



Intergenerational Learning Curriculum

Module 4. Implementing, Monitoring and Evaluating Strategies for Managers, HR Professionals and VET Providers to combat ageism and social exclusion at the workplace

Czech Republic – Motion Digital



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Introduction

Today's workforce is comprised of several generations who are more diverse than ever; in education, personal and professional experiences, priorities and attitudes to life. It is natural that an element of age-related bias to exist in this environment and to a varying degree this can result in discrimination and exclusion practices.

Older (50+ years) and young (18-30 years) workers tend to be the victims of ageism and workplace social exclusion more than other age groups. As our demographics shift to higher ages (the United Nations estimates that by 2050, one in three people living in the developed world will be over 60), it is critical to prolong the effective participation of the older generation in the workforce. At the same time, organisations are becoming more dependent on the younger generation's digital skills and technological capabilities.

Human Resource Management faces a lot of challenges to manage the needs and expectations of these multigenerational audiences. Successful organisations are those which recognize that age-related stereotypes and biases exist and they impact the efficiency and health of the organisation. They implement formal policies and practices to deal with this issue and foster a culture where older and young workers learn from each other and successfully navigate their intergenerational gap.

Aims:

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

Learning Outcomes:

After the completion of this module managers, HR professionals and VET providers will be empowered to implement relevant strategies to combat ageism and related biases and discrimination at the workplace by:

- Understanding which age stereotypes are myths (vs. facts) and the benefits that age diversity and inclusion can bring to an organisation
- Based on their organisation's age profile and culture, choosing the most appropriate strategies to combat ageism,
- Designing a system to monitor the progress of implementation of these strategies,

- Using the most appropriate tools to evaluate at regular intervals the long-term impact that these strategies have on the organisation.

Outline:

This module is divided into 2 learning units, namely:

- Unit 1: Implementing the relevant strategies to combat ageism and social exclusion in the workplace;
- Unit 2: Monitoring and evaluating the impact that these strategies have on the organisation

Each unit includes theory, discussion questions and break out group work as well as educational quizzes or other information.

The time required to complete this module in a face-to-face format is three hours. The material has been presented so that the theory can be provided, and learners are able to discuss and debate the content together or with the facilitator in a safe and supportive context. All materials were designed to be either delivered in a face-to-face or an online format. The time allocation for each learning unit is at the discretion of the facilitator, however, it is expected that it will take roughly equal time to deliver each of these units (approximately 1.5 hours each).

Module 4: Implementing, Monitoring and Evaluating Strategies for Managers, HR Professionals and VET Providers to combat ageism and social exclusion at the workplace.

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

Unit 1: Implementing the relevant strategies to combat ageism and social exclusion in the workplace

Unit 2: Monitoring and evaluating the impact that these strategies have on the organisation

Unit 1: Implementing the relevant strategies to combat ageism and social exclusion in the workplace

| Activity 1.1 | |
|-----------------|---|
| Title: | Implementing the relevant strategies to combat ageism and social exclusion in the workplace |
| Implementation: | This activity is designed for face-to-face training but can be adapted to be provided in an online format |
| Objective: | The objective of this activity is to guide the participants to choose the relevant strategies for implementation in their organisations in an effort to combat ageism and social exclusion of older and young people in the workplace |
| Competencies: | <ul style="list-style-type: none"> ● Critical thinking ● Strategic thinking ● Problem solving ● Decision making ● Digital skills ● Media literacy ● Coping with technological challenges |
| Duration: | 90 minutes |

Activity Description:

Brief Description:

This unit is designed for participant managers, HR professionals and VET providers to identify the best strategies to implement in their workplace. It will be conducted in 3 steps.

Materials needed for this session include:

- PowerPoint Presentation
- Laptop / PC / Tablet with internet access
- Flipchart and markers

For face-to-face sessions, participants will be seated in a U-shaped arrangement and there will be additional space for smaller groups' break-out activities. For sessions that are conducted online, facilitators will require a hosting platform such as Zoom, Google Meet or

Microsoft Teams to facilitate the session. Also, collaborative panels such as Padlet or Slido can be used to further enhance the learning experience and participation of participants.

Implementation Directions

Step 1: What is your organisation's SWOT analysis based on its age profile [40 minutes]

The facilitator will invite participants to prepare a SWOT analysis of their organisations based on their age profile with special emphasis on Diversity and Inclusion. They will work individually for 25 minutes:

- S: How does their age profile contribute to the organisation's **strengths**?
- W: Are there any **weaknesses** because of it?
- O: What **opportunities** exist which can leverage the identified strengths?
- T: Are there any **threats** to be aware of and mitigate against?

Then for the last 15 minutes, the participants will give feedback on any surprising ("eye-opener") findings (strengths that they should leverage/exploit, weaknesses to overcome etc.). This can be done with the whole group (the facilitator probes for feedback) or in pairs (where each participant shares their own perspective with each other)

Step 2: A "Facts on Aging" true/false quiz [30 minutes]

The participants will then do an adapted version (15 questions) of Erdman Palmore's "Facts on Aging" Quiz. This will reinforce what is fact vs. fiction when dealing with older workers and choose the most appropriate strategies to implement in the workplace. This should take 20 minutes including the scientific explanation for each **TRUE/FALSE** answer (10 minutes for the participants to individually choose the T/F answers, and 20 minutes for the facilitator to explain the science behind each correct answer.

1. As people grow older, their intelligence declines significantly
2. It is very difficult for older adults to learn new things
3. Memory loss is a normal part of aging
4. As adults grow older, reaction time increases
5. Clinical depression occurs more frequently in older than younger people
6. Alcoholism and alcohol abuse are significantly greater problems in the adult population over age 65 than that under age 65
7. Older adults have more trouble sleeping than younger adults do
8. Older adults have the highest suicide rate of any age group
9. Physical strength declines in old age
10. Most old people lose interest in and capacity for sexual relations

11. All five senses tend to decline with age
12. Most older drivers are quite capable of safely operating a motor vehicle
13. Older workers cannot work as effectively as younger workers
14. Most old people are set in their ways and unable to change
15. Older persons take longer to recover from physical and psychological stress

[Link to the correct answers and explanations](#)

<https://aging.umkc.edu/wp-content/uploads/2015/10/Facts-on-Aging-Quiz.pdf>

Step 3: Ageism at Work and Perspectives on Stereotypes [20 minutes]

The facilitator will finish this unit with a presentation on ageism and stereotypes at work. Participants will get to see/hear empirical evidence on:

- Common workplace age stereotypes
- Descriptive vs. prescriptive stereotypes
- Understanding the effects of age stereotypes for both individuals and organisations

Links

Slido

<https://www.sli.do/>

Padlet

<https://padlet.com/>

Resources

- Age Stereotypes in the Workplace (Toomey & Rudolph)
https://www.researchgate.net/publication/313125210_Age_Stereotypes_in_the_Workplace
- PowerPoint Presentation – Module 4 Unit 1
- Optional videos:
 - <https://www.youtube.com/watch?v=-Mz-t5S6J78>
 - <https://www.youtube.com/watch?v=mwNjYe7MM7Y>

Unit 2: Monitoring and evaluating the impact that strategies to combat ageism and social exclusion in the workplace have on the organisation

| Activity 2.1 | |
|-----------------|--|
| Title: | Monitoring and evaluating the impact that strategies to combat ageism and social exclusion in the workplace have on the organisation |
| Implementation: | This activity is designed for face-to-face training but can be adapted to be provided in an online format |
| Objective: | The objective of this activity is to provide the participants with a framework and tools to help them monitor and evaluate the impact that their implemented strategies to combat ageism and social exclusion of older and young people, have on their organisation. |
| Competencies: | <ul style="list-style-type: none"> ● Critical thinking ● Strategic thinking ● Problem solving ● Decision making ● Digital skills ● Media literacy |
| Duration: | 90 minutes |

Activity Description:

Brief Description:

This unit is designed for participant managers, HR professionals and VET providers to monitor and evaluate the impact of the strategies they decided to implement in their workplace in order to combat ageing and social exclusion. It will be conducted in 3 steps.

Materials needed for this session include:

- PowerPoint Presentation
- Laptop / PC / Tablet with internet access
- Flipchart and markers

For face-to-face sessions, participants will be seated in a U-shaped arrangement and there will be additional space for smaller groups' break-out activities. For sessions that are conducted online, facilitators will require a hosting platform such as Zoom, Google Meet or Microsoft Teams to facilitate the session. Also, collaborative panels such as Padlet or Slido can be used to further enhance the learning experience and participation of participants.

Implementation Directions

Step 1: Design a questionnaire to track progress / changes in attitudes pre- and post- the implementation of the selected strategies [30 minutes]

The facilitator will work with the learners to devise a questionnaire for them to use in their organisation. The intention is for the questionnaire to be filled by all employees before implementing the strategies. After the implementation, the same questionnaire should be run in frequent intervals (for example every 6 months or 1 year, depending on the organisational structure).

The questionnaire will track how pervasive certain age stereotypes are in the organisation. For example it can look something like this with a scale of 1 to 5. The rating scale is 1-5 where **5** indicates "strong agreement" and **1** indicates a "strong disagreement".

| Older workers (50+ years) compared to younger colleagues tend to be: | Scale 1-5 |
|---|------------------|
| More dependable | |
| More honest / trustworthy | |
| More loyal / committed to the organisation | |
| More mature (accrued wisdom) | |
| Have higher levels of critical thinking | |
| Poorer performers | |
| Less capable / competent | |
| Less productive | |
| Resistant to change | |
| Harder to train / develop | |

And a similar questionnaire for younger workers can look something like this:

| Younger workers (18-30 years) compared to older colleagues tend to be: | Scale 1-5 |
|--|-----------|
| More productive and better at multitasking | |
| More creative | |
| More ambitious | |
| Cope better with stress | |
| More technology-savvy | |
| Impatient (need for instant gratification) | |
| More arrogant | |
| Feeling of entitlement | |
| More lazy and self-centred | |
| Less loyal / committed | |

The first 5 items on the list are positive and constructive stereotypes while the last 5 are more negative or counter-productive. They should be rated on a 5 point scale, with 1 being in a “strong disagreement” and 5 being in a “strong agreement” with the stereotype. The average scores for both sets of stereotypes will be tracked over time. A significant shift in scores is highly likely to have occurred because of the implemented strategies.

Step 2: Presentation: Indications that the Strategies are Working [30 minutes]

The facilitator will take the participants through a short presentation and provide them with some tips on what to look for in order to assess if the strategies are working, or if there are warning signs that they are not (a qualitative observation). If the latter is the case, they will have to rethink if those are indeed the right strategies, or if some need to be tweaked or even scrapped altogether.

During and after the presentation, the facilitator will ask participants a range of questions including:

- Do you have experience with implementing similar strategies in the past?
- What factors contributed to the success or failure of such strategies?
- What will you do differently this time?

- <any additional questions the facilitator deems relevant based on the participant feedback and experience>

Step 3: Competency Assessment Questionnaire [30 minutes]

The facilitator will work with the learners to devise a questionnaire for them to use in their organisation after the implementation of the relevant strategies, for a self-assessment on specific competencies. There will be a different questionnaire for the older workers (50+ years) and a different questionnaire for the younger ones (18-30 years). The questionnaire can be completed every 6 months or a year. The competencies will be rated on a 3 point scale, with 1 being "I did not improve this competency", 2 being "I made some progress in this competency", and 3 being "I made a big improvement in this competency".

Older workers (50+ years) questionnaire (example):

| Older workers (50+ years): | Scale 1-3 |
|---|-----------|
| Digital Skills: a range of abilities to use digital devices, communication applications, and networks to access and manage information | |
| Media Literacy: the abilities to access, analyze, evaluate, create, and act using all forms of communication | |
| Coping with Technological Challenges: a set of skills that will help with a smooth transition and enhance adaptability (Tech Vocabulary, Typing Skills, Finding Useful Research Resources) | |

Younger workers (18-30 years) questionnaire (example):

| Younger workers (18-30 years): | Scale 1-3 |
|---|-----------|
| Critical thinking: the ability to think clearly and rationally, understanding the logical connection between ideas | |
| Problem solving: quickly identifying the underlying issue and implementing a solution | |
| Decision making: the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions | |
| Strategic thinking: a mental or thinking process applied by an individual in the context of achieving a goal or set of goals in various types of endeavors | |

Links

Slido

<https://www.sli.do/>

Padlet

<https://padlet.com/>

Module Training Assessment

Quiz (TRUE / FALSE)

1. As people grow older, their intelligence declines significantly
 - a. TRUE
 - b. FALSE (correct)
2. All five senses tend to decline with age
 - a. TRUE (correct)
 - b. FALSE
3. Prescriptive stereotypes describe what individuals of a certain age can do
 - a. TRUE
 - b. FALSE (correct)
4. All age stereotypes are negative
 - a. TRUE
 - b. FALSE (correct)
5. There is very little evidence to suggest that workplace age stereotypes are true
 - a. TRUE (correct)
 - b. FALSE
6. When older people are being passed for raises and promotions can be a sign of ageism
 - a. TRUE (correct)
 - b. FALSE
7. Digital skills and coping with technology are competencies that older workers need to improve
 - a. TRUE (correct)
 - b. FALSE
8. Critical thinking is a competency that improves with age
 - a. TRUE (correct)
 - b. FALSE
9. An organisation's age profile can be both a strength and a weakness at the same time

- a. TRUE (correct)
 - b. FALSE
10. Depression occurs more frequently in older than younger people
- a. TRUE
 - b. FALSE (correct)

Resources

- Our Assumptions About Old and Young Workers are Wrong (Gratton & Scott)
<https://hbr.org/2016/11/our-assumptions-about-old-and-young-workers-are-wrong>
- Engaging the Aging Workforce: The Relationship Between Perceived Age Similarity, Satisfaction With Coworkers, and Employee Engagement (Avery & McKay)
https://www.researchgate.net/publication/5825886_Engaging_the_Aging_Workforce_The_Relationship_Between_Perceived_Age_Similarity_Satisfaction_With_Coworkers_and_Employee_Engagement
- PowerPoint Presentation – Module 4 Unit 2