

21st century

skills



keeping employees on board

**International Conference
19th June 2023
Bratislava**





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employees
on board

Welcome



Agenda

Time	Content
9:30	Welcome, Agenda of the day
9:40	KEOB: Why and What?
9:50	Approach Belgium + Testimonials
10:10	Approach The Netherlands + Testimonials
10:30	Approach ASEP + Testimonials
10:50	Approach Topcoach + Testimonials
11:10	Coffee break
11:30	Presentation of the TtTs (digital literacy, workplace culture, innovation and adaptation)
12:00	Presentation of the website/ inspirational toolbox
12:10	Let's learn from each other
12:30	Workshop 1: Peer to peer learning
13:30	Lunch
14:30	Workshop 2: Job crafting
15:30	Summary
16:00	Reception
17:00	End of the day



1. Sli.do
2. #1489714

Q&A



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Promotor



Partners



Start: 1.9.2020, end: 1.9.2023

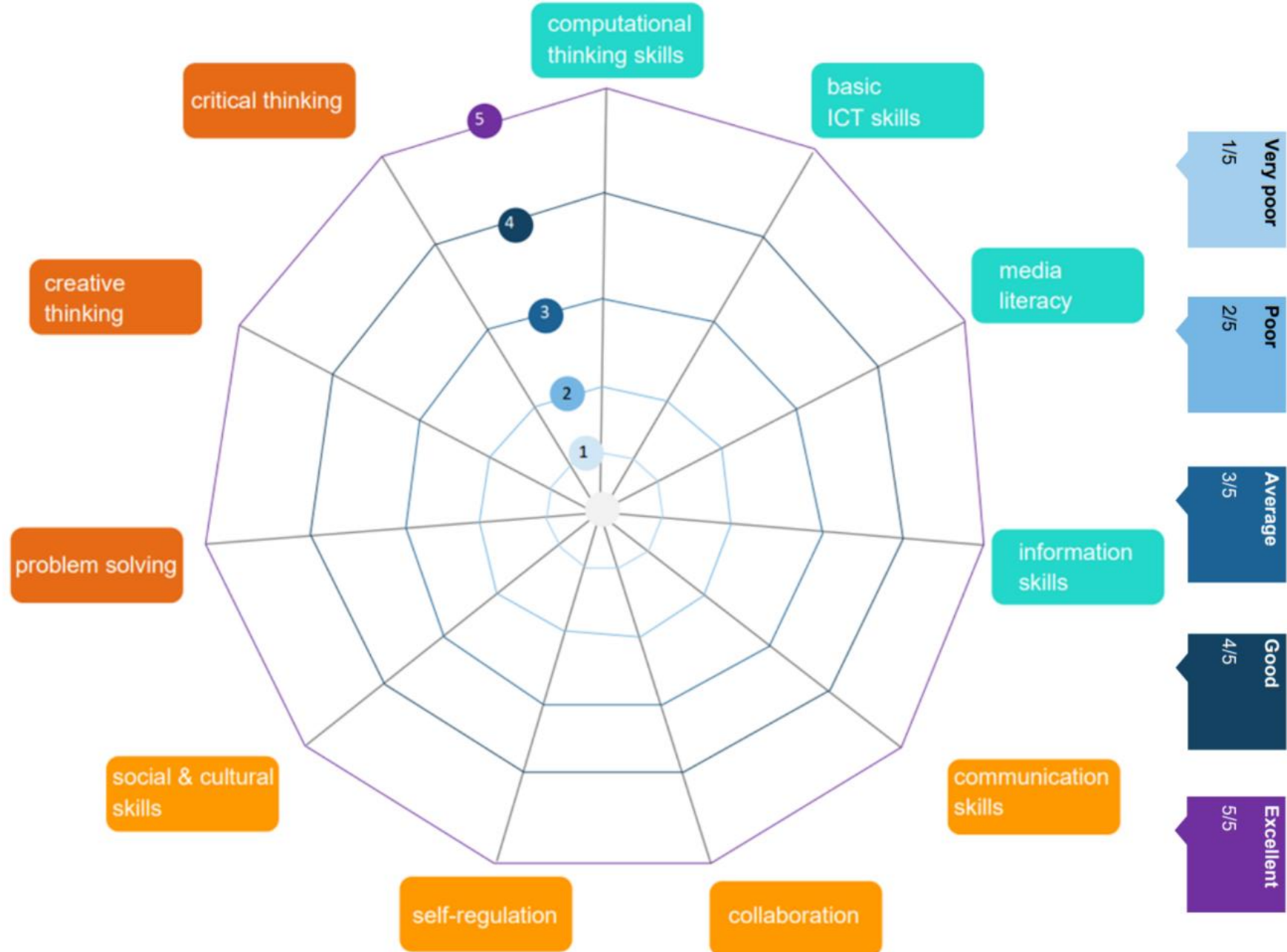
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of the European Union





KEOB: Why?

- We all have to work longer. Retirement age is increasing
- Labour market is changing rapidly (again during Covid)
- Technology is advancing rapidly. One has to be innovative and come up with sustainable solutions. Not everyone is able to do this
- Need for employees that are well educated in 21th century skills grows





KEOB: What?

KEEPING EMPLOYEES ON BOARD aims at producing **tools and methodologies** to facilitate the **transition from the work environment into a learning environment**, this way upskilling pathways for all employees into workplaces requiring 21th century skills.



Optimistic explorers, strong connectors

Blenders presents itself as an independent impact company. We connect dreams and ideas of entrepreneurs, organizations or other creative minds with the right knowledge, resources and experience. So that we can develop innovative products and services together. All this with the aim of contributing to a better living environment for everyone.

"Innovation by all, for all!"



[\(29\) The Intern-Better late than never - YouTube](#)



Approach Blenders

Hypotheses:

Everybody has certain skills (older and younger employees) >>
Everybody can be a trainer and a trainee >> There is an internal learning potential that can be tapped, what can lead to a lot of advantages for the company as for the employees

Approach Blenders

1. Connecting 2 people in a “peer to peer” learning trajectory is an effective method not only to improve skills but it has a lot of other advantages (employees feel more heard/respected, are more productive, are more satisfied, are more aware of own capacities and of colleagues,...)
2. Intergenerational learning can help employees to understand the potential in the other generation what has again a lot of advantages (older employees feel useful and appreciated, willing to help, admitting what they need,...)



Activities Blenders

3 testcases to implement peer to peer learning trajectories (incompany and 2 other close related companies (WEB and Natuurwerk))

- Step 1: Infosession for employees
- Step 2: Selfevaluation test for employees on 21th century skills (cfr. Competence WEB)
- Step 3: Individual dept interviews
- Step 4: Matching of 2 employees (of different generations) that probably can learn from each other and contribute something to each other + facilitate start of the trajectories.

Engagement= be workbuddy's for a periode of 3 months, and organize learning moments for at least 1 moment a week + get to know each other better

Testimonials Blenders and WEB



Jimmie



Jelle



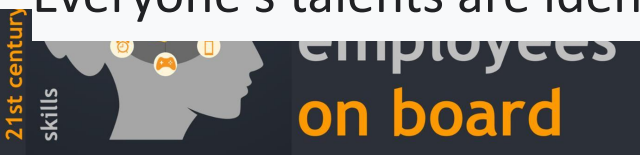
Nikita



Suzy



Yc Everyone's talents are identified and recognised



Results Incompany trajectories Blenders and WEB

General conclusions:

- We noticed an equal exchange of skills between the generations: both act as trainers and trainees;
- The older generation has more need to improve digital skills compared to the younger employees;
- The younger generations can learn a lot from older employees about how to work more effective, be more critical, guard the work-life balance
- Peer to peer learning help all employees to feel more usefull, appreciated and connected to the company
- Peer to peer learning helps to open the discussion about skills and learning opportunities and needs, fears to talk about what I cannot do dissappear
- Employees start to manage there own jobs due to peer to peer learning and make suggestions on learning possiblities (f.e. wall of expertises)

Also positive for employers

- Need for external learning programs decreases

Conditions to succeed:

- Time
- Support form management





Approach Expertplus

Shortages on the labour market (expecially at police, education and care)
→ Keep employees on board is more important for employers than 3 years ago.

- Aging succesfully at work National Policy
 - in co-operation with labour union
- Living labs in several teams (employees, (team-)managers, various departments of the organization (f.i. HR) and external parties (universities, ExpertPlus) involved
 - LSP as a start → collecting needs (to find the right intervention)
 - Peer to peer workshop to improve digital skills as result
 - Young and old in a car
 - Next step?: see what happens, chose next step
 - Keep working on selfmanagement as a condition for movement
 - Pay attention to (team-) managers



Testimonials Expertplus

Aging succesfully at work National Policy

- Team nominated for “best team Award”.



Testimonials Expertplus (2)

Experiences and research of students (Michiel and Guus)

- Self-management
- Peer to peer learning
- Last years of your career and beyond

(see Prezio-presentation)

Experience of Rosa (lifecoach)

- What is the influence of (work) culture?
- Less educated employees and self-management

-



Approach ASEP

- Projects with 4 pilot companies: Vienna school (KEOB), Zweite Sparkasse and Tele Haase (KEOB + TCOYOC), ASEP (TCOYOC)
- Approach: workshops and interviews
- Methods: open thinking + discussion, competence WEB, stakeholder wheel, lego serious play
- Results: improvement measures with regard to the 21st century skills



Testimonials ASEP

- On digitalization: development of training offerings incl. Google and ChatGPT
- On Workplace culture: Improvement of interaction between management and employees and between the generations
- On Innovation / Creativity: promotion of out-of-the-box-thinking
- Results: promotion of soft skills: respect, recognition, appreciation, meeting at eye level, (civil) courage ...



Approach Topcoach

- Approach of companies
- Who and how we selected
- Steps (employers, employees, GAP, peer to peer)
- Lessons learned



Testimonials Topcoach

Knowledge transfer:

Aging employees possess a wealth of knowledge and experience. By pairing them with younger or newer employees through a buddy system, they shared their expertise, skills, and institutional knowledge. This helped to preserve valuable knowledge within the organization and ensures it is passed on to the next generation of employees.





Testimonials Topcoach

Skill development:

Buddies assisted senior employees in acquiring new skills or updating existing ones. For example, if there are new software applications or technologies being introduced in the workplace, buddies provided training and guidance, helping older employees adapt and stay current and updated.



Testimonials Topcoach

Cross-generational collaboration:

By pairing older and younger employees, the buddy system encourages intergenerational collaboration and teamwork. This diversity of perspectives and experiences can lead to innovative solutions, improved communication, and a more inclusive work environment.





Testimonials Topcoach

Age Management:

An aging workforce presents unique challenges and opportunities for sustainable employability. Organizations should consider age-friendly policies and practices, such as phased retirement options, flexible work arrangements for older workers, and knowledge transfer programs. Recognizing and utilizing the skills and experience of older employees can contribute to a multi-generational and sustainable workforce.







Train the trainers (in development)



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Digital Literacy

Train the Trainer

 **digidak**
pro

Summary

➤ Introduction

➤ About digital literacy and the way people learn

- Digital literacy
- How we learn

➤ Methods and good practices for teaching digital skills

- Teaching methods and good practices
- A case: teaching MS Office 365

➤ Wrap up: learning outcomes



About digital literacy...

1. **Digital literacy and the 21st-century skills**
2. **The current situation about (basic) digital skills**
3. **Why businesses should invest in digital literacy on the work floor**



... and the way people learn

1. The powerful learning environment
2. The zone of proximal development & Learning styles
3. Learning phases & Retention strategies
4. Feedback & Evaluation



Teaching methods & good practices



1. **Buddy system**
2. **Online learning tools**
3. **Low threshold initiations (the Digidak method)**
4. **Lighthouse employees**

Case study: teaching MS Office 365

1. How would you teach MS Office 365?
2. Teaching MS Office 365 in 4 different ways

Wrap up: learning outcomes

- 1. Small quiz**
to recap some key elements from this course
- 2. A preparatory exercise**
to pick their personal learning outcomes, the things they will remember and try to put into practice
- 3. A group discussion**
to share their learning outcomes, experiences and ambitions
regarding the topic of this course





Innovation and adaptation
(Sona Stefkova/topcoach Slovakia)





Innovation and adaptation

Objective:

The objective of the "Innovation and Adaptation: Train the Trainer Workshop" is to equip participants with the necessary skills and knowledge to effectively train others on innovation and adaptation strategies.

The workshop aims to enhance their ability to foster a culture of innovation and facilitate organizational adaptation to changing environments.



Innovation and adaptation

Workshop Delivery Format:

- A blended learning approach, combining in-person and virtual sessions.
- Interactive workshops, group discussions, and experiential learning activities.
- Guest speakers from industry experts to share real-world experiences.
- Assignments, case studies, and projects to reinforce learning.
- Access to an online platform for additional resources, discussions, and collaboration.



Innovation and adaptation

6 Modules Workshop:

Module 1: Introduction to Innovation and Adaptation

Module 2: Training Techniques and Facilitation Skills

Module 3: Innovation Frameworks and Tools

Module 4: Adapting to Change and Managing Resistance

Module 5: Train the Trainer Practicum

Module 6: Evaluation and Continuous Improvement



Inspirational Toolbox

www.keepingemployeesonboard.eu



Let's learn from each other

1. What are your experiences with generations in your company, 21st century skills and internal learning programs (as presented here or other)?
2. Do you feel the need to do something with generations in your company, improving 21st century skills and internal learning programs (as presented here or other)?



Workshop:

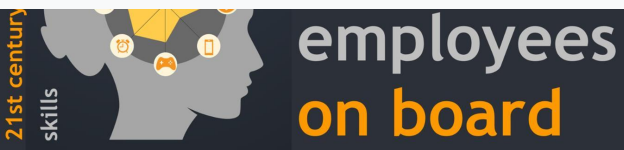
“Peer to peer learning”





Workshop: jobcrafting





What is jobcrafting?

Job crafting is **building a job** that **fits** to the needs and possibilities of the **employee and** the needs of the **organisation**

Job versus employee

Job



Collection of

- Tasks/activities
- Orders
- Projects

Employee



- Strong / weakness
- Needs/motives
- Physical./cog. Capabilities
- Interests/passions

Timetabel of a job



Starting
a job



ideal situation
of a job



reality (over the
years)

Step 1: Job in tasks



- ✓ Tasks are different when they are e.g.:
 - ✓ Require other knowledge/skills
 - ✓ They serve a different purpose
 - ✓ You do them with others/ do them alone
 - ✓ You do them at a different time/place

Look at your own job in tasks

Write 10 different tasks on 10 yellow
post-its

GOAL:

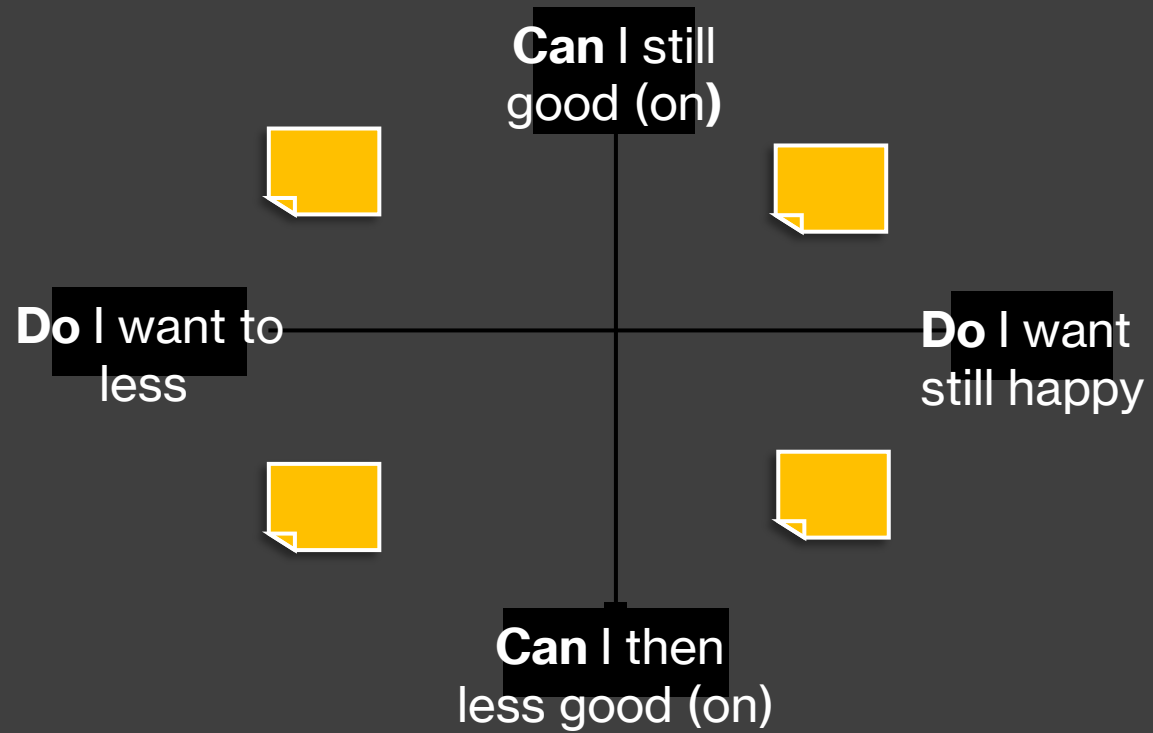
A quick first average image of the
activities/tasks that make up the job

TIME: 15 min



Step 2: Need customization?

Do these tasks
still suit this
employee under
the current
circumstances?



Stap 3: Jobcrafting

Jobcrafting techniques

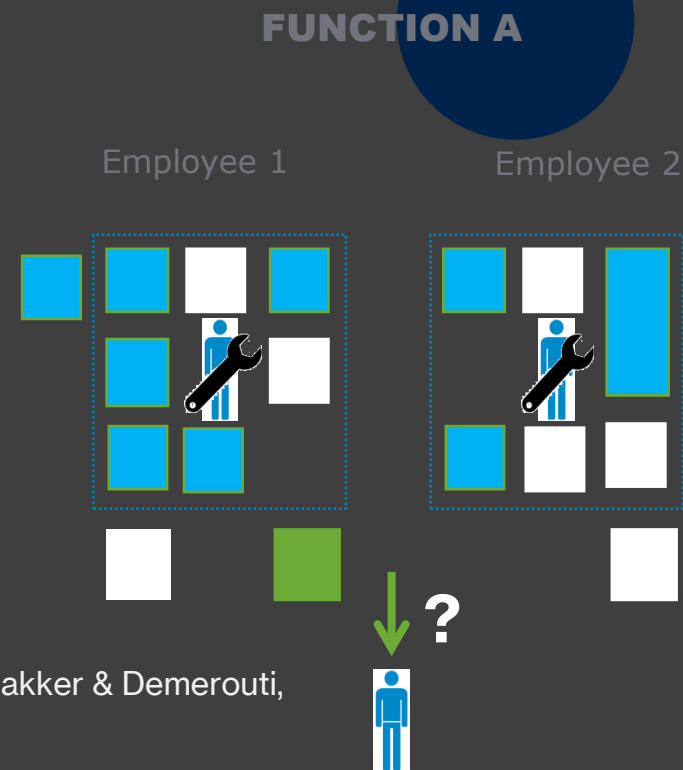
A. **cognitive crafting** (Wrzesniewski en Dutton (2001)

- by customizing tasks
- Changing work-related social relationships
- by changing their own perception of their work

B. **Balancing task demands and resources** (Bakker & Demerouti, 2017 ; Demerouti et al., 2001)

Source:

[A person-centered investigation of two dominant job crafting theoretical frameworks and their work-related implications](#)





Discussion

Looking after the tasks on the post its of your own job

- How can you apply this knowledge to yourself?
- What's in it for you if you do this?
- How and who/what do you need for that?

More information

- [A person-centered investigation of two dominant job crafting theoretical frameworks and their work-related implications](#)
- [Crafting a Job: Revisioning Employees as Active Crafters of Their Work](#)
- [Unraveling the complex relationship between career success and career crafting: Exploring nonlinearity and the moderating role of learning value of the job](#)

SUMMARY





Hungry for more?

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