BRIDGE

Crossing Bridges –
Transfer & Anchor
Handbook

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Knowledge management and knowledge transfer

What makes us tick, what makes the other generation tick? To what extent do differences between the generations play a role at work?

Juniors and seniors have different potentials (see Framework Concept developed in the previous phase of the project BRIDGE). To improve the quality of cooperation, it is necessary to identify how the knowledge can be shared between both generations, and how it can be anchored in organisations through knowledge management and transfer.

Through an online questionnaire conducted within the project, the most specific skills of both generations have been identified, but also the most suitable formal and informal knowledge management and knowledge transfer methods have been collected.

Furthermore, senior and junior youth workers from five countries gathered in an international training to analyse and discuss the collected methods, which resulted in identifying the most efficient ones applicable in all/most organisations in question.

This handbook describes various methods for knowledge transfer and knowledge management in the context of intergenerational learning, but also outlines methods that have overlapping characteristics – knowledge management and transfer methods.

A) Introduction

At work, different people come together - with different strengths, experiences and abilities. These differences are a result of life experience, but also of gender, age, education or ethnic background.

Demographic trends also have an impact on the working world, and soon the older generations will retire. With them will leave an entire generation along with their valuable experience and knowledge.

It is evident that organisations are more creative when having employees of different ages who share information and learn from one another. Therefore, it is essential to have systems in place that harness all relevant information and knowledge allowing all generations to work together, share their knowledge, and foster mutual growth.

Different generations have different perspectives on the world, which they can share with other generations. Youth are more likely to understand and use new technologies as well as social media. Moreover, they are more likely to think creatively about how an organisation can make use of new technologies and suggest innovative changes. Older generations can provide younger generations with valuable information that may help them make better decisions in the future. Consequently, the exchange of knowledge between generations creates a culture of lifelong learning within an organisation.

Intergenerational knowledge exchange provides people with various opportunities to learn from each other. The younger generations get to learn from their elders and the elder generations get to try new skills. Knowledge transfer across generations helps groups or individuals explore others' perspectives, respect each other's opinions, and build trust. This leads to a more productive and innovative workforce.

This handbook is designed to give youth work leaders and teams ideas on how to exploit the potential of different generations and improve the process of knowledge exchange within organisations. The methods outlined in this handbook also indicate the estimated effort required to implement them (∗ - low; ∗∗∗∗∗ - high effort).

B) Project BRIDGE

This handbook was produced within the Erasmus+ funded project **BRIDGE** (Breaching Reservation and Improving Dialogue through Generational Exchange).

The project focuses on promoting intergenerational dialogue in International Youth and Youth Social Work among professionals. Special attention was also given to the mutual positive influence and learning from each other, while identifying the strengths and potentials of junior and senior youth and social work professionals, for the purpose of using those strengths together, and anchoring the learning outcomes structurally in an organisation.

The methods presented in the handbook were collected, selected and elaborated together with the project partners from Germany (Internationaler Bund, YES Forum), Sweden (Activa), France (Moissons Nouvelles), Italy (Gio.Net) under the coordination of ÖJAB (Austria).

C) Definition of knowledge management and transfer

BRIDGE aims to foster knowledge management and transfer in organisations in the field youth work, and this handbook outlines both knowledge management and transfer methods. But, what are knowledge management and knowledge transfer?

Knowledge management (KM) is the collection of methods relating to creating, sharing, using and managing the knowledge and information of an organisation[1]. It refers to a multidisciplinary approach to achieve organisational objectives by making the best use of knowledge.

According to Davenport[2], Knowledge Management is the process of capturing, distributing, and effectively using knowledge. The core goal of knowledge management is to connect people looking for knowledge within an organisation to those who have it, with the ultimate aim of increasing the overall knowledge level of the team and organization.

As a discipline, knowledge management recognizes three basic forms of knowledge: explicit knowledge, tacit, and implicit knowledge.

Explicit knowledge can be captured through documentation and the use of data bases, wikis or manuals. This knowledge can easily be shared through internal communication channels, but also in a face-to-face conversation.

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[1] Girard, J.P., & Girard, J.L. (2015). Defining knowledge management: Toward an applied compendium, Online Journal of Applied Knowledge Management. 3(1), 1-20

[2] Davenport, Thomas H. (1994). Saving IT's Soul: Human Centered Information Management, Harvard Business Review, March-April, 72 (2)pp. 119-131.

Tacit knowledge, on the other hand, is more difficult to identify and locate and is contained in the people's heads based on their experiences, values and intuition.

There is also *implicit knowledge* — a third knowledge category. This information is a hybrid kind, in that it can be codified in ways that tacit knowledge can't be, but it hasn't been yet. Implicit knowledge can be taught, but has not yet been captured in the right ways.

Knowledge transfer, in turn, is the view that a sender (as the person who already has knowledge) transfers that in a certain way to a receiver. Therefore, knowledge transfer often depicts a **social process**. Knowledge transfer and knowledge management have a lot of intersection but are not congruent. Especially for tacit knowledge, knowledge transfer is more important.

The best way to ensure that knowledge is transferred among generations is to identify knowledge gaps and craft strategies for filling them, which can be achieved by implementing the various methods outlined in this handbook.
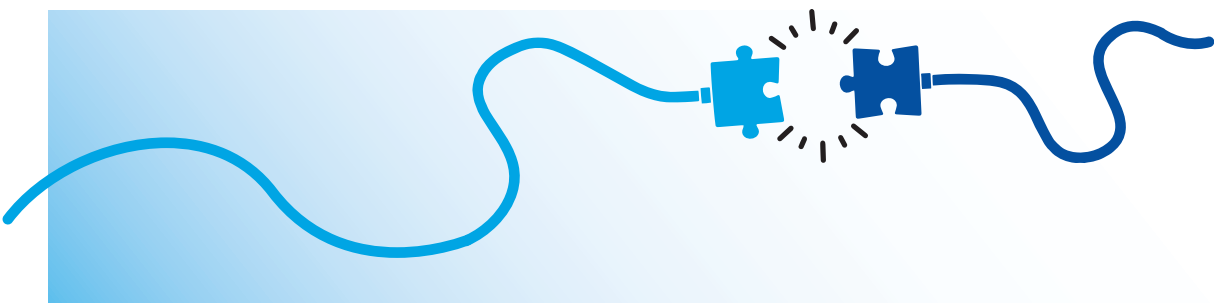
D) Knowledge management methods

1. Knowledge Repository

Each workplace has its own procedures, contact persons, processes. When starting a new position, employees should be able to find their way around easily - ideally **independently**. A knowledge repository can help in this matter, as knowledge and information can be accessed centrally by anyone at any given time.

Creating a centralised database with relevant information and documentation majorly contributes to knowledge management and distribution within an organisation, providing junior, but also senior staff with up-to-date information and documents.

Information and knowledge selected and stored at work is valid and can also be recorded. A knowledge repository, like a knowledge database **on- or offline**, allows to store important information, documents and various procedures. It allows anyone with access rights to retrieve the stored knowledge at any time (if online, from everywhere) and to take advantage of existing knowledge (including extraordinary tasks or procedures), and ensure a thorough introduction of new/junior employees or rare tasks.

Goals & purposes	• Easily accessible information for all staff, especially juniors • Simplified navigation through database • Transparency
Level of Effort (from * low to ***** high effort)	***
Applicable to (situation)	Onboarding process for juniors at an organisation, where several departments and staff members have joint tasks and use same and/or similar materials and resources on a daily basis.
Target group resp. **staff needed**	• Senior staff already familiar with the repository • Newly hired junior staff in onboarding process
Setting (Duration, frequency, point of time, material, etc.)	• User-friendly structure and logic • Clear knowledge/information areas overview • always available and ongoing
General conditions	• Existing database/repository • At least one staff member responsible for updates on regular basis and for questions and specific needs • Staff trained/familiarised with the layout • Accessible to all staff • User-friendly
Requirements	• Online repository/database • Physical respository (if no online platform is available) • Overview of all standardised information and documents
(Technical) Equipment	• Designated platform to store organisation-relevant data and knowledge • PC • Account for chosen platform • Labeled folders/maps (if physical)
Preparation	1. Selection of the knowledge/data to be conserved 2. Definition of a structure to store the knowledge (e.g. folder structure, data naming logic) 3. Selection of storage space/platform (online recommended) 4. Development of structure and templates for data storage and display
Implementation	1. Brief introduction for the staff to the use of the repository, self-explanatory tutorials 2. Creating accounts for all staff 3. Providing access to chosen platform 4. FaQ session is desirable
Further sources (online)	*Google Drive, Online Wiki* or similar platforms, internal servers, *wechange, cryptpad, Moodle, Padlet, Nextcloud, Owncloud* NOTE: it is necessary to consider the data protection regulations of the country when using repositories.

2. Minimum quality standards in fields of work

In order to execute daily tasks more efficiently, it is helpful to set certain standards that determine the lowest level of work needed to be done in order to successfully complete a task and/or operation. These standards provide staff, especially juniors, with steps/tasks that need to be completed for achieving the minimum quality level for different tasks and projects.

These standards, such as checklists, guidelines etc. are developed by experienced seniors who have a profound insight into the requirements and procedures of the organisation, and are stored in a repository available to all youth workers within the organisation.

Goals & purposes	• Develop minimum quality standards in the fields of work • Different forms are possible, such as checklists, minimum standards, quality standards, quality management. **Added value:** • *Juniors, like new employees, will find all important information of the respective fields of work: Forms, procedures, guidelines, interaction with other areas, etc.* • This information is developed by seniors (experienced employees) with their explicit and tacit knowledge. • The organisation has a minimum quality in all projects of the fields of activity • *All important information or documents are available in one place (transparently) and are documented.*
Level of Effort (from * low to ***** high effort)	**** – ******* it depends on the scope
Applicable to (situation)	• An organisation wants to improve the quality of activities • An organisation would like to define quality standards • Materials: Checklists, Minimum standards, Quality standards, Quality management.
Target group resp. staff needed	• Senior staff member responsible for the process • Youth workers of the working field define together the minimal quality standard, the implementation process of the working field
Setting (Duration, frequency, point of time, material, etc.)	• Ongoing; the effort is customisable but should be regular and structured • Once a year* * *Check if adjustment is required or not according to the experiences of the youth workers*
General conditions	• Collection of re-occurring tasks that can be standardised • Senior employee who will develop the standards
Requirements	• Cooperation between different levels or departments of the organisation, between Juniors and Seniors • All employees have access to minimum standards of all fields of work
(Technical) Equipment	• Centralised storage: Drive, Database, cloud or web platform* * *The advantage of a web platform is that you have only one interface and the documents can be linked to each other.*
Preparation	Example for a field of work: 1. Minimum standards are jointly developed and defined by the Youth workers and laid down in a document. (Objectives, preparation, implementation, evaluation, expected results, interaction with other field...) 2. Development of a questionnaire for the participants of the field of work 3. Defining the supporting documents (such as guidelines, forms) 4. Store documentation (minimum standards + supporting documentation) in **one** place 5. Grant access to all employees 6. Make the defined minimum standards obligatory
Implementation	1. Youth workers conduct tasks and activities according to the minimum quality standards 2. Participants fill in a questionnaire to give feedback on the minimum standards and their efficiency 3. The results of the questionnaires are evaluated by the Youth workers 4. Annual meeting of the Youth workers (juniors and seniors): Check if adjustment of the standards is required or not according to the experiences of the youth workers 5. Regular internal audits (every 12 or 24 months): Minimum quality standards taken into account or not?

3. Mentorship

The integration into a new workplace can be very complex and challenging. Certain organisations and positions require more time to cover all information and tasks a newly employed person needs to learn and complete. In such situations, a senior employee designated specifically to train juniors on their responsibilities and tasks is crucial. The senior employee, the **mentor**, leads the junior through everyday tasks, and is at disposal for any questions or concerns the junior might have. The mentor is a clear point of contact and also ensures a thorough introduction to the current staff.

A mentorship is especially useful in the case of entry-level positions at organisations.

Goals & purposes	• Introduction of juniors to workplace • Systematic and qualitative training • Capturing knowledge from senior staff in a structured way and offer a clear contact for junior employees
Level of Effort (from * low to ***** high effort)	***
Applicable to (situation)	• Integration process to workplace • Entry-level positions • Organisation wants to make sure to have highly qualified workforce (depending on size)
Target group resp. **staff needed**	• Senior staff members as mentors • Junior staff members as trainees
Setting (Duration, frequency, point of time, material, etc.)	• 2-4 weeks (depends on the fluctuation within an organisation)
General conditions	• Defined tasks of the mentor • Regulated working hours of the mentor: mentor needs to be able to do their own work uninterrupted
Requirements	• Senior staff members available to conduct the mentorship without affecting everyday operations • effective time management: allowing mentors enough time for the mentorship
(Technical) Equipment	• Digital platform and documentation • PC or other tools used within organisation • Access to relevant accounts and storage • List of requirements for newcomer to be completed within the onboarding period
Preparation	1. Nomination of mentors 2. Description of the mentor's tasks (can be combined with Knowledge repository, e.g. by the use of a handbook for the integration of new employees) 3. Time management: estimating the time for working with the introduction/mentorship 4. Prepare and update all relevant documents
Implementation	1. Ask for interested mentors in the staff (the assignment can be considered an advantage in salary discussions) 2. Prepare the mentors for their tasks, e.g. distributing a handbook or to-do-list for important topics. The management should be available as a sounding board to develop/support the work with the mentorship. 3. The intensity of the mentorship will be reduced after the first months of a new employee. Regular feedback sessions (in both directions) with the new employee allows a good integration and improves the quality of the mentorship.
Further sources (online)	*SharePoint,* groups in *Teams, wechange, cryptpad, Moodle, Padlet, Nextcloud, Owncloud*

4. Junior's voice

Only a voice that is heard can make a difference. Therefore, it is important to pay attention to different perspectives and allow the less experienced to express their thoughts. By actively making underrepresented perspectives heard (this method can also be applied to other groups), respect is lived and appreciative interaction is practiced.

This method focuses on giving juniors the opportunity to provide feedback on current operations during regular meetings, but also to give recommendations, which should be validated. With this method, the juniors have the opportunity to learn more about the organisation while getting a better insight into the work of their seniors, and also about the possibilities to implement certain things. This method enables juniors to bring new, fresh ideas to the organisation as well.

Goals & purposes	• Inclusion • Expressing respect and validation of all staff • Appreciation • Open-mind • Raising the awareness for the importance of different perspectives by involving new employees in meetings to exchange opinions and give them opportunity to express their opinion on different affairs • Empowering new employees to be an active part of their work environment
Level of Effort (from * low to ***** high effort)	**
Applicable to (situation)	• Integration to new workplace • Involving junior/new employees in the process of everyday tasks and operations • Discussions on everyday operations and projects within organisation/issues, obstacles and planning *Also applicable to other groups or unequal dynamics*
Target group resp. **staff needed**	• Junior employee • Senior employee for supervision
Setting (Duration, frequency, point of time, material, etc.)	• Junior/new employee and the team meet regularly in team meetings • 1-2 months > later on turns into regular meeting • Meetings: 1 hour
General conditions	• regular staff meetings • announced topics/agenda of meeting for preparation purposes
Requirements	• Respectful communication within the team • Enough time for the meetings • Good facilitation of the meetings • Outspoken commitment, that certain voices are heard

(Technical) Equipment	• Presentation tools prepared by the moderators • Meeting room/office
Preparation	1. Prepare contents to be discussed in advance and create a meeting schedule 2. Possibly create an agenda and share it with the team, so that people can add topics and prepare themselves for the meeting
Implementation	1. Organisation of the meetings (inviting staff incl. juniors) 2. Setting the agenda including junior's input and feedback as a mandatory field 3. Discuss feedback and consider recommendations provided by the junior *Alternatively, the moderator can ask people to contribute in order to hear balanced or diverse voices on a topic. At the same time, this can also mean curbing other people who take up a lot of speaking time and pointing out to them that they have a dominant speaking style.*
	NOTE: opinions need to be validated and made sure they would not affect the impression of the newcomer should the opinion not meet the moderators'.

5. Intergenerational working group (junior and senior)

Working with other generations can be challenging, because every generation is influenced by the systems and programmes that were current at the time they did their education. Therefore, everyone has been taught a different way of how something is done correctly. The active cooperation of people from different generations enables learning from each other on different levels and facets. In addition, an organisation can actively address issues that arise due to the generational gap of its employees through creating intergenerational working groups.

Goals & purposes	• Bringing together staff from different generations • Identifying obstacles and advantages • Boosting team-spirit • Learning from each other
Level of Effort (from * low to ***** high effort)	***
Applicable to (situation)	Two settings are possible: a. A team with members of different job levels b. A working group that is dedicated to deal with intergenerational issues within the organisation. The working group makes it possible to deepen each situation by integrating the points of view of the different staff. This allows it to advance in terms of practice and to include all knowledge.
Target group resp. **staff needed**	• Junior/newly hired staff • Senior staff
Setting (Duration, frequency, point of time, material, etc.)	• Reoccurring work procedure
General conditions	• Management decision to foster intergenerational exchange (set-up of an intergenerational Working Group and considering the age composition in the recruiting process. • Working in the organisation and the will to be open to inter-personal exchange
Requirements	• Vision of the field • Dedicated time for intergenerational exchange
(Technical) Equipment	/
Preparation	1. Identify generational diversity among staff 2. define meeting timetable 3. identify groups/participants 4. define overall discussion topics
Implementation	1. Set-up of an intergenerational Working group 2. Definition of their topics and tasks 3. Regular meetings and dedicated time for the intergenerational exchange

6. My junior project

Learning by doing is considered one of the most efficient ways of learning. Giving juniors the opportunity to gain first-hand experience by implementing small projects relevant for the organisation is an effective way to integrate them into the working routine very quickly. The method My Junior Project gives the junior (inexperienced) employees to set up and implement their own project from start to finish. This fosters learning by doing and boosts the individual responsibility and empowerment, while a senior staff member has the responsibility to oversee and guide the junior.

Goals & purposes	• boosting creativity • learning by doing • gaining first-hand experience • developing the feeling of responsibility and independence • enhancing the efficiency of the junior
Level of Effort (from ∗ low to ∗∗∗∗∗ high effort)	∗∗∗∗
Applicable to (situation)	• Onboarding procedure for a junior staff member and/or when taking over senior's tasks
Target group resp. staff needed	• Junior staff member • senior staff member
Setting (Duration, frequency, point of time, material, etc.)	• realistic time • starting with small and easily manageable projects recommended
General conditions	• A supportive and trustful team spirit • Openness to new approaches and styles introduced by the junior
Requirements	• Vision of the field • Dedicated time for intergenerational exchange
(Technical) Equipment	• Tools to work on the project (depending on the type: online platform; templates; guidelines; samples) • Personal PC provided to the junior

Preparation	1. Define a manageable and yet interesting project
	2. Introduce the junior to the project and clarify questions
	3. Provide clear guidelines
	4. Create project template for junior to use
	   a. Also provide a project sample as reference
	5. Assign a motivated senior as supervisor
	6. Create a list of possible topics and tasks
	   a. Based on the position the junior will work on, prepare relevant fields in which a project should be created

Implementation	1. Introduce the junior to the project processes
	   a. Provide thorough training on how the project has to look like and what the crucial parts are
	   b. Define deadlines or milestones
	2. Organise regular meetings with junior to:
	   a. estimate the progress
	   b. Provide support and feedback
	3. Follow the finalisation of the project
	4. Discussing the success of project and providing feedback on possible improvement

Further sources (online)	/

E) Knowledge transfer methods

1. Team supervision

To make teams more effective, dedicated time is needed to establish and improve the cooperation within them. In team supervision, team members reflect together with a supervisor on the tasks, inter- actions, and development of their work group. This form of supervision, unlike individual supervision, incorporates live feedback from team members.

This method allows different generations at an organisation to come together and share their experiences while addressing potential difficulties and obstacles arising from the generational gap, and learning how to resolve them.

Goals & purposes	• to make work more efficient • to increase employee satisfaction in the workplace • To work on difficulties and on specific issues and to solve conflicts • To facilitate updates and the exchange of experiences • To train new employees in an informal way
Level of Effort (from * low to ***** high effort)	In terms of organization: * At personal engagement: *****
Applicable to (situation)	• All situations when working with young people all situations of work with young people, particularly where a relationship with disadvantaged persons is at stake. It would be very helpful if used in schools as well.
Target group resp. staff needed	• Trainers: highly experienced professionals and experts (e.g. psychotherapists, coaches, supervisors) • Trainees: all educators, youth workers and professionals who have a role in the relationship with clients.
Setting (Duration, frequency, point of time, material, etc.)	• In presence (best option) at the working place or online • Ideally every month and with a fair time slot (depending on the team size) • There should also be the opportunity to use smaller supervision sessions, if there are conflicts etc. in parts of the group
General conditions	• Availability of the staff to attend the supervision meeting: it means being able to organize the meeting when the clients are engaged in other activities, or to find volunteer or substitutes that can monitor young people while the operators are attending the meeting. • The supervisor has to maintain a detached attitude towards the members of the team work. All participants become clients themselves, with the same role!
Requirements	• An external supervisor and the financial resources for this measure; • The training is organised on the basis of requirements signalled by the team members, who need updating and training on specific topics. • Availability of the participants to question themselves and to confront.
(Technical) Equipment	For in-presence sessions: • PC and projector are needed. For online sessions: • functionalities allowing remote participation are needed.* * The effectiveness of online supervision is lower, mainly because the following elements are missing: • the supervisor cannot sense the atmosphere and the participants' emotions • the non-verbal communication cannot be analysed
Preparation	1. Organisational preparation: schedule, place, invitations, financial aspects; 2. Training preparation is not required because the group can informally discuss the possible issue to be faced or the session is used to re-discuss a problem faced the previous time, to see if improvements occurred. 3. Trainers usually prepare multimedia material which might be helpful.
Implementation	1. Discussion is the core technique and the supervisor can propose specific techniques (roleplaying, simulations, etc.). 2. The training is usually structured as a workshop for interactive sessions of debate and exchange of experiences/issues. 3. The Trainer might identify "milestones" and return the findings from this to the trainees in the following session.

2. Training sessions

Time and workflows change constantly. In order to keep up with the rapidly-changing needs of the market and the organisation, it is necessary to collect relevant information and tools that will help youth workers to work more efficiently.

Making sure that the staff is up-to-date with the most current trends, organising trainings for staff of all generations, opens the opportunity to gain new knowledge together as a team. This way, both junior and seniors will acquire the same knowledge while also being able to support each other when facing difficulties in real time.

An attendance certificate could be issued when participants reach the 75% of attendance.

Goals & purposes	• introducing new work-relevant tools to all staff • simultaneous learning for junior and senior staff • experience exchange among staff • supporting each other within teams
Level of Effort (from * low to ***** high effort)	***** in terms of concentration and attention required; *** in terms of organization
Applicable to (situation)	• In all the situations where a relationship with disadvantaged persons is at stake, or if new
Target group resp. staff needed	• Trainers: highly experienced professionals; • Trainees: all the educators, operators and professionals who need to be trained or introduced to new content, tools or processes.
Setting (Duration, frequency, point of time, material, etc.)	• In presence (best option) or online • Duration depending of the complexity of the topic • Slides provided by the trainer; • Publications and articles, when suggested by the trainer.
General conditions	• Non-compulsory attendance • Interested staff members • Funds to organise training and hire experts
Requirements	• Identified requirements signalled by the employees, who need updating and training on specific topics • A cultural, theoretical and experiential background is desirable to participate to these training courses, but none is excluded if there is an interest in the proposed topic.
(Technical) Equipment	• For in-presence sessions, only PC and projector are needed. • For online sessions, all functionalities allowing remote participation are needed
Preparation	1. Organisational preparation: schedule, place, invitations, financial aspects 2. Training preparation: the trainer usually prepares slides, multimedia material and videos which might be helpful for the trainees
Implementation	1. Training is usually structured as an informal workshop, where theory is limited at the beginning to leave space to interactive sessions of debate and exchange of experiences/problems.

3. Job shadowing

Social work is very complex and requires a lot of experience and soft skills. This method **allows the junior employee to follow and closely observe a senior employee performing the role**. This type of learning is usually used to on-board new employees into an organisation or into a new role.

Goals & purposes	• Gain insight into the roles and responsibilities of other members of staff and other departments. • Reflect and learn from the experiences of colleagues. • See how other staff and teams work. • See the bigger picture and understand more about how the organisation functions. • "Test out" possible career options.
Level of Effort (from * low to ***** high effort)	**
Applicable to (situation)	• When a new employee starts • When an employee changes work tasks • Training and new input for staff • especially for work with clients
Target group resp. staff needed	• Senior and junior staff members
Setting (Duration, frequency, point of time, material, etc.)	• 2-4 weeks • on a daily basis
General conditions	• A competent and empathetic senior employee who takes the time to teach the junior about daily tasks and structures • New employee has the same or similar job description as assigned senior
Requirements	• Sufficient human and time resources
(Technical) Equipment	/
Preparation	1. Assigning a senior employee to lead the juniors 2. Topic list/agenda including relevant situations (so the selection of the time and tasks for the job shadowing is important) 3. Definition of the role and maybe rules for the accompanying person 4. Preparing a client that another person will attend at a meeting
Implementation	1. Regular meetings e.g. preparing external contacts for meetings with the employee and inform the client that a junior will attend at the meeting 2. Preparing documentation/reflection in order to keep track of the experiences, exchanges and progresses

4. Buddy system

Similar to mentorship, buddy systems involve pairing new or inexperienced employees with more experienced, senior ones in order to provide support, guidance, and friendship. The goal is **to help the junior employee feel more comfortable and supported as they adjust to their new role**. This method ensures a smooth knowledge management and transfer process for the junior employee by making them seen as an equal peer member of the organisation.

Goals & purposes	• Transfer knowledge (explicit and tacit) between new employee and mentor and vice versa • Knowledge capturing within the organisation • Helping new employees to integrate more easily
Level of Effort (from * low to ***** high effort)	*******
Applicable to (situation)	• Integration and onboarding process for new (junior) staff
Target group resp. **staff needed**	• Junior staff members • senior staff members (buddy)
Setting (Duration, frequency, point of time, material, etc.)	• 1 - 6 months (depending on the scope of the tasks and size of organisation) • Welcome-package, information about the organisation, list of crucial tasks, guidelines
General conditions	• Sufficient human and financial resources to assign a buddy • compensation for the assigned buddy/mentor (time off, financial compensation, etc.)
Requirements	• Highly motivated, engaged and skilled buddy • introductory course for senior buddies and criteria on what they should teach the juniors
(Technical) Equipment	/
Preparation	1. Appointment of an appropriate buddy 2. set clear expectations for the process 3. Establish methods to monitor the progress (e.g. "buddy-checklist") 4. Review and evaluate the successes and obstacles to iterate and improve future buddy-systems
Implementation	1. Preparation of assigned buddy 2. Meeting the new junior employee 3. Following set guidelines/handbooks and methods for integration of the junior 4. Leading and monitoring the overall progress *The buddy is responsible for the implementation, for instance that the new employee gets to follow colleagues/buddy at meetings, follow-ups with clients etc.* *Process inclusion in QM -> mandatory for all members of organization*

5. Retreat/closed conference

Sometimes it is necessary to bring teams and individuals from different generations together in order to address any difficulties they may have encountered throughout their work, but also to propose solutions and highlight good practices.

Organising retreats/closed conferences for employees from different generations on a regular basis, allows them to get to know each other better, but also to address their concerns in a more casual, relaxed environment. This method ensures a non-judgmental approach to concerns and improvement suggestions, while taking into consideration the needs of all generations involved.

Goals & purposes	• Formally allow employees to exchange • Change of perspective • Meeting the colleagues more personally • Exchange of experiences • Addressing and discussing potential issues
Level of Effort (from * low to ***** high effort)	*******
Applicable to (situation)	• When exchange is needed e.g. due to an emerged issue or the shifting of the focus in an existing project • Update on the current situation and satisfaction at work
Target group resp. **staff needed**	• all staff (juniors and seniors)
Setting (Duration, frequency, point of time, material, etc.)	• Informal setting in a room (digital or physical) • Once every 3 months as a one-day event
General conditions	• Sufficient time resources for the exchange • Openness for interpersonal exchange • Informal atmosphere allowing to speak freely
Requirements	• Sufficient time resources for this exchange • Prior registration for team building
(Technical) Equipment	• Visualisation material (flipchart, paper, post-its, etc.) • PPT • room (digital or physical) a. if digital: devices with internet
Preparation	1. Define topic/agenda 2. Report must be drawn up in order to keep track of the exchanges.
Implementation	1. Organization of the meeting: agenda, invitation of the staff, etc. 2. Holding the meeting 3. Preparation of a report to be able to refer to changes or improvements in the next meeting

F) Knowledge management and transfer methods

1. Training for youth leaders

Youth work requires a lot of experience accompanied with a wide range of soft skills in various contexts. In order to be able to work with youth, both senior and junior staff members have to be able to deal with different groups of young people in order to identify and effectively meet their needs. Seniors organise trainings for juniors focusing on training facilitation, event management, and soft skills required in their future work with youth.

Even though seniors are the main knowledge providers in this scenario, and juniors the receivers, it enables seniors to learn from their trainees as well. Eventually, the juniors are part or are closer to youth, and can provide valuable knowledge and recommendations/inputs the training might require based on their own needs and experience.

Goals & purposes	• Efficient knowledge transfer and management • Learning in work packages
Level of Effort (from * low to ***** high effort)	***
Applicable to (situation)	• The organisation organises training for juniors in field of youth work. • The trainers of the training are youth workers of organisation (seniors) • The participants of the training are young people active in the organization as target group or as volunteers (junior). • The training is part of your own (youth) work
Target group resp. staff needed	• Trainers: Qualified youth and social workers within organization • Participants: junior (new) staff members
Setting (Duration, frequency, point of time, material, etc.)	• 1 week (5 days) every 2 years
General conditions	• Senior staff members available for preparing and conducting trainings • Dedicated time for regular trainings
Requirements	• Documentation for the organization (Seniors) • handbook about the training for the participants (Juniors)
(Technical) Equipment	• Multimedia

Preparation	• Planning of the training (aims, topics, methods, agenda) in cooperation with young people* • motivating young people to participate in it • planning the logistic (meeting room, accommodation if needed) * *The topic "dialogue between generations" can be incorporated into the training.*
Implementation	• During the training, the attitude of the trainers is very important: I should train young people (junior) and I (senior) should learn from young people. • Continually dialogue, reflections and evaluations between the trainers (seniors) and the participants (junior).
Further sources (online)	About the qualification of volunteers in youth work in Germany: *Juleica-portal (https://www.juleica.de/)*

2. Intensive public relations work

Sometimes at work, coworkers who work in different teams lack insight into the other team's work. The reason for this is when these teams do not have many overlapping tasks that would otherwise connect them and offer a platform for exchange. This disconnection might lead to estrangement at the workplace.

In order to create and maintain a transparent work relationship, but also to foster more understanding among colleagues, it is useful to establish platforms showcasing the work of different departments and colleagues. This method allows both junior and senior youth workers to have an insight in the importance of the conducted tasks, but also how networking and public visibility is crucial for an organisation.

Goals & purposes	• Increase visibility and transparency of work among colleagues, for public, young people, policy makers and supporters • Learning about other team members' work and efforts • Promoting dialogue and understanding among senior and junior staff • Creating a recognisable organisation identity
Level of Effort (from * low to ***** high effort)	***
Applicable to (situation)	• Promotion of own and organisation's work is needed • Low level of contact between different departments within organisation
Target group resp. staff needed	• Young people, qualified staff, political deciders, stakeholders, partners, etc.
Setting (Duration, frequency, point of time, material, etc.)	• daily presence in digital and social media, active and intensive exchange with the youth groups about the work, regular articles in newspapers
General conditions	• Motivation and time for public relation work • Including reports of activities, that can be used for PR
Requirements	• PR experts for bigger organisations • Attention and consciousness in the working with the public
(Technical) Equipment	• Multimedia (PC, beamer, div. players)
Preparation	1. create a PR strategy and follow this strategy 2. establish good contacts to newspapers etc. 3. Set-up of own social media channels and website for junior and senior staff to use 4. update these channels regularly 5. In working groups with Juniors and Seniors to discuss and evaluate topics, activities, etc.
Implementation	• daily/ weekly updates of qualified and specific staff • developing a reporting system for youth workers linked to the PR department in order to ease regular updates about activities

3. Conviviality meetings

Making employees feel comfortable at their workplace is crucial.
Very often, different perceptions by different generations at work can cause estrangement and discomfort, which is why it is necessary to create space for overcoming potential stigma and working out the differences. Organising conviviality meetings on a regular basis allows all both junior and senior members to gather and informally exchange on their everyday tasks in a more relaxed environment (e.g. joint coffee breaks, joint meals etc.). This method simplifies the knowledge transfer process, but also tackles the communication barriers by removing the sometimes too official approach and strengthens the team spirit in the organisation.

Goals & purposes	• Team development • Knowledge exchange in a informal setting • Sharing resources • Getting to know the co-workers better
Level of Effort (from * low to ***** high effort)	*
Applicable to (situation)	• in daily form as a coffee break • in a monthly form as a salaried meal
Target group resp. staff needed	• junior and senior staff members (same team or whole organisation)
Setting (Duration, frequency, point of time, material, etc.)	• informal setting (ca. 2 hours) • frequency based on need • requires reservation and registration if handled as a monthly event (meal, coffee break) • platform for documentation (organiser)
General conditions	• Relaxed atmosphere • Resources for not to affecting daily operations
Requirements	• a room with enough space for the team including tables and chairs • good schedule management • regular communication with staff to identify need for this meeting
(Technical) Equipment	• Platform of preference for documentation
Preparation	1. Efficient planning of a date suitable for all staff members (a fixed day and time has been proved to be helpful) 2. One shared document (for everyone to access) to collect topics to be discussed during the meeting
Implementation	1. Organising the meeting (time, place) 2. Sending invitations 3. Regular revision of setting (date and time, etc.) due to changes in teams (staff retiring, new starting) 4. Documentation and revision of discussed topics

G) Conclusion

Intergenerational learning may be challenging at times due to the many differences generations bring in to work.

To address these challenges, organisations from six countries decided to help tackle these challenges through a strategic partnership funded by Erasmus+ Youth, with the project BRIDGE (**B**reaching **R**eservation and **I**mproving **D**ialogue through **G**enerational **E**xchange).

Intergenerational knowledge exchange benefits both the individual and the organisation. By combining the skills of employees from different generations in the same industry, they are better able to grow their skills and become more competitive. The process of learning from multiple generations provides organisations with new perspectives on various issues and helps to gain a competitive advantage.

This handbook is a collection of various knowledge transfer and management methods provided by youth workers of different generations. Feedback on the methods, as well as improvement recommendations were provided by external entities which contributed to the successful finalisation of the handbook.

Have you examined your organisation's ability to capture the wisdom from all generations?

If not, consider implementing the methods outlined in this handbook and create a work environment that supports lifelong learning!

It all starts with communication, teamwork and appreciation of each other.

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