

SUPPORT WITH PROFESSIONAL DEVELOPMENT IN TIMES OF DEMOGRAPHIC CHANGE

Targeted Support and Assistance for
Pupils, Students and Start-ups

FOR BEST AGERS

This concept originates from a project promoted
by the Federal Ministry of Transport, Building and Urban Development
and co-financed by the European Fund for Regional Development.



Part-financed by the European Union
(European Regional Development Fund)



**Bundesministerium
für Verkehr, Bau
und Stadtentwicklung**

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1 Prologue

The Basis for Action-oriented Further Education and Training

1.1 Situation and Objectives

Best Ager have the professional experience and social competences to provide competent advice, support and assistance. The target groups are pupils, trainees, students and founders of start-ups of succeeding generations who need support with future challenges, e.g. the career start, work in a company or questions regarding start-ups.

The overall topic of this seminar is aimed at promoting intergenerational relations. Hence, the participants should be interested in pedagogical matters.

The Curriculum has been developed under an EU project and is supposed to create awareness among politicians and business people and, possibly, change attitudes. As a result, the productivity and competitiveness of the partner countries can be enhanced.

Several partner countries have regional and industry-related characteristics which are not specifically dealt with in this Curriculum.

Based on this Curriculum, the attending Best Ager will acquire knowledge in the field of pedagogy and psychology. The entire structure has been designed to impart essential learning attitudes, such as open-mindedness, by means of examples. This is reflected in all seminar modules as well as in the subsequent process support. The Best Ager will assist their clients with implementing their goals or solving their problems and use their own experience to increase the sustainable success of future generations.

The seminar will comprise 18 lessons. As the course is scheduled for two to three days and no specific individual topics will be covered, the respective module contents will only be focused on basic topics. At the same time, however, Best Ager – the target group – are expected, due to their work and life experience, to not only have professional know-how, but also a certain degree of methodical, social and self-competence which eventually leads to action competence.

1.2 Structure of the Curriculum

The Curriculum consists of

- a foreword defining the objective of the module
- one column with sub-objectives
- one column specifying the amount of lessons
- one column with structured module contents
- one column indicating the [Learning Level](#)
- one column informing about the intended [Teaching Method](#)

1.3 Target Group

The seminar calls upon Best Ager from all groups in society to support succeeding generations with their professional development.

- Pupils will mainly be supported with their transition from school to the working environment.
- Trainees will be assisted with the practical learning environment and the transition to the working environment.
- Students will receive support with their degree programmes.
- Founders of start-ups will be assisted on their way to become successful self-employed business people.

These activities will support and actively promote the mutual learning process of young and old.

1.4 Requirements and Qualifications

The range of instruments, techniques and aids will be trained and applied in practically oriented case studies and role plays and rounded off by theoretical information. Thorough background knowledge of the inter-relationship between work, demographic aspects and their fields of activity will form part of the practical exercises.

Thus Best Agers will be enabled to assess the situation in their target groups and draw conclusions for their activities.

The following requirements and qualifications give an overview of the qualifications, behaviours and requirements to be promoted. The points specified will be dealt with in the modules.

Main criteria	Requirements
1.4.1 Person-related Skills	<ul style="list-style-type: none"> • ability to work in a team and cooperate • communication skills • ability to differentiate • problem-solving competence • creativity and its implementation • empathy
1.4.2 Situation-oriented Thinking and Acting	<ul style="list-style-type: none"> • recognize and understand the counselling situation • explain the benefits and draw up a benefit analysis for the person to be supported • knowledge of innovative forms of counselling
1.4.3 Professional Competences and Leadership Knowledge	<ul style="list-style-type: none"> • flexibly respond to the persons to be supported • basics of learning psychology • know tools to promote motivation • roles and behavioural role • disturbances and conflicts • develop solutions considering the tasks and problems arising in the conversation

1.5 Learning Objectives and Contents

The learning contents of the Curriculum will be defined in accordance with the learning objectives to be achieved.

The **foreword**: a general, global objective with a higher degree of complexity.

The **general objectives**: specify the learning objectives and their functional and logical subdivision into learning contents.

The **specific objectives**: provide the trainer with some freedom to adapt or expand the content according to the participants' needs and to include specific industry-related or regional aspects.

Related taxonomy¹:

- **Recognize**
this – not yet complex – level aims at creating awareness for a topic, a problem, a situation; the participant is supposed to develop awareness.
- **Refer**
e.g. localize a topic or facts and circumstances.

¹ A **taxonomy** (Greek taxis = order and nomos = law) or **classification scheme** is a standard procedure or model to classify objects of a defined subject area (if required, by means of a classification instrument) according to defined criteria, i.e. group them in certain categories or classes (a.k.a. taxa).

- **Classify**
The participant relates things s/he recognized to the respective context, relationships and subject areas.
- **Understand**
The participant memorizes the data, facts and circumstances s/he learned about and is familiar with them.
- **Present**
The participant extracts, shows and illustrates the subject matter.
- **Explain**
The participant reproduces the things s/he learnt, e.g. s/he explains and presents thereby showing his/her understanding of the subject matter.
- **Apply**
The participant applies things s/he learnt in practice, e.g. a rule/formula, a theorem.
- **Use**
The participant uses the things s/he learned as an instrument, tool or aid.
- **Implement**
As the learning objective is oriented towards practical use, the participant will increasingly be required to use his/her intellectual (cognitive) and psychomotor skills and abilities.
- **Master**
The participant thoroughly knows a topic or facts and circumstances and is at home in them.
- **Analyse**
The participant understands facts and relationships and completely comprehends the structure.
- **Assess**
The participant can assess the learning contents and their use.
- **Evaluate**
Adds the affective component of evaluation to the skills supported by cognitive processes. The participant is required to make comments, add critically reflecting questions to show comprehension and analytic skills and frame an answer as a result of this operation.

1.6 Learning Levels

The depth of understanding to be achieved when being taught the learning content mainly depends on two factors: on the amount of lessons recommended in the Curriculum and on the learning levels. The Curriculum consists of four levels, mostly with fluid transitions, showing an increasing degree of complexity and abstraction.

1. Reproduction

The level of reproduction - this should never be misunderstood as merely learning by heart or recalling knowledge without reflecting.

2. Reorganization

The level of rearrangement - relationships must be understood and recognized. Known things are rearranged and gain some "new value". These operations require some faculty of abstraction on the part of the participant.

3. Transfer

Transfer of known to unknown things. At this level the participant is required to show an even higher level of abstraction and combination. A flexible way of thinking and acting and adaptability are further important prerequisites here.

4. Problem-solving

The highest level. The participant must carry out causal-analytic and synthetic operations and be able to combine them. Problem-solving requires the participant to think in context and assess causal relations. Decisiveness, critical thinking and, lastly, also risk awareness are further requirements at this level.

1.7 Methods

The methods indicated in the Curriculum are to be understood as recommendations for the organization of the training course. The methods relate to the topics considering the respective objectives and contents as well as the time allocated for this.

Methods indicated in the Curriculum:

brainstorming	brain	group work	GW
presentation*	pres	project work	ProjW
lecture	lec	business game	game
discussion	disc	role play*	role
case study	case	exercise*	ex
teaching conversation	TC	pair work	PW
demonstration*	demo	individual work	IW

recommendation*:

To achieve an optimal learning effect videos can be recorded, e.g. to make participants aware of their own leadership behaviour.

1.8 Modular Structure

The Curriculum consists of six modules comprising 18 lessons.

<u>Module 1</u>	Analysis of current situation (as is analysis)	2.0 lessons
<u>Module 2</u>	We learn how to learn	2.0 lessons
<u>Module 3</u>	How do we deal with resistance?	2.0 lessons
<u>Module 4</u>	How do we motivate ourselves and others?	5.0 lessons
<u>Module 5</u>	How do we think, act and react?	4.0 lessons
<u>Module 6</u>	How do we receive and impart information?	3.0 lessons

2 The Curriculum

2.1 Analysis of the current situation (2 lessons)

The first module will be aimed at the following:

- Presenting the significance of various functions and related activities and roles to raise the participants' willingness to take on an active role in decision processes of young people. In this context, the opportunities, but also the risks, they may be faced with when supporting young people in such processes should be mentioned.
- Relating the existing competences, e.g. introspection and extrospection abilities, methodical competence and social competence, to the desired future role and address the respective training needs.
- Presenting the meaning of participation rights. In order to build stable relationships and continually push decision processes both parties have to trust and respect each other.
- Explaining to the participants that individual learning requirements and attitudes apply to themselves as well as to young people. The young brain is more flexible but, with increasing age, it becomes more effective, as it stores memories differently at different age stages. Young brains take in information easier while older brains are better at storing it because new and already archived information overlap. Due to the age differences, there are different cognitive skills and social competences as well as differences in mental components such as stress stability, tolerance and foresight. This aspect together with major learning requirements (such as open-minded, participating, learning-oriented and empowering) will be reflected in the following seminar and in process support and, hence, will be an important self-awareness exercise based on practical examples.
- Inspiring for new tasks and success and arousing curiosity, as curiosity is an important motivator for learning. In terms of education, many older people, also those who are retired from work, experience a "renaissance of curiosity". Today's Best Agers are healthier and, thanks to better education, mentally fitter than any previous generation.

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Objectives	Lessons	Contents	Level	Method
2.1.1 Get to know and understand functions (and related activities and roles)	20 min	Manager/Leader Advisor Mentor Tutor Coach	2	lecture (overview)
2.1.2 Define and explain career and role in job (career planning)	20 min	Career objectives Personality analysis; potentials Reconciliation of expectations and own ideas	2	lecture discussion
2.1.3 Understand and apply the thesis: "Transparency promotes efficiency"	30 min.	Transparency as a major element of open communication Identify objectives and tasks Promote and maintain trust in cooperation Give and obtain feedback Give and obtain information	3	demonstration (classic example) discussion
2.1.4 Understand learning that is oriented to life phases	30 min	Individualization and target-group oriented forms of learning are oriented to the life cycle when applied by experienced trainers Differential progress of crystallized intelligence (experience-related elements of intelligence) and fluid intelligence (mechanics of intelligence, basic cognitive operations) While the capacity of crystallized intelligence stays the same or even increases over long periods of adult life, the capacity of fluid intelligence decreases in old age	2	demonstration (classic example) discussion
2.1.5 Ask what participants expect from the seminar	20 min	Who expects what? Present and explain the module structure	2	mind mapping discussion brainstorming

2.2 We learn how to learn (2 lessons)

Position in the concept:

After determining the status of the participants and their future clients and defining tasks for the Best Agers the relevant basic tools process supporters and their clients can use in learning and working situations will be described and explained.

Structure of contents:

The structure is such that the Best Agers can draw on their work experience when dealing with successful learning and working processes. Module 2 forms the basis for the following modules; in terms of content, it will prepare for future tasks and, in terms of learning, the participants may try out their own learning behaviour in the seminar.

In this module the “Learning by doing” method will be used to achieve a transfer of knowledge and information. This module will be organized as an assessment centre making self-awareness processes the key factor for a wide range of methods.

Objectives	Lessons	Contents	Level	Methods
2.2.1 Plan learning & working situations	10 min	Orientation Introduction Main part/work unit Final part	2	lecture (overview) discussion brainstorming
2.2.2 Prepare a session (apply)	20 min	Preparing myself Preparing ourselves Preparing the topic(s) Preparing the environment	2	lecture (overview) discussion brainstorming
2.2.3 Follow up a session (apply)	20 min	Documentation Self-reflection Options for change	2	role play discussion case study demonstration (classic example)
2.2.4 Analyse and influence learning processes	70 min	Learning phases Learning types Learning methods Learning motivation	3	demonstration case study business game

2.3 How do we deal with resistance? (2 lessons)

Position in the concept:

After getting to know the tools the next topic will be how to deal with disturbing factors in order to prevent premature termination and ensure maximum success for process support.

Structure of contents:

The structure is such that the Best Agers can draw on personal experience in order to identify resistance, successfully handle it and cope with it.

Unique feature:

The main method used in this module will be role play (intergenerational conflict) which will encourage lively participation of the attendants because new knowledge will be compared with already existing knowledge that is based on experience.

Difference from conventional curricula:

In this model the focus will be on how to deal with resistance between the generations. The participants are supposed to recognize that solution strategies used by their generation cannot always be transferred to situations involving younger people. Different socialization processes require adjusted coping methods.

Objectives	Lessons	Contents	Level	Methods
2.3.1 Know the basics of resistance	20 min	There is no change without resistance Resistance may contain an encrypted message Failure to deal with resistance will result in deadlocks Go with the resistance, not against it	2	lecture discussion
2.3.2 Cope with conflict and resistance	100 min	Types of conflict, reasons for conflict; conflict escalation Avoiding, recognizing and resolving conflict in discussions Preparing and leading a conversation to resolve conflict Non-violent communication (acc. to Rosenberg)	4	role play in pair work discussion

2.4 How do we motivate ourselves and others? (5 lessons)

Position in the concept and structure of contents:

After dealing with the topic of “resistance“ we will now take a look at motivation methods.

“How do we motivate ourselves and others” will be based on a voluntary working relationship of both parties which should be characterized by a cooperative attitude. Here Best Agers will learn how to provide their target groups with more capacity to act by promoting self-reliance and independence. This will involve an understanding of team development, development of appreciation, self-motivation, but also knowledge of time management techniques.

Objectives	Lessons	Contents	Level	Methods
2.4.1 Know cooperative attitudes in working relationships	20 min	Orientation, motivation, self-initiative, confrontation, Cooperation	2	lecture discussion
2.4.2 Improve capacity to act by promoting self-reliance (understand)	20 min	How do I promote self-reliance? How do I guide myself? How do I guide others?	2	demonstration (classic example) discussion
2.4.3 Promote and support team development (understand)	20 min	Favourable attitudes and behaviour Methods	2	demo (classic ex.) discussion
2.4.4 Develop appreciation	120 min	Appreciating acceptance as human attitude and conduct Recognize Confirm Correct Criticize	4	role play discussion case study demonstration (classic example)
2.4.5 Promote self-motivation	90 min	Motivation analysis Motivation techniques Self-responsibility Courage and optimism Dealing with criticism and downgrading Eustress, distress Self-esteem	4	demonstration (classic example) lecture discussion case study pair work
2.4.6 Know time management techniques	30 min	Time and work style analysis Setting objectives and priorities, planning techniques Workplace design Dealing with information, phone calls and meetings	2	lecture discussion

2.5 How do we think, act and react? (4 lessons)

Position in the concept and structure of contents:

After taking a look at the wide range of methods in the preceding modules and using their experience gained in everyday life the participants will now learn about conversation processes and methods of how to influence these processes.

Objectives	Lessons	Contents	Level	Method
2.5.1 Know conversation processes and methods of how to influence them	20 min	4 factors: I, We, It, Environment	2	lecture (overview) discussion brainstorming
2.5.2 Meaning of transfer (old behavioural patterns will influence any current situation)	20 min	Triggers of transfer Positive transfer, disturbing transfer Transfer dynamics, "countertransference" Assistance when dealing with transfer: Sharpen self-perception; Change the inner attitude.	2	lecture, discussion, demonstration (classic example)
2.5.3 Meaning of projection (own impulses, wishes are unconsciously projected into the other person)	20 min	Negative projection causes disorders Positive projection causes bonds	2	lecture, discussion, demonstration (classic example)
2.5.4 Defence mechanisms (DM)	90 min	Motives for DM, suppression, projection, identification / introjection, rationalization, reversal into the contrary, shifting, denial, isolation, regression (partial reversion to an earlier stage of development) sublimation (inner drives are transformed or redirected into intellectual activity or socially acceptable actions, Sigmund Freud).	3	lecture, discussion, demonstration (classic example)
2.5.5 Dealing with tension	90 min	Defence strategies Calming down Accusing Rationalizing Diverting	4	role play, discussion case study demonstration (classic example)

2.6 How do we receive and impart information? (3 lessons)

Position in the concept and structure of contents:

In this module the participants will learn about the basics of receiving and imparting information.

The different methods applied in the preceding modules / units will be taken up again and explained briefly. The participants will receive documents they can use in practice.

Objectives	Lessons	Contents	Level	Methods
2.6.1 Checklist for preparation for support activities: elements of organization and management	10 min	Room, time and date, first round, agenda, minutes, final round.	2	lecture (overview)
2.6.2 Know question types	20 min	What questions lead to the current situation How questions lead to the process PAKKO rule (personally, activating, concrete, brief, open) Open questions lead to information Closed questions lead to approval or rejection Alternative questions lead to decisions	2	lecture discussion demonstration (classic example)
2.6.3 Know visual aids optical presentation = information for the eye	20 min	Advantages of visualization, basic rules, elements, Pros and cons of visual aids.	2	lecture (overview) discussion
2.6.4 Know presentation rules	10 min	Presentation rules, 4 factors that make things understandable (Friedemann Schulz v. Thun)	2	lecture discussion
2.6.5 Action plan, activity catalogues	10 min	Collect all opinions; visualize work steps and results (PAS scheme); evaluate group work.	2	lecture discussion
2.6.6 Know and support interaction of factual level and emotional level	30 min	Organizational iceberg Visible material logic, hidden psychological logic, Factual level and relationship level	2	lecture, discussion, demonstration (classic example)
2.6.7 Know the purpose of feedback	20 min	The positive effects of feedback, How does feedback work? Feedback rules	2	lecture, discussion, demo, example
2.6.8 Know how to systematically solve problems	60 min	Define problem, describe current situation and causes, describe objectives, develop problem-solving approaches, determine decision criteria, select best combination for problem solving, analyse potential subsequent problems, plan implementation, check solution.	4	discussion case study demo (classic ex.)

3 Course Organization

3.1 Rooms and Equipment

The seminar rooms should be equipped with pin boards, flip charts and projectors to provide ideal conditions for group work, presentations and discussions. Another room should be available for project work and group work.

3.2 Lecturers and Trainers

The lecturers and trainers must be professionally qualified and have practical experience in their subject areas. Moreover, they should be familiar with group work and project work.

A team of lecturers and trainers from different disciplines and with different professional experience will offer a wide range of topical and methodical focuses in the seminar and relate them to the practical working environment.

By using practical experience and actively involving the participants combined with the trainers' expertise the Curriculum will inspire the participants and provide them with individual approaches for practical implementation.

3.3 Tips for Lecturers and Trainers

The lecturers have to take into account that the learning method is suitable for older participants. Therefore, it is crucial to use appropriate methodical and didactic elements and adapt them to the target group of older participants. This means that the teachers must be competent in their subject areas and, moreover, know the learning behaviour of older people.

Aspects to be considered:

- older participants show worse learning results when material is used that is pointless or seems pointless to them
- older learners compare new knowledge with already existing knowledge
- holistic learning is easier than partial learning
- they easily understand more complex issues
- if the subject matter is dealt with too quickly, older learners will have more difficulties than younger participants
- older participants often lack a certain learning technique; encoding strategies must be trained
- older people learn easier when the lesson is well structured
- they have a problem-focused perspective

Lectures should address all senses, show some variety, use different media and thus promote the learning activity and learning motivation of Best Aged. Presentations, information on boards and seminar documents must be well structured and laid out in an appropriate type size. It will be essential to involve the participants as personalities if lecturers want to make use of the learners' experience. This must generally be considered when preparing lessons aimed at activating the self-learning potential.

The participants will learn about different techniques and approaches. These should be deliberately used as synergies in the seminar and the exchange of experience should be integrated as a learning method.

3.4 Recommendations on the Modules

3.4.1 Module 1

In this module the participants will be asked to check if they have worked as a manager/leader, advisor, mentor, tutor or coach at some time in their lives. It will be necessary to compare their competences with their desired future role in order to address the respective training needs.

In this context, it will be important to consider that target-oriented forms of learning are necessary when dealing with the clients and that trustful cooperation and open communication are essential elements of process support.

3.4.2 Module 2

Taking into account the different career histories, the wide range of methods available to support the clients' learning and working processes will be presented.

In this context, it should be ensured that the participants' knowledge transfer is achieved with the help of the "Learning by Doing" method.

3.4.3 Module 3

In this module the participants will use a case study from practical work to learn how they can successfully cope with resistance.

In this context, it should be considered that the intergenerational conflict must not be at the focus of the consultation, however, the participants must recognize and accept that it may be present.

3.4.4 Module 4

The voluntarily chosen working relationship will require a cooperative attitude and an atmosphere of appreciation and mutual respect.

In this context, it should be considered that action competences will promote and enable self-reliance.

3.4.5 Module 5

Based on experience from everyday life, such influences as transfer and projection and their effects on conversation processes should be recognized.

In this context, all behavioural patterns and their effects on the current situation will be identified.

Methods may be changed if considered necessary.

3.4.6 Module 6

The participants will be familiarized with the basics of receiving and imparting information. This includes checklists, visual aids, presentation rules, action plans and activity catalogues which are used for systematic problem solving.

3.5 Recommendations on the Course Organization

- Draw up contracts for lecturers and trainers and finalize them (confidentiality, penalty clause)
- Use checklists for course organization
- Use an evaluation form for seminar evaluation

3.6 Literature

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- Sackmann, Sonja A., Erfolgsfaktor Unternehmenskultur, Bertelsmann Stiftung 2004.
- Stadler, P./Spiess, E., Mitarbeiterorientiertes Führen und soziale Unterstützung am Arbeitsplatz, Schriftenreihe der Bundesanstalt für Arbeitsschutz und Arbeitsmedizin, Dortmund 2002.

3.7 Selected Websites

- <http://www.eic.de/>,
- <http://www.destatis.de/jetspeed/portal/cms/>,
- <http://www.prognos.com/>,
- <http://www.iab.de/>,
- www.bmfsfj.de,
- <http://www.inqa.de/Inqa/Navigation/Themen/demographischer-wandel.html>,
- <http://www.arbeitsfaehigkeit.uni-wuppertal.de/>,
- <http://www.umsetzungsberatung.de/>.

4 Annexes

- Press Release
- Marketing Briefing
- Arguments Supporting the Concept
- Competence Compass (colour slide)

4.1 Press Release

The seminar for mentors and coaches “Process Support for Pupils, Students and Young Start-ups“ is aimed at Best Ager – both Best Ager on the job and Best Ager off the job. Due to their experience and personal maturity, they are excellently suited to advise and support certain target groups, in particular trainees, students, pupils and start-ups, that need support with future challenges (career start, work in a company, how to maintain their position in the market etc.).

To complete this task successfully, they should have an interest in pedagogical issues. In particular, the participants will be offered thorough pedagogical and psychological knowledge.

The training concept developed by the Kiel branch of Wirtschaftsakademie Schleswig-Holstein, on behalf of the Federal Ministry of Transport, Building and Urban Development, together with enterprises and renowned institutions is mainly aimed at Best Ager who want to apply and pass on their professional and personal expertise as mentors and coaches and take on a pioneering role when it comes to future-oriented policies.

For further information and advice please contact Wirtschaftsakademie Schleswig-Holstein GmbH, hartwig.wagemester@wak-sh.de or visit www.best-agers-project.eu.

4.2 Marketing Briefing

Well educated, committed and creative Best Ager have considerable potential for successful mentoring and coaching activities. The target group’s learning behaviour which is oriented to life phases will be considered. Hence, the teaching methods will be tailored to older learners. Methodical and didactic elements will be used that have been adjusted to the target group of Best Ager.

In this context, learning deficits of older participants will be taken into account, namely:

- older participants show worse learning results when material is used that is pointless (or seems pointless to them)
- holistic learning is easier than partial learning
- if the subject matter is dealt with too quickly, older learners will have more difficulties than younger participants
- older participants often lack a certain learning technique; encoding strategies must be trained
- older people learn easier when the lesson is well structured

Moreover, the following advantages of Best Agers' learning behaviour will be used:

- compare new knowledge with already existing knowledge
- self-responsible/independent work style
- problem-focused perspective
- emphasize the aspect of application
- easily understand more complex issues

The methods used will address all senses, show some variety, use different media and thus promote the learning activity and learning motivation of Best Agers. Presentations, information on boards and seminar documents are well structured and laid out in an appropriate type size. It will be essential to involve the participants as personalities if lecturers want to make use of the learners' experience. When preparing this training concept this has been particularly considered in order to activate and promote the participants' self-learning potential.

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4.3 Arguments Supporting the Concept

Unique features of this seminar for mentors and coaches "Process Support for Pupils, Students and Young Start-ups":

- The entire seminar has been developed exclusively for so-called Best Agers (generation 50+).
- The seminar structure is person-oriented and focused on older participants. Their knowledge and commitment will contribute to increasing the sustainable success of future generations and, consequently, enhance the productivity and competitiveness in our partner countries.
- In the seminar special emphasis will be placed on promoting intergenerational relations.
- The Curriculum has been developed under an EU project and is meant to create awareness among politicians and business people and, possibly, bring about change.
- The Best Agers Curriculum differs from conventional curricula with its shorter, more concise seminar structure which is focused on the main topics.
- Behavioural patterns of Best Agers to be trained are reflected in the seminar structure.
- The entire structure has been designed to impart essential learning attitudes, e.g. open-mindedness, by means of examples. This is reflected in all modules of the seminar and throughout the subsequent process support.
- For the training concept this means that the respective horizon of experience can be used to address target-group oriented aspects, create the related awareness and act competently.