



Intergenerational Learning Curriculum

Module 3. Designing Strategies for Managers, HR Professionals and VET Providers to combat ageism and social exclusion at the workplace – *Ireland – Future in Perspective*



Co-Funded by
the Erasmus+ Programme of
the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project Number: 2020-1-BG01-KA202-079064

Contents

Introduction	3
Aims:	3
Learning Outcomes:	3
Outline:	4
Module 3: Designing Strategies for Managers, HR Professionals and VET Providers to combat ageism and social exclusion at the workplace.	5
Unit 1: Ageism in the workplace for both older and younger workers	6
<u>Unit 2: HRM strategies to address ageism and promote intergenerational working</u>	8
Module Training Assessment	12
Activity Sheet 1	14

Introduction

In Human Resource Management, there are six important basic functions that exist; Employer Branding; Recruitment & Selection; Performance Management; Learning & Development; and Succession Planning and Compensation.

Within these six areas of HRM, management faces a myriad of challenges on a daily basis with regards to ageism and age-related bias or misconceptions. Organisations ultimately face the decision regarding which stereotypes they are willing to accept or reject in the workplace, especially surrounding the age of an individual. It is these stereotypes that can result in individuals feeling socially isolated from their peers and can result in ageism related concerns being brought before management.

To successfully combat ageism and social exclusion within the workplace, HRM need to have appropriate knowledge in delivering strategies that appeal to multigenerational audiences. As the workforce now has workers from five generations interacting with one another, along with an aging workforce, organisations need to be able to transfer knowledge between team members.

This knowledge sharing can promote confidence in both marginalised younger workers and older workers who may be victims of age-related discrimination. Through intergenerational knowledge sharing, different generational cohorts and communities can come together and promote a supportive working environment.

Aims:

This module aims to provide managers, HR professionals and VET providers with a wide range of strategies that they can implement in their professional lives to combat ageism and social exclusion within the workforce.

Learning Outcomes:

This module aims to provide managers, HR professionals and VET providers with the following knowledge, skills and attitudes to combat ageism and social exclusion at the workplace, including;

- Enhanced observation skills to identify and address any age-related discriminatory behaviours within organisation settings.
- A desire to understand logic behind stereotypes that occur within the organisation relating to workers.
- The benefits that age diversity brings to a multigenerational team.

- Common strategies that can be implemented to discourage age-related discrimination from occurring within an organisation.

Outline:

This module is divided into 2 learning units, namely:

- Unit 1: Ageism in the workplace for both older and younger workers;
- Unit 2: HRM strategies to address ageism and promote intergenerational working

Each unit incorporates a range of theory, discussion questions, online videos to promote debate and an opportunity for learners to examine the implementation of strategies within their workplace.

The total of hours to complete this module, in a face-to-face format, is three hours. The material has been presented so that the theory can be provided, and learners are able to discuss and debate the content in a safe and supportive context. All materials were designed to be either delivered in a face-to-face or an online format. The final time allocation for each learning activity is at the discretion of the facilitator, however, it is advised that the first unit lasts approximately 1 hour and the second unit lasts approximately 2 hours.

A debriefing quiz has also been included at the end of the session, which is expected to take between 10 and 15 minutes for learners to complete.

Module 3: Designing Strategies for Managers, HR Professionals and VET Providers to combat ageism and social exclusion at the workplace.

Designing Strategies for Managers, HR Professionals and VET Providers to combat ageism and social exclusion at the workplace

Unit 1: Ageism in the workplace for both older and younger workers

Unit 2: HRM strategies to address ageism and promote intergenerational working



Unit 1: Ageism in the workplace for both older and younger workers

Activity 1.1	
Title:	Unit 1: Ageism in the workplace for both older and younger workers
Implementation:	This activity is designated for face-to-face training but can be adapted to be provided in an online format through breakout room sessions.
Objective:	The objective of this activity is to present an overview of common stereotypes and misconceptions that are heard in relation to older and younger people within the workforce.
Competencies:	<ul style="list-style-type: none"> ● Critical thinking ● Strategic thinking ● Problem solving ● Decision making ● Digital skills ● Media literacy
Duration:	60 minutes

Activity Description:

- **Brief Description:**

This unit is divided into two sections. The first discusses the age profile within the organisation and the impact of ageism within the organisation. The latter half of the unit describes common stereotypes that are used against younger and older workers. Participants will be invited to watch a YouTube video and engage in a range of discussion lead activities.

Materials needed for this session include:

- PPT
- Breakout space for group discussion
- Laptop / PC / Tablet with internet access
- Blank branded presentation for learners to create their own ideas.
- Access to YouTube

For sessions that are conducted online, facilitators will require a hosting platform such as Zoom or Microsoft Teams to facilitate the session. Additionally, facilitators can use collaborative panels such as Padlet or Slido to further enhance the learning experience and participation of participants.

- Implementation Directions

Step 1: The age profile within your organisation [10 minutes]

The facilitator will invite participants to identify the age profile of workers in the organisation. They will ask:

- What is the age profile of your organisation?
- What position do they sit within the hierarchy of age within the office, for example, if they are the oldest or the youngest?
- <any additional questions the facilitator deems relevant>

Step 2: Theory and activity on the impact of ageism within the workplace [20 minutes]

The facilitator will invite learners to watch the following YouTube video:

<https://www.youtube.com/watch?v=Hs28FgRxqt0>.

Learners will examine common examples of misconceptions towards people of all ages within the organisation and discuss common stereotypes towards both younger workers and older workers.

Step 3: Stereotypes [30 minutes]

Learners will break up into teams of 3-4 learners and will discuss the topic 'How has ageism manifested itself in your workplace'. After 15 minutes, learners will come back to the main group and present their findings, either verbally or using branded templates provided by the facilitator of the session.

Links

- Imagine a world without ageism: <https://www.youtube.com/watch?v=Hs28FgRxqt0>.

Resources

- PowerPoint Presentation – Module 3 Unit 1.

Unit 2: HRM strategies to address ageism and promote intergenerational working

Activity 2.1	
Title:	Unit 2: HRM strategies to address ageism and promote intergenerational working
Implementation:	This activity is designated for face-to-face training but can be adapted to be provided in an online format.
Objective:	The objective of this activity is to encourage participants to examine how the six HRM functions can result in ageism occurring within the organisation. Additionally, learners will be presented with a range of strategies that they can use to combat age-related discrimination in the workplace.
Competency/ies:	<ul style="list-style-type: none"> ● Critical thinking ● Strategic thinking ● Problem solving ● Decision making ● Digital skills ● Media literacy
Duration:	120 minutes

Activity Description:

- Brief description:

This unit is divided into two sections, the first addressing the 6 HR processes and the second discussing a range of strategies that can be implemented within the organisation to combat ageism.

Materials needed for this session include:

- PPT and Activity Sheet 1
- Breakout space for group discussion
- Laptop / PC / Tablet with internet access
- Blank branded presentation for learners to create their own ideas.
- Access to YouTube

For sessions that are conducted online, facilitators will require a hosting platform such as Zoom or Microsoft Teams to facilitate the session. Additionally, facilitators can use

collaborative panels such as Padlet or Slido to further enhance the learning experience and participation of participants.

Implementation Directions

Step 1: The 6 HR processes and issues related to age-related discrimination [20 minutes]

The facilitator will present the learners with the six HR processes and invite them to engage in a discussion for around 10 minutes on what they believe the major issues could be relating to age-related discrimination.

For sessions that are held online, the facilitator takes each process in turn and invites participants to give their answers on Slido or Padlet.

Step 2: Why is Age Diversity Good for Business [approx. 20 min]

The facilitator will invite participants to watch the following YouTube video:

https://www.youtube.com/watch?v=hG5BB8Ope_E.

Having watched the video, the facilitator will ask participants a range of questions including:

- Do you have first-hand experience of emotional instability that was resolved from intergenerational working?
- What are the challenges within the workforce for unengaged and unstable workers, irrespective of their age?
- Can you identify examples of competitive advantage that were brought to your organisation through young workers collaborating with older workers?
- <any additional questions the facilitator deems relevant>

Step 3: The 6 HR processes and techniques [approx. 30 min]

The facilitator will present each of the 6 HR processes in detail and encourage learners to offer any advice or suggestions to reduce ageism within each section.

Should time permit, two additional YouTube Resources have been provided that can be used as either self-directed learning after the session, or, for discussion within this section:

1. How to Manage 5 Generations in the Modern Workplace:
<https://www.youtube.com/watch?v=gmgzgfj140hQ&t=2s>
2. What does age-friendly mean to you?
<https://www.youtube.com/watch?v=xD36Js5jLeI>

Step 4: Strategies to combat ageism and social exclusion at the workplace [approx. 30 min]

The facilitator will present a range of strategies that can be used to combat age related discrimination within the workplace.

EU Council Directive 2000 / 78 / EC has been given as an example of legislative measures to combat age related discrimination. Facilitators are free to invite learners to research how the law has been implemented on a national level in their home country.

Step 5: Strategies to combat ageism and social exclusion at the workplace [approx. 20 min]

Participants will be provided with a copy of activity sheet 1 and be asked to complete a self-reflection exercise based on the company they work for.

They can highlight, based on the information provided during the session, which strategy would be most suitable for implementation within their organisation.

If time permits, learners can present their ideas and suggestions to the group, or send it to the facilitator to receive feedback. Additionally, learners can share their ideas through social media platforms such as WhatsApp.

Links

- *Why Age Diversity is Good for Business:* https://www.youtube.com/watch?v=hG5BB8Ope_E
- *Hiring in the Age of Ageism:* <https://www.shrm.org/hr-today/news/hr-magazine/0218/Pages/hiring-in-the-age-of-ageism.aspx>
- *Performance Management:* <https://www.cipd.ie/news-resources/practical-guidance/factsheets/performance-management#gref>
- *Succession Management:* <https://www.cipd.ie/news-resources/practical-guidance/factsheets/succession-planning#gref>
- *Total Rewards Model:* https://www.worldatwork.org/docs/marketing/1610_BRO_TRModel_Update_J5613_FNL.pdf
- *The Equal Status Acts:* <https://www.ihrec.ie/guides-and-tools/human-rights-and-equality-in-the-provision-of-good-and-services/what-does-the-law-say/equal-status-acts/>
- *Equality in the workplace:* https://www.citizensinformation.ie/en/employment/equality_in_work/equality_in_the_workplace.html

- *Remote Working Checklist for Employers:*
<https://enterprise.gov.ie/en/Publications/Publication-files/Remote-Working-Checklist-for-Employers.pdf>
- *How to avoid ageism:* <https://www.shrm.org/hr-today/news/all-things-work/Pages/how-to-avoid-ageism.aspx>
- *Tackling ageism and Discrimination:*
http://www.healthyageing.eu/sites/www.healthyageing.eu/files/resources/age_perspective_merged_equinet_en.pdf
- *Managing an age-diverse workforce: What employers need to know:*
https://www.cipd.co.uk/Images/managing-an-age-diverse-workforce_2015-what-employers-need-to-know_tcm18-10832.pdf
- *How to manage 5 generations in the modern workplace:*
<https://www.youtube.com/watch?v=gmgfj140hQ>
- *Centre for Ageing Better (2017) What does age-friendly mean to you? Retrieved from:*
<https://www.youtube.com/watch?v=xD36js5jLeI>

Resources

- PowerPoint Presentation – Module 3 Unit 2.
- Activity Sheet 1 – Module 3 Unit 2

Module Training Assessment

Quiz

1. In research conducted by William Fry in 2016, what age were older workers perceived to be?
 - a. 45
 - b. 51 – correct answer.
 - c. 61
 - d. 65

Justify your answer:

2. True or False: Some of the common forms of discrimination seen by older and younger adults include direct discrimination, indirect discrimination and victimisation.
 - a. True – correct answer.
 - b. False

Justify your answer:

3. True or False: Stereotypes are always negative in their nature.
 - a. True
 - b. False – correct answer.

Justify your answer.

4. In which areas can HR address age-related discrimination
 - a. Recruitment and Selection
 - b. Performance Management
 - c. Learning and Development
 - d. Succession Planning and Promotion
 - e. Compensation and Benefits
 - f. Employer Branding
 - g. All of the above – correct answer

5. True or False: Age diversity is bad for businesses
 - a. True:
 - b. False: correct answer.

Justify your answer.

6. During the recruitment process, which of the following terms should be used to refer to individuals:
 - a. Experienced
 - b. Digital natives
 - c. Seasoned

- d. None of the above – correct answer
7. 360-degree performance reviews enable:
- a. All members of the team provide feedback to individuals – correct answer.
 - b. Only a select few members to critique others
8. True or False: Organisations do not need to consider the age of retirement when looking into their age-related policies and procedures.
- a. True
 - b. False – correct answer
9. Age-Friendly Service Provisions promote:
- a. Those of any age to access the services they wish
 - b. Equality amongst all people, irrespective of their age,
 - c. Preparing towns and villages for an aging population
 - d. All of the above – correct answer
10. Reverse mentoring promotes:
- a. Knowledge exchange
 - b. Confidence building
 - c. An awareness of the bigger picture
 - d. All of the above.

Activity Sheet 1

Unit 2: HRM strategies to address ageism and promote intergenerational working

Consider the following questions and insert your answers in the text box provided:

1. What policies does your company have in place to support age diversity?

2. What struggles has your company has to date in promoting age diversity?

3. How successful has your organisation been in combatting age related discrimination?

4. How could intergenerational working transform your workplace?

5. Of the strategies outlined in the presentation, which three would your organisation be most inclined to accept and implement?

1.

2.

3.