Key Action 2 – STRATEGIC PARTNERSHIPS
"Work Based Intergenerational Learning in SME - a Key Factor for Success"
Agreement No. 2014-1-DE02-KA202-001391
www.wings4success.eu

Intergenerational Learning in SMEs

WINGS4Success: Facilitators' Training Curriculum

June 2017

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Introduction

The project WINGS4success aims to address IGL in the workplace more systematically in SMEs. HR-Managers, owners, directors or special selected staff should be trained to promote and facilitate IGL in small and medium-sized companies. The aim is to somehow institutionalise IGL in companies. A specially trained intergenerational facilitator is meant to help to abolish the passive role of intergenerational processes in the company by representing an active part of the company's personnel policy. The aim is to shape informal learning of different generations by "qualified facilitators" with newly developed instruments for work-based learning to foster in-house personnel development. Another aim of the project is to create improved awareness of the possibilities of intergenerational teaching and learning processes, and to provide qualification for possible multipliers within companies.

Right at the beginning of the project we interviewed representatives of companies in order to put the training and its curriculum on solid ground based on real demands and suggestions of those who shall profit of the projects' outcomes later on. We identified 10 recommendations to create the necessary external conditions for the promotion of intergenerational learning and thus the intergenerational exchange of knowledge and experience. Those shall be reflected in the following training curriculum:

1. Get an overview of the employee- and age structure of the staff

2. Gain expert knowledge and exchange experiences regarding the many different aspects of demographic change on the company level

3. Identify and deconstruct barriers that hinder in-house intergenerational knowledge exchange

4. Create the conditions for a ready passing-on of knowledge

5. Promote the proactive, conscious dialogue between generations so as to avoid generational conflicts

6. Create mixed-age teams on all levels and where-/whenever possible and appropriate.

7. Create informal meeting spaces and learning opportunities

8. Offer various forms of in-house formal learning and teaching in order to establish an open learning culture within the company

9. Take the needs of older employees into account

10. Systematise 'competition-critical' knowledge safeguarding and knowledge communication, develop the respective tools and thus create a knowledge-oriented corporate culture

The WINGS4Success curriculum structures the training course. We created 3 different modules which are defined in terms of knowledge, skills and competences. The description of each module starts with a general overview pointing out the title of the module, timetable, objective, contents, learning outcomes, training organization and methodologies, and self-test what have been learned so far. Afterwards the content of the module is described more in detail referring to certain topics.

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Training Curricula for the Wings4success Facilitator

Global structure of the training course

Training course:	Promoting Intergenerational Learning
Course timetable:	20h
Targets:	HR managers, heads of departments, directors
Training organization:	This training course combines self-study moments with face-to-face session and in both its required the active involvement of learners: if for one hand, in the face-to-face sessions participants need to fill in self-assessment tools, prepare simulations or take part in role-playings; for another hand in the self-study moments, participants need to accomplish the requested tasks and quizzes.
Main goal:	Endow participants of knowledge, skills and attitudes allowing them to implement or improve a process for the promotion of intergenerational learning in their SME.
Training Plan:	The course is structured in three main modules: • Module 1 - What is intergenerational learning at the workplace? • Module 2 - What is needed to create a suitable IGL environment? • Module 3 - How to plan Intergenerational Learning (IGL)?
Evaluation:	In two moments: a) Before the training by challenging participants to fill in a self-assessment questionnaire of characterize their companies in relation to IGL implementation and fostering a better understanding about their knowledge on IGL at the workplace. b) At the end of the training by challenging participants to fill in a post self-assessment questionnaire, allowing partners to understand the knowledge and competences acquired by participants due to their attendance in the training.

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Basic structure Module 1 - What is intergenerational learning at the workplace?

Module 1	What is intergenerational learning at the workplace?
Timetable	6h
Objective	This module introduces the **intergenerational learning (IGL) at the workplace**, allowing participants to answer to five main questions: 1. What is the impact of the demographic change in European SMEs? 2. What are the differences and similarities between generations? 3. What is Intergenerational Learning and which key-concepts are related to it? 4. How European SMEs are implementing IGL? 5. Why is IGL important?
Contents	• Impact of demographic changes in European SMEs • Characterization of the different generations • Concept, principles and characterization of the IGL • Concepts related to IGL: generation, ageism, diversity management, age diversity or Multigenerational work force, age management, knowledge management and learning organisations • IGL and it's standing at National and European levels • The relevance of promoting IGL at the workplace

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Learning outcomes	At the end of this training module, participants will be able to… **Knowledge:** (body of facts, principles, theory and practices) • know and understand the evolution and trends of European demography; • know the potential impact of the demographic changes in European SMEs; • characterize the different generations, according to pre-defined criteria; • know the concept of IGL practice; • know the concept, principles and characterization of IGL; • know the main concepts related to the IGL, namely: generation, ageism, diversity management, age diversity or Multigenerational work force, age management, knowledge management, learning organisations; • know the statistics related to the practices and strategies of promotion of IGL in different European SMEs; • understand how workers learn at the workplace and the value of it (WBL). **Skills:** (ability to apply knowledge and use know-how to complete tasks and solve problems) • name the differences and similarities between the different generations; • identify different types of IGL practices; • identify the main challenges and constrains of the IGL promotion; • distinguish the different practices and strategies for promoting of IGL. **Competences:** (ability to apply LO adequately in a defined context) • recognize the impact of the demographic change in his/her SME; • identify the existent practices and strategies in his/her SME to face the challenges of demographic changes; • know the different generations of his/her SME, in terms of characteristics, skills and competences; • identify the IGL practices existent and implemented in his/her SME; • identify the main challenges and constrains regarding the promotion and implementation of IGL in his/her SME; • have a comprehensive knowledge about the reality of the IGL in his/her SME; • identify already existing as well as missing "hardware" and "software" to create a suitable IGL environment.
Training organization and methodologies	Suggestion: • <u>Webinar</u> (1h) – Brief presentation of the WINGS4success project; Introduction to the training course for the "Facilitator Intergenerational learning"; Introduction to module 1; Q&A about the module. • <u>E-learning</u> (4h) – Self-study to explore the training materials (PPTs, videos, activities) • <u>Workshop</u> (2h) – Group dynamics to explore and discuss the main topics of the module • <u>Forum</u> – Some questions for discussion will be launched in a forum, allowing participants to exchange their doubts, experiences and opinions.
Self-test	At the end of the module, participants will be challenged to test their knowledge by answering to a quiz (11 questions related to the module).

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Description of the content of Module 1

TOPICS	Duration (suggestion)	CONTENT
What is the impact of the demographic change in European SMEs?	E-Learning: 30 min. Workshop: 30 min.	• Evolution and trends of demographic changes in Europe • Impact of demographic changes in European society, in general, and in European SMEs, in particularly • Main challenges to European countries and SMEs related to demographic changes
What are the differences and similarities between generations?	E-Learning: 45 min. Workshop: 30 min.	• Relevance of characterizing the different generations • Identification of the differences and similarities between generations • Understanding the implications of generational differences for employees and SMEs

What is Intergenerational Learning and which key-concepts are related to it?	E-Learning: 1h
	
	Workshop: 30 min.
		• Concept and principles of Intergenerational Practice
		• Concept of Intergenerational Learning and its relation to Intergenerational Practice
		• Key-concepts related to Intergenerational Learning, namely
		  ○ Generation
		  ○ Ageism
		  ○ Diversity management
		  ○ Age diversity or Multigenerational work force
		  ○ Age management
		  ○ Knowledge management
		  ○ Learning organisations

How European SMEs are implementing IGL?	E-Learning: 30 min. Workshop: 30 min.	• Brief introduction of the *Case Study SME* performed in WINGS4success • Presentation of the main findings of the *Case Study SME* performed in wings4success
Why is IGL important?	E-Learning: 45 min. Workshop: 30 min.	• The relevance of Intergenerational Learning at the workplace in the perspective of SMEs • Impact of the implementation of intergenerational learning at the workplace • Process and general tips of implementation of intergenerational learning at the workplace

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Basic structure for Module 2: What is needed to create a suitable IGL environment?

Module 2	What is needed to create a suitable IGL environment?
Timetable	7 h
Objective	This module introduces the **conditions, necessary to implement IGL at the workplace**, allowing participants to answer to three main questions: 1. What are the main obstacles that can hinder IGL? 2. What is needed to create a suitable IGL environment? 3. Who is involved and what is their role?
Content	• Structural (organisational) and personal/interpersonal barriers that hinder IGL (competition, fears, stereotypes, misunderstandings, etc.) • "Hardware" to create a positive IGL environment = structural and organisational conditions / infrastructure • "Software" to create a positive IGL environment = working climate such as treatment of employees, working culture, communication processes • Roles of parties involved (management level, employees, IGL facilitator)
Learning outcomes	At the end of this training module, participants will be able to… **Knowledge** (body of facts, principles, theory and practices): • understand structural (organisational) and personal/interpersonal barriers that can hinder IGL (competition, fears, stereotypes, misunderstandings, etc.) • understand the crucial role of managers/heads of department for the successful implementation of IGL activities • be aware of supportive conditions for IGL **Skills** (ability to apply knowledge and use know-how to complete tasks and solve problems): • describe possible existing barriers in his/her company that could hinder IGL • identify concrete roles of staff and relations between them in one`s own company **Competences** (ability to apply LO adequately in a defined context): • identify concrete actions to create a supportive IGL environment (according to the company's capacities) • exchange experiences on conditions for IGL in other SMEs • moderate between different perspectives and different stakeholders in his/her SME

Training organization and methodologies	Suggestion:
	
	   o <u>Webinar</u> (1h) – Introduction to module 2, explanation of basic factors that hinder and foster IGL
	   o <u>Workshop</u> (2h) – answer question related to webinar, introduce conditions for a positive IGL environment, introduce the roles of parties involved
	   o <u>E-learning</u> (4h) – Self-study to explore the training materials (PPTs, videos, activities)
	   o <u>Forum</u> – Some questions for discussion will be launched in a forum, allowing participants to exchange their doubts, experiences and opinions.

Self-test	At the end of the module, participants will be challenged to test their knowledge by answering to a quiz (10 questions related to the module).

Description of the content of Module 2

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TOPICS	Duration (suggestion)	CONTENT
What are the main obstacles that can hinder IGL?	Webinar: 1h	• Which are the possible obstacles for the promotion of IGL, considering the infrastructure and the working conditions (e.g. time, space, equipment, among others)? • Which are the possible barriers for the promotion of IGL, considering the interpersonal level and cooperation among employees (e.g. working climate, acceptance, significance of IGL, communication channels, stereotypes and prejudices, among others)
What is needed to create a suitable IGL environment?	E-Learning: 2h Workshop: 1h	• What are reported needs of employees regarding a suitable IGL environment according to a survey among SMEs in Europe? • Factors needed for a fruitful IGL environment: information, resources, shared responsibilities, dealing with tensions, dialogue, positive environment, learning, managing • How to check the IGL conditions in my company? • First examples of good IGL practices
Who is involved and what is their role?	E-Learning: 2h Workshop: 1h	• Which parties are involved in the process of establishing IGL successfully, what is demanded of them and how can they be supported?

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Basic structure Module 3: How to plan Intergenerational Learning (IGL)?

Module 3	How to plan Intergenerational Learning (IGL)?
Timetable	7h
Objective	Upon completion of this module, participants will know **how to start planning the implementation of intergenerational learning in their organizations in a practical way**, by having answer to the following questions: • What are the requirements for the promotion of IGL in SMEs? • How to define the process of promoting IGL in SMEs? • How to perform the initial diagnosis of IGL in SMEs? • How to define the SME strategy to promote IGL? • How to implement IGL in SMEs? • How to ensure the monitoring and evaluation of the strategy for the implementation of IGL in SMEs?
Contents	• Identification of the requirements for the promotion of IGL in SMEs; • Definition and characterization of the process for the implementation of intergenerational learning at the workplace in its different phases; • Introduction of the Intergenerational Learning Kit to support participants in the promotion of intergenerational learning at the workplace in its different phases, namely: diagnosis, definition of the strategy, implementation, monitoring and evaluation.
Learning outcomes	At the end of this training module, participants will be able to: **Knowledge** (body of facts, principles, theory and practices): • Comprehensive knowledge about the reality of the IGL in SMEs. • Comprehensive knowledge about the process and instruments to be used in the identification of the companies' needs regarding IGL. • Deep knowledge about strategies, methods and instruments for the promotion, support and assess of the IGL in SMEs. **Skills** (ability to apply knowledge and use know-how to complete tasks and solve problems): • use the facilitators' toolbox and know how to find suitable material • create tailor made strategies to improve working processes for IGL with the different tools they have in the Toolbox. **Competences** (ability to apply LO adequately in a defined context): • match the companies' needs with the competences, motivations and interest of workers. • promote the communication and interaction between managers and workers since the first moment of the process for the promotion, support and assess of IGL in SMEs. • be assertive in different contexts and with different teams and colleagues. • bring together the people on a personal level and promoting a high level of engagement in the different phases of the process.

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Training organization and methodologies	Suggestion: • Workshop (4h) – Introduction to the training (PPTs and activities); – Facilitator toolbox to show how to implement changes); • Forum – Some questions for discussion will be launch in a forum, allowing participants to exchange their doubts, experiences and opinions.
Self-test	At the end of the module, participants will be challenged to test their knowledge by answering to a quiz (8 questions related to the module).

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Description of the content of Module 3:

TOPICS	Duration (suggestion)	CONTENT
What are the requirements for the promotion of IGL in SMEs?	Workshop: 1h	• Intergenerational learning integrated into the Human Management Strategy • Appoint representative for the promotion of intergenerational learning in the SME (Facilitator of IGL) • Intergenerational learning training (Facilitator of IGL)
How to define the process of promoting IGL in SMEs?	Workshop: 30 min.	• Characterization of the different phases of the process of promotion of intergenerational learning at the workplace: diagnosis, design of the strategy, implementation, monitoring and evaluation.
How to perform the initial diagnosis of IGL in SMEs?	Workshop: 1h45m.	• Objectives of the diagnosis in the process of promotion of intergenerational learning at the workplace • Initial diagnosis in SMEs to assess the state-of-art of IGL at the SME: first reflections, self-evaluation of the company, selection of a tool for diagnosis • Exploration of the tools to perform the initial diagnosis
How to define the SME strategy to promote IGL?	Workshop: 1h45m	• Definition and objectives of the action plan in the process of promotion of intergenerational learning at the workplace • Definition of the strategy for the implementation of IGL at the workplace: setting goals and Definition of the Plan of Action; • Exploration of the tools to define the strategy for the implementation of IGL at the workplace.
How to implement IGL in SMEs?	Workshop: 1h	• Definition and objectives of the phase of implementation in the process of promotion of intergenerational learning at the workplace • Identification and characterization of the different types of actions for the implementation of the IGL strategy: training initiatives, strategies for organizing teamwork and informal learning and sharing practices • Exploration of the tools to support the implementation of the IGL strategy and promotion of IGL at the workplace.
How to ensure the monitoring and evaluation of the strategy for the implementation of IGL in SMEs?	Workshop: 30 min.	• Definition and objectives of the phase of monitoring and evaluation in the process of promotion of intergenerational learning at the workplace
Intergenerational Learning Kit	Workshop: 30 min.	• Practical Recommendations for SMEs • Creative Consulting Tool • Examples of Best Practices • Good Practice Database on Intergenerational Learning • Useful Documents • Strategic Consulting Tool

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Suggestions for the glossary:

Identification of the concepts we should consider for the development of the glossary:

- Demographic change
- Intergenerational Practice
- Intergenerational Learning
- Diversity management
- Age management
- Knowledge management
- Learning organisations
- IGL at the workplace
- Types of learning: Non-Formal, Informal and Formal Learning
- Continuous Professional Development
- Work-based learning

- Identifying needs
- Strategic vision
- SWOT
- Impact Evaluation
- Improvement measures
- Vision concept
- Facilitators' toolbox

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