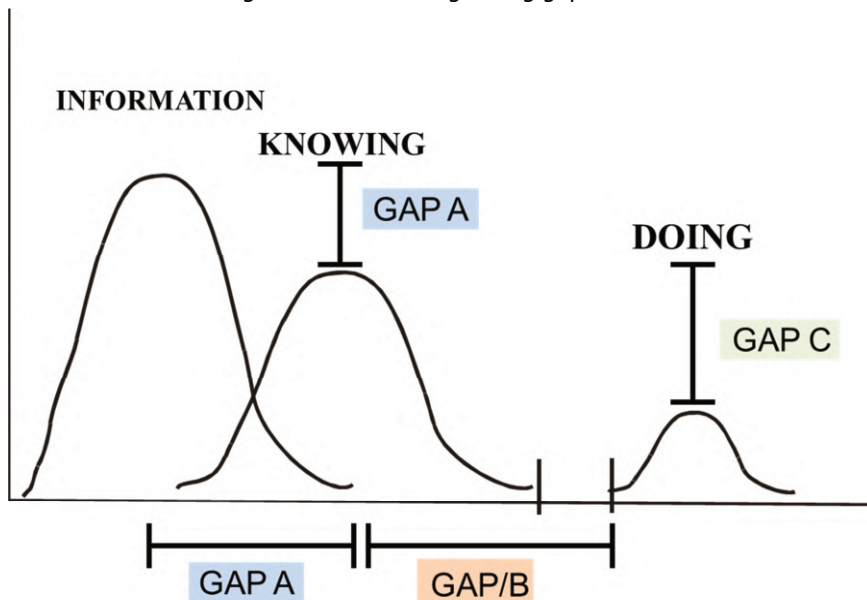
The complexity of interactions explains why many intervention studies for the promotion of work ability have been less promising than expected. The recent meta-analysis of 17 randomized control trials showed a small positive effect, suggesting that workplace interventions might improve work ability. (Oakman et al., 2008) The authors recommend high quality studies to establish the role of interventions on work ability.

Knowing–Doing Gap

Prioritization by dialogue between the representatives of the organization is the basis of successful interventions.

Behind the challenge of effective interventions is the knowing–doing (K-D) gap (Figure 3). The K-D gap indicates that the knowledge about the problems in workplaces is extensive compared to how we can turn knowledge into action. (Pfeffer & Sutton, 2000) Every workplace survey increases information about factors that should be improved to promote the work ability. Some effort is needed to generate knowledge from the information (GAP A). It is not uncommon that the knowledge is not immediately (GAP B) and completely transferred into conceptual planning and implemented in appropriate support measures (GAP C). Therefore, employees will be frustrated recognizing that - again - nothing has been changed or improved. We should pay much more attention to doing and increase our competences for transferring knowledge into action faster and better.

Figure 3: The knowing–doing gap model





According to empirical experience, at least three main reasons explain why the K-D gaps are growing. The first one is the lack of prioritization of the actions needed. For example, a work ability survey will easily produce a long list of factors that have negative relationships to work ability. Changing all the significant variables is not possible or feasible. Therefore, prioritization is needed. The next question is: Who is going to decide about the prioritization of measures? It is clear that the steering group making prioritization should be representatives of the organization (management, HR management, foremen, workers and employees, works council, occupational health and safety officer, other preventive staff members). The next question is: How should they prioritize? It should be based on dialog, where everybody in the steering group can give and explain his or her own arguments. An external facilitator takes care that no one can dominate; everyone's comments will be noticed according to the rules of dialogue; and finally, a consensus will be created. This procedure is not easy and demands a new culture of communication within the steering group and company. In best cases, a long list of necessary measures can be reduced markedly, and the implementation becomes more feasible.

The second reason for less-effective interventions could be the low participation rates of the people involved. Often the targets are to improve human resources through behavioural changes. For example, improving physical fitness using exercise might interest mostly those who are already active compared to those with more passive habits. The effects of exercise should be significant before effects on work ability can be expected. If only 60% of the intervention group improve their fitness, the 40% who are more passive dilutes the effects of the intervention group markedly. The same happens in competence training. Participation rates in learning new skills and competencies are seldom 100%. The same is true for the training of supervisors. There is often a lack of evidence that the training has been effective. The most difficult task is to change the attitude and behaviour of supervisors and foremen. Therefore, at least regarding what should be controlled is how actively the intervention group has participated in the training. If we accept only those who have been affected by the training in the



intervention group, the improvements of their WAI can be significant compared to a control group. (Louhevaara et al., 2003)

The third concern is the outcome variable, which should be sensitive enough for changes. The WAI has been widely used as an outcome for interventions. Originally, the WAI was constructed so that health-related items played an important role in scoring the individual WAI. In other words, if the intervention has a significant effect, the WAI will probably improve. However, without significant health effects items 3, 4, 5, and 6, the potential for improvement is rather limited. On the other hand, improvements in management skills and work arrangements should be powerful enough to improve WAI, but it is not easy to improve managerial skills so significantly that the knowledge is transferred into practice. WAI as an outcome variable requires significant improvements in both the health behaviour of employees and the leadership behaviour of supervisors. In summary, WAI is a very challenging outcome to achieve for interventions, especially among older workers who easily face the age-related changes in personal resources and health. Besides the WAI, broader measurements of outcomes are often necessary. (Ilmarinen et al., 1997)

Work Ability 2.0

Do less but do the most important improvements.

For the large Good Work–Longer Career Program of the Finnish Technology industry (2010–2015), new methods to evaluate work ability were developed. (Ilmarinen et al., 2015) The survey method (Work Ability Personal Radar) focused on the dimensions of the work ability house model (see figure 2). Altogether, questions covered four dimensions within the house and two outside, namely family, and close community. Additionally, four items of the original WAI were also included. The items were chosen such that each of them could be used as an outcome variable of concrete action. For example, in the dimension of work, question 13 is the following: Do you get feedback from your supervisor about your work performance (scale 0–10)? When the intervention



is focused on improving the feedback culture of supervisors, the outcome will directly indicate how successful the measures have been.

The second instrument of Work Ability 2.0, namely the Work Ability–Company Radar, is directly focused toward making the interventions more successful. With the help of this method, the actions will be prioritized, and a concrete plan will be made. Both prioritization and an implementation plan are created with the help of a dialog process among a representative steering group. Only 1–3 targets with the highest priorities will be taken for interventions, and the intervention should focus on only one dimension at time (like health or work). The combination of survey and prioritization makes the interventions feasible and effective. The experiences from Finland (technology industry, about 100 companies) and from Germany (manufacturing industry, traffic, service and hospitals) are promising. The challenge is to create a company culture that is positive for the dialogue and decision-making process. An external, independent facilitator is often needed in the beginning to support the process. The motto of the Work Ability 2.0 is: doing less but do the most important improvements. The idea in radar-process is that the survey is directly combined with actions (doing).

In Germany, as of 2022, 16 consultation processes have now taken place in 9 companies, including 4 companies with several pilot projects in different departments/parts of the company or regular follow-up examinations. The areas of application are automotive industry, hospitals, waste management, public administration, public transport, cemetery administration and household equipment production.

The 2-day courses of facilitators (for license) have been carried out in Germany (with participants from Austria and Switzerland) and Czech Republic. A special training for facilitators is needed to ensure their skills to conduct a dialogue process for prioritisation of actions within the project team.

The main reason for development of Radar-methods was the request of the companies: employees and workers are often frustrated because after the survey nothing will be changed. The "doing" is missing. Also, the effectiveness of doing is seldom evaluated. The radar-process is focused to correct these



weaknesses. The dialogue-tool is a powerful way to identify and prioritize the common target for improvement and is improving the culture for collaboration. Motto: change less, but only the most important together. This concept has been proved to be feasible in the hectic working life.

Future Challenges of Work Ability

Work ability management is a new potential area of development for supervisors, covering both health and age management.

The comprehensive, dynamic concept of work ability offers possibilities for work organizations to support longer and better working lives. Work ability management is a new potential area of development for supervisors, covering both health and age management. As soon as work ability management becomes one of the core functions of supervisors, the implementation of survey results will be more effective. The commitment of supervisors toward work ability management can be improved using annual evaluation of their results. The challenge is to give them enough time, resources, and personnel for implementations.

Work ability should also be on the agenda of social partners. Collective agreements are welcome because both employers and employees are the winner; better work ability and workplace well-being leads to better productivity, which is a win-win situation. The Finnish Program in the Technology Industry was based on an agreement between the Employer Association and the four largest trade unions; in Germany, the work ability project by a private bus company in the city of Hamburg was based on a similar agreement. (Tempel & Ilmarinen, 2013) Work ability could also be a cornerstone for national policy. In Finland, the work ability was anchored in the Occupational Health (2002) and Safety Acts (2003). The Finnish National Programme of Ageing Workers (1996–2002) and the following pension reform improved the employment rate of older workers and attitudes towards aging. In Germany, a large-scale national program INQA (The Initiative New Quality of Work) has been carried out since 2010. In Austria, several large programs are



supported by ministries and social insurance organizations. Work ability methods have been widely used in these programs.

Today's trend in several European countries is the improvement of workplace well-being to emphasize the qualitative aspects of work ability. For example, if the balance between work and human resources creates positive effects on values, attitudes, and motivation of the staff, both the work ability and workplace well-being will be improved. Indicators for a better workplace well-being can be found in the work ability house model (third floor), which utilizes appreciation, trust, fair treatment, and support.

The discussions in the scientific community strongly supported the need to bridge the gap between occupational health research and gerontology. (Goedhard, 2003; Goedhard, 2011) Follow-up studies indicated that work ability before retirement had long-term effects on the activities of daily living. (von Bonsdorff et al., 2011) If the WAI was excellent or good before retirement, a major proportion of the older senior citizens later at ages 73–85 years were able to enjoy disability-free, independent living. Successful promotion of WAI has long-term effects and can indirectly affect the aging process.

So, there are common motivations to understanding the role of work life and the transfer to the third age. Investments for a disability-free third age should be done during the working life. (Nygard & Rantanen, 2017)

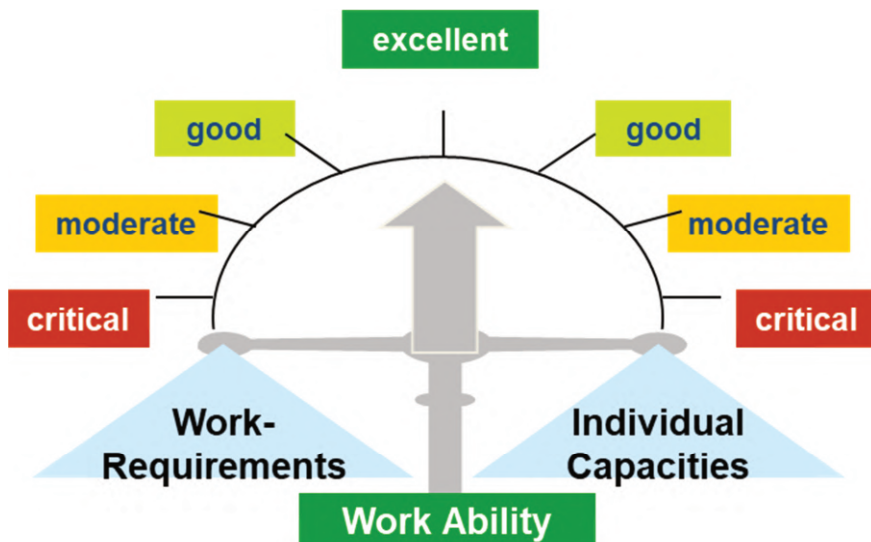
3.3 Method of measuring work ability – The Work Ability Index (WAI)

The Work Ability Index measures the fit (balance) between work demands and the individual's ability to cope with those demands. Work ability describes the potential of a person to cope with a work requirement at a given time. The status and expected development of the individual functional capacity must be put in relation to the work requirement. (Tempel & Ilmarinen, 2013)

Work ability can be measured with the Work Ability Index. The WAI is an instrument for measuring individual strain from work demands as well as individual resources. It measures the fit (balance, see Figure 4) between work

demands and the individual's ability to cope with the demands. It is therefore not an instrument for assessing a person's performance and not for analysis of workload and stress.

Figure 4: The balance between the requirements and the individual capacities is in a dynamic equilibrium (Tempel & Ilmarinen, 2013)



This balance model of work ability sees the strain within a person because of stresses at work, considering buffering individual resources. A good balance can result in health, work ability and occupational well-being. An imbalance, on the other hand, which can be expressed as too much or too little load and/or resources, can lead to work-related illnesses and overload. This balance is subject to constant change due to changes in the person (e.g. increasing age) and changes in the world of work (e.g. changing technologies) and therefore needs to be continuously monitored. (Tempel & Ilmarinen, 2013)

The WAI was validated using comparisons with objective clinical examinations (Zwart & Frings-Dresen, 2002) and longitudinal studies of the association of

work ability with receipt of disability pension and mortality over an 11-year period. (Tuomi et al., 1997)

The WAI is collected in an individual written survey. The questionnaire comprises 7 question areas. (Tuomi et al., 1997)

1. Current work ability compared with the lifetime best
2. Work ability in relation to the (physical and mental) demands of the job
3. Number of current diseases by a physician
4. Estimated work impairment due to diseases
5. Sick leave during the past year (12 months)
6. Own prognosis of work ability two years from now
7. Mental resources

The index values range from 7 (minimum) to 49 (maximum) points. The higher the value, the more stable the work ability. Based on statistical evaluation procedures, the WAI results are roughly divided into four work ability categories (Table 1).

Table 1: Four work ability categories

44-49 points	excellent
37-43 points	good
28-36 points	moderate
7-27 points	poor ³

It has proven beneficial to visualise the WAI results - both for the person and in the company - (figure 6) and to explain the respective WA constellation (image

³ The author prefers the term "critical" for this score range.

of the scales illustrating the degree of balance between demands and coping possibilities, see table 2).

Table 2: WAI score points and their basic evaluation

The range of the identified WAI index	Work ability category		Recommended actions
44-49		excellent work ability	Maintain work ability as long as possible
37-43		good work ability	Support the strengthening of some of the least evaluated factors of work ability so that the score is sustainable in the long run
28-36		moderate work ability	Take measures to improve the working ability to move it to the level of "good"
7-27		low / poor / critical work ability	Identify and implement specific, individually focused measures aimed at restoring working ability to at least an average level of work ability

The compilation of several WAI values for a group of persons can be calculated as a mean value. The range or, even better, the number (absolute or relative) of participants in the respective WA constellation can thus be represented.

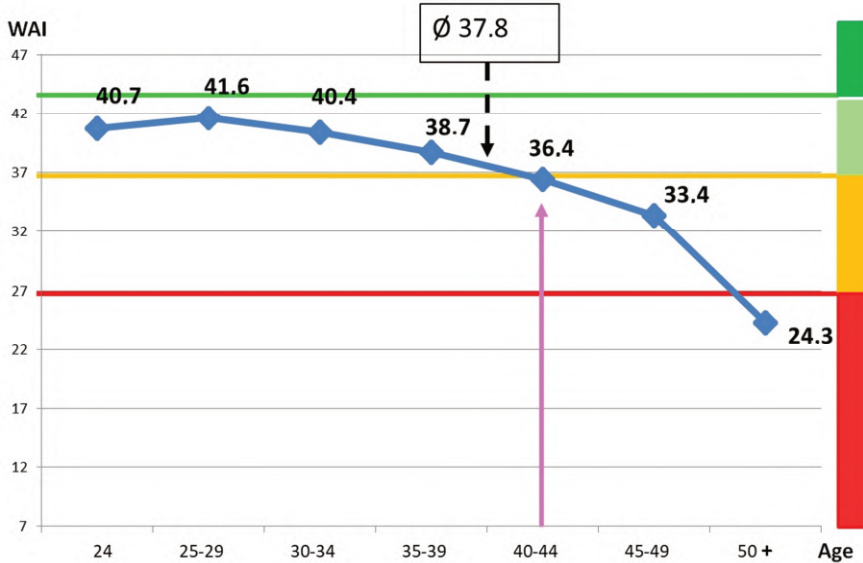
The following example of the results in an assembly line show that two-thirds of the workforce have excellent or good work ability and one-third are in the moderate or critical range.

Figure 5: Example of the proportions of WAI categories for employees on an assembly line



The overall index for all employees in this example is 37.8 points – just above the moderate range. It is striking that older employees over 40 years of age are on average in the moderate range and those over 50 years of age are even in the critical range.

Figure 6: Average index values according to age groups



This example shows that measurement alone is not enough. → Actions must be derived from the data.

3.4 Use of the WA concept: Variety from scientific observation to in-company counselling

In the context of a risk assessment, strengths, and weaknesses in the design of work can be identified by the WAI.

The WAI is used in scientific studies to obtain an inventory of the status of work ability. The analyses can refer to employees

- with the same or similar activities
- in a team or department
- in a company or organisation.



Comparisons can also be made between different activities, departments, or companies.

Further comparisons can be made using socio-structural characteristics such as gender, age, duration of employment, vocational training, etc.

In repeated surveys, individual and collective (aggregated) data can be compared over time in cross-sectional or also longitudinal analyses to determine changes or developments.

With a sufficiently large amount of data on activities/occupations, departments and/or companies, benchmarking for activities, occupations, sectors, company sizes, etc. is possible.

If the WAI is not only used for scientific analyses, but as an instrument for exploring indications on the work ability of persons or groups of persons, then it is an important completion of other operational characteristic data. As a supplement to the stress analysis in the context of a risk assessment, strengths, and weaknesses in the design of work can be identified and thus indications of the need for improvement can be generated.

When using the WAI, special attention must be paid to guaranteeing data protection and ensuring the absolute confidentiality of the data, and the anonymity of the persons involved.

Not all companies can carry out the analyses on their own. They need external support from qualified prevention experts who are familiar with the concept and the tool e.g., company doctors, safety experts, health managers or freelance consultants.



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4. General Orientation of the Work Ability Concept

Integrated and holistic support concepts are more successful than individual measures.

The basic orientation for the use of the Work Ability concept is to maintain the employees' ability to work during their professional life successful so that they can cope with their working life as healthily and productively as possible in a good and sustainable way.

Every person change in the course of life: physical performance increases in the first two to three decades of life and then begins to decline; biological functions such as lung volume, strength or metabolism decrease and the sensory organs diminish with age. At the same time, general and occupational skills and abilities grow, knowledge increases, communication skills and coping with challenges grow with it. Only at an advanced age do cognitive abilities decline on average.⁴ This applies on average, but is clearly influenced by genetic disposition, health status, and certainly also by economic status, living environment, housing situation, etc.

Since both the work in terms of the requirements (technology, organisation, working hours, etc.) as well as the person (age, health, competence) may change over time, it is necessary to preserve the stability of work ability for the duration of the working life. This cannot be made by someone on their own – persons and businesses must work together so that the house of work ability could remain stable. This always requires appropriate maintenance and modernisation works. Individual support measures only help to a limited extent

⁴ A detailed description of changes in the process of ageing and on the relationship between ageing, work and work ability can be found in Report No. 2 of the Work Ability Management Project [13], chapter 3 “How to Care for Work Ability at Any Age – Ageing and Health” and chapter 4 “Conducive and Limiting Factors Determining Work Ability”.

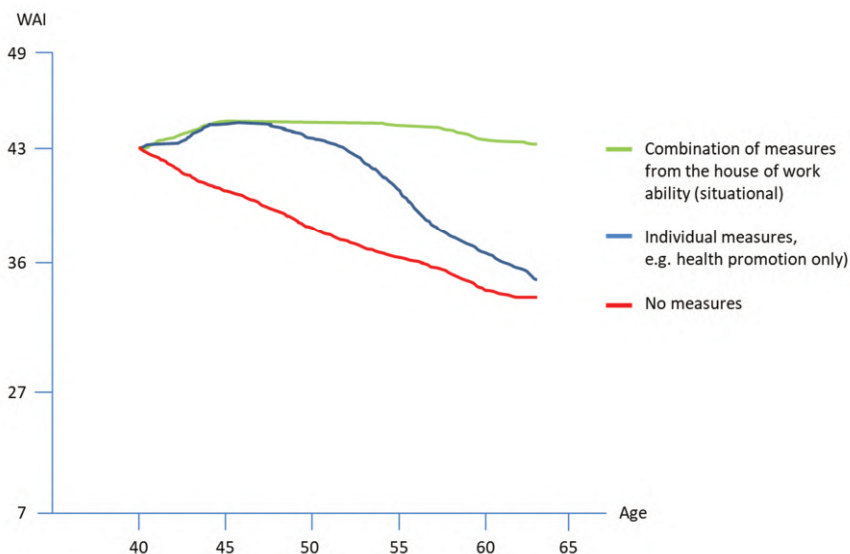


if the conditions are not sufficient, and work alone does not maintain the ability to work.

A very important finding from all the studies and development projects carried out worldwide is: **Individual measures are less successful than integrated and holistic support concepts.**

Richenhagen has summarised this in a very clear graphic (Richenhagen, 2011):

Figure 7: Ideal-typical representation of the development of work ability



4.1 How can the WAI become a "talking", action-instructive tool for employees and for employers?

There are tools that help identifying the targets for improvements and turn findings into action.

The match between work requirements and individual capacities of the person can be determined with the help of the WAI. But the WAI score alone says nothing about the causes of the fit between person and work, but merely offers



an indication of the degree of balance. The requirement is to bring the WAI to life.

Therefore, trials were conducted with employees to find out their assessments of work ability and possible supportive measures. The counselling tool developed is called “Arbeitsbewältigungs-Coaching (ab-c[®])” [**“Work Ability Coaching”**]. (Gruber et al., 2010; BAuA/INQA, 2012) It is a registered word-picture trademark in Germany, Austria, and Switzerland since 2008. The instrument sounds relatively simple in its application.

One-hour confidential discussions are held with each employee in the company (or in a department) on a voluntary basis. The person fills out the WAI questionnaire and the counsellor calculates the WAI score. Based on the work ability category, the person is guided by questions to explore on each floor.

- (1) Leading question: What can you do by yourself to promote (maintain, support, improve or restore) your work ability? – The person develops resolutions that are as concrete as possible and will leave the interview with a support plan for him-/herself.
- (2) Leading question: What do you need from the company to (maintain, support, improve or restore) your work ability?

All promotional suggestions to the company are systematically prepared (arranged according to the floors of the House of Work Ability and subcategories). In a structured workshop with a company steering/responsibility group, the indications are evaluated regarding the need for action (urgency; may be quick-win measures) and the possibilities for action (feasibility) to promote collective work ability.

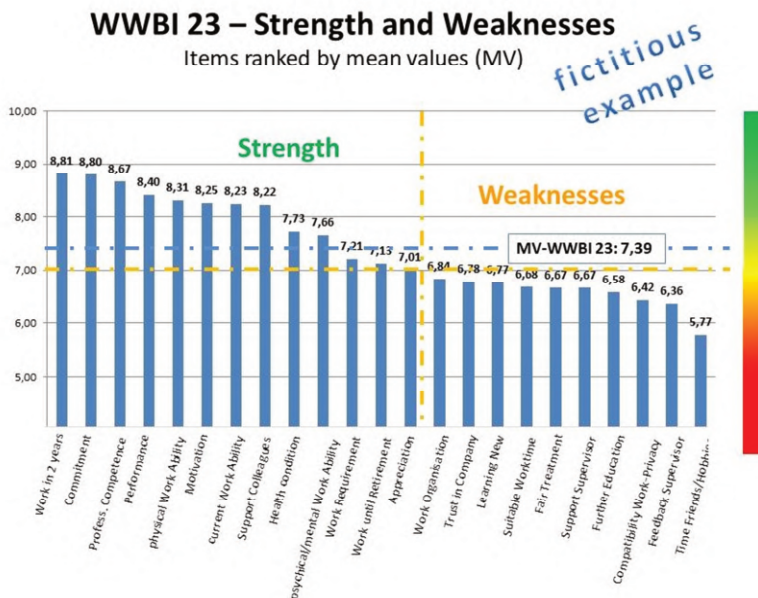
The ab-c counselling should only be carried out by appropriately qualified counsellors based on specialised studies (e.g., labour science, health care, human resources) and several years of experience in change processes. The seminar for in-depth study of the Work Ability Concept, the WAI, the personal-confidential interviews, data preparation and the implementation of the company action planning workshop comprises two days.

The **Radar** method is similar. (Frevel et al., 2017)

The WAI 2.0 questionnaire used in the Personal Radar is only filled out in writing. Employees do not receive individual support in developing personal promotion resolutions. For all 23 closed questions, mean values are evaluated across all participants. In analyses according to individual (age, gender, education) and organisational structural characteristics (location, department, activity or similar), comparisons can be made with the total population.

All data are systematically prepared, arranged according to the floors of the House of Work Ability and all questions (see the example of results in figure 8).

Figure 8: Example of the mean values of all items of the WAI 2.0 in the ranking order of the value level



The Company-Radar is a structured workshop with a company's responsibility group. In a multi-step prioritisation process all indications are evaluated



regarding the need for action (urgency; may be quick-win measures) and the possibilities for action (feasibility) to promote collective work ability.

The answers to the open questions

- What do you like the most in your workplace?
- What disturbs you the most in your workplace?
- Please imagine that a fairy suddenly stands in front of you and says: "You have a wish for the company! Decide spontaneously what you want to do your job well and which could help you to manage the work and write it down here": ...)

are evaluated according to the floors of the work ability house and additional subcategories. They deepen and explain (qualify) the quantitative results. – In this sense, the radar process is also a "speaking" element, so to say.

The application of this counselling approach also requires at least a two-day qualification.

4.2 What can be done by whom (person, employer; institutions and "policy") to maintain / promote work ability?

There is a wide range of individual and company measures that can promote work ability.

As already described, interrelated, and integrated approaches to promoting work ability are more effective than individual measures. Since no one can establish work ability alone, individual (behaviour) and organisational (conditional) concepts and measures are needed.

Without guaranteeing completeness, the following table (table 4.1) provides an overview of the main fields of action for individuals and organisations.



Table 3: Principal fields of action to promote work ability

Floor in the House of Workability / Field of Action	Person	Organisation
Health	Individual health promotion: exercise, nutrition, relaxation Prevention and treatment Life balance Working in a healthy way	Occupational health and safety: risk assessment, risk management and risk communication, workplace health promotion Corporate reintegration management
Competence	Training / lifelong learning Further training Personal development Use of experiential knowledge	Professional training Further training HR policy – Personnel planning and development Advancement training / management training Age-appropriate career development
Values	Collegiality Relationship with superiors Values, attitude, behaviour; motivation Participation, suggestions for improvement	Corporate culture (mission statement) Leadership culture: recognition, appreciation; life phase orientation, diversity management, inclusion Values, attitude, behaviour; working atmosphere Participation; communication and cooperation; information and co-determination



Work	Flexibility Communication and cooperation	Work organisation, process organisation Work task: physical, mental, psychological, and social work requirements Quantity of work Working time Work equipment, ergonomics Working environment (noise, dust, climate etc.) and substances Working materials
Life course balance	Active family/leisure life	Attention to life phases and circumstances; flexibility in staff deployment

The concrete individual measures depend on personal conditions and individual needs. They can range, for example, from: I eat a more wholesome diet, I will stop smoking, I am doing further training to advance professionally, I am talking to my superior in order to solve the conflict situation in our team.

The company measures or integrated bundles of measures are also specifically shaped. Examples: extension of the risk assessment to include mental stress and special attention to life phases, establishment of knowledge management and a mentoring programme for improved induction processes, training of supervisors for annual appreciative dialogues with employees for the exchange of experiences and expectations, investment in handling systems for moving loads.

Framework conditions outside companies are formed by laws, regulations, and norms as well as by collective bargaining agreement regulations. They are often oriented more towards protection goals and less towards promotion goals. Nevertheless, they set a framework whose limits should not be undercut. It would be desirable if investments in the ability to work were positively



supported, e.g., through a bonus system for accident, health, or pension insurance contributions.

It makes sense to use the WAI regularly as a screening tool. Questions 1 (Work Ability Estimate) and 6 (Assessment of Work Ability in two years) are particularly relevant as early indications for company concerns. The WAI can be used by the occupational physician, the health management and prevention department, social services, or appropriate external service providers.



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5. Work Ability, Employability, and Unemployment

5.1 Differentiation between work ability and employability

Individual employability is the result of the match or difference between the requirements of the world of work on the one hand and personal (attitude to work), professional, social, and methodological competences as well as individual health on the other.

First, work ability must be distinguished from incapacity to work, which is a social-legal fact if an employed person (temporarily) cannot or is not allowed to perform the job due to a physical, mental, or psychological illness - as a rule/in the case of a longer illness with a medical certificate.

Work ability originates in an interaction between the person and a concrete work situation. It is thus to be distinguished from employability, which represents a general, ongoing ability to work even under changing situational and labour market conditions. Rather, work ability is a subset and prerequisite of employability which can be divided into the qualification- and activity-related component, the market-related component and social stability. The first and third components have corresponding links to the dimensions of employability.

Employability means labour market capability, i.e. the ability of persons of working age (from approx. 16 to ≥ 65 years) to participate in working and professional life, i.e., to be available to the labour market in principle. Individual employability is the result of the match or difference between the requirements of the world of work on the one hand and personal (attitude to work), professional, social, and methodological competences as well as individual health on the other; not infrequently, the (advanced) age of persons also plays a role.



Employability is often understood as an individual requirement profile. With the pronounced focus on professional and interdisciplinary competences, the production and maintenance of these throughout working life is linked to the guiding principle of lifelong learning.

5.2 What factor is missing when Work Ability is used among unemployed persons?

The 1st and the 7th questions in the WAI are suitable for assessing unemployed people.

As emphasised several times, the WAI measures the stability of the relationship between work demands and the person's coping abilities. Unemployed people do not have a job by definition - insofar the measurement with the WAI is actually not possible. Why "actually"? What can the analysis with the WAI or parts of the WAI reveal?

Gawlik-Chmiel and Szlachta (2011) have conducted one of the few studies on the use of the WAI with unemployed persons. In a transnational analysis with 644 unemployed people in Frankfurt/Germany (n=305), Warsaw/Poland (n=125), Graz/Austria (n=214) compared to Finland (n=493) the WA score (question 1) of the WAI was measured. Participants were at the time of the survey engaged either in some form of labour market training, temporary work well-being programme, in an apprenticeship or a health promotion programme. The results showed that "the work ability of people unemployed less than one year is significantly higher than the work ability of the long-term unemployed." (op. cit.: 415)

"For the long-term unemployed⁵, the results also show that the duration of their unemployment, and older age, have a negative effect on how they perceive and validate their work ability." (op. cit.: 416) "Furthermore, the long-term unemployed who are engaged in an apprenticeship program or temporary workfare program perceive their work ability between moderate and good.

⁵ Long-term unemployment is defined as unemployment of more than one year.

These forms of labour market trainings enable access to the latent functions of employment (...), and in this way the available work ability could be sustained.” (op. cit: 418)

In another contribution, Gawlik-Chmiel states that the "WAI as a whole is not suitable for the evaluation of employability of unemployed. (Gawlik-Chmiel, 2011) Yet, two dimensions are suitable, since they do not describe work ability based on certain work requirements. One of them is WAI 1, which elicits a self-assessment of the current work ability compared to the best work ability ever achieved. The other suitable dimension is WAI 7 eliciting mental resources such as enjoying activities, one's activity level as such, and feeling confident about the future.” (op. cit.: 425)

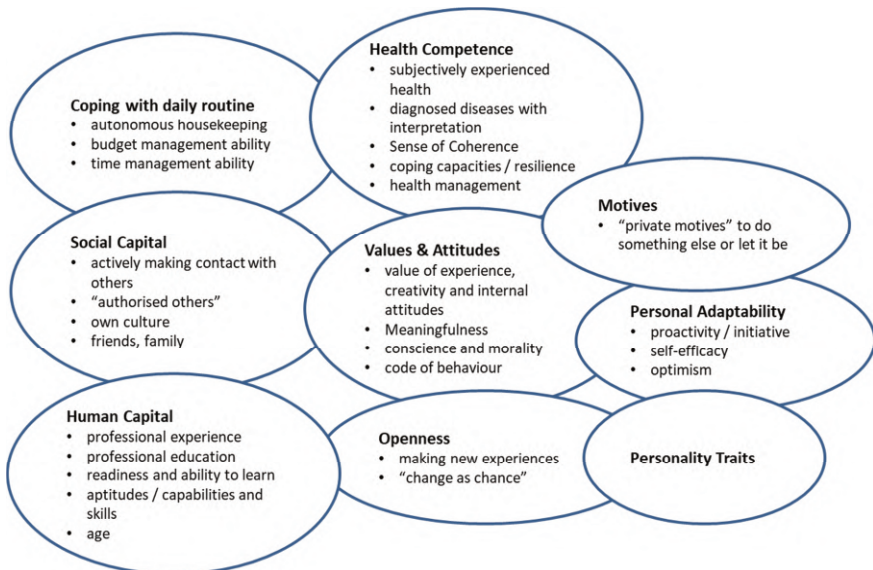
For the analysis of employability, other topics are therefore relevant that have no (direct) reference to a concrete job. Gawlik-Chmiel has adapted the concept of employability. Table 5.1 shows that the areas are named similarly to the House of Work Ability but contain new elements.

Table 4: Influencing variables on Work Ability and Employability (op. cit.: 430)

Work ability	Employability in the course of employment
Work <ul style="list-style-type: none">• Working conditions• Work content and demands• Work community and organisation• Supervisory work and management	Handling daily routine (time management and time structuring) <ul style="list-style-type: none">• homemaking and housekeeping• budget management• parenting and home care (of family members)• voluntary work, hobbies
Values, attitudes, motivation	Values, attitudes, motives <ul style="list-style-type: none">• value experience• creativity and internal attitudes• Meaningfulness• conscience and morality• code of behaviour

Professional competences and skills	Human capital <ul style="list-style-type: none"> • professional experience • professional education • readiness and ability to learn • aptitudes / capabilities • skills
Health and functional capacities	Health competence <ul style="list-style-type: none"> • subjectively experienced health • diagnosed diseases • interpretation of diagnoses • sense of coherence • coping capabilities / resilience • health surveillance

Figure 9: In a somewhat more concrete elaboration, Gawlik-Chmiel has named the essential aspects





5.3 How can the Work Ability concept be used for unemployed?

Gawlik-Chmiel found that the duration of unemployment has a relevant effect on the assessment of work ability. She also found that measures to promote employability / reintegration into the labour market have positive effects on the assessment of (potential) work ability.

From her point of view, the application of the two questions WAI 1 and WAI 7 has proven to be suitable indicators for the assessment of the principal ability to work. In our opinion, WAI 3 on diagnosed illnesses is also suitable for exploring the status of unemployed people.

However, it has not made clear what practical indications are associated with these assessments, i.e., what concrete conclusions can be derived

- for the unemployed person (does she or he get back into employment more quickly?)
- or for the taking of support measures (which is suitable for which person/group of people with which WA score and/or which individual resources?)
- or for the institutional orientation of labour market policy.

The aim is to maintain or – especially in the case of long-term unemployment – restore employability (labour market integration measures). Only when this has been achieved can the ability to work be promoted in a specific case.

5.4 How to prevent unemployment?

Individuals can be kept in work if they care for their work ability and their company provides for appropriate working conditions.

Not all unemployment can be avoided individually or operationally. These include above all seasonal, cyclical, and structural unemployment. In this context, unemployment due to structural problems following structural disruptions in the sector or in the region is differentiated once again from



structural weaknesses of a company due to untimely technical and/or organisational adaptations. Individuals can be affected by unemployment even though they are qualified and in good health and have a good work ability and employability.

The risk of falling ill is part of life. Even under the best working conditions, a person can become ill without this having any direct cause in the employment. Then the person will not always be able to remain in the company but may be dismissed due to long-term incapacity for work. In that case, it is the task of the labour administration and social insurance institutions to restore employability through health or vocational rehabilitation – or to arrange early retirement.

Taking these limitations into account, the working person can thus avoid unemployment if he or she continuously maintains or, if necessary, improves or restores his or her work ability in his or her personal spheres of activity such as health/lifestyle, competence, and values (attitude to work, motivation, reliability, etc.).

These efforts are only sufficient if the work requirements fit the person's possibilities. In this respect, it is at the same time the task of the company to make the conditions as conducive as possible. This includes working conditions that are harmless and requirements that are feasible, tolerable, and reasonable by avoiding physical, mental, and psychological overload, and underload. The ability to innovate, adapt and be flexible must be continuously developed by enhancing the skills of the workforce.

Unwanted as well as avoidable fluctuations are expensive (costs due to lower productivity, replacement of staff, searching efforts, training, induction etc.). These costs can be better saved in the sense of not occurring, by investing in good work ability.

5.5 Conclusion

The Work Ability concept as a holistic approach provides orientation on the individual and company fields of action and structures measures to promote the work ability. The WAI is a suitable instrument for measuring the fit between



personal capacities and work requirements. By structuring the requirements in a way that is conducive to work, unemployment caused by the company can be avoided.

But the WAI is at best rudimentarily suitable for assessing the employability of individuals. The index cannot be evaluated if only single questions are used. In addition to the will to (re-) take up employment, the physical, mental, psychological (emotional) and social prerequisites and given qualifications and competences must be assessed and, if necessary, restored and improved as sustainably as possible through suitable support measures.

As a summary recommendation to employers: Avoid staff attrition due to poor working conditions, management by fiat and pressure, inadequate skills training, and bad working atmosphere. Instead, promote work ability so that employees enjoy and participate in their work, work promotes health and people stay in the company and are productive through good professional development opportunities.



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6. The changing world of work

Workability is a concept developed in an industrial economy with relative stable labour relations and steady jobs. In the last decades this old industrial economy is changing rapidly. The world of work and workers looks a lot different than in the 1980's. Some speak of a quiet revolution, or even a second machine age. The focus of research on this change is often on the impact of robotization and digitalization. Several studies have shown that many functions will either disappear or change significantly in the coming years due to computerisation and automation.⁶ Even the higher educated workers will also have to deal with this and not just routine production workers. Almost 50% of the present jobs are in danger even becoming extinct because of computerization as researchers of the Oxford University predicated. Critics stated that their outcomes were too high, but not that jobs will disappear because of robotization and AI.⁷

⁶ There is a vast number of studies, see, Carl Frey and Michael Osborne: *The future of employment: how susceptible are jobs to computerization?* Oxford, 2013; Oliver Cann, *Machines Will Do More Tasks Than Humans by 2025 but Robot Revolution Will Still Create 58 Million Net New Jobs in Next Five Years*, Public Engagement, World Economic Forum, 17-9-2018, oliver.cann@weforum.org; P. Leenders en I. Kuijpers, *Ontvoogde verhoudingen kracht van mensen Utrecht* (2015), ISBN 978-90-77024-35-5

⁷ Frey and Osborne concluded that about 47% of US jobs are at "high risk" of being automated away in the next 20 years. Critics argue that it is difficult to give an exact percentage or that the risks of becoming 'extinct' were smaller. According to the OECD researchers, about 10% of jobs will disappear due to Robotization. How much exactly is a subject of discussion, not that the world of work will change greatly as a result of robotization and AI. The robotization percentages of occupations therefore mainly show which occupations are more sensitive to robotization and AI. The higher the percentage, the greater the chance that much or a substantial part of the work will be taken over by machines. See Carl Frey and Michael Osborne: *The future of employment: how susceptible are jobs to computerization?* Oxford, 2013; OESO, Ljubica Nedelkoska and Glenda Quintini, *Automation, skills use and training*, march 2018, N° 202, <https://doi.org/10.1787/2e2f4eea-en>



The flexibilization of labour relations and the emergence of a variety of new types of working relations may have unique effect on work ability.

However, it is not only the content of work and functions that is changing rapidly. There is also a quiet revolution in the field of industrial relations and labour relations. In the Netherlands there is a process of flexibilization of labour relations and the emergence of a variety of new types of working relations. Especially the so-called self-employed without employees have increased enormously in number in certain countries. In the Netherlands, most workers still have a stable position on the labour market, although a lot with part-time contracts. But more than a third of the workers now belong to the flexible layer of the labour market. About 2 million of them are so-called self-employed. Their position can become a problem: no security and very limited protection against the challenges of the labour market. Little is known about the employability of the group self-employed. When the House of Work ability was built, the basis was a more traditional, industrial economy with stable labour relations and permanent contracts. The transition from this economy to a modern service economy with other relationships also poses questions to the WAI and the concept of Workability. In this chapter we will examine the question of the consequences of the transition of the economy and the associated labour relations for the concept of Work ability.

We shall first describe the present labour market trends and developments in more detail, then we will examine the question how useful the concept of work ability and the House of Work ability for understanding and analysing the work ability of the new groups. The central question we will explore is how the Work ability concept could support workers in the changing world of work.

6.1 Trends in the field of work

The WAI was developed during a period of what are retrospectively stable work patterns. The German sociologist Beck aptly described this as a world of clear labour relations, a clear division of work and private life and the associated



risks. (Beck, 1992) These patterns have changed radically in recent decades because of new technology, flexibilization and the associated intensification of work. It concerns the consequences for both the amount of work and especially for the nature of the work.

Regarding the technologization of work relates to robotics, artificial intelligence, and the introduction of algorithms, some speak of a 'second machine age' in which not only physical labour is mechanized (the first machine age) but also more mental tasks are performed by machines. This can have major consequences for many mental professions. Studies by Oxford economists, among others, predict the disappearance of 50% of the work of the white-collar workers. Traditionally 'certain' professions with low risk of unemployment are in danger of being eroded, such as the legal profession or in the healthcare. A lot of work for instance lawyers and even doctors is being replaced by the computer. New technology also makes it possible to organize work differently and facilitates the emergence of, for example, the platforms that provide new forms of mediation between providers of work and those who perform work. The consequences are complex and sometimes contradict each other. As noted, jobs can disappear completely or partially, but there are also positive effects by collaborating 'smartly' with the new technological possibilities. (WRR, 2020)

There are many self-employed persons who work for a client and who do not actually work or do not want to be self-employed.

In addition to technology, in the more developed world there is continuing flexibilization. The Netherlands is frontrunner in Europe in the field of flexibilization, where large share of the workers no longer have a permanent contract. Flexibilization has doubled in recent decades to more than 2 million workers working in an insecure layer. On the labour market we see a colourful procession of workers: those with a temporary contract, on-call workers, temporary workers, hybrid workers (who combine different types of contracts) and the now more than 2 million self-employed. This also includes many so-called bogus self-employed persons: self-employed persons who work for a client and who do not actually work or do not want to be self-employed. In



parts of the healthcare sector, for example, many workers have on-call contracts, so-called self-employed but in practice dependent on one client. This diverse group faces a greater degree of uncertainty compared to those with a permanent contract. Self-employed people are also on the rise in those sectors that traditionally offer a high degree of job security, such as education, public administration, and healthcare. This flexibility also has major consequences for the division of responsibilities between employers and employees. That relationship becomes less self-evident, and bonding becomes looser. There is also a risk that, for example, investment in education and training will be reduced as a result. In this context, the economist Kleinknecht points to the undermining of working capital: organizations with a lot of flexible labour are less innovative and less competitive in the long run. (Kleinknecht, 2016)

More autonomy, a better balance between work and private life are instruments against the harmful intensification of work.

Work intensification is another development that affects work and workers. Intensification is about changing the speed and nature of the work. Workload increases in almost all sectors, but certainly in the service sectors. In the service economy a lot of work is people's work, characterized by the fact that the work is or can be more taxing. Intensification raises the bar, making it difficult for workers to meet all the requirements. Remarkable, for example, is the increase in psychological complaints among many workers, especially among younger workers, in their twenties and early thirties, with an increasing dropout from the labour process with complaints such as burnout. Work sometimes is experienced as top sport, also in combination with other demands on life. More autonomy, a better balance between work and private life is seen as an instrument against this intensification, but that also requires stronger positions of workers. In recent decades, this position has in fact weakened, in view of the decline in the membership of the trade unions.

The impact of this transition on the world of work and the employed is far-reaching, but it is not easy to identify all aspects. The risk profile of workers has changed. Previously, the main risk was loss of income due to unemployment, disability, illness, and old age. The labour market was in a sense static, which



made switching between jobs more challenging. In a more flexible labour market with fewer permanent and/or long-term employment relationships, the job for life is less common and the risk of unemployment increases. But at the same time, this flexible labour market makes it easier to switch to another job. Employability or Work ability is becoming more and more insurance like some degree with unemployment insurance. Essential for this is good work ability and timely investment in, for example, training to be and remain sustainably employable.

The long-term unemployed and the self-employed may have insufficient investment opportunities in training and development.

The risk profile of society is also changing. In industrial society, for example, incapacity for work was often the result of physical ailments. In the current service economy, it is mainly the psychological burden, the high work pace, and the pressure of work that the combination of tasks and ambitions - work, learning, care, and leisure activities - entails that increase the risk. Illness and disability are still risks that befall on people. But finding a good balance between the different areas of life reduces the risk of disability. For example, in today's social context, the traditional risks are still present and, in a sense, even more prominent. But it is also clear that they can be influenced more than before by those directly involved, the workers and the employers. At the same time, there are new risks. Today's society demands sustainable development and continued investment in education and training. Those who are long-term unemployed for instance or some self-employed, appear to have insufficient investment opportunities in training and development. In addition, having networks and access to the (labour) market is certainly essential for the modern freelancer or flex worker.

A good work ability can also be seen as an 'alternative' insurance to be and remain resilient in the labour market.

Many of the flex workers no longer have access to the old protective constructions: the various social insurance schemes that guaranteed workers an income in the event of illness, unemployment, incapacity for work and old



age. For the self-employed, the task is to decide for this themselves, but in practice a growing part of the self-employed is uninsured. Only a small proportion of the self-employed have disability insurance or a small buffer for bad times. Research by Statistics Netherlands shows that 80 percent of the self-employed go through life without insurance, 40 percent have not arranged anything at all: they have no savings, bread fund, investment, or partner to fall back on. Then there is the issue that some of the self-employed – for example construction workers aged forty and older – cannot even insure themselves against incapacity for work. Insurers consider the risk of failure too great and refuse to provide a policy. Other self-employed people point to the high premiums that they cannot afford. (Leenders, Kuijpers, 2015) A good work ability can also be seen as an 'alternative' insurance to be and remain resilient in the labour market. This also calls for paying attention to be paid to work ability among all workers and job seekers.

Sustainable employability consists of three pillars: work ability, vitality, and employability

Van Vuuren and her colleagues focus on the relationship between job insecurity and sustainable employability of workers. (Van Vuuren, de Jong, Smulders, 2020) As a result of the flexibility of the labour market, workers increasingly differ in the degree to which they have security about their job. At the same time, the importance of job security is increasing as the retirement age increases. To be able to achieve the rising retirement age in a flexible labour market, employees must be sustainably employable. Sustainable employability is the extent to which workers can do their current and future work in a healthy, productive, and enjoyable way. (Van Vuuren, 2011) According to the Social and Economic Council of the Netherlands SER (2009), sustainable employability consists of three pillars: work ability, vitality, and employability. (SER, 2009) In other words, further research into, among other things, the development of work ability also provides insight into the sustainable employability of workers, because it provides information into the possible risks and loss of workers.



Van Vuuren's conclusions are succinct that workers with stable employment have the greatest influence on the ability to meet work demands and on the intention to leave: the more job security, the greater the work ability, but also the greater the intention to want to leave. For the self-employed, this is exactly the other way around: the greater the job security, the less the tendency to want to change jobs. The questions that Van Vuuren used to come to this conclusion are also asked in the WAI and we shall use them in our research.

6.2 Conclusion

In general, respondents of the work ability index indicate that their work ability slightly declines with age. We notice this trend for several years, accelerating after 2016.⁸ It is tempting to see a connection with the changes on the labour market and in the world of work and workers. As we notice there are different developments that are affecting the work and the position of workers in the Netherlands. We describe three different developments:

- (1) Technologization of work relates to robotics, artificial intelligence, and the introduction of algorithms.
- (2) The flexibilization. The Netherlands is the undisputed frontrunner in Europe in the field of flexibilization.
- (3) Work intensification is another development that affects work and workers. Intensification is about changing the speed and nature of the work

Within Europe the Netherlands has the most flexible labour relations, almost 40% of the working population work in the flexible part of the labour market. These developments pose new questions for workers regarding their position and sustainable employability. New risks are confronting workers, risks that are the result of the changes in the economy, labour relations and labour market. The 'new' service economy set new challenges especially for those without permanent contracts and therefore social security. Being able to gain work means having a good position on the labour market, competences that are

⁸ Jaarrapporten WAI, Blik op Werk, see The WAI in the Netherlands, <http://blikopwerk.nl>



fitting the demands on the market and education that is connected to the changes of the demands of the economy. Workers with permanent contract have better access to the resources that are necessary for the new economy than those in the flexible layer. The vast majority are underinsured for the risks they face. That are the traditional risks of having no income because of being unemployed, ill, disabled, or old and the new risks of insufficient access to the labour market of insufficient education and competences.

In this respect Work ability can be seen as one of the instruments to improve the position of the workers. Work ability is one of the aspects that can help the worker to gain more insight in his or her position on the market. Work ability as one of the elements for sustainable employability is key factor and, in that sense, it is important to give more attention to the work ability of these groups. Unfortunately, there is little research and little attention for these problems. In part this is the result of the way the Dutch system is working: private companies are hired by an employer for services on health for an employee. The flexible worker and the self-employed don't have access to these services. Furthermore, the flexible employee also invests less in training and development. On the other hand, we notice that especially these groups are more vulnerable on the labour market than those with secure jobs. When we look at the outcome of the WAI in 2021 the outcome for the flexible group is worse than the outcome for the more secure group.

Job security has a clear impact on the work ability of those with an insecure position on the labour market.

In most aspects of the WAI, the different questions on the WAI dimensions show that the responds from those without a permanent contract is slightly worse than those with a permanent contract. Job security has a clear impact on the work ability of those with an insecure position on the labour market. More research must be done on the precise impact, but the data show a possible relationship between the security of the job and work ability. More research is needed in connection with the group of 'insecure' workers because as the data of MOVIR (Work Ability Werkscan) show there is a group of self-employed who are doing quite well, and they do not share the same risks that other self-



employed have. The impact of the changes in labour relations is complex and certainly not even spread on the whole flexible layer of the labour market.

What does that mean for the WAI and work ability? Does the House of Work ability need rebuilding, and if so, how? As we argued in this changing economy, new risks arise in the new service economy, and the concept of work ability can be a sort of social security for the workers that are subjected to the new economy. Insight in your own work ability can secure or strengthen your position on the labour market in a positive way. It means that work ability must focus not only on the question how well you are able to do your current work but more how able are you to work in this type of labour market: are your skills, competences up to date to challenge the demands of the current labour market? That is not only a question relevant for those who are working but also for those who are unemployed and looking for work.



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7. Work Ability of unemployed people

Based on extensive clinical research and statistical analysis, a questionnaire was created in the 1980s, which provides simple standardized value of the employee's ability to work through simple questions and prescribed answer formats with possible detection of strengths and weaknesses in the complex forming the employee's current ability. (Ilmarinen et al., 1991)

The basic premise of this method is the requirement that the questionnaire should be able to be completed by each employee after the instruction and its result can quantify its work ability as objectively as possible in the complexity that is inherent in work ability. This is described as objectively as possible with a suitable selection of questions. The result of such a procedure is the only numerical value of the work ability index - WAI (Ilmarinen, 2007), which, due to the standardization of its acquisition, is generally applicable to the assessment of the ability of a wide range of employed persons of different ages and sexes.

A very specific group, which is a potential reservoir of the labour force, are the unemployed. The reasons for their exit from the labour market are diverse, depending on both individual and social-economic factors. Their correct identification is the most important factor for leading the unemployed through a process, which should result in their reintegration into employment. Proper management of this process to re-establish the unemployed in the labour market is a real challenge.

The work ability of the unemployed, especially the long-term unemployed, is objectively worse than the working population.

Unemployment is characterized mainly by negative connotations. It demonstrably damages the health of the persons concerned, both by possible overuse of alcohol and cigarettes or even drugs, and by a very frequent lack of physical activity. The unemployed is gradually becoming socially excluded for various reasons. It can suffer from social segregation because society is defined as a community of working citizens. Thus, long-term unemployment will also



have a negative impact on the employability of such people. According to Gould et al. (Gould, et al, 2008) the work ability of the unemployed, especially the long-term unemployed, is objectively worse than the working population. Studies show that the potential work ability of the unemployed for up to one year is still significantly higher than the work ability of the long-term unemployed. The elderly long-term unemployed generally perceive their ability to work as lower than their experience, health, and education (Gould et al, 2008; Gawlik-Chmiel & Szlachta, 2011). One of the basic cofactors influencing work ability is health, significantly projected in a personally felt good quality of life.

A Finnish study by Marja Hult and colleagues (Hult et al., 2017) states that almost half of unemployed people think their quality of life is poor. We believe that this may be due to poor prospects for their further development and social involvement. A good quality of life consists of good health and self-esteem, satisfaction with free time, good interpersonal relationships, and the opportunity to participate in everyday decisions together. The lack of these resources, together with feelings of futility in repeated job searches, could explain such a large proportion of unemployed people who experience a poor quality of life. On the contrary, good health supports good work ability, which in turn increases a person's chances of re-employment. Therefore, quality of life can act as an intermediary between mental health and work ability.

For a qualified assessment of the further employability of people who have already lost their job, the addition of questions examining a person's ability to work is used to identify in more detail the mental, social or health reasons that led to this situation (Gawlik-Chmiel & Szlachta, 2011; Hult et al., 2017)

Ilmarinen (Ilmarinen, 2007) is increasingly used to assess the employability of the unemployed. However, there is a fundamental methodological problem with using WAI to measure the off-the-job capacity of people. Unlike employed persons, it is difficult to determine the framework of such self-assessment, i.e., how to assess their currently perceived ability to work. There is still insufficient reference and literature for this procedure. (Gawlik-Chmiel & Szlachta, 2011) In our opinion, this can be done with modified question texts in a sense that will



require the respondent to answer / remember / evaluate from his / her last job. The requirement of the correct application of the WAI questionnaire is also in this case the requirement to assess the potential working ability of the unemployed respondent as objectively as possible.

Given that the WAI questionnaire is designed to objectify the work ability of a particular employee in his/her job position, it is necessary to modify these questions somewhat in the investigation of the perceived work ability of the unemployed. At present, some simplification of the original WAI questionnaire is often used by selecting one or more questions suitable for assessing the potential working capacity of an unemployed person. These are items 1, 2 and 7 or 1 and 2 of the standard WAI questionnaires. However, the use of only the first question of the WAI questionnaire is called "WAS - work ability score". This question is also conceived in the WAI questionnaire as an evaluation of the ratio between his / her current work ability compared to the best in his / her previous career. Thus, his / her active participation in the labour market is implicitly assumed in this evaluation as well. (Gawlik-Chmiel & Szlachta, 2011; Cadiz et al., 2019; El Fassi et al., 2013).

Based on the experiences with measuring the work ability of the unemployed in the Czech Republic (Implementation of Age Management in the Czech Republic, 2015), we proposed a linguistic adjustment of the standard WAI questionnaire, which reflects the changed status of the unemployed person and allows the floor plan of the original questionnaire, using the original calculation algorithm perceived work ability (perceived work ability as well as all seven of its factors. (More details in the next chapters)



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8. Practical part: Description of individual factors of work ability and personal diagnostics tools

Introduction

The methodology of work ability is intended for use in organizations dealing with counselling for the unemployed (employment offices, non-profit, contributory, and other organizations that provide counselling and provide support to clients for entry or reintegration into the labour market, etc.).

The aim is to acquaint clients with the concept of work ability in the labour market throughout working life (from graduates to people of retirement age). The procedure also includes personal diagnostics of work ability using the internationally standardized Work Ability Index method and analysis of the obtained value.

Target group: short-term unemployed persons regardless of age.

The practical part of the methodology consists of the following activities:

- (1) **group work** - the program "Towards Successful Seniority" is a scientifically proven method, based on a group work (managed teamwork, peer learning); the aim is to explain and understand the concept of work ability, its factors, strengthening the ability to manage change, career planning, but also strengthening the relationship with lifelong learning / education
- (2) **individual work** - introductory meeting (interview), mapping the current situation of the client, measuring work ability using the Work Ability Index method and analysis of its results, planning activities, compiling a personal plan, repeated counselling meeting



8.1 Group work

Group program (16 hours): Topics (structure)

- Welcome and brief introduction to yourself and the organization represented by the facilitator / facilitators
- Provide program information available to participants
- Introduction of the program, determination of rules
- Brief introduction of participants and mapping of their expectations and concerns

Furthermore, the agenda will be specified according to the content of this methodology:

- Joint group activity with cards "Where would I like to be now" (30 min.)
- Ideal job (work in microgroups (15 min.) → presentation of the results of a microgroup that volunteers → other groups complement each other (30 min.)
- Brief introduction to the Work Ability House
- "What do the individual floors of the Work Ability House represent for us" (draw of the floor → work in microgroups (20 min.) → presentation of the results of the work of microgroups (4 x 10 min.))
- How can the Work Ability concept assess my ability to work, to improve it and to find employment again

8.2 Individual work

Recommended duration: 90 minutes

Description of methods

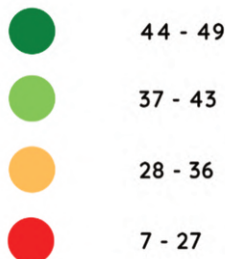
The basic methods used in this counselling process are:

- a) Work Ability Questionnaire (WAI)
- b) model of support, development, and use of work ability in the holistic concept of the House of Work Ability

Description of the procedure

During the counselling interview, the counsellor fills in the Work Ability Index online questionnaire together with the client via the digital coach web application. The consultant then acquaints the client with the achieved WAI score in points and presents him with a graphically processed scale of the final value ("traffic light" Fig. 8.1). The obtained WAI point value is confronted with the client's opinion. Subsequently, Work Ability House is used for mapping and possible recommendations to support the client's work ability in individual floors in general and in connection with his/her preferred job.

Figure 10: Work Ability Index results matched to a traffic light grading



At the end of the counselling interview, the counsellor summarizes the individual findings related to the support or development of work ability in the individual floors. Finally, the counsellor sets a date for the next counselling meeting, at which the counsellor will have the opportunity to map the state of fulfilment of the set goals, their difficulty and, with the client's consent, to reformulate the personal plan.

The procedure consists of the following steps:

- a) introductory part
- b) measuring work ability
- c) analysis of WAI results



- d) identification of measures to strengthen work ability and drawing up a personal plan
- e) conclusion, setting a date for a recurring meeting

a) Introductory part

Recommended duration	5 - 10 minutes
Aids	"Feedback" form from group activity Work Ability House picture "Picture" of the balance of requirements and personal capacities

Recommended Action:

- welcoming the client, introducing the counsellor
- acquaintance of the client with the content of the meeting and the time schedule
- information about the length of the unemployment, the reasons of leaving the previous employer
- get feedback from group activity (content and course of activity, client evaluation)
- handing over the "Feedback" form from the group activity to the counsellor
- the consultant asks questions aimed at verifying the client's knowledge of the concept of work ability, or repeats what the individual floors of the "House of Work Ability" consist of
- an explanation of the benefits of supporting the client's work ability



b) Measurement of work ability

Recommended duration	30 - 35 minutes
Aids	Digital coach web platform WAI measurement consent form Semaphore - WAI result category specification
Exit	WAI evaluation summary form for the client

Procedure specification:

- familiarity with confidentiality and data protection,
- acquaintance with the Work Ability Index questionnaire
- implementation of diagnostics Work Ability Index using a web application
- communication of the resulting value of the index (7–49)
- print a WAI evaluation summary for the client

Implementation of Work Ability Index diagnostics using the Digital Coach web application

- Login to the application on the website
- WAI questionnaire completion specifications

Introductory information

1. Assessment of work ability in the last job in comparison with the best period of life (0-10)

The first factor in the questionnaire is the self-assessment of the client's work ability in his last job compared to the period in which, in his/her opinion, the work ability was the highest. The answer to this question is to indicate a suitable value from the offered ten-point scale.

In practice, we encounter a requirement for a very accurate understanding of work ability, especially in relation to the length of the client's unemployment. It



is therefore appropriate to define it in relation to the last most important / longest permanent job.

2. Work ability in relation to the physical / mental requirements imposed on it (2-10)

In this part of the questionnaire, we ask the client how the physical or mental requirements of the work s/he performed at the time had an impact on his/her ability to work. Using the WAI methodology, we distinguish three basic types of work performed, which are evaluated according to their physical and mental demands.

3. Number of current diseases diagnosed by a doctor (1-7)

This sub-factor describes a set of identifiable diseases that accompany the client and can thus affect his future ability to work. Here, the questionnaire enters the area of highly sensitive personal data, which is protected in all EU countries by the relevant provisions on personal data protection (GDPR). Here, too, the possibility of alternative indications of the occurrence of a given disease as one's own opinion or a diagnosis identified / treated by a doctor is retained.

4. Decreased work ability due to illness (1-6)

The change against the standard WAI questionnaire in this section is only in the explanatory introductory text to this question in the form:

"Was your illness or injury an obstacle to your last job? Choose the variant that best suits your situation."

5. Number of days off work during the last 12 months (1-5)

Also, this change is just a different question: "How many days have you been treated for health problems in the last 12 months? Respectively, if you worked, how many days would your incapacity for work last?" However, its wording depends on the legislation in force in the relevant legal system of the country in relation to the unemployed.

6. Own forecast of work ability in the next two years (1-7)



The sixth question of the questionnaire follows the client's idea, in which the consideration of the usefulness of his future work meets his/her physical and/or mental requirements. His thoughts, conditioned by age, experience and the environment in which he lives, are also projected here.

The question is then formulated as follows:

"Do you think that in order to get a new job that would suit your ideas, you will be able, based on your current state of health, to perform this job in two years?"

7. Client's mental resources (1-4)

This last question of the questionnaire consists of three sub-questions, each of which has pre-prepared texts, by which the client is asked whether he/she feels sufficiently active in performing daily activities, if s/he feels active and alert lately, and finally whether s/he is in a positive mood over the future. All three sub-questions remain unchanged.

This question, although the contribution to the client's overall score is not very large, is important for an overall understanding of the client's future potential, i.e., employability.

By a comprehensive evaluation of this factor of work ability, we will receive important data for the evaluation of some aspects on the floors of the Work Ability House, especially those related to the motivation, competence, or extracurricular life of the client. These aspects form an important basis for comparing this result with the subjective assessment of the measured person's quality of life.

c) Analysis of WAI results

Recommended duration	20 - 25 minutes
Aids	WAI evaluation summary image of "Work Ability House" Form "Work Ability house" - notes



Procedure specification:

- detailed analysis of the obtained WAI result
- mapping the current situation of the client according to the individual floors of the "Work Ability House"

Recommendation:

For properly targeted questions, specific search for areas of support, development, new adoption for each floor of "Work Ability House", the counsellor (but also the client) needs to understand as specifically as possible the current needs of the client related to his/her future employment from the point of view of age management.

Procedure for analysing the current situation of the client

The consultant follows the model of the Work Ability House and takes notes from the individual floors and complements it with the information s/he receives from the client (form "Work Ability House" - notes). The client has the opportunity not only to understand his/her "internal areas", but also current needs / values and goals related to his/her eventual employment.

Work Ability House

1 st Floor	Health and functional capacity
Summary (WAI questions 3, 4, 5)	According to the WAI questionnaire, your health situation is at level XX (Excellent, very good or more complicated)
Advisor maps	Bio-psycho-social aspects of current life Medical condition, handicaps, diseases, work-life balance, lifestyle, rhythm of life, sleep, diet, rest, observance of regular medical examinations Finding out the current state, subjective priorities Health restrictions regarding future employment



Possible questions	<p>What can you do to improve (maintain) your health because you will have to work for another XX years?</p> <p>Are you satisfied with your physical activities? Do you exercise regularly?</p> <p>What are your eating habits, can you change your diet due to, for example, a lower BMI score?</p> <p>What limits you the most in physical / psychosomatic health (fitness) in your life?</p> <p>What health promotion activities can you include (and follow) in a short time?</p>
Recapitulation	<p>Summary of the current state of health, understanding of the context, what surprises the client, what s/he did not realize, what job s/he is looking for regarding possible health restrictions</p>

2nd Floor	Competence
Summary	<p>Form "Group Method Feedback - Professional Diagnostics"</p> <p>Education, formal and non-formal education, previous employment, strengths, and weaknesses</p>
Advisor maps	<p>Knowledge, skills, and competences related to a possible or sought-after profession (field), possibilities of using lifelong learning and the client's relationship to lifelong learning and education</p>
Possible questions	<p>Do you currently feel any lack of competencies?</p> <p>Which educational activities would help you (in the field of soft skills or professional)?</p> <p>What is your level of computer literacy?</p> <p>What is your level of language skills?</p> <p>When you need to learn something, how do you learn / learn it?</p>
Recapitulation	<p>Awareness of the knowledge portfolio, what s/he has ever learned and in what way, whether s/he not needs to</p>



	increase his/her qualifications, what knowledge or skills are needed to supplement, to deepen regarding a possible future profession
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3rd floor	Values, attitudes, motivation
Summary	Form "Feedback from the group method - Analysis of the reasons and causes of the current failure in the labour market" Perspectives and interests
Advisor maps	Values in connection with a career (what the client cares about, what s/he needs, limits and limits of values), motivation in connection with a job
Possible questions	What values are most important in your life? How have your values, attitudes and motivations changed over the course of your life? How do you know that your life satisfaction is deteriorating? On a scale of 0 - 10, what integer would you choose for current life satisfaction? What motivates you at work? On the contrary, what takes / reduces your motivation? Where do you see yourself in working life in 5 years? (Question with regard to the current age of the client)
Recapitulation	Hierarchy of values, what values the client professes, how important they are for a suitable job, whether they are consistent / change over time, how the values are reflected in attitudes (i.e., especially in behaviour)

4th floor	Workplace space, work performed
Summary	Form "Group Method Feedback - Perspectives"



Advisor maps	Client's idea of employment, content of work, required working conditions (physical, cognitive, technical, corporate culture), organization of working hours, possible benefits
Possible questions	What is your idea of a possible job? Do you have any requirements for working conditions (e.g. work environment, job description, working team, method of communication, management and leadership of people)? Are you willing to commute to work?
Recapitulation	Summary of the client's current situation and required condition, realistic expectations from the client (what he wants, what he offers, what he is willing to do to get a job)

d) Identification of measures to strengthen work ability and drawing up a personal plan

Recommended duration	15 minutes
Aids	WAI Evaluation Summary Form Form "Notes on individual floors"
Exit	"Client's personal plan" form

Procedure specification:

- Summary - we went through the individual floors of your "Work Ability House", based on your results and by going through the individual floors, I summarise XXXX (summary according to the notes from each floor)
- The client will receive a Personal Plan form and, according to the individual floors, will complete his own goals in the "Client's Personal Plan" form.



e) Conclusion, setting a date for a recurring meeting

Recommended duration	5 minutes
Aids	"Client's personal plan" form
Exit	The set date of the next meeting

Procedure specification:

- The consultant summarizes the proposed measures according to the completed personal plan of the client
- He inserts the "WAI Evaluation Summary" form into the envelope and seals the envelope
- By mutual agreement, set a date for the next meeting
- Acknowledgments, farewell to the client



9. Recommended educational and counselling programs and development tools

9.1 Towards successful seniority TM

Towards successful seniority™ is a licensed, educational program designed to improve career management, motivation, and well-being of employees. While in continental Europe a culture of early retirement has long prevailed, in Scandinavia an age-neutral policy has taken hold, and with it the right to work at any age. It is the Finnish training program that focuses on improving the career management, motivation and well-being of employees that seems to be the most progressive, with scientifically proven efficiency. In an innovative way, it helps to cope with the challenges posed by rapidly changing working conditions in the workplace.

The Finnish Institute of Occupational Health won the 1st prize at the international competition at the Work, Stress, and Health 2008 conference in Washington for the TOWARDS SUCCESSFUL SENIORITY™ educational program. (Aptet, 2021)

9.2 Basics of age management

The 8-hour course represents an introduction to the issues of the concept of age management (AM). It explains why it is important to get acquainted with and understand the concept of AM, to know the theoretical basis of the individual pillars of AM and their connection to the personnel processes that work with this concept. The basis is to know how to use the concept of work ability and other tools in practice, which AM offers to companies and organizations of state and public administration. This know-how draws on years of proven and scientifically based information. (Offer for HR specialists, Slovak Association of Age Management, 2021)



9.3 Age management auditor

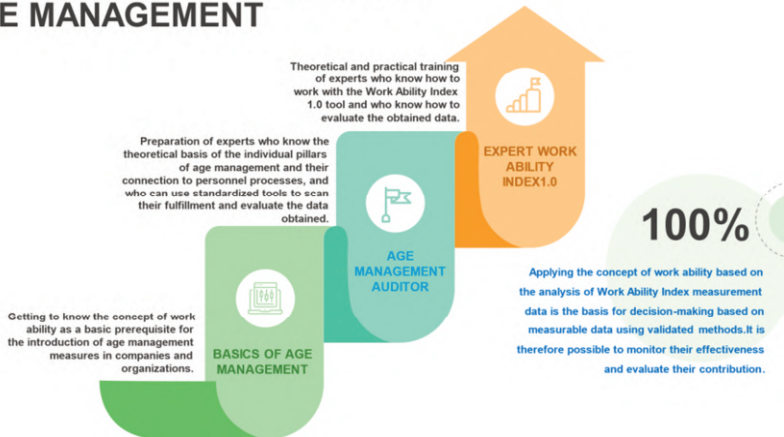
Age Management Auditor is an 8-hour course that prepares professionals who know the concept of work ability as a basic prerequisite for implementing AM measures in practice in companies and organizations of state and public administration. They learn the theoretical basis of the individual pillars of AM and their relationship to the personnel processes that work with this concept. Standardized tools can be used for scanning their fulfilment and evaluate the obtained data. This course follows the course Basics of Age Management. (Offer for HR specialists, Slovak Association of Age Management, 2021)

9.4 Expert Work Ability Index 1.0

The Work Ability Index is an internationally standardized and validated tool for measuring work ability, which is a basic prerequisite for obtaining background data for the implementation of age management measures. This 16-hour course provides information on the current and future work ability of employees (physically, mentally and combined) due to their age and health status. The content of the activity follows the course Basics of Age Management. (Offer for HR specialists, Slovak Association of Age Management, 2021)

Figure 11: Become a professional in age management (source: agemanagement.cz website, agemanagement.sk website)

BECOME A PROFESSIONAL IN AGE MANAGEMENT



9.5 Everest - a program of pre-senior education

The EVEREST educational program focuses on uncovering the taboo topic of aging and old age. The guided facilitation and active group work focus on all stages of preparation for old age and aging, with an increased emphasis on the crisis, adaptation-transformation period of retirement.

Everest is about finding answers and solutions together to the following questions:

- how to deal with aging and old age
- how to help yourself and your loved ones
- how to survive retirement

The duration is 8 hours. The workshop is designed for all ages in the productive age.



The main goal of the non-formal education program is to help participants define, understand, and adopt solutions that will really help them prepare for old age and aging. The group creates, understands, and accepts solutions. The program consists of interconnected thematic blocks. (Aptet, 2021)

9.6 Balance of competencies

A system of career guidance tools and systems are used in many EU countries. Today, it is considered a highly effective tool not only for individual career development, but also for human resource management, labour market policy and lifelong learning. The balance of competencies is original not only in the breadth of the methodology used and the multidisciplinary approach - but it also uses psycho-diagnostics methods, coaching, 360° assessment, competence portfolio, labour market research, group, and individual methods. The strength of the method also lies in the emphasis on the development of skills for managing one's own career - the aim of the balance of competencies are for the clients to acquire tools and procedures that will enable them to effectively manage their career and manage change throughout their life. (Balance competence, 2021)

9.7 The Work Ability Scan for Job Seekers

In the Netherlands there are experiments to develop questionnaires for Job Seekers using the WAI. A more theoretical scan has been developed in 2012 called the Work Ability Scan for Job Seekers in the Netherlands.⁹ The aim of the scan is to give job seekers more insight into the factors that influence their job-seeking behaviour, work ability being a part of these factors. The aim of the scan is to encourage job seekers to take responsibility for themselves and to follow formulated actions independently or with support. The goals of the Scan are furthermore:

⁹ Kenniscentrum AKC, Scan Werkvermogen Werkzoekenden, 2012, Ontwikkeling en handreiking, Cahier no. 10



- To provide job seekers with a picture of their current individual situation and the possible gaps between their situation and the labour market.
- To increase the quality and effectiveness of the services provided by professionals who apply the Scan with jobseekers.

This scan consists of a questionnaire, followed by a discussion on the outcome and finally some advice. The basis is the questionnaire that consists roughly of three themes:

- Personal characteristics: standard information is requested from the client. Job seekers are also asked about their employment history.
- Work Ability Estimate: one question based on the WAI: job seekers are asked to rate their own work ability right now compared to the best period of their lives.
- Signal questions that provide professionals information on the bottlenecks that their clients experience when looking for a job.

As stated, it is a theoretical approach and work ability is only a part of the questionnaire. How effective the questionnaire and the advice are, has not been examined. Up until now (2022) it has not been systematically used by organizations that help job seekers in finding work.

Besides this scan Blik op Werk is also developing a new questionnaire for unemployed, based on the WAI.¹⁰ The starting point is the same as the WAI: it must be an instrument that supports the job seeker or unemployed worker to determine his/her workability and chances of getting back to work. It must be something of the worker themselves. For that the WAI must be slightly altered. The WAI was developed to objectify the work ability of a particular employee in his job position and for job seekers it is not possible to address their workability with their current job. The question of the WAI for the unemployed must be modified: If you gave 10 points to your work ability at the best time of your working life, how many points would you assign to your work ability right now? ("0" means you are currently unable to work at all). So, it is more implicit.

¹⁰ For more information contact Peter Langedijk, p.langedijk@blikopwerk.nl, or Ivo Kuijpers: i.kuijpers@blikopwerk.nl



The questionnaire consists of seven different subjects:

1. General characteristics of the job seeker
2. Work ability
3. Values and motivational aspects
4. Health-situation
5. Vitality (active and fit, confident in the future)
6. (Work)experience
7. Factors that can hinder finding a job

The questions on for instance health, values, vitality are directly based on the WAI, others are more indirect. The aim is to complete the questionnaire in 2022 and start an experiment in a major city in the Netherlands.

9.8 Self-employed without staff: MOVIR Work Ability Werkscan

There is little empirical data on work ability in the Netherlands for the unemployed and/or job seekers. That is also the case for the self-employed who are plenty on the Dutch labour market. It is the same problem with the unemployed: the WAI was not developed for self-employed but more for workers with steady contracts and positions, not for those who are working in the more flexible layers of the labour market.

For self-employed an occupational disability insurance company called MOVIR has developed a questionnaire to measure Work ability of self-employed. The structure is comparable to the structure of the job scan for job seekers, with some more questions from the WAI about the different work ability dimensions such as work-life balance, lifestyle, health, working conditions, career development, need for education and self-sustainability towards the career. Like the job scan for job seekers, the central question is that of work ability in relation to the best period of their lives, in addition to, of course, personal characteristics and signal questions. For MOVIR, it is an instrument to have a dialogue with the self-employed person about his/her work ability and what perspectives there are. Why, for example, someone's work ability is less, what



are the possible causes and, what can or cannot be done about it. In the explanation of MOVIR, it was stated that the questionnaire is only used if MOVIR is contacted, in other words: it is not a prevention tool that self-employed workers can complete to gain insight into their work ability.

Unlike the WAI, the questionnaire has so far been used after an insured has sounded the alarm that there are problems and that there is a possible risk of failure. The WAI is rather a diagnosis instrument that indicates whether there is a possible increased risk, but not an instrument that would help the person completing the questionnaire to search for possible solutions.

The question structure of the instrument is about personal characteristics and different WAI-dimensions such as:

- How do you rate your current work ability with respect to the mental demands of your work?
- How do you rate your current work ability with respect to the physical demands of your work?

Number of current diseases, absence:

- Are disorders, diseases, or injuries a hindrance in the performance of your work?
- How many whole days in total have you been off work because of health problems (e.g., due to illness, health care or examination) during the last 12 months?
- Do you believe that, from the standpoint of your current health, you will be able to do your current job two years from now?
-
- Psychological resources:
- Have you recently been able to enjoy your regular daily activities?
- Have you recently been active and alert?
- Have you recently felt yourself to be full of hope for the future?

Other insights in the work ability of flexible workers can be gained from the annual WAI questionnaire is also a source for research into work ability among



flexible workers. In 2021 the number of participants has risen to more than 57.000 workers that took part in the WAI. For the first time a very substantial part of the respondents did not have a permanent contract but belonged to the flexible part of the labour market: more than 22% of the participants.¹¹

9.9 Work simulator

The methodology of the joint examination and assessment of physical and mental competencies also reflects a holistic approach in European work philosophies, as it examines a person's full set of competencies in their context and ability to work. The joint examination and assessment of physical and mental competencies with the help of the work simulator is suitable for the examination of different labour market groups. Work simulators (like the Hungarian ErgoScope) are tools to simulate work tasks, processes and the use of work equipment.

In aging societies, the examination of aging workers using this method is of particular importance. The results can promote employment in old age, preserve jobs, and contribute to the modernization of employers' age management approaches and practices. However, in addition to measuring and assessing physical and mental competence with the help of a job simulator, it is worthwhile to develop new test and assessment protocols that can facilitate the examination and assessment of the method in other groups (in case of young people career orientation, the long-term unemployed, etc.). Simulators are used in the German occupational rehabilitation system and can predict successful return-to-work following rehabilitation due to chronic back pain (Bühne et al., 2020). Based on the results of previous Hungarian researches, it is assumed that the use of work simulators can provide more effective career orientation and aptitude assessments in vocational rehabilitation than traditional work ability tests (Jókai, 2019). When a client can choose a career that matches his/her interests and real abilities, it is expected that there will be fewer dropouts in schools or jobs.

¹¹ See the annual results of the WAI in the Netherlands: <http://blikopwerkvermogen.nl>



The ErgoScope is a complex, high fidelity work simulator with a wide spectrum of sub-qualities measurement capabilities. It can be use to assess, maintain, or improve the functional capabilities of individuals with disabilities: it can be useful in creating a development plan and also to practice certain tasks (Jókai & Nagy, 2020). ErgoScope consists of three measurement panels (P1-P2-P3), as independent, standalone workstations. P1 measures static and dynamic forces in a standing position (Figure 12), P2 measures holding/grip forces (Figure 13), tactile functions, and fine motor skills in a sitting position, and P3 measures endurance and load capacity, and sensitivity to monotony in complex work processes (Figure 14). This comprehensive test consists of 36 different task situations each with 2 to 19 relevant performance parameters, for a total of 203 measureable parameters.

Figure 12: Static push/pull horizontally by both hands in standing position task on P1 (source: the authors)



Figure 13: Wrist flexion task on P2 (source: the authors)



Figure 14: Complex task on P3 - selecting balls and execution of a task on a voice command (source: the authors)



Current research is focusing on predicting success in job. The artificial intelligence driven “Aptitude Testing/Grading Module” is a learning algorithm that prognosticates future success in the given job based on the client’s result pattern.



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10. Coaching programs for unemployed people

In this chapter we will discuss models and techniques, which are relevant for the advisors (counsellors) who help to manage the work ability of the future employee. Life span theories give an overview how people change and stay the same over the time. Knowing and observing this, the advisor can understand how the advising process fit the client's lifespan. The advising models focus on how the client's motivation can be improved, and what would be the best focus of the advising process, and the best course of action, to improve the work ability of the client.

This knowledge is important to know for all kind of advisers, who helps the unemployed people, like coach, social workers, unemployment counsellor and so on. We will call them advisors.

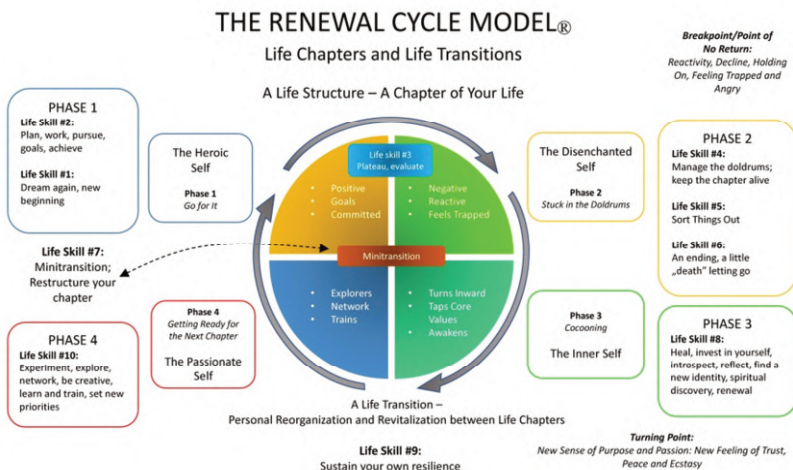
10.1 Life Chapters and Life Transitions

The Life Chapters and Life Transitions model considers the totality of life change cycles.

Restoring/improving work ability is a lifelong task: the one of the best models for this kind of big changing is the *Life Chapters and Life Transitions model*. It considers the totality of life change cycles, and it is worthwhile for both the advisor and the client to be aware of this process. The model assumes that our life can be characterized as a cyclical alternation of relatively stable periods and unstable periods of change.

It is important to find out in which phase the client is. In different phases, feelings are different and very different actions can be taken.

Figure 15: The renewal cycle model (adopted from Hudson, 1999)



The **first phase** is a period of success and stability, as discussed above. Even then, a good advisor can make a big difference in a client's life, but s/he needs to know how to lead and motivate his/her clients who are in this first stage. Some have goals, others have expectations, and it requires different tools. This is a period of performance with an outward focus. If there is a moderate or poor work ability, they are probably not in this phase. Most likely our client is somewhere in the phase two, three, four. The name of the first phase can be: *Go For It*.

The main ideas of the **second stage** are already grouped around quite different concepts. Of particular note is this first surprising pairing: a feeling of boredom and restlessness. The efforts and thoughts that still seemed so promising at the start of the first phase now seem downright sad, by no means promising and seem like a real burden. In this case, the client may ask him/herself: Is that all there is to it? Is that all I can achieve? In this state, people perceive the world as a fundamentally unreliable, unpredictable, chaotic, and threatening place. They are likely to feel discouraged, innervated, and pessimistic.



It may seem to the client that what has been attractive in her/his career so far is now obsolete. This time, one often does not have new goals or new areas in life that want to be developed. The advisor needs to know how to help his/her client to move out or forward, who is in the second phase, to have goals again, to look for opportunities again. The best choice in this case is to patiently, empathetically, and encouragingly move the client forward to develop a kind of escape plan for him/herself, which will move the person through this stage to either the mini-change or the third phase.

It is worth bearing in mind that this second phase can end with two types of outputs: conceivable is a kind of so called *mini-change*, transition, or it can also end in a kind of *real-life change* that already really encourages persons to find new goals for themselves. Most clients almost always start in the direction of mini change first. This is a tangible change, usually small in terms of development, compared to the stage they are in: changing geographical location, changing jobs, changing partners, or returning to school. A mini change can also be a period of strategic planning. There may be a need to renew the phase of life, to find new goals, to find things worth changing, to explore new opportunities, and to create new beginnings. The mini change is to take an inventory of everything that really exists and what can be improved. The period of mini change is just as valuable as the life stage change itself. It simply differs from it in its volume, as it serves not the renewal of the whole way of life, but the renewal of the stage of life.

For example, if a client suffers from some sudden negative change — losing the job, the partner, or severe illness — the person can easily lose ground and feel being deprived from coping strategies that used to work before. In this case, advising is about something else, as the client may forget about a lifelong review, in which case, s/he makes an effort to find new resources and tools to further manage her/his life.

In the transition period of a person's life, s/he tends to turn inward and absolve him/herself of all possible preoccupation and obligation. Then the internal sound somehow seems much more reliable than the external signals. In a good case – and advising can help with this – the person becomes more mature,



expands coping tools, the good work ability level is supported, or work ability level is preserved.

The name of the second phase can be: *The Doldrums*.

In the **third phase**, rethinking ourselves is already at a deeper level. The method of this is self-reflection (self-examination), which is a determining phenomenon in the process anyway. It becomes important for the person to both recognize deeper connections and explore new opportunities in the future. This is a period of great restarts. It is very important that whether it is a person or an organization, the advisor should be able to provide effective support during these transition periods. It is important to help make the client aware of where he or she is now and where they can get in life if they follow the same direction. In most cases, the client raises questions during the advising that relate to the meaning of his or her life. The advisor helps to find answers by exploring core values, clarifying the client's beliefs, and formulating a new life story, new narrative.

Many of the clients arrive in the third phase in such a way that this step is not the result of their own choice, but rather of a kind of emotional process. Often this stage is preceded by a closure, a loss that results in an emotional response and thus actually initiates the cocooning phase. Turning inward also involves a sense of emotional instability. This is a similar feeling as when an unexpected ending occurs: the client faces a kind of grief, passing away. People who experience a period of cocooning at a quality level come out of it as if they are less motivated by their previous roles. They rework themselves in an identity crisis, at best living their lives at a higher level and step by step out of this lonely growth. The calmed-down self may eventually develop into a new kind of value system and anchor in their true, renewed values of life and the inner peace found. In this phase, new goals and new kinds of passions can gain ground. Advising with people in the third phase is spiritual and transformative. This stage can be omitted if the client is already firmly anchored in their own life values, aware of them, embracing them, and able to identify with them. The real big achievement of the third stage is positive self-esteem, self-renewal,



courageous existence and trust in personal resources, and the achievement of willingness to act.

The name of the third phase can be: *Cocooning*.

Clients in the standby phase are already moving out of the transition period and are committed to the new challenges of their lives.

Clients in the **fourth phase** are usually full of energy, creativity, openness to get to know others, and a thirst for knowledge. People who have spent all their time in the period of cocooning do not want to be the same people that they used to be, do not want to restore things and do what they did before the period of silence. They want new directions, with a significantly different form of existence and way of life from the past. They want new opportunities, new knowledge, they want to experiment with new ideas, new relationships. It is an exciting, lively, and optimistic period, which is still lacking in concrete goals. During advising, desires are concretized and formed into specific actions, which enable actual performance and creation.

The name of the fourth phase can be: *Getting Ready*.

The client's feelings in the process can be the following:

- 1. phase:** trust, courage, euphoria, energy, challenge, desire to act, competitiveness, exhaustion, lack of time
- 2. phase:** weakness, rejection, feeling stuck, pain and suffering, anger, sadness, feeling trapped
- 3. phase:** anger, grief and sadness, worry, fear, loneliness, isolation, relief, calm excitement, inner confidence
- 4. phase:** joy, trust, love, the ease of existence, creativity, thirst for knowledge

Although there is no clear connection between the life chapters, life transition and level of work ability, let's review the management actions in the different level of work ability:



Level of work ability	Management
Poor	Restoration
Moderate	Improvement
Good	Support
Excellent	Preservation

At the different level of work ability and at a different life phase the expected results can be in relation the following topics: mental health, physical health and functional capacity, competencies, skills and abilities, values, attitudes, motivation, how to choose a physical working environment, how to choose a psychosocial working environment (work community, corporate culture, participation, management), external factors: family, friends, financial, city, country, educational and cultural opportunities, labour market knowledge.

1. phase: achieving goals, changing, and improving goals, career development, financial gain, fulfilment at work, well-used creativity, risk taking, purposefulness.
2. phase: a successful start to mini-change, or a successful start to life stage change.
3. phase: creative freedom, time for growth, spiritual renewal, inner calm, new friends, a positive experience of loneliness, personal belief review, openness to new kinds of purposes.
4. phase: clarification of personal identity, increased confidence, need to find new goals, recognize what is really important, renewal of intimate relationships, redefining attitudes to work, development of sense of humour, taking new risks.

10.2 Motivational interview

Whenever somebody is in a situation, where his/her work ability is poor (need to restore), or moderate (need to improve) and the restoring/improving



process is supported by an advisor, it is almost impossible to get ahead without the client's compliance and motivation for change. One of the best tools for it is the motivational interview. Persons with the level of excellent or good workability may also enjoy or need a reflection on their work ability and activities for preservation or support.

The motivational interview is to strengthen commitment to change. As ambivalence can appear at any stage of the change cycle: it can be useful later as well.

The purpose of the motivational interview is to strengthen the client's intrinsic motivation, in our case improve his/her work ability. It is basically used to strengthen commitment to change; however, ambivalence can appear at any stage of the change cycle, so it can be useful later as well.

Five principles of the motivational interview (Millner & Rollnick, 1991):

1. Behave empathetically, trying to understand the client perspectives.
2. Help the client recognize discrepancy between his/her future goals and his/her current behaviour.
3. Avoid arguing, persuasion: arguing rather strengthens client resistance.
4. In case of resistance, change strategy, support to find solutions.
5. Support a sense of self-efficacy in the person: express optimism and belief in change as soon as the client recognizes the problem and comes up with solutions.

Tips for a motivational interview:

Assess the client's own motivation, e.g., ask how much he/she wants to change on a ten scale. Instead of asking, *"Why is this client not motivated?"*, the following question is better: *"What is this client motivated for?"*. Communicate with the client through open-ended questions and reflective observation. Let's talk about the client's goals, principles, and commitments. Ask the client to imagine him/herself and describe how s/he wants his/her working life. Let us discuss how the client's current behaviour relates to these goals. Talk about the

impact that a client's current behaviour may have causes due to their environment. The advisor emphasizes the contradictions between the client's own goals and present behaviour. Discuss the pros and cons of work ability. Discuss the pros and cons of a possible change: ask the client to describe why it would be good to change and why it would not be good. The advisor expresses confidence that client will be able to change. Avoid offering ready-made solutions. The goal at this stage is to thoroughly walk around the client's view on his/her work ability. At the end of the conversation, use open-ended questions to assess how willing the client is to commit.

10.3 The I-GROW-MODEL

The I-GROW model is a well-known and widely used model in the field of coaching and mentoring. Thus, it can be very useful in the field of improving work ability.

Figure 16: The I-GROW model, (compiled by the author based on Komócsin, 2009)





I for Issue, is the problem, what the client tries to solve, the biggest issue, what the client is facing right now. In the case of our topic, the improvement of work ability is the Issue.

G for Goal

The well-formed goal is the key to improve work ability. Understand where the client must take actions on the basis of the Wheel of Work Ability for unemployed people or Questionnaire “Work Ability Index” and the motivation to improve his/her work ability. Of course, s/he needs to understand, that the goal can be in any field of the House of Work Ability, not just health or functional, capacity, but also at any floor of work ability house, like competencies (skills), values, attitudes, motivation; work (content, and demands, environment, community and organization, management, and leadership).

As a first step, the client, with the help of advisor, defines the purpose of the advising process, which may be long-term, medium-term, or short-term due to its nature. A goal can be, for example improve work ability or find a fitting job, but it can be a key outcome in the same way, or some performance indicator. It is always a kind of success we are dealing with when the wishes of the client are fulfilled. At this stage, it must be ensured that the designated goals are *SMART*: Specific, Measurable, Achievable, Relevant, Time-based.

R for Reality

The second step is to explore the current, real situation. At this stage we seek to explore factually, objectively, and preferably freely from all distorting factors, the situation and the circumstances in which the client currently exists. This can also be understood as the initial state from which the advising process gets started. At this stage, it is the advisor’s responsibility to encourage self-esteem and to help exploring the barriers that hindered the achievement of the goals so far. It is also very important the advisor be emphatic: careful listening to the client and provision of frequent feedback ensures the “common wavelength”, as close as possible semantically with the client. Often this stage



is about the client's fears or misconceptions, the elimination thereof can make the advising process a success.

The following questions are handy for reality checking:

- What do you have now, in relation to the goals set?
- What works? How did you achieve this?
- What did you do to achieve the goal?
- What keeps you from doing more, different things?
- What story/movie/book/natural phenomenon comes to your mind in relation to your current situation? (metaphor)
- What internal and external resources can you expect?
- How do others see the same thing?

Tasks of the advisors/coach

- How to find the client resources
- Using scale questions to highlight resources (e.g. *"On a scale of one to 10, where are you?"*)
- Gathering external opportunities, supportive relationships
- Completing the questionnaire on personal virtues and strengths
- Positive, forward-looking beliefs, philosophy of life, motto
- Examine values as resources
- Discussing resources brought from childhood
- Resources drawn from difficult life situations
- The advisor supports the client to highlight 5 strengths
- Linking strengths to goals: how to use my strengths to achieve my goals?



O for Opportunities or Options

As a third step, the task is gathering alternatives that could be considered as a solution. There is always plenty of solution to a real-life problem, even then if we believe that there is only one or none. (This is a lesson for a lifetime: let's engrave it in our memory!) Experience shows that mostly it is useful to collect more alternatives, even if they seem unrealistic at first glance, as such ideas can be tuned into life-like, usable options later with a little modification. Brainstorming can also be used during idea generation. (Practice already proved many times that although it is called a “group brainstorming technique”, it is also excellent to use individually). Here is the point where, among other things, the advisor might “help” by sharing ideas, if needed or requested.

The following questions and topics can map opportunities:

- Implementation options
- The implementation options do not have to be large to think about things: many times a small change starts the significant changes!
- Scale question - where are you now between 1-10, what can you do, which is the 1st step?
- How do you move forward to achieve your goals? What else?
- If the client does not think of a new option, the advisor recommends to collect as many options as possible (as a homework) and write it down in a booklet
- Instead of advising: expanding the range of opportunities
- Solution-oriented issues
- The “*miracle question*”: what would be the situation if the change had been realized
- Progress on the scale
- Creative techniques
- Metaphors



- Turn into the opposite (see things from another perspective, wild alternatives)
- Happiness enhancing techniques, strengthening positive emotions
- Brain storming: continue, stop, start
- Reframing (identifying the benefits of a bad situation)

In many cases, achieving the goal is up to the client: behaviour modification, which means that the client is part of the solution.

The advisor with the following questions can help the client to formulate this:

- What do you have to do to achieve the goal you set?
- What are you doing now, and if you stop, or do it less often, what will help you to achieve your goal?

W for What will you do? Or: Way forward. Or: Will (Planning Action)

The task is selecting the most attractive alternative (as defined above) for the planning of the specific road that leads to the goal. Therefore, it is a concrete action plan to which the client is most committed. To this end, the advisor needs to be very much present and to pay attention to motivate the client. Although it may be not the ultimate success, it can be a key. It is good to make sure from multiple directions that the client understands his/her “case” accurately and clearly sees the path to the goal, with the difficulties that still stand in the way. This section is also delicate because finally the clients will have to step out of their comfort zones, which –let’s face it - is not just about having positive experiences.

Creating an action plan

- The action plan is the way from the ideas (options) to the implementation
- Ask the client to choose some solution to try in the next period
- A solution that is not about comfort, however, neither causes panic
- That can be controlled
- That does not involve too much risk



- That is in line with the values
- Plan the concrete steps and ensure that the client is “accountable” for their implementation

Supporting implementation

At this stage the behaviour change efforts are monitored and supported. The advisor responds immediately to successes and failures, which are used for the client’s development and promotion. If something does not work, another thing should be tried instead.

10.4 IKIGAI

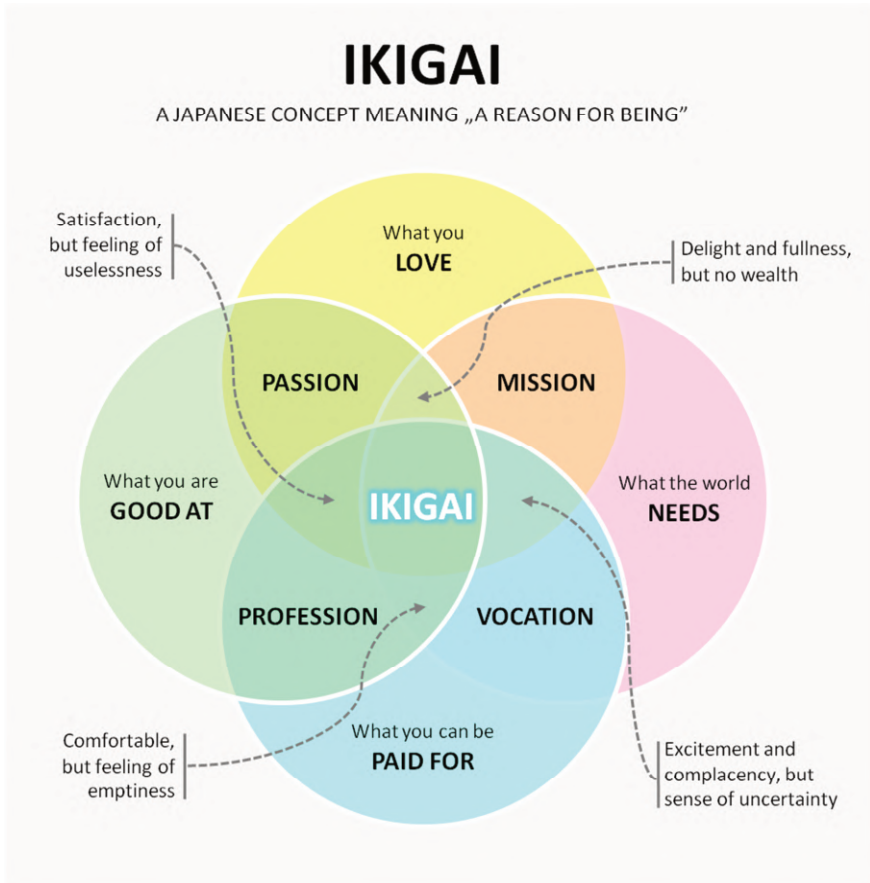
Ikigai is an ancestral Japanese philosophy that has shaped the Japanese way of life. Japan has the second highest life expectancy in the world. Japanese people believe ikigai is even the reason for their happiness and longevity. The Japanese concept means ‘one’s reason for being’: ‘*iki*’ in Japanese means „life” and „*gai*” describes value. Ikigai is the purpose of life, and it is what gives motivation and inspires to get up every single day.

The Western culture has chosen ikigai as a pathway to discover meaningful careers. When the career has the following four attributes, according to the Westernized form of ikigai, the dream job has been discovered:

1. What you enjoy doing
2. What you are competent at doing
3. What you can be paid for
4. What the world needs

This ikigai picture depicts the four primary overlapping aspects that help visualize this notion. Ikigai is the middle of the picture where all four circles intersect.

Figure 17: IKIGAI (from Gaines, 2020)



Knowing one's ikigai can help unemployed people finding the most fitting job, in addition to living a longer and happier life:

- Create strong social ties at work
- Make a good work-life balance
- Design ideal work lifestyle
- Pursue career goals
- Take pleasure in work



In the previous chapters different advisory models can be found, which are very useful during any advising process, and especially applicable helping unemployed people. Life Chapters and Life Transitions, Motivational interview, The I-GROW-MODEL and IKIGAI are means to understand the ways, when a future employee looking for his/her new job.



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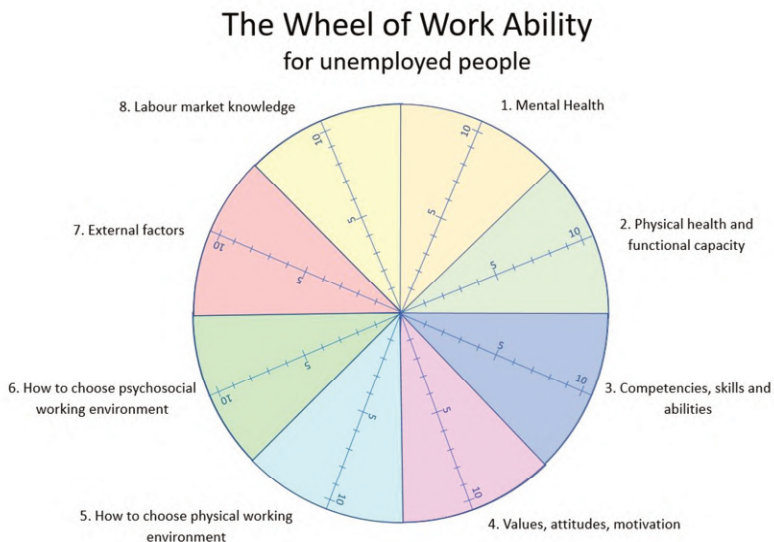
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11. Wheel of Work Ability for unemployed people

The Wheel of Work Ability for unemployed people is an adaptation of the wheel of life (used in coaching) to the field of work ability. The wheel of life or the circle of life is a well-known tool that can be used very well to map someone's life. It is a wheel that we divide into sectors - the main areas of our lives. Let's think about how satisfied we are, happy when we think about certain components of our lives. Here we use domains that proved important in determining work ability for unemployed people.

Figure 18: Wheel of Work Ability for unemployed people



The life circle adaption gathers the main areas/domains of work ability for future employees who are temporarily unemployed at the moment.



1. Mental health
2. Physical health and functional capacity
3. Competencies, skills, and abilities
4. Values, attitudes, motivation
5. How to choose a physical working environment
6. How to choose a psychosocial working environment (work community, corporate culture, participation, management)
7. External factors: family, friends, financial, city, country, educational and cultural opportunities
8. Labour market knowledge

User's guide to the *Wheel of Work Ability* for unemployed people:

If a shorter consultation time is available, it is recommended to address “current situation”. The shape of the wheel identifies which domains need attention. Evaluate the eight areas of work ability for unemployed people in the figure on a scale of 0 to 10 based on where the client is now and mark them on the sectors of the circle. The centre is 0 and the outermost arc of the wheel is 10. It is worth relying on first impressions. A value 8, 9, 10 points is excellent for the given area and the preservation is the goal. When the value is 5, 6 or 7 points, the given area is good, the goal is to support these areas. Below 4 points the work ability component is poor. The goal is to improve or restore that specific domain. It is worth considering what kind of (external) expert help may be necessary (depending on the domain in question) for improvement or restoration.

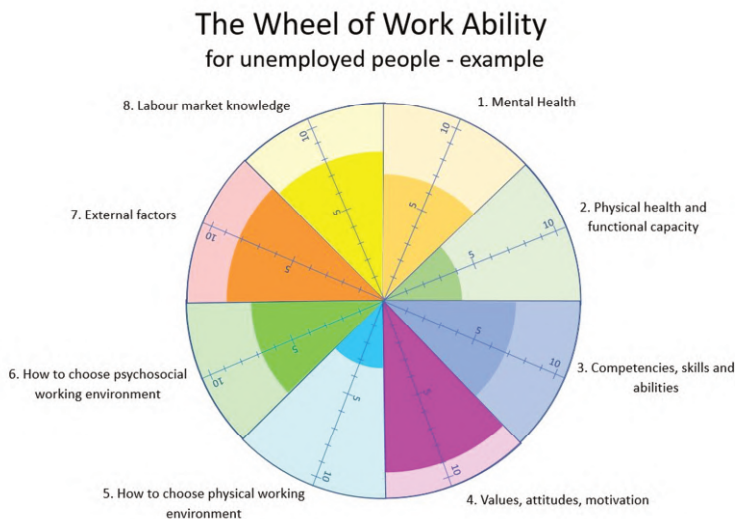
When longer counselling time is available, it is recommended to address “satisfaction” instead. For each slice, the client should indicate how s/he is satisfied with the given domain now. (The centre is 0 and the outermost arc of the wheel is 10.) In the case of a value 8, 9, 10 points, the client is completely satisfied with the given work ability area. For values 5, 6, 7 points, the client is generally satisfied, although there is still work to be done in these areas.

However, the client's motivation to change or seek outside help may not yet be high enough.

It is recommended to change work ability for unemployed people in areas that are below 4 points. The client is dissatisfied with this area, so is more motivated to change. It is worth considering what kind of expert help can be offered (depending on the area of ability to work) to enable change and development.

Introduction to the example:

Figure 19: Wheel of Work Ability for unemployed people (example)



In the following subchapters we will explain the sectors of the wheel of work ability for unemployed people in detail. We assume, that the client who is currently unemployed, is willing to work, and s/he is planning to be employed.

11.1 Mental Health

Individual productivity, the ability to cope with life's challenges and changes, and the development of social relationships, which determine the level of social



and economic functioning and work ability for unemployed people, are very closely related to mental health. It is important to note that mental health is not the same as the absence of mental illness or symptoms.

The WHO defines mental health as a state of well-being in which an individual is able to realize his or her abilities, to cope with stressful situations in a normal life, and to be able to work productively and contribute to the life of his or her community. This definition is well complemented by the approach taken in the United States that mental health is “a state of good functioning of mental functions that result in productive activities, the fulfilment of relationships with people, the ability to adapt to change, and the ability to cope with difficulties”. The concept of positive mental health refers to the process of personality functioning and the existence of skills and abilities that ensure the fulfilment of a person's individual abilities and social relationships.

Mental health involves several skills and abilities, the most important of which are:

- the ability and maintenance of mental, emotional, intellectual, and spiritual development;
- the establishment and maintenance of mutually satisfactory social and community relationships;
- the coping of life-related stress ability and a tendency to take advantage of challenges for personal development.

In addition to defining mental health, it is also important to outline what are the factors that promote and that impair mental health. (Table 20)

Quality physical environment, self-assessment, emotional processing, self-management plus coping skills, and social participation can build one's mental health.



Table 5: Factors influencing mental health based on MacDonald and O'Hara (1998) model

Factors that build mental health	Factors that harm mental health
Quality environment: Good living environment and transport Aesthetic and manageable environment and view Proximity to nature Secure environment	Deprived environment: Unfavourable, unsatisfactory housing opportunities Little or no safe outdoor space Violent and unsafe environment Poor public transport Poverty and indebtedness
Emotional support: Positive feedback promotes self-assessment (Beliefs about own worth and importance → building personal competence and success leading to survival) Source can be: parents, peers, teachers, superiors, colleagues, and partners.	Emotional abuse: Direct physical or sexual abuse Indirect: constant criticism of individuality and the denial of the person's importance. Source can be: parents, peers, teachers, superiors, colleagues, and partners.
Emotional processing: Knowledge and acceptance of own emotions Appropriate use of emotional dictionary Emotional intelligence	Emotional indifference: Personal or institutional neglect of emotional life
Self-management and coping skills: Assertiveness skills Stress management skills Problem solving skills Social problem-solving skills	Stress: Extreme stress (distress) (Note: normal stress is an essential part of our lives)
Social participation: Existence of mutually satisfactory social relationships (social integration enriches everyday life) Social support Active participation in society (promotes responsibility)	Social exclusion: Loneliness and social exclusion



The best theory for understanding the mental health of future employee is Antonovsky's *salutogenetic model*. Antonovsky was curious about why people stay healthy because most theories focused on what makes and how does someone get ill. Antonovsky's (1985, 1987, 1993) salutogenesis model provides a framework in which the introduction of a coherence initiative will make it possible to dynamic interpretation of health.

The sense of coherence is made up of three factors:

- intelligibility (comprehensibility),
- manageability and
- saturation with meaning (meaningfulness) components.

Comprehensibility means that the external and internal stimuli are understandable, interpretable. The world around us is interpreted as an orderly, well-structured, clear, and transparent system.

Manageability means the extent to which an individual is capable to use the resources at his/her disposal to cope with the stress that is affecting him/her during the processing of environmental effects and stimuli.

Meaningfulness, though, means it makes sense to invest resources and energy in the solving of the problem, in carrying out the action: (emotional) commitment to solving the problem is worthwhile. The sources of stress to be tackled should be taken as challenges rather than burden. When it makes sense to get on the individual is emotionally committed to a positive outcome.

Antonovsky considered the component of meaningfulness the most important of the components of a sense of coherence because it is the motivational element. The lack of sense of action weakens the ability to cope with the external and internal stress effects and decreases the sense of coherence.

Individuals are healthier, or heal sooner when they view themselves and the world in a way that creates their sense of coherence.

According to Antonovsky's (1987) theory, the examination of the roots of health calls for a systemic approach. In this sense, health is not a normal static



equilibrium, rather an active, dynamic process of self-regulation. In his view, if the external conditions are comparable, then the individual's state of health will depend on how s/he views him/herself and the surrounding world. This will also determine the extent to which the individual will mobilise its own resources. This is the basic conceptual position, the sense of coherence, as individuals view themselves and the world. The more pronounced the sense of coherence in someone, the healthier is the person, or heals from any illness sooner.

11.2 Physical health and functional capacity

Several measures can be used to assess physical health. Due to the diversified nature of health, there are no well-established tools for measuring it. In many cases, diseases are measured instead. Oriented towards the International Code of Diseases (ICD) the Work Ability Index (WAI) enlists physical diseases:

Injuries, musculoskeletal diseases, circulatory diseases, respiratory diseases, mental health disorders, neurological and sensory diseases, gastrointestinal disease, urinary disease, skin disease, tumour, metabolic diseases, blood diseases, other illnesses.

For the functional capacity, there are many well developed tests. According to the required information, different types of functional capacity tests are available.

The Functional Target Test examines the functional consequences of the damage: in the case of damage to the musculoskeletal system, for example range of motion, effort, work capacity. Different devices are used for the measurements.

Classification of disability: The consequences of the injury, if severe, can reduce the patient's ability to work. The assessment of performance impairment is an essential element of disability evaluation. The medical examination informs about the damage, and the functional capacity examination informs about the performance. To assess physical performance, the so-called Load-bearing



capacity tests are used. All degrees of disability correspond to a general limitation of working capacity.

Comparison of the task with the skills (aptitude test): Comparing job requirements with a future employee's ability is part of complex functional capacity tests. For comparison, you need to know the requirements of the specific job. Examination of an individual's ability is demonstrated by conventional medical examination and special examination procedures. There are devices in use that measure functional capabilities and perform comparisons. There is paradigm shift from medical focus (illnesses) to capacities (abilities) (Sluiter, 2017).

Fitness-for-profession medical examination: It is the comparison of the patient's functional ability with the requirements of the future profession. This assessment compares the client's abilities not only to the requirements of the specific job, but with the possible requirements of the jobs in that profession.

Employability medical examination: This overview is giving a rough estimate on one hand on the activities that can be suitable for the future employee and on the other on the exposures that should be avoided. The examination considers the most common work requirements, exposures and loads, in relation to the employee's state of health and capacities. The report states which loads can result excess strain in the individual and thus should be avoided. This helps the orientation of job-seeking.

Physical and cognitive capabilities required for specific tasks (e.g. manual handling of loads, repetitive actions, hand dexterity) can be assessed objectively by the modules of a work simulator.

Physical health is hugely influenced by lifestyle factors and subject to public health and previous workplace loads and exposures, and health promotion activities. The successful intervention is multifaceted and targets unhealthy diet, substance abuse, sedentary behaviour, and sleep disturbances. All these have a detrimental effect on health. There are countless publications on the ways to address these factors individually or in groups.



There can be substantial reserves in health care: the appropriate care of chronic (and acute) diseases can ameliorate one's work ability.

11.3 Competencies, skills, and abilities

Competency is generally defined as a combination of skills, knowledge, attributes, and behaviours that enables an individual to perform a task or an activity successfully within a given job. Competencies are observable behaviours that can be measured and evaluated, and thus are essential in terms of defining job requirements and recruiting, retaining, and developing staff. In the case of unemployed people, we must assume the competencies required for the possible job.

Competencies that are independent of the given field also play a major role in the success.

The results of an ever-widening range of competency research and studies have now articulated countless types of competencies by experts, creating competencies across multiple competency models placed in different structures. Increasingly, it should be avoided that employment in the workplace can only be partially predicted based on narrowly defined professional competencies. Other competencies independent of the given field also play a major role in the success. In addition to the definition of competence, it is also necessary to mention skills, as well as the definition of abilities, as these three concepts are often mixed and blurred in everyday vocabulary. Of these, competence is the more complex domain of interpretation, the last two being an element, a subset of it.

Skill is nothing more than an automated component of conscious activity. The components that have become almost automatic allow us to pay attention to the essence of the action; so that attention can be shifted to the main processes leading to the desired results of the activity and to the control of the result. The acquisition and development of a skill rests on the knowledge of rules and their application many times.



The OECD compiled a list on the twelve most important skills needed to succeed at work:

- learnability
- resilience
- agility
- collaboration
- verbal communication
- written communication
- empathy
- creativity
- problem-solving
- leadership
- negotiation
- technology

Abilities are suitability for an action or performance, the degree thereof or a talent. Its quality and degree are determined partly by human endowments and inclinations, and partly by the experience (knowledge, skills) gained under the influence of the combination of environmental influences. The aptitude, which consists of innate abilities and tendencies, is thus a natural condition for the development of ability. The ability itself develops during human activity. There are so-called general abilities (intelligence, creativity), which are expressed in a wide range of activities, and there are special abilities (dexterity, musical ability, vivid, pictorial imagination, ability to achieve results in certain sports).

11.4 Values, attitudes, motivation

Good experiences strengthen positive values and attitudes towards work, and bad ones weaken them. To examine work-related values, Super (1970) collected them and prepared a questionnaire: the Super work values inventory in 1968. It was translated and adapted to many languages. It is important to



know for the future employee, what are his/her work-related values, because it helps them to find the most fitting job.

Knowing one's work-related values can help finding the most fitting job.

The contents of the Super value range are as follows:

Spiritual encouragement: According to Super, this range of values is linked to work that allows for independent thinking and learning about how things work.

Work performance: Work performance is the work-related value that brings a sense of accomplishment to good work. Performance is manifested in task orientation and a preference for work that produces visible, tangible results. It should be noted here that according to Super, this value does not apply to a high degree of activity, and thus a high degree of participation in work.

Self-assertion: According to Super, this value applies to lifestyle. It is related to the type of work that allows the individual to choose a way of life. Super notes that self-assertion stems much more from career love than from specific types of interests and abilities, so a kind of professional or age maturity is needed to recognize the value of self-assertion.

The material consideration: Material consideration, as a value or purpose, is related to work that pays well and provides an opportunity for an individual to own and acquire things and objects that are important. This type of value is also called material value.

Altruism: Altruism appears as a work value in the work that makes it possible to promote the well-being of others. Altruism values the values and interests manifested in social relationships.

Creativity: As a value, it is related to work that provides an opportunity to introduce new things, design new products, or develop new theories. Super notes, that creativity as a value can be linked to both artistic and scientific interest.

Social relationships: It can be characterized by the work that ensures the establishment of a relationship with your favourite co-workers. Super brought



up, that administrators, people with a low professional level occupation, consider social relationships more important than those with higher education.

Prestige: It is related to work that represents rank in the eyes of others and awakens respect. The prestige value dimension expresses a desire for respect by others rather than a desire for status or power. Nevertheless, prestige is inseparable from status in general, often determined by status. According to Super's studies, most people attach great importance to this value.

Variety: In connection with work activities, it reflects pleasure and the search for pleasure rather than task orientation. According to Super, the difference between different types of work activity cannot be judged along this value dimension. The relative importance of diversity depends on an individual's spiritual make-up, subculture, and the circumstances in which s/he lives.

Aesthetics: As a value lies in the work that makes it possible to make beautiful things and objects and helps to make the world more beautiful.

Independence: It allows the individual to work in their own way, for example, to work as fast or as slow as you want or be able to. This value includes autonomy, self-behaviour, action, and a degree of control over activity. It is important to emphasize here that independence is always relative, social expectation tends towards a lower score, and subjective experience aims for a higher score.

Supervisory relationships: A value dimension related to work to be done under fair control. People like to know how and on what basis they are judged or praised; supervisory relationships express the degree of compatibility with the boss.

Employment security: We value work that always ensures our livelihood. The less important we do, the more important it is that there is no risk of losing our job.

Physical environment: For the person doing the work, the place, the situation in which s/he does the work is important, because it affects the individual's well-being.



Management: It is related to the work that enables the planning, creation, organization of the work done or to be done by others. Management needs are characterized by high values in this category of costs and benefits.

Many research shows that although we like and are able to express our values and attitudes, but do not necessarily behave by these outspoken values. Changing values and attitudes are long and multifactorial process, so the shorter way for work ability improvement focuses on motivations.

During the consultation it is good to have a clear view of the motivation of the future employee.

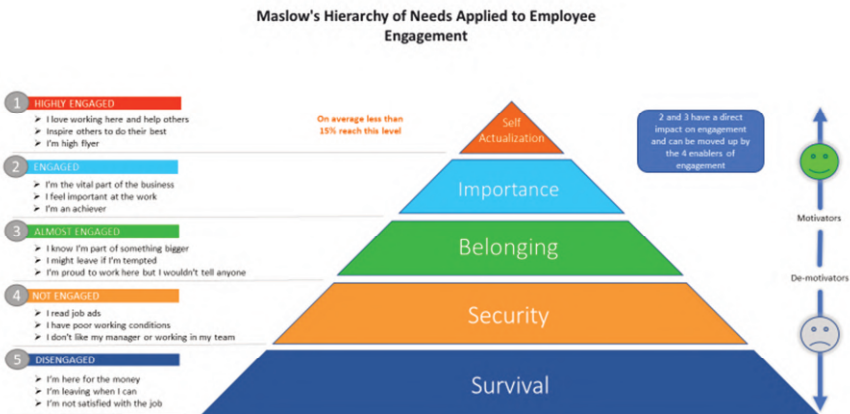
Changing values and attitudes is a long and multifactorial process, so the shorter way for work ability improvement is focusing on motivations.

Tasks vary greatly, depending on the future employee's motivation to work. Classically, the Maslow pyramid of needs describes the needs on which we act. According to the theory, the individual always moves upwards along the hierarchy of needs, after the motivating needs are met. Once a need has been met, its behavioural influence ceases, and its role remains neutral. From now on, it is always motivated by the next unmet need.

Also true of work is the eternal saying that there is nothing harder than doing what one does not want to do. Therefore, if we discuss the client's current motivation level, our chances of supporting the finding the most fitting job and improvement of work ability will increase.

The following figure will help you discuss the client's motivation and engagement level:

Figure 20: Maslow's Hierarchy of Needs Applied to Employee Engagement



11.5 How to choose a physical working environment

The need of finding a job and financial safety sometimes overwrites other very important circumstances, like finding a good physical and psychosocial working environment. In the following chapter we will summarize these main topics.

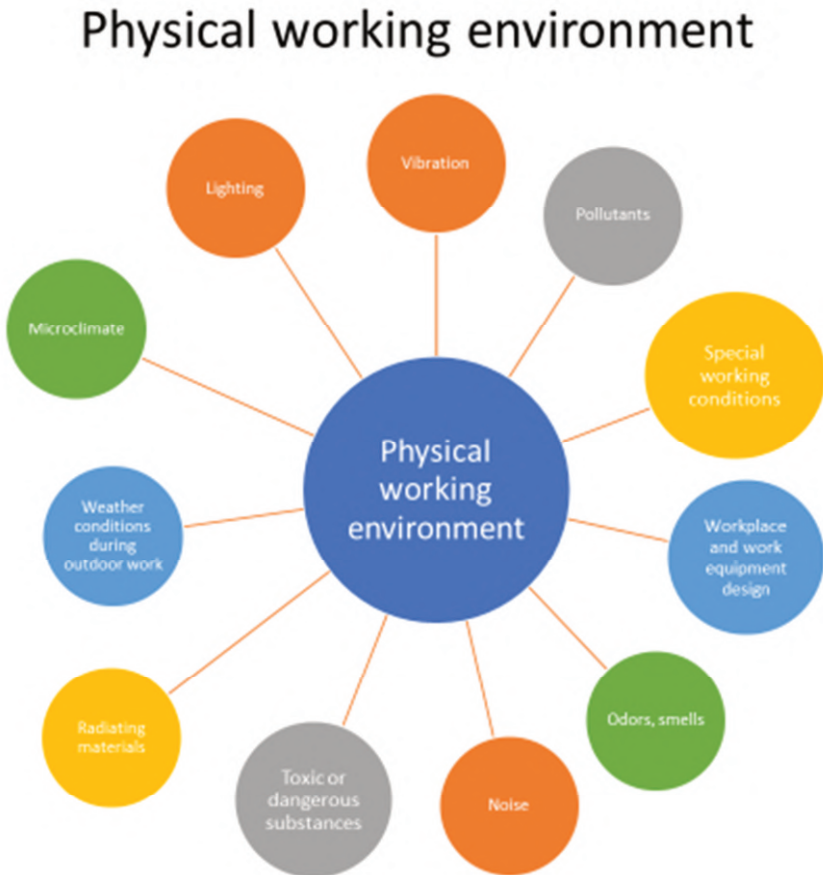
In the field of work environment analysis (risk assessment), it is the task of professionals (for example: safety officers, occupational psychologist, occupational health, environmental professionals) to reveal whether physical work environment factors help or hinders the performance of work. They also analyse how physical and mental stress is affected by these factors. It is also important what other activities and behaviours the physical work environment factors generate, support or limit. They also examine how (positively or unfavourably) they affect the emotional experience of work or work situation. Based on the examination of the physical environmental factors, the management is responsible for the appropriate design and operation of the employees' work environment through the company's ergonomic and occupational safety programs.



The main environmental factors that can affect an individual's health, well-being, and most importantly, performance can therefore be:

- lighting
- toxic or dangerous substances
- climate conditions (outdoor work)
- workplace and work equipment design
- special working conditions (e.g.: underground)
- radiation
- odours, smells
- pollutants (which require protective equipment)
- vibration
- noise

Figure 21: Physical working environment



There are now many separate disciplines and university courses to describe the physical working environment, so the complete description goes beyond the scope of this study. The Total Worker Health® is also a comprehensive program, which is worth getting to know in connection to the work ability management.

Unemployed people need to consider in detail the physical environment in their future job.



11.6 How to choose a psychosocial working environment

Practically we can say, what is good for all employees, it is also good for future employees, at any age. The work community, the corporate culture, the participation, and the good management (leadership) can be conducive aspects of psychosocial working environment.

Work community factors, corporate culture:

- roles and role expectations are clear
- every scenario, workers have clear guidelines on the tasks they are expected to do (and not do)
- clear expectations within a role that fits to each other (e.g.: being expected to provide good customer service and have enough time with customers)
- certainty about rare and well agreed changes to tasks and work standards

Participation and management:

- fluent work and processes, no interruptions
- making joint discussions possible
- meeting people as individuals in confidential matters
- being honest when discussing the challenges and development needs of the work
- identifying development needs with various surveys and discussions
- developing things together, participation
- bringing up differences of opinion and settling them in time
- clarifying responsibilities and practices and taking responsibility
- appreciation
- remuneration and gratification



Opportunity to participate in decision-making:

- control over workload
- high levels of influence and independence (e.g.: being able to influence the speed, order or schedule of work tasks and workload)

It needs to be emphasized: unemployed people must pay attention to these issues in order to maximise success in employment.

11.7 External factors

The external factors affecting a person's employability include labour market demand conditions and support for employment-related public services, lifestyle, work-life balance, education/training, career development, career mobility, self-sustainability. Those who must work longer do so generally because of inadequate savings. Further important external factors in relation to work ability are family, friends, hobbies, financial, city, country, educational and cultural opportunities, employability, inclusion, society, culture, legislation, social security, collective agreements, education, lifelong learning.

Understanding the factors that are given, like the labour market situation or the client's history and social network, can help to grab the whole picture.

First and foremost, there is the national level, which can be just the fact in which country the unemployed were born and living or looking for a job or has been educated, or can be the detailed procedure and policy making of the labour market. The EU Council recommended Member States to take measures at national level in five areas:

- improving employment opportunities by promoting investment in vocational training (especially for the young) and encouraging life-long learning;
- increasing the employment intensity of growth, particularly through a more flexible organization of work and working time, wage restraint, job creation in local environmental and social services;



- reducing non-wage labour costs to encourage employers to hire low-skilled workers;
- developing active labour market policies through the reform of employment services, encouraging occupational and geographical labour mobility and developing incentives for the unemployed to return to work;
- targeting measures to help groups particularly affected by long term unemployment.

In addition, the family and circle of friends has a lot of influence on how one can find a job. Studies have shown that socioeconomic status affect employability. Individuals who belong to the upper-income class find a job easier. The family income is related to employability, both soon after graduation and two years later. Those from lower-income classes have a harder time finding jobs. Besides the family income it also means network of relationships and certain social and cultural surrounding which has a lifelong effect. Parents influence the level of education or training that their children accomplish; the knowledge they have about work and different occupations; the beliefs and attitudes on work; and the motivation that they have to succeed.

In many countries education/training start at the given public school which is the closest of the family's living area. This determines the society from where the student will choose friends, the teachers who will teach and the quality of education. This will later affect the available social networks during job search and the quality of personal relationships on the field.

Theories imply a positive relation between investment in education and labour market return. However, their explanations of how education affects employment differ. Human capital theory argues that education increases individual's productivity, which consequently enhances job performance and leads to higher salaries. However, in the case of international education this link is not always that straightforward as the graduates might have to adjust their salary expectations upon returning to their home country or miss out on some employment opportunities in the host country due to necessary cultural and social integration. In contrast, signalling theory argues that education only



serves as a tool for jobseekers to signal their inherent ability to employers. In other words, it is the innate ability not education itself that increases productivity. For instance, it is assumed that — jobseekers with a higher education are presumably more adaptive, more motivated and have greater learning abilities.

Previous work experience can be both a transferable and non-transferable skill, depending on the type of job, field, etc., and it can cover a wide array of activities, including part-time work, voluntary work, and internships. Work experience can be a tricky component. As a prerequisite for some jobs, it can prevent applicants who lack it from being considered, but if one has too much of it, can be rejected as overqualified.

If one looks the simplest a healthy lifestyle has many benefits most important it helps one feel good. It is easier to stay motivated and have a good interview when one feels good. One who are visibly healthy, in a good condition, having a good frame of mind is easier to perform better and presumably will have fewer sick leaves and more active working days.

Work-life balance is a field where females are more dependent on developing labour market “flexibility” and reconciling the work-life balance. For example, home office and part-time work provides access to employment for categories of women who would not otherwise have been able to work. But it can also serve to marginalize women since the jobs are often concentrated in so-called “secondary” market sectors, with low wages, poor working conditions, and limited career prospects. Generally, the openness on the different solutions and the creativity toward unorthodox ways can help to find this balance.

The types of jobs are always dependent if we are talking at city or small-town level, however employability can be high depending on the fact if one finds the job demand at a certain region. At rural regions agriculture will be the way to take when higher education and skilled jobs will be always on demand at cities. Combining regional requirements with mobility can multiply the chances.

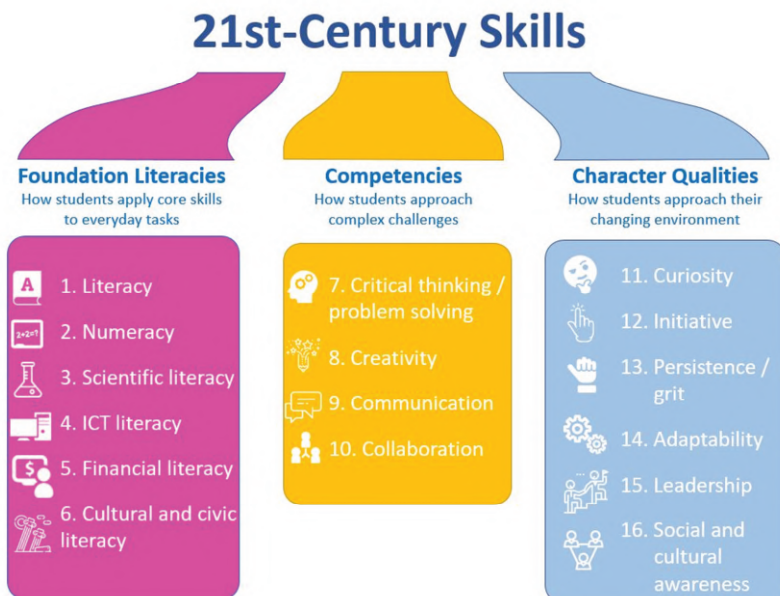
11.8 Labour market knowledge

Tendencies from the end of the century such as part time job and home office did rapidly speed up. This requires deep and steady user level informatics skill set. ICT or digital literacy became fundamental knowledge and requirement in fields where these demands have not been present previously.

The “21st Century Skills” are the areas where one can gain valuable labour market advantages, which can be reflected in employment security and remuneration.

In a 2015 report, the **World Economic Forum (WEF)** highlighted sixteen **21st Century Skills** essential for graduating students seeking jobs and lifelong learners in the workforce:

Figure 22: Essential 21st Century Skills (adapted from World Economic Forum, New Vision for Education, 2015)





The skills above are something to consider for an unemployed person step by step. Hence these are the areas where one can quickly achieve development and the salary mirrors when this happens. Foundational literacies are in every country measured with high-school graduation or equivalent which also shows the ability and willingness of learning. Developing or complimenting literacy skills are pivotal. Continuing education is a must for everyone who has higher education because there is no diploma or degree that stays up to date forever. But it is equally important for the lower educated skilled labour group hence it not only shows the ability to work but also the ability to adapt by being able to learn anything new. One thing is certain in every work environment, and that is the fact that things will change and learning new information, methods, equipments in this century is, and will be a must.

Nowadays there are further options than finding a job trough Job Centres. However, it is very important and useful to register in the official systematic government institution not just because of the financial benefits (housing and transport allowance, unemployment benefit) but because the offered services can be useful and beneficial for the jobseeker, furthermore, the company of fellows in the same situation eases the pressure.

The financial aid usually neither lasts long nor is much of a financial help. However, Employment Centres offer many things which can help to get back to work and/or prevent alienation from the world of work during the times when one lost a job and struggles with the emotional and social difficulties thereof.

Maybe it sounds too simple, but counselling and an attentive ear can be very important. One can get advice that suits the situation. Furthermore, services include personal and group employment counselling, group trainings, access to educations to receive a new qualification, information about tenders and allowances offered by government, EU or the specific local office are many times available or accessible only for registered individuals or through the desk. The above-mentioned trainings may include developing job seeker skills, CV writing, job interview, digital or language programs and some centres even offer self-development courses.



By attending the activities organised by the local offices one can keep a time frame and social connection. Being laid off, downsized, quit, losing an employment is one of the most stressful experiences in life. Aside from the financial anguish it usually causes, the stress of losing a job can also take a heavy toll on one's mood, relationships, and overall mental and emotional health. To attend any of the offered activities is one way to remain busy, keep social contacts alive and do something useful when one is in transition.

Next step is to have an up-to-date CV which includes a good profile picture. Even when someone is lower educated or is looking for a simple job it is good to have something at hand where one lists his/her work experiences and where the future employer can contact. There are many ways to write a good CV and it must match the level of education, the desired position and it usually is the first impression we make about ourselves.

In the salary of the position one would fill the important factors are education, language skills, experience, driver license, availability. The applicant should provide the above information and the combination will determine the actual remuneration. In many countries the salary for the same position depends very much on the region. The same position can be very different West-East or North-South, closer to the capital, or further away in rural areas.

The job seekers are strongly recommended to inform themselves about the average salary of the job they wish to take. It is very common to find job advertisements where the employee is expected to indicate wage demand. It can be a tricky field so it is better to prepare by checking out online wage comparison sites or asking the local Job Centre about available data on the topic.

Clearing up social media presence. From manual labour to a CEO there is a chance that the future employer will check out who the candidate is. Nowadays it happens online so it is important how one presents oneself and this includes Instagram, Facebook, TikTok, YouTube and Twitter etc. as a social media platform. It is worth to brush up how one, as a job seeker, presents oneself because it may give the first impression to the world.



After taking the precautionary steps of rebuffing one's online presence there are professional platforms such as LinkedIn or the upcoming Indeed where one can present themselves. These professional sites are "ponds where headhunters are fishing" by keyword search so personal interest and search engine optimization can give an advantage. It is advantageous to look interested and be specific and, in the meantime, it is very advisable to avoid being desperate. If one is really tech savvy there are many free ways to create a personal website (Weebly, Wix, WordPress) where one can showcase a CV, portfolio and any given information which may be useful for an employer to evaluate the future employee.

Preparing to a personal interview do require practice and it is nothing to be shameful about it. If one has a smartphone, laptop or a library card and access to internet YouTube offers tons of videos on how to do this. Public talking is not an easy task and job interviews are stressful. By anticipating common interview questions, thinking though about what are one's strong selling points and advantages, practicing in front of someone or a mirror does help to reduce some of this stress; and a fluent candidate makes a great first impression.

If it comes to job search it still depends on network and personal relationships very much. One way to do it is „to sell yourself for an employer“ the other way is „to know the employer“. To get to know the future company or employer, here are a couple of unorthodox ways to find a job:

Online networking: joining to several groups where topics of specific interest are discussed that are related to the job you seek. Many times, groups like this also offer work or offer opportunities to networking and to meet representatives in person. Although it is pretty random, however, likeminded people more likely to find each other this way.

Talking to friends and family about the job seeking: It may come down as a shameful experience not to have a job, but eventually it really can open some doors if one does not keep job-searching as a secret. One can develop a "peep talk" or an "elevator speech" about the actual situation and needs. Questions to think over: "who you are as a professional person; what is your experience; where would you like to work; in which position or what would you love to do



during your work time?” Best to have the answers ready, wrapped up in about a 1–2-minute talk. The more persons hear about what exactly one is in need the more it is likely that someone comes up with the right solutions.

Career fairs are organized by universities or other organizations, and are mainly open for anyone. It is easy to search on the Internet or the social media when one is organized at the vicinity.

Volunteering at charities at one’s free time: Keeping up the spirit, doing something good, helping someone who are in need (usually more than the jobseeker itself) is superb and one of the best networking places where one can find more job opportunities. Sometimes this part time civil works turns into full time employment. Volunteering somewhere means also a great opportunity to practice competencies on collaboration, communication and many times on creativity as well.

Business breakfasts and other business clubs: Successful enterprises/entrepreneurs may organize networking events and it is worth to check out that falls within one’s field of interest. It can give a chance to present oneself in the company of like-minded people. One may be informed on vacancies at companies during such informal events.



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12. How to implement an activity to support the work ability of unemployed people - recommendations for counsellors, facilitators, career counsellors

From our point of view, applying the knowledge of age management and work ability management in the world of the increasingly dynamic changing labour market is crucial for working with unemployed people. These above-mentioned concepts can be utilised in an innovative way to linking the individual work ability of the unemployed person with the needs of the labour market. Facilitation tools are keys to achieving the set goals, which are primarily related to placement in the labour market. The use of facilitation also defines the size of the group, which can be in the range of 8 to 16 participants. The approach in this methodology combines part of group counselling (16 hours) and individual work (1.5 hours). From the point of view of facilitation, the program is designed so that it can be implemented by one lecturer, although from practical experience we can state that the use of two lecturers in the facilitation is optimal.

Repeated interviews with the client can be seen in the narrower sense as the final stage of supporting work ability. In reality, however, effective support of work ability is a long-term systematic activity that is repeated several times (e.g., once a year, or once every three years, etc.). In this part, the fulfilment of the client's personal plan, the formulation of additional recommendations to support work ability, as well as the overall client-oriented feedback must be implemented.

For its implementation, the consultant requires precise knowledge of the client's Work Ability Management documentation (the client's personal file focused on his ability to work). This folder gathers all relevant information about the client obtained during all phases: initial interview - situation mapping - personal diagnostics (measurement of own work ability and its analysis -



planned activities (factors influencing workload, identified indicators of reduced work ability, selected techniques of strengthening personal and professional readiness for the next career) - outputs of the contract (formulation of individual measures and professional goals with regard to the client's strengths, list of recommended training and counselling programs, personal plan of the client).

Although individual work requires the consultant to focus 100% on all the details of this process and throughout the implementation, paradoxically it must not be done mechanically, austere, but relaxed with an open mind.

12.1 Supporting the work ability of unemployed people

1. Group activity: the role of the facilitator

The role of the facilitator is fully reflected in all group activities. A facilitator is a person whose style of communication makes it easier for the whole group to achieve a defined goal. It is a very apt metaphor that the facilitator is in the function of a midwife. The facilitator supports the whole process as a birth attendant but is by no means the parent of the solution. This parent is a group. The facilitator accompanies all members of the group (participants in the group activity) on the path of sharing their ideas, attitudes, experiences, and knowledge, leading the whole (strictly monothematic) discussion, in order to achieve the goal. The key to success is the facilitator's ability to ask the right questions.

2. Individual activity: advisor / coach / guide

In general, we can say that a facilitator is a person who directly provides counselling. S/he is a person who is personally mature and has the necessary education, competencies, a reasonable general overview, and a set of personal prerequisites for the performance of this responsible service. Paradoxically, the facilitator does not give priority advice, but helps the clients to clarify their thoughts about themselves and the world by providing the client positive



thoughts. The main task of the facilitator is to ask the client appropriate questions. It is these issues that are to help the client define appropriate individual measures. In practice, however, the techniques used in group work and individual counselling often overlap.

In the context of Work Ability Management, the advisor for support the unemployed client should be a person, who has, among other things, the following competences, and characteristics:

- sufficient professional knowledge of age management and work ability management;
- competencies focused on managing the supporting process;
- knowledge of the specifics of working with unemployed people.

There are key personality prerequisites, like:

- communicativeness (ability to communicate with adults), including verbal expression skills
- ability to manage one's emotions (self-control)
- optimism and calm self-confidence
- responsibility
- tact, discretion, professional secrecy (including the ability to inspire confidence)
- observational and analytical skills, ability to deduce and understand the context
- emotional affection and at the same time a rational approach to problem solving
- willingness (need) to constantly educate (or self-educate)
- ability to empathize with others (empathy)
- ability to motivate to action
- the ability to have a positive effect on the thinking of adults
- willingness (need) to help and advice others
- patience, helpfulness, and accessibility



- organizational skills
- ability to cooperate with others
- ability to overcome conflict stressful situations, frustrating tolerances
- interest in the world and social events

In the performance of their duties, each facilitator must follow the code of ethics of the relevant counselling organization. From the point of view of a career support consultant, the code of ethics should contain at least the following points:

- respect for the client's natural human dignity,
- respect for the basic human rights and freedoms of the client,
- recognition of diversity - counselling must be provided regardless of the gender, race, religion, culture, and social status of the client,
- support for maintaining one's own identity, personal integrity, personal independence, and individual diversity of the client,
- guarantee for anonymity, privacy, data protection, and data security,
- support for the development (or maintenance) of the client's work ability.

Counselling aimed at supporting work ability must also be perceived from the point of view of socio-andragogical counselling, which solves several social problems (e.g. unemployment (current and future)) through adult education and learning. In the process of social-andragogical advice, the process of upbringing and education, as well as the process of self-directed learning of adults with the intention to develop their intellectual, emotional, value, motivational, volunteer qualities and social abilities, resp. ability to live and thus the ability to cope with individual social tasks, personal social situations, and social problems. (Machalová, 2008) When counselling to support work ability, it is essential that the facilitator has both the basics of work and general psychology, but even more important is to realize that Work Ability Management advisors are not psychologists (most of them), but experts in age management and work ability management.



Active listening

"Active listening is a way in which we not only register what the client says, but at the same time encourage him to further share information, freely express thoughts, ideas, opinions and attitudes by non-verbal and verbal means." (Košťalova, et al, 2018)

"The primary activity in active listening is **to have an active and authentic interest** in the person who shares something (informs - thinks aloud), and **to make this interest clear**. This means trying to explore the other person's perspective, being interested in perceiving part of their inner world, and trying to understand them. This active participation can strengthen the partner in his existence. On the contrary, the opposite conduct may lead to the relationship not even emerging at all, becoming superficial or hostile." (Motsching, Nykl, 2011)

Specifics of unemployment

There are still several stereotypes in our society that downplay unemployment and often place a clear blame for unemployment directly on the unemployed. However, eliminating the lack of competence, including other health and social barriers, is not so easy at all. Demoralization, which is directly linked to the duration of unemployment and ends in fatalism, where the long-term unemployed person considers her/himself a "second class person", is very serious and requires a thorough knowledge of the issue from an expert working with the target group. Below are 4 rules for how to conduct problem-solving interviews (Bregman, 2021):

<p>1. LET YOU SPEAK AND LISTEN Promote finding the way out: "excuses" are OK</p> <ul style="list-style-type: none">• Listen carefully and understandingly• Avoid offering unsolicited and "smart/clever" ideas	<p>2. ASSISTING IN clarifying the REASONS AND CAUSES Recognize and distinguish logical and psychological aspects:</p> <ul style="list-style-type: none">• separate reality and opinions• examine the motives of action and response
---	--



Add courage to talk about problems resp. assist in its formulation.	Contribute to the awareness of the problem.
Confidential participation	Detailed problem analysis
<p>3. DO NOT JUDGE AND EVALUATE TOO FAST</p> <ul style="list-style-type: none"> • Listen to all arguments if possible • Always ask questions as "open problems" • Be aware of whether an immediate decision or time is needed <p>Help assess the severity of individual problem factors.</p>	<p>4. LETTING THE PARTNER IN THE INTERVIEW TO FIND THE POSSIBILITIES OF SOLVING THE PROBLEM</p> <ul style="list-style-type: none"> • No "monologues" of the interviewer • Motivate to make one's own judgment and one's own decision • Discuss goals and ways to help solve the problem <p>Encourage your client to check herself/himself and be willing to communicate.</p>
Careful consideration	Self-help

12.2 Teaching aids and room preparation

12.2.1 Group part

The space requirements for the group part are not particularly demanding. It is even possible to implement it outdoors, weather permitting. When implementing group activities, we always recommend preparing refreshments.

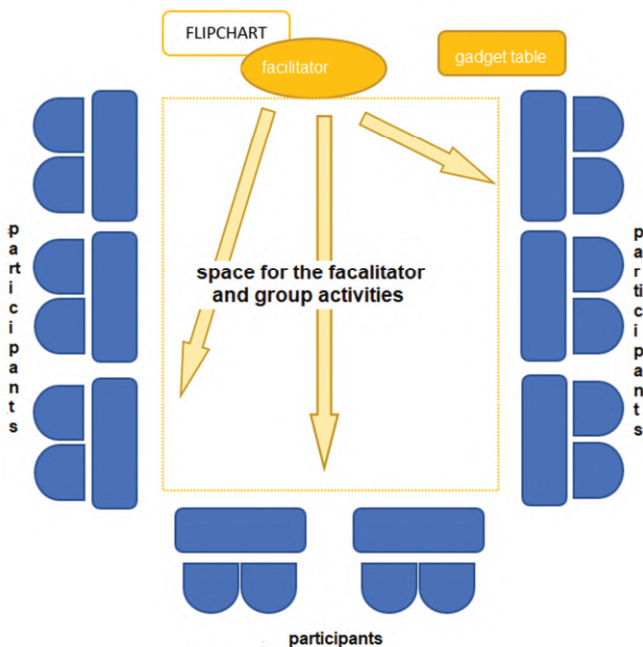
For the actual implementation we need:

- Sufficient tables, chairs - depending on the size of the group
- Flipchart - 1 pc + 1 pack. Flipchart paper, markers, masking crepe tape or adhesive rubber
 - Picture of the "Work Ability House" resp. pre-printed (possibly laminated)

- Photo cards (e.g. storytelling cards), or value cards, or emotion cards

When choosing the place of implementation, it is necessary to consider the specificities of facilitation in group work. The facilitator has closer contact with the program participants (s/he does not sit behind the furniture, or his/her movement is not limited by the space of the board / flipchart). Meanwhile the program participants often form microgroups when solving various tasks. Various physical activities are used to maintain the dynamism, but especially the attention of the participants of the program, resp. standing activities. Below we present our basic proposal for the location of the classroom where the group activity takes place.

Figure 23: Possible classroom layout





12.2.2 Individual part

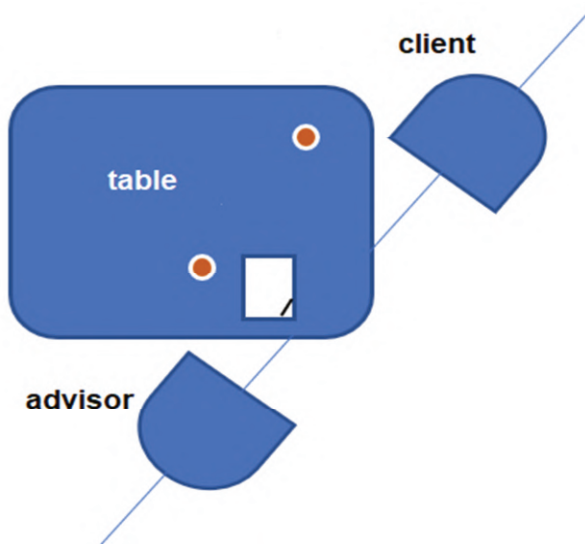
The specific requirements for the implementation of individual counselling are also low. All you need is a quiet, undisturbed room, which is well ventilated and with pleasant lighting. The aim is to create a calm, peer-to-peer, "living room" atmosphere where the client feels comfortable and does not want to run away from it.

For the actual implementation we need:

- 1 table, 2 chairs
- The client's Work Ability Management documentation:
 - WAI questionnaire
 - Completed forms from already implemented consulting activities and interview:
 - professional goals identified by the client
 - a summary of strengths identified by the client
 - a set of potential educational and counselling activities recommended by the advisor → list of educational and counselling activities selected by the client
 - personal plan for developing the client's work ability
 - Pre-printed (or laminated) scheme: Work Ability House

During the implementation of individual counselling, we propose the following form of client and counsellor seating arrangement.

Figure 24: Recommended arrangement for the consultant/advisor and the client





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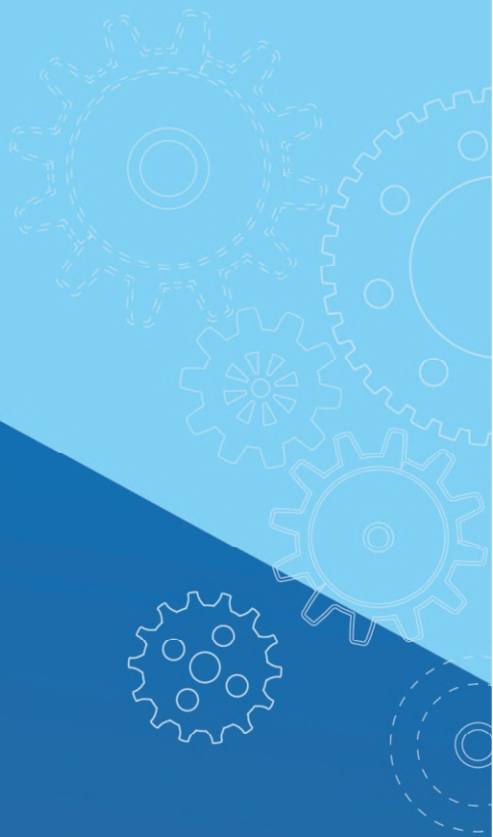


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