

VETwin-win

MODULE 4

Heterogeneous forms of learning regarding age and vocational and all round experience, simultaneous interlinking of initial and further training

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General guidelines for the modules

An indispensable element of this further training, which applies to all modules, is the particular methodical orientation: it should cover the target subject comprehensively, namely modern, action oriented learning methods which the tutors do not instruct but see themselves rather as learning guides for the learners. Since none of the modules contain pure dissemination of knowledge but rather new practical ability on which for the design of the interlinking processes of vocational training and operational further training should be built, connect the participants with learning in presence seminars with online learning, independent learning and learning with practical assignments carried out in their own workplace and in regular group meetings with other participants and the learning guide can be evaluated, assimilated and theoretically applied.

I. Preliminary notes to Module 4

The aims and objectives of this module

In Module 4 the participants select and use tools in order to promote the learning processes and strengthen the development of staff competence in SMEs. Due to the importance of learning in the working process it points out which forms of learning in can be applied in firms and which forms of learning have been proven in the practice.

Firms are now facing challenges to address the effects of demographic change and promote heterogeneous age, learning and working structures. Operational training offers and learning situations in firms nowadays must take into account in the working process the learning needs and habits of both younger and experienced staff.

The joint learning of older and younger employees in the working process offers the opportunity of the linking knowledge of older employees through operational learning processes with the innovative potential of younger employees. Younger employees acquire more rapidly in general learning processes the necessary methodical competence they need to carry out an operational assignment. Given suitable teams and forms of learning and organisation the competence of older and younger employees can be constructively interlinked. The joint learning of older and younger employees in the working process enables the development of the necessary learning culture in the working process within the enterprise.

In the practice there are a large number of different forms of learning. With a combination of these different forms of learning the operational challenges of staff development can be met. A selection of important forms of learning is offered in this module. They should serve to stimulate those SMEs wishing to design and support learning in the working process for their employees.

Learning objectives and contents of this module

- The advancement and adaptation of operational training offers and learning situations to meet the learning needs and habits of both the younger and the more experienced employees
- Choice and application of different forms of learning that promote operational practical ability and enable a flexible reaction to market demands
- Information on the necessary structural and operational framework conditions for specific forms of learning
- Use of the experience and knowledge of the more experienced employees for other employees,
- Design of learning as part of an operational learning culture in the framework of personnel and organisational development,
- Application of forms of learning which are not imparted as exclusively explicit knowledge but can also impart explicit knowledge in a process of cooperative learning.

What the participants/learners should know in conclusion

The participants acquire knowledge and skills concerning:

- the design of learning in the working process as part of an operational learning culture in the framework of personnel and organisational development,
- the importance of learning in the working process and the application of forms of learning within the enterprise,
- the advancement and adaptation of operational training offers and learning situations to meet the learning needs and habits of both the younger and the more experienced employees,
- the choice and application of different forms of learning that promote and strengthen the development of competence in employees in SMEs,
- the application of forms of learning which promote operational practical ability, innovative impulse and flexibility to meet customer and market demands,
- the necessary structural and operational framework conditions for specific forms of learning,
- the development of a supportive learning culture within the enterprise through the joint learning of older and younger employees in the working process.

Requirements of the self paced learning process

In this module the participants formulate independently a form of learning with a practical element and present this suggestion to the learning group.

General methodical points for tutors

- The further training is concluded with presence seminars and provision of learning material in the online learning platform.
- In the presence seminars a group should be principally organised.
- The learning and work assignments are presented by the participants.

II. Contents and practical assignments

Contents

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- 4.2 Learning form *LEARNING ISLAND*
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- 4.9 Learning form *LEARNING PARTNERSHIP* Young people with learning difficulties
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- 4.13 Learning form *BLENDED LEARNING* - Media competence
- 4.14 Learning form *NEWER Team*
- 4.15 Learning form *KNOWLEDGE NETWORK informal*
- 4.16 Learning form *CUSTOMER CONFERENCE*

Practical assignments

The participants formulate independently a form of learning with a practical element and present this suggestion to the learning group in this module.

4.1	Learning form <i>JUNIOR-SENIOR learning tandem</i>
Brief description	<p>Older employees have comprehensive experience and knowledge – younger employees have the most current technological knowledge. A transfer of knowledge is needed. This form of learning takes place directly in the working process.</p> <p>This concerns a learning concept between older and younger employees to transfer and ensure operational knowledge and continuous further training within the enterprise. In learning tandems made up of older and younger employees it will ensure mutual learning that supplements the company related technical knowledge and experience. This current technological knowledge of younger employees the experience and knowledge of the older employees can be passed on to potential newcomers. The learning and qualification in tandem takes place in phases within an enterprise, organised by an external coach who also acts as mentor for the self paced learning phases.</p>
Objective	<ul style="list-style-type: none"> - Ensuring the employability of older employees through innovative additional qualifications and new tasks in the enterprise, - Improved employability of younger employees through learning with experience transfer and direct knowhow transfer, - Transfer of technical knowledge and experience within the enterprise and inclusion of younger employees to address technical deficits. <p><u>Target group:</u> Specific work assignments with selected learning partners. The choice of tandem partners is made chiefly by strategic personnel planning. Here the special competence and potential of the employees regarding the operational assignments and future responsibilities are essential.</p>
Contents / schedule	<ul style="list-style-type: none"> - Transfer of technical knowledge from old to young and vice versa - The promotion of knowledge and experience in the enterprise is possible if the process is documented - Learning and qualification in tandem, - Phases organised by an external coach who also acts as mentor for the self paced learning phases. <p><u>Schedule:</u></p> <ul style="list-style-type: none"> - Choice of tandem partners - Consolidation of assignments - Start with assignments and requirements analysis - Formulation of learning assignments - Choice of methods - Realisation of learning assignments
Methods	<ul style="list-style-type: none"> - Workshop - Self paced learning and presence phases (blended learning)

<p>Organisation</p> <p>Requirements and suggestion for the implementation</p>	<ul style="list-style-type: none"> - Defining /agreement on adaptation of methods for the enterprise and participating employees, - Defining the learning needs, - Defining learning assignments, training, tandem training, assignment of roles, - Defining the learning objectives for the tandem pairs, - Organising the learning assignments, - Coaching and guidance. <p>The implementation depends heavily on how the form of learning is supported by the management. This support is crucial in enterprises under high marketing pressure.</p> <p>Time required for the implementation: at least 6 months</p> <p>The key to the success of the project lies in the detailed, systematic preparation and planning of the tandems.</p> <p>Recommended aids / methods: assignment matrix</p>
<p>Result / benefits</p>	<p>Generation specific competence and experience are passed on, exchanged through knowledge transfer and retained for the company as a competitive factor. Employability of older employees is ensured by simultaneous development of competence in younger employees.</p> <p><u>Benefits for participating employees:</u> The learning project serves in particular to secure jobs for employees intending to stay with the company.</p> <p><u>Benefits for the company:</u> The knowhow within the company is sustained and imparted to more employees.</p>
<p>Risks, barriers and hindrances</p>	<p>The development of such a concept in a production company under high market pressure with a fixed capacity is difficult to implement.</p> <p>Higher input before the project start: Analysis of activities and design of a detailed assignment matrix are highly labour intensive.</p> <p><u>Factors required for implementation:</u> Generation change is necessary in a company and is planned in the medium or long term (younger people eased into the work by older people).</p> <p><u>Factors hindering the company :</u> Passing on experience is often viewed with skepticism by older employees (the feeling that older employees are no longer of use). Older employees need personal consultation and acquaintance with perspectives.</p>

4.2 Learning form <i>LEARNING ISLAND</i>	
Brief description	<p>Learning islands are separate areas with different facilities (e.g. meeting points, seating areas in the production halls, seminar rooms etc.) available as learning locations for working teams.</p> <p>A basic requirement of learning islands is their proximity to the workplace.</p>
Objective	<p>Learning islands offer the possibility of carrying out assignments and solving problem that cannot be effected in the actual working processes but are relevant to completing the assignment.</p>
Contents	<p>The learning needs, organisation and problem solving are organised independently by the working group.</p> <p>Learning contents:</p> <ul style="list-style-type: none"> - technical competence, - methodical competence (moderation of discussions, presentations), - personal competence (development of management quality), - social competence (working together in groups).
Organisation Prerequisites / recommendations for implementation	<p><u>Prerequisites:</u></p> <ul style="list-style-type: none"> - The concept to be implemented must be company inspired, - Organisation of learning conditions for self organised learning, - Various learning materials such as manuals, software, Internet access, flipchart etc. must be available.
Result / benefits	<p>Learning islands are suitable for companies with various working teams made up of younger skilled employees with current technical competence and older employees with practical experience.</p> <p>Learning islands combine well with all forms of individual learning as they can also be used by individual employees.</p>
Risks, barriers and hindrances	

4.3	Learning form COACHING
Brief description	<p>Companies are facing the challenge of possibly interlinking new employees, younger skilled employees and older employees through an in-house initial and further training planning within the company itself in order to remain competitive in the market in future.</p> <p>One suitable method for this is to <i>coach</i> employees.</p> <p>Experienced employees of the company already have some important prerequisites for breaking in new colleagues to a concrete operational occupation.</p> <p>Coaching is therefore one method for self qualification of employees in the company.</p>
Objective	<p>The aim of coaching is to help groups of employees, skilled and motivated employees or individuals learn to better solve operational problems in their own interests and to the benefit of the company and accordingly develop their vocational competence.</p> <p>The employees are offered help and support in the development of self learning competence and problem solving approaches with concrete operational assignments or to accentuate management competence.</p>
Contents / procedure	<p>The content of the coaching can be varied and is dependent on operational conditions.</p> <p>Typical assignments are:</p> <ul style="list-style-type: none"> - Settling in to a new workplace, - Preparation of a new management assignment in the operational, - Development of a concept for quality assurance, - Improvement of a product or process in the company, - Settling in other employees, - Taking over training of learners, - Preparation for moderation of a quality circle.
Methods	<p>Coaching differs significantly from a workplace detail or quality circle because here the degree of personal responsibility in particular is greater and the programme is considerably longer.</p> <p>For methodical implementation the company must consider two essential:</p> <p><i>The initial and further training should relate directly to the operational practice and an actual workplace i.e. a working assignment.</i></p> <p><i>The participants should be young, skilled and motivated employees and employees with long standing experience of the work.</i></p> <p>Methods can apply proven procedures for problem detection and definition, structuring and solutions. The coach assumes more the role of moderator here.</p>

<p>Organisation</p> <p>Prerequisites / recommendations for implementation</p>	<p>There are additional requirements for the coach arising from the hierarchy within the company. Conflicts can always arise if the company philosophy is not in accordance with the personal technical or operational tenets of the coach.</p> <p>External coaches have the advantage of being able to observe and evaluate the process of development from outside without being integrated into the process. On the other hand, they cannot directly influence the process and therefore have less responsibility.</p> <p><u>Prerequisites:</u> There are certain requirements for the groups or employees to be coached too.</p> <p>They should:</p> <ul style="list-style-type: none"> - be highly motivated, active and willing to learn, - be offered operational perspectives, - have self organisation skills when working, - have learned to manage self learning processes, - be able to form and join groups, - be aware of processes of change and contribute to solutions.
<p>Result / benefits</p>	<p>Every assessment of results consists of an objective definition of results and a subsequent evaluation. All participants in the coaching should therefore be involved in an analysis of the changes.</p> <p>The coach must therefore ensure that each participant or every member of the group knows his position and can draw his own conclusions to his own advantage from the coaching to the benefit of the company.</p>
<p>Risks, barriers and hindrances</p>	<p>Possible disadvantages of job rotation:</p> <ul style="list-style-type: none"> - potential overload, - unpreparedness due to fear of change, - higher demands on time and organisation.

<p>4.4 Learning form <i>LEARNING GROUP - Integration of employees from immigrant backgrounds</i></p>	
<p>Brief description</p>	<p>Integration of newly recruited employees from immigrant backgrounds in the form of an introductory / training phase with experienced skilled employees in the company. The choice of various qualification modules, practical involvement and additional guidance in all technical and personal questions. The concept is on the one hand tailored to the specific initiative conditions of the migrant and on the other hand applies to the concrete labour needs of the company.</p>
<p>Objective</p>	<p>A less than suitable competence profile of newer employees calls for company specific introductory / training offers, e.g. in a learner group targeting fast, job related qualifications.</p>

	<p>The important objective therefore is to enable the participants in a learner group to take on practical assignments in the company. With a learner group the necessary learning processes can be more efficiently designed and the different knowledge and learning potential of younger and older employees from immigrant backgrounds can be better utilised.</p> <p><u>Target group:</u> Primarily new employees and immigrants as new intake.</p>
Contents / procedure	<p>First, with the help of the mentors (experienced, skilled employees with training competence), inspirational learning, i.e. "learning to learn", is imparted and the type of learning of individual participants is defined. Individual strategies of sustained learning are then built on this and developed. The basis consists of different qualification modules, practical activity, and operational guidance in all technical and personal questions.</p> <p>The focus here is on general dialogue oriented, inspirational learning and the acquisition of technical competence in a learning group.</p>
Methods	<ul style="list-style-type: none"> - Teaching of technical and social competence - Group discourse
<p>Organisation</p> <p>Prerequisites / recommendations for implementation</p>	<p><u>Prerequisites:</u> Sufficient preparation time for the mentor. He should have comprehensive methodical knowledge to define the type of learning for implementation of the learning strategies and be able to support the competence acquisition process in a learning group.</p> <p>Time required: considerable</p> <p>The learning contents should always be current and highly relevant to the daily work of the participants.</p>
Result / benefits	<p><u>Benefits for participating employees:</u> The teaching of technical competence results in better individual usefulness and a reinforcement of the participants' confidence. Both have a positive effect on employability.</p> <p><u>Benefits for the company:</u> The learning processes are structured and more efficiently designed so that the employability of many employees is greatly enhanced. In addition, the transfer of knowledge and the cooperation between the individual areas are improved.</p>
Risks, barriers and hindrances	<p>A learning group should consist of no less than six and no more than ten employees. The chemistry between persons must also be right and persons from different hierarchies should not take part.</p>

4.5 Learning form <i>PROJECT METHOD</i>											
Brief description	This a method by which skills and abilities targeting certain objectives are acquired mostly independently by the learners.										
Defining aspects	<p>Some defining aspects of the project method:</p> <ul style="list-style-type: none"> - it is suitable for linking different teaching skills and learning locations and is therefore oriented on a possible complex and actual item, - it improves the integrated relationship of different teaching skills, - it promotes cooperative learning and teamwork in learning and working processes, - it promotes a sense of responsibility in individual learners for the group and is also an opportunity for them to assess their performance compared to that of others. 										
Result / benefits	<p>Working with the project method often calls for five phases.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">1st. Phase:</td> <td>Introductory phase with the formulation of the project to be produced</td> </tr> <tr> <td>2nd. Phase:</td> <td>Preparatory phase with the formation of working groups and advice on problems</td> </tr> <tr> <td>3rd. Phase:</td> <td>Planning phase for individual sections and decisions on solutions</td> </tr> <tr> <td>4th. Phase:</td> <td>Implementation phase with the production of the project and description of the working steps</td> </tr> <tr> <td>5th. Phase:</td> <td>Evaluation phase with controls and presentation of results.</td> </tr> </table>	1st. Phase:	Introductory phase with the formulation of the project to be produced	2nd. Phase:	Preparatory phase with the formation of working groups and advice on problems	3rd. Phase:	Planning phase for individual sections and decisions on solutions	4th. Phase:	Implementation phase with the production of the project and description of the working steps	5th. Phase:	Evaluation phase with controls and presentation of results.
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Methods	<ul style="list-style-type: none"> - Teaching of technical, methodical and social competence - Group discourse 										
Organisation Prerequisites / recommendations for implementation	<p>The application of the project method calls for the joint efforts of the trainers / mentors and learning locations.</p> <p>It is advantageous to involve the learners from the project idea through to the presentation of results. In this way the activity and motivation of the learners is promoted and the technical, methodical and social competences as a whole are coalesced into a concrete, integral product.</p> <p>The application of the project method requires considerable preparation calls for tutors who are highly competent in vocational training.</p>										
Result / benefits	A close relationship between practice and technical fundamentals is preferable in the project method.										
Risks, barriers and hindrances	One problem is the differentiated definition and evaluation of performance.										

4.6	Learning form <i>QUALITY CIRCLE</i>
Brief description	<p>The in-house qualification of employees in a company is often completed through informal contact with other employees and "cooperative self qualification ", i.e. the employees give each other further training and support through joint work in the company.</p> <p><i>Quality circles</i> are especially suitable for targeted in-house qualifications.. Quality circles are working groups of employees in the company who tackle concrete operational problems, mostly on a voluntary basis, discuss them, work out solutions and make the necessary changes themselves.</p>
Objective	<p>The quality circles have two main objectives:</p> <ol style="list-style-type: none"> 1. The improvement of performance in the company 2. The improvement of the quality of life in the workplace
Contents	<p><i>Topics for quality circles</i></p> <ul style="list-style-type: none"> - Dispensing with factors that impair performance, - The improvement of working conditions, - Quality assurance in finished products, - Reduction of material and energy consumption, - Awareness of environmental, work and fire safety
Methods	<p>Procedural methods:</p> <ul style="list-style-type: none"> - The moderator outlines the problem - Working groups are formed - The members compare ideas - The recommendations are retained - The recommendations are structured and collated - The participants in the consultation still have the opportunity to make corrections or addenda - The recommendations are evaluated and considered for use and feasibility - Decisive recommendations are jointly formulated and retained
<p>Organisation</p> <p>Prerequisites / recommendations for implementation</p>	<p>Procedure and organisation of the quality circles:</p> <ul style="list-style-type: none"> - once monthly and maximum 1.5 hours - away from the workplace, in a separate room <p>The following is required of members of the quality circle:</p> <ul style="list-style-type: none"> - they should take part voluntarily in consultations, - they must be able to recognise problems in the workplace and the company, analyse weaknesses, develop and introduce solutions, - they should skilled in their field of work and - they should be tolerant and capable of criticism. <p>Rules:</p> <ul style="list-style-type: none"> - voluntary participation - groups of 6 to 8 employees - supervision: manager / craftsman / foreman
Result / benefits	<p>The results of consultations in the quality circles are reported to the general manager / supervision in the company.</p>
Risks, barriers and hindrances	

4.7 Learning form <i>JOB ROTATION</i>	
Brief description	Job rotation means a systematic workplace and/or assignment exchange of employees within the company. Job rotation offers a good opportunity for linking training measures for improvers / apprentices and trainees and combining operational further training measures for experienced employees and older skilled employees.
Objective	<p>Job rotation serves to develop new skills, teaches interdisciplinary association and promotes social competence. The company profits from job rotation through increased flexibility in the deployment of the employees and the realisation of further training measures for employees to take on new work assignments. In addition, there is the possibility of replacing lost employees in the short term.</p> <p>Job rotation represents therefore a form of work organisation.</p>
Contents / procedure	<p>If a company offers its own personnel further training, it receives for the duration of the further training a "representative" who can be recruited from the group of apprentices, trainees, young skilled employees or unemployed. The representative will be familiarised with the assignment before taking over the concrete position. The company employees will be given further training only after this has been successfully concluded.</p> <p>This form is a good opportunity for preparing employees for a new function/ activity through operational further training while avoiding successor problems in the old workplace. The representative has the opportunity during his representation. under realistic conditions and by showing proof of his competence development, that he is also able to take over the respective assignments and activities in this position in the long term.</p> <p>In terms of performance assessment, job rotation is much nearer to reality than any operational placement in which there is subsequently no real performance assessment. The company improves and sustains its overall competitive ability and existing jobs with further training.</p>
Methods	<ul style="list-style-type: none"> - instruction in the workplace - company further training measures (workshops, modules)
Organisation Prerequisites / recommendations for implementation	<p>Prerequisites: Job rotation calls for more highly qualified personnel than that required for individual work. This makes the work more interesting for the employees and reinforces the identification with work content and objectives.</p> <p>Time requirement: higher time and organisational requirement</p> <p><u>Target group:</u> In particular improvers and trainees, new employees, employees with further training perspectives</p>

Result / benefits	<p>The advantages /disadvantages of job rotation depend very much on the concrete design of the system.</p> <p><u>Benefits for employees:</u></p> <ul style="list-style-type: none"> - improved flexibility and mobility, - increased competence and abilities (technical and social) - improved promotion chances, - more varied work, - familiarisation with interdisciplinary skills. <p><u>Benefits for the company:</u></p> <ul style="list-style-type: none"> - higher productivity, - minimal sector egoism, - improved employee flexibility, - increased employee motivation through new challenges, - promotion of interdisciplinary mentality and action.
Risks, barriers and hindrances	<p>Possible disadvantages of job rotation:</p> <ul style="list-style-type: none"> - possible work overload, - reluctance due to fear of changes, - higher time and organisational requirement.

4.8 Learning form SPONSORSHIP	
Brief description	<p>Sponsorships are a form of collegial support "seeing eye to eye" for new employees and employees in a new field of work. A sponsorship should last 3 to 4 months according to the schedule. The sponsor provides advisory person in the new field to support, inspire confidence and forge collegial links. He is the foremost advisor and demonstrates solutions to problems and offers the necessary encouragement.</p>
Objective	<p>The sponsorship is a method for imparting knowledge and experience. It can be applied with young or new employees to make the start in a new activity, a particular assignment or the transition a new field of work easier and also support partnership.</p> <p><u>Target group:</u> All young or new employees in a new function or field of work</p>
Contents / procedure	<p>The general manager / supervision consider initially which employees are best suited to be sponsors and consults directly with them. The sponsorship is voluntary and agreed by both parties. In an introduction the sponsors and the new colleagues are informed of the tasks of sponsorship and the objective. To conclude the sponsorship there is an evaluation discussion to obtain feedback on the process.</p>
Methods	<ul style="list-style-type: none"> - Definition of methodical competence for sponsors - Confidential interview

<p>Organisation</p> <p>Prerequisites / recommendations for implementation</p>	<p>Prerequisites:</p> <p>Readiness of employees to act as sponsors as sponsorship regarding aspiration to a trusting relationship cannot be prescribed.</p> <p>Time requirement:</p> <p>No extra time requirement as a sponsorship takes place during regular work hours.</p> <p>Recommendations for the process of introduction/ implementation:</p> <p>Controlled from middle management level in the respective business field.</p>
<p>Result / benefits</p>	<p><u>Benefits for participating employees:</u></p> <p>The new employees can turn to a trusted person for social and technical advice regarding new work assignments or a new field of work.</p> <p><u>Benefits for the company:</u></p> <p>The integration of new colleagues in the teams is successful and seamless. Learning and Einarbeitungszeit wird effektiver gestaltet. The respective management level is relieved of pressure.</p>
<p>Risks, barriers and hindrances</p>	<p>Reluctance of colleagues to become sponsors.</p> <p>The maintenance of a trusting relationship is an essential fundamental in sponsorship. The "chemistry" of a sponsorship must be a given if it is to succeed. Since sponsorships are as a rule applied as a starting point, a functioning sponsorship relationship cannot always be accurately estimated from the start.</p>

<p>4.9 Learning form <i>LEARNING PARTNERSHIP</i></p>	
<p>Brief description</p>	<p>In the learning partnership framework vocational students / trainees learn in the company in various disciplines over a protracted period. In such an intensive relationship in the company employees are for example taught various connected, selected topics or skills. Vocational students and teaching staff visit the company.</p>
<p>Objective</p>	<p>Learning partnerships give young people and future skilled workers the opportunity to get to know the company in through regular contact. They are prepared in general for the economic world and especially for the vocational chances at the partner company.</p>
<p>Contents / procedure</p>	<p>The formation of learning partnerships is a multi-level, moderated process, at the end of which is a written cooperation agreement. This defined the framework data and concrete measures for cooperation.</p> <p>The introduction of learning partnerships leads to chance contacts and develops a sustainable, systematic form of cooperation.</p> <p><i>Setup phase:</i></p> <p>Visits to firms, cooperation management, cooperation agreements</p>

	<p><i>Implementation phase:</i> Implementation of measures, organisation of procedures, evaluation</p> <p><i>Mainstreaming:</i> Long term maintenance of LP, cooperation networks in the Region</p>
Methods	<ul style="list-style-type: none"> - Workshop - Moderated cooperation discussion - Didactic methods
Organisation Prerequisites /recommendations for implementation	<p>Advantage factors:</p> <ul style="list-style-type: none"> - high motivation to collaborate with vocational schools in the region, - approachable regional partners (e.g. entrepreneurs' associations, trades chambers, employers' associations), - region political framework conditions.
Result / benefits	<p>Learning partnerships offer firms have the opportunity to present themselves as future employers. This leads to increased acceptance of firms and their business nature by young people and in addition a positive public effect. The long term LP is therefore a successful instrument for ensuring new intake.</p> <p>In terms of cooperation networks the companies build up their contact base and networks in the region.</p> <p>Teaching staff experience improvements in motivation through the better interlinking of theory and practice by younger people, from whose ideas the company can profit.</p>
Risks, barriers and hindrances	<ul style="list-style-type: none"> - inadequate or non-existent training profile from vocational schools - unwillingness of firms to become involved

4.10	Learning form MENTORING
Brief description	<p>In this form of learning older, experienced employees accompany younger employees, generally new starters. In the role of mentor they provide support and help in the transition from vocational training into the working life. The experienced mentor act as trusted colleagues for younger employees for an agreed period and guide them through their personal and vocational development.</p>
Objective	<ul style="list-style-type: none"> - The exchange of knowledge and experience between the generations is supportive to both parties, - Potential of newcomers is useful, they quickly qualify and settle into the working process, - Retain and reinforce knowhow of older employees in the company, - Promote culture of mutual quality awareness and an open working relationship, - Development of a positive company culture - Promotion of flexibility and company identification,

	<ul style="list-style-type: none"> - Creation of a workplace framework, - Positive management culture in the company.
Contents / procedure	<p>Promotion of competence development, in particular social and technical competence.</p> <p>Competence development can be measured by positive or negative changes in individual employees..</p> <ul style="list-style-type: none"> - Identification and definition of learning objectives, - Planning of joint learning process, - Implementation of correction measures, - Independent evaluation by participants.
Methods	<p>Workshop types of learning / learning strategies,</p> <p>Workshop with experts for learning experience,</p> <p>Workshop on instruments to define competence / monitoring of definition of further training needs,</p> <p>Workshop on self paced learning.</p>
Organisation Prerequisites /recommendations for implementation	<ul style="list-style-type: none"> - Early inclusion of management, - Preparation, support and guidance from mentors, - Guidance of mentor through the staff development, - Mentor with methodical knowledge to lead talks and reflection processes, - Support measures: mentor training.
Result / benefits	<p><u>Benefits for participating employees:</u></p> <ul style="list-style-type: none"> - Young employees profit from the experience and networking of the mentors, - Improved communication between older and younger employees. <p>The interactive process includes regular talks and enables the older employees to gauge and broaden their knowledge so that both younger and older employees can develop their competence in the mentoring process. The development and unfolding of certain abilities takes place in the workplace during the working day and the learning is closely related to the practical work. Young employees are continually encouraged and systematically focused during the introduction to work.</p> <p><u>Benefits for the company:</u></p> <ul style="list-style-type: none"> - Existing competence is exchanged, - Young employees settle in objectively, - Settling in is made easier, - Competence of older employees is recognised and utilised, - Promotion of company environment.
Risks, barriers and hindrances	<p>Higher demand on time.</p> <p>Different characters of learning partners and reluctance to pass on experience.</p> <p>Willingness and motivation of some employees could wane during mentoring.</p> <p>Higher demand on time can lead to problems during integration into the working day. Agreed times could put pressure on the activities and production.</p>

4.11 Learning form <i>CREATIVE Team</i>	
Brief description	<p>Learning forms in which the trainees and younger and older skilled employees / meet to creatively address interdisciplinary questions in the company and develop new ideas (brainstorming).</p> <p>A creative team serves to broaden the perspective of the management / section heads and uses the synergy of creative processes in a group of people.</p>
Objective	<p>The aim of a creative team is to creatively think out interdisciplinary development approaches in the company, develop visions, enable a targeted exchange of ideas between younger and older employees, a joint stimulation and recommendations for development of far reaching concepts.</p> <p><u>Target group:</u> all employees from all levels</p>
Contents / procedure	<p>Any employee can suggest the formation of a creative team section / management; the management decides if the method should be applied. The employee and management then consider under whose aegis/organisation it is best applied and by which creative team. The organiser invites the creative team to take part.</p> <p>A creative team runs in 1-4 phase:</p> <p><i>1st. Phase:</i> Development of new ideas/vision without reservations of any kind. This phase is obligatory i.e. a creative team can be called off if the ideas are not presented to the management.</p> <p><i>2nd. Phase:</i> The development of new ideas is further considered for implementation.</p> <p><i>3rd. Phase:</i> The recommendations for implementation / realisation are examined constructively (critique/feedback phase).</p> <p><i>4. Phase:</i> Evaluation, drawing up a list of priority and schedule for implementation steps after assessment of the critical comments.</p>
Methods	<ul style="list-style-type: none"> - Workshop - Seminar to define basic competence (e.g. innovation methods) - Group discussion
Organisation Prerequisites / recommendations for implementation	<p>Prerequisites:</p> <ul style="list-style-type: none"> - Moderation from external source or employees willing to implement the method, - A suitable workshop room, - Moderation material and flip chart for visualisation of ideas and design suggestion, - Documentation of results. <p>Time requirement: Between 3 hours (Phase 1 only) for each creative team and 15 hours (all phases).</p> <p>Recommendations for the introduction/ implementation process:</p>

	Memo from the management to all employees that the method of the creative team can be applied by all employees with information material on how it functions.
Result / benefits	<p>The different competence und experience are combined in the creative team and promote a wider view of the necessary decision / development processes in the company.</p> <p>A heterogeneous group of younger and older employees and the creation of a group mentality regarding tolerance of the opinions / suggestions of others and conflict avoidance can substantially aid the creativity potential in the company.</p> <p><u>Benefits for participating employees:</u> Improved identification with the company as they are involved in developments / improvements in the company.</p> <p><u>Benefits for the company:</u> The management enjoys extra impulse through the creativity of the employees participating in the creative team. Recommendations and demonstrated solutions are of a higher quality than if a manager is thinking alone.</p>
Risks, barriers and hindrances	<p>Employees are reluctant to so activate such a creative team.</p> <p>Disappointment / demotivation among employees if their ideas are not considered or implemented. A possible result may be that they no longer wish to take part in a creative team in the future.</p> <p>Possible overload on individual employees in regarding communication ability and active contribution of concrete ideas.</p> <p>If a problem is very complex, not all four phases of creative teams should run in full, otherwise the process could become too long and tedious.</p>

4.12	Learning form <i>GROUP WORK</i>
Brief description	Group work is the organised form of cooperative learning and work of several learners who follow joint learning objectives after a work assignment.
Objective	<p>Some defining aspects of group work:</p> <ul style="list-style-type: none"> - temporary learning and working groups in a learning processes, - it can be applied in all learning locations and different learning objectives; in this way project groups, consulting groups, training groups or simple learning groups can be formed, - it is a preliminary stage for group work as an organisational principle for the design of work in a company, - it coordinates the specific skills and abilities of the group members and

	leads them to a group performance which exceeds the sum of all individual performances.								
Contents / procedure	<p>With group work proven development phases for a team are recognisable:</p> <table border="1"> <tr> <td>1. Formation phase:</td> <td>The members define the work assignment, the rules for joint work and the appropriate methods</td> </tr> <tr> <td>2. Conflict phase:</td> <td>Conflicts between the group members, the polarisation of labour and opinions when carrying out work</td> </tr> <tr> <td>3. Normalising phase:</td> <td>Resistance to group work is obviated, first group norms arise and cooperation begins</td> </tr> <tr> <td>4. Work phase:</td> <td>The group structure has formed, the role is functional and the group works on a common objective</td> </tr> </table>	1. Formation phase:	The members define the work assignment, the rules for joint work and the appropriate methods	2. Conflict phase:	Conflicts between the group members, the polarisation of labour and opinions when carrying out work	3. Normalising phase:	Resistance to group work is obviated, first group norms arise and cooperation begins	4. Work phase:	The group structure has formed, the role is functional and the group works on a common objective
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Methods	<ul style="list-style-type: none"> - Definition of technical, methodical and social competence - Group discussion 								
Organisation Prerequisites /recommendations for implementation	<p>The application of group work must be exhaustively prepared to ensure its success.</p> <p>Role play or joint exercises should be prepared for group work.</p> <p>The group performance is dependent on the level of communication in the group and guidance by a tutor / mentor.</p>								
Result / benefits	Group work shortens the communication and decision channels.								
Risks, barriers and hindrances	There is however a risk that individual group members might dominate and dampen the enthusiasm for individual performance.								

4.13 Learning form *BLENDED LEARNING* - Media competence

Brief description	Development and realisation of a company specific, action oriented E-learning concept using various media and methods for multi-generation learning communication. Younger and older employees should recognise the supplementary role of electronic forms of traditional learning. Combination of presence events and self learning phases.
Objective	<p>Increased media competence of the employees and teaching of new software applications.</p> <p>Application of various media and methods for multi-generation learning communication.</p>

Contents / procedure	<ul style="list-style-type: none"> - Defining the media competence of the employees, - Defining the knowledge and learning needs of the employees regarding the use of new media and application software, - Preparation of further training modules to promote media competence of the employees, - Defining the company relevant further training contents of the E-learning-applications, - Preparation of an E-learning concept with the contents, functional network and combination with other forms of learning, - Choice of external trainers and coach, - Implementation of presence events, - Evaluation of success. <p><u>Target group:</u> Younger and older employees</p>
Methods	<ul style="list-style-type: none"> - Defining self learning competence - Group discussion
<p>Organisation</p> <p>Prerequisites /recommendations for implementation</p>	<p>Prerequisites:</p> <ul style="list-style-type: none"> - Current learning needs. No previous learning, - PC work stations with adequate technical infrastructure, - General basic PC knowledge, - Support for this form of learning in the company / management, - Individual willingness to learn and ability to learn independently, - Time resources for undisturbed learning. <p>Recommendations:</p> <ol style="list-style-type: none"> 1. Defining the learning needs. Overview of types of learning 2. Defining the application possibilities and relevant topics for this method of learning. Imparting the learning topics in effective learning units. Defining, which commercial online learning offers or CD ROMs for the topics are available on the market and which company relevant contents can be self provided 3. Familiarising the employees with the design of the learning processes
Result / benefits	<ul style="list-style-type: none"> - Mutual support between younger and older employees during learning - Development of interest in new forms of learning and more willingness to learn in older employees. Obviation of reservations against E-learning - Confident use of PC, general EDP knowledge - Competence in electronic media - Internet navigation knowledge - Competence in self paced learning - Technical knowledge of software <p><u>Benefits for participating employees:</u></p> <ul style="list-style-type: none"> - Opportunity to suit self learning material and learning pace, - Independent times and locations, - Better handling of modern media, own PC and Internet.

	<p><u>Benefits for the company:</u></p> <ul style="list-style-type: none"> - Faster information flow for the efficient implementation of company tasks, - Learning opportunities in several locations offer savings in time and expense, - Rapid and flexible adaptation of company specific learning contents, - Promotion of sustained self organised und learning.
Risks, barriers and hindrances	<ul style="list-style-type: none"> - No interest, extra effort, unfamiliar learning atmosphere, - Insecurity when using multimedia learning, - Insufficient E-learning offers with company relevant contents on the market, - Little interest from older employees in the new forms of learning, - Employees see no direct relationship to their work, - Technical breakdowns, poor quality contents, wrong teaching methods, disparate level of knowledge for group learning among employees, - Weak technical infrastructure, - Insufficient support or guidance in E-learning.

4.14 Learning form <i>NEWER Team</i>	
Brief description	This method should enable employees to address problems and questions in the concrete working field, the solutions to which will make the work. The teams always consist of one or more younger and older employees.
Objective	Handling and solving concrete problems and working assignments through cooperation between younger and older employees.
Contents / procedure	Every employee can suggest the use of a Newer teams to the management. Questions and the quality of results are determined in the first phase before the Newer team is assigned and begin the solution process. The investigation process uses various sources and departments of the company. The Newer team subsequently comes up with the relevant solution, the management decides on the implementation. If a solution is approved, this is tried and disseminated throughout the company if it is of interest to other departments.
Methods	<ul style="list-style-type: none"> - Innovative methods - Research
Organisation Prerequisites / recommendations for implementation	<p>Prerequisites: Willingness of employees to work in a Newer team</p> <p>Time requirement: none, applied in the working process</p> <p>Recommendations for the introduction/ implementation process: Sensitisation of the management to the uses and application possibilities of the method so that they are keener to use the methods in their field to solve problems. Information to all employees that the Newer team method can be used by all</p>

	employees with the information on how the method functions.
Result / benefits	<ul style="list-style-type: none"> - Cooperative working, - Perspectives are broadened, - Promotion of collective thinking, - Self reflection, - Networking, - New challenge for employees, - Motivation. <p><u>Benefits for participating employees:</u> Perspectives of the Newer team are broadened through cooperative work of younger and older employees.</p> <p><u>Benefits for the company:</u> Concrete problems are systematically addressed and solved in situ by the method; there is a transfer of competence and consequent competence development between younger and older employees.</p>
Risks, barriers and hindrances	

4.15	Learning form <i>KNOWLEDGE NETWORK informal</i>
Brief description	Technical topics relevant to success previously selected by the management are referenced. The target group consists of younger and older employees.
Objective	<ul style="list-style-type: none"> - Enabling of knowledge and experience transfer, - Retention of knowledge ensured for the company, - Retention and enhancement of the learning motivation, - Use of the creative potential in differences of opinion, - Increased willingness to make and share topics of knowledge - Exploration of innovation opportunities and business opportunities, - Firmer company links, - Familiarisation with various problem solving options, - Further development of the company culture and cooperation. <p><u>Target group:</u> Even hierarchy with two management levels, short decision channels, cooperative and communicative company culture</p>
Contents / procedure	<p>The management / department head defines a list of strategically important topics and the appropriate knowhow medium. The individual topics and the event are jointly prepared and implemented together with a generally internal consultant.</p> <p>The consultant is given feedback if required from a previously appointed person.</p>
Methods	<ul style="list-style-type: none"> - Determination of technical competence

	- Moderation of the event is important
Organisation Prerequisites / recommendations for implementation	<p>Recommendations: Current technical topics from the employees' work must relate to the strategic objectives of the company.</p> <p>The application of Powerpoint should be very conservatively planned.</p> <p>Time requirement: 1 hour to find topic, 2 hours preparing consultant, 2 hours implementation, 1 hour evaluation Total: 6 hours</p> <p>The learning contents should always be kept current and have high relevance to the daily work of the participating employees.</p>
Result / benefits	<p>The informal exchange of experience is improved, opportunities for cooperation arise and various solution procedures are aired.</p> <p><u>Benefits for participating employees:</u> Consultants: the competence and activities are clear to other employees. Competence: technical knowhow is acquired, experience is transferred and tips and tricks are learned.</p> <p><u>Benefits for the company:</u> Current technological knowhow is disseminated throughout the company, strategic topics are targeted. Both younger and older employees profit from the technical questions.</p>
Risks, barriers and hindrances	<p>New topics call for considerable effort in the preparation.</p> <p>Exchange und dialogue in very specific topics may be difficult to conduct regarding their technical relevance to some employees.</p> <p>Employees who were not nominated as consultants feel left out.</p>

4.16 Learning form *CUSTOMER CONFERENCE*

Brief description	<p>Employees (e.g. younger and older skilled employees), who work at different hierarchies and levels of ability for the same customer / sector group exchange interdisciplinary tasks.</p> <p>Main technical points, broader performance and company opportunities concerning the customer are jointly targeted in a workshop and the collaboration with the customer and the internal project support is reflected.</p>
Objective	<ul style="list-style-type: none"> - Design of the transfer of experience and initiation of knowledge sharing, - Strengthening of customer links.

	<p><u>Target group:</u> Employees in direct contact with customers who work at different hierarchies and levels of ability for the same customer</p>
Contents / procedure	<p>Workshop schedule:</p> <ul style="list-style-type: none"> - Preparation and subsequent completion through staff development and section head - All employees receive a questionnaire on preparation - The implementation of talks in customer conference is conducted by the section head, - The agenda points are based on the questionnaire - General brief reflection includes the workshop.
Methods	<ul style="list-style-type: none"> - Teaching of social and methodical competence - Questionnaire on preparation for participants, - Evaluation by section head / staff development.
<p>Organisation</p> <p>Prerequisites / recommendations for implementation</p>	<p>Prerequisites: The implementation of a customer conference is only practicable with long term customer relationships and employees from different customer levels.</p> <p>Time requirement: None, since a sponsorship functions in the framework of regular working hours.</p> <p>Recommendations for process of introduction/ implementation: preparation, implementation and aftercare call for approx. 8 hours depending on scope of project.</p>
Result / benefits	<p>Acquisition of practical und methodical competence, practice in the customer system, network mentality, enhanced company orientation among technical employees.</p> <p><u>Benefits for participating employees:</u></p> <ul style="list-style-type: none"> - Availability of support, - Competent customer relations, - Older employees are recognised as experience carriers and younger employees become familiar with customer projects. <p><u>Benefits for the company:</u></p> <ul style="list-style-type: none"> - Broader knowledge and experience - More competence - More effective transfer of information.
Risks, barriers and hindrances	<p>Precise time management is needed to have all employees from one customer available at the same time for a customer conference.</p> <p>The exchange is difficult if the employees are working on the same customer level. Topics are then too similar so that no exchange develops.</p>