Intergenerational Learning

Module 2 - Needs Analysis to identify Intergenerational Learning Needs in Businesses – Greece, EUROTraining

Contents

Introduction

This module is intended to equip the target group of the training material with the knowledge and techniques needed to identify intergenerational learning needs in business. This way, managers, HR managers and VET providers (according to CEDEFOP, a VET provider is an organisation or individual that provides education or training services) will be able to design training programmes and offer training and support that will promote intergenerational learning effectively and in an informed manner. At the same time, training will also address any skills' gaps and mismatches in the workplace. Training needs usually arise from deficiencies in knowledge and skills. Most of the time, these deficiencies are not due to lack of competence of the human resources of a company but due to other constraints related to the social and political context in which a company operates as well as the limited availability of human or financial resources (Trutkowski, 2016).

For Managers, HR Managers and VET providers to be able **to combat ageism** at the workplace and ensure the constant development of all human resources no matter what their age and experience is, they need to conduct in-depth needs' analysis which is aligned with the focus and goals of the organisations. It is true that the training effort in many organisations sometimes may be not well-targeted because of poor (or non-existent) needs assessment or may not be offered at all. According to the Chartered Management Institute, 48% of managers did not receive any management training in the previous 12 months and 33% of companies did not offer any training at all (Pichon, 2021). Numerous studies which evaluate the effectiveness of training and education find that training succeeds only when an individual's goals are aligned with training objectives, bosses and peers support newly learned skills and attitudes, trainees have the opportunity to apply newly learned abilities and there are sufficient resources (time and money) to practice new learning. These are all facets of the organizational system – the context that shapes attitudes and behavior (Beer, Finnstrom & Schrader, 2016).

A Training Needs Analysis or Learning Needs Analysis consists of a series of activities conducted to identify or solve problems and to determine whether training is an appropriate solution. A Learning Needs Analysis and the delivery of relevant activities is essential in initiating change and progress within an organisation. Needs Analysis can contribute to better performance of individuals or higher productivity levels of an organization in general. To achieve that, it is important to identify any existing gaps between the current state of knowledge of an organization and what is the desired level of competencies for the achievement of an organisation's goals (Morrison, 2017).

When analysing the current situation within an organisation, it is important to observe the reality of the target group that needs to be trained. In other words, it would be good

to focus on their way of working, the issues they may face in the execution of their tasks and the areas that will have to be improved.

The analysis of professional practices followed by a specific group of people may lead to the identification of the training needs within a certain organization. At the same time, this may lead to the desirable level of knowledge or skills among specific groups.

Aims:

The main aims of this module will be the following:

- Enable Managers and HR managers to identify the reasons why their organisations and employees do not always achieve the best possible performance

- Enable Managers and HR Managers identify in a systematic and organized way the areas on which training will be effective for their organization to meet a desirable level of knowledge

- Enable VET providers to offer targeted training based on the target groups learning needs and professional practices

- Enable Managers, HR managers and VET providers to assess their current work practices, regarding marginalized low skilled young and old workers

- Offer a deeper understanding of the issues employees of different ages face in the execution of their tasks and how to assess them

Learning Outcomes:

The expected learning outcomes will be the following:

- Managers and HR Managers will **enhance their observation skills** and will be able to identify and address any **age-related gaps and needs in their organization that can be addressed through training and learning**
- VET providers will enhance their ability to develop tailor made training material that addresses learning needs which are a result of intergenerational differences in the workplace
- Managers, HR managers and VET providers will be immersed to effective needs' analysis methods
- Managers and HR managers will select training solutions that are aligned with the skills needed for the achievement of the organisation's goals.

Outline:

This module will comprise of 3 activities taking 1 hour each to be completed.

Module 2 Needs analysis to identify Intergenerational Learning needs in businesses

Activities
Activity 1.1 Understanding the individuals' learning needs
Activity 1.2 Understanding the organisation's Learning Needs
Activity 1.3 Introducing the ADDIE Model and collaborative Learning Needs Activities

Activity 1.1 Understanding the individuals' learning needs

Activity 1.1	
Title:	**Understanding the individuals' learning needs**
Implementation:	This activity is designed to be implemented face-to-face but it can be easily adapted so it is also implemented online.
Objective:	The objectives are the following: ● Definition of learning needs at individual level ● Definition of relevant competencies for certain work profiles
Competency/ies:	● **Problem solving**: quickly identifying the underlying issue and implementing a solution

	• **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
Duration:	**1 hour**

Activity Description

Within an organization, many issues pertaining to intergenerational learning needs may occur. These may vary from certain members failing to adapt to new processes being introduced or certain departments failing to bring the desired outcomes due to a less timely and proper identification of training needs. This may be attributed to different training needs of employees due to their age and experience. There are several different approaches that can be used for the identification of learning needs of an organization and among them, the most commonly used is the Three-Level Analysis proposed by McGhee and Thayer. This model of analysis distinguishes between organisational, operational (or task), and individual (or person) levels of needs analysis. The levels of analysis are a hierarchy which goes from the organisational level down to the personal level. At the same time as you descend the hierarchy, you also move to a more micro focus in the organisation taking into consideration individual needs (McGhee and Thayer, 1961).

This activity enables managers, HR managers and VET providers to identify certain core competencies that are required by everyone in the organization. To better identify needs, it is better to include the target group actively in the process.

Implementation and Directions

This activity can be implemented as follows (Heathfield, 2020):

Step 1

The facilitator gathers all employees who have the same job in a conference room with a whiteboard or flip charts and markers.

Tips for online implementation: You could use a program like Google Docs, Miro or another online shared access service.

Step 2

Ask each employee to write down their ten most important training needs in comparison with problems they encounter during the delivery of their tasks. Emphasize that the employees should write specific needs or problems they encounter in their

daily lives. Real-life examples such as "how you would resolve a conflict and a misunderstanding" or "how you would demonstrate to your coworker that you listen to them actively" are preferred over more generic terms such as communication or collaboration needs. It is better to instruct all participants to be specific. It would be good to create groups of people of different generations during the activity to reflect any differences in needs.

Step 3

As they list the training needs, the facilitator captures the stated training needs on the whiteboard or flipchart.Do not write the same value twice but reassure participants that all points mentioned are taken into account from all age groups. It is also important to ask participants to reflect on the ways their training needs arise also due to their age, experience or digital competencies.

Step 4

After all training needs have been mentioned, voting could take place. Through the voting process, you can use sticky dots to vote and prioritize the above-mentioned needs. Assign a large dot 25 points and smaller dots five points each. Distribute as many dots as you like but make sure that every employee has the same number of points. Tell needs assessment participants to place their dots on the chart to vote on their priorities. Give the participants ten to fifteen minutes so they can reply as intuitively as possible at this stage. Make sure that all participants have understood the process.

Step 5

List the training needs in order of importance, with the number of points assigned as votes determining priority, as determined by the sticky dot voting process. Make sure you have taken notes (best to assign to a colleague to take notes throughout the process) or the flip chart pages to maintain a record of the training needs assessment session. Or, if this takes place online, use modern technology like a Miro board.

Step 6

Take time, or schedule another session, to brainstorm the needed outcomes or goals from the first three to five training sessions identified in the needs' assessment process. This will help as you seek and schedule training to meet the employees' needs. You can schedule more brainstorming later, including different generations of employees to also encourage intergenerational dialogue and exchange at the workplace, but you will generally find that you need to redo the needs assessment process after the first few training sessions. Employee training needs change as they continue to learn and grow (Heathfield, 2020). It would be suggested to practice this at least every six months, especially when new training is implemented.

References

Heathfield, S.M. (2020). How to Conduct a Simple Training Needs Assessment in 7 Steps
The balance careers, Human Resources: Training Tips, Retrieved from
https://bit.ly/31NmryL

McGhee, W., Thayer, P.W. (1961), Training in Business and Industry. New Jersey: John
Wiley & Sons Inc

Activity 1.2 Understanding the Organisation's Learning Needs

Activity 1.2	
Title:	**Understanding the Organisation's Learning Needs**
Implementation:	This activity is designed to be implemented face-to-face but it can be easily adapted to an online environment.
Objective:	The objectives are the following: • Definition of organizational goals • Definition of relevant job behaviors • Definition of gaps between organizational goals and key staff competencies
Competency/ies:	• **Problem solving**: quickly identifying the underlying issue and implementing a solution • **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
Duration:	**1 hour**

Activity Description

This activity aims at the identification of the learning needs of employees at organizational level. Managers, HR Managers and VET providers should be able to

design training   based on the business goals for the near future. It is important to determine which skills and competencies the employees currently have and what they need to acquire in the future for the achievement of the organization's goals. The activity includes reflection on the skills that will need either to be developed from scratch as is the case with older workers and digital skills or skills that need to be enhanced as for instance sales and people skills for a relatively inexperienced young workforce. Step 3 of the activity is related to the evaluation of the current skills of the workforce while the remaining steps focus on the identification of skills' gaps and planning of the training to be offered (Morrison, 2019).

Implementation and Directions

This activity will be implemented through the following steps:

Step 1: Think About Business Goals

- At this stage, it is important to focus on the goals of the business. These goals can be either business-wide goals, as well as goals which are department-specific to ensure that every member of staff in the business is actively working to achieve the assigned goals and growth. It is important at this stage to arrange meetings with heads of departments to ensure that you have a good understanding of company goals.

Step 2: Think About Skills That Will Help You Reach These Goals

- Now that the organisation's goals are clear and have been defined, it is important to focus on the needed skills that will lead to the achievement of those goals. For instance, if you wish to bring in more leads through your sales team, then you need to ensure that their skills are up-to-date. To do so, you could use questionnaires or even team meetings in order to be aware of where they stand at the moment you design the training.
- It is important to create one group for each generation of workers that is represented at the workplace in order to be able to define the training needs of employees of different ages. With regard to the sales department for instance, managers and vet providers can measure if employees use the latest sales and communication techniques in their emails and an effective pitch and presentation in person or over the phone. Knowledge of using   B2B sales communication channels such as LinkedIn and email marketing campaigns is also useful to be assessed especially with regard to intergenerational learning.

Step 3: Audit the Skills

- After defining the skills that your business needs to thrive, it is time to evaluate all the skills each member of staff currently holds. This can be made either through the examination of past training they have completed or through

discussions with team managers to ensure you have a full picture of all the skills available to you. Another source of information could be regulatory actions, training requirements, industry trends as well as last years' Learning Analysis Reports of the organization you are working with. You will also want to keep a record of the level of these skills each staff member holds, as some could be more advanced in certain areas than others and keep a record of any training certificates expiry dates. More advanced learners and higher qualified employees could be selected as team leaders so they can transmit their knowledge to the rest of the team members.
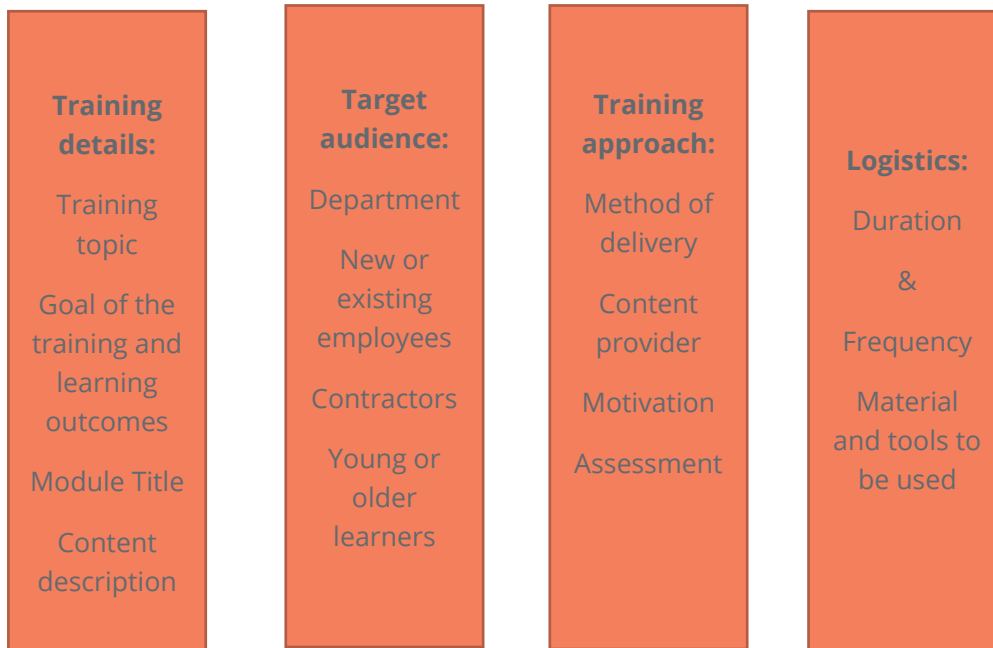
Step 4: Identify Knowledge Gaps of Staff

- In this step, HR managers, managers and VET providers need to compare the current skills of the staff with the desired skills for the achievement of the organization's goals. Especially in the case of intergenerational learning, training on new systems or software which the organization wishes to implement to achieve the company goals, is essential. Many times, formal training may not be needed and employees can benefit from work aid, constructive feedback and even a job tasks redesign (Morrison, 2017).

Step 5: Plan Your Training

- In Step 5, it is important to prioritize the training activities that will be organized. For instance, if the organization wishes to use a certain kind of digital tools and techniques, it should offer its employees targeted training on that either by creating new toolkits and resources or by making great use of already available training resources that have not been properly used. It would be useful to match the training activities that will be planned, to the actual goals that the company wishes to achieve as well as the skills that will have to be developed (Morrison, 2019).
- It is important not to forget to cater to different learning styles of employees of different ages. Each generation may respond differently to different learning style, including e-learning, face-to-face or blended learning. For more mature workers, it would be good to include a keynote speaker or a person in a position of authority from your organization. If this is not possible, an expert video from a well-known, trusted industry institution would also be a great solution. For Baby Boomers, include a PowerPoint presentation with key takeaways to avoid time-consuming lectures. When it comes to the Millennials, a learning management system that is savvy enough to encourage their engagement and interaction with each other would be a good option. The learning management system and approach used of course will have to be user-friendly for more mature employees to use and challenging enough for the younger ones. (Johnson, 2017).

The training that you will provide will also need to consider the following:

Training details:	Target audience:	Training approach:	Logistics:
Training topic	Department	Method of delivery	Duration & Frequency
Goal of the training and learning outcomes	New or existing employees	Content provider	Material and tools to be used
Module Title	Contractors	Motivation	
Content description	Young or older learners	Assessment	

Links

Needs Assessment Process

https://www.youtube.com/watch?v=YbL2k9rGqWU&ab_channel=GreggU

6 steps to conducting a training needs analysis and assessment

https://www.youtube.com/watch?v=-CSEtFSngLc&ab_channel=Telania

Expert insight: How to conduct an effective training needs analysis

https://www.youtube.com/watch?v=wRKsQtfjJ38&ab_channel=GRCSolutionsTV

Resources

Johnson, S. (2017). Finding Common Ground: How to Effectively Train Different Generations, Knowledge Anywhere. Retrieved from https://www.knowledgeanywhere.com/resources/article-detail/how-to-effectively-train-different-generations

Morrison, K. (2019). A 5-Step Guide For Conducting A Successful Training Needs Analysis, Corporate eLearning. Retrieved from https://elearningindustry.com/training-needs-analysis-5-step-guide-conducting-successful

Activity 1.3 Introducing the ADDIE Model and Collaborative Learning Needs Activities

Activity 1.3	
Title:	**Introducing the ADDIE Model and Collaborative Learning Needs Activities**
Implementation:	This activity is designed to be implemented face-to-face and online
Objective:	The objectives are the following: ● Definition of Learning Needs' Analysis ● Definition of relevant tools and methodologies ● Definition of ways to facilitate the Needs' Analysis Process
Competency/ies:	● **Problem solving** quickly identifying the underlying issue and implementing a solution ● **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
Duration:	**1 hour**

Activity Description

The ADDIE Model is frequently used by instructional designers and training developers. Its five phases are Analysis, Design, Development, Implementation, and Evaluation. They represent a dynamic and flexible set of guidelines for building effective training and performance support tools in business.

Implementation and Directions

This activity will be implemented through the following steps:

Analysis:

In the analysis stage, it would be good to consider the following:

- What is the target group and their educational goals, past knowledge levels, experiences, ages, interests, cultural background etc.
- What does the target group need to accomplish at the end of the program
- What will be required in terms of skills, intelligence, outlook and physical/psychological action-reaction

Determine the various options available with respect to learning environment for each generation of employees:

- What is the most appropriate learning environment?
- Face to face, online or blended learning?
- If online is preferred what will be the difference in learning outcomes between classroom-based learning and web-based learning?

Determine limiting factors to the overall goal of the project:

- What limiting factors exist with respect to resources, including technical, support, time, human resources, technical skills, financial factors, support factors?

Design

When designing a training for a diverse and intergenerational audience it is important to take into consideration the following:

- **Explore learners' values**

Different generations have different values. It is important to use group exercises or team meetings to identify each generation's values. The trainer could separate the learners in different age groups to explore their work values. The following activity could be helpful (duration: 15 minutes):

Step 1

Give 3 minutes to the participants. On a piece of paper, ask participants to write down the ten things in their life they value the most in the form of a value. In other words, rather than the name of a specific person, they can put down, for example, "respect," "family" or "honesty".

Step 2

Give them 30 seconds to pick the three values that are the least important to them and instruct them to throw them away.

Step 3

Repeat the last step, but now use 20 seconds to throw away two more values.

Step 4

Repeat the last step, but now use 20 seconds to throw away two more values.

Once all participants finish writing, have a clear overview of the values that have been selected.

Step 5

Give the participants 5 minutes to reflect on the values they have selected and decide how important they are to them, if they already live by them and what they could do to live by them.

This short activity will give you an overview of the values that different generations of learners have.

- **Integrate different learning styles**

While a traditional lecture and a PowerPoint presentation may suffice for more mature generations, in order to engage the younger learners, you may need more interactive means such as an interactive learning management system and group activities.

- **Capture existing skills**

Design training   in which all generations can make valuable contributions. For instance, tech-savvy generations can share tips on their competence on using certain technological tools and LMS systems while older generations can share industry knowledge.

Development

This stage involves creating and testing the learning outcomes.

It aims to address the following questions:

- Is the time frame being adhered to in relation to the material that has been covered?
- Are the members of diverse teams working effectively together?
- Are participants contributing the best they can?
- Are the materials produced up to task on what they were intended for?

Implementation

During the implementation phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning outcomes, method of delivery of training and testing procedures. Preparation of the learners include training them on new tools (software or hardware) and keeping them up-to-date regarding developments in their field.

Evaluation

The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for domain specific criterion-related referenced items and providing opportunities for feedback from the users (Branch, 2009)

Links

The ADDIE Model

https://www.instructionaldesign.org/models/addie/

Resources   Branch, R. M. (2009). Instructional design: The ADDIE approach (Vol. 722). Springer Science & Business Media.

Morrison, K. (2019). A 5-Step Guide For Conducting A Successful Training Needs Analysis, Corporate eLearning. Retrieved from https://elearningindustry.com/training-needs-analysis-5-step-guide-conducting-successful

Module Training Assessment

Quiz

1. A Learning Needs Analysis is often considered as a first step within an organization in order to initiate change to increase the performance of individuals.

   a. True
   b. False

2. A Learning Needs Analysis should be conducted at organizational level only.

   a. True
   b. False

3. The analysis of professional practices followed by a specific group of people may lead to false identification of the training needs and needs to be avoided.

   a. True
   b. False

4. Which are the levels proposed by McGhee and Thayer's approach? Please write them below.

5. Which of the following is not part of the ADDIE Model?

   a. Design
   b. Overview
   c. Analysis
   d. Implementation
   e. Evaluation

6. Focus groups and interviews are not recommended ways of conducting a training needs' analysis.

a. True
b. False

7. The evaluation phase of a training is summative and formative.

a. True
b. False

8. The training that you design should take into consideration also the audience and its training needs.

a. True
b. False

9. It is important to prioritize the training activities that will be organized.

a. True

b. False

10. Training is required only when a new software or digital tool is being introduced in an organization.

a. True
b. False

APPENDIX Answers to the Quiz

Question 1	a
Question 2	b
Question 3	b
Question 4	Three levels: organisational, operational (or task), and individual (or person) levels
Question 5	b
Question 6	b
Question 7	a
Question 8	a
Question 9	a
Question 10	b

References

Michael Beer, M., Finnstrom, M., Schrader, D. (2016). The Great Training Robbery. Harvard Business School.

Branch, R. M. (2009). Instructional design: The ADDIE approach (Vol. 722). Springer Science & Business Media.

Cedefop (2008). Terminology of European Education and Training Policy. Luxembourg: Office for Official Publications of the European Communities.

Heathfield, S.M. (2020). How to Conduct a Simple Training Needs Assessment in 7 Steps The balance careers, Human Resources: Training Tips, Retrieved from https://bit.ly/31NmryL

Johnson, S. (2017). Finding Common Ground: How to Effectively Train Different Generations, Knowledge Anywhere. Retrieved from https://www.knowledgeanywhere.com/resources/article-detail/how-to-effectively-train-different-generations

McGhee, W., Thayer, P.W. (1961), Training in Business and Industry. New Jersey: John Wiley & Sons Inc

Morrison, M. (2017), How to do a Training Needs Analysis – TNA (Learning Needs Analysis LNA), Retrieved from: https://www.rapidbi.com/how-to-do-a-training-needs-analysis-tna/

Morrison, K. (2019). A 5-Step Guide For Conducting A Successful Training Needs Analysis, Corporate eLearning. Retrieved from https://elearningindustry.com/training-needs-analysis-5-step-guide-conducting-successful

Pichon, C. (2021). Job interviews: how to spot toxic management. Retrieved from: https://www.welcometothejungle.com/en/articles/job-interviews-how-to-spot-toxic-management

Trutkowski, C. (2016), Training needs analysis and national training strategies, Council of Europe