The Integrated Age Diversity Training helps organizations to overcome the challenges and realize the benefits of age diversity

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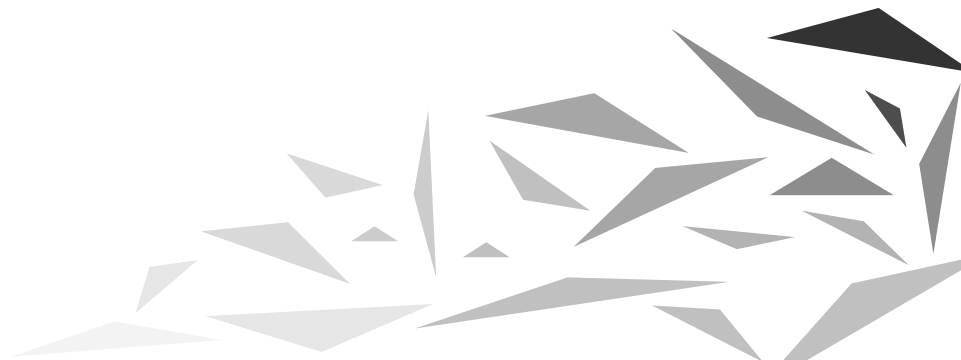
INTEGRATED AGE DIVERSITY TRAINING

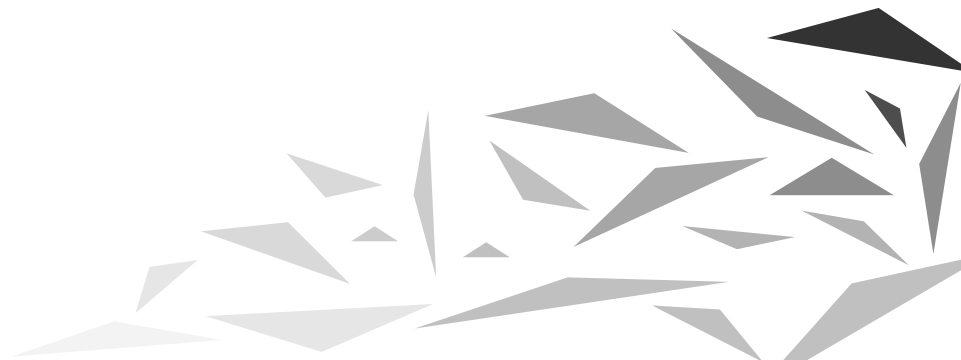Increasing effective interactions between age-diverse coworkers

Agenda

1. Agenda and welcome [~15 mins]

2. Introduction to age diversity [~30 mins]

3. Reflection on age group descriptions [~30 mins]

4. Identity integration [~30 mins]

5. *Coffee break* [~30 mins]

6. Knowledge, types of knowledge and age diversity [~30 mins]

7. Knowledge integration [~30 mins]

8. Action plan [~30 mins]

9. Reflection and goodbye [~15 mins]

Introduction

Who are you?
(Name and job title)

What are your
expectations for
today?

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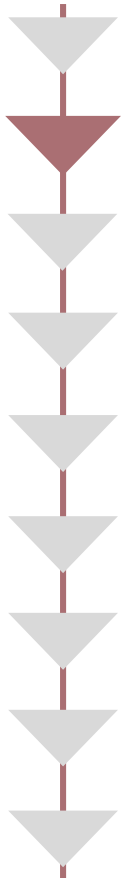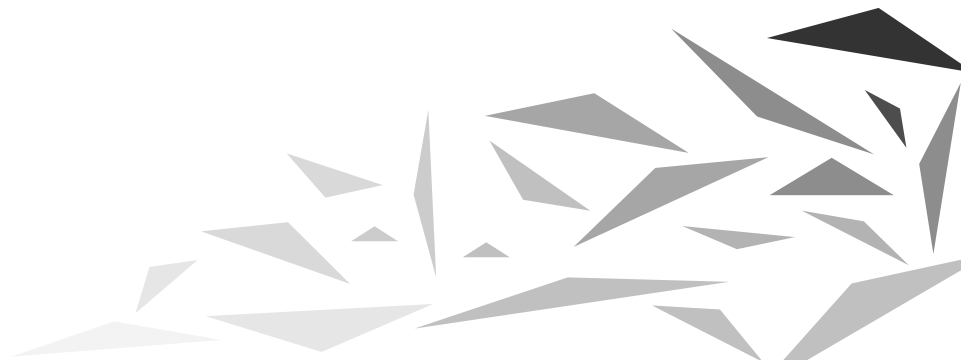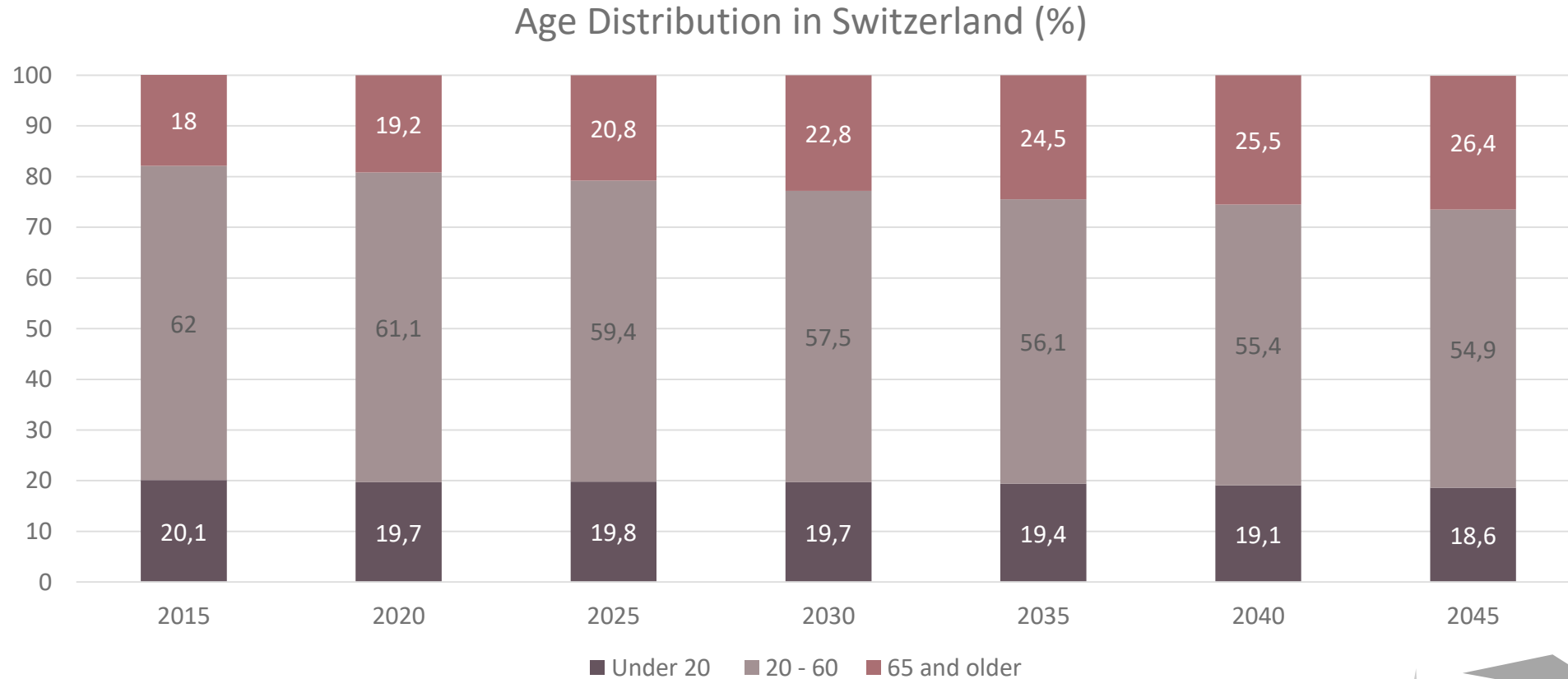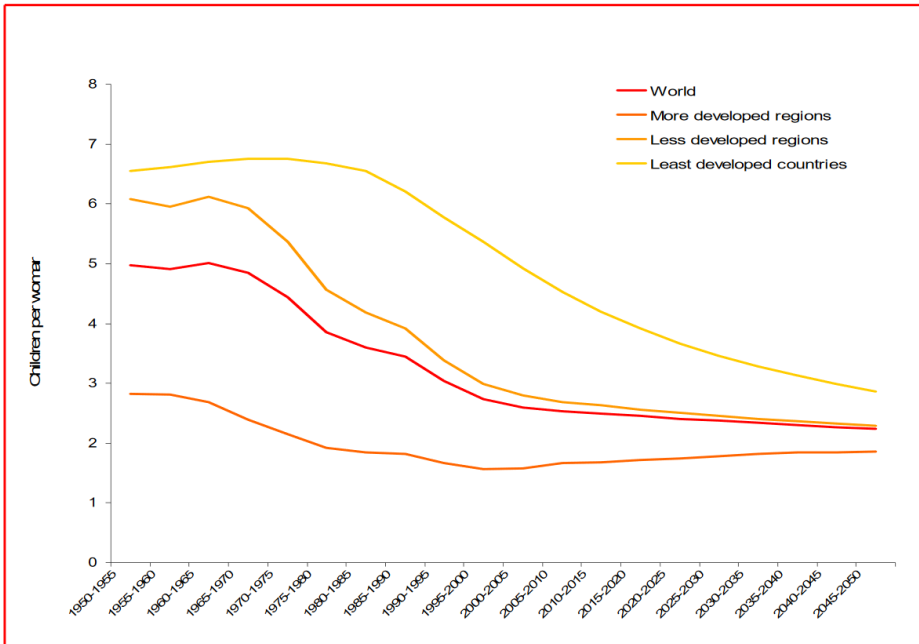
9. Reflection and goodbye [~15 mins]

Demographic change affects the age structure in Switzerland

Age Distribution in Switzerland (%)

	2015	2020	2025	2030	2035	2040	2045
65 and older	18	19,2	20,8	22,8	24,5	25,5	26,4
20 - 60	62	61,1	59,4	57,5	56,1	55,4	54,9
Under 20	20,1	19,7	19,8	19,7	19,4	19,1	18,6

■ Under 20 ■ 20 - 60 ■ 65 and older

Quelle: https://de.statista.com/statistik/daten/studie/712531/umfrage/prognose-zur-altersstruktur-in-der-schweiz/

... As birth rates are decreasing & life expectancy is increasing

Birth rate

Life expectancy
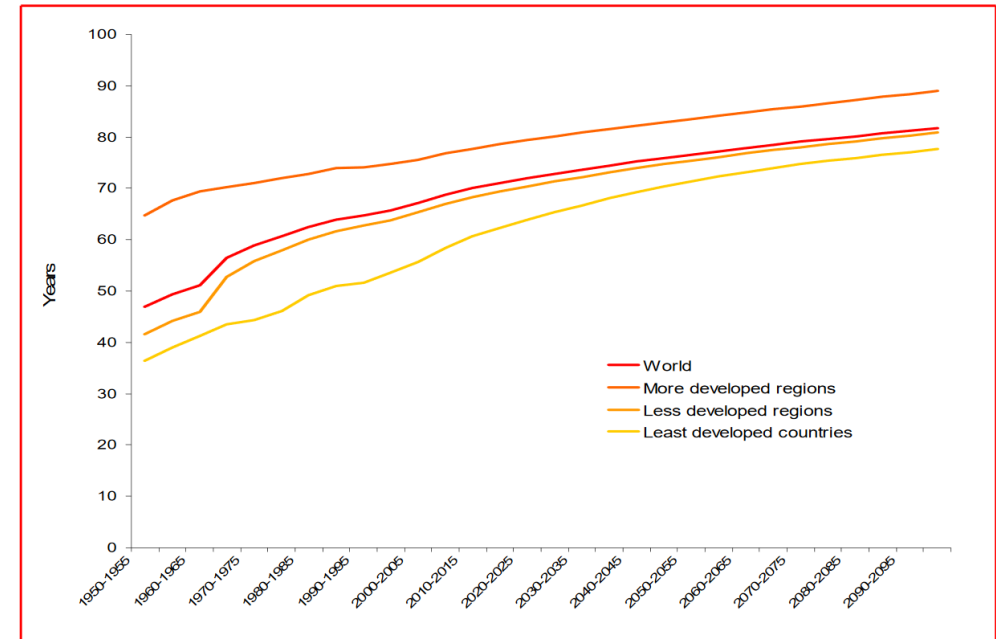

Figure 1.1
Total fertility rate: world and development regions, 1950-2050

Figure 1.3
Life expectancy at birth: world and development regions, 1950-2050

More older workers and higher age diversity in companies 1/2

Age diversity refers to age differences in companies and is particularly relevant nowadays because:

For the first time, up to **four different generations** / age groups work together	Employees of different ages have **different needs and different knowledge**	New, more independent forms of work require a **high degree of cooperation** from all employees
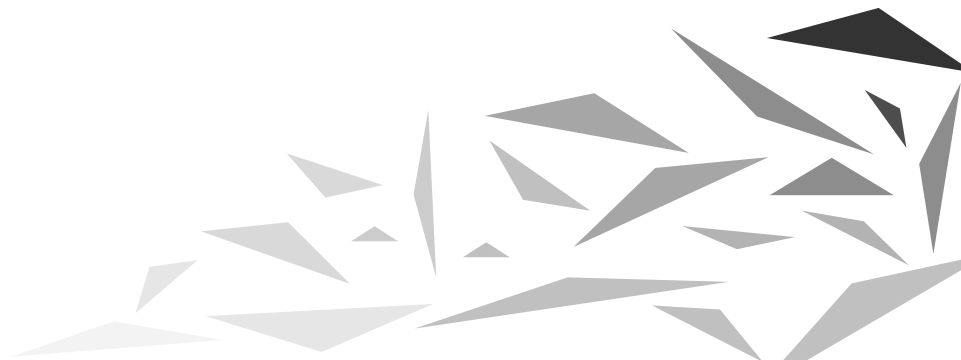
More older workers and higher age diversity in companies 2/2

Higher age diversity leads to new challenges for companies

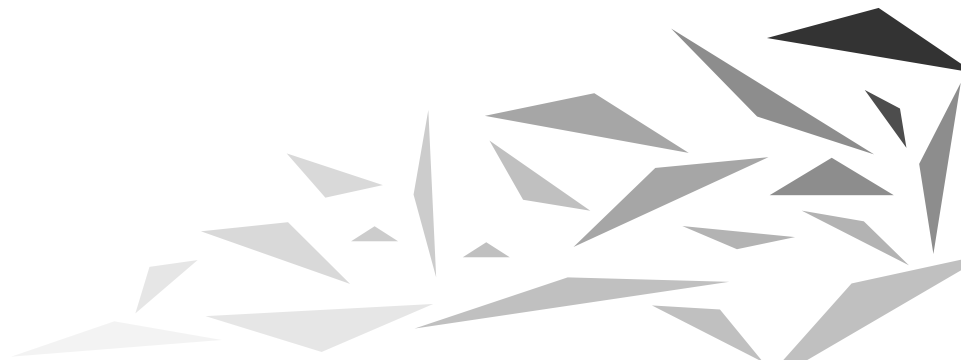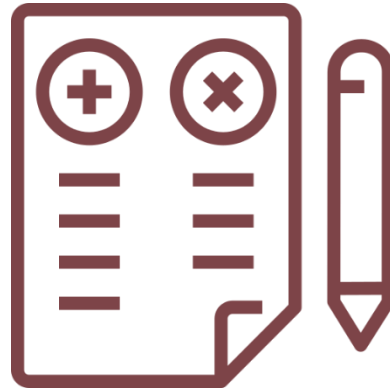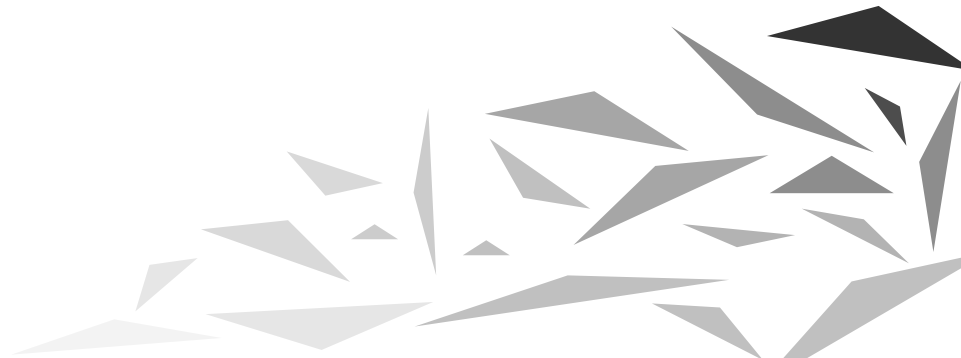|			
Management of different values and needs	Knowledge management	Management of prolonged and changed career paths	Health management
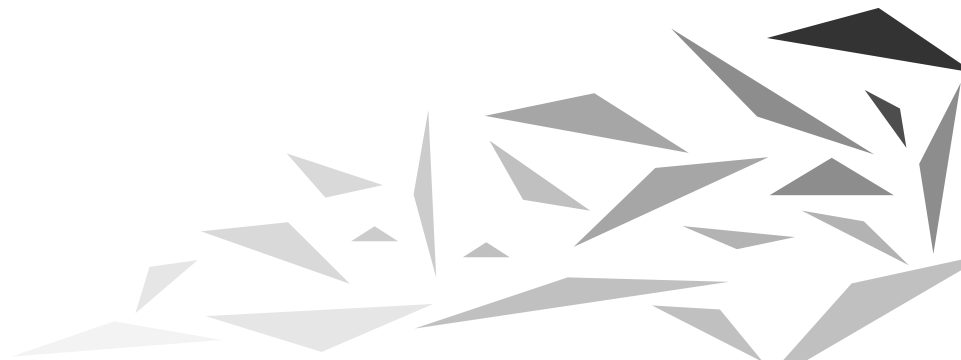
Integration: Benefits and challenges of age diversity

Please note down two benefits and two challenges and pin them on the pin boards.
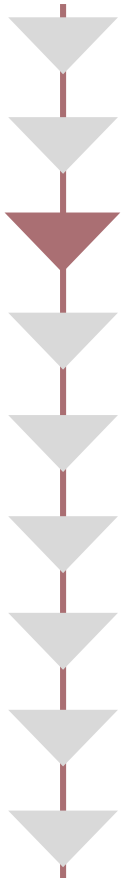
Integration: Benefits and challenges of age diversity

Which topics can be clustered together? What does that mean?

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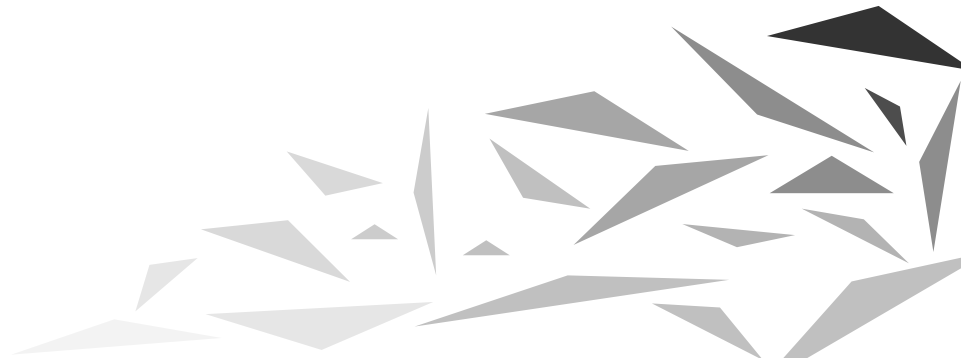
Trainer information: reflection on self and external description

Materials:

- presentation
- Worksheet

15 minutes: goals

- It is worked in mixed tandems
- External description (alone): worksheet with adjectives, from which five should be selected to describe the members of the other age group (5 min.)
- Self-description (alone): Worksheet with adjectives, from which five should be selected, which describe how members of the other age group describe their own age group (5 min.)
- Matching (both): comparison of perceptions (10 minutes)
- Plenary integration including explanation of meta-stereotypes (10 minutes)
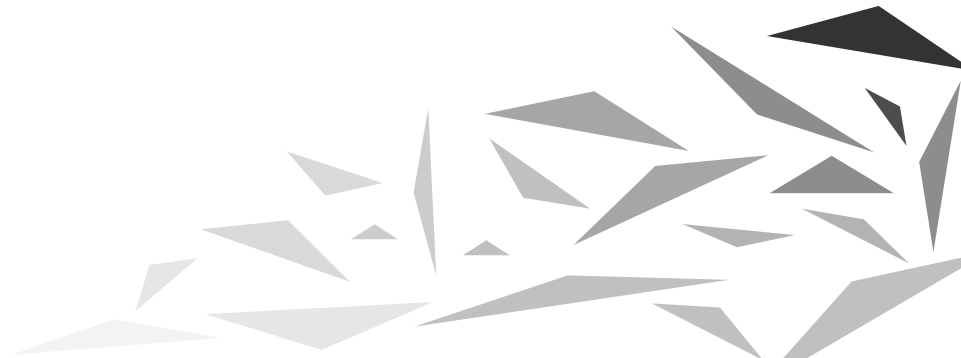
Reflection: How do you see members of the other age group? How do they see you?
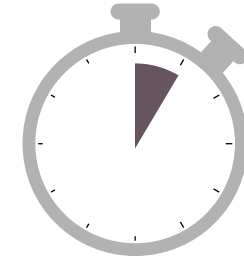
1 Please select the adjectives on the worksheet that best describe the members of the other age group.
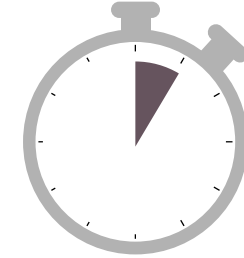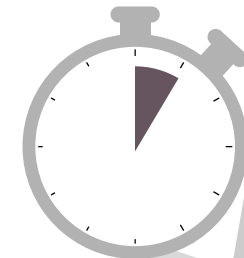
5 minutes

2 On the worksheet, please select the adjectives that you think members of the other age group use to describe members of your own age group.
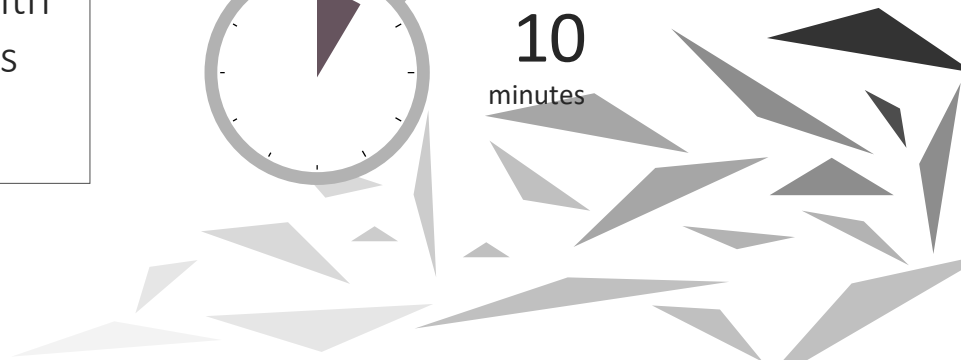
5 minutes

3 Then compare your adjective lists with those of your dyad partner. Discuss similarities and differences.

10 minutes

Please select five adjectives that describe best how you perceive the other age group (5 minutes)

Arrogant	Organized
Enthusiastic	Pessimistic
Selfish	Reflective
Ambitious	Subdued
Energetic	Fast
Committed	Status-oriented
Narrow minded	Structured
Decisive	Stubborn
Learning	Technically savvy
Extrovert	Traditionally oriented
Patient	Unexperienced
Meticulous	Impolite
Prioritizing own needs	Nonconventional
Innovative	Unfocused
Conservative	Unmotivated
Creative	Immature
Slow	Insecure
Boring	Irresponsible
Loud	Uninhibited
Bearish	Wise
Naïve	Appreciative
Optimistic	Reliable

Adjectives that describe the other age group:

1.

2.

3.

4.

5.

This exercise is based on the work on metastereotypes by Finkelstein, L. M., Ryan, R. M., & King, E. B. (2013). What do the young (old) people think of me?: Content and accuracy of age-based metastereotypes. *European Journal of Work and Organizational Psychology, 22(6),* 633–657.

Please select five adjectives that best describe how members of the other age group experience your own age group (5 minutes).

Arrogant	Organized
Enthusiastic	Pessimistic
Selfish	Reflective
Ambitious	Subdued
Energetic	Fast
Committed	Status-oriented
Narrow minded	Structured
Decisive	Stubborn
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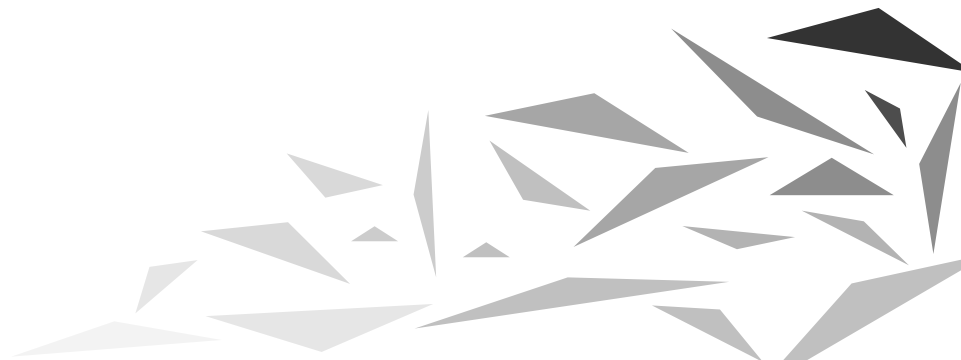| Adjectives that describe how the other age group perceives your age group: |
|---|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

Additional comments / thoughts:

Joint Discussion in Plenary

- How many "common adjectives" have you discovered?

- What were the most noticeable differences?

- What surprised you?
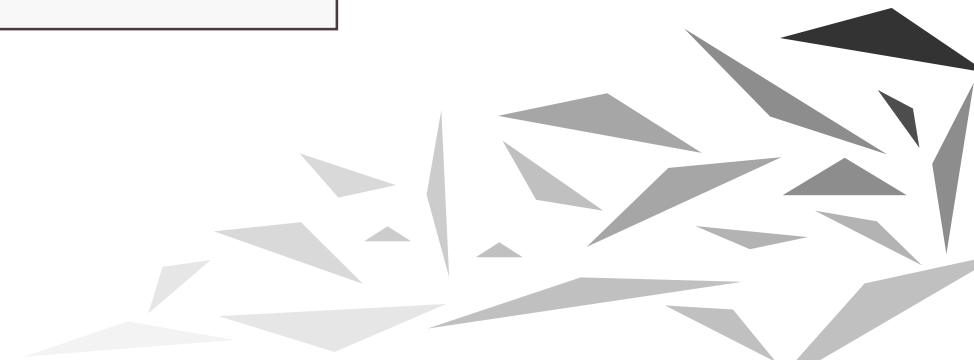
- Which adjectives are missing from the list?

Background information: meta-stereotypes
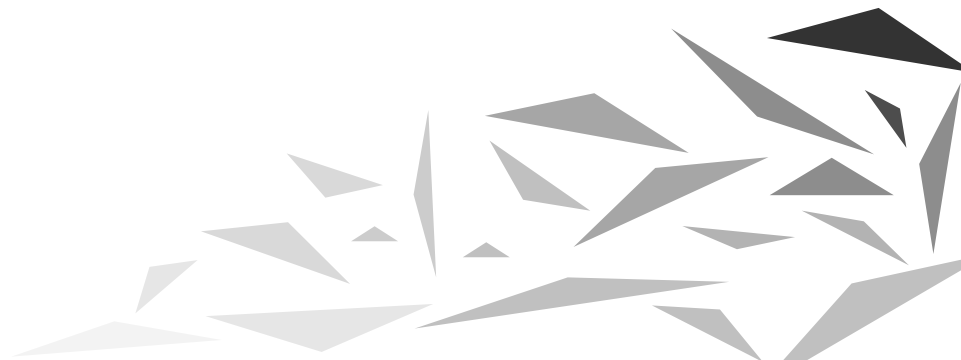

Stereotypes

Meta-stereotypes

Background information: meta-stereotypes

Stereotypes

Stereotypes are prejudices that we have against others and that are usually activated automatically

BUT: Reflection on your own stereotypes can contribute to a more conscious approach
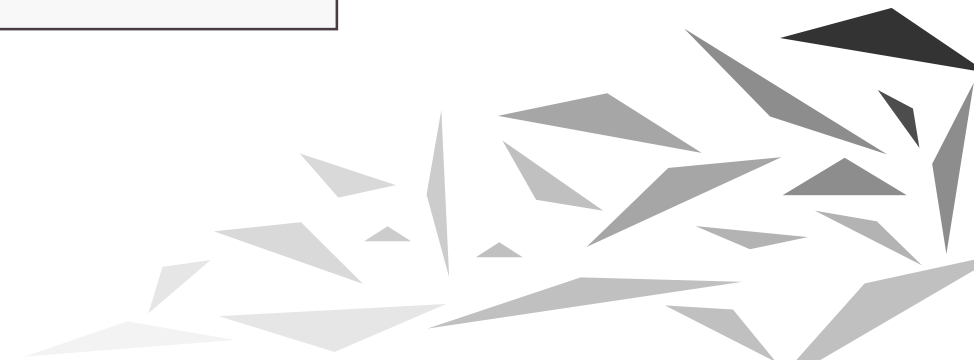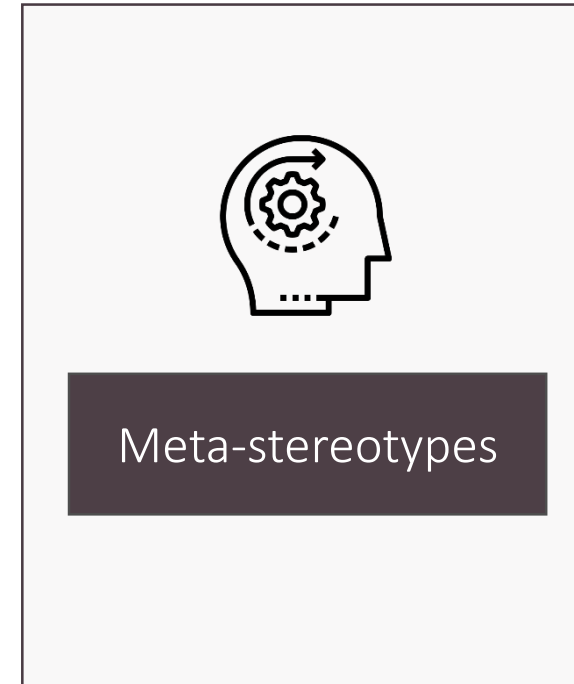
Background information: meta-stereotypes

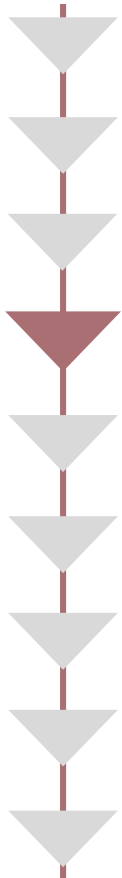Meta-stereotypes describe our idea of what prejudices others might have against us

Meta stereotypes are, so to speak, stereotypes about stereotypes

Meta-stereotypes can be detrimental when they inhibit and limit our actions

Here, too, reflection helps to reduce the impact of meta-stereotypes

Meta-stereotypes

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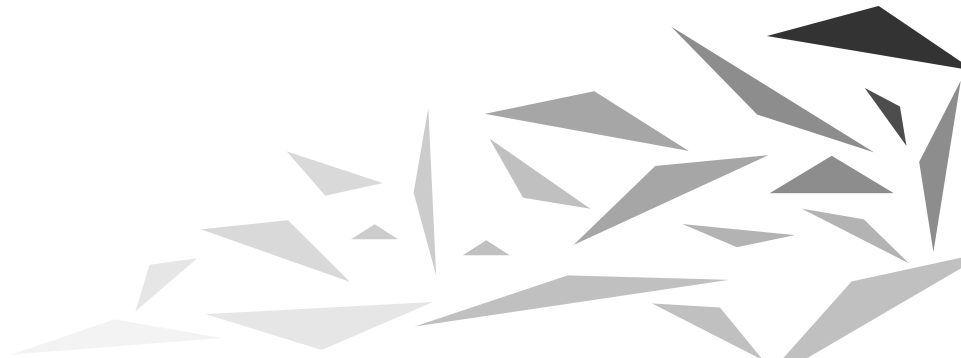
Reflection: Identifying similarities

1. Please consider five similarities with your colleague of the other age group (5 minutes)

2. Discuss these similarities with your colleague:

- What do you have in common?
- Are there similarities that are particularly useful for your collaboration at work?

3. Note the similarities on the handout (10 minutes)
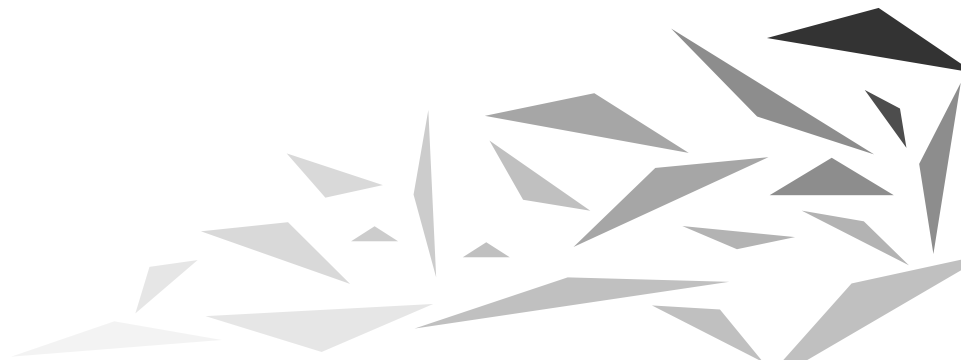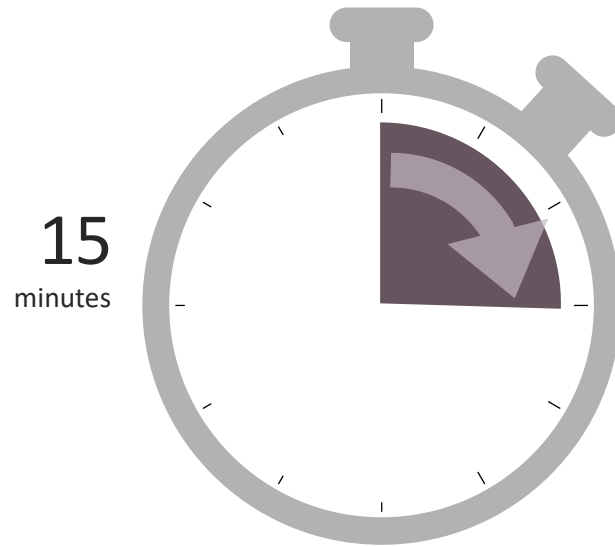
15
minutes

# DIVERSITY TRAINING

Please write down similarities / things you have in common with your colleague of the other age group.

Theories regarding the challenges of age diversity

## Social Identity Theory

1. People want to confirm their self-image in interactions with others.

2. Because of this, they tend to prefer to interact with similar others.

3. People who are perceived as similar are classified as belonging to the in-group.

4. People who are perceived as more dissimilar are assigned to the out-group.

Van Knippenberg et al. (2004): Categorization-Elaboration Model
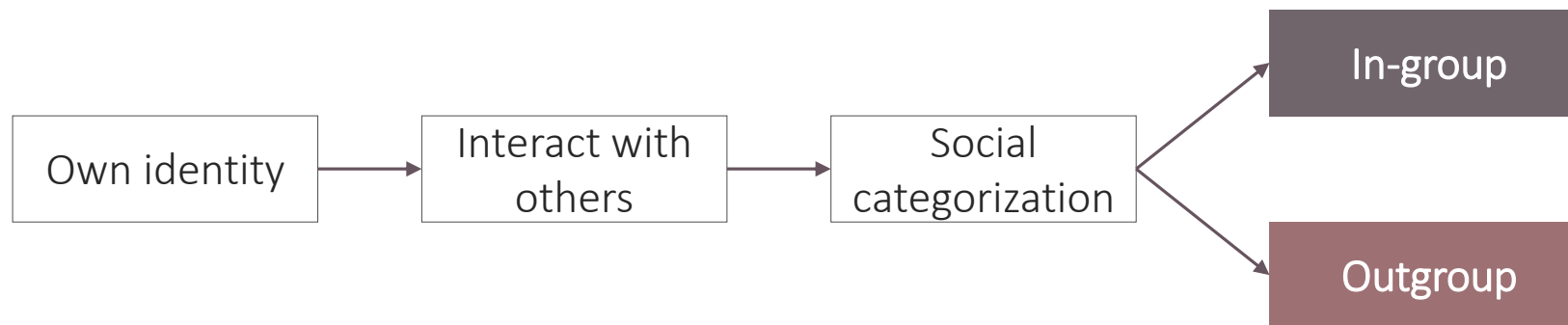
Consequences of in-group / outgroup categorizations

«In-group / Out-group categorization»

- The categorization in in-group and out-group influences how people explain the behavior of others.
- People tend to make positive behavioral attributions about the behavior of in-group members.
- People tend to make negative behavioral attributions when explaining the behavior of out-group members.

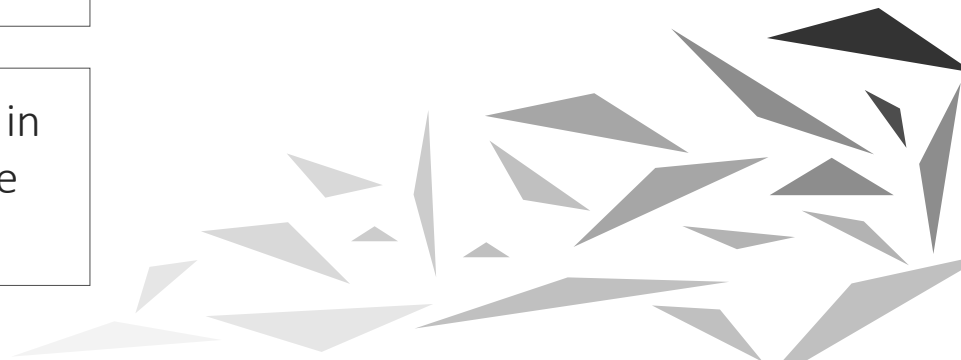Van Knippenberg et al. (2004): Categorization-Elaboration Model
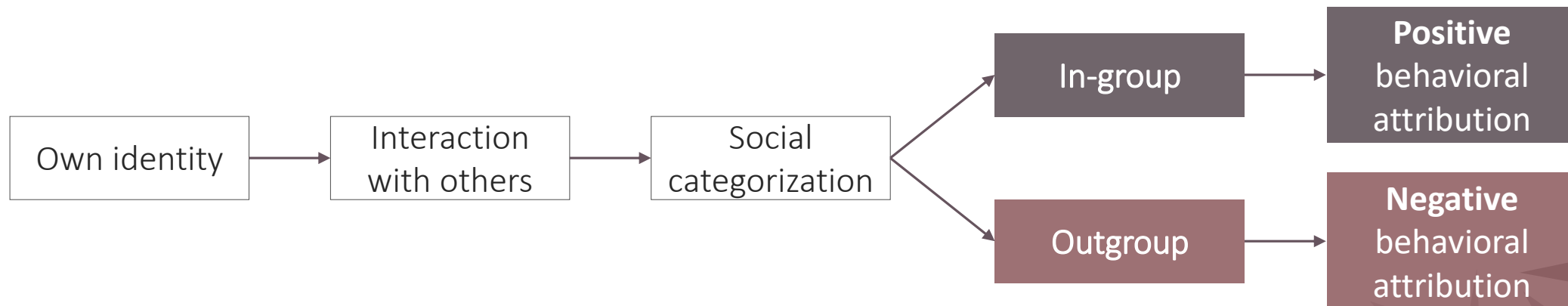
What does research tell us about in-group bias?
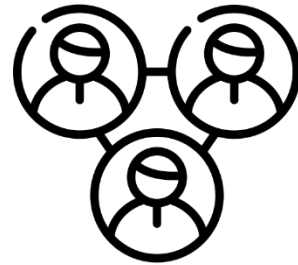
The tendency to classify and **favor similar people** as an in-group is described as in-group bias.

In-group bias can occur **between and within teams**.

Sub-groups can form within a team, in which similar team members come together.

Is age diversity always a challenge in organizations?

Individual studies show that age diversity can have negative effects on:

Knowledge transfer in teams (Ellwart et al., 2013)	Organizational performance (Kunze et al., 2011)	Implementation of innovations (O'Reilly et al., 1998)

BUT: The perception of individuals can significantly influence this relationship, so that it becomes insignificant or even positive:
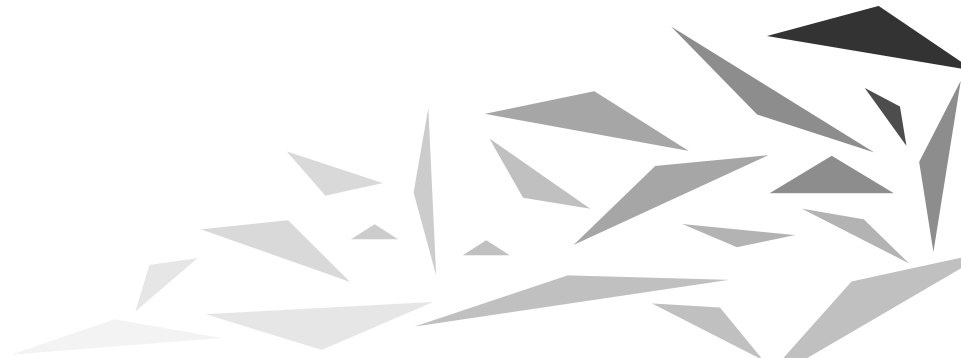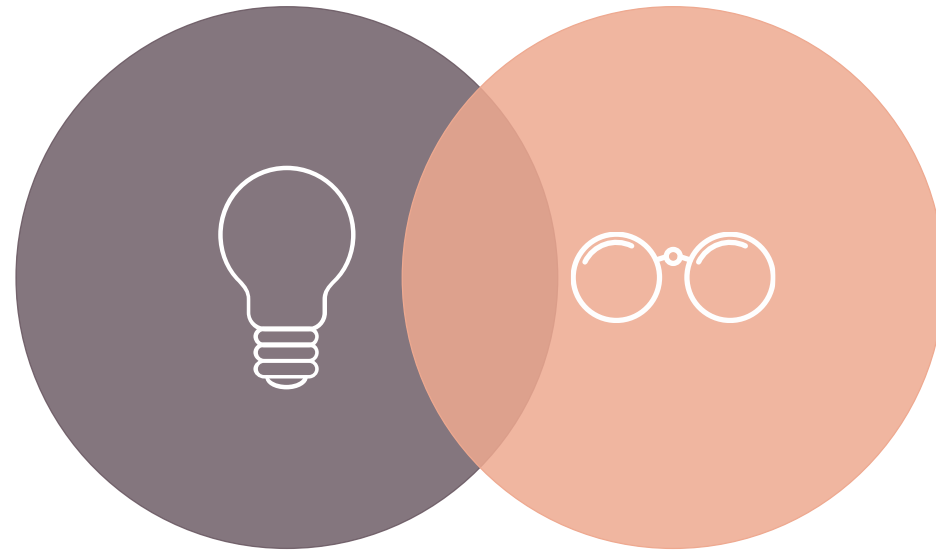
|		
Interdependence of tasks / goals (Van der Vegt & Janssen, 2003)	Identification with the team (Van der Vegt & Bunderson, 2005)	Positive attitude to age diversity (Homan et al., 2010)

http://journals.sagepub.com/doi/pdf/10.1177/1368430209350747

Does this match your experience?

Age diversity can enhance performance through in-depth discussion

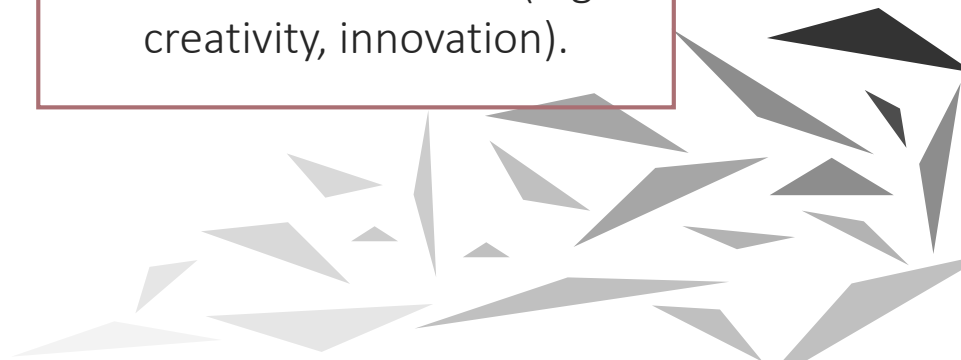| Age diversity | **+** | In-depth discussion | **=** | Performance (e.g. creativity) |
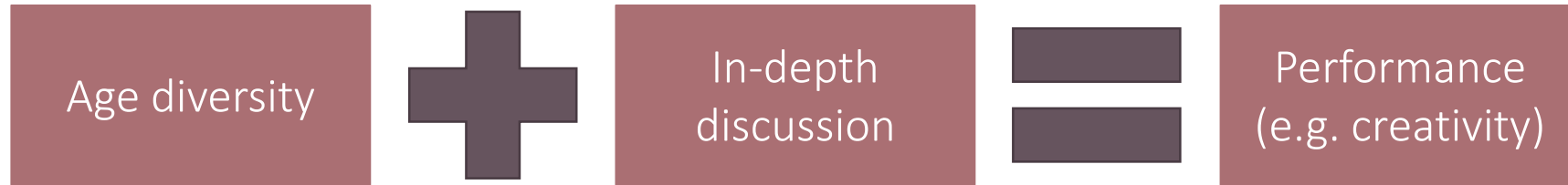
Age diversity can have advantages

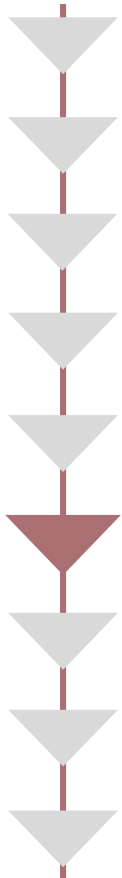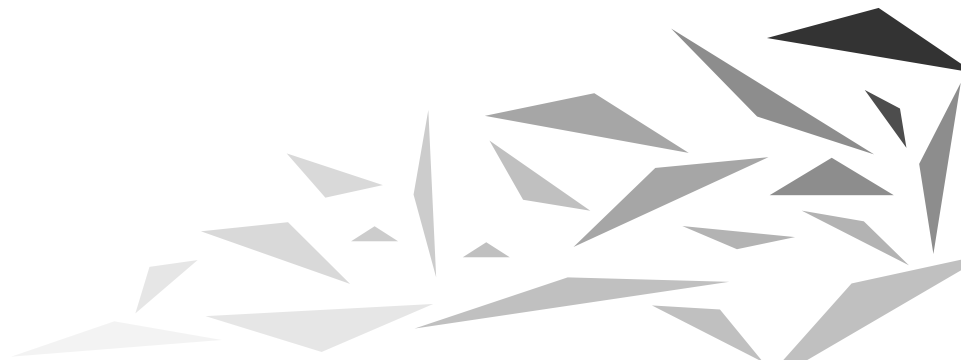| People of different ages have different knowledge, opinions and perspectives. | When colleagues of different ages work together, these differences must be discussed and processed. | This in-depth discussion can lead to better results (e.g. creativity, innovation). |

Break

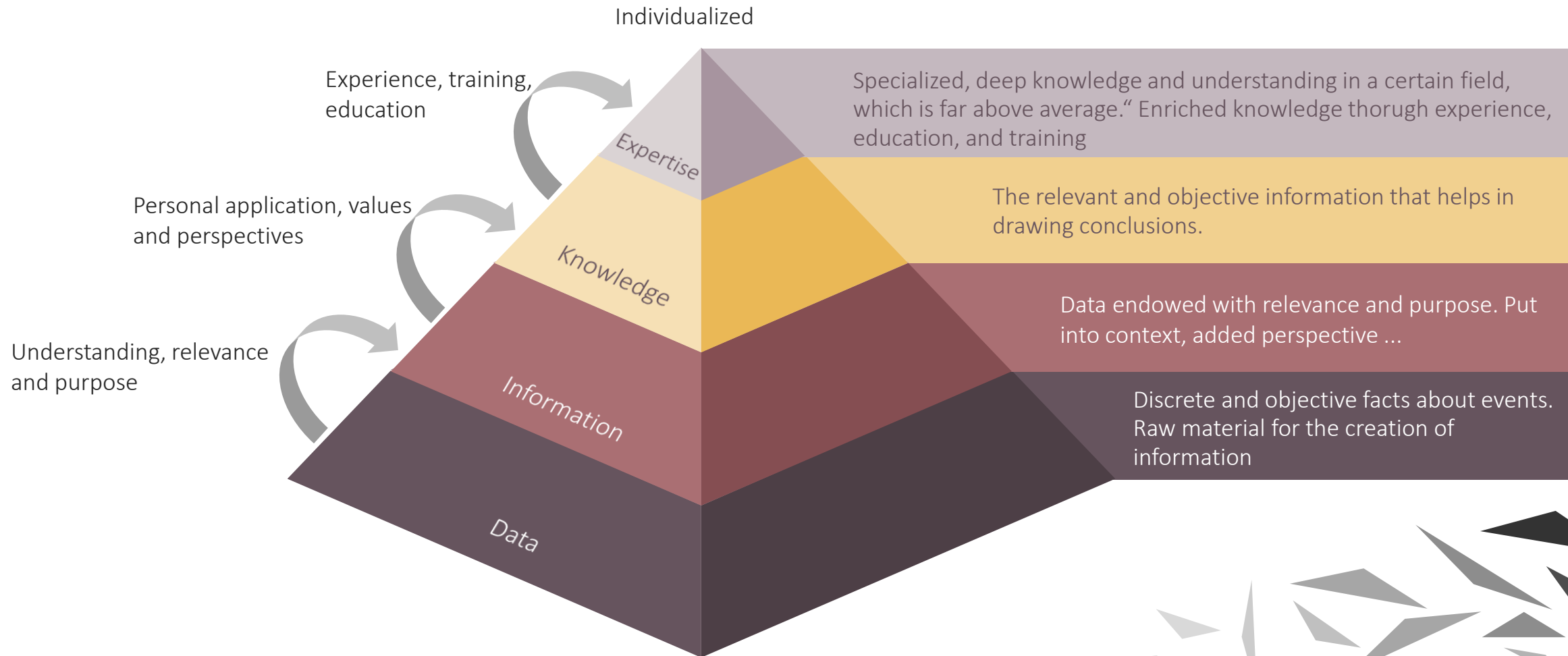# Agenda

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What does science mean by the term, knowledge?

Individualized

Experience, training, education

Personal application, values and perspectives

Understanding, relevance and purpose

Expertise

Knowledge

Information

Data

Specialized, deep knowledge and understanding in a certain field, which is far above average." Enriched knowledge thorugh experience, education, and training

The relevant and objective information that helps in drawing conclusions.

Data endowed with relevance and purpose. Put into context, added perspective ...

Discrete and objective facts about events. Raw material for the creation of information

Employees have different types of knowledge

Social knowledge ("know-who")

Knowledge of social groups and rules of togetherness
i.e. knowledge about conflict resolution

Practical knowledge

Knowing how tasks can be done
i.e. operating software / machines

Expert knowledge ("know-what")

Facts that are necessary to do the job
i.e. knowledge about products, customers & machines

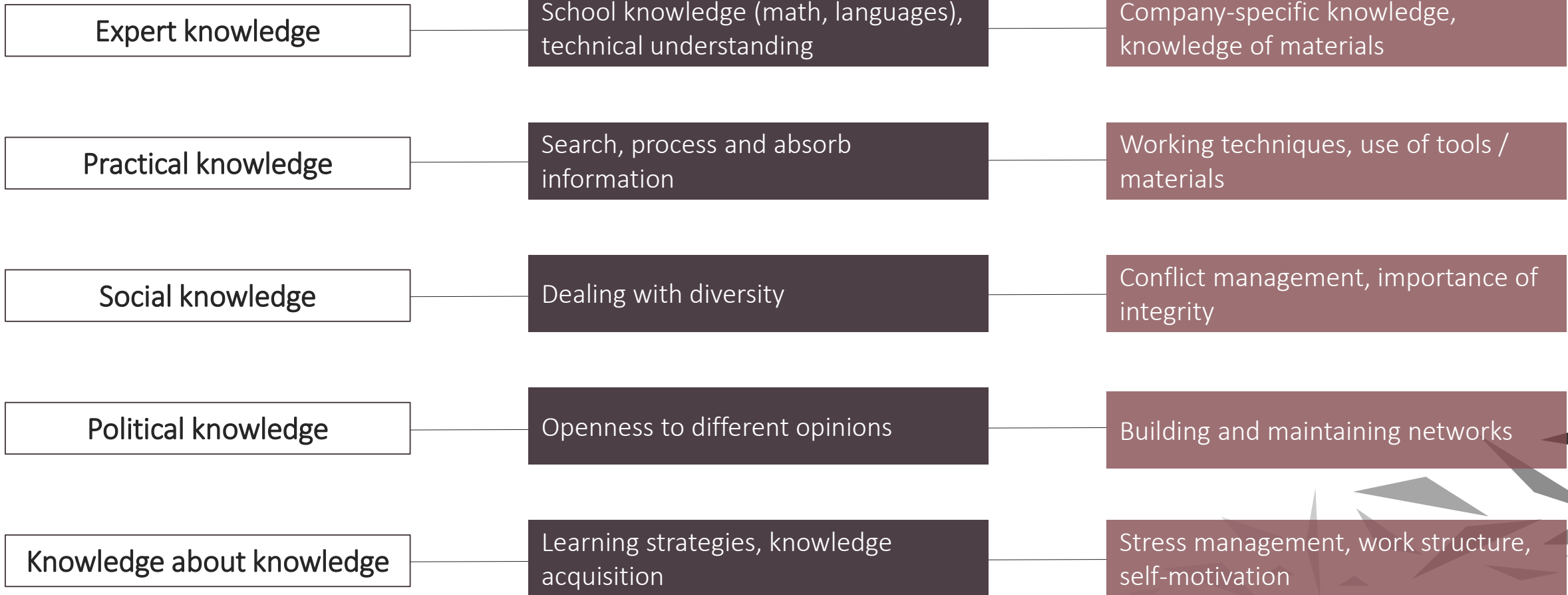### Knowledge about knowledge ("know-why")

Knowing how to create the right conditions
i.e. problem-solving, information gathering

Political knowledge ("know-when")

Knowledge about decision-makers & informal power
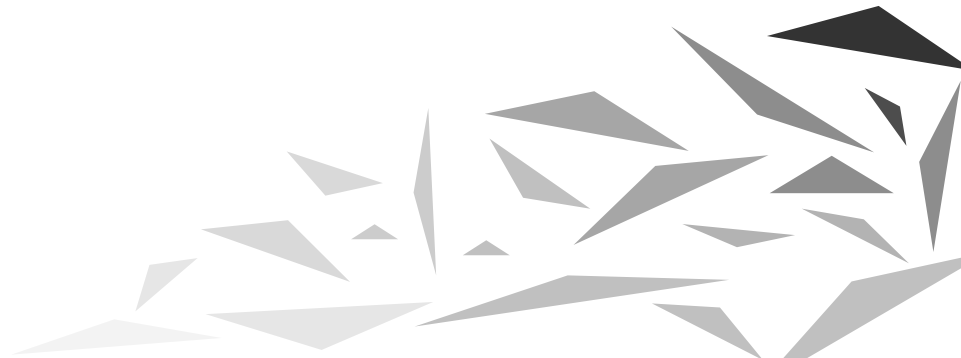structures
i.e. Knowing how to progress in the organization

Study finds differences between older and younger workers

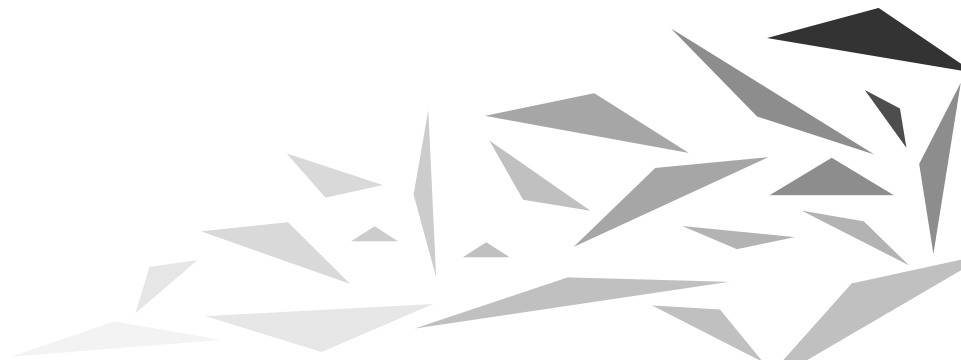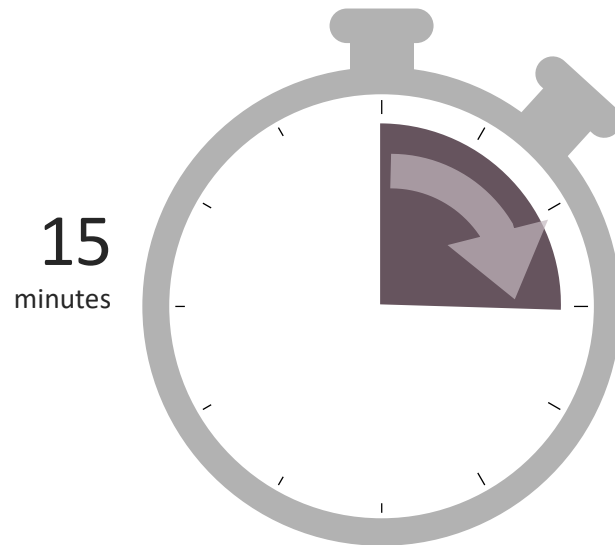| Expert knowledge | School knowledge (math, languages), technical understanding | Company-specific knowledge, knowledge of materials |
Practical knowledge	Search, process and absorb information	Working techniques, use of tools / materials
Social knowledge	Dealing with diversity	Conflict management, importance of integrity
Political knowledge	Openness to different opinions	Building and maintaining networks
Knowledge about knowledge	Learning strategies, knowledge acquisition	Stress management, work structure, self-motivation

(Gerpott et al., 2017)

Does this match your experience?

In your view, are types of knowledge missing?
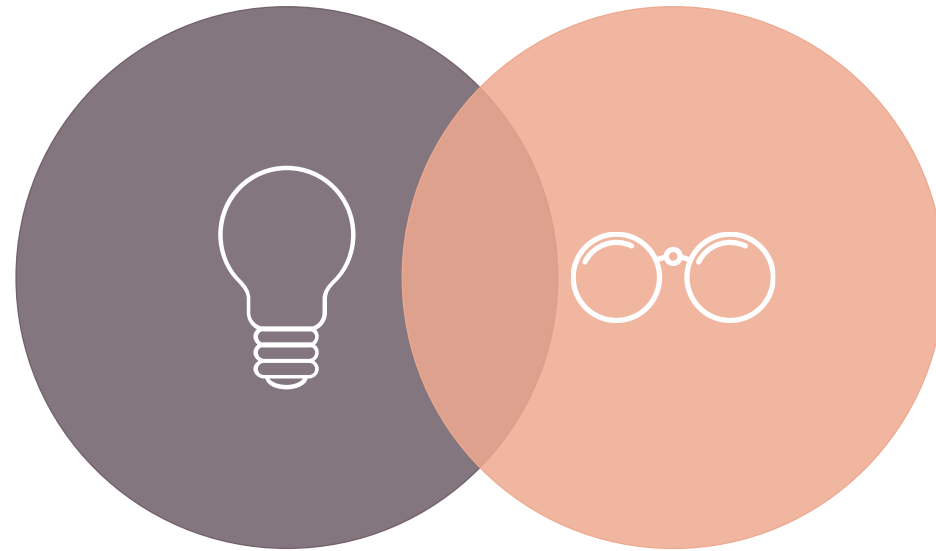
Reflection: What types of knowledge does your colleague have?

- Please use the worksheet with the different knowledge categories to reflect upon the knowledge of your colleague that is relevant in the work context.

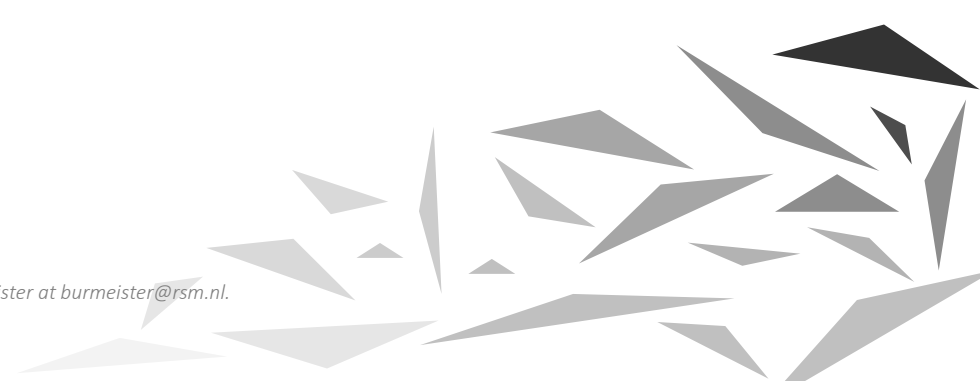- In doing so, consider what knowledge others would request from your colleague.

15
minutes

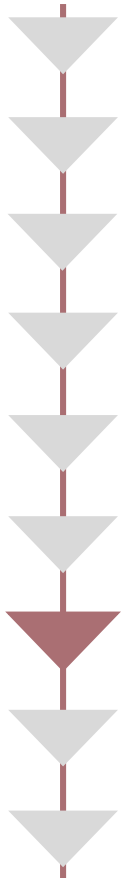# DIVERSITY TRAINING

What kind of work-related knowledge does your colleague have?

Knowledge	Application example / comment
Expert knowledge (knowing facts that are necessary to do the job)	
Practical knowledge (knowing how tasks can be done)	
Social knowledge (knowing of social groups and rules of togetherness)	

Political knowledge (knowing about decision-makers and informal power structures).

Knowledge about knowledge (knowing how to create the right conditions).

Other knowledge

Further comments / thoughts regarding the knowledge of the colleague:

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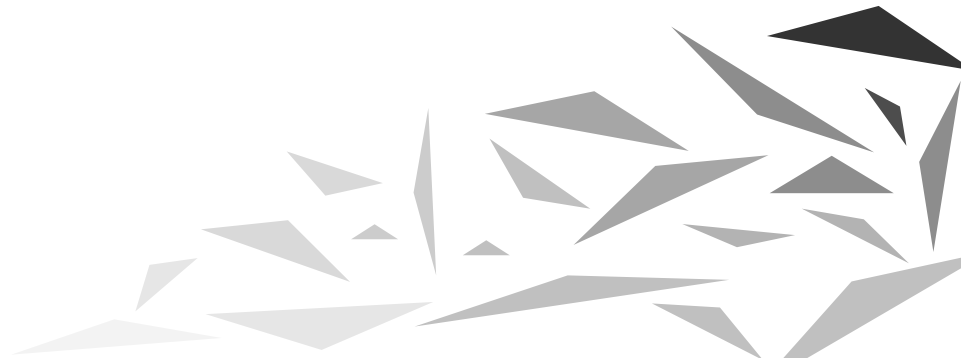
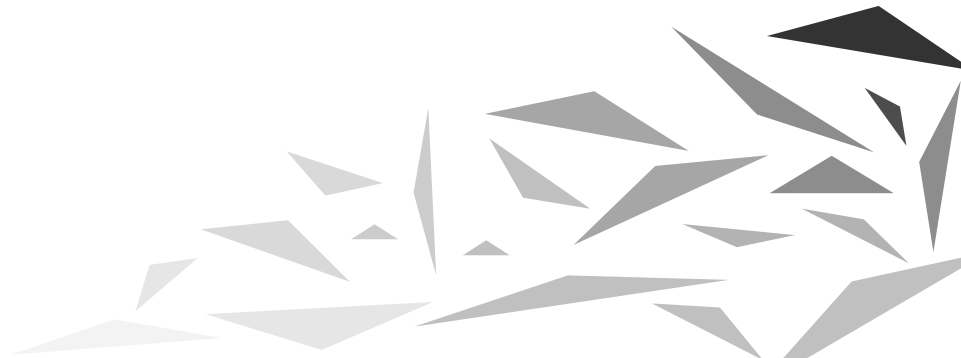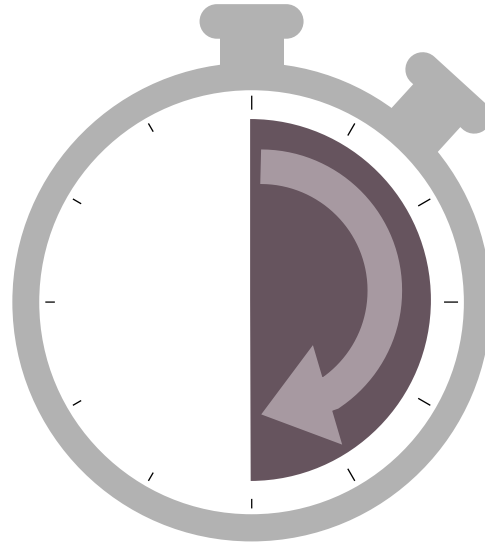# Integration: What knowledge do you have available in the dyad?

Use the worksheets you have filled out with the different
knowledge types to create a joint knowledge tree.

Knowledge that only
colleague 1 has

Knowledge that only
colleague 2 has

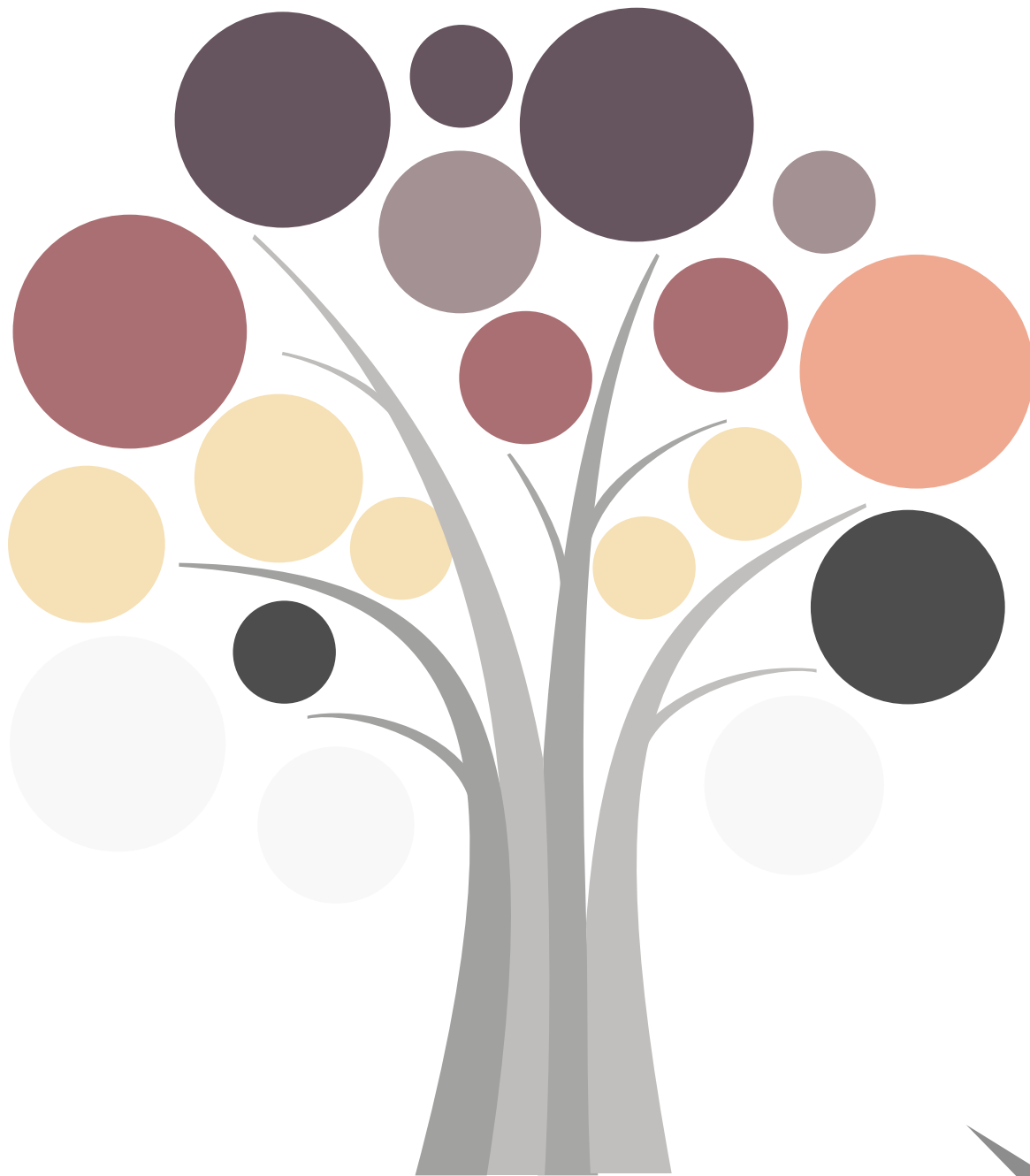Knowledge that both have

30
minutes

Knowledge tree: Think about the stem, branches, and leaves

Together with your training partner, please visualize your knowledge in a knowledge tree. Think about the stem, branches, and leaves of your knowledge tree.

This exercise is based on Wilke, H. (2004). *Einführung in das systemische Wissensmanagement [Introduction to systematic knowledge management].* Heidelberg: Carl-Auer Verlag.

Reflection: How could you optimally use the identified knowledge?

Discuss how you could optimally use the identified knowledge
based on the following key questions

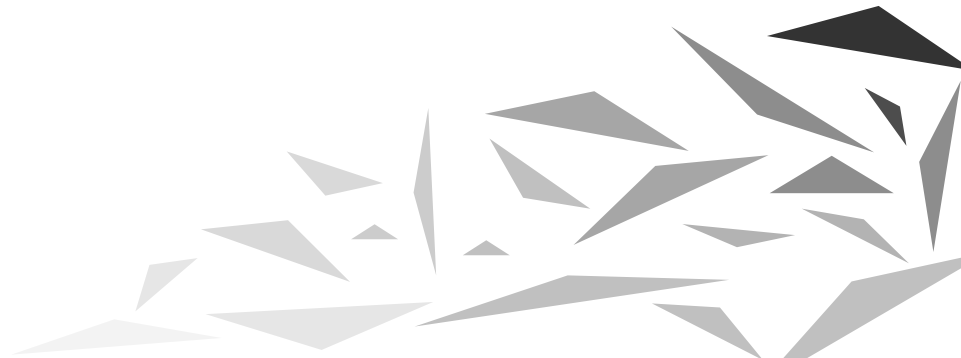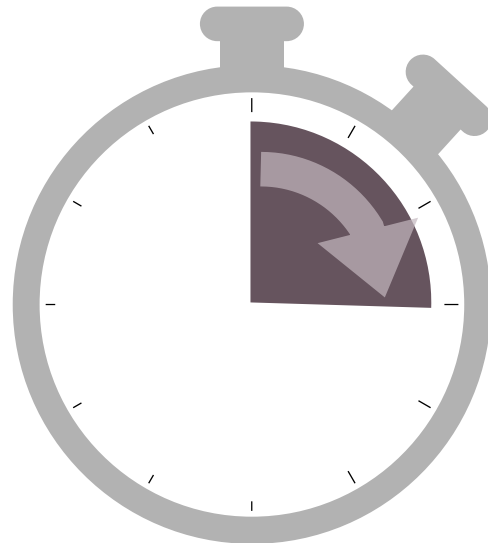What tasks could you best do together based on your knowledge

?

In which tasks can you make greater use of the knowledge of your colleague in the future
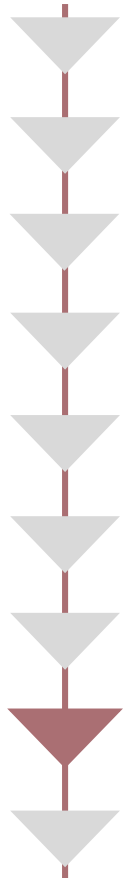
?

Is there any knowledge that you both don't have but need? Where could you get this knowledge from
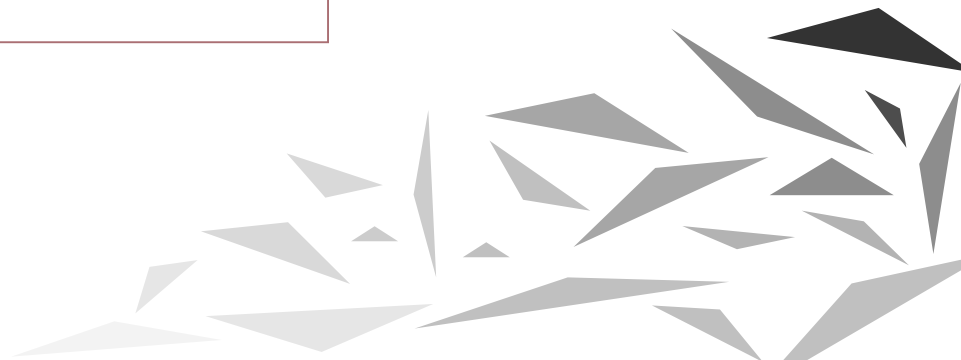
?

15
minutes

Agenda

1. Agenda and welcome [~15 mins]

2. Introduction to age diversity [~30 mins]

3. Reflection on age group descriptions [~30 mins]

4. Identity integration [~30 mins]

5. *Coffee break* [~30 mins]

6. Knowledge, types of knowledge and age diversity [~30 mins]

7. Knowledge integration [~30 mins]

8. Action plan [~30 mins]
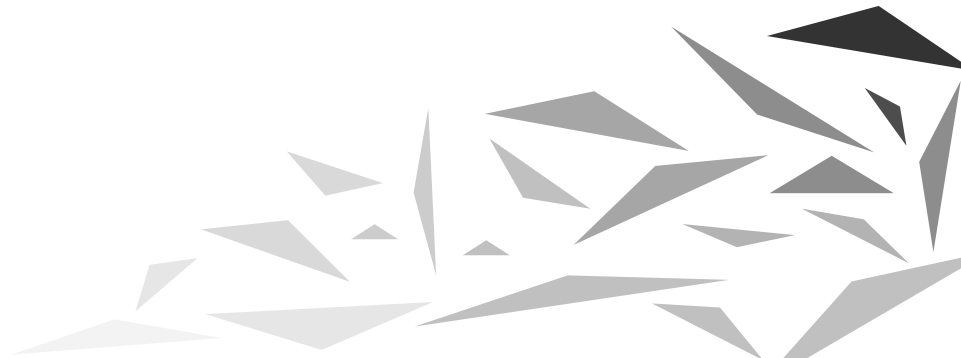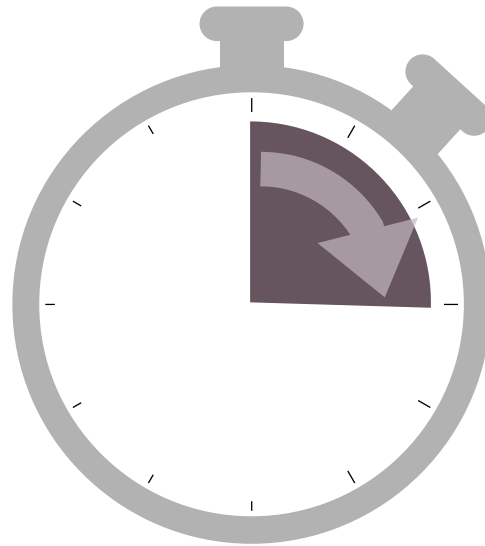
9. Reflection and goodbye [~15 mins]

Integration: Which measures could you use in everyday work?
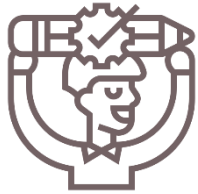
Please consider measures together that:

1. Foster collaboration
2. Facilitate use of shared knowledge
3. Make knowledge accessible to each other

Write down your ideas on moderation cards and put them on the pin board.

15
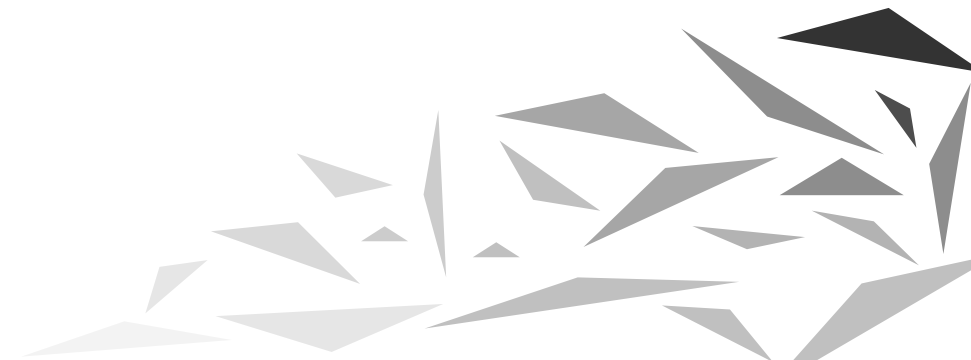minutes

Integration: Creation of an action plan

Please create an action plan together that will translate the activities into concrete behavior in the next month.

15
minutes

Use the worksheet for this. S**ign the action plan.** Set up an appointment in 3-4 weeks for joint reflection.

DIVERSITY TRAINING

Please create an action plan together that will translate your learnings during the training into concrete behavior in the next month.

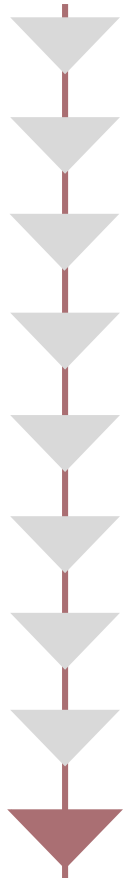| #	Name of the measure	Description of the measure	Date/time
1			
2			
3			
4	Reflection meeting	Meeting of approximately 30 minutes in the coming 3-4 weeks, during which the agreed measures 1-3 are discussed.	

Participant 1: _____

Participant 2: _____

_____, _____ 2020

Agenda

1. Agenda and welcome [~15 mins]

2. Introduction to age diversity [~30 mins]

3. Reflection on age group descriptions [~30 mins]

4. Identity integration [~30 mins]

5. *Coffee break* [~30 mins]

6. Knowledge, types of knowledge and age diversity [~30 mins]

7. Knowledge integration [~30 mins]

8. Action plan [~30 mins]
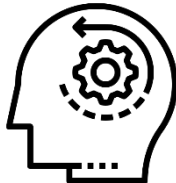
9. Reflection and goodbye [~15 mins]
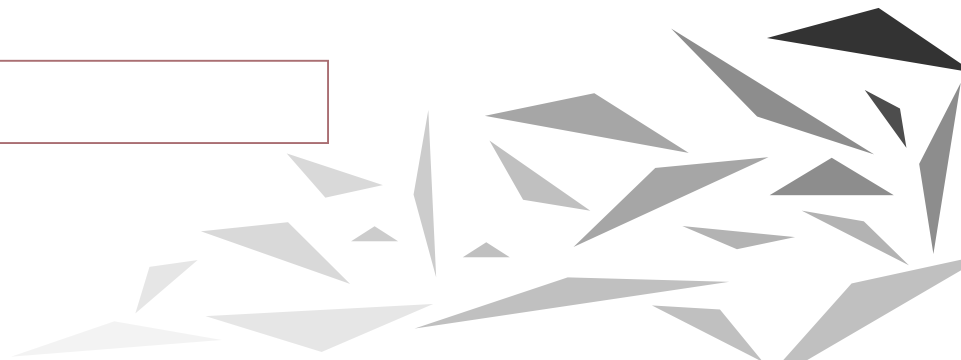
Reflection

Knowing, understanding	I have learned / dealt with the fact that …
Emotions, social relations	I was amazed / pleased / annoyed / touched / that …
Skills, methods	I can and want to do more / less in the future …