

Translating Organisational Realities into the Lecture Theatre: The Power of Junior-Senior Knowledge Sharing

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Abstract: The systematic transfer of expertise from senior to junior professionals is a critical challenge for organizations facing demographic shifts and rapid technological change. Organisations rely on universities to foster a mindset in future professionals that empowers them to both absorb and perpetuate this transfer. This paper explores how findings from 36 semi-structured interviews with different organisational perspectives resonated with the students from Bachelor and Master programmes. The research team combines industry knowledge and experience with award winning academic research experience. The difficulty of creating trust between colleagues – especially between older and younger ones – is a topic of growing interest in an aging continent and developed world. Solutions are proposed. Bettina Falckenthal (former CEO and PhD candidate at the University of Aveiro – Doctorate in Business and Innovation (DBI) program) has delivered a series of lectures to youths on senior-to-junior knowledge sharing in organizations. This we have seen has sparked a new thinking process and approach to future work by young scholars. The importance of human capital could not be more important, including and especially in the age of AI. How not to lose out on important knowledge when seniors retire? How to best capitalize on juniors in the enterprise - and to motivate them to succeed quickly and knowledgeably – in collaboration with senior experts, perhaps nearing retirement? These issues have been discussed on a par with the importance of tacit knowledge in organizational settings. How important is trust in this type of collaboration? Serious games, a concept that appeals to generations with a digital upbringing, as well as Senior-Junior tandems (JuSeTs), linked to which we are in the process of generating intellectual property, are central to the debate. A literature review has already been performed, and artificial intelligence (AI) discussed in conjunction with the need to share – does AI promote or inhibit trust and knowledge-sharing community building? The students in attendance have stated how interesting the lectures on the topic have been and wish to learn more. Our in-depth research results are to be shared with them as we see motivation as being highly impactful on the success of both seniors and juniors in the workplace. Should older people be discarded or treasured? Given the growing shortage of human capital, expertise and tacit knowledge in an aging Europe, the topic could not be more crucial to the competitiveness of organizations in an increasingly complex and uncertain world.

Keywords: Leadership education, Seniors' expertise, Career development, Knowledge transfer competitive advantage, Human capital

1. Introduction

The core objective of our initiative (involving primary data collection and research with seniors; research and media publications; and in-person and online lectures to youths) was to address the critical challenge posed by demographic changes in Europe, particularly the aging workforce and resulting skill shortages.

The initiative explored how organizations could effectively conserve or transfer tacit knowledge, typically held by senior employees nearing retirement, to junior employees. The research team combines industry knowledge and experience with award-winning academic researcher expertise. Bettina Falckenthal, leveraging her extensive corporate experience and ongoing doctoral research at the University of Aveiro (with her co-authors who are also her PhD supervisors), has extensively lectured youths on senior-to-junior knowledge sharing within organizations, sparking a transformative thinking process among young scholars regarding their future work.

The research team have observed and researched the paradox that, even under conditions of skill scarcity, experienced and engaged employees are sent into retirement regardless of their contributions. This may be triggered by statutory age limits or as a result of organizational incentives promoting early exits. Research into the labour market situation in Europe revealed that regulations and practices vary widely across Germany, Portugal, and other EU neighbours (Paullin, 2014; Turek and Henkens, 2020; Halvorsen, 2021; van Ours, 2022) which limits transferability. Nevertheless, organisations that want to stay competitive in a globalized world need to find a solution to this paradox.

The definition and significance of “human capital” are being challenged just as the application and significance of “artificial intelligence” (AI) are evolving. Discussing with students the challenges of transferring leadership

skills, as well as the possibilities and limits of Junior/Senior tandems (JuSeTs) and AI's role in promoting or inhibiting trust and knowledge-sharing awakened considerable interest in these topics, highlighting their desire to deepen their understanding of what the future may bring – regarding evolution, advancement and inclusivity.

Organizations faced with balancing the challenges of demographic transformation and knowledge continuity need a leadership team experienced in managing a diverse workforce (Leenen, Van Heerden and Masole, 2019; Czaja *et al.*, 2020; Zander *et al.*, 2021). Trust and a sense of community foster social capital by encouraging learning, loyalty, and cross-professional connection (Wikström *et al.*, 2023). The social connections built in every step of a career significantly impact the pace and direction of an individual's progress (Salimi *et al.*, 2025). These realities are the foundations for our research on Junior-Senior knowledge sharing.

2. Methodology: Conceptual Framework, Literature Review and Thematic Analysis of Existing Interview Data

The Methodology followed a qualitative research philosophy (Saunders, Lewis and Thornhill, 2019) based on a literature review and 36 semi-structured interviews.

2.1 The Systematic Literature Review

This study applies the PRISMA approach (Page *et al.*, 2021) to review articles and conference papers on leadership education. A systematic review (SLR) was conducted in Scopus in October 2025. Only peer-reviewed English articles or conference papers in a 10-year timeframe since 2015 were considered, limited to research with a higher education focus in business or management related studies in Europe.

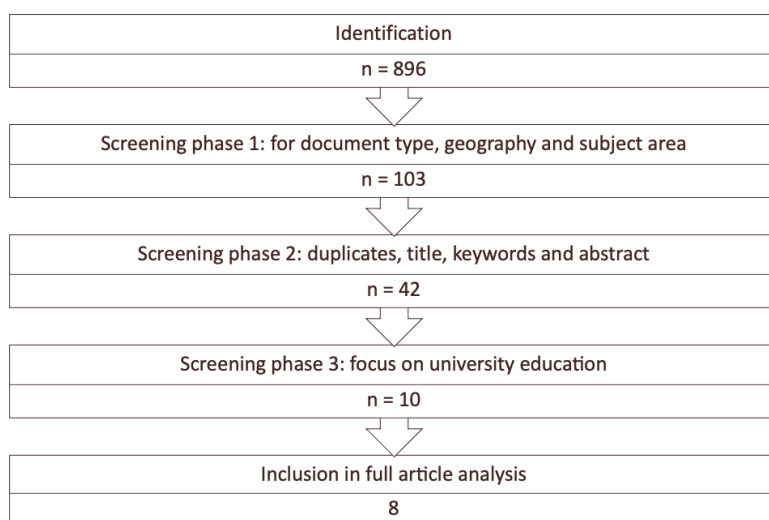


Figure 1: PRISMA Flow Diagram: Identification, Screening and Inclusion of Sources

Leadership capability has been identified as a decisive factor in career and organisational performance. Whether on project or team level, leaders have a significant influence on shaping outcomes that advance both team effectiveness and overall enterprise success (Daley and Baruah, 2021).

Our initiative expanded on leadership education research that encourages academics to offer students the opportunity to shape the lecture with their contributions (Mavin *et al.*, 2024) and to enrich and complement the standard curriculum (Laguna Sánchez *et al.*, 2021). We aimed to provide students with materials and experiences that enable critical reflection on leadership trends periodically promoted through social media (Madsen and Slåtten, 2025) and their own understanding and interpretations of leadership (López González, Fernández Espinosa and Ortiz de Montellano, 2024).

Research confirms the significance for students to develop the emotional and relational dimensions of leadership during their study program whether through real-life collaboration with senior leaders or through complex simulated opportunities (Rennemo and Vaag, 2018; López González *et al.*, 2024; Daniels *et al.*, 2025).

2.2 The Qualitative Contribution

Our research infrastructure was built around a carefully selected sample group of experts as research participants. The selection was rigorous, focusing on individuals with significant professional experience, alongside recruiters and retirees. This approach ensured the reliability of insights gathered, providing robust qualitative data through a set of 36 semi-structured interviews. The three different target groups (see table 1) were interviewed with three specific interview scripts.

Table 1: Interview participants according to "perspective" and "gender"

Perspective / Gender	Employee Perspective	Employer / Recruiter Perspective	(Early) Retiree Perspective	Total	Percentage Across Genders
Female	7 (42%)	5 (29%)	5 (29%)	17 (100%)	47%
Male	6 (32%)	6 (32%)	7 (36%)	19 (100%)	53%
Total	13 (36%)	11 (31%)	12 (33%)	36 (100%)	100%

Interview participants were assigned alphanumeric codes, with 'F' and 'M' denoting gender, 'em' indicating the employee perspective, 'er' representing the recruiter or employer perspective, and 'rt' referring to the retiree perspective. Citations are presented in the following format (examples):

- emM03 represents a male employee,
- erF11 represents a female employer/recruiter,
- rtF07 represents a female retiree.

The transcriptions of the interviews were analysed through Thematic Narrative Analysis with emphasis on themes and subject matter. For this article we selected the items that referred to "leadership" (please see table 2).

Table 2: Themes identified in the thematic analysis re. "leadership" of existing interview data

Theme or pattern identified	Highlight/summary	Code for interviewee
Trust & Credibility	Former leaders still have a large network of contacts. They will only share them if they trust the recipient to value the relationship that is being offered.	erM15
	I was lucky that the young team treated me as an equal and valued my leadership experience.	rtF08
	Doctors, engineers, and craftsmen invest years before earning their title. Yet anyone can become a leader overnight: one signature or a reshuffled org chart, and suddenly they are in charge. Yet, teams want their leaders to have some "street credibility" before they follow.	emM06
	If the juniors ask the right questions, I am happy to share my leadership expertise and to empower them.	emM03
Tacit Knowledge Transfer	Giving young leaders the tools to amplify their impact is very rewarding.	emM06
	I would employ seniors to share their tacit knowledge - not to do the job they have been doing for years.	erF11a
	As a young employee I would not have been able to succeed in my project if I had not had a senior colleague who explained the unwritten laws to me.	emF09
	I could share the unwritten laws of our organization, set an example of how to effectively address sensitive topics with a boss or within the team.	rtM08
	I enjoy seeing juniors succeed under my tutelage. That is a great reward.	rtM07
Leadership Identity & Role Transition	I would not want to compete with younger people about subject matter expertise but rather share my leadership experience.	rtF07
	Rather combine a young talent with a retired professional then continue developing advanced employees not living up to expectations.	erM14
	Sharing leadership experience with Master students feels like paying back a debt to society.	emF11b
	Juniors are expected to take on leadership of a project or team and to perform as a leader and not just deliver results.	erM04

Theme or pattern identified	Highlight/summary	Code for interviewee
	The success of a leader depends on the fit of their values and personality to the company culture. Young leaders tend to underestimate the relevance of that fit.	emM03
	It took quite some time for my younger colleagues to accept that I would pass on my leadership role and be content in a different role.	emF01
	I am happy to share my expertise and leadership experience but only with more flexibility and less overall responsibility	rtF5b
	Transferring the responsibility to lead to a junior was very liberating. I could pass on my experience without having to take the pressure.	rtM08
	If a senior leader can financially afford it (or are incentivised by their employer) to go into early retirement, they will do it and find a more inspiring role to apply their vast knowledge.	rtF5b

3. The Infrastructure

The findings from our research were presented and discussed in a number of university lectures with an international body of students, who provided additional perspectives and viewpoints for the research findings.

We introduced students to the format of Junior-Senior Tandems (JuSeTs) as a format to transfer tacit leadership knowledge. Senior experts and junior employees form the core of these tandems which operate within structured frameworks that enable frequent interaction and collaboration. Digital tools, especially those leveraging artificial intelligence, can augment these human-centric interactions by providing accessible and dynamic repositories of tacit knowledge, while also offering personalized learning experiences tailored to juniors' developmental needs (Falckenthal, Au-Yong-Oliveira and Figueiredo, 2025).

The objective was to teach the younger generation about the workplace and what they might encounter there. We aimed to provide mechanisms to improve their fast acceptance and growth in view of complex challenges in the modern and digital world. Lectures were conducted in Portugal and Germany to pass the message on how youths and more experienced seniors may and should interact for increased performance and competitiveness by organizations. Students taking different courses and from different backgrounds were targeted. In Portugal, we gathered Portuguese bachelor's students (taking degrees in management; and in languages and corporate relations) and master's students (again, master's in management students but also physics, environmental studies and tourism students, among others) – accompanied by international Erasmus exchange students (from diverse academic backgrounds). The lectures in Portugal were delivered in person and online (via Zoom) – in English – with some translation when felt necessary. News items were also written and published (e.g., in the online University of Aveiro newspaper) to ensure that the students felt the importance and significance of the lectures (please see figure 2).

News

Campus Research Education and Training Culture and Sports Awards Conferences Interviews Opinion Linhas

Conferences

Can Tacit Knowledge be shared via Serious Games & AI?

03 march 2025



Invited speaker: Bettina Falckenthal (former CEO, PhD candidate at UA – DBI program). Bettina Falckenthal presented her research in the curricular unit Management of Innovation and Technology at the University of Aveiro on 3rd March 2025. The session was well-received by the 40 students present.



In today's innovation-driven landscape, tacit knowledge – the unwritten, experience-based know-how within organizations – is a critical asset. Unlike explicit knowledge, tacit knowledge is difficult to codify and share, and its loss may lead to delaying innovation and creating a competitive disadvantage.

As increasing numbers of experts reach the legal retirement age and leave their companies, successful knowledge continuity across generations has become more crucial for the competitiveness of organizations.

Even though organizations are increasingly willing to keep senior experts on board beyond legal retirement age the cost/benefit questions are difficult to answer. In addition to the need to balance spending and ensure knowledge continuity organizations face the challenge to offer attractive ways for the younger generation to absorb tacit knowledge from senior experts. Companies are looking into options like Serious Games and AI.

This lecture explored the challenges, tools and approaches to Intergenerational Tacit Knowledge Transfer.

Students were able to test their own ability to absorb tacit knowledge by playing a "Serious Game" and having received actionable ideas for their own future research.

Serious Games ("serious" because they occur in a business environment; they also require a specific investment which may be quite high) are a "cool" and relatively novel way to ensure tacit knowledge transfer and are already being used for recruitment purposes – to ensure the right people are interested in the firm at hand (please see an example here: <https://corp.kaltura.com/resources/videos/interactive-video-example-recruiting-for-deloitte/>).

According to Bettina Falckenthal, trust is seen to be very important in tacit knowledge transfer – as in many other corporate processes – and for long-term results to prevail. E.g., job shadowing (following and observing a more experienced colleague while they address their everyday work and challenges) will only work with trust between the junior and senior parties involved. Creating a new product or service, opening up a new factory, are processes that will often only succeed if the tacit knowledge and experience exists – and so it cannot be wasted and lost when seniors retire.

The person responsible for the curricular unit Management of Innovation and Technology, Manuel Au-Yong Oliveira, was very happy with the result of the talk – which stayed close to students' needs regarding current and future employment and what to expect in the job market. DEGEIT Director Anabela Botelho welcomes these and other initiatives which bring academia closer to the professional landscape.

Figure 2: An in-person lecture on Junior-Senior Tandems and tacit knowledge transfer in Aveiro, Portugal

4. The Challenges

Companies are under pressure to keep tacit knowledge in the organization (Burmeister and Deller, 2016). In the past they have tried a variety of approaches, formats and tools. The idea of combining an experienced senior with a junior in a tandem (share a position or job for a specified timeframe) to transfer tacit knowledge has proven successful. Nonetheless it is challenging for organizations because JuSeTs have to fulfil a number of prerequisites: a) Putting two people in the same position full-time costs two salaries so they have to justify the cost for that with measurable benefits; b) Combining a senior and a junior successfully demands more than just subject matter expertise on both sides: ideally their skills are complementary, their personalities well matched and the tandem manages to build trust as fast as possible and not just at the end of the allotted time frame; c) Among the designated JuSeT partners a primary obstacle is overcoming age-related biases and stereotypes; d) Seniors may perceive juniors as inexperienced and unprepared, while juniors might view seniors as outdated or resistant to change. These perceptions can hinder trust, which is crucial for successful knowledge sharing; e) Another challenge involves the reluctance of senior employees to share their tacit knowledge due to concerns about their job security or feelings of irrelevance post-retirement and potential resistance from juniors hesitant about the relevance of knowledge from older generations; f) Additionally, integrating AI into the knowledge transfer process presents challenges, particularly in balancing technology with necessary human interactions that foster trust and genuine communication (Falckenthal, Au-Yong-Oliveira and Figueiredo, 2025).

Our research revealed a further paradox: this manifests in the ambivalent perceptions of senior employees in organisations as both cost factors and strategic assets (OECD, 2024). Legacy stereotypes shaped by historical incentives for early retirements risk perpetuating biases about reduced adaptability and relevance of older workers, obscuring their true significance in times of skill scarcity. Moreover, a focus on “high potentials” in talent management often neglects the contributions of experienced staff, impacting engagement, loyalty and knowledge continuity (von Hehn, 2016).

From our qualitative data, the following themes were identified as key factors our senior experts considered essential for juniors to internalize in their long-term career development: (A) Trust and credibility, (B) Tacit knowledge transfer, (C) Leadership Identity & Role transition (please see Table 2: Themes identified in the thematic analysis re. "leadership" of existing interview data).

These dynamics contribute to the challenge of truly embedding intergenerational collaboration as a strategic approach in organizations.

Limitations noted in the studies included difficulties in precisely quantifying tacit knowledge transfer, issues around the scalability of certain methodologies (e.g., Serious Games), and integrating AI without diminishing critical interpersonal dynamics essential for knowledge transfer.

Regarding the research effort and primary data collection process, the authors' network was leveraged. The authors, having worked in industry, prior to working in academia, made some fruitful contacts with interesting people who could help answer the research question (a purposive sample): what could make older and financially secure individuals maintain their motivation and desire to work after reaching the retirement age? Would they be interested in collaborating in Junior-Senior Tandems? And what were the motivations and reservations?

In order to keep student interest high during the lectures the mentimeter.com free tool was used to poll students on their feelings and ideas about the subject (please see figures 3 to 8). Note how seniors are seen to contribute with expertise, connections and crisis management experience (figure 3). Juniors, on the other hand, are seen to contribute with curiosity, drive and motivation (please see figure 4).

What are for you the key contributions of senior experts in a team?

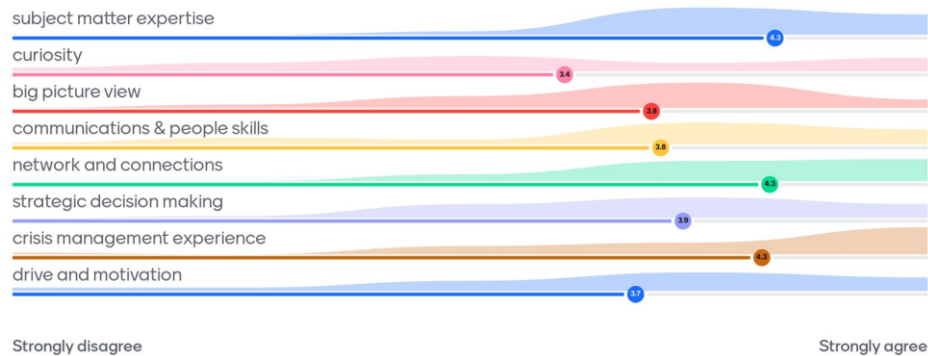


Figure 3: In lecture poll results on expected contributions of seniors

What are for you the key contributions of junior team members?

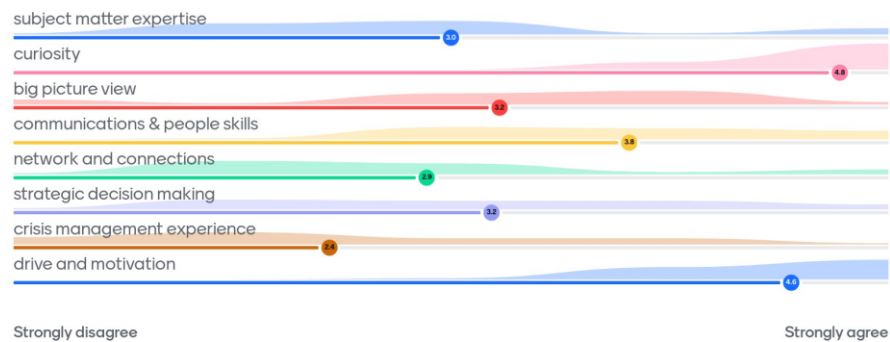


Figure 4: In lecture poll results on expected contributions of juniors

Additionally, the research recognized significant differences in the preferred learning styles highlighted in Falckenthal's comparative analyses during her lectures (please see figures 6 and 7).

Reflecting your own style of learning: Which format would you prefer to absorb tacit knowledge from somebody more experienced?

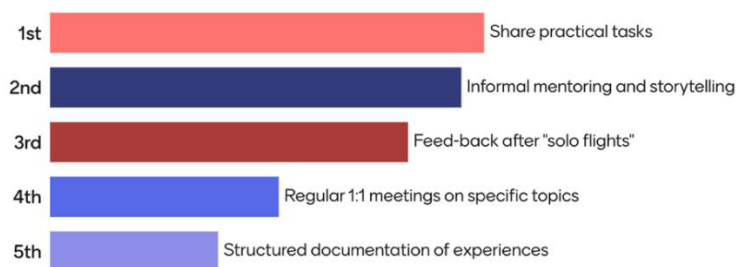


Figure 5: In lecture poll results on learning styles Group A

Reflecting your own style of learning: Which format would you prefer to absorb tacit knowledge from somebody more experienced?

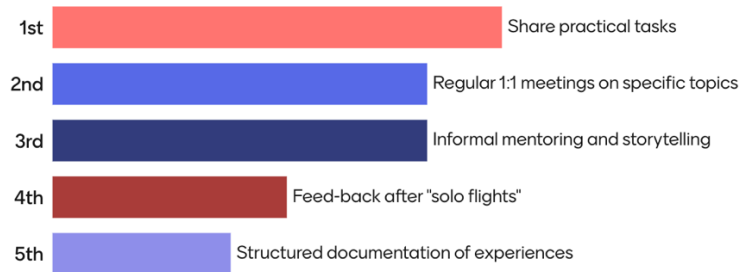


Figure 6: In lecture poll results on learning styles Group B

From your point of view: who benefits more from a Junior/Senior Tandem - the Company or the Junior?

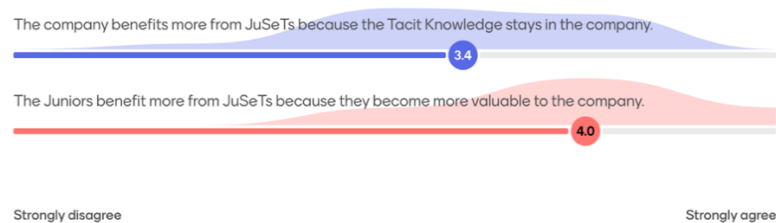


Figure 7: In lecture poll results on beneficiary Group A

From your point of view: who benefits more from a Junior/Senior Tandem - the Company or the Junior?

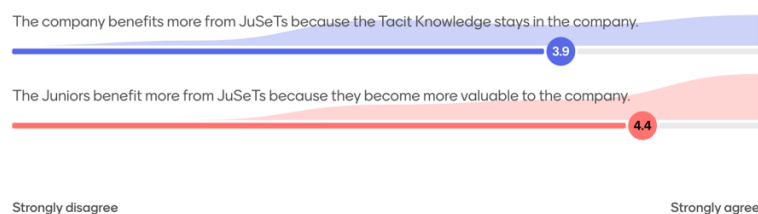


Figure 8: In lecture poll results on beneficiary Group B

5. How the Initiative was Received by Future Leaders

The topic was entirely new to most of the young students. The lectures did spark the interest levels of attendees as numerous day-to-day examples of tacit knowledge were given that they could relate to.

Feedback from participants and academic audiences demonstrated a high degree of engagement and recognition of the initiative's importance. Lectures delivered by Bettina Falckenthal at the University of Aveiro

in Portugal and the Hochschule Fresenius in Germany were particularly well-received, demonstrating high levels of student interaction and positive feedback, notably in discussions surrounding the future of work, strategic HR management, and active aging in corporate environments.

Anecdotal polling conducted during international lectures on how seniors are perceived and treated in their respective home countries revealed notable cultural differences which in turn stimulated more deliberate reflection among the students.

Feedback from the younger scholars involved in the lectures highlights a profound shift in their perception of the workplace dynamics and an increased interest in organizational roles involving collaborative and intergenerational tasks.

On the other hand, participants in the semi-structured interviews (senior experts and retirees; recruiters) indicated high levels of satisfaction of being able to contribute to organizations' foresight and vision regarding the organizational relevance of tacit knowledge (gained mainly through one's professional and life experience). Opportunities that existing labour laws offer are also seen to be crucial.

Students expressed an enhanced awareness of the critical need for effective intergenerational collaboration and a heightened awareness of the value each generation may bring to organizational success.

6. The Learning Outcomes

A systematic evaluation framework utilizing key performance indicators (KPIs) has been proposed to measure the effectiveness of junior-senior knowledge transfer (Falckenthal, Figueiredo and Au-Yong-Oliveira, 2025). KPIs include metrics such as interpersonal trust levels, quality of relationships, skill improvement scores, and tangible organizational performance improvements. Notably, trust emerged as a pivotal element, closely tied to successful knowledge transfer. Improved interpersonal trust leads to increased collaboration, better conflict management, and enhanced productivity. Skill improvement scores offer quantitative insights into the efficacy of knowledge transfer demonstrating tangible benefits in skill acquisition and competency development among junior employees.

This framework allows companies to move beyond ad-hoc decision-taking when asked to evaluate the costs and benefits of intergenerational tacit knowledge transfer by bringing a scientific perspective into such evaluations.

We provided actionable insights for human resource strategies, particularly regarding the active utilization of senior experts beyond retirement age, contributing to increased organizational resilience and productivity.

The research and lectures critically discussed innovative tools like Serious Games (games devised to entertain while providing training also, and while facilitating knowledge transfer) or AI applications, and their requirements for efficiently supporting dynamic and engaging knowledge transfer processes (Acampora *et al.*, 2023; Malik, Nguyen and Budhwar, 2024).

The students in class when polled were seen to have recognized that the organizations, youths and seniors involved would all benefit from the Junior-Senior Tandems. This particular tool was seen to be a fast path to growth.

7. Plans to Further Develop the Initiative

Moving forward, broader application and scalability of Junior-Senior Tandems will be explored via pilot projects to refine metrics and thresholds such as interpersonal trust levels, efficiency improvements, and tangible benefits observed in organizational performance in addition to KPIs such as Quality of Relationships and Skill Improvement Scores.

Plans involve collaborations with industry partners, aiming to validate methodologies and refine KPIs for broader applicability and effectiveness.

We propose a JuSeT+ framework of structured tandems in shared or job-split roles for retirees and juniors, now designed for flexible engagement and enhanced knowledge transfer. In this context AI can be employed in matching and training personalization. Pilot experiments in organizations and extended case studies are the next steps, aiming to establish scalable, cross-generational frameworks for talent development and knowledge continuity.

Further research will explore deeper cultural and international variations in attitudes toward senior employees, aiming to develop tailored strategies that enhance global applicability and effectiveness. We also intend to

pursue further academic and industry collaborations, building on the successful integration and reception seen in our initiative.

Plans for further development could also include expanding the application of AI within tandem frameworks, improving knowledge codification techniques, and scaling these pilot methods to broader organizational contexts. While AI offers powerful tools for capturing and disseminating knowledge, human judgment, experience, and intuition remain irreplaceable, especially regarding tacit knowledge. Organizations that effectively integrate human capital with technological advancements will maintain competitive edges by preserving essential knowledge and continuously cultivating new expertise through intergenerational collaboration.

In class we are aiming to implement AI-based simultaneous translation to maximize student comprehension of lectures in a foreign language.

8. Conclusion

Our research and in-class lecturing initiative underscores the immense potential of human capital, particularly in the form of structured intergenerational knowledge sharing. Through strategic pairings of juniors and seniors, complemented by the judicious use of artificial intelligence, organizations can significantly enhance their internal knowledge continuity. Addressing critical challenges such as trust, bias, and technology integration, our research provides actionable strategies and innovative tools that organizations can leverage to thrive amidst demographic and technological shifts. Through ongoing development and broadening collaborations, our initiative aspires to set new standards in strategic human resource management and knowledge continuity.

Looking forward, the implications extend far beyond HR or organizational development. They demand a fundamental transformation in how Human Capital is identified, developed, combined and utilised. Recruitment can no longer revolve around ticking boxes on CVs. Forward-looking organizations increasingly ask results-driven questions, such as:

- How will this candidate help us restructure our department or innovate our next product line?
- How have they demonstrated their problem-solving capabilities, adaptability, and capacity for collaboration?

This evolution means hiring will focus less on traditional credentials and more on the capacity to generate outcomes and contribute to organizational continuity. For graduates, the implications are profound: The required skill set for future professionals will be characterized by adaptability, results orientation, and the ability to deliver beyond subject matter expertise. The education sector, in turn, must adapt curricula and training paradigms to nurture these multidimensional, challenge-oriented competencies.

For HR and recruiters, this transition involves rethinking their own skill requirements:

- Assessing not just subject knowledge, but genuine motivation and collaboration capabilities.
- Structuring interviews and assessment processes to judge how candidates will contribute to real-world challenges, not just how well they fit into conventional patterns.
- Actively seeking out, valuing, and integrating the "wealth of experience" found across different age cohorts.

Teams thrive when recruitment processes look beyond surface-level markers. Career starters bring fresh insights from their recent studies; experienced professionals offer depth and perspective. Together, this diversity sparks innovation and builds resilient, adaptive organizations.

The research team's efforts and insights highlight the transformative potential of focused educational initiatives aimed at young scholars and future professionals. By nurturing a deeper understanding of the value inherent in senior-to-junior knowledge transfer, organizations can better equip themselves to handle the demographic challenges of an aging workforce and competitive pressures in the modern global economy. Ultimately, recognizing and harnessing the full potential of an age-diverse workforce is not merely beneficial but essential for sustainable organizational success and resilience in an increasingly complex world.

Ethical Declaration: The study was conducted in accordance with the Declaration of Helsinki, and approved by the Institutional Review Board (or Ethics Committee) named Commission for Ethics and Social Responsibility located in our department and university (Process Nº 01/22; date of approval: 21st November 2022).

Approval Code: Positive - the researcher(s) may proceed with the questions as stated in the interview script submitted; the questions are deemed appropriate and anonymity of subjects ensured. The participation of the interviewees is clear and voluntary. No harm to persons will occur.

Informed Consent Statement: Informed consent was obtained from all subjects involved in the study.

Data Availability Statement:

The data presented in this study are available upon request from the lead author. The data are not publicly available because, in their informed consent, the participants were informed that the data would be confidential and that individual responses would never be known, as the data analysis would be of all the participants combined.

Conflicts of Interest: The authors declare no conflicts of interest.

AI declaration: Perplexity.ai was used for text optimization only and to make the flow of the text better and more formal.

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