

SPARKLING GREY



Turning silver into gold through management strategies that effectively address an ageing and multi-generational workforce

Manual do Formador

Produto Intelectual 5

www.sparkling-grey.eu



/SparklinGrey/

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1 Introdução

O projeto Sparkling Grey destina-se a apoiar as políticas e práticas organizacionais das PME, relacionadas com a adoção de estratégias de gestão de recursos humanos focadas na promoção de ambientes de aprendizagem contínua e que facilitem o acesso a recursos educacionais que promovam o prolongamento da vida profissional dos trabalhadores seniores ou a preparar processos de reforma. Criando uma ponte entre as organizações e os trabalhadores seniores, o projeto utiliza o potencial da força de trabalho multigeracional para promover ambientes de trabalho sensíveis às questões da idade (bem como para garantir uma maior igualdade de oportunidades entre trabalhadores de diferentes idades), a efetiva transferência de conhecimento e a criação de um ambiente de aprendizagem intergeracional que irá beneficiar tanto a empresa como os trabalhadores (independentemente das suas idades). Para além disso, e reconhecendo que os desafios sistémicos também precisam de ser abordados, o projeto visa incentivar o debate a nível político para produzir um quadro sustentável que responda adequadamente aos desafios organizacionais e individuais relacionados com o envelhecimento da força de trabalho.

Em suma, o Sparkling Grey visa desenvolver com as PMEs dos sectores do metal e têxtil estratégias de recursos humanos inovadoras e ajustadas que, destinadas a colaboradores seniores, focam as questões multigeracionais e do envelhecimento e pretendem melhorar as competências de gestão de carreira.

Os objetivos e os públicos-alvo são:

- Sensibilizar para o potencial de uma força de trabalho sénior e apoiar os decisores políticos na criação de um quadro comum para a sensibilização através de atividades de formação que catalisem um crescimento inteligente e inclusivo;
- Desenvolver as estratégias de gestão das PMEs do setor do metal e do têxtil, focadas no envelhecimento, reforçando a capacidade dos empregadores, diretores e gestores de recursos humanos para um melhor aproveitamento do potencial de uma força de trabalho sénior e multigeracional, para retenção de colaboradores seniores talentosos e preparação de planos de reforma;
- Tornar a formação contínua dos trabalhadores uma realidade, envolvendo-os em oportunidades de aprendizagem flexíveis e ajustadas, que fomentem as suas competências de gestão de carreira, reforcem as suas competências-chave (incluindo competências digitais e de

tutoria), incentivem colaborações com os colaboradores mais jovens e aumentem a sua motivação e satisfação;

- Aumentar a disponibilidade de ferramentas inovadoras e testadas para a promoção de ambientes de trabalho sensíveis às questões da idade, promovendo o potencial de uma força de trabalho sénior e multigeracional, que poderá ser usado por empregadores, trabalhadores, formadores, consultores e profissionais de orientação

- Aumentar as possibilidades de desenvolvimento profissional e reforçar a cooperação e o networking entre organizações participantes e indivíduos num contexto internacional onde as melhores práticas são partilhadas.

Os resultados do projeto, incluem:

- Um relatório descritivo sobre o cenário atual das estratégias e ferramentas de gestão de recursos humanos existentes com enfoque nas questões multigeracionais e do envelhecimento especialmente centradas em colaboradores seniores.

- Recomendações e linhas de orientação desenvolvidas com e para os decisores políticos com vista à promoção de condições que facilitem a adoção de estratégias inovadoras de gestão de recursos humanos.

- Uma ferramenta de avaliação para apoiar as PME's na identificação de estratégias adequadas e ajustadas a uma força de trabalho envelhecida e multigeracional.

- Um toolkit para empresas (empregadores e profissionais de recursos humanos) para apoiar na integração efetiva de estratégias em ambientes de trabalho multigeracionais.

- Um toolkit para indivíduos (colaboradores seniores) para apoiar as decisões de carreira, o desenvolvimento de competências e os processos de reforma.

- Um guia "on-the-job" com atividades práticas para promover as interações entre diferentes gerações (reduzindo a barreira da idade) e a transferência de conhecimento dentro das PME's.

- Um pacote de formação para formadores que fomente a exploração e utilização dos resultados do projeto, guiando os formadores e tutores no apoio às PME's no que se refere à adoção de estratégias de gestão de recursos humanos focadas nas questões multigeracionais e do envelhecimento.

- Diferentes eventos multiplicadores, um curso de formação para colaboradores das entidades parceiras e uma multiplicidade de atividades de disseminação, que irão contribuir para o desenvolvimento e disseminação dos resultados do projeto, bem como para o envolvimento de representantes dos públicos alvo, ao longo da implementação do projeto.



O manual do formador

O objetivo do manual do formador é o de disponibilizar formação e orientação a entidades formadoras (organizações) e aos seus profissionais (formadores, consultores, profissionais de orientação), um conjunto de recursos focados em estratégias de gestão focadas em processos multigeracionais e de envelhecimento da força ativa. Este manual é composto pela metodologia de formação de formadores, a caracterização do perfil desejável do formador, o programa de formação e materiais de apoio, procedimentos e ferramentas de avaliação e requisitos e critérios de certificação.

O desenvolvimento deste manual é o resultado de três actividades

- Actividade 1) Actividades preparatórias
- Actividade 2) Implementação
- Actividade 3) Validação e melhoria

◆ **Actividade 1) Actividades preparatórias**

As principais tarefas incluíram o desenho da macroestrutura do manual do formador. Durante esta fase, foram definidas as linhas gerais do programa de formação para formadores e os requisitos para os formadores participantes, os conteúdos de formação e os materiais de apoio a desenvolver, bem como a metodologia de avaliação.

◆ **Actividade 2) Implementação**

Após a definição dos temas e conteúdos de formação, iniciou-se a fase de desenvolvimento. A **primeira etapa** centrou-se no desenvolvimento do conteúdo do manual. Durante esse período, todos os parceiros tiveram a tarefa de desenvolver os storyboards para os respetivos módulos e projetar as interações e exercícios, bem como os testes de avaliação dos módulos online. Para permitir a coerência entre o estilo e o formato de todos os módulos, o líder da atividade forneceu modelos e um guia passo a passo para a criação dos storyboards.

A **segunda etapa** previu a conversão dos materiais em formato de e-Learning. Nesta etapa os storyboards foram convertidos para e-formato, onde se programaram também as diferentes interações e as avaliações. Todos os parceiros foram convidados a rever os módulos e fazer ajustes e correções onde necessário.

A **Terceira etapa** correspondeu ao teste interno do manual do formador. Esta etapa final está diretamente ligada com o curso de formação para colaboradores em que representantes dos parceiros participaram. Este evento de formação foi implementado na Hungria.

◆ **Actividade 3) Validação e melhoria**

A última atividade deste resultado foi dedicada ao teste e melhoria do manual e requereu a participação ativa dos utilizadores finais. As tarefas relacionadas com o teste piloto envolveram o desenvolvimento de um guia de valiação para p teste com participantes externos, e a elaboração de relatórios nacionais (com base em um modelo fornecido antecipadamente). Esses testes piloto foram implementados por meio de sessões presenciais e os materiais de formação fornecidos pelos parceiros. Após esta atividade, e com base nos resultados recolhidos e analisados em relatórios nacionais, foi desenvolvido um relatório único e comparativo, detalhando as áreas de melhoria que se concretizaram em melhorias a este manual. A versão final do manual foi preparada pronta para disseminação e exploração junto dos utilizadores. O guia de validação foi preparado para apoiar o processo (consulte o Anexo para o Guia de Validação).





2 O perfil desejado do formador



É muito importante definir o perfil dos formadores que venham a ser identificados mais tarde e que sejam capazes de implementar sessões de formação de elevada qualidade, com base no toolkit do Sparkling Grey e materiais de formação

O principal objetivo é identificar as competências específicas e o perfil de experiência que os formadores devem de possuir para conduzirem estas sessões de formação de forma eficiente.

Tarefas dos formadores: explorar os resultados do projeto apoiando as empresas a melhor gerirem as questões da idade através estratégias de recursos humanos inovadoras e ajustadas às necessidades de uma força de trabalho envelhecida.

2.1 Competências e qualificações

Qualificações necessárias

- ◆ Licenciatura em gestão, recursos humanos, formação, Ensino ou outras áreas similares;
- ◆ Excelentes competências de relacionamento interpessoal, de Comunicação, e de apresentação;
- ◆ Conhecimentos sólidos de técnicas de formação para empresas;
- ◆ Competências de gestão do tempo e boa capacidade de organização.

Experiência

- ◆ Três anos de experiência comprovada como formador, professor ou consultor.

Conhecimentos de línguas

- ◆ Nível intermédio de inglês (leitura e oral) e/ou da língua em uso no local de implementação da formação.

Disponibilidade

- ◆ Disponibilidade para implementar a formação como requerida pela PME/cliente;
- ◆ Disponibilidade para conduzir as sessões presenciais;
- ◆ Vontade de atuar como agente multiplicador na implementação de outras formações.

Responsabilidades

- ◆ Colaborar com os órgãos de gestão para identificar as necessidades de formação das empresas;
- ◆ Marcar as sessões de formação;
- ◆ Organizar e implementar seminários, workshops, sessões de formação individualizada;
- ◆ Planear e implementar o currículo;
- ◆ Preparar e distribuir aos participantes cópias eletrónicas (ou em papel) dos materiais, nomeadamente as apresentações e os exercícios;
- ◆ Formar e orientar novos funcionários
- ◆ Desenvolver um sistema de monitorização que assegure que todos os funcionários desempenham as suas responsabilidades de acordo com a formação.

2.2 Experiência

Para poder validar a experiência dos formadores, poderá usar o guião de entrevista apresentado abaixo que pretende ajudar a determinar se um candidato tem o perfil necessário para ser um formador Sparkling Grey.

Sugestões de questões:

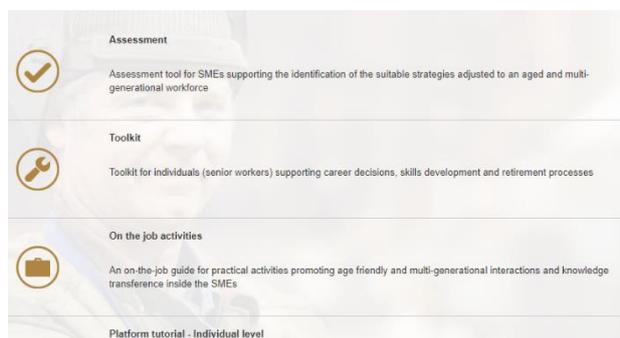
1. Como iria lidar com um funcionário que pensa que a formação do Sparkling Grey não é necessária?
Use esta questão para testar as competências de relacionamento interpessoal dos candidatos.
2. Se tiver de identificar as necessidades de formação de uma empresa que se debate com a construção de equipas multigeracionais, por onde deve de começar?
Use esta questão para demonstrar a formação do candidato na área de programas de formação.
3. Pode dar um exemplo de uma formação em que não tenha alcançado os resultados esperados?
Use esta questão para revelar possíveis fraquezas do candidato.
4. Pode dar um exemplo de um processo de preparar um currículo de formação ajustado às necessidades dos participantes ou da empresa?
Use esta questão para testar as competências do candidato em planear um programa de formação.
5. Pode descrever três métodos de formação para ativos que tenham efetivamente resultado bem?
Use esta questão para determinar os conhecimentos do candidato sobre métodos de formação inovadores.

3 Recursos disponíveis

Durante o projeto, um dos objetivos foi desenvolver ferramentas úteis que permitam às empresas aproximarem-se dos seus trabalhadores seniores, apoiando uma força de trabalho multigeracional, promovendo locais de trabalho sensíveis às questões da idade, e favorecendo processos de transferência de conhecimento e de aprendizagem intergeracional que beneficiem quer as empresas quer os trabalhadores seniores. Por esta razão, desenvolveu-se um conjunto de recursos, de uso gratuito e ajustáveis às necessidades e que possam ser aplicados nos processos de trabalho ordinários.

Os recursos disponíveis dirigem-se ao nível individual (trabalhadores seniores) e organizacional (empresas), e incluem:

- 1) Ferramentas de avaliação
- 2) Toolkits de recursos para empregadores e trabalhadores
- 3) On-the job activities (actividades práticas para o nível individual)



Todos os recursos disponíveis são listados nas secções seguintes e podem ser acessíveis através da plataforma de formação do projeto Sparkling Grey.

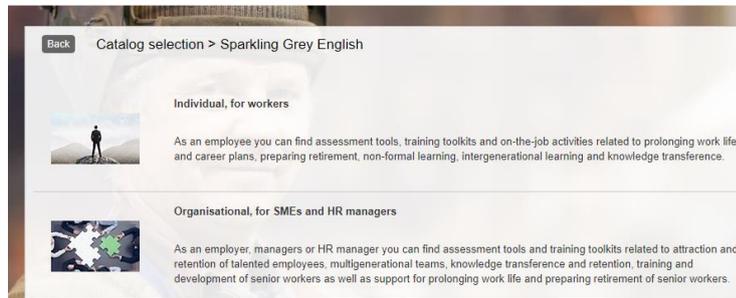
3.1 Ferramentas de avaliação

As ferramentas e estratégias de avaliação de trabalhadores seniores e multigeracionais tem como objetivo medir e diagnosticar as características da forma de trabalho e as estratégias de gestão atuais e futuras para lidar com as questões associadas à idade e à multigeracionalidade.

A ferramenta de avaliação está disponível online através da plataforma Sparkling Grey (<https://sparklinggrey.e-learning.cc/webapp/login>). Após se registar e aceder à plataforma, no menu "catálogo", encontrará ferramentas de avaliação para o nível individual e para o nível organizacional.

Here also, there are two target groups: Individuals and Organizations.

SPARKLING GREY

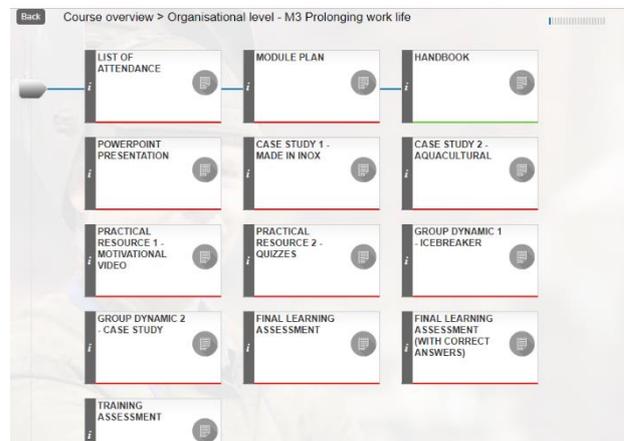


Once logged in the site, the required level can be chosen. After that, each level's modules can be individually accessed.

The modules follow the same logic throughout.

All material can be downloaded through the website and used for the trainings. The following material can be found in each module:

- List of attendance
- Module plan
- Handbook
- PowerPoint presentation
- Case studies
- Practical resources
- Group dynamics
- Final learning assessment (with correct answers)
- Training assessment



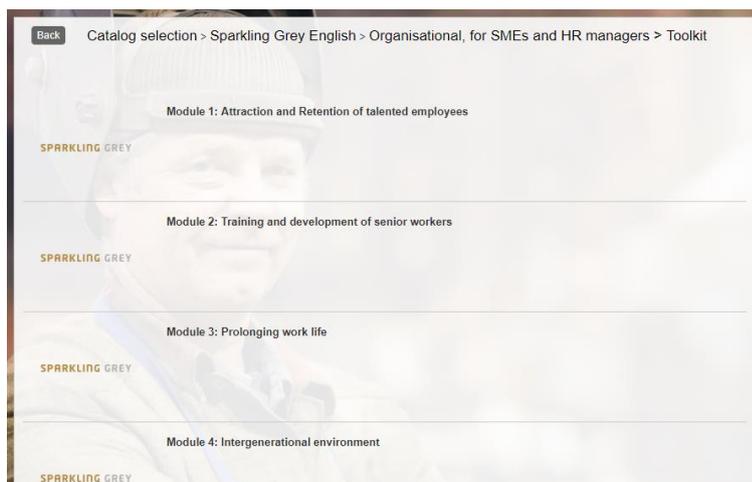
ORGANIZATIONAL LEVEL

At organisational level, the toolkit supports the implementation of effective age-friendly and multi-generational policies and practices in SMEs of the metal and textile sectors and to prolong the working life of senior workers while preparing retirement processes during which the knowledge transfer and intergenerational learning are promoted.

Target groups:

The modules address directly employers (business owners), managers and HR managers. However, other individuals and professionals can benefit from the module contents and materials, such as the senior workers, trainers, consultants and guidance professionals, experts and policy makers

The organizational level toolkit has **4 modules within:**



Module 1: Attraction and retention of talented employees

Module 2: Training and development of senior workers

Module 3: Prolonging work life

Module 4: Intergenerational environments

Module 1: Attraction and retention of talented employees

The general objective of the module:

Is to promote an age-friendly positive attitude towards senior workers during recruitment and selection processes and work management, nominally through the retention of these workers. More specifically, the module aims:

- To improve the recruitment and selection processes regarding senior workers;
- To encourage socialisation inside organisations and to foster age friendly working environments;
- To integrate strategies that promote satisfaction and engagement of senior workers inside organisations;
- To implement strategies that enable the retention of senior workers.

Contents

- ◆ Introduction
 - Ageing workforce
 - Strategies to attract and retain talented senior workers
- ◆ Attraction of talented senior workers
 - Age-friendly recruitment procedures
 - Techniques to internal and external recruitment
 - Age-friendly selection procedures
 - Techniques
- ◆ Retention of talented senior workers
 - importance of social aspects for retention of senior workers: building age-friendly workplaces
 - Suggestion of social activities addressing workers' relational needs

- Benefits from building an age friendly workplace and the importance of intergenerational cooperation
- Adapting the working environment to senior workers specific needs
 - Internal policies for fostering an age-friendly workplace: definitions and implementations

Module 2: Training and development of senior workers

The general objectives from this module are:

- To support the implementation of effective age-friendly and multi-generational policies and practices in SMEs of the metal and textile sectors.
- To improve the potential and experience of older workers contributes to increasing the competitiveness of the company.
- To promote their qualifications and access to training, to develop their skills and competences, and to ensure that they have access to a review of their professional career.

The specific objectives you will find in this module are:

- To demonstrate the benefits of training for organizations and workers;
- To identify the main training tools/methods for seniors; o To explain the difference between knowledge, know-how and know-how to be;
- To analyze the training needs: Training needs diagnosis and methods and techniques for assessment of training needs
- To evaluate the efficiency of training: training assessment, kind of evaluations, techniques and tools to assess the efficiency of training, transfer of learning to the working place. o To apply the informal training in training at work;
- To show how senior workers can act as trainers or mentors internally.

Content

- ◆ Introduction
 - Benefits of training for organizations and workers;
 - Main training tools/methods for seniors;
 - Difference between knowledge, know-how and know-how to be;
- ◆ How to identify training needs
 - Training needs diagnosis;
 - Methods and techniques for assessment of training needs
- ◆ How to evaluate the efficiency of training
 - Evaluation in training

- Types of evaluation
 - Techniques and tools to assess the efficiency of training according to the objectives and the different types of evaluation
 - Selection of indicators: the transfer of learning to the working place and the level satisfaction.
- ◆ Informal training:
- Informal training in training at work;
 - Senior workers can act as trainers or mentors internally.

Module 3: Prolonging work life

The general objective of the module:

“Prolonging work life” is to support SMEs of the metal and textile sectors to implement effective age-friendly and multi-generational policies and practices, promoting the prolonging of senior workers working life. More specifically, the module aims to reinforce the capacity of employers, managers and HR professionals:

- To better use the potential of senior workers age and multi-generational workforce;
- To integrate strategies that promote an age-friendly workplace;
- To integrate strategies that promote the match between individual and organisational needs;
- To implement strategies that enable longer careers for senior workers.

Contents

- ◆ Introduction
 - Active Ageing
 - Age-friendly workplace
- ◆ Matching individual and organisation needs
 - Job (re)design
 - Types of job (re)design
 - Job (re)design process
 - Benefits for organisations
 - Flexible work arrangements
 - Process of implementing flexible work arrangements
 - Types of flexible arrangements
 - Benefits for organisations
 - Health and well-being programmes
 - Benefits for organisations
 - Implementing a health and well-being programme
- ◆ Enabling longer careers
 - Career development

- Companies' benefits for prolonging seniors work life: final balance

Module 4: Intergenerational environments

The general objective of the module:

"Intergenerational environment" is to support SMEs of the metal and textile sectors to understand the intergenerational environment experienced nowadays and its positive inputs for organisations.

More specifically, the module aims:

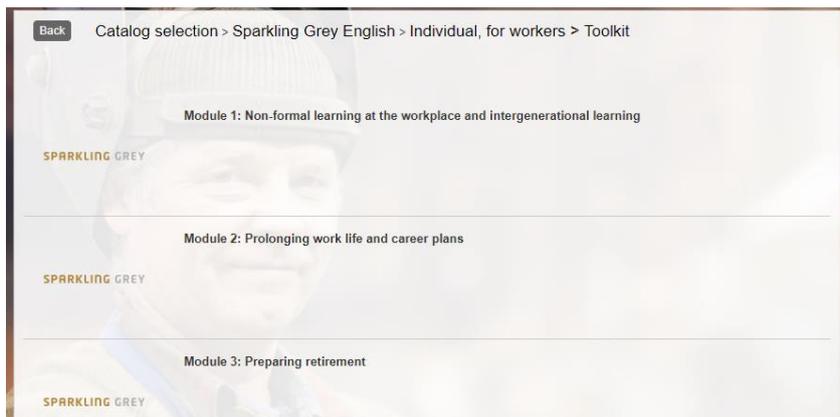
- To explain the notion of different generations in the work;
- To implement strategies that enable minimize the difficulties of intergenerational life in an organization's day-to-day life;
- To integrate strategies that promote the opportunities that come from this intergenerational coexistence;
- To identify characteristics in common;
- To better use the skills developed in each profile.

Contents

- ◆ Introduction
 - Understanding generations at work
 - Generational differences
 - Benefits of a Multi-Generational Workforce
- ◆ Strategies for communicating
 - Communicating across generations
- ◆ Building collaboration
 - Working teams
- ◆ Build self-awareness
 - Generation's self-awareness: where do I belong?
 - Generation self-awareness: hits and misses
 - Self-awareness: know what you want
- ◆ Transfer of knowledge
 - Strategies for knowledge transfer
 - Job shadowing
 - Communities of practice
 - Mentoring
 - Mentoring/tutoring across workers of different generations

INDIVIDUAL LEVEL

At individual level, to encourage lifelong learning and foster the development of digital competences. The Toolkits will be composed by training programmes (theoretical modules, case studies/best practices, practical tips, etc.), training materials/tools (practical exercises accompanying all modules) and (pre/during/post) evaluation tools. The toolkits will be designed separately to be in line with the needs of their end-users, namely, employers (owners/managers/HR managers) and employees (senior workers). The individual level tool-kit has 3 modules:



Module 1: Non-formal learning at workplace and intergenerational learning

Module 2: Prolonging work and career plans

Module 3: Preparing retirement

Each module has a Handbook and a set of useful exercises and activities (practical resources, group dynamics, assessment) that can be used directly “off the shelf”.

All “individual level” module addresses directly senior workers. However, other individuals and professionals can benefit from the module contents and materials.

Module 1: Non-formal learning at workplace and intergenerational learning

The general objective of the module:

“Non-formal learning at the workplace and intergenerational learning” is to promote the importance of non-formal learning and skills on mentoring and tutoring methods within the organization. More specifically, the module aims to reinforce the capacity of senior workers:

- To get acquainted with “non-formal learning” and “intergenerational learning” approaches, such as the learning with peers and teams.
- To obtain skills for mentoring and tutoring, as a part of non-formal and intergenerational learning.
- To improve the quality of work, extend working lives and discourage early withdrawal;
- To promote knowledge through flexible and adjusted learning; ○ To encourage intergenerational learning;
- To increase self-esteem and satisfaction.

Contents

- ◆ Introduction
 - Non-formal learning and its relevance
 - Intergenerational learning and its relevance
- ◆ Non-formal learning as a tool for knowledge transference and intergenerational learning:
 - Seniors teaching younger workers
 - Seniors workers learning from younger workers
- ◆ Peer learning:
 - Learning with peers and teams
- ◆ Mentoring and tutoring
 - Mentoring
 - Tutoring
- ◆ Knowledge transference:
 - Transfer of values
 - Sharing experiences
 - Building corporate culture

Module 2: Prolonging work and career plans

The general objective of the module:

Is to stress the importance of education and training as a mean to prolong work life and transfer knowledge in the company. The importance of lifelong learning will be stressed as well as the different possibilities it offers not only regarding learning throughout the lifecycle but also regarding sharing knowledge and experience these workers have. Continuous learning helps senior workers to design a strategy in order to prolong their work life and career plans, to keep active, and to transfer and retain knowledge.

More specifically, the module aims:

- To understand the importance of education and training for work purposes and its benefits.
- To highlight the importance of having a training plan inside the company and offering lifelong learning.
- To learn about the possibilities job design offers and its benefits for senior workers.
- To determine the main characteristics a good mentor/tutor should have to facilitate learning.

Content

- ◆ Introduction:
 - What is training?
 - How to understand the “education and training” concept?
 - The benefits of training for organizations and workers;
 - The difference between: knowledge, know-how and know-how to be;
 - Main training methods and procedures;
 - Lifelong learning.
- ◆ Training plan:
 - Attending training outside the company (at your own initiative) and inside the company.
- ◆ Job design:
 - What it is and benefits for senior workers.
- ◆ Tutoring and mentoring
 - How can I be a tutor or mentor?
 - Communication skills required of the mentor/tutor;
 - Facilitators and inhibitors of learning.

Module 3: Preparing retirement

As people in Europe are living longer it is important to stay healthy and active. The aim of this module is to address the benefits of healthy ageing, analyse the different opportunities, strategies and procedures to prolong the working life and learn how start to prepare a healthy retirement. The specific objectives you will find in this module are: o Emphasize the importance of active and healthy aging and its benefits; o Presentation of various strategies to be implemented in the workplace to support the preparation of retirement; o Encouraging older workers to plan the future and retirement, with a range of options and possibilities.

Contents

- ◆ Introduction
 - Active ageing
 - Planned retirement
- ◆ Flexibility and security
 - Working conditions
 - Healthy ageing
- ◆ Working family conciliation
- ◆ Plan the future



- with
- Changes that retirement brings in key areas of life and strategies they can use to deal with them
 - Time management
 - Hobbies, universities for seniors, volunteering, etc.
 - Lifestyles that contribute to physical and psychological health

3.3 Guide “on-the-job” activities

O4 | Guide for age-friendly multi-generational (on-the-job) activities

Aims: to provide a set of on the job activities to foster both multi-generational teamwork and knowledge retention and transference. By introducing a set of activities to be implemented on the job to foster both multi-generational teamwork and knowledge retention and transference. Examples of this activities are storytelling workshops, communities of practice, after-action reviews.

The following “on the job activities” can be found here:

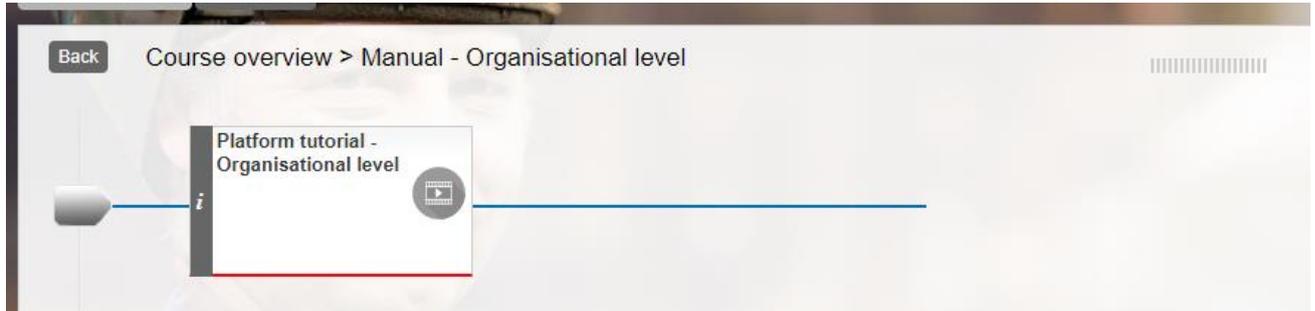
1. Hosting new workers 1:
 - Mentoring duos for new workers
 - Welcoming breakfast
 - Ice Breaking Games
 - Follow-up interview
2. Knowledge transference and retention:
 - Video stories
 - Intergenerational blog
 - Different perspectives
 - Storytelling days
3. Multigenerational teams:
 - Organisation of group games among teams
 - Organisation of seminars
 - Drafting a management project in duo
 - Observation day and exchange of tasks
4. Non-formal and Intergenerational learning:
 - Learning from each other
 - How old am I?
 - Cool & Embarrassing lists
 - Online shopping for music?



3.4 Sparkling Grey platform

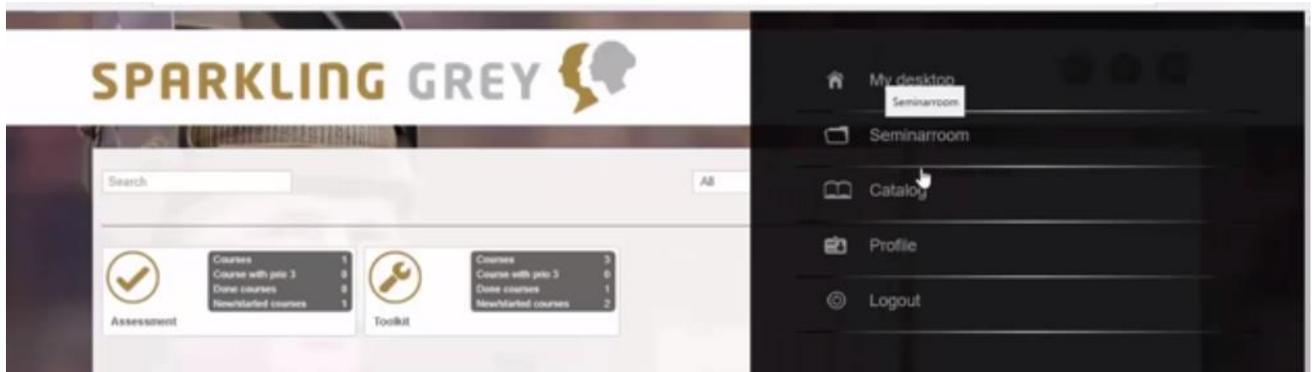
The Sparkling Grey Learning Platform is a Learning Management System (hereafter LMS), that is available for everyone to access the learning content and course materials.

You may register and log in at: <https://sparklinggrey.e-learning.cc/webapp/login>



Once you log in, there are short videos to assist users on different functions of the platform and to assist settings and access to courses.

Once you logged in, you may use the Menu Button to do different activities.



The videos guide the participants through:



1) Login and password settings

With the "register" button, you can register to the platform and receive a confirmation e-mail to confirm the registration, than log in.

If you are already a user, jut use your previous login credentials to log in.

2) Language settings

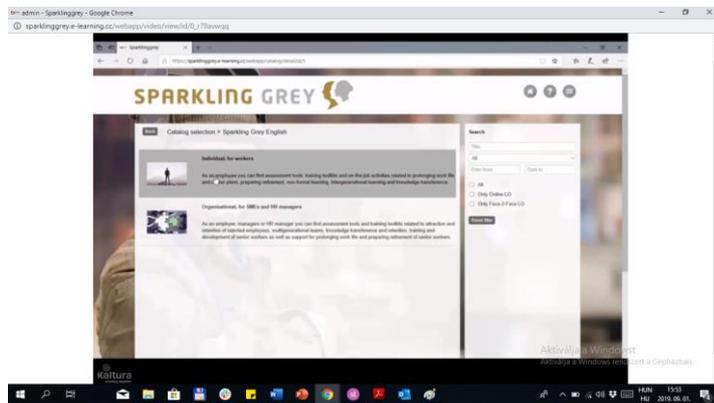
In the language selection screen, you can choose the appropriate language by clicking on the flag.

After setting the language, you will see two levels:

“Individual and Organization level”. Choose the right one for your courses.

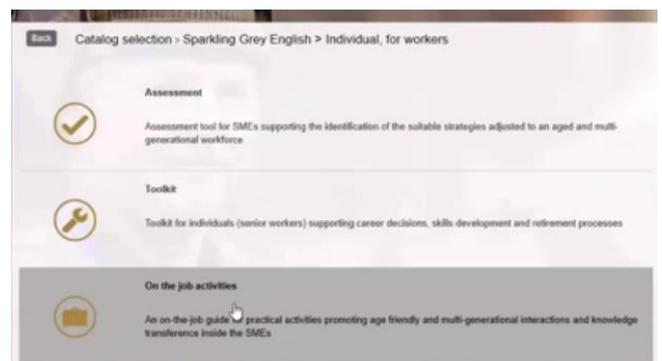
For EMPLOYEES- chose individual level

For MANAGERS- chose organizational level



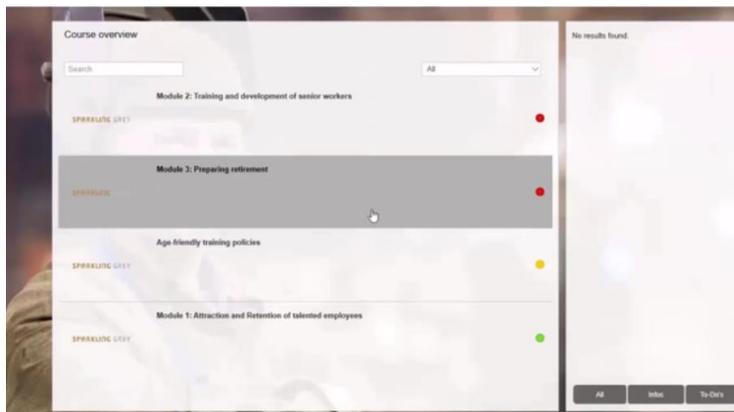
2) How to register for courses

Once you have chosen your “role”, you may book your desired courses by clicking on the chosen tool (assessment, tool-kit or on-the-job activities for individuals)



3) Seminar room

If you click on “seminar room” on the right drop down menu, you may see which courses you have booked and what is the status of your learning path. The colours represent the status of the process.

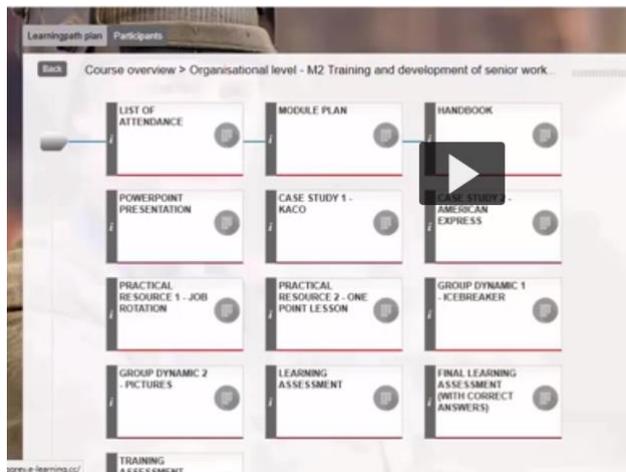


Red: not started yet

Yellow: in progress

Green: completed

4) How to download the training material



At "My Desktop" , you may see all course content.

By clicking on the page icon, you may download the specific material you would like to access.

Once you are finished with the work, just log off and continue later, when necessary.

4 Training methodology

The training methodology was elaborated and fine-tuned during the PILOT training held in Hungary, where the participants from the partner organizations reviewed the course and adjusted the final plan to best fit the needs of the future learners.

4.1 Training Preparation

In order to allow the official certification, we have prepared the accreditation for the Train-the-Trainer course through the Hungarian Accreditation System. Due to this, once the course accreditation is authorized, the course can be held in any EU country and an official certificate can be provided for the learners- once passing the course.

The mandatory documentation can be requested by e-mail: info@innomotive.hu and support will be provided for conducting the mandatory measures for the certified course.

In case the accredited course will be implemented as an official course, mandatory documentation needs to be processed for each course in order to pass out the certificates (approved by the Hungarian Education and Accreditation System). This includes the learning agreement, attendance sheets, course administration handbook templates, certificate, evaluation sheets.

For those organizations, trainers, teachers, who do not wish to conduct the training as an accredited course, they are free to do so. In this case, the documentation is less restricted, samples can be found to support the course preparation (please see Annexes).

4.2 Training programme

The following training programme refers to building the capacity of trainers and consultants that will deliver training or consultancy services for textile and metal sector SMEs. The available resources are also ready to be implemented in other sectors, however, in case this happens, there should be a careful analysis and adjustment of the materials and its content to the target group and context of the SME.

General goal of the course: building the capacity of trainers and consultants that will deliver training or consultancy services for textile and metal sector SMEs.

Target groups: trainers, consultants, teachers

Course structure: The course is built with a “blended learning” approach, including face to face sessions and online individual learning periods.

This TTT Course can be implemented and tailored to the actual needs and availability of the target groups. Here below, we have prepared only a recommendation on how the course can be implemented in a “blended learning” format.

The course will consist of two main elements:

First Element: two (2) day workshop organized in the location and venue chosen for the course – with a full, on-site schedule.

Second Element: a remote, online three (3) day online classes package (e-learning) consisting of individual-focused learning.

Participants may choose to participate in the full course or opt to tailor the course to the exact needs of the group (face to face, online, blended).

Course Overview

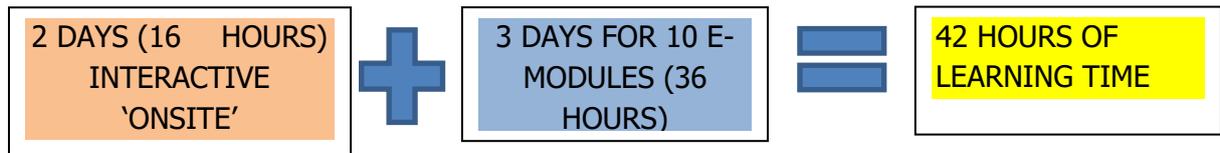
The course has additional training material available. The training material consists of 10 e-learning modules and a TTT Handbook.

- The **e-modules** provide an overview for the resources available and include some exercises to allow learners to test out their newly gained knowledge about which tool to use in which situation.
- The **Handbook** is designed for trainers. It includes the full simulation scenario on how to conduct the face-to-face sessions during the 2 days-period (please see Annex **XXX**).

To ensure maximum retention and understanding of online learned content, we also recommend for trainers to implement a ‘**Skills-Lab**’ mechanism to assess knowledge before, throughout, and after each activity. This can be easily co-ordinated through the Learning Management Site, where the trainers have the ability to start forum discussions, control learner’s enrolment, check and monitor progress.

As mentioned before, the course is envisioned to last throughout a span of 5 days, although participants may be able to complete it in a shorter period. The face-to-Face workshops can take place at locally, where instructors and students will be able to interact in a modern and comfortable space throughout the schedule of **planned activities**.

The **full course** has been developed in accordance to a “Blended learning” format, which includes interactive workshops and allows flexible learning time, assisted by e-tutors.



Recommended structure for “blended learning” approach:

Modules	F2F	Online
1) Introduction of the Sparkling Grey Platform	1	2
2) Methods and techniques for delivering training and consultancy	1	2
3) Attraction/ Retention of talented employees (organizational level)	2	4
4) Training and development of senior workers (organizational level)	2	4
5) Prolonging work life and preparing retirement for senior workers (organizational level)	2	4
6) Intergenerational environment (organizational level)	2	4
7) Non-formal learning at the workplace and intergenerational learning (individual level)	1	2
8) Prolonging work like and career's plan (individual level)	1	2
9) Preparing retirement (individual level)	1	2
10) Hands-on practice	3	0
Total hours	16	26

As a recommendation, below are the hours split for face-to-face and online self-learning time.

Modules overview:

1) Introduction of the Sparkling Grey Platform

Lesson
1.



Lesson's content

- 1.1 Overview of Sparkling Grey e-platform
- 1.2 Joint vocabulary, platform solution and key features
- 1.3 How to access the platform, navigation
- 1.4 How to use the e-content, track participants
- 1.5 Overview of Tools and access possibilities



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1: <https://360.articulate.com/review/content/eec595ca-30da-4dc1-88c6-f846f948f56f/review>

2) Methods and techniques for delivering training and consultancy



Lesson 2

Lesson's content

- 21 Toolkits' structure and content features
- 22 Different approaches for trainers, innovative techniques
- 23 Which tool to use when, preparation of activities, resources and training material
- 24 How to tailoring consultancy/training to the target group needs

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Atividades e Materiais

2: <https://360.articulate.com/review/content/ec84818b-caf2-45a2-8896-203d7a1747f3/review>

3) Attraction / Retention of talented employees (organizational level)



Lesson 3.

Lesson's content

- 3.1 What resources, tools and practical activities are in the tool-kit
- 3.2 1 case study of BMW (jointly try out the moderation with the group)
- 3.3 1 online and 1 offline practical resource (Group dynamic: Blind confidence/ Video: 10 Employee retention resolutions)

Goal: the goal of the lesson is to overview the types of tools available in this tool-kit and to try out how to use them.

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Atividades e Materiais

<https://360.articulate.com/review/content/83adc43b-20e4-43fa-bbc9-ad3a158d344e/review>

4) Training and development of senior workers (organizational level)



Lesson's content

- 4.1 What resources, tools and practical activities are in the tool-kit
- 4.2 1 case study of American Express (jointly try out the moderation with the group)
- 4.3 1 online and 1 offline practical resource (Icebreaker: Cross elevator/ [One point lesson](#))

Goal: the goal of the lesson is to overview the types of tools available in this tool-kit and to try out how to use them.

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<https://360.articulate.com/review/content/0ebbe74c-be84-480a-b0c3-af250cce0b4e/review>

5) Prolonging work life and preparing retirement for senior workers (organizational level)



Lesson's content

- 5.1 What resources, tools and practical activities are in the toolkit
- 5.2 Case study - Made in Inox (including moderation/discussion with the group)
- 5.3 One online and one offline practical resource (Video: Testimonials // Learn and Play - Quizzes)

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<https://360.articulate.com/review/content/47be1d34-1c70-46ef-816d-582cb8764bd9/review>

6) Intergenerational environment (organizational level)



Lesson's content

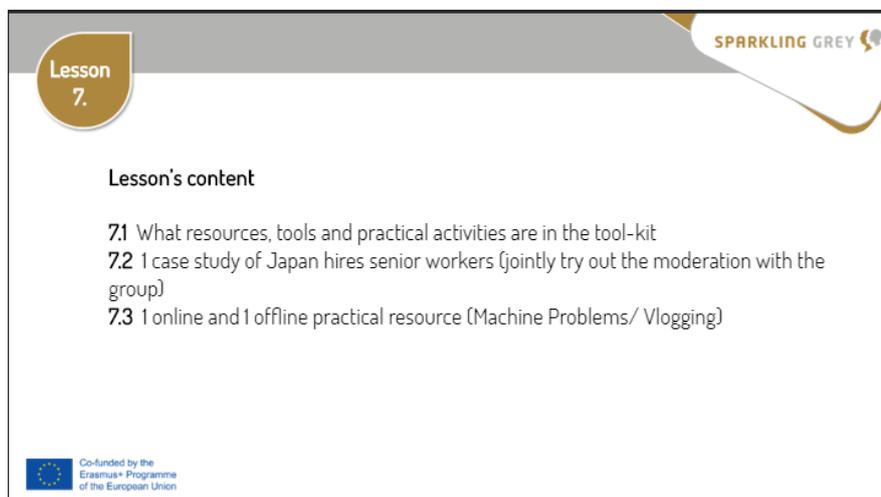
- 6.1 What resources, tools and practical activities are in the tool-kit
- 6.2 1 case study of Day at the Museum (jointly try out the moderation with the group)
- 6.3 1 online and 1 offline practical resource (- Group dynamic: Understand generations at work/ Create a communication map)



5

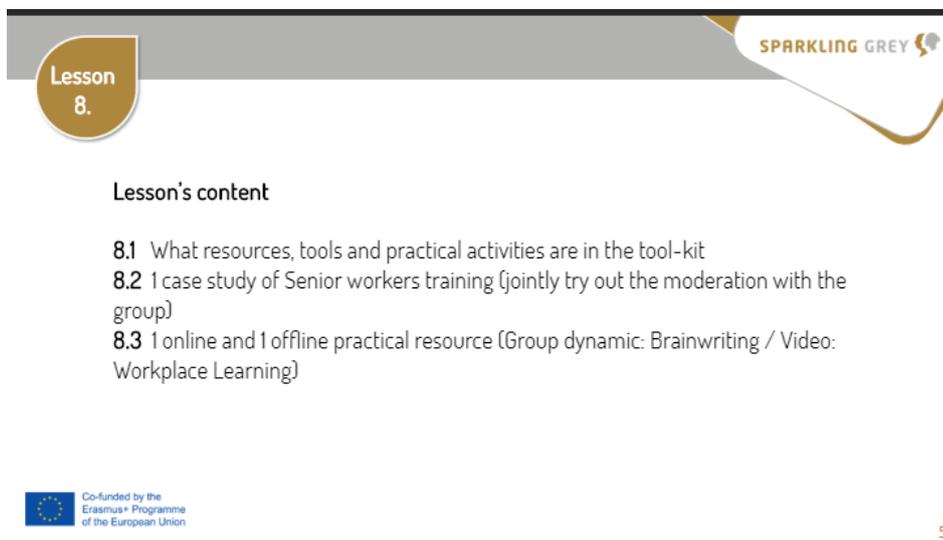
<https://360.articulate.com/review/content/c7a16816-1e7e-4fa5-85e6-b51f0a5789c7/review>

7) Non-formal learning at the workplace and intergenerational learning (individual level)

A slide for Lesson 7. The top header is identical to Lesson 6, with "Lesson 7." in a brown circle and the "SPARKLING GREY" logo. Below the header, the text "Lesson's content" is followed by three bullet points: "7.1 What resources, tools and practical activities are in the tool-kit", "7.2 1 case study of Japan hires senior workers (jointly try out the moderation with the group)", and "7.3 1 online and 1 offline practical resource (Machine Problems/ Vlogging)". At the bottom left, the Erasmus+ logo is present. At the bottom right, the number "5" is displayed.

<https://360.articulate.com/review/content/a674af0d-6289-4691-b28d-caef6680c2c0/review>

8) Prolonging work like and career's plan (individual level)



The slide features a grey header with a gold circle on the left containing the text "Lesson 8." and the "SPARKLING GREY" logo on the right. The main content area is white with the heading "Lesson's content" followed by three numbered items: 8.1, 8.2, and 8.3. At the bottom left is the Erasmus+ logo and text, and at the bottom right is the number "5".

Lesson 8.

Lesson's content

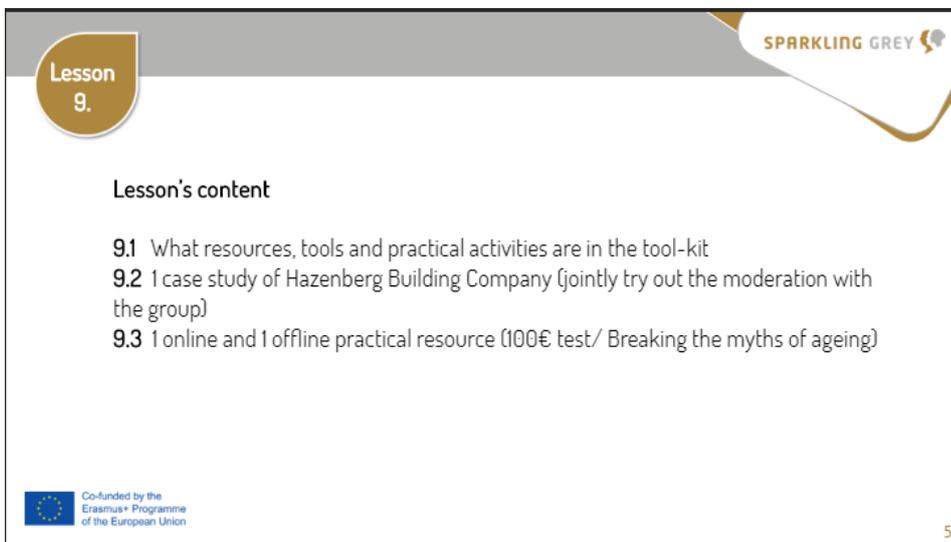
- 8.1 What resources, tools and practical activities are in the tool-kit
- 8.2 1 case study of Senior workers training (jointly try out the moderation with the group)
- 8.3 1 online and 1 offline practical resource (Group dynamic: Brainwriting / Video: Workplace Learning)

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<https://360.articulate.com/review/content/fc2c0b3f-b54c-4e81-89d6-4da827c0fddb/review>

9) Preparing retirement (individual level)



The slide features a grey header with a gold circle on the left containing the text "Lesson 9." and the "SPARKLING GREY" logo on the right. The main content area is white with the heading "Lesson's content" followed by three numbered items: 9.1, 9.2, and 9.3. At the bottom left is the Erasmus+ logo and text, and at the bottom right is the number "5".

Lesson 9.

Lesson's content

- 9.1 What resources, tools and practical activities are in the tool-kit
- 9.2 1 case study of Hazenberg Building Company (jointly try out the moderation with the group)
- 9.3 1 online and 1 offline practical resource (100€ test/ Breaking the myths of ageing)

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<https://360.articulate.com/review/content/9d1f7aba-cda1-4a01-96a6-80f71c1d02bc/review>

10) Hands-on practice



Lesson 10.

SPARKLING GREY 

Lesson's content

- 10.1 Best practice examples
- 10.2 Knowledge Transfer
- 10.3 Holding on-line classes, workshops, webinars
- 10.4 Introducing new learning approaches with ICT tools

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<https://360.articulate.com/review/content/9c61fe7a-0d68-41ef-b1ae-3b95a29e913c/review>

4.3 Evaluation and assessment procedures and tools

The participants will be evaluated at different stages and throughout the training process in order to ensure that they were able to understand the content of the training and possess all skills and knowledge necessary to conduct similar trainings for new learners.

Evaluation types:

1) Observation: Evaluation conducted by the facilitator during face-to-face sessions

The trainer is advised to monitor the following throughout the face-to-face training within the group:

- ◆ activity of the learner
- ◆ communication skills (to express their thoughts properly, to communicate with group members)
- ◆ ability to use practical examples to explain the content well
- ◆ tolerance and "active listening"

The trainer is advised to write a short evaluation (1/2 page/participant) to summarize what he/she has observed. Based on the summary, a recommendation should be made:

Either "recommend" or "do not recommend" to proceed with finishing the course.

2) Test results: Evaluation of the internal quizzes/tests after each module

Each participant must achieve to pass minimum threshold of 75% of the overall tests within each module. This can be cross-checked by the trainer in the LMS System for each participant.

4.4 Certification requirements and criteria

In order to receive the final certificate, the learners must meet the above set of requirements. In case the learner- for any reason- does not meet the requirements, he/she should be offered a chance to complete the course.

If the trainer's observation is "not recommended", the trainer is obligated to have a separate online or face-to-face session with the participant. During this session, the trainer should facilitate the conversation to allow the participant to prove their capability to meet the criteria.

If the test scores are below 75%, the trainer should conduct an online or face-to-face session with the participant and go through the tests jointly. This will provide an opportunity to jointly discuss the correct answers, allowing the learner to understand the right choices made.

Once the learner participates and passes the above-mentioned sessions, the certification can be passed out.



The editable version of the certificate template can be found in Annex.

5 Annexes

5.1 Template for training attendance list

List of attendance

Course			
Module			
Place		Date	

N°.	Name	Signature
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		

5.2 Template for training evaluation

Training evaluation

Name of the training: _____

Date of the evaluation: _____

Please answer the questions below by drawing a circle around the rate that best suits your opinion. Understand the points to be awarded as follows:

- ◆ 10 points – I am very satisfied
- ◆ 1 point – not acceptable / very dissatisfied

1. How satisfied you are with the trainers of the theoretical part of the training you completed?

1 2 3 4 5 6 7 8 9 10

2. How satisfied you are with the trainers of the practical part of the training?

1 2 3 4 5 6 7 8 9 10

2.1. Evaluation of performance of the trainers

Please refer to the following statements related to the trainer, consultant, facilitator (the score is 1 to 10 points)		
1	The trainer's professional skills	
2	The instructor's self-confidence and determination	
3	Communication of the lecturer (clear, understandable, essentials)	
4	The trainer's ability to generate contact with the participants	
5	The accuracy of the instructor	
6	Illustrating capabilities of the instructure of the content	



7	Examination during the training was regular in the occupation	
---	---	--

3. How satisfied you are with the quality of the training materials you have received?

1 2 3 4 5 6 7 8 9 10

4. How satisfied you are with the level of practical training?

1 2 3 4 5 6 7 8 9 10

5. How satisfied were the methods used to control your expectations?

1 2 3 4 5 6 7 8 9 10

6. How satisfied are you with the infrastructural conditions provided by the training institution? (teaching technology, practical training conditions, equipment, heating, lighting, hygiene, etc.)

1 2 3 4 5 6 7 8 9 10

7. How satisfied are you with the training organization's training activities?

1 2 3 4 5 6 7 8 9 10

8. How satisfied are you with the customer service activity of the training institution?

1 2 3 4 5 6 7 8 9 10

9. How much did you meet your expectations for the overall training?

1 2 3 4 5 6 7 8 9 10



5.3 Certificate template

CERTIFICATE

CERT REG. NUMBER: E_TUT_001



Turning silver into gold through management strategies that effectively address an ageing and multi-generational workforce

CERTIFICATE

This is to certify, that

.....

has attended and successfully completed
the
**TRAIN THE TRAINER
COURSE**
organised under ERASMUS+ project
„SPARKLING GREY”
(2016-1-PT01-KA204-022852)
organised by **Inno-Motive Nonprofit Ltd.**
From: 18th of February To: 22nd of February, 2018
in Pécs, Hungary .

INNO-MOTIVE- Training organisation



5.4 Train the Trainer Handbook

SPARKLING GREY

Turning silver into gold through management strategies that effectively address an ageing and multi-generational workforce

TRAIN-THE-TRAINER HANDBOOK

www.sparkling-grey.eu

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	<p>FyG Consultores - Spain http://www.fygconsultores.com/</p>

Introduction

Dear participants,

Welcome to the last Train-the-trainer module that aims to help you identify in a practical context how the resources developed in the project can be applied.

Before this module, you already learned and tested different resources. Now it is time to apply what you've learned. Through a Storytelling, you will analyze the use of different resources. In this simulation, we invite you to play the role of managers and/or workers.

We'll use a simulation process to testing and evaluate the different resources. The aim of simulation is to measure how well participants can use the resources and the knowledge, obtained from the training material, in practice.

Goal

To assist Trainers for delivering "Train the Trainer" courses for participants.

Target group

Trainers, who will be training others about Sparkling Grey tools.

Overview of the simulation

It was created a storytelling based on real textile & clothing company. It was identified different situations that need to be solved.

In small groups, you'll discuss and help to find the best solutions for the situations presented by the storytelling. As the last element in the simulation, the role players will be asked to present their plan about how they face the challenges and get over the current problems, barriers. This will be presented at the final Board Meeting, where the Board will decide whether or not to approve the plans. They will ask also many questions, so the team should prepare explanations on why they picked and recommended the specific methods to solve the problems.

Please, read the Storytelling and the trainers and participants role.

Storytelling:

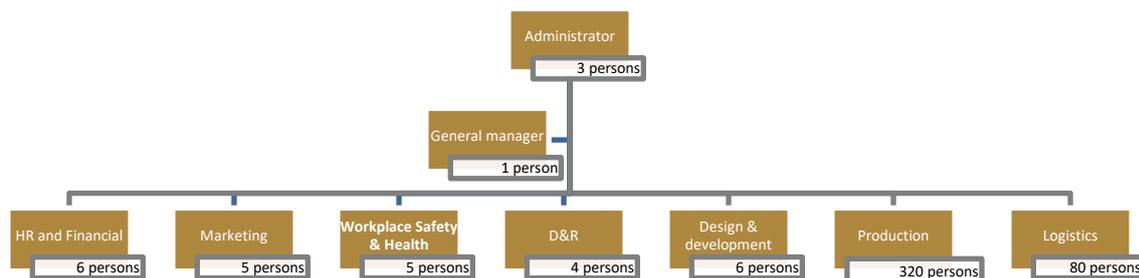
The textile company TexNew was founded in 1980, with 100 employees, in the spinning area.



Over the years, they have made several extensions, regarding to machinery and in relation to the built area. In the 90's, the company underwent a strong renovation of its management and acquired new equipment. After 10 years of activity, it had already increased the number of employees to 430 and developed new sectors of activity, becoming a recognized company in the area of home textiles with a vertical production, integrating different areas such as design and development, spinning, dyeing, finishing, cutting, confection, quality control and logistics.

The sector has grown and TexNew has been following this growth by being competitive in its market segment. At the moment it is expanding its business to new markets, which simultaneously has meant increasing the workforce and reformulating some tasks and occupations.

With the increase of the company, the management has invested not only in the workforce, but also in technology, while renewing and acquiring new equipment. Globalization and technological progress have led to the need to rethink the company's strategy.



The TexNew has faced several situations that require a reflected and strategic intervention.

Problems to solve

- 1) With the expansion of its business, TexNew is acquiring new equipment and reshaping some tasks and occupations. I, as HR technician, am facing some challenges, since more

than 80% of his employees are 45 years old or older. Most of the workers have been in the company since its inception and have gone through several stages of growth. However, the biggest challenge is to keep senior employees motivated, since some of them will need to be moved to other machines and/or sectors.

- 2) The training area has always been highly valued by TexNew. However, the technological evolution and the increase of employees close to the retirement age make management rethink its training strategy.

The company will replace technical equipment and the responsible employees will attend training to use them. Then they'll transmit the new informations to their work group.

- 3) With the expansion of the business, TexNew has been modernizing part of its equipment, making it even more competitive. Knowing that part of its heritage is in the knowledge of the employees, TexNew knows that it is fundamental to promote a professional life with quality and longevity to its collaborators. However, it will have to do (re) structuring, especially in the adjustment of some work places and that can bring demotivation or feeling of loss, to some workers.

A good planning and early preparation are fundamental to the process of (re) structuring the work.

- 4) Currently, team leaders are mostly senior collaborators. However, with the creation of new working methods, new employees are being recruited to take over leadership positions.

With the recruitment of newcomers, both senior and newcomers workers knows that generational differences can be challenging.

Role of trainers:

- Guide the group to the simulation (explain rules and tasks);
- Act as facilitator;
- Controlling the time;
- Summarizing the discussion;
- Evaluate the results.

Role of training participants:

For the simulation, it will be necessary the following actors:



Participants

General manager	HR Manager	Senior team leaders	HR technicians
FFE	Bit Media	INOVA+ FYG	FVEM E-Seniors
Problem n° 3	Problem n° 1	Problem n° 2	Problem n° 4

Simulation rules

So, that you can find the right answer for your problem you can apply the Sparkling Grey resources. More than one resource can be used to solve the simulation.

There will be a board meeting, where the responsible leaders will have to present a plan to solve these problems to the Members of the Board.

GENERAL MANAGER- JONATHAN



Role: Jonathan is the General Manager at TextNew. He and his team will have to re-structure the company, especially in the adjustment of some work places and that can bring demotivation or feeling of loss, to some workers. A good planning and early preparation are fundamental to the process of (re) structuring the work.

As the head of the company, Jonathan asks some colleagues to help him.

HR MANAGER- MARY



Role: Mary is the HR Manager of TextNew. She is responsible for training, self-development and competency development. The biggest challenge is to keep senior employees motivated, since some of them will need to be moved to other machines and/or sectors.

HR TECHNICIANS LAURA and ALBERTO



Role: Laura and Alberto work directly for Mary. Their task is to help to build a program, that is able to motivate senior workers in this new situation. As young technicians, it makes it even more difficult for Laura and Alberto to communicate, work with the seniors, since the age gap is “in the way”. They both need to find a way to get over that, so they can concentrate on the

real task.

SENIOR TEAM LEADERS JOHN, JULIE AND JONATHAN



Role: John is the Team leader of the Machine Working Unit in TextNew. He currently has 25 senior and 5 junior workers in his team. With the new machine line being assembled, John needs to send workers to a training, but he can only send 10 persons. He needs to figure out who to send and how will the other 15 workers learn how to use the new machines?



Role: Julie, as a Teamleader is responsible for 15 workers, who are all above the age of 60. 7 of the workers plan to leave the company and retire next year. It is impossible to find new workers in such a short time. Julie needs to find new ways to convince them to stay and prolong their working cycles in order to win some time.



Role: Jonathan is a Team leader for the Textile Technical Control Room Unit, responsible for 3 senior and 10 junior workers. With the new machinery, the Control Room IT equipment is totally replaced. His senior workers are struggling to learn the new technology and the distance is growing between the young and senior colleagues. They should work as a team, Jonathan needs to find a way to build a multigenerational team and to enable the senior workers to accept knowledge-transfer from the younger colleagues.

SPARKLING GREY

Planning Session					
General Aim:	To assist Trainers for delivering “Train the Trainer” courses for participants.				Duration: 2h30
Session stages	Duration	Specific Objectives	Methods & Techniques Pedagogical	Activities & Pedagogical Exercises	Resources Physical and Materials
Introduction	10m	<ul style="list-style-type: none"> - Brief introduction to subject; - Presentation of the guidelines. 	-Active method: dialogue.	- Guidelines to the simulation	<ul style="list-style-type: none"> -Computer & internet; - Sparkling grey resources.
Development	2h10	<ul style="list-style-type: none"> - Test and validate the different resources; - Tasks definition; - Analysing the different Sparkling Grey resources; - Prepare the results and present them. 	- Active method: Simulation	<ul style="list-style-type: none"> - Storytelling - Problems to solve 	
Conclusion	10m	<ul style="list-style-type: none"> - Doubts clarification; - Contents Synthesis. 	- Interrogative method: clarify doubts.	- Doubts clarification;	

Sparkling Grey Resources

IO2 : Individual level

How prepared am I for retirement?

Is this the right time to retire?

What is my current job engagement degree?

Am I capable of having a good work-personal life balance?

Intergenerational teamwork

Non formal learning approaches

Intergenerational knowledge sharing

IO3 : Individual level

MODULE 1

case study 1 - Japan hires senior workers

case study 2 – Deloitte

practical resource 1 - self assess for working in multigenerational teams

practical resource 2 - online tutoring

group dynamic 2 - on the job

group dynamic 3 - building bridges

group dynamic 4 – vlogging

group dynamic 5 - online game

MODULE 2

case study 1 - senior workers training

practical resource 1 - challenge cards





practical resource 2 - video: workplace learning

group dynamic 2 – brainwriting

MODULE 3

case study 1 - Hazenberg building company

practical resource 1 - 100€ test

practical resource 2 - breaking the myths of ageing

group dynamic 2 - future is now

IO4 :: Individual level

Hosting new workers 1: Mentoring duos for new workers

Hosting new workers 2: Welcoming breakfast

Hosting new workers 3: Ice Breaking Games

Hosting new workers 4: Follow-up interview

Knowledge transference and retention 1: Video stories

Knowledge transference and retention 1: Video stories

Knowledge transference and retention 3: Different perspectives

Knowledge transference and retention 4: Storytelling days

Knowledge transference and retention 4: Storytelling days

Multigenerational teams 2: Organisation of seminars

Multigenerational teams 3: Drafting a management project in duo

Multigenerational teams 4: Observation day and exchange of tasks

Non-formal and Intergenerational learning 1: Learning from each other

Non-formal and Intergenerational learning 1: Learning from each other

Non-formal and Intergenerational learning 3: Cool&Embarassing lists

Non-formal and Intergenerational learning 3: Cool&Embarassing lists



Non-formal and Intergenerational learning 3: Cool&Embarassing lists

IO2 :: Organisational level

Working Environment

Retention

Recruitment and Selection

Dealing with a multigenerational workforce

Knowledge transference between multigenerational teams

Multiple generations

Peer learning

How to boost the knowledge retention

Lifelong training

Age-friendly training policies

Potentiate senior workers' experience

Ongoing training: yes or no?

Age-friendly HR planning

Age-friendly HR measurement

IO3 :: Organisational level

MODULE 1

case study 1 – Bmw

case study 2 - siemens as

practical resource 1 - advantages of hiring older employees

practical resource 2 - 10 employee retention resolutions

group dynamic 2 - job interview





group dynamic 3 - positive communication

group dynamic 4 - blind confidence

group dynamic 5 - welcoming duos

MODULE 2

case study 1 – Kaco

case study 2 - American express

practical resource 1 - job rotation

practical resource 2 - one point lesson

group dynamic 2 – pictures

MODULE 3

case study 1 - made in inox

case study 2 – aquacultural

practical resource 1 - motivational video

practical resource 2 – quizzes

group dynamic 2 - case study

MODULE 4

case study - a day at the museum

practical resource 1 - communication map

practical resource 2 - generational mural

group dynamic 2 - looking at the bright side of generational differences

group dynamic 3 - understand generations at work



SPARKLING GREY



Turning silver into gold through management strategies that effectively address an ageing and multi-generational workforce

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