

A graphic of several interlocking puzzle pieces. One piece on the left is orange, while the others are white. The background is a dark blue/black shape with a red diagonal stripe.

GSmart - IO2 FRAMEWORK

*Course:
Hybrid Activities
Sessions Online
& Face-To-Face*



Erasmus+

generation: smart

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**Course:
Hybrid Activities.
Online & Face-To-Face**

**Framework
Solution**

Introduction

generation: smart

Introduction

The hybrid activities can base a transmedia approach — online and face-to-face educational work. They constitute a part of the GSmart course presented [here](#) and are derivatives of the ones that originate from another Erasmus+ project called *Intranet: Intrapreneurship net-playbook*¹.

The original material:

- Online content: [LINK](#)
- Chapters: [LINK](#)
- Infographics: [LINK](#)

The GSmart activities can be perceived as a framework for educational processes on cross-generational collaboration. A particular original activity has been adjusted to GSmart needs at the level of examples and social competences. Educators who work with adults on cross-generational collaboration can expand the ideas further.

¹ *Intranet* — Erasmus+ KA 204 2018-1-ES01-KA204-050708. A transnational project of Hungary, Netherlands (SEALS), Poland (JDU), Slovenia, and Spain (CIDET – Coordinator). Project website: <http://intranet.org/> [Access: 04.01.2022].

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Hybrid Activities 1-10

Hybrid Activity 1

Tuckman's Groups' Development

- **Example in the domain of everyday life**

You are a participant in the cooking workshop. The trainer has divided the group and defined a task to create a menu for an official dinner. Your group may on its initiative to decide what will be included in this menu proposal and will have to divide all the tasks and duties among the workshop participants to accomplish this task.

- **Example in the domain of working life**

The company you are working for has decided to create a new working team unit that will be responsible for the process of preparation, submission, and funding of the project co-financed from the UE grant. This unit gathers the employees from different company departments and can plan the working scheme and major tasks on its own. Go through the phases of Tuckman's group formation and point to the stages of creating this project unit.

- **Competences acquired**

- Collaboration
- Teamwork
- Critical thinking
- Knowledge-sharing
- Negotiation

Hybrid Activity 2

Leadership-Thrusted Collaboration

- **Example in the domain of everyday life**

The local community members - ladies aged over 60 declared the willingness to become volunteers in kindergarten. In the frame of the agreements with kindergarten principals, the ladies are engaged in performing different tasks, from the most basic, providing care, to substantive ones, such as participating in art workshops, reading books, etc. Ladies are an informal leadership group whose activities support cooperation with the local community.

- **Example in the domain of working life**

In a company employing employees of various age groups, the head of the HR department defined the problem of the lack of mutual cooperation between the various age groups. With this in mind, special training sessions were implemented to increase the communication skills of people from different age groups. This activity aimed to minimize the scale of the communication problem and to improve mutual cooperation.

- **Competences acquired**

- Communication
- Collaboration
- Barrier-breaking
- Community building
- Empathy – helping others

Hybrid Activity 3

Creative Crowd Thinking

- **Example in the domain of everyday life**

Your family comprises different generations. You are designing the holidays and encouraging the family innovators to think boldly and develop practical concepts. It includes first steps and testable hypotheses about where and why to go to specific places. You create an environment where good ideas and focused experiments can bubble up.

- **Example in the domain of working life**

The company is under a digital transformation process and decides to involve all employees wanting to develop a series of activities to extract new knowledge. They expect to acquire the needed information for the digital transformation. The goal of the activities are to

- Develop the group's ability to tap their own very diverse sources of wisdom quickly.
- Obtain results that are more likely to endure because they were generated transparently from within and without imported advice.
- Spark synergy among diverse views while building coherence.

- **Competences acquired**

- Collaboration
- Teamwork
- Knowledge-sharing
- Creativity
- Decision making

Hybrid Activity 4

Planning For Innovation - Impact+

- **Example in the domain of everyday life**

Smartphone for seniors

A company designing innovative solutions for cell phones meets with seniors at the University of the Third Age. The conversation is aimed at best adapting technological solutions of smartphones to the needs of the elderly. Each participant in the meeting identifies potential needs and difficulties in this area. Then seniors vote to rank the issues of the most critical condition. Based on the collected information from the seniors, the best solutions are sought to meet the needs of the elderly and eliminate the challenges associated with the use of smartphones.

- **Example in the domain of working life**

Planning the commercialization of an innovation

A company wants to bring a new solution to the market. It is connected with elderly citizens. A team of employees is formed and asked to identify the crucial areas for the commercialization of the innovation, e.g., EU funding schemes, suppliers, customers, institutions, contractors, competitors, etc. Then each team member decides which influence is the most important. A ranking of results is created. Once the order is determined, indicators should be defined, e.g., an analysis of the possibility of using EU funding sources that may lead to raising money for market research and promotion.

- **Competences acquired**

- Critical thinking
- Knowledge - sharing
- Inspiring
- Cross-generational attitude swap, i.e., stages: (1) from the point of pre-existing experience, (2) through building the cross-generational consideration, (3) to reach the level of understanding how to bridge the cross-generational gap.
- ICT – skills and abilities of the Digital Age

Hybrid Activity 5

Problem Analysis (Ishikawa)

- **Example in the domain of everyday life**

Telemarketing as seen by a customer.

A telemarketing company representative meets with seniors from the University of the Third Age to identify cross-generational communication problems in direct sales. Seniors define reasons for lack of effective communication. A decision is made to analyze the issues reported using the Ishikawa diagram. The aim is to identify causes, effects, and actions to improve the cross-generational communication process.

- **Example in the domain of working life**

Telemarketing as seen by a telemarketer.

Your tasks include providing information to customers over the telephone. The results of an audit showed that the information provided by the company's young employees is often misunderstood by older customers, resulting in the loss of many customers. A team was formed to investigate the causes. Based on a preliminary analysis, the following reasons were identified:

- Use of terminology not understood by customers.
- Inconsistency in verbal and non-verbal communication.
- The inappropriate tone of voice.
- Lack of interest in concerns raised by the customer.

After the cause and effect analysis, the team determines the improvement actions.

- **Competences acquired**

- Communication
- Empathy – helping others
- Problem analysis
- Problem-solving
- Negotiation

Hybrid Activity 6

Innovation Thinking Pathway

- **Example in the domain of everyday life**

You and some of your cross-generational friends want to participate in a fundraiser and have a stand with handcrafted decorations. None of you has ideas on what has to be done, so you decide to brainstorm about possible activities and steps. After the brainstorming, your group explains and discusses their ideas and puts them into a chronicle order of milestones.

- **Example in the domain of working life**

You are working in a language school for adult learners, and it has been decided that there will be a new online course teaching a new language. Never has there been an online course before, so you do not know what steps to undergo. Gather some of your colleagues and brainstorm on the possible efforts to develop and implement the online offering. After the brainstorming, you will lead a discussion and determine a chronicle order of milestones.

- **Competences acquired**

- Analytical thinking
- Creativity and visualization
- Communication and working with others
- Problem-solving
- Valuing ideas and having an open mindset

Hybrid Activity 7

Six Hats For Creativity

- **Example in the domain of everyday life**

You are a member of the board of a local soccer club. Your club has just decided to have a new clubhouse and wants to gather ideas on setting up the inventory. Distribute the hats to the cross-generational board members and discuss different aspects and concepts for the inside look of the new clubhouse.

- **Example in the domain of working life**

You are working in a company selling magazines about lifestyle and career development. A newly formed task force has to decide on a marketing strategy to reach a younger audience. Your job is to lead the cross-generational team and find creative approaches for the marketing concept during the creation process. Summon a meeting with your team members, distribute the hats, and discuss possibilities..

- **Additional competences acquired**

- Role-playing
- Adaptability
- Taking different perspectives and thinking outside of the box
- Separating emotion and information
- Working as a team on a complex problem
- Dealing with tensions and accepting different perspectives in discussions
- Reflection own behavior during group discussions

Hybrid Activity 8

BRIDGE — Activity For Solving Problems

- **Example in the domain of everyday life**

- Seniors are asked to modify the ingredients for a cake mix according to the instructions for a low-cholesterol diet. Thus, seniors have to infer that an egg substitute rather than real eggs should be used and modify the directions accordingly in mixing the ingredients.
- Another example is a paper-and-pencil measure that assesses seniors' ability to solve problems of daily living that involve printed material. Seniors use printed stimuli such as an actual prescription drug label to solve two practical issues associated with each stimulus, e.g., calculating the number of days a pill supply will last. Thus, the focus is on assessing the adult's cognitive competence to reason and solve problems associated with daily living.

- **Example in the domain of working life**

An experienced manager deals with a newbie employee who is causing problems. The manager wants to get ideas by matching them with other situations. The manager decides to compare the challenging employee with a problematic computer application. *Reinstalling or getting a new program* can be taken into consideration.

There are no apparent equivalents in human relations to *reinstall or get a new program*, so this case requires more thought. Here there are three aspects for dealing with the staff member:

- Start with the word *reinstall*

Write a description of the employee's exemplary behavior, then have a personal conversation with your employee to see if they will start over and engage in that behavior.

- Follow with *reinstalling* the program to remove the corrupted files

Make a list of all the misconceptions and hostile generalizations you have made about this employee. Ask yourself if you were right and contributed to the problem. Then talk to the worker about your findings.

change.

- Decide on something *new* — like a new program

If the earlier solutions do not seem to work, try to find another position in the company that best suits the employee. It will hopefully support the attitude.

- **Competences acquired**

- Problem analysis
- Resilience — goal-oriented approach
- Assertiveness
- Ability to organize own work
- Conflict resolution

Hybrid Activity 9

SCAMPER (A) — For Problem Solving

- **Example in the domain of everyday life**

In a family composed of children, parents, and grandparents, conflicts have appeared because of shared use of spaces or different ideas about the organization of the furniture and things (children demand room for playing while grandparents have mobility issues). They have decided to spend some money to refurbish the living room, kitchen, and garden. Still, they are open to restyling other house parts, such as the bathroom or bedroom. Also, the money available is not the only resource available. Some family members are skilled enough to do some work independently or with help. However, first, everybody should agree on which things should be replaced, combined, adapted, modified, changed, used, eliminated, or reorganized. To reach an agreement on previous topics, the SCAMPER activity can help them organize this decision process.

- **Example in the domain of working life**

The organization has several departments; some of them are focused on producing materials and services for customers (such as providing spare parts), other services help customers (customer support). In contrast, others try to acquire them (marketing). Other departments provide support to the others (such as the HR, and the IT department, etc.). There have been complaints about the insufficient flow of information between departments. It affects when trying to offer a better service to customers, anticipates their needs, problems, or the use of IT platform by the staff and customers. Here the SCAMPER activity can help to re-organize the internal organization processes. It can be done in very different ways: adapting/creating new information processes and flows, combining and integrating existing knowledge, or even eliminating work that is not useful.

- **Competences acquired**

- Problem-solving. As in previous scenarios, there are some challenges that a team should try to solve.
- Creativity. Trying to find innovative solutions to challenging problems.
- Negotiation. Our proposals to substitute/combine/eliminate etc. could not coincide with others and, therefore, would require negotiating and reaching an agreement.
- Decision making. The last stage would require deciding and taking risks about the proposals.

SCAMPER (B) — For Improving

- **Example in the domain of everyday life**

A group of friends each year make a trip to another country. After last year's holiday week, they wanted to improve their holiday experience while lowering the budget. They decided to play the SCAMPER activity. They wanted to collaborate so that things could be re-organized better for the next trip. They decided to consider agenda, local transport, staying, and subsistence, but also how everybody could organize, as some of the friends would be responsible for tasks (booking museums, types of restaurants, etc.), or other extra activities (from the cultural, environment, or parting).

- **Example in the domain of working life**

The energy price is increasing. The organization is spending too much money on energy, not only in the factory but also by air conditioning; the manager also considers trying to promote a green organization, lowering the energy consumption and the waste of supplies and materials. Managers think it could also be a good idea to propose further actions envisaged towards the organization's vision from the market perspective; that would improve the perception of the organization.

- **Competences acquired**

- Goal-oriented approach: trying to focus on the final aims and objectives and how to reach them.
- Critical thinking builds reasoned decisions based on evidence (observation or experience-based) while evaluating other people's ideas and judging them in a critical but constructive way.
- Communication and negotiation, also decision making to reach final and common agreements.

Hybrid Activity 10

Critical Decision-Making (A): Self-Flection

- **Example in the domain of everyday life**

A group of friends wants to propose to organize a party, some of them propose to organize it in their own home that is in the suburbs, others in a flat, in the city center, others to go to a restaurant and later to rent a party room. In contrast, others think it would be better to book a cottage and spend one night in the forest. There are several options, each of them has advantages and disadvantages, they also are cheaper easy to reach, and some of them have different potential. Everybody should say why their preferred option is the best while at the same time arguing why the other people's options are not as good as they think.

- **Example in the domain of working life**

The company has appeared on the news because of an issue related to a failure in their main product, causing a continuous decrease in customers. The marketing teamwork has the challenge of stopping the decreasing number of customers. Some members of the teamwork propose to improve the perception of the enterprise by society, others to change the logo and image of the product, others propose to ask for apologies and try to compensate, etc. Because of limited resources, only one option should be selected. Now it is time to decide which one to choose.

- **Competences acquired**

- Communication, with the ability to try to convince others.
- Problem-analysis; understanding the problem, the key issues, and how those issues should be approached.
- Problem-solving is trying to find a solution because of an existing problem.
- Creativity: trying to find solutions that are adequate to the problem.

Critical Decision-Making (B): Self-Flection

- **Example in the domain of everyday life**

At school, it is time to select the students representative. Each candidate should try to convince the other students that they are the best candidates. The debate takes turns empathizing own strengths and explaining the opponent's weaknesses.

- **Example in the domain of working life**

Senior workers are always willing to hear new employees' ideas and suggestions; in the same way, junior employees can also learn a lot from the senior staff and manager feedback. In an organization, junior workers should propose some massive change. It does not matter that it is too risky or strange; it should be inspirational and breaking. They talk about their ideas, but they do not include time to criticize other people's suggestions the staff members will do.

- **Competences acquired**

- Inspiring: Critical Decision Making is not reached by the own group but by an external group; therefore, communication should be mainly inspirational and goal-oriented.
- Goal-oriented: participants should try to envisage an aim and propose steps to reach it.
- Community building: the proposal should be constructive and helpful.
- Cross-generational attitude swap: by integrating information flow from both generations.

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