

Міністерство освіти і науки України
Навчально-науковий інститут фінансів, економіки, управління та права
Національного університету
«Полтавська політехніка імені Юрія Кондратюка» (Україна)
Українська асоціація з розвитку менеджменту та бізнес освіти (Україна)
Білостоцький технологічний університет (Польща)
Університет Гренландії (Гренландія)
«1 грудня 1918 р» Університет Альба Юлія (Румунія)
Вільнюський університет прикладних наук (Литва)
Сучавський університет імені Штефана Марє (Румунія)
Університет прикладних наук (Австрія)
Харківський національний університет імені В.Н. Каразіна (Україна)
Київський національний університет будівництва та архітектури (Україна)
Національний університет «Запорізька політехніка» (Україна)
Київський національний університет технологій та дизайну (Україна)
Львівській державний університет фізичної культури імені Івана Боберського (Україна)
Черкаський національний університет імені Богдана Хмельницького (Україна)
Сумський державний аграрний університет (Україна)

СУЧАСНІ ІННОВАЦІЙНО-ІНВЕСТИЦІЙНІ МЕХАНІЗМИ РОЗВИТКУ НАЦІОНАЛЬНОЇ ЕКОНОМІКИ В УМОВАХ ЄВРОІНТЕГРАЦІЇ

06 листопада 2025 року



**Co-funded by
the European Union**



Полтава
2025

Список використаних джерел

1. European Commission. (2022). *The European Digital Competence Framework for Citizens (DigComp 2.2): With new examples of knowledge, skills and attitudes*. Luxembourg: Publications Office of the European Union. DOI: 10.2760/115376.
2. Redecker, C. (2017). *European Framework for the Digital Competence of Educators: DigCompEdu*. Luxembourg: Publications Office of the European Union. DOI: 10.2760/159770.
3. Європейська комісія. (2020). *Digital Education Action Plan (2021–2027): Resetting education and training for the digital age*. Brussels. URL: <https://education.ec.europa.eu/focus-topics/digital-education/action-plan>
4. Освіта і цифрова трансформація в Україні: аналітична доповідь / за ред. В. Лугового, Ж. Таланюк. — Київ: НАПН України, 2023. — 72 с.
5. Проект «Ukraine’s Digital Transformation: Education and Skills for the Future». (2024). OECD Review. Paris: OECD Publishing.

UDC 331.1:005.95

Bondarenko Kateryna, student
Fachhochschule des BFI Wien (Austria)
Kudinova Alina, PhD in Economics, Associate Professor
National University «Yuri Kondratyuk Poltava Polytechnic» (Ukraine)

STRATEGIES FOR INTEGRATING SILVER WORKFORCE INTO INTERGENERATIONAL TEAMS

Global demographic trends, including population aging, are having a significant impact on the structure of the labor market. According to the World Health Organization (WHO), by 2030, one in six people in the world will be over 60 years old, and in the European Union, the share of workers aged 55+ will reach more than 30% of the economically active population [1]. Companies are faced with the need not only to preserve the experience of older professionals, but also to effectively combine the Baby Boomers, X, Y, Z generations in common work ecosystems.

The concept of the “Silver Workforce” is not only a social but also a strategic category of human capital management. OECD research confirms that the preservation and development of the “silver” workforce can increase the GDP of countries with developed economies by 10–15% by 2050, if inclusive HR strategies are implemented [2].

The “Silver Workforce” refers to older workers (mostly 50+) who have significant professional experience but may struggle to adapt to rapid technological change. Integrating this group into intergenerational teams requires long-term retention, training and engagement strategies.

According to the European Agency for Safety and Health at Work, the formation of intergenerational teams increases innovation and productivity by 20-25%, if the principles of reverse mentoring, adaptive learning and flexible forms of employment are applied [3]. In the context of the lifelong employability paradigm, the key is not age, but the ability of the employee to learn, adapt and interact in a digital environment.

Despite recognizing the value of senior expertise, many organizations face several systemic barriers:

1. Age bias – perception of older workers as less innovative or less flexible;
2. Unequal access to training – lack of personalized digital adaptation programs;
3. Technological gap between generations in the use of new digital tools;
4. Cultural differences in communication style, conflict management, decision-making methods.

According to Deloitte Global Human Capital Trends research, 67% of organizations recognize the need for age-diverse policies, but only 11% have formalized Silver Workforce integration programs [4].

It is worth noting that there are strategies for integrating “silver” workers into intergenerational teams. The first strategy is the “Flexible Employment Model”, which allows older workers to remain active without overloading. This promotes knowledge transfer and a gradual change in roles. For example, BMW Group created the Today for Tomorrow program, which involves redesigning workplaces considering the physical capabilities of older employees, which increased productivity by 7% [5].

The next strategy – “Mentoring and reverse mentoring” (junior employees teach seniors digital skills) has become a basic tool for mutual learning. In turn, “silver” specialists transfer strategic experience, professional standards and ethical values. IBM, Siemens and Deutsche Telekom implement joint mentoring programs that cover up to 40% of middle-aged and older staff, which reduces staff turnover and increases the team satisfaction index [6].

Another strategy is “Personalized Learning and Digital Inclusion,” which involves the use of adaptive learning tools (Coursera for Enterprise, Microsoft Viva Learning), which allow building individual upskilling trajectories according to the pace and learning style of older workers. EU experience shows that Digital Skills for All Ages programs have increased the share of “digitally confident” workers 55+ by 18% [7].

And the last strategy is “Culture of Inclusion and Value Partnership,” where HR strategies focus on the values of respect, psychological safety, and shared leadership. According to Harvard Business Review, companies with high levels of age inclusion have a 30% higher level of innovative activity [8].

Based on the analysis of international practices, the following 4-component integration model (PELM) is proposed:

1. Policy – formation of corporate diversity policy (Age Diversity Policy);
2. Engagement – involvement of senior employees in strategic and innovative projects.
3. Learning – a system of continuous learning in digital literacy;
4. Mentorship – two-way mentoring between generations;

Combined, these tools create an ecosystem of intergenerational synergy, where expertise and technological flexibility mutually reinforce each other.

Therefore, the Silver Workforce is not an “aging challenge”, but a resource for sustainable development, capable of increasing the innovativeness and competitiveness of organizations. Successful integration of senior professionals into intergenerational teams requires systemic strategies: from inclusion policies to flexible forms of work, mentoring programs and digital learning. In the context of demographic transition and skills shortages, it is the synergy of generations that becomes the key to social cohesion and strategic sustainability of business and the state.

References

1. World Health Organization. (2023). *Global report on ageing and health*. Retrieved from: <https://www.who.int>
2. OECD. (2022). *Promoting Active Ageing in the Labour Market*. OECD Policy Briefs. Retrieved from: <https://www.oecd.org>
3. EU-OSHA. (2023). *Intergenerational workplaces and safety at work*. Luxembourg: Publications Office of the European Union.
4. Deloitte. (2023). *Global Human Capital Trends 2023: Navigating the age-diverse workforce*. Retrieved from: <https://www.deloitte.com>
5. BMW Group. (2022). *Today for Tomorrow: Ergonomic and inclusive production for all ages*. Retrieved from: <https://www.bmwgroup.com>
6. Siemens AG. (2023). *Mentoring Across Generations: Diversity Report*. Retrieved from: <https://www.siemens.com>

7. European Commission. (2024). *Digital Skills for All Ages Programme Results*. Retrieved from: <https://digital-strategy.ec.europa.eu>
8. Harvard Business Review. (2022). *Why Age Diversity Is the Future of Work*. Retrieved from: <https://hbr.org>

UDC 316.346.2: 331.109

Byba V.V., PhD, Associate Professor

National University «Yuri Kondratyuk Poltava Polytechnic» (Ukraine)

Javier L. Arnaut, Associate Professor of Economics, Program Coordinator of Business Economics,
Department of Arctic Social Science and Economics
(Ilisimatusarfik - University of Greenland)

GENDER POWER AND CONFLICT: AN ANALYSIS OF BEHAVIORAL STRATEGIES IN CRISIS SITUATIONS IN THE WORKPLACE

Gender power relations in the workplace constitute one of the most complex and multidimensional phenomena in modern organizational behavior. These relationships not only determine access to resources and career advancement but also fundamentally influence communication, leadership, conflict management, and decision-making, particularly during times of crisis.

According to the World Economic Forum (2024), gender inequality remains a persistent barrier to achieving inclusive and resilient organizations: women hold only 32% of senior management roles globally, and only 29% of corporate boards achieve gender parity [1].

During crises, whether economic, organizational, or psychosocial, gendered patterns of behavior become more pronounced. Differences in emotional intelligence, communication style, and power perception directly impact how individuals respond to stress, manage uncertainty, and negotiate solutions.

Gender is understood here not merely as a biological category but as a socially constructed system of roles and expectations that shape authority and conflict resolution. Power, in this context, reflects both formal positions (hierarchical power) and informal influence (relational power).

Female leaders (per Eagly and Carli, 2020) tend to use transformational and participative leadership styles, emphasizing collaboration, empathy, and consensus-building [2].

Male leaders are more likely to adopt transactional or authoritative approaches, focusing on hierarchy and control.

In crisis contexts, these differences influence conflict dynamics. Female leaders often utilize integrative negotiation and emotional regulation, while male leaders may rely on assertiveness and goal-oriented tactics. Harvard Business Review (2022) reported that teams led by women demonstrated 12–17% higher conflict-resolution efficiency during high-stress situations due to greater emphasis on communication and relational trust [3].

Crises typically trigger behavioral patterns based on personality, stress tolerance, and power perception. The primary behavioral strategies in conflict resolution, and their gendered implications, are outlined below.

Table – Behavioral Strategies Classification

Strategy	Primary Focus and Characteristics	Common Gender Tendency
Collaborative	Inclusive leadership, mutual goals, empathy, shared solutions.	Higher in Women
Competitive	Dominance, control, prioritizing short-term success, win-lose approach.	Higher in Men
Compromising	Balancing power asymmetries, seeking intermediate solutions.	Neutral/Context-Dependent