Introduction

IO1: Intergenerational Learning Curriculum

Contents

Introduction

This section is intended to give guidelines and suggestions to Trainers for the Activities Part.

In the next pages you will find Activities, suggested Instructions and Learning Outcomes for the training curriculum. Usually, the Activities part takes around 100-120 minutes, but you will find plenty of Activities in the following Training Curriculum and you can choose the ones you find more suitable and arrange accordingly the duration and structure of the Activities Part.

Moreover, we do encourage you to alter and implement the Activities in compliance with your own specific goals or limitations (time availability, specific characteristics of trainees group, material availability, desired learning outcomes, facilitator own characteristics).

Bear in mind that the Trainers must be in a position to answer questions and to engage in elaborated conversations amongst themselves and the participants. Hence, we highly recommend to the Trainers to read carefully the material provided and to do their own background research as well.

Modules Overview

The training curriculum is divided in six modules and each Module includes:

- Resources required for implementation
- Number of hours to be assigned to each competence area in each stage
- Training material tools and content
- Handouts and activity sheets
- Assessment Tools

The modules are:

- **Module 1**. Introduction to Intergenerational Learning

- **Module 2.** Needs analysis to identify Intergenerational Learning needs in businesses

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

- **Module 4.** Implementing, monitoring and evaluating the above strategies

- **Module 5.** Train the Mentor curriculum and material

- **Module 6.** Implementing, monitoring and evaluating the training programme

Module 1: Introduction to Intergenerational Learning

1. LearnGen Project Overview

With the main aim to combat ageism and social exclusion at the workplace, LearnGen's Curriculum and Training material main focus is to provide an avid pool of knowledge and practical applications for VET providers and in-service trainers so they can create relevant strategies within their organizations - companies settings and successfully address the aforementioned issues.

LearnGen's material takes into account the specific needs of the target groups Marginalized Older and Younger Low-Skilled Workers.

All the material is created in such a manner, that allows flexibility for adjustments and implementation in different contexts, as well as taking in account of the participants' – groups' own unique characteristics (group number, expertise, time-availability, cultural, social and educational background).

To raise awareness of Human Resources Managers and other relevant professionals in a managerial position, regarding the importance of intergenerational learning, the training material will address important notions connected to the general issue of ageism, like marginalization, social inequality and exclusion from learning/training opportunities.

This Training Curriculum provides material to support older workers as well as young workers to develop necessary core skills to teach and learn from each other with the theorem that both generations are living under the same societal norms and navigating in the same working environments, hence they need each other to thrive. The ultimate aim of LearnGen and Intergenerational Learning Training Curriculum is to encourage both age groups to share skills and experiences and to bridge any gaps between them.

1.1. LearnGen's Training Curriculum Objectives:

1. Support Older and Younger workers to develop **core skills** necessary to interact in a professional environment effectively

2. **Improve collaboration and knowledge and** enhance access to training and qualifications for all

3. Support Managers and other professionals with relevant expertise to design, implement and monitor effective inclusive policies and practices

5. Build competencies of managers and trainers **to design learning programs** on peer-to-peer mentoring

6. **Overcoming skills mismatches**

Consortium

P1	BULGARIAN-ROMANIAN CHAMBER OF COMMERCE AND INDUSTRY - BULGARIA	
P2	FUTURE IN PERSPECTIVE – IRELAND	
P3	MINDSHIFT TALENT ADVISORY LDA - PORTUGAL	
P4	CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD CARDET - CYPRUS	
P5	MOTION DIGITAL - CZECH REPUBLIC	
P6	INSTITUTE OF DEVELOPMENT LTD - CYPRUS	
P7	EUROTRAINING EDUCATIONAL ORGANIZATION - GREECE	

2. Definitions

Older (mature) Workers

Europe's population is becoming progressively older. According to relevant research the population aged 55 and above rose to 30% in 2019 and it's estimated to reach a peak of around 40% by 2050. As a result of the continuing decline in fertility in all European Union countries and the aging of the Baby Boomers Generation in combination with a significant rise in life expectancy, a vast amount of research findings points out that there is an immediate need of keeping older workers active for longer. In order to achieve that we need to ensure that Older Workers are supported in a manner that will allow them to maintain the ability to work for longer.

There is currently a need for an immediate action since the situation is emphasized by the low participation rates of workers who are aged 55 years or older and by the early exit of this age group from professional life (Ilmarineh, 2015). Even though more mature workers choose to proceed with working rather than retiring, still it is estimated that there are three times as many unemployed older workers than younger workers not in education, employment or training (CIPD, 2015). Hence a **huge pool of untapped potential talent** is available and professionals in Managerial Positions, HR and Vocational Guidance are called to find solutions on how to utilize the aforementioned groups and find ways to integrate them in the labor market.

Younger Workers

The labor force participation rate of young people (aged 15–24) has continued to decline. Between 1999 and 2019, the total number of young people engaged in the labor force (those who are either employed or unemployed) decreased from 568 million to 497 million (ILO, 2020). The upgrading of skill requirements in most occupational fields threatens even more the inclusion of low-skilled young workers in the labor market, especially those who do not have any previous academic education or specialized vocational training (De Grip &

Walters, 2005). Moreover, it seems that not only low-skilled younger workers but all younger workers nowadays seek to receive through their professional career posts, learning opportunities that will help them grow professionally and master their skills. Younger workers in general recognize that life-long training opportunities are important for their career progression and it is an essential component that will enable the development of mutual trust and understanding among employers and employees (McKinlay, 2010).

Age Management

A key question for the future is how successfully employers can adjust to this unprecedented change in the composition of their workforces. "Age management" is a term often used to describe good practices or relevant strategies, especially designed to combat age barriers, promote age diversity and create an inclusive environment in which each individual will have the support and means to reach his or her maximum potential without being discriminated against or limited due to their age. The benefits of age diversity in organizational settings include improvements in organizational performance, elevated motivation of staff, stimulation of creative thinking and attracting a wide range of talent and enhancing corporate reputation (Gardiner 2004).

Age management strategies are a must, in order to ensure a longer and a more fulfilling working life for all individuals regardless of their current age. Despite many good practices and examples, age management is generally not embedded in Human Resource policies in organizations, nor supported by national policies. The EU supports and promotes the Age Management approach; however, it depends on each of its Member States to adopt the same notion.

3. Intergenerational Learning: theoretical background

From the beginning of human evolution, intergenerational learning has emerged as a social practice, a vital praxis for laying a solid foundation to enable knowledge transfer across generations. The previously discussed changes in workplace demographics, the aging workforce and the lack of opportunities for younger workers, have made intergenerational learning emerge more as a necessity than just a suggested routine practice (Jain & Maheshwari 2020).

Intergenerational Mentoring amongst mature and younger workers, can be traditionally defined as pairing an older worker with a younger worker in order to foster mutual learning and growth, encouraging both age groups to extract and benefit from each other's skills, expertise and wisdom. Learning in the current era, can involve teaching new technologies, social media management, customer relations, writing, leadership and management training. The main aim of any corporate environment that promotes the practice of "mentoring" is to create a nurturing and creative learning environment, where all generations can bring their expertise and experiences together in order to assist each other.

As discussed within professional environments, mentoring has been usually a practice whereas younger employees are getting groomed with the guidance of their senior colleagues. This relationship dynamic of seniors teaching the younger employees, also comes more naturally due to the fact that seniors often have more mastery or soft skills experience in a relevant post or industry. However, nowadays as a result of the rapid technological advancements, the roles often are turned since younger generations are brought into the limelight due to their more advanced technological expertise (Jain and Maheshwari, 2020). Hence, that points out that the knowledge exchange between professionals should depend on their strengths, merit and overall organizational needs rather than their age.

Moreover, intergenerational learning creates opportunities for generations to learn more *about* each other, **to understand perspectives** of other generations without necessarily adopting them (Bostrom & Schmidt-Hertha, 2017). Therefore, intergenerational learning will not only amplify the working population's skills and competencies, but it will also improve the general work climate, professional relationships and eliminate any sources of conflict.

Competencies

Please find below the suggested list with competencies that the Training Curriculum aims to support Marginalized Older and Younger Workers to foster, with a brief description:

For the Younger Generation:

- **Critical thinking**: the ability to think clearly and rationally, understanding the logical connection between ideas
- **Problem solving**: quickly identifying the underlying issue and implementing a solution
- **Decision making**: the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions
- **Strategic thinking**: a mental or thinking process applied by an individual in the context of achieving a goal or set of goals in various types of endeavors

For the Older Generation:

- **Digital Skills:** a range of abilities to use digital devices, communication applications, and networks to access and manage information
- **Media Literacy:** the abilities to access, analyze, evaluate, create, and act using all forms of communication
- **Coping with Technological Challenges:** a set of skills that will help with a smooth transition and enhance adaptability (Tech Vocabulary, Typing Skills, Finding Useful Research Resources)

Duration

The Curriculum is equivalent to 18 hours of blended learning. An 8-hour workshop will be delivered to the managers, HR professionals and Trainers, followed by 5 hours of independent/group online learning. The independent/group learning will include live online tutoring and optional additional face-to-face meetings. A 5-hour workshop at the end will be held during which participants will present their strategies for their businesses/workplaces.

- **Each Module should be consisted of 3 hours (1 hour theory + 2 hours of activities)**

Module 1 Activities

On the Table below write the list containing the number and the title of the Activities

Activities
Activity 1.1 Ice-Breaker: Identifying the Generations
Activity 1.2 Intergenerational Mentoring and Needs Assessment
Activity 1.3 Navigating the Multigenerational Workplace

Activity 1.1 Ice-Breaker: Identifying the Generations

Activity 1.1	
Title:	Ice-Breaker: Identifying the Generations
Implementation:	Face-to-face / or Online Conference
Objective:	Assessment of needs and mentoring
Competency/ies:	Introductory
Duration:	45 minutes

ACTIVITY:

First the facilitator can use a screen or board to introduce the different Generation Groups to the participants as presented below:

1. SILENT GENERATION / MATURES/ VETERANS / TRADITIONALISTS / WORLD WAR II: Born before 1940-45

2. BABY BOOMERS / GREAT MAJORITY: Born about 1940-45 to 1964

3. GENERATION X / X'ers/ POST BOOMERS / THE 13TH GENERATION: Born 1960-54 to 1980

4. MILLENNIALS / GENERATION Y / ECHO BOOMERS / BABY BUSTERS / GENERATION NEXT: Born 1981 to 1999

Ask participants to get into small groups. Ask them to identify the following profiles for their groups:

a. How would you introduce yourself today? Where are you on your career path?

b. What was the mood of the era you grew up in? What compelling programming messages did you get from the media, in school, and at home?

c. How did those messages affect who you are regarding your professional profile today? How did they impact your work ethic?

Post profiles on flipchart. Which generation do individual participants associate with the most?

Let's look at the different profiles (find Table in Annex)

Discuss if what is stated is true. Discuss the validity of these messages and ask the participants if they would like to add anything more

Resources: Team Building Across Generations: Instructor Guide

http://transportation.wv.gov/highways/training/Documents/InstructorGuideGenerations.pdf

Activity 1.1: Annex

PROFILE	WW II	Baby Boomer	Generation X	Millennial
Outlook	Practical	Optimistic	Skeptical	Hopeful
Work Ethic	Dedicated	Driven	Balanced	Ambitious
View of Authority	Respectful	Love / Hate	Unimpressed	Relaxed / Polite
Leadership By	Hierarchy	Consensus	Competence	Achievers
Relationships	Personal Sacrifice	Personal Gratification	Reluctant to Commit	Loyal
Perspective	Civic	Team	Self	Civic
Technology	Adapted	Acquired	Assimilated	Integral

Activity 1.2 Intergenerational Mentoring and Needs Assessment

Activity 1.2	
Title:	Intergenerational Mentoring and Needs Assessment
Implementation:	Face-to-face / or Online Conference – Break Rooms
Objective:	Assessment of needs and mentoring
Competency/ies:	Introductory – Understanding different perspectives
Duration:	45 minutes

Material:
-        Paper
-        Pen / Pencil
Instructions:

Discuss implications within organizations for successful mentorship procedures.

(a)   Which are the basic needs of mature employees (needs assessment)?

(b)   How can younger employees transfer knowledge and skills to enhance older employees' knowledge and skills?

(c)   How can older employees transfer knowledge and skills to benefit young employees?

Participants must be divided into small groups and one leader of each group will be appointed and assigned to present the key outcomes of their discussion.

Learning outcomes: Participants are expected to use needs assessment techniques to find and then enhance older and younger employees' knowledge and skills (soft and hard skills). The needs assessment will help both mentors and mentees to build and maintain a mentorship relationship which will benefit both (vice versa).

Resources:

Needs Analysis:
https://1pdf.net/needs-analysis-what-is-needs-analysis-assessment_58d2a494f6065de1282f51bc

Needs Analysis: How to determine Training needs:
https://hr-guide.com/data/G510.htm

Activity 1.3 Navigating the Multigenerational Workplace

Activity 1.3	
Title:	Navigating the Multigenerational Workplace
Implementation:	Online
Objective:	Understanding the dynamics of many generations coexisting in the same professional environment
Competency/ies:	Introductory – Understanding different perspectives
Duration:	30 minutes

A TED Talk video introducing Leah Georges' research regarding the multigenerational workforce which sheds light on a first in America's history: four generations interacting in a workplace, with the Gen Z group coming soon. Georges presents on generational perspectives, millennial leadership and the power of followership locally and nationally.

The trainer prompts the participants to view the video carefully and take notes. When the video will finish the facilitator will initiate a conversation regarding the importance of empathy and cooperation amongst colleagues from different generations.

Facilitators can use the following questions to enable participants to discuss important topics:

- Do you have workers from various generations in your own workplace?
- Have you ever found any gaps in communication due to different age groups/generations differences?
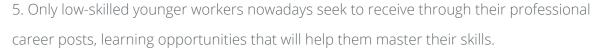
- Do you have any real-life examples?
- How would you handle this in real life?

Resources: Navigating the Multigenerational Workplace | Leah Georges | TEDxCreightonU
https://www.youtube.com/watch?v=kzfAOc4L6vQ

Module Training Assessment

I. Assessment Sheet:

1. Mentoring has been usually a practice whereas younger employees are getting groomed with the guidance of their senior colleagues.

a. True

b. False

2. Mentoring can be mutually offered by seniors to younger employees and vice versa. Please elaborate on how each age group can contribute and how in educating-training each other:

_____
_____
_____
_____

3. According to relevant research the population aged 55 and above rose to 30% in 2019 and it's estimated to reach a peak of around 40% by 2050.

a. True

b. False

4. With the term "Digital Skills" we are referring to a range of abilities to use digital devices, communication applications, and networks to access and manage information.

a. True

b. False

5. Only low-skilled younger workers nowadays seek to receive through their professional

career posts, learning opportunities that will help them master their skills.

a. True

b. False

6. "Baby Boomers" were born after 1981.

a. True

b. False

7. Please briefly describe (1-2 sentences) what "Age Management" is:

_____

_____

_____

_____

8. What is "strategic thinking"?

_____

_____

_____

_____

9. Please list 3 benefits of "Age Diversity" in professional work settings:

_____

_____

_____

_____

10. Millennials are said to be impolite to Leadership Members – Individuals in Managerial positions.

a. True

b. False

II. Correct Answers

1. a. True
2. Intergenerational Mentoring amongst mature and younger workers, can be traditionally defined as pairing an older worker with a younger worker in order to foster mutual learning and growth, encouraging both age groups to extract and benefit from each other's skills, expertise and wisdom. Learning in the current era, can involve teaching new technologies, social media management, customer relations, writing, leadership and management training.
   Suggested competencies to be taught – knowledge exchange:
   For the Younger Generation (Critical thinking, Problem solving Decision making, Strategic thinking)
   For the Older Generation (Digital Skills, Media Literacy, Coping with Technological Challenges)
3. a. True
4. a. True
5. b. False
6. a. True
7. **"Age management"** is a term often used to describe good practices or relevant strategies, especially designed to combat age barriers, promote age diversity and create an inclusive environment in which each individual will have the support and means to reach his or her maximum potential without being discriminated against or limited due to their age.
8. **"Strategic thinking"** is a mental or thinking process applied by an individual in the context of achieving a goal or set of goals in various types of endeavors.
9. **The benefits of age diversity** in organizational settings include improvements in organizational performance, elevated motivation of staff, stimulation of creative thinking and attracting a wide range of talent and enhancing corporate reputation.
10. b. False

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