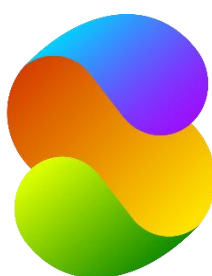




**Project Title: Inclusive workplaces for senior workers**

**Project N°: 2020-1-SK01-KA204-078253**



**INSPIRER**

Inclusive workplaces for senior workers

**IO1 / A5**

## **Training Curriculum for Adult Education providers**

### **Training Course: Multigenerational Workplace Culture**

**Author:**

INSPIRER project partner consortium



## Content

1. Introduction .....	3
About the project .....	3
INSPIRER – an Erasmus+ partnership project .....	3
2. Goals of the Training Course .....	4
Aim of the curriculum .....	4
ECVET principles .....	4
European Qualifications Framework (EQF) .....	5
3. Training Course Syllabus - Overview .....	7
Description .....	7
Organisation .....	7
Objectives .....	8
Learning Outcomes .....	8
Teaching Methods .....	9
Modules .....	10
Resources .....	11
Grading Plan .....	11
Schedule .....	11
Validation Tools .....	12
ECVET Points .....	12
Summary .....	12
4. Training Course Syllabus - Modules .....	13
Module 1: Diversity & Inclusion .....	13
Module 2: Managing Multigenerational Teams .....	22
Module 3: Generation Matters .....	32
Module 4: Engagement of Multigenerational Workforce through Learning and Development .....	41
Module 5: Bridge the Gap: Communicating with a Multigenerational Workforce .....	54
5. Conclusion .....	62
6. Glossary .....	63



## 1. Introduction

### About the project

The primary objective of the INSPIRER project is to promote, through innovative and integrated approaches, ownership of shared values, equality, and acceptance of diversity in the workplace for companies with employees over and under 55 years of age. More information: <https://inclusiveworkplace.eu/services/>

The INSPIRER project will develop three innovative outputs:

- Training Course on Multigenerational Workplace Culture
- 360° Assessment Tool for Multigenerational Workplace Culture
- Cross-generational / reverse-age Mentorships in digital technologies

This publication “Training Curriculum for VET providers” is part of the first output – the development of an innovative training course. This course will be available in English, Slovakian, Greek, German, Hungarian and French.

Main target groups of the course are company managers and HR managers. The course provides useful information and training on elements and policies, which companies need to implement in order to benefit fully from supporting a multigenerational culture in the workplace.

### INSPIRER – an Erasmus+ partnership project

The seven partners

- TUKE (Slovakia) – Technical University of Kosice (Leader)
- ASTRA (Slovakia) – Zdruzenie pre Inovacie a Rozvoj
- IDEC (Greece) – Aintek Symvouloi Epicheiriseon Efarmoges Ypsilis Technologias Ekpaidefsi Anonymi Etaireia
- TREBAG (Hungary) – TREBAG Intellectual Property-and Project Manager LTD
- VHS CHAM (Germany) – Volkshochschule im Landkreis Cham e.V.
- OBES (Greece) – Omospondia Viomichanikon Ergatoupallilikon Somateion
- CCIL (Luxembourg) – Camera di Commercio Italo-Lussemburghese

from five different EU countries cooperate within this strategic partnership for adult education and will implement the project in order to create relevant results that will assure Europe-wide applicability and impact. The project runs for 24 months (Nov 2020 – October 2022); it is co-funded by the Erasmus+ Programme of the European Union.



## 2. Goals of the Training Course

### Aim of the curriculum

The Curriculum of the Training Course on Multigenerational Workplace Culture is based upon desktop and field research gained with the preceding focus groups, surveys and reports in all project countries. It includes the structure, the timing and the duration of the training course as well as the targeted learning outcomes in accordance with the ECVET principles. Subsequently, corresponding training materials such as PowerPoint presentations, exercises, narrative presentations, collection of instructive videos, tools, external links, bibliography will be created and presented on the INSPIRER E-learning platform.

### ECVET principles

The European Credit system for Vocational Education & Training (ECVET) is one of the established instruments in Europe in order to describe qualifications.

*“Europe has a great diversity of education systems. [...] The quality instrument ECVET (European Credit System for Vocational Education and Training) established in Europe is the basis for such a "common language". The basis for comparability of educational pathways is the concept of learning outcome orientation (outcome orientation independent of learning location, learning duration and learning context).”<sup>1</sup>*

The two main principles of ECVET are the learning outcome orientation and the definition of units of learning outcomes.

*“ECVET is also meant to support learners on their career and learning paths to a recognised vocational qualification, through transfer and accumulation of their assessed learning outcomes acquired in different national, cultural and education and training contexts. In a broader sense, ECVET should contribute to promoting lifelong learning and increasing the employability of Europeans. ECVET calls for better transparency and mutual trust between education systems and providers, as well as more efficient and readable recognition of non-formal and informal learning.”<sup>2</sup>*

In order to make use of the ECVET principles, the INSPIRER project will create a certain number of training modules reflecting the units of learning outcomes.

---

<sup>1</sup> <https://www.na-bibb.de/erasmus-berufsbildung/mobilitaet/ecvet-und-qualitaet>

<sup>2</sup> [https://www.cedefop.europa.eu/files/5556\\_en.pdf](https://www.cedefop.europa.eu/files/5556_en.pdf), p.1



*“Successful ECVET implementation requires that qualifications be described in terms of learning outcomes, with learning outcomes brought together in units, and units often accumulated to form the basis of qualifications or awards.”<sup>3</sup>*

The different levels of complexity of learning outcomes require a certain reference instrument. The European Qualifications Framework (EQF) is such an appropriate 8-level, learning outcomes-based framework for all types of qualifications.

*“The EQF covers all types and all levels of qualifications and the use of learning outcomes makes it clear what a person knows, understands and is able to do. The level increases according to the level of proficiency, level 1 is the lowest and 8 the highest level.”<sup>4</sup>*

## European Qualifications Framework (EQF)

The EQF consists of eight levels - each of these is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any qualification system.<sup>5</sup>

*“Introducing the vertical dimension of learning outcomes statements is about indicating the level and complexity of learning. The EQF exemplifies such a hierarchy.”<sup>6</sup>*

The EQF learning outcomes are defined in terms of Knowledge, Skills and Responsibility/Autonomy.

*“Knowledge: in the context of EQF, knowledge is described as theoretical and/or factual.*

*Skills: In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).*

*Responsibility and autonomy: In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.”<sup>7</sup>*

The INSPIRER project partners have defined the EQF Levels 5-6 to be the appropriate ones for the Training Course on Multigenerational Workplace Culture as they reflect

---

<sup>3</sup> <https://www.ecvet-toolkit.eu/introduction/ecvet-principles-and-technical-components>

<sup>4</sup> <https://europa.eu/europass/en/european-qualifications-framework-efq>

<sup>5</sup> <https://europa.eu/europass/en/description-eight-efq-levels>

<sup>6</sup> [https://www.cedefop.europa.eu/files/4156\\_en.pdf](https://www.cedefop.europa.eu/files/4156_en.pdf), p.47

<sup>7</sup> <https://europa.eu/europass/en/description-eight-efq-levels>



relevant levels for HR and company managers in different types of enterprises and on various management levels ranging from middle management in big companies to owners of SMEs. This approach will ensure a broad applicability with relevant target groups in Europe.

The EQF descriptors of level 5 and 6 serve as a guideline for the creation of learning outcomes for the different units/modules.



### 3. Training Course Syllabus - Overview

#### Description

Ageing society, later retirement, and rapidly changing job requirements for the workforce due to globalisation and digitization imply new challenges for human resources managers and company managements in order to implement a so-called Multigenerational Workplace Culture. It is most relevant to bring the different competences of the generations together and benefit as an organisation. The course is directed to managers and aims at raising their awareness for a multigenerational workplace culture as well as providing them with useful knowledge and tools for their daily work.

The training course is structured in 5 modules in total with several chapters included in each.

#### Organisation

The training course consists of 40 academic hours of self-directed learning supported by a virtual training environment (VTE), the INSPIRER E-learning platform.

In total, 5 weeks x 8 hours/week of self-study = 40 hours of self-study. Each module corresponds to approximately 8 hours of self-directed learning.

With this platform, based on Moodle, a variety of resources will be used, such as:

- E-learning training materials
- Videos
- Interactive Exercises
- Case Studies
- Best Practices



## Objectives

- To provide human resources and company managers with knowledge, know-how and skills required to understand the challenges of a multigenerational workforce
- To introduce the concept of a Multigenerational Workplace Culture
- To explain the key role of the management in relation to a Multigenerational Workplace Culture
- To gain a deeper understanding of diversity and inclusion, multigenerational teams, generation issues, lifelong learning and mentorship, communication
- To understand the opportunities, challenges, and issues related to ageing society, digitization and multigenerational teams
- To provide practical information and tailor-made tools to be used in the daily work of a manager facing a multigenerational workplace culture

## Learning Outcomes

By completing the full training course, the learners will have increased their knowledge, skills as well as responsibility and autonomy regarding the multigenerational workplace culture. They will be able to analyse their concrete working environment in a company, to develop new approaches towards a multigenerational workplace culture as well as to implement innovative tailor-made policies to increase the understanding and commitment for a multigenerational workplace culture among management and workforce.





## Teaching Methods

The INSPIRER E-learning platform will allow a variety of teaching methods such as:

- Learner-centred methods
- Content-focused methods
- Interactive methods/exercises
- Video Tools

The modules vary in terms of teaching method, however each module includes at least:

- A Presentation (PPT) giving a general overview on the module at the start
- A Final Quiz with 15 questions (self-assessment questionnaire)

In addition, each module will include at least:

- 1 Presentation (PPT) giving a general overview on the module at the start
- 1 Final Quiz with 15 questions (self-assessment questionnaire)
- 3 Scientific Resources/Readings
- 1 Case Study
- 1 Best Practice
- 1 Video Tool of max. 9 minutes
- 5 Interactive Exercises such as multiple choice, drag or drop, etc.
- 5 Photos/Pictures

In the preparation phase, one module corresponds to 15 pages of text (one standard page is comprised of 1,800 characters with spaces).

All materials are prepared in British English.

Text materials uploaded on the course platform will be available for download in a PDF format.



## Modules

### 1. Module 1: Diversity & Inclusion

- 1.1. Building a multigenerational workforce: The benefits of diversity in the workplace
- 1.2. Ageing as a common challenge for inclusive workplaces
- 1.3. Multi-generational workplace as a key to economic growth
- 1.4. Personal resilience

### 2. Module 2: Managing Multigenerational Teams

- 2.1. Understanding Generations: Differences & Commonalities
- 2.2. Core strengths, assets, and values of each generation
- 2.3. Maintaining a Cohesive Multigenerational Workforce
- 2.4. Effective Leadership of the Different Generations

### 3. Module 3: Generation Matters

- 3.1. Generational Intelligence and Engagement
- 3.2. Attracting, recruiting, retaining, and motivating multigenerational workforce

### 4. Module 4: Engagement of Multigenerational Workforce through Learning and Development

- 4.1. Lifelong learning: Generations need to work together better for it to succeed
- 4.2. Mentorship Culture, Collaborative Learning, Incentives to Multigenerational Learners
- 4.3. Age-friendly working conditions, work life balance

### 5. Module 5: Bridge the Gap: Communicating with a Multigenerational Workforce

- 5.1. Communication in a multigenerational organisation: Different communication patterns and hierarchical aspects
- 5.2. Strategies for communicating, collaborating, and developing of a multigenerational workforce
- 5.3. Responding to Conflict: Strategies for Improved Communication



## Resources

Each module will list a number of required and recommended readings. In the English language version of the modules, all readings are in English. In other language versions (French, German, Greek Hungarian, Slovak) there are readings in national language as well as readings of international resources in English.

## Grading Plan

The INSPIRER training course and its learning outcomes correspond with the Levels 5/6 of the European Qualifications Framework (EQF).

### EQF Level 5 <https://europa.eu/europass/en/description-eight-efq-levels>

Knowledge	Skills	Responsibility and autonomy
Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

### EQF Level 6 <https://europa.eu/europass/en/description-eight-efq-levels>

Knowledge	Skills	Responsibility and autonomy
Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

## Schedule

The training course consists of 40 academic hours of self-directed learning supported by a virtual training environment (VTE).

In total, 5 weeks x 8 hours/week of self study = 40 hours of self study. Each module corresponds with approximately 8 hours of self-directed learning and can be completed within one week.



## Validation Tools

At the end of each module, a final quiz (self-assessment questionnaire) will be included, to assess the understanding of the learners and provide a small revision of materials. It comprises of 15 questions. In case, only 10 answers or less are correct (70 per cent), it is recommended to re-capitulate the module and repeat the assessment.

At the end of the full training course, a self-assessment test is delivered, which is mandatory for learners in order to receive a certificate of completion. The self-assessment test will assess the defined learning outcomes. It comprises of 15 questions in single choice mode, with a maximum of 4 answer options, 3 questions of each of the 5 modules. Each module will be represented with 3 questions. A minimum score of 70% (at least 11 correct answers) is necessary to receive the certificate of completion. In case of a score lower than 70% of correct answers, it will be possible to repeat the assessment.

## ECVET Points

*“Allocation of ECVET points to a qualification is based on using a convention according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET.”*

<https://www.ecvet-secretariat.eu/en/faq-page#t3n974>

No ECVET points will be allocated to the training course. However, a detailed certificate of completion is issued which includes duration, scope, contents and learning outcomes of the course.

## Summary

This innovative training course supports the awareness raising on the importance and the benefits of creating a multigenerational culture inside the workplace among managers, by effectively engaging and bringing together older and younger employees into the development of an inclusive workplace. Moreover, it encourages the capacity building of company and HR managers, on how to foster and build a successful multigenerational workforce. Because of the training, the implementation of common values in the workplace will result in the creation of inclusive and healthy working environments. The companies will be able break multigenerational barriers and better face the challenges of the ageing society in Europe.



## 4. Training Course Syllabus - Modules

### Module 1: Diversity & Inclusion

#### *Module 1: Description*

This module serves as a short introduction to the INSPIRER project, hence the premises on which the project is based will be given. It is designed to introduce terms diversity and inclusion to the managers and improve their orientation in this area. The first chapter aims to shift the focus to the benefits of composing multigenerational teams and the importance of creating inclusive workplaces. The second chapter describes the ageing of the workforce and introduction to the term ageism. Chapter three will describe how demographic change nowadays already influences the economic situation and why a multigenerational workplace is one of the keys to sustainable prosperity. The last chapter speaks about the concept of personal resilience, which is of the utmost importance especially nowadays. Managers will comprehend what is personal resilience and how it fits into the daily lives of their employees.

#### *Module 1: Organisation*

The module will consist of 8 hours of self-directed learning supported by a virtual training environment (VTE), the INSPIRER E-learning platform.

In relation to an approximate workload of 8 hours/week of self study, the module corresponds with one week of working time.



Module 1: Diversity & Inclusion		
Chapter 1.1: Building a multigenerational workforce: The benefits of diversity in the workplace		
Type of activity	Focus/topic	Time
Video	5 Generations in the workplace- short intro <a href="https://www.youtube.com/watch?v=-ixEltXXlj0">https://www.youtube.com/watch?v=-ixEltXXlj0</a>	2 min
Study text	Diversity and inclusion in the workplace and the benefits it brings. Overview of individual generations (Traditionalists, Baby Boomers, Gen X, Y and Z + Alpha)	15 min
Video	Diversity and Inclusion. the X - man example <a href="https://www.youtube.com/watch?v=xI904SWbjTM">https://www.youtube.com/watch?v=xI904SWbjTM</a>	7 min
Case study	"The Impact Of Age Diversity In The Organization: A Case Study Of Banking Sector".  The Case study describes a positive impact of age diversity on competitive edge, succession planning, and cost effectiveness of an organisation (bank).	20 min
Video	Generational differences in the workplace: Are they real? (funny) <a href="https://www.youtube.com/watch?v=Bs-e1Q9pC38">https://www.youtube.com/watch?v=Bs-e1Q9pC38</a>	3 min
Scientific resource	Multigenerational workforce: Four Generation united in Lean	24 min
Interactive exercises	Drag and drop into text	20 min
		<b>91 min</b>
Chapter 1.2: Ageing as a common challenge for inclusive workplaces		
Type of activity	Focus/topic	Time
Study text	The current situation in the labour market, trends, and forecasts in connection to the global ageing; brief introduction to ageism, explanation of the principles of age management.	12 min
Video	Example of a company adapting to the ageing workforce: <a href="https://www.youtube.com/watch?v=iW55Q9YKQI8&amp;t=45s">https://www.youtube.com/watch?v=iW55Q9YKQI8&amp;t=45s</a>	8 min
Interactive exercise	Short answer	15 min
Scientific resource	Top 10 practices for becoming an age-friendly employer	12 min
Video	We're not done yet! A TED X talk about including ageing employees into the workforce: <a href="https://www.youtube.com/watch?v=XbrQd_xqFic">https://www.youtube.com/watch?v=XbrQd_xqFic</a>	12 min
Interactive exercise	Multiple choice	15 min
Scientific resource	Age management for practice	12 min
		<b>86 min</b>



<b>Chapter 1.3: Multi-generational workplace as a key to economic growth</b>		
Type of activity	Focus/topic	Time
Study text	The current economic situation in the EU countries, future trends and forecasts, age - diverse workforce as a solution for economic growth.	12 min
Interactive exercise	True/False	15 min
Best practice	Age Structure Analysis / Training Needs Analysis: Demographic Calculator 2030 and Skilled Labour Monitor  Free online tool to help in personnel planning.	15 min
Video	The Intergenerational contract <a href="https://www.youtube.com/watch?v=Q0JjoPcDciU">https://www.youtube.com/watch?v=Q0JjoPcDciU</a>	8 min
Scientific resource	Intergenerational fairness	30 min
Interactive exercise	Drag and drop into text	10 min
		<b>90 min</b>
<b>Chapter 1.4: Personal resilience</b>		
Type of activity	Focus/topic	Time
Video	Resilience in the workplace. How to become more resilient? <a href="https://www.youtube.com/watch?v=l73F4j1Xa0Q-">https://www.youtube.com/watch?v=l73F4j1Xa0Q-</a>	5 min
Study text	Introduction to resilience, the types of resilience, personal resilience, connection of the personal resilience with the work, how to build personal resilience	12 min
Interactive exercise	Select missing words	10 min
Scientific resource	Building personal resilience at work - definitions, importance, benefits	21 min
Interactive exercise	Short answer	15 min
Scientific resource	8 tips how to enhance your personal resilience (for everyone)	5 min
		<b>68 min</b>
<b>Final Quiz</b>		<b>25 min</b>
<b>Module 1</b>		<b>360 min</b>



### **Module 1: Objectives**

- To clarify the benefits resulting from creating, maintaining, and supporting a diverse workplace
- To show how to have a more inclusive approach in the workplace
- To explain how ageing can affect inclusiveness in the workplace
- To illustrate the link between multigenerational workplaces and economic growth
- To explain what is personal resilience
- To practice how to build personal resilience in the workplace

### **Module 1: Learning Outcomes**

By the end of Module 1 learners will be able to describe the benefits of the multigenerational workforce and diverse workplace and they will be able to discover a more inclusive approach towards their employees and colleagues. They will be able to explain why are multigenerational workplaces important in maintaining economic growth, what personal resilience is and they will be able to demonstrate the ways how to build the personal resilience of their employees.

### **Module 1: Teaching Methods**

The module includes:

- 1 Presentation (PPT) giving a general overview on the module at the start
- 1 Final Quiz with 15 questions (self-assessment questionnaire)
- 6 Scientific Resources/Readings
- 1 Case Study about ageism in the workplace
- 1 Best Practice about positive effects of personal resilience in connection to work performance or about benefits of inclusive diverse-age
- 7 Video Tools
- 7 Interactive Exercises





## Module 1: Topics

### Unit of Learning Outcomes Chapter 1.1:

#### Building a multigenerational workforce: The benefits of diversity in the workplace

In this chapter the terms diversity and inclusion will be explained in connection to the multigenerational workplace. The benefits of a diverse workforce will be emphasized. The description and division of different generation will be provided.

Knowledge	Skills	Responsibility and autonomy
<i>The learner will be able to ...</i>		
... define the terms diversity and inclusion.	... demonstrate what diversity and inclusion in the workplace mean and what their elements are.	... have a better understanding of how to modify his/her own management style to be in line with the principles of diversity and inclusion in the workplace.
... explain what a multigenerational workforce is and can recognize the benefits of a diverse workplace.	... illustrate the importance of fostering a multigenerational workforce.	... have a better understanding of how to manage the workforce in a way that enhances the benefits and minimizes the challenges, fosters the performance of the employees.
... describe each generation and name the respective basic characteristics.	... distinguish between different generations and classify people into individual generations based on their age.	... implement the knowledge about different generations to stimulate the benefits each generation brings.

### Unit of Learning Outcomes Chapter 1.2:

#### Ageing as a common challenge for inclusive workplaces

The composition and trends of the current workforce in terms of age will be shown, pointing to the problem of a constantly ageing workforce. In this regard, a multigenerational workforce will be presented as a solution to this problem. In this chapter, the introduction to the most serious obstacle that hinders the development of inclusive workplaces, ageism, will be given.

Knowledge	Skills	Responsibility and autonomy
<i>The learner will be able to ...</i>		
... describe the composition and trends in the current workforce.	... discuss how ageing is connected to the multigenerational workforce.	... illustrate why the multigenerational workforce is a way of mitigating the negative effects ageing in the workplace can bring.
... explain what is ageism in the workplace.	... review the anti-discrimination laws and policies of the EU and his respective country.	... realize the importance of a non-discriminatory and inclusive workplace.



### Unit of Learning Outcomes Chapter 1.3:

#### Multigenerational workplace as a key to economic growth

This chapter describes economic forecasts based on demographic shifts of the European population. Chapter 3 explains challenges and issues connected with the ageing workforce and how sustainable economic growth can be achieved by implementing and supporting the multigenerational workforce.

Knowledge	Skills	Responsibility and autonomy
<i>The learner will be able to ...</i>		
... describe what is inter-generational fairness and economic sustainability.	... illustrate the importance of sustaining the economy by creating a multigenerational workforce.	... generalize a sustained commitment to the development of a multigenerational workforce to support the employment of people of all ages.

### Unit of Learning Outcomes Chapter 1.4:

#### Personal resilience

This chapter aims to explain the concept of personal resilience. The definition and different types of resilience will be described to provide a knowledge base of this topic. The link between personal and organizational resilience within the workplace will be made. Managers will be shown practical information on how to build and strengthen the personal resilience of their employees.

Knowledge	Skills	Responsibility and autonomy
<i>The learner will be able to ...</i>		
... explain what personal resilience is and how to differentiate it from similar concepts.	... illustrate what is needed to build personal resilience.	... implement the procedures to foster the personal resilience of his employees.

### Module 1: Resources

#### Required Reading:

- 1) Kelly, K. (2014). Managing the Multigenerational Workforce. Retrieved May 10<sup>th</sup>, 2021 from: <http://execdev.kenan-flagler.unc.edu/hubfs/White%20Papers/managing-the-multigenerational-workplace-white%20paper.pdf>

This publication provides a general overview of the multigenerational workforce topic. The benefits of a multigenerational workforce are described.



- 2) AGE Platform Europe. (2020, December 9th). New EU report shows a lack of protection from age discrimination beyond employment. Retrieved May 5<sup>th</sup>, 2021, from: <https://www.age-platform.eu/policy-work/news/new-eu-report-shows-lack-protection-age-discrimination-beyond-employment>. Report on EU laws and policies against age discrimination
- 3) European Commission. (2017). Employment and Social Developments in Europe. Retrieved May 10<sup>th</sup>, 2021 from: <https://ec.europa.eu/social/main.jsp?&catId=89&furtherNews=yes&langId=en&newsId=2841> The report provides an overview of the economic situation in Europe with chapters dedicated to the labour market situation by age groups.
- 4) American Psychological Association. (2012). Building your resilience. Retrieved May 10<sup>th</sup>, 2021 from <https://www.apa.org/topics/resilience#-> The article was written by members of the American Psychological Association and describes what is resilience and how to build it from a psychological point of view.

#### Recommended Reading:

- 1) Inscape Consulting. The advantages of a multigenerational workforce. Retrieved April 29<sup>th</sup>, 2021 from: <https://www.inscapeconsulting.com/2020/03/the-advantages-of-a-multigenerational-workforce/> The article lists the benefits of a multigenerational workforce.
- 2) Autenrieth, N. 6 Signs of Ageism in the Workplace and How to Deal With It. Retrieved April 29<sup>th</sup>, 2021 from: <https://www.topresume.com/career-advice/signs-of-ageism-in-the-workplace> The article names the signs of ageism in the workplace and the ways how to mitigate it.
- 3) Belelieu, A.; Nazeri, H. (2020, December 16<sup>th</sup>). How a multi-generational workplace is a key to economic growth. Retrieved May 5<sup>th</sup>, 2021, from: <https://www.weforum.org/agenda/2020/12/how-a-multi-generational-workplace-is-key-to-economic-growth/> World Economic Forum builds the case of why is the multigenerational workforce a key to economic growth.
- 4) Psychology Today. Resilience. Retrieved May 2<sup>nd</sup>, 2021 from: <https://www.psychologytoday.com/us/basics/resilience> One of the most cited magazines nowadays defines what creates resilience and how to build it.



## Module 1: Grading Plan

At the end of the module, a self-assessment questionnaire is included, to assess the understanding of the learners and to provide a small revision of materials.

## Module 1: Schedule

The module consists of 8 hours of self-directed learning supported by a virtual training environment (VTE). The module can be completed within one week.

## Module 1: Glossary

Term	Explanation
Ageism	Stereotyping and/or discrimination against individuals or groups based on their age. ( <a href="https://en.wikipedia.org/wiki/Ageism">https://en.wikipedia.org/wiki/Ageism</a> )
Diversity	The range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs. ( <a href="https://www.ferris.edu/administration/president/DiversityOffice/Definitions.htm">https://www.ferris.edu/administration/president/DiversityOffice/Definitions.htm</a> )
Inclusion	The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups.
Multigenerational workforce	Personnel comprised of people from several generations. It is now common for organizations to have employees working side-by-side who represent four to five generations. ( <a href="https://www.digitalhrtech.com/multigenerational-workforce/">https://www.digitalhrtech.com/multigenerational-workforce/</a> )
Personal resilience	Personal (also called individual) resilience is a person's ability to cope with stress and adversity and continue to function effectively despite failures, setbacks, and losses. This requires developing effective coping skills.
Resilience	An ability to recover from or adjust easily to misfortune or change. ( <a href="https://www.merriam-webster.com/dictionary/resilience">https://www.merriam-webster.com/dictionary/resilience</a> )



## Module 1: Summary

Diversity today is too important to be diminished. It brings along unique benefits which homogenous workplaces simply do not have. Our task as a modern society is to learn to recognize them and draw from them. We are also forced to adapt, as the number of working people in productive age is declining at the expense of people of retirement age. At the same time, people who are still active and eager to work are often forced to retire precisely because of the misconception that they can no longer have any added value for the company. Personal resilience as an ability that can be developed to effectively cope with stressful situations not only in the workplace but also in post COVID times is also discussed. The proposed training module is supported with real-life examples in the form of best practice and case study. Learners can practice their understanding of the topic by doing thematic exercises, which are designed to support learning outcomes.

This module is prepared to be used in a virtual environment by using a remote learning platform. Self-directed learning is used, which allows learners to progress at their own pace. The module is divided into four chapters, corresponds with approximately 8 hours of self-directed learning, and can be completed within one week. At the end of this module, a self-assessment questionnaire will be delivered in order, to sum up, the gained knowledge and assess the understanding of the topic.

At the end of the module, learners will have a better understanding of the aforementioned topic of a multigenerational workforce, diversity and inclusion and personal resilience. They will have a clearer idea of how to take advantage of a diverse workforce to sustain the economic growth of the company their work for.



## Module 2: Managing Multigenerational Teams

### Module 2: Description

Managing a team of multiple generations requires an understanding of potential differences in expectations and needs of the different generations, while avoiding destructive, limiting stereotypes and focusing on the individual. Recognising that there is more variety of interests and values within each age group than there are between age groups. Successful management of a multigenerational team requires open discussion about pre-conceived ideas, both of how we think others see us, and what we expect to see in others in order to avoid negative effects. As with all teams, multigenerational teams work best when individual skills are recognised, valued and contributed and challenges faced are overcome through training, mentoring or coaching. Prerequisites for this are: an open-minded approach, lifelong learning and career opportunities for everyone, mutual exchange of knowledge and skills among generations as well as age-friendly working conditions and work life balance at all ages. The module comprises of three chapters that will focus on the main concepts and legal frameworks on these topics in Europe. Together with state-of-the-art readings, interactive exercises, best practice examples and case studies the module will offer a comprehensive overview on contemporary concepts and strategies for entrepreneurs, company managers and HR managers that can be easily implemented in daily practice in the company.

### Module 2: Organisation

The module will consist of 8 hours of self-directed learning supported by a virtual training environment (VTE), the INSPIRER E-learning platform.

In relation to an approximate workload of 8 hours/week of self study, the module corresponds with one week of working time.

Module 2: Managing Multigenerational Teams		
Chapter 2.1: Understanding Generations: Differences & Commonalities		
Type of activity	Focus/topic	Time
Study text	Why is it important? Generations and their characteristics	15 min
Interactive exercise	Drag and drop	10 min



Application activity	Map yourself & your team and its differences and commonalities	15 min
Theory	Communication Preferences Implications Communication Preferences	10 min
Application activity	Map your team identify areas to work on & Develop and Action Plan	15 min
Study Text & Self-reflection (2.1)	The Limits of Generation Generalizations	10 min
Quiz	How ageist is your organisation?	10 min
Application activity	Identify where your biggest challenges lie	10 min
		<b>95 min</b>
<b>Chapter 2.2: Core strengths, assets, and values of each generation</b>		
<b>Type of activity</b>	<b>Focus/topic</b>	<b>Time</b>
Theory	Core strengths & needs of each generation	3 min
Analysis of above theory	Refer to the previous slide, identify and add to the chart the strengths, assets and values the generations have in common or which are linked.	10 min
Reflect on your Team & Plan	Core strengths & needs and your team. Impact on project team composition and mentoring partnerships	10 min
Theory (curated)	Strengths and Needs – Learning Preferences per generation	10 min
Core concepts & Application Activity	Consider what would be involved in terms of how trainings are conducted and the materials to be used so that they appeal to the mix of generations in your team or company.	10 min
Case Study	Strategies for Managing a Multigenerational Workforce	20 min
		<b>63 min</b>
<b>Chapter 2.3: Maintaining a Cohesive Multigenerational Workforce</b>		
<b>Type of activity</b>	<b>Focus/topic</b>	<b>Time</b>
Food for thought slide & Reading	Age- based discrimination in the workplace is rife!	5 min
Theory	Maintaining a Cohesive Multigenerational Workforce: Benefits	3 min
Activity	Interactive quiz: % by which multigenerational teams produce better results	4 min
Theory	Indicative Areas Where Differences In Outlook And Expectations May Occur	3 min
Theory	Personality Profiling Tool & Sharing of profiles and insights	3 min



Activity	Free on-line tool: Complete an on-line personality profiling tool & study your feedback and the information you will find on the different profiles	30 min
Activity	Map your team; how they view aspects of working life e.g. change, feedback, pressure. What can you do to support and ensure a good relationship	20 min
Video	How to Manage 5 Generations in the Workplace	4 min
		<b>72 min</b>
<b>Chapter 2.4: Effective Leadership of the Different Generations</b>		
<b>Type of activity</b>	<b>Focus/topic</b>	<b>Time</b>
Introduction –food for thou	Generational differences and managing people	3 min
Activity - Self-evaluation	Describe prejudices for older (and younger) generations in participants' organisations	5 min
Interactive Questionnaire	Evaluate 'How ageist is your organization?'. & Feedback	15 min
Theory	Factors that differentiate people Age – Life Milestones – Personality Types – Culture – Gender	3 min
Video	"Discovering the 'Only-ness' of your team members"	5 min
Theory	Emotional Intelligence	3 min
Self-evaluation (on line or in Moodle)	How high is your E.I.?	10 min
On-Line test	Your Emotional E.I.	10 min
Theory (Curated)	Approaching & Managing the Differences	3 min
Theory & Reflection	Best Practices -identify possible areas to work on	10 min
Developing an Action Plan	Focus on top priorities identified in Know Your Team Activity Part 3 – S.M.A.R.T	15 min
Best Practice	Multigenerational MGMT in Beaumont Health System	15 min
Reading & Video	Last thoughts	3 min 5 min
		<b>105min</b>
<b>Final Quiz</b>		<b>25 min</b>
<b>Module 2</b>		<b>360min</b>





## **Module 2: Objectives**

- To recognize Generational Stereotypes and their impact on collaboration and team results
- To understand and access the power of common goals and values shared by the generations
- To understand the importance of knowing the individual and identifying opportunities for cross-generational skills development
- To be able to adapt leadership style to suit the needs of the individual or situation.

## **Module 2: Learning Outcomes**

Module 2 will provide managers with clear insight into the facts and the myths about each generation, an understanding of potential causes of tension and the damage that pre-conceived ideas may cause. Managers will learn the value of focusing on commonalities and develop ways to do this. They will explore the impact of changing preferences and goals in the working life of individuals and learn ways of working cross-generationally, and of helping their team members to do the same. Learners will also consider the importance of leading with Emotional Intelligence and of adjusting their own leadership style to suit the needs of the individual. At each stage of the module, they will apply their learning to their team so as to ensure smooth working relations between the generations and to develop the skills needed by each team member so they can maximize their contribution to team success.

## **Module 2: Teaching Methods**

The module includes:

- 1 Presentation (PPT) giving a general overview on the module at the start
- 1 Final Quiz with 15 questions (self-assessment questionnaire)
- 4 Scientific Resources/Readings
- 1 Case Study about “Strategies for Managing a Multigenerational Workforce”
- 1 Best Practice about “Multigeneration Workforce
- 2 Video Tools
- 8 Interactive Exercises



## Module 2: Topics

### Unit of Learning Outcomes Chapter 2.1:

#### Understanding Generations: Differences & Commonalities

This unit describes the stereotypes associated with each age group and considers the potential impact on working relationships and self-image.

Knowledge	Skills	Responsibility and autonomy
<i>The learner will be able to ...</i>		
... name and define scientifically the different age groups.	... distinguish between the different groups and understand how their styles and needs vary.	...generalize this information in relation to managers and their teams.
... describe potential sources of tension and conflict between different generations.	... analyse potential or actual sources of tension in his/her team.	... take steps to preventing or reducing tension based on the training input.

### Unit of Learning Outcomes Chapter 2.2:

#### Core strengths, assets, and values of each generation

In this unit learners will focus on understanding and accessing the power of common goals and values shared by the generation, and how these may change during a person's working life.

Knowledge	Skills	Responsibility and autonomy
<i>The learner will be able to ...</i>		
... identify common goals and values shared by the generations.	...analyse what his/her team members have in common in terms of goals, values, and expectations irrespective of age group.	... create an inventory of the commonalities of the individuals in the team, including the team manager
... describe the different learning approaches preferred by each generation.	... demonstrate what is needed to communicate effectively with each age group.	... create an inventory of the team members and their preferred styles, including one's own preferred style and the implications this has on how oneself communicates with other generations.
... recognize how to build respect for the different goals and skills individuals have.	... specify the strengths of each goal and skill and what it contributes to the team.	... ensure that during conversations with team members they are quick to point out what each individual contributes when necessary, so as to maintain a constructive atmosphere and constructive relationships between team members.
... identify what the generations have in common.	... collate commonalities among generations.	... combine and share commonalities during team meetings and when setting up cross-generational partnerships.



## Unit of Learning Outcomes Chapter 2.3:

### Maintaining a Cohesive Multigenerational Workforce

In this unit learners will focus on the importance of knowing what drives each individual in their team, which areas they need to develop. Learners will also learn how to identify opportunities for cross-generational skills development.

Knowledge	Skills	Responsibility and autonomy
<b><i>The learner will be able to ...</i></b>		
... describe the importance of focusing on having good knowledge of each individual, their goals, and needs and relate basic coaching skills.	... develop an atmosphere of trust and ask questions in a coaching atmosphere which encourage individuals to share information regarding their working lives.	... generate a picture of for each individual in their team of what drives them, what their needs and expectations are, and where they need to develop skills.
... identify where cross-generational partnerships can develop skills sets among team members.	... develop opportunities for matching skill sets in cross-generational partnerships	... create developmental partnerships, small groups or project teams based on the above 'pictures' of the team.
...describe 'perennials' in the workplace and how they contribute to organizational success.	... use the characteristics of a perennial to identify such individuals and also, to nurture and grow them in order to maximize the contributions of perennials.	... assess one's own organization and/or team and identify perennials and create an action plan that is tailored to their own situation.
... outline the significance of acquiring a deep knowledge of individual needs and goals as a basic step in moving towards a 'post generational' workforce.	... apply the knowledge and insights gained so far in order to design a questionnaire aimed at collecting the information required to form a clear and deep picture of an individual's needs, goals and preferences at work.	... evaluate the questionnaire to ascertain the current knowledge of team members and as a roadmap for future discussions with individual team members.



## Unit of Learning Outcomes Chapter 2.4: Effective Leadership of the Different Generations

Having learnt to understand and recognize the different needs and preferences individuals may have, it is vital that learners recognize the importance of leading with Emotional Intelligence and of adapting their leadership style accordingly so as to create and maintain constructive relationships which maximize individual growth, job-satisfaction, individual performance and cross-generational synergy. They will also learn the importance of being able to adapt leadership style to suit the needs of the individual and how to identify which leadership style is appropriate for the situation.

Knowledge	Skills	Responsibility and autonomy
<i>The learner will be able to ...</i>		
.... name the concepts and benefits of Leading with Emotional Intelligence	... interpret what Emotional Intelligence is and why it is required in effective leadership as well as to identify challenges and strategies to overcome them.	... self-assess one's own strengths, the areas for development, the most challenging situations and combine those to an action plan.
... name the different styles of leadership and list their strong points and limitations.	... identify one's own natural leadership style tendency and the challenges related to using other leadership styles.	... combine other leadership styles based on the awareness of one's own natural tendencies.
.... select the correct style that is appropriate for the different generations & based on a set of criteria.	... compare the appropriate leadership style with the needs of the individual at any given time or in specific circumstances.	... analyse the team members and ascertain which style of leadership suits each individual, bearing in mind the task to hand.
... describe future trends in managing multi-generational workforces and future workforce strategies.	... examine the implications of future trends on their role as managers of multi-generational teams	... decide what kind of actions is needed now and in the future, to ensure good cooperation across the generations in their teams

### Module 2: Resources

#### Required Reading:

- 1) <https://www.restore.co.uk/Records/Resource-Hub/News/one-policy-five-generations-1>
- 2) <https://smallbusiness.co.uk/age-discrimination-common-workplace-2541916/>
- 3) Free DISC Test - DISC Personality Testing <https://discpersonalitytesting.com>
- 4) <https://www.onlinepersonalitytests.org/disc/>

*This project has been funded with support from the European Commission. This publication [communication] 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.*



- 5) <https://www.16personalities.com/>
- 6) <https://my-personality-test.com/>
- 7) <https://asana.com/resources/qualities-of-a-leader>
- 8) <https://www.mindtools.com/pages/article/ei-quiz.htm>
- 9) E.I. on-line test available at:  
[https://intellitest.me/en/play/L03S3N/start?gclid=EAIaIQobChMI9KmHkdKw9AIVqujtCh1fgQJjEAMYASAAEglZgvD BwE&utm\\_campaign=7836069&utm\\_content=eq+quiz&utm\\_medium=cad as us-uk-au-ca pho-tab-web 40q eq int mkt&utm\\_source=62](https://intellitest.me/en/play/L03S3N/start?gclid=EAIaIQobChMI9KmHkdKw9AIVqujtCh1fgQJjEAMYASAAEglZgvD BwE&utm_campaign=7836069&utm_content=eq+quiz&utm_medium=cad as us-uk-au-ca pho-tab-web 40q eq int mkt&utm_source=62)
- 10) <https://online.hbs.edu/blog/post/characteristics-of-an-effective-leader>

### Recommended Reading:

- 1) Knight R., Managing People from 5 Generations  
<https://hbr.org/2014/09/managing-people-from-5-generations>
- 2) <https://www.initiativeone.com/insights/blog/generational-differences-in-the-workplace/?msID=7b24a66e-4227-47a6-b549-d9025f43358c> with the videos
- 3) <https://www.idealists.org/en/careers/ageism-workplace-older>
- 4) Deci & Ryan Drs, Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development and Well-being' 2000:  
<https://selfdeterminationtheory.org>
- 5) <https://hbr.org/2019/08/generational-differences-at-work-are-small-thinking-theyre-big-affects-our-behavior>
- 6) <https://www.slideshare.net/mbonterre/age-based-stereotypes-research-report-achieve-globalagebased-stereotypes-silent-killer-of-collaboration-and-productivity>
- 7) <https://slate.com/technology/2018/04/the-evidence-behind-generations-is-lacking.html>
- 8) <https://online.hbs.edu/blog/post/emotional-intelligence-in-leadership>



## Module 2: Grading Plan

At the end of the module, a self-assessment questionnaire is included, to assess the understanding of the learners and to provide a small revision of materials.

## Module 2: Schedule

The module consists of 8 hours of self-directed learning supported by a virtual training environment (VTE). The module can be completed within one week.

## Module 2: Glossary

Term	Explanation
Adaptable Leadership Style	also known as situational leadership. A leader needs to be able to adapt their style of leadership to produce best results in any given situation or with any individual, depending on the needs.
Challenge	an issue, situation or attitude that requires a solution. The positive approach required for a healthy response implies the avoidance of labelling them as 'problems' or 'difficulties'.
Emotional Intelligence	The ability to recognise and manage one's own emotions and to understand and empathise with the emotions of others. (This is included also in Module 3 - but the reader encounters the term in module 2, first)
Life Milestones	recognized stages in life that are often shared by many, but may be unique. E.g. First job, first time managing a team, becoming a parent
Mindset	The mental attitude and perspective someone has or aims towards
Motivation	A state of feeling keen or happy to perform a task. Motivators vary between people and are far more sophisticated than financial incentives.
'Only-ness'	the uniqueness of each individual that overrides any other generalization or categorization
Organizational culture	Organizational culture is the collection of values, expectations, and practices that guide and inform the actions of all members of the workforce. The culture is only created by the consistent practicing of behaviours and demonstration of values and not what is written on paper. Company culture is visible in the way people treat each other and customers and the way they act in challenging circumstances
Personality Profiling Tool	psycho-metric questionnaires which help you recognize and understand your own behavioural tendencies in certain situations. Personality profiling tools do not define a person, they just give an indication of natural tendencies as a first step towards self-awareness, self-management and improved communication with others.)
Team Map – Mapping your Team	A thoughtful description of each individual relating to specified topics so that a clear and complete picture is developed



## Module 2: Summary

The first chapter of Module 2 describes the stereotypes associated with each age group and points out that it is important to recognise and that differences between generations do exist, especially in technical expertise, preferred means of communication and work-life balance expectations. However, it is critical to focus on the similarities between people and to recognise and work with the traits and preferences of individuals, no matter what generation they belong to. Generally speaking, people have more commonalities than differences. Simple questionnaires and self-evaluation encourage managers and leaders to consider how ageist their own organisations may be.

When managers and leaders ignore the above, friction, conflict and lack of well-being at work may ensue and business results may be jeopardised.

The module continues to delve deeper into understanding what motivates individuals and encourages participants to consider their teams in those terms and the areas in which individuals need to develop. Participants are provided with links to explore their own personality profiles and understand the other profiles. Cross-generational mentoring and coaching is particularly encouraged.

Given the variety and differences in needs and preferences that individuals may have, the module stresses the importance of participants consciously and willingly adapting their leadership style accordingly so as to create and maintain constructive relationships which maximize individual growth, job-satisfaction and contribution. The characteristics of effective leadership are examined and participants complete a self-assessment. The concept of Emotional Intelligence is also broached and, again, participants are encouraged to take an on-line self-evaluation.

At each stage of the module, participants reflect on individuals in their own teams and what they need to do to encourage creative development and effective communication.



## Module 3: Generation Matters

### Module 3: Description

As already mentioned in the previous modules of our course, companies all over the world are experiencing very interesting phenomenon: for the first time in history, many enterprises are likely to have five different generations working together—each with their own skills, interests, priorities and expectations. All 5 generations bring their own generational qualities, as each of them was raised and educated in different environment, culture, economy, and work landscape. And although we have to admit that these generational characteristics are far from fixed or completely true for every individual from the generational cohort, they certainly provide a glance into the huge range of values and priorities employers are expected to satisfy today.

It certainly is not a big surprise that such a generational diversity is forcing employers to take a new approach to talent management, embracing both the unique opportunities and challenges of a multigenerational workforce.

So, how can we collectively engage employees spanning more than 60 years in age? How should we attract, recruit, retain and develop the multigenerational workforce in the way that would be beneficial for the both sides: employees and employers?

We will search the answers to these questions within the Module 3.

### Module 3: Organisation

The module will consist of 8 hours of self-directed learning supported by a virtual training environment (VTE), the INSPIRER E-learning platform.

In relation to an approximate workload of 8 hours/week of self study, the module corresponds with one week of working time.





Module 3: Generation matters		
Chapter 3.1: Generational Intelligence and Engagement		
Type of activity	Focus/topic	Time
Video	Why Generational intelligence is the kind of intelligence we all need <a href="https://www.youtube.com/watch?v=-5XtiNuBs0c&amp;ab_channel=TEDxTalks">https://www.youtube.com/watch?v=-5XtiNuBs0c&amp;ab_channel=TEDxTalks</a>	15 min
Study text	What is generational intelligence & how it can help with multigenerational curated text based on scientific resources	35 min
Interactive exercise	Generational & emotional intelligence (Drag & drop )	15 min
Video	What Is the Definition of Employee Engagement? <a href="https://www.youtube.com/watch?v=xqO3sfRZDAE&amp;ab_channel=Engage4S">https://www.youtube.com/watch?v=xqO3sfRZDAE&amp;ab_channel=Engage4S</a>	7 min
Study text	Employee engagement in the multigenerational workplace	40 min
Interactive exercise	Crossword Engagement	10 min
Practice Quiz	10 multiple choice questions; 70% correct answers at min	30 min
Case study 1 + quiz	"One job, one deal...or not: do generations respond differently to psychological contract fulfilment?"	25 min
<b>Chapter 3.1 Total</b>		<b>177 min</b>
Chapter 3.2: Attracting, recruiting, retaining, and motivating multigenerational workforce		
Type of activity	Focus/topic	Time
Study text	ELC: Attract & recruit multigenerational talents (with embedded video) <a href="https://www.youtube.com/watch?v=jA3Pb4L_QVk&amp;ab_channel=Reminder">https://www.youtube.com/watch?v=jA3Pb4L_QVk&amp;ab_channel=Reminder</a>	40 min
Video	6 Ways To Recruit Top Gen Z Talent <a href="https://www.youtube.com/watch?v=_hIMcGaX3Y8">https://www.youtube.com/watch?v=_hIMcGaX3Y8</a>	4 min
Study text	On boarding & Retaining multigenerational workforce	20 min
Interactive exercise	Crossword: Generation matters <a href="https://crosswordlabs.com/view/generation-matters">https://crosswordlabs.com/view/generation-matters</a>	10 min
Video	How to Market to Different Generations	4 min
Practice quiz	10 questions; 70% correct answers at min multiple choice	30 min
Study text	Planning for harnessing the multigenerational workforce benefits: Plans for recruitment, retaining, motivation & development	30 min
Example of good practice	"Management of generationally diverse workforce in Atlantic Health System: & Mentorship	20 min
<b>Chapter 3.2 Total</b>		<b>158 min</b>
<b>Module 3 Final Quiz</b>		<b>25 min</b>
<b>Module 3 Total</b>		<b>360 min</b>



### **Module 3: Objectives**

- To introduce the term generational intelligence and its importance
- To explain the importance of employees' engagement and steps to support engagement boost
- To illustrate the relation between the employees' engagement, business performance and suitable recruitment
- To describe strategies to attract and retain employees from all generations with equal success based on their priorities and characteristics
- To explain how to tailor the recruitment for different generations
- To explain multigenerational development and differences of development needs and goals of generations
- To provide an overview on the basic steps for motivating the multigenerational workforce

### **Module 3: Learning Outcomes**

By the end of the Module 3 the learners will be able to:

- explain the term generational intelligence, and describe its importance in the process of building and managing the multigenerational workplace
- identify the main elements and steps to help boost engagement of effective employees' engagement program
- discuss the cross-generational engagement approach
- outline ideas, strategies, and policy approaches to attract, build, and retain multigenerational workforce
- give examples of the tailor made recruitment message for various generations
- define the multigenerational development and explain its specific features for the various generations
- identify the main steps to keep the multigenerational workforce motivated



### Module 3: Teaching Methods

The module includes:

- 1 Presentation (PPT) giving a general overview on the module at the start
- 1 Final Quiz with 15 questions (self-assessment questionnaire)
- 5 Study texts curated & based on the scientific resources
- 1 Case Study “One job, one deal...or not: do generations respond differently to psychological contract fulfilment?” with quiz
- 1 Best Practice about Effective Leadership of the Different Generations
- 4 Videos
- 3 Interactive Exercises (Drag & Drop, crosswords)
- 2 Practice quizzes (multiple choice questions)

### Module 3: Topics

#### Unit of Learning Outcomes Chapter 3.1:

#### Generational Intelligence and Engagement

It is not the differences among generations, but the fragmented work culture towards them that raises obstacles in work efficiency and team morale. This submodule is focused on generational intelligence and its importance as well as on employees’ engagement and steps to be done to support its boost. The relation between the employees’ engagement, business performance and recruitment is also illustrated here.

Knowledge	Skills	Responsibility and autonomy
<b><i>The learner will be able to ...</i></b>		
... define and explain the terms generational intelligence and employees’ engagement.	... set practices that allow for cross-generational perspectives to flow in a working place.	... implement the defined set of practices that allow for cross-generational perspectives to flow in a working place and adjust it in such a way that the desired impact is achieved.
.... explain the relationship between generational intelligence & employees’ engagement and their influence on company performance		



## Unit of Learning Outcomes Chapter 3.2:

### Attracting, recruiting, retaining, and motivating multigenerational workforce

This submodule is focused on employee life cycle (ELC) stages and offers the description and explanation of the differences and specific features to be taken into account while planning and implementing ELC stages for the different generations.

Knowledge	Skills	Responsibility and autonomy
<i>The learner will be able to ...</i>		
... explain and justify the reasons of the different approaches for planning & implementation of the single ELC stages for each of the five different generations.	... develop the plan for attracting, recruiting, retaining, development and motivating for each of the five different generations based on the specific features of the single generations.	... implement and if needed flexibly adjust the plans for attracting, recruiting, retaining, development, and motivating within the process of their implementation.

## Module 3: Resources

### Required Reading:

There is no required reading in the Module 3

### Recommended Reading:

- 1) Jim Harter: U.S. Employee Engagement Holds Steady in First Half of 2021  
<https://www.gallup.com/workplace/352949/employee-engagement-holds-steady-first-half-2021.aspx>
- 2) FRAMEWORK FOR INTERGENERATIONAL FAIRNESS PILOT REPORT DECEMBER 2020, © SOIF Ltd 2020  
[https://soif.org.uk/app/uploads/2020/12/FrameworkforIGF\\_PilotReportDec2020.pdf](https://soif.org.uk/app/uploads/2020/12/FrameworkforIGF_PilotReportDec2020.pdf)
- 3) The postgenerational workforce From millennials to perennials  
<https://www2.deloitte.com/us/en/insights/focus/human-capital-trends/2020/leading-a-multi-generational-workforce.html>
- 4) Video: Emotional Intelligence Can Improve Communication Between Generations in the Workplace <https://situational.com/blog/emotional-intelligence-can-improve-communication-between-generations-in-the-workplace/>



- 5) Ashley Dawson: EMPLOYEE ENGAGEMENT THROUGH GENERATIONS 1: The Perceived Differences in Employee Engagement Through Multiple Generations in the Workplace: An HR Perspective; A Senior Thesis;  
<https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=2154&context=honors>
- 6) Video Dublin Trinity College: What is generational observing?  
<https://www.futurelearn.com/info/courses/ssa-sandbox/0/steps/11789>
- 7) Why Leaders Should Pay Attention to Generational Intelligence at Work;  
<https://thriveglobal.in/stories/why-leaders-should-pay-attention-to-generational-intelligence-at-work/>
- 8) Strategies for Motivating a Multigenerational Workforce;  
<https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=6593&context=dissertations>
- 9) Managing Beyond Stereotypes:  
<https://www.perkbox.com/uk/resources/library/interactive-managing-beyond-stereotypes>
- 10) A Guide to Recruiting Different Generations Around the World  
<https://www.gavatalentsolutions.com/recruiting-different-generations/>
- 11)

### **Module 3: Grading Plan**

At the end of each submodule, there will be a practice quiz for checking the progress and at the end of the Module 3 there will be a final quiz to assess the newly gained knowledge and skills of the learners.

### **Module 3: Schedule**

The module consists of 8 hours of self-directed learning supported by a virtual training environment (VTE). The module can be completed within one week.



### Module 3: Glossary

Term	Explanation
<b>Attraction</b>	The only ELC stage that occurs before you have an open position in the company. Also referred to as the employer brand, it is the projection of the image of your organization as a great place to work, both in the minds of current employees as well as key stakeholders in the external market. This means that active and passive talent candidates, clients, customers, and potential stakeholders have a positive perspective of how it is to work within your company.
<b>Cognitive engagement</b>	This involves the extent to which employees focus on their work tasks. An actively engaged employee is rarely distracted by small interruptions at work.
<b>Development</b>	An ELC period for the consistent encouragement of professional development amongst your team, which acts as a catalyst in their skill development, and also helps provide them with a future career path within the company.
<b>Emotional engagement</b>	This consists of the here and now experience that the employees have while doing work. This involves their own feeling of the degree of involvement in the job.
<b>Employee engagement</b>	A measure of employee willingness to give additional discretionary effort to achieve organizational goals. Leaders can influence employee engagement, but ultimately employees alone can choose to engage in a company culture they believe in.
<b>Employee life cycle (ELC)</b>	An organizational method used to visualize how an employee engages with the company they are a part of. There are six stages involved in this model: Attraction, Recruitment, On boarding, Development, Retention, and Separation.
<b>Employee recognition</b>	The overarching concept around showing appreciation for employee's great work or tenure across service anniversary, peer-to-peer recognition, and/or but not limited to nominations. Employee recognition is a key component to an overall employee engagement strategy.
<b>Engagement</b>	<p>An employee's willingness to go above and beyond in doing his or her job. A definition that's a bit broader is offered by Wikipedia: "Employee engagement is a property of the relationship between an organization and its employees. An 'engaged employee' is one who is fully absorbed by and enthusiastic about their work and so takes positive action to further the organization's reputation and interests.</p> <p>Engagement can be precisely noted as how positively an employee:</p> <ul style="list-style-type: none"> <li>*Thinks about the organization</li> <li>*Feels about the organization</li> <li>*Is proactive in relation to achieving organizational goals.</li> </ul>
<b>Generational intelligence</b>	The ability to reflect and act by understanding one's own and others' life-course, family and social history within the current social climate (Biggs, Haapala and Lowenstein, 2011).
<b>Generational observing</b>	Generational observing is when we look at the practices of younger and older generations and try to make sense of their behaviours and attitudes.



<b>Multigenerational workforce</b>	A multigenerational workforce is some personnel comprised of people from several generations. ... It is now common for organizations to have employees working side-by-side who represent four to five generations.
<b>On boarding</b>	The on boarding period is critical to getting your new hires well-adjusted to the organizational environment and performance aspects of their new job as quickly and smoothly as possible. During the on boarding stage, new employees cover more in-depth aspects of their position, identify the attitudes, knowledge, skills, and behaviours that are required to function effectively within the organization.
<b>Physical Engagement</b>	The extent to which employee takes steps for his own development. A voluntary nomination for a training program can be one of the means of identifying physical engagement.
<b>Recruitment</b>	The period where you seek out and recruit the best talent to join your organization. Recruitment can occur as a result of an existing role becoming vacant, or a new position being created altogether. The best types of recruitment plans offer an optimal candidate experience, support collaborative hiring centred around clear criteria and processes, and provide meaningful data that can be used to improve hiring results over time.
<b>Retention</b>	The ELC stage during which an employer focuses the energy on keeping top employees, and ensuring they are happy and sufficiently challenged in their respective roles within the team. The influence of company culture goes a long way in this stage. If the culture in your organization is poor, it inevitably leads to a high employee turnover rate, meaning your company will have to face replacement costs regularly. Improving the retention stage is a great way to counteract this risk and promote longevity and satisfaction amongst team's career paths.
<b>Separation</b>	The final stage in the employee lifecycle model comes when a workers leave their organization. Whether they leave for personal reasons, retirement or a new job, it's important to manage the situation accordingly.



### **Module 3: Summary**

The Module 3 is focused on the various dimensions of the special phenomena, which all employers face nowadays: a generational diversity. This situation is forcing employers to take a new approach during the all phases of the employee life cycle to be able to embrace both the unique opportunities and challenges of a multigenerational workforce. Within the 2 chapters of the Module we were searching for the answers to the following questions: How can we collectively engage employees spanning more than 60 years in age? How should we attract, recruit, retain and develop the multigenerational workforce in the way that would be beneficial for the both sides: employees and employers? Within the 2 chapters the importance of the generational gap and intelligence was described and the strong need of generational and emotional intelligence development was explained as the important set of skills to attract, recruit, retain and develop multigenerational workforce. The differences and similarities among generations were explained and described as the basis for the advantage, which can be used by employers if managed wisely.





## Module 4: Engagement of Multigenerational Workforce through Learning and Development

### Module 4: Description

A successful multigenerational work culture includes younger and older employees who value each other's professional work attitude and skills. Prerequisites for this are: lifelong learning and career opportunities for everyone, mutual exchange of knowledge and skills among generations as well as age-friendly working conditions and work life balance at all ages. The module comprises of three chapters that will focus on the main concepts and legal frameworks on these topics in Europe. Together with state-of-the-art readings, interactive exercises, best practice examples and case studies the module will offer a comprehensive overview on contemporary concepts and strategies for entrepreneurs, company managers and HR managers that can be easily implemented in daily practice in the company.

### Module 4: Organisation

The module will consist of 8 hours of self-directed learning supported by a virtual training environment (VTE), the INSPIRER E-learning platform.

In relation to an approximate workload of 8 hours/week of self study, the module corresponds with one week of working time.

Module 4: Engagement of Multigenerational Workforce through Learning and Development		
Chapter 4.1: Lifelong learning: Generations need to work together better for it to succeed		
Type of activity	Focus/topic	Time
Interactive Exercise	Single Choice	5 min
Video	Lifelong Learning <a href="https://youtu.be/QbPs3WA6tLg">https://youtu.be/QbPs3WA6tLg</a>	4 min
Study Text	Key competences and Employability: What are learning and training needs of specific age groups and how to identify those?	5 min
Scientific Resource	OECD (2019), Working Better With Age, Ageing and Employment Policies, OECD Publishing, Paris, pp 64-78	42 min
Interactive Exercise	Drag and Drop	5 min



Study Text	How to learn in a vocational context?	5 min
Interactive Exercise	Drag and Drop	5 min
Study Text	Encouraging lifelong learning as a company	25 min
Video	Training needs at different transitions in work life <a href="https://youtu.be/TBI40Tc0yXA">https://youtu.be/TBI40Tc0yXA</a>	6 min
Reflection and Outlook	Lifelong learning: Generations need to work together better for it to succeed	5 min
		<b>107 min</b>
<b>Chapter 4.2: Mentorship Culture, Collaborative Learning, Incentives to Multigenerational Learners</b>		
<b>Type of activity</b>	<b>Focus/topic</b>	<b>Time</b>
Interactive Exercise	Single Choice	5 min
Scientific Resource	OECD (2020), Promoting an Age-Inclusive Workforce: Living, Learning and Earning Longer, OECD Publishing, Paris, "Leveraging relationships between employees to deliver development" p.142-147	15 min
Interactive Exercise	Drag and Drop	5 min
Videos	Reverse Mentoring <a href="https://www.youtube.com/watch?v=nrD1FiwDhT4">https://www.youtube.com/watch?v=nrD1FiwDhT4</a> <a href="https://youtu.be/KTeLoSqN6u8">https://youtu.be/KTeLoSqN6u8</a>	5 min
Scientific Resource	EU-OSHA, Cedefop, Eurofound and EIGE (2017), Joint report on: Towards age-friendly work in Europe: a life-course perspective on work and ageing from EU Agencies: Chapter 4 - Promoting active ageing through VET, Intergenerational Learning, p55-58	9 min
Study text	Knowledge Management and Knowledge Transfer between the generations	8 min
Case Study	Linking multigenerational workplace dynamics to knowledge transfer utility in the federal government sector	20 min
Study Text	Relate learning and performance of your multigenerational staff with incentives	4 min
Interactive Exercise	Matching Activity	5 min
Reflection and Outlook	Mentorship Culture, Collaborative Learning, Incentives to Multigenerational Learners	5 min
		<b>81 min</b>



<b>Chapter 4.3: Age-friendly working conditions, work life balance</b>		
<b>Type of activity</b>	<b>Focus/topic</b>	<b>Time</b>
Interactive Exercise	Single Choice	5 min
Video	UN: Sustainable Development Goals 2030 <a href="https://youtu.be/OXTBYMfZyrM">https://youtu.be/OXTBYMfZyrM</a>	5 min
Study Text	Frameworks, concepts, initiatives and policies related to age-friendly working conditions and work-life-balance	5 min
Scientific Resource	European Agency for Safety and Health at Work, 2016, Analysis report on EU and Member State policies, strategies and programmes on population and workforce ageing, pp 35-37	6 min
Interactive Exercise	Matching Activity	10 min
Scientific Resource	Reasons for early exit from work in European Agency for Safety and Health at Work, 2016, Analysis report on EU and Member State policies, strategies and programmes on population and workforce ageing, pp 26-34	24 min
Study Text	Flexible working time arrangements	5 min
Best Practice	Multigenerational management requires inclusive leaders	15 min
Interactive Exercise	Drag and Drop	5 min
Scientific Resource	Workplace practices to address the challenges of an ageing workforce in European Agency for Safety and Health at Work, 2016, Safer and healthier work at any age, p 78-91	39 min
Study text	Corporate Health Promotion and Work-life balance	8 min
Scientific Resource	Work-life balance/ Transport and public infrastructure, in European Institute for Gender Equality, Gender Equality Index 2019. Work-life balance (re-edition in 2020), p 96-101	15 min
Reflection and Outlook	Age-friendly working conditions, work life balance	5 min
		<b>147 min</b>
<b>Final Quiz</b>		<b>25 min</b>
<b>Module 4</b>		<b>360 min</b>

### Module 4: Objectives

- To introduce company managers and human resources managers to the concept of lifelong learning as a key element for the successful implementation of a multigenerational company culture.



- To present different approaches of learning, state-of-the-art learning options and environments as well as learning needs of specific age groups.
- To gain a deeper understanding of how to develop a mentorship culture, to establish collaborative learning and to offer incentives to multigenerational learners
- To explain regulatory frameworks, initiatives, policies and instruments for implementing age-friendly working conditions at company level and to provide practical information on modern company strategies towards improving the work-life-balance and promoting health of the individual staff member
- To raise awareness for the impacts of age-friendly working conditions and work life balance on the company, its employees, the economy and the society in general.

#### **Module 4: Learning Outcomes**

Module 4 will provide the learners with a range of knowledge, skills as well as responsibility and autonomy with view to the engagement of a multigenerational workforce through learning and development. They will be able to develop new approaches towards learning and development of the staff, to analyse the working conditions of the company, to implement new strategies in order to increase the individual health and work life balance of the employees as well as to achieve positive effects on company level.

#### **Module 4: Teaching Methods**

The module includes:

- 1 Presentation (PPT) giving a general overview on the module at the start
- 1 Final Quiz with 15 questions (self-assessment questionnaire)
- 7 Scientific Resources/Readings
- 1 Case Study about knowledge transfer utility
- 1 Best Practice about multigenerational management and leaders
- 5 Video Tools
- 9 Interactive Exercises



## Module 4: Topics

### Unit of Learning Outcomes Chapter 4.1:

#### Lifelong learning: Generations need to work together better for it to succeed

The chapter will include a comprehensive overview on learning approaches, learning options, learning environments as well as learning needs of specific age groups with a focus on lifelong learning that is a key element for a sustainable multigenerational company culture.

Knowledge	Skills	Responsibility and autonomy
<b>The learner will be able to ...</b>		
... define and explain the up-to-date technical terms and concepts of “learning” in education and training policy.	... distinguish between learning acquired in formal, non-formal and informal ways.	... select appropriate learning options for a professional context in or with a company.
... recognize the different learning needs of specific age groups	... distinguish learning options according to their appropriateness for age groups in a company.	... support the benefit of a variety of learning options for different age groups.
... classify different learning approaches and learning environments, including virtual and digital options.	... compare the pros and cons of different learning approaches with view to their implementation in a multigenerational company context.	... investigate on present and future learning opportunities in a company context.
identify lifelong learning options in a company context, including the European and/or global perspective, such as Erasmus+ mobilities.	... differentiate between “knowledge of a company” that has to be shared and transferred among the multigenerational workforce internally as well as new technologies and skills that are required for the company in order to stay competitive on a global market.	... design a suitable lifelong learning concept for a multigenerational company



## Unit of Learning Outcomes Chapter 4.2:

### Mentorship Culture, Collaborative Learning, Incentives to Multigenerational Learners

This chapter will focus on how to develop effectively a mentorship culture in a company, how to establish collaborative learning among the workforce and how to offer motivating incentives to the multigenerational learners.

Knowledge	Skills	Responsibility and autonomy
<i>The learner will be able to ...</i>		
classify a number of mentorship types in the world of labour.	... analyse the preconditions to prepare the ground for a mentorship culture on company level.	... weigh the options for mentorship programmes in a multigenerational company context.
... define the concept of Collaborative Learning	... compare Collaborative Learning to other corporate training models.	... value the benefits of Collaborative Learning for the multigenerational workforce as well as for the company.
... list different types of incentives used in a professional context	... select a variety of incentive options with the requirements and preferences of different generations	... summarize a deeper understanding on company incentive plans that reflect the individual life phases of their staff without reinforcing ageing stereotypes



## Unit of Learning Outcomes Chapter 4.3:

### Age-friendly working conditions, work life balance

The last chapter of Module 4 will offer useful knowledge on the regulatory frameworks on international and national level as well as initiatives, policies and instruments for implementing age-friendly working conditions in a company. It will also present relevant information on modern company strategies towards improving the work-life-balance and promoting the health of the individual staff member. The closing part will highlight the impacts of age-friendly working conditions and work life balance on the company itself but also beyond, such as on the individual employee, the economy and the society.

Knowledge	Skills	Responsibility and autonomy
<i>The learner will be able to ...</i>		
... list regulatory frameworks, initiatives, concepts and policies related to age-friendly working conditions and work-life-balance on international and national level.	... differentiate between UN, EU and national frameworks, initiatives, concepts and policies with view to their relevance for the multigenerational company culture.	... support a deeper understanding of transnational and national approaches towards age-friendly working conditions and work-life-balance for multigenerational companies.
... classify a range of instruments of age-friendly working conditions	... apply certain options of age-friendly working conditions with appropriate target groups among the multigenerational workforce	... appraise the consequences for the company and its workforce when implementing innovative age-friendly working conditions.
... define work-life-balance as a modern concept of sharing work and private life while facing the challenges of dynamically changing working and living environments.	... match certain schemes of making working time and place more flexible to possible target groups among the workforce.	... weigh the advantages and disadvantage of different work-life-balance concepts for employees and employers.
... describe various instruments for companies to support health promotion among their staff.	... differentiate the importance of various health promotion programmes for the multigenerational company.	... evaluate the benefits and challenges of implementing certain health promotion instruments.
... outline that there are several perspectives of age-friendly working conditions, work life balance and health promotion programmes that go far beyond the company context.	... analyse different socio-economic aspects of age-friendly working conditions, work-life-balance and health promotion initiatives.	... value the implementation of age-friendly working conditions, work life balance and health promotion programmes in the multigenerational company with view to their impact on the company itself, on its employees, on economy and society in general.



## Module 4: Resources

### Required Reading:

- 1) OECD (2019), Working Better With Age, Ageing and Employment Policies, OECD Publishing, Paris, Retrieved November 3, 2021 from: <https://doi.org/10.1787/c4d4f66a-en>
- 2) OECD (2020), Promoting an Age-Inclusive Workforce: Living, Learning and Earning Longer, OECD Publishing, Paris, Retrieved July 13, 2021 from: <https://doi.org/10.1787/59752153-en>
- 3) EU-OSHA, Cedefop, Eurofound and EIGE (2017), Joint report on Towards age-friendly work in Europe: a life-course perspective on work and ageing from EU Agencies, Publications Office of the European Union, Luxembourg, Retrieved May 7, 2021 from [https://www.cedefop.europa.eu/files/2220\\_en.pdf](https://www.cedefop.europa.eu/files/2220_en.pdf)
- 4) Belin A., Dupont C. Oulès L, Kuipers Y., Fries-Tersch E., Kosma A., (2016), Analysis report on EU and Member State policies, strategies and programmes on population and workforce ageing, European Agency for Safety and Health at Work (EU-OSHA), Luxembourg, Retrieved May 7, 2021 from [https://osha.europa.eu/sites/default/files/Analysis\\_report\\_EU\\_Member\\_State\\_policies.pdf](https://osha.europa.eu/sites/default/files/Analysis_report_EU_Member_State_policies.pdf)
- 5) Belin A., Dupont C., Oulès L, Kuipers Y., (2016), Safer and healthier work at any age, European Agency for Safety and Health at Work (EU-OSHA), Luxembourg, Retrieved May 7, 2021 from [https://osha.europa.eu/sites/default/files/Safer\\_and\\_healthier%20work\\_any%20age\\_Final\\_analysis\\_report%20%282%29.pdf](https://osha.europa.eu/sites/default/files/Safer_and_healthier%20work_any%20age_Final_analysis_report%20%282%29.pdf)
- 6) European Institute for Gender Equality, EIGE, (2020), Gender Equality Index 2019. Work-life balance (re-edition in 2020), Retrieved May 7, 2021 from: [https://eige.europa.eu/sites/default/files/documents/mhaf19101enn\\_002.pdf](https://eige.europa.eu/sites/default/files/documents/mhaf19101enn_002.pdf)

### Recommended Reading:

- 1) European Commission, Secretariat-General, (2021), GREEN PAPER ON AGEING Fostering solidarity and responsibility between generations, Retrieved July 13, 2021 from: <https://op.europa.eu/de/publication-detail/-/publication/d918b520-63a9-11eb-aeb5-01aa75ed71a1/language-en>





- 2) European Union, (2019), Key Competences for Lifelong Learning, Retrieved July 13, 2021 from: <https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en>
- 3) Witt, C. de, New forms of learning for vocational education: mobile learning - social learning - game-based learning, Berufsbildung in Wissenschaft und Praxis: BWP / 42 (2013), H. Special Edition, Retrieved October 20, 2021 from: <https://www.bibb.de/veroeffentlichungen/de/publication/download/7056>
- 4) Kraiger, K, Designing Effective Training for Older Workers, The Palgrave Handbook of Age Diversity and Work (pp.639-667), Retrieved November 2, 2021 from: [https://www.researchgate.net/publication/312007216\\_Designing\\_Effective\\_Training\\_for\\_Older\\_Workers](https://www.researchgate.net/publication/312007216_Designing_Effective_Training_for_Older_Workers)
- 5) Cedefop (2020). Perceptions on adult learning and continuing vocational education and training in Europe. Second opinion survey – Volume 1. Member States. Luxembourg: Publications Office. Cedefop reference series; No 117. Retrieved May 17, 2021 from: <http://data.europa.eu/doi/10.2801/717676>
- 6) Cedefop (2021). More perceptions: opinion survey on adult learning and continuing vocational education and training in Europe. Volume 2: Views of adults in Europe. Luxembourg: Publications Office. Cedefop reference series; No 119. Retrieved October 20, 2021 from: <https://www.cedefop.europa.eu/en/publications/3088>
- 7) Cedefop (2019). The changing nature and role of vocational education and training in Europe. Volume 6: vocationally oriented education and training at higher education level. Expansion and diversification in European countries. Luxembourg: Publications Office. Cedefop research paper; No 70. Retrieved May 17, 2021 from: <http://data.europa.eu/doi/10.2801/02004>
- 8) Beheshti N., (2019), Improve Workplace Culture With A Strong Mentoring Program, Forbes Women, Retrieved November 2, 2021 from: <https://www.forbes.com/sites/nazbeheshti/2019/01/23/improve-workplace-culture-with-a-strong-mentoring-program/>
- 9) McKinney Gibson S., (2019), Can Co-Mentoring Reduce Ageism In A Multigenerational Workforce?, Forbes, Retrieved November 3, 2021 from: <https://www.forbes.com/sites/nextavenue/2019/11/10/can-co-mentoring-reduce-ageism-in-a-multigenerational-workforce/>



- 10) Jordan J., Sorell M., (2019), Why Reverse Mentoring Works and How to Do It Right, Harvard Business Review, Retrieved November 3, 2021 from <https://hbr.org/2019/10/why-reverse-mentoring-works-and-how-to-do-it-right>
- 11) Conley C., (2018), 4 Ways to Help Different Generations Share Wisdom at Work, Harvard Business Review, Career Transitions, Retrieved November 3, 2021 from: <https://hbr.org/2018/05/4-ways-to-help-different-generations-share-wisdom-at-work>
- 12) Lee H., Bonk C., Collaborative Learning in the Workplace: Practical Issues and Concerns (2014), International Journal of Advanced Corporate Learning, Retrieved November 3, 2021 from [https://www.researchgate.net/publication/275938783\\_Collaborative\\_Learning\\_in\\_the\\_Workplace\\_Practical\\_Issues\\_and\\_Concerns](https://www.researchgate.net/publication/275938783_Collaborative_Learning_in_the_Workplace_Practical_Issues_and_Concerns)
- 13) Stahl A. (2020), The Compensation Package Gen-Z And Millennials Want, Forbes, Careers, Retrieved November 3, 2021 from: <https://www.forbes.com/sites/ashleystahl/2020/09/15/the-compensation-package-gen-z-and-millennials-want/>
- 14) Belin A., Dupont C. Oulès L, Kuipers Y., Fries-Tersch E., (2016), Rehabilitation and return to work: Analysis report on EU and Member States policies, strategies and programmes, European Agency for Safety and Health at Work (EU-OSHA), Luxembourg, Retrieved May 7, 2021 from [https://osha.europa.eu/sites/default/files/rehabilitation\\_and\\_return\\_to\\_work\\_analysis\\_summary.pdf](https://osha.europa.eu/sites/default/files/rehabilitation_and_return_to_work_analysis_summary.pdf)
- 15) European Union, (2019), Work-life balance for all: Best practice examples from EU member states, Retrieved May 7, 2021 from <https://op.europa.eu/de/publication-detail/-/publication/eeaeb9c5-7c40-11e9-9f05-01aa75ed71a1>
- 16) Eurofound, Research Report (2020), Regulations to address work–life balance in digital flexible working arrangements, Retrieved May 7, 2021 from [https://www.eurofound.europa.eu/sites/default/files/ef\\_publication/field\\_ef\\_document/ef19046en.pdf](https://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef19046en.pdf)



## Module 4: Grading Plan

At the end of the module, a self-assessment questionnaire is included, to assess the understanding of the learners and to provide a small revision of materials.

## Module 4: Schedule

The module consists of 8 hours of self-directed learning supported by a virtual training environment (VTE). The module can be completed within one week.

## Module 4: Glossary

Term	Explanation
Active ageing	It is the process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age (WHO, 2002) <a href="https://osha.europa.eu/sites/default/files/Analysis_report_EU_Member_State_policies.pdf">https://osha.europa.eu/sites/default/files/Analysis_report_EU_Member_State_policies.pdf</a>
Age management	The various dimensions by which human resources are managed within organisations with an explicit focus on ageing and, also, more generally, to the overall management of the workforce ageing via public policy or collective bargaining (Walker, 2005) <a href="https://osha.europa.eu/sites/default/files/Analysis_report_EU_Member_State_policies.pdf">https://osha.europa.eu/sites/default/files/Analysis_report_EU_Member_State_policies.pdf</a>
Diversity management	Active and conscious development of a future oriented, value driven strategic, communicative and managerial process of accepting and using certain differences and similarities as a potential in an organization <a href="https://osha.europa.eu/sites/default/files/Analysis_report_EU_Member_State_policies.pdf">https://osha.europa.eu/sites/default/files/Analysis_report_EU_Member_State_policies.pdf</a>
Formal Learning	Learning that occurs in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). It is intentional from the learner's point of view. It typically leads to certification. <a href="https://www.cedefop.europa.eu/sl/projects/validation-non-formal-and-informal-learning/european-inventory/european-inventory-glossary#F">https://www.cedefop.europa.eu/sl/projects/validation-non-formal-and-informal-learning/european-inventory/european-inventory-glossary#F</a>
Healthy ageing	It allows people to realize their potential for physical, social, and mental well being throughout the life course and to participate in society ... while providing them with adequate protection, security and care when they require assistance (WHO, 2002) <a href="https://osha.europa.eu/sites/default/files/Analysis_report_EU_Member_State_policies.pdf">https://osha.europa.eu/sites/default/files/Analysis_report_EU_Member_State_policies.pdf</a>
Incentive	A cash payment or some other reward that is offered to employees conditional on an improvement in performance. The purpose of an incentive is to induce motivation (Oxford: A Dictionary of Human Resource Management)
Individual Ageing	Individual ageing is a multifaceted process. From a health perspective it entails biological, physiological, psychological, and functional changes with varying consequences for individuals; it is also the process of individual development over



	the course of a person's entire lifespan, associated with life transitions, changing social roles, and acquiring personal and group (e.g. cohort) characteristics. The resulting diversity in individual ageing trajectories and resulting needs and potentials should be considered when designing ageing-related policy. (United Nations Economic Commission for Europe, 2021) <a href="https://unece.org/sites/default/files/2021-03/ECE-WG.1-37_Guidelines_for-Mainstreaming_Ageing_1.pdf">https://unece.org/sites/default/files/2021-03/ECE-WG.1-37_Guidelines_for-Mainstreaming_Ageing_1.pdf</a>
Informal Learning	Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. It is in most cases unintentional from the learner's perspective. <a href="https://www.cedefop.europa.eu/sl/projects/validation-non-formal-and-informal-learning/european-inventory/european-inventory-glossary#F">https://www.cedefop.europa.eu/sl/projects/validation-non-formal-and-informal-learning/european-inventory/european-inventory-glossary#F</a>
Lifelong learning	It encompasses all learning activities undertaken throughout life with the aim of improving knowledge, skills and competences, within personal, civic, social or employment-related perspectives. (European Commission, <a href="https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Lifelong_learning">https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Lifelong_learning</a> )
Non-formal Learning	Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. It is intentional from the learner's point of view. It typically does not lead to certification. <a href="https://www.cedefop.europa.eu/sl/projects/validation-non-formal-and-informal-learning/european-inventory/european-inventory-glossary#F">https://www.cedefop.europa.eu/sl/projects/validation-non-formal-and-informal-learning/european-inventory/european-inventory-glossary#F</a>
Rehabilitation	Measures to enable persons with disabilities to attain and maintain maximum independence, full physical, mental, social and vocational ability, and full inclusion and participation in all aspects of life (UN, 2006) <a href="https://osha.europa.eu/sites/default/files/Analysis_report_EU_Member_State_policies.pdf">https://osha.europa.eu/sites/default/files/Analysis_report_EU_Member_State_policies.pdf</a>
Sustainable Work	Over the life course' means that working and living conditions are such that they support people in engaging and remaining in work throughout an extended working life. These conditions enable a fit between work and the characteristics or circumstances of the individual throughout their changing life, and must be developed through policies and practices at work and outside work (Eurofound, 2015) <a href="https://osha.europa.eu/sites/default/files/Analysis_report_EU_Member_State_policies.pdf">https://osha.europa.eu/sites/default/files/Analysis_report_EU_Member_State_policies.pdf</a>
Well-being at work	Creating an environment to promote a state of contentment which allows an employee to flourish and achieve their full potential for the benefit of themselves and their organisation (CIPD, 2006) <a href="https://osha.europa.eu/sites/default/files/Analysis_report_EU_Member_State_policies.pdf">https://osha.europa.eu/sites/default/files/Analysis_report_EU_Member_State_policies.pdf</a>



### **Module 4: Summary**

The Covid-19 pandemic has highlighted many problems of an ageing society. At the same time, social and economic upheavals have happened at an enormous pace. Suddenly, new working models were created and implemented - just to keep the business going. Many of these achievements will remain in the future: Digital tools enable good networking within the company, small groups can meet ad hoc for learning purposes. The dependence on from all over the world can be counteracted with knowledge management within the company - and older employees have an important role to play here. Modern work equipment and working models allow for greater flexibility in reconciling work and family life. In addition to physical stress, mental stress must also be reduced. Everyone has become very aware that long-term health is a valuable commodity.

An ageing society, global warming and energy shortages will be the driving issues of the future, which neither the labour market nor society can ignore. Modern corporate management already takes these challenges into account today and tries to implement the best possible solutions for companies and employees: Age management and sustainability strategies are essential to be successful in the market in the future. Equally important is that management accompanies the changes with communication and shows all employees the due appreciation.



## Module 5: Bridge the Gap: Communicating with a Multigenerational Workforce

### Module 5: Description

For the first time in modern history, workplace demographics includes four or five generations, meaning that 20-year-old employees is working side-by-side with colleagues who are older than they are by decades. The different generations shall have a good communication in order to be able to serve the companies' / organisations' goal, therefore their intergenerational communication shall be developed and supported. This chapter is focusing on communication inside an organisation, its characteristics, the different patterns of communication of the generations. Conflict management, and different strategies of multigenerational communication, the concept of assertive communication, the DISC tool and the Thomas – Kilmann's model of conflict management are described.

### Module 5: Organisation

The module will consist of 8 hours of self-directed learning supported by a virtual training environment (VTE), the INSPIRER E-learning platform.

In relation to an approximate workload of 8 hours/week of self study, the module corresponds with one week of working time.

Module 5: Bridge the Gap: Communicating with a Multigenerational Workforce		
Chapter 5.1: Communication in a multigenerational organisation: Different communication patterns and hierarchical aspects		
Type of activity	Focus/topic	Time
Study text	Communication: parts, techniques, types. Lateral and hierarchical communication	21 min
Interactive Exercise	Quiz	10 min
Video	Workplace communication (Lateral and hierarchical communication) <a href="https://www.youtube.com/watch?v=kaH4xfodN3w">https://www.youtube.com/watch?v=kaH4xfodN3w</a>	6 min



Case study	“The multigenerational workforce: A communication audit”. Case study describes the differences a research found in the communication of various age groups within a workplace (a school) Follow up: quiz of the case study Optional follow up: discussion of the outcomes of the case study in forum/ groups	20 min
Scientific resource	The SAGE Encyclopedia of Communication Research Methods Intergenerational Communication <a href="https://www.researchgate.net/publication/316438300_Intergenerational_communication">https://www.researchgate.net/publication/316438300_Intergenerational_communication</a>	25 min
Study text	Effective communication	12 min
Interactive exercises	Drag and drop exercise	10 min
		<b>104 min</b>
<b>Chapter 5.2: Strategies for communicating, collaborating, and developing of a multigenerational workforce</b>		
<b>Type of activity</b>	<b>Focus/topic</b>	<b>Time</b>
Interactive Exercise	Matching exercise	10 min
Study text	Communication strategies among generations.	9 min
Video	Communicating across generations. (In this video, you will learn helpful ways to communicate better with others from different generations.) <a href="https://www.youtube.com/watch?v=Tp0am_9j1-M">https://www.youtube.com/watch?v=Tp0am_9j1-M</a>	17 min
Interactive Exercise	YES/NO questions on Video	10 min
Scientific resource	Millennials in the Workplace: A Communication Perspective on Millennials’ Organizational Relationships and Performance (K. Myers • K Sadaghiani) <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2868990/pdf/10869_2010_Article_9172.pdf">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2868990/pdf/10869_2010_Article_9172.pdf</a>	36 min
Study text	Introduction to DISC test. How generations communicate vs behaviour patterns	9 min
Scientific resource	Reading on the connections on DISC results and generation <a href="https://blog.extendeddisc.org/using-disc-to-bridge-the-generational-divide">https://blog.extendeddisc.org/using-disc-to-bridge-the-generational-divide</a>	15 min
Interactive exercises	Sample DISC test. What character are you? <a href="https://heartcc.org/qa/wp-content/uploads/2016/02/DISC-Assessment.pdf">https://heartcc.org/qa/wp-content/uploads/2016/02/DISC-Assessment.pdf</a>	30 min
		<b>136 min</b>



<b>Chapter 5.3: Responding to Conflict: Strategies for Improved Communication</b>		
<b>Type of activity</b>	<b>Focus/topic</b>	<b>Time</b>
Video	Conflict management <a href="https://www.youtube.com/watch?v=f3NmLUIINP80">https://www.youtube.com/watch?v=f3NmLUIINP80</a>	5 min
Study text	Conflict management	15 min
Video	Why There's So Much Conflict at Work and What You Can Do to Fix It   Liz Kislik   TEDxBaylorSchool <a href="https://www.youtube.com/watch?v=2I-AOBz69KU">https://www.youtube.com/watch?v=2I-AOBz69KU</a>	17 min
Interactive Exercise	YES/NO questions on Video- conflict resolutions	5 min
Best Practice	"Vacancies for all" Optional: possible discussion of the best practice in forum or in groups	15 min
Scientific resource	How to Manage Intergenerational Conflict in the Workplace, by Arlene S. Hirsch <a href="https://www.shrm.org/resourcesandtools/hr-topics/employee-relations/pages/how-to-manage-intergenerational-conflict-in-the-workplace.aspx">https://www.shrm.org/resourcesandtools/hr-topics/employee-relations/pages/how-to-manage-intergenerational-conflict-in-the-workplace.aspx</a>	24 min
Interactive exercises	Matching exercise or alternatively Drag and drop (on the 5part process in the article) Optional: discuss the conflict resolution tools and techniques listed in your own context (Forus or group)	14 min
		<b>95 min</b>
<b>Final Quiz</b>		<b>25 min</b>
<b>Module 5</b>		<b>360 min</b>

### **Module 5: Objectives**

- To understand the characteristics of communication inside an organisation/company,
- To have a view on how work hierarchy defines 3 major communication directions: same level communication, upwards communication, downwards communication,
- To understand the generations' different communication patterns and techniques,
- To illustrate the DISC behaviour assessment tool in recognising the main types of behaviours,
- To demonstrate the process of conflict management,
- To introduce the 5 main types of conflict resolution based on the Thomas – Kilmann's model.





## Module 5: Learning Outcomes

By the end of Module 5 learners will be able to map the actors of communication within an organisation and to understand how different age groups communicates. Learners will be able to handle multigenerational gaps and conflicts and be able to understand and apply strategies of communication and collaboration in multigenerational working environment. By the end of the modules learners will be able to understand the process of conflict management and to recognise and apply adequate conflict resolution type. Learners will be able to understand and practice assertive communication.

## Module 5: Teaching Methods

The module includes:

- 1 Presentation (PPT) giving a general overview on the module at the start
- 1 Final Quiz with 15 questions (self-assessment questionnaire)
- 4 Scientific Resources/Readings
- 1 Case Study about xxx
- 1 Best Practice about xxx
- 4 Video Tools
- 7 Interactive Exercises

## Module 5: Topics

### Unit of Learning Outcomes Chapter 5.1:

### Communication in a multigenerational organisation: Different communication patterns and hierarchical aspects

This chapter is designed to introduce the characteristics of communication in general and inside an organisation/company in order to understand the different communication patterns and techniques.

Knowledge	Skills	Responsibility and autonomy
<b>The learner will be able to ...</b>		
... describe the communication in a multigenerational company / organization and has a clear view on the different communication patterns of the generations.	... differentiate the generations' communicational patterns and analyse the communicational problems arising from this.	... summarize problematic situations arising from multigenerational communication, and also foster effective multigenerational communication amongst her/his employees.



## Unit of Learning Outcomes Chapter 5.2:

### Strategies for communicating, collaborating, and developing of a multigenerational workforce

The purpose of this chapter is to have a closer look on how generations communicate and also on communicational strategies in a multigenerational environment. It maps the DISC behavior assessment tool– that characterizes the behavior of the employees in 4 main types (Dominance (D), Influence (I), Steadiness (S), and Conscientiousness (C) it will be easier to pass the right messages to the employees with different behavior types in the multigenerational environment.

Knowledge	Skills	Responsibility and autonomy
<i>The learner will be able to ...</i>		
... outline the DISC behavior model and the cooperativeness – assertiveness matrix and the five main strategies in conflict management in the Thomas – Kilmann’s model.	... determine the four main behaviors and to address the types differently, in case of a conflict situation he/she is able to realize the cooperativeness and the assertiveness level of the involved parties and highlight it in multigenerational conflict situations.	... evaluate multigenerational conflicts in a more effective way and to relate to the importance of collaboration in problematic multigenerational situations in a work environment.

## Unit of Learning Outcomes Chapter 5.3:

### Responding to Conflict: Strategies for Improved Communication

This last chapter describes the major aspects of conflict resolution strategies in multigenerational organizations: the two different conflict management strategies. and also how to map a conflict; and how multigenerational aspect requests special attention.

Knowledge	Skills	Responsibility and autonomy
<i>The learner will be able to ...</i>		
... list multi-generational organisational conflict strategies and possible solution techniques and describe the concept of assertive communication and the role of trust.	... implement the conflict resolution techniques in a multigenerational environment and to apply assertive communication in conflicting situations and express her/his needs in a multigenerational conflict.	... summarize multigenerational conflicts in a more established and conscious way by using the techniques of conflict resolution and to generate the need for self-expression and trust in a multigenerational conflict situation by knowing the concept of assertive communication.



## Module 5: Resources

### Required Reading:

- 1) Mei-Chen Lin (2017), Intergenerational Communication in The SAGE Encyclopedia of Communication Research Methods Retrieved November 13, 2021 from:  
[https://www.researchgate.net/publication/316438300\\_Intergenerational\\_communication](https://www.researchgate.net/publication/316438300_Intergenerational_communication)
- 2) Myers, K, Sadaghiani, K. (2010) Millennials in the Workplace: A Communication Perspective on Millennials' Organizational Relationships and Performance Retrieved December 3, 2021 from:  
[https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2868990/pdf/10869\\_2010\\_Article\\_9172.pdf](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2868990/pdf/10869_2010_Article_9172.pdf)
- 3) Lapinskie, A (2019) How Can DISC Prepare Your Workplace for Gen Z? Retrieved November 3, 2021 from: <https://blog.extendeddisc.org/using-disc-to-bridge-the-generational-divide>
- 4) Hirsch, A. (2016) How to Manage Intergenerational Conflict in the Workplace. Retrieved November 2, 2021 from:  
<https://www.shrm.org/resourcesandtools/hr-topics/employee-relations/pages/how-to-manage-intergenerational-conflict-in-the-workplace.aspx>

### Recommended Reading:

- 1) Bovee, C.L., & Thill, J.V. (1992). Business Communication Today. NY, NY: McGraw-Hill.
- 2) Handbook of SAGE (Erasmus+ project) /2006-A/06/B/F/PP/-158.335
- 3) ThoughtCo / Hilary Allison (2020) Elements of the Communication Process, Available at  
<https://www.thoughtco.com/what-is-communication-process-1689767>  
(Retrieved: 27 November, 2021).
- 4) Pertti H (2001) Glossary of Communication (jyu.fi)  
<https://www.jyu.fi/viesti/verkkotuotanto/ci/glossary.shtml>



## Module 5: Grading Plan

At the end of the module, a self-assessment questionnaire will be included, to assess the understanding of the learners and to provide a small revision of materials.

## Module 5: Schedule

The module consists of 8 hours of self-directed learning supported by a virtual training environment (VTE). The module can be completed within one week.

## Module 5: Glossary

Term	Explanation
<b>Communication competence</b>	Ability to take part in effective communication, which is characterized by skills and understandings that enable communication partners to exchange messages successfully.
<b>Communication flow</b>	The direction (upward, downward, horizontal) messages travel through the networks in an organization.
<b>Conflict</b>	A disagreement or argument between two or more people.
<b>Decoding</b>	Process of translating a message into the thoughts or feelings that were communicated.
<b>Encoding.</b>	Process by which the source expresses thoughts or feelings in words, sounds, and physical expressions, which together make up the actual message that is sent
<b>Intergenerational Communication</b>	IC can be broadly defined as interactions between two distinct generations
<b>Horizontal chain of communication.</b>	Communication between organization. members on the same hierarchical level (between two managers or between two subordinates, for example).
<b>Message</b>	A stimulus to which meanings are attributed in communication.
<b>Verbal communication.</b>	The transmission of messages using words, either written or spoken
<b>Vertical chain of communication</b>	Communication between members of different levels of organizational hierarchy; i.e., between managers and subordinates.



### **Module 5: Summary**

Communication and conflict management are key areas in our lives and have utmost importance in our workplace connections too. In our days, when potentially there are 5 generations working together at the same workplace, understanding the basics of communication and especially intergenerational communication can help bridge the gaps between them.

Using different communication channels, adopting various filters, as well as having other beliefs, fears, prejudice, assumptions in the background all can distract us from understanding the other party and the situation and being aware of it and ways to resolve them can be helpful. Good news, that communication skills can be developed in all ages, so just be open and emphatic and do things differently than before and success will follow.

Conflicts are also unavoidable, and can be not only harmful, but also productive if handled well.

The proposed training module gives us information as well as hands-on with real-life examples in the form of best practice and case study about communication in general and a multigenerational context and in the tool to be used in conflict situations. Learners can practice their understanding of the topic by doing interactive exercises, which are designed to support understanding and learning.

This module is planned to be adopted on an online platform where self-directed learning is used, which allows learners to progress at their own pace. The module is divided into three chapters, corresponds with approximately 8 hours of learning, and can be completed within one week. At the end of this module, a self-assessment questionnaire will be delivered in order to assess the gained knowledge and understanding of the topic.



## 5. Conclusion

By completing the full INSPIRER Training Course: Multigenerational Workplace Culture many HR and business managers are able to benefit for their professional life. Nowadays most European enterprises face an ageing society and a later retirement of employees. In many cases, the multigenerational workforce comprises of five different generations – so it is a quite new challenge to moderate as a manager with all these generations. Taking into account their different needs and preferences is not easy - in order to create a company culture of mutual understanding.

The INSPIRER Training Course: Multigenerational Workplace Culture designed by seven experienced organisations from six European countries will provide the required knowledge, skills and competences for managers to face this challenge of the 21st century.



## 6. Glossary

Term	Explanation
<b>Active ageing</b>	It is the process of optimizing opportunities for health, participation and security in order to enhance quality of life as people age (WHO, 2002)
<b>Adaptable Leadership Style</b>	Also known as situational leadership. A leader needs to be able to adapt their style of leadership to produce best results in any given situation or with any individual, depending on the needs.
<b>Age management</b>	The various dimensions by which human resources are managed within organizations with an explicit focus on ageing and, also, more generally, to the overall management of the workforce ageing via public policy or collective bargaining (Walker, 2005)
<b>Ageism</b>	Stereotyping and/or discrimination against individuals or groups based on their age.
<b>Attraction</b>	The only ELC stage that occurs before you have an open position in the company. Also referred to as the employer brand, it is the projection of the image of your organization as a great place to work, both in the minds of current employees as well as key stakeholders in the external market. This means that active and passive talent candidates, clients, customers, and potential stakeholders have a positive perspective of how it is to work within your company.
<b>Cognitive engagement</b>	This involves the extent to which employees focus on their work tasks. An actively engaged employee is rarely distracted by small interruptions at work.
<b>Communication competence</b>	Ability to take part in effective communication, which is characterized by skills and understandings that enable communication partners to exchange messages successfully.
<b>Communication flow</b>	The direction (upward, downward, horizontal) messages travel through the networks in an organization.
<b>Conflict</b>	A disagreement or argument between two or more people.
<b>Decoding</b>	Process of translating a message into the thoughts or feelings that were communicated.
<b>Development</b>	An ELC period for the consistent encouragement of professional development amongst your team, which acts as a catalyst in their skill development, and also helps provide them with a future career path within the company.
<b>Diversity management</b>	Active and conscious development of a future oriented, value driven strategic, communicative and managerial process of accepting and using certain differences and similarities as a potential in an organization
<b>Diversity</b>	The range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.
<b>Emotional engagement</b>	This consists of the here and now experience that the employees have while doing work. This involves their own feeling of the degree of involvement in the job.
<b>Emotional Intelligence</b>	The ability to recognise and manage one's own emotions and to understand and empathise with the emotions of others.
<b>Employee engagement</b>	A measure of employee willingness to give additional discretionary effort to achieve organizational goals. Leaders can influence employee engagement, but ultimately employees alone can choose to engage in a company culture they believe in.



<b>Employee life cycle (ELC)</b>	An organizational method used to visualize how an employee engages with the company they are a part of. There are six stages involved in this model: Attraction, Recruitment, on boarding, Development, Retention, and Separation.
<b>Employee recognition</b>	The overarching concept around showing appreciation for employee's great work or tenure across service anniversary, peer-to-peer recognition, and/or but not limited to nominations. Employee recognition is a key component to an overall employee engagement strategy.
<b>Encoding</b>	Process by which the source expresses thoughts or feelings in words, sounds, and physical expressions, which together make up the actual message that is sent
<b>Engagement</b>	An employee's willingness to go above and beyond in doing his or her job. A definition that's a bit broader is offered by Wikipedia: "Employee engagement is a property of the relationship between an organization and its employees. An 'engaged employee' is one who is fully absorbed by and enthusiastic about their work and so takes positive action to further the organization's reputation and interests. Engagement can be precisely noted as how positively an employee: *Thinks about the organization; *Feels about the organization; *Is proactive in relation to achieving organizational goals.
<b>Formal Learning</b>	Learning that occurs in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). It is intentional from the learner's point of view. It typically leads to certification.
<b>Generational intelligence</b>	The ability to reflect and act by understanding one's own and others' life-course, family and social history within the current social climate (Biggs, Haapala and Lowenstein, 2011).
<b>Generational observing</b>	Generational observing is when we look at the practices of younger and older generations and try to make sense of their behaviours and attitudes.
<b>Healthy ageing</b>	It allows people to realize their potential for physical, social, and mental well-being throughout the life course and to participate in society ... while providing them with adequate protection, security and care when they require assistance (WHO, 2002)
<b>Horizontal chain of communication.</b>	Communication between organization. members on the same hierarchical level (between two managers or between two subordinates, for example).
<b>Challenge</b>	an issue, situation or attitude that requires a solution. The positive approach required for a healthy response implies the avoidance of labelling them as 'problems' or 'difficulties'.
<b>Incentive</b>	A cash payment or some other reward that is offered to employees' conditional on an improvement in performance. The purpose of an incentive is to induce motivation (Oxford: A Dictionary of Human Resource Management)
<b>Inclusion</b>	The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those who have physical or mental disabilities and members of other minority groups.
<b>Informal Learning</b>	Learning resulting from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. It is in most cases unintentional from the learner's perspective.
<b>Intergenerational Communication</b>	IC can be broadly defined as interactions between two distinct generations
<b>Life Milestones</b>	Recognized stages in life that are often shared by many, but may be unique. E.g. First job, first time managing a team, becoming a parent
<b>Lifelong learning</b>	It encompasses all learning activities undertaken throughout life with the aim of improving knowledge, skills and competences, within personal, civic, social or employment-related perspectives.





<b>Message</b>	A stimulus to which meanings are attributed in communication.
<b>Mind-set</b>	The mental attitude and perspective someone has or aims towards
<b>Motivation</b>	A state of feeling keen or happy to perform a task. Motivators vary between people and are far more sophisticated than financial incentives.
<b>Multigenerational workforce</b>	Personnel comprised of people from several generations. It is now common for organizations to have employees working side-by-side who represent four to five generations.
<b>Non-formal Learning</b>	Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. It is intentional from the learner's point of view. It typically does not lead to certification.
<b>On boarding</b>	The on boarding period is critical to getting your new hires well-adjusted to the organizational environment and performance aspects of their new job as quickly and smoothly as possible. During the on boarding stage, new employees cover more in-depth aspects of their position; identify the attitudes, knowledge, skills, and behaviours that are required to function effectively within the organization.
<b>Organizational culture</b>	Organizational culture is the collection of values, expectations, and practices that guide and inform the actions of all members of the workforce. The culture is only created by the consistent practicing of behaviours and demonstration of values and not what is written on paper. Company culture is visible in the way people treat each other and customers and the way they act in challenging circumstances
<b>'Only-ness'</b>	the uniqueness of each individual that overrides any other generalization or categorization
<b>Personal resilience</b>	Personal (also called individual) resilience is a person's ability to cope with stress and adversity and continue to function effectively despite failures, setbacks, and losses. This requires developing effective coping skills.
<b>Personality Profiling Tool</b>	Psychometric questionnaires, which help you, recognize and understand your own behavioural tendencies in certain situations. Personality profiling tools do not define a person, they just give an indication of natural tendencies as a first step towards self-awareness, self-management and improved communication with others.)
<b>Physical Engagement</b>	The extent to which employee takes steps for his own development. A voluntary nomination for a training program can be one of the means of identifying physical engagement.
<b>Recruitment</b>	The period where you seek out and recruit the best talent to join your organization. Recruitment can occur as a result of an existing role becoming vacant, or a new position being created altogether. The best types of recruitment plans offer an optimal candidate experience, support collaborative hiring centered around clear criteria and processes, and provide meaningful data that can be used to improve hiring results over time.
<b>Rehabilitation</b>	Measures to enable persons with disabilities to attain and maintain maximum independence, full physical, mental, social and vocational ability, and full inclusion and participation in all aspects of life (UN, 2006)
<b>Resilience</b>	An ability to recover from or adjust easily to misfortune or change.
<b>Retention</b>	The ELC stage during which an employer focuses the energy on keeping top employees, and ensuring they are happy and sufficiently challenged in their respective roles within the team. The influence of company culture goes a long way in this stage. If the culture in your organization is poor, it inevitably leads to



	a high employee turnover rate, meaning your company will have to face replacement costs regularly. Improving the retention stage is a great way to counteract this risk and promote longevity and satisfaction amongst team's career paths.
<b>Separation</b>	The final stage in the employee lifecycle model comes when a workers leave their organization. Whether they leave for personal reasons, retirement or a new job, it's important to manage the situation accordingly.
<b>Sustainable Work</b>	Over the life course' means that working and living conditions are such that they support people in engaging and remaining in work throughout an extended working life. These conditions enable a fit between work and the characteristics or circumstances of the individual throughout their changing life, and must be developed through policies and practices at work and outside work (Eurofound, 2015)
<b>Team Map – Mapping your Team</b>	A thoughtful description of each individual relating to specified topics so that a clear and complete picture is developed
<b>Verbal communication.</b>	The transmission of messages using words, either written or spoken
<b>Vertical chain of communication.</b>	Communication between members of different levels of organizational hierarchy; i.e., between managers and subordinates.
<b>Well-being at work</b>	Creating an environment to promote a state of contentment which allows an employee to flourish and achieve their full potential for the benefit of themselves and their organisation (CIPD, 2006)

The terms contained in this glossary have been reproduced from the resources given below.

## Resources

- [1.] [https://osha.europa.eu/sites/default/files/Analysis\\_report\\_EU\\_Member\\_State\\_policies.pdf](https://osha.europa.eu/sites/default/files/Analysis_report_EU_Member_State_policies.pdf)
- [2.] <https://www.cedefop.europa.eu/si/projects/validation-non-formal-and-informal-learning/european-inventory/european-inventory-glossary#>
- [3.] <https://explore.darwinbox.com/hr-glossary>
- [4.] <https://www.hrzone.com/business-and-hr-glossary>
- [5.] <https://www.hr360.com/Resource-Center/HR-Terms.aspx>
- [6.] <https://www.gartner.com/en/human-resources/glossary?glossaryletter>
- [7.] <https://www.shrm.org/resourcesandtools/tools-and-samples/hr-glossary/pages/default.aspx>
- [8.] <https://seramount.com/research-insights/glossary-diversity-equity-and-inclusion/>