



FROM INTERGENERATIONAL
COLLABORATION TO
**DESIGNING FOR
PROBLEM SOLVING**
IN THE CREATIVE ECONOMY

by Hala Beisha & Donna Klaiman

Submitted to OCAD University in partial fulfillment
of the requirements for the degree of Master of
Design in Strategic Foresight and Innovation.

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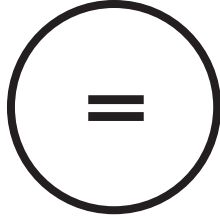
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ABSTRACT

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To remain competitive in the creative economy, workers as individual professionals and within teams must strengthen their problem solving abilities in creating new forms of value for their employers. Because of an aging work force, growing cultural diversity, and short term, more precarious employment, intergenerational problem solving is an important part of the solution.

In their initial focus on this issue, the researchers employed different techniques, including a literature review, trend analysis, and the collection of primary data through individual semi-structured interviews and a group method called World Cafe. The data was coded and clustered under themes corresponding to individual, team and organizational work settings. Initial analysis confirmed the importance of intergenerational collaboration. However, there was a growing realization that it was only one of many challenges confronting workers in the creative economy. This “pivot” prompted further analysis of the data, leading to an expanded set of findings, and the researchers’ design solution.

The “user persona” method was employed to construct archetypes that capture the principal findings of the analysis, with respect to the needs and possible ways of addressing them effectively. In depicting this interaction between workers and their needs, the researchers have drawn on literature pertaining to adult learning, coaching and occupational science in conjunction with design methods from the Strategic Foresight and Innovation program.

The design solution postulates that workers must not only be proactive in addressing their needs but also self-reliant, as, because of financial pressures and staff turnover, companies are increasingly reluctant to invest in individual employees. The specific solution they propose – namely greatly enhanced and credentialed coaching services for a broad range of needs relating directly to the creative workplace, career development and life transitions – points to an attractive business opportunity. The Report suggests some initial steps to develop it.

The report reflects on possible criticisms regarding collection of the primary data. However, the researchers contend that the overall findings are sufficiently robust to support their solution.

In closing, the researchers raise two issues for further inquiry. The first is whether the emerging market for enhanced coaching services can fully and satisfactorily address the many problems confronting workers in the creative economy. Given its growing importance, is there a role for government as well? The second is whether the problems identified by the research are specific to the creative economy. Will they not become more prominent in other sectors as well?

Although the MRP is the product of a joint effort, we highlight the contributions by each author. (Please refer to Appendix C)

Key Words:

intergenerational collaboration, user persona, value creation, creative economy, coaching, mentoring, life long learning, intangible assets, problem solving, creativity, collaboration, occupational performance, design thinking, career navigation, skills, competencies.

ACKNOWLEDGEMENTS

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We used to think of employment as an escalator that you hopped on in your 20s and hopped off in your 60s. That escalator is broken.

The major obstacle facing
Businesses today, isn't a technology issue...
It's a human one.

- The Challenge Factory



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INTRODUCTION

1. INTRODUCTION

Rationale for the Research

In a world of increasing complexity and change, uncertainty and disruption are the norm. Organizations, teams and individuals have to find new ways to identify long-term solutions to stubborn problems. To remain competitive, organizations have to strengthen the problem-solving capacity of their individuals and teams.

The creative economy is driven by innovation and competition. Consequently, organizations will rely upon effective, group problem solving that supports innovation on an increasing scale. (Hughes, 2013)

The workforce is becoming more age-diverse. This trend is expected to continue throughout the twenty-first century, leading organizations to consider how to best use intergenerational workforce in order to generate value (The Conference Board of Canada, 2016).

This report describes research, initially focusing on intergenerational collaboration, which led to the design of a solution to more broadly address the changing skills and competencies required by those working in the creative economy. The research process involved a pivot point, namely the researchers' realization that the findings referred to a broader set of needs than they originally posited. These elements have guided the design of the proposed solution using the persona method. This research process is depicted in Figure 1.

Initial Conceptualization of the Research Problem

The problem was initially identified while watching *The Intern*, a movie starring Anne Hathaway and Robert De Niro. De Niro plays a seasoned executive who goes to work as an intern in Anne Hathaway's online fashion business. He portrays a discerning, savvy, approachable, and knowledgeable former executive with many intangible skills that enable him to solve problems with his younger colleagues, adding value to their relationship and for the organization. The movie's underlying message is the need for intergenerational problem solving in the fast paced corporate environment.

In our initial line of inquiry, the researchers focused on answering two specific questions: Why is intergenerational problem solving important for value creation? And, how do we design a solution that addresses this need within the workplace?

To ensure clarity and consistency, we have applied the following definitions to concepts used in our research.

Collaboration

Collaboration refers to a joint intellectual effort toward achieving a common goal. It entails sharing talents and abilities, mutual respect, acknowledgement of others, empathy, altruism, trust and creative communication. (Townsend & Polatajko, 2007)

Creativity

The concept of creativity by Florida (2013) highlights the connection between creativity and experience. Creativity comprises the lack of rigid boundaries in concepts, beliefs, perceptions and hypotheses; "a tolerance for ambiguity"; and "an ability to manage conflicting information without forcing closure upon the situation."

Creative economy

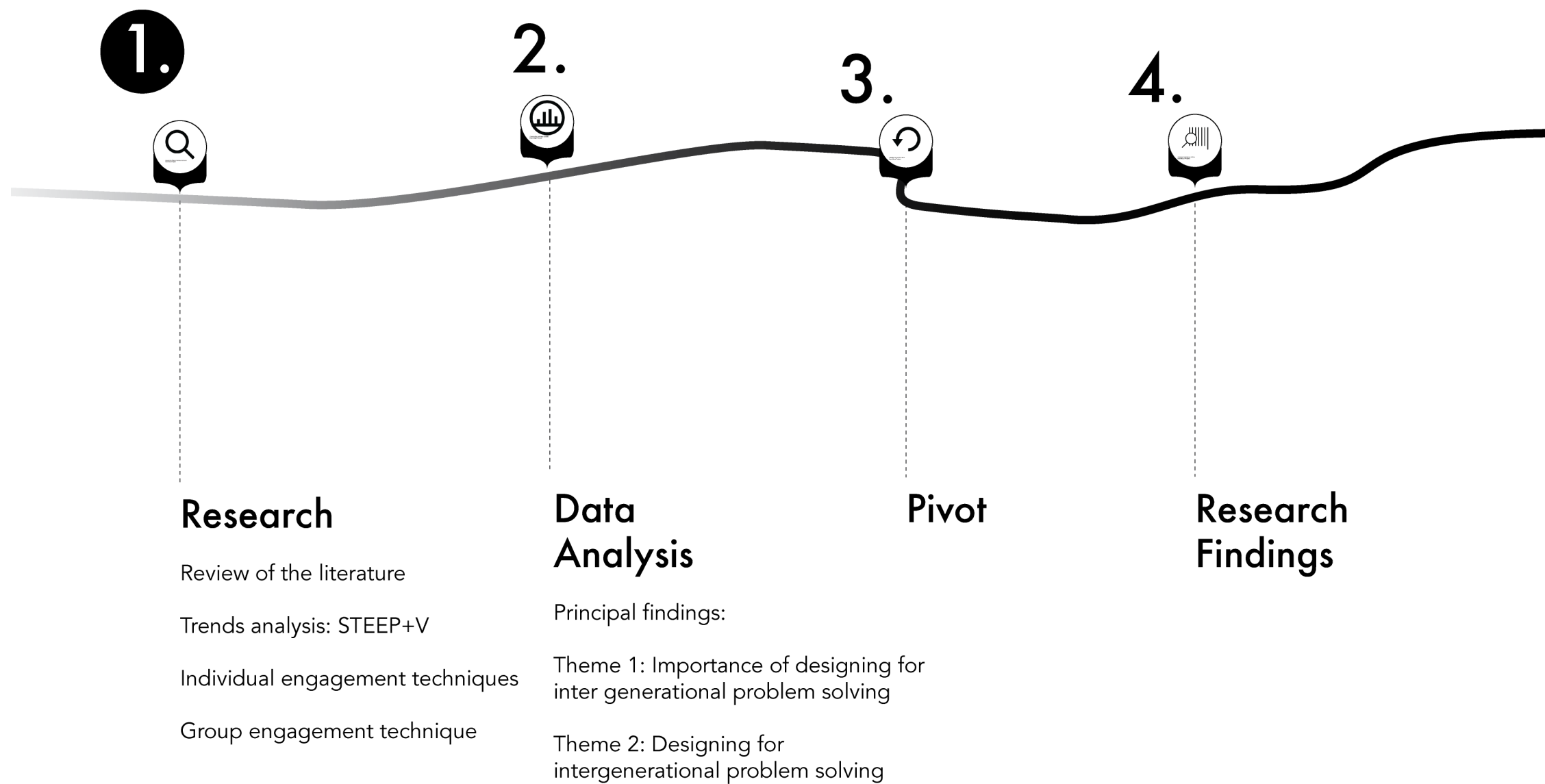
The creative economy is defined by Florida (2013) as "the joint expansion of technological innovation and creative content that has been the driving force of innovation (p.44). It also includes people making a living from artistic and cultural activities as well as design and creative content industries like film, music."

Intergenerational collaboration

In the workplace, intergenerational collaboration is defined as two or more people of different generations co-creating in a trusting and safe environment.

fig.1: OUR PROCESS

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5.



Design

Design directions

Applying the persona method

Design solution

Implementation plan

6.



Limitations of The Study

7.



Concluding Remarks



REVIEW OF THE LITERATURE

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2. REVIEW OF THE LITERATURE

The researchers reviewed approximately 90 articles of which 62 comprise the articles referenced in the paper. These articles were drawn from published books, grey literature, peer reviewed journals, web sites, newsletters, reports, newspaper articles and blogs. The principal search engines used were for the research were Google Scholar, Research Gate, JStor and Google. It is important to note that many articles were also recommended by experts and thought partners.

The researchers applied the following topics in their search of the literature:

The initial interest in intergenerational problem solving was confirmed by the fact that the workforce has become more age-diverse, a trend that is expected to continue throughout the twenty-first century. These demographic changes are forcing organizations to look into ways to ensure the transfer of knowledge between experienced and younger workers.

As Canadians are enjoying longer and healthier lives into their 80s and 90's, significant numbers of mature adults are remaining in the workforce beyond the standard retirement age of 65. However, young adults are trying to gain a foothold in the creative workforce leading to workplace challenges for all age groups. Moreover, differences in work values, mindsets and behaviors that each generation brings to the workplace portend a future with far more complex human-centered problems in the workplace (Parry, & Urwin, 2010).

In the background literature, this longer term trend is often categorized in terms of five age cohorts: Traditionalists, born 1925-45; Baby Boomers, born 1946-1965; Generation X born 1964-82; Millennials or Generation Y, born 1980-2000; Generation Z born 2000+ (Conference Board of Canada, 2016). The MRP has looked primarily at Baby Boomers and Millennials.

The researchers' findings are set out under the following headings. (See next page.)

DEMOGRAPHICS

- Boomers
- Millennials
- Age stereotypes
- Values
- Generational theory

INTERGENERATIONAL DIFFERENCES

- Intergenerational diversity
- Intergenerational learning
- Attitudes on aging
- Resilience

VALUE CREATION

- Mission
- Co-creation
- Value proposition
- Market disruption
- Intangible assets
- Concept of creativity

LABOUR MARKET TRENDS

- Retirement statistics
- Skills and competency for the workforce
- Creative economy
- Canadian market labour trends
- Skills for the future of work
- Fourth Industrial Revolution
- Talent decade
- Second career
- Social entrepreneurship

DESIGN THINKING FOR STRATEGIC INNOVATION

- Business of design
- Prototyping
- Lean start up
- Sprint process by Google

CULTURE

- Organizational culture
- Enablers of intergenerational collaboration
- Team diversity
- Management and organizational development
- Human resources practices
- Leadership
- Scaffolding
- Design of workplace

LEARNING

- Learning organization
- Adult learning and transformation
- Mentoring and coaching
- Occupational performance



(See next page for concept map)

fig. 2: CONCEPT MAP OF TOPICS

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“
 From intergenerational
 collaboration to
 designing for
 problem solving
 in the creative economy



“

The illiterate of the 21st century will not be those who cannot read and write but those who cannot learn and unlearn.”

- Alvin Toffler

DEMANDS OF THE CREATIVE ECONOMY

Today's creative economy is driven by innovation and competition. Organizations need structures that support innovation at increasing scale (Hughes, 2013). Fluid structures are required to help workers develop networks of problem-solvers to adapt to changing customer needs and desires. Hughes points to the shift in the role of managers, notably “to oversee creative economies, ecosystems, and communities.” Managers need to manage innovation continuously and solve problems quickly.

SKILLS DEVELOPMENT

Skills are the new global currency in the creative economy. Johnson, et al (2005) and Lane & Murray (2015) assert that in today's fast-paced and competitive workplaces, employers not only look for job-specific technical skills but also for other requirements: that employees be creative, think critically, make decisions and work in high performance, multidisciplinary and intergenerational teams.

Johnson, et al (2005) address the importance of new skills to make sure that highly skilled workers can keep up with continuous change in the workplace. Florida (2002) points to the value of creativity as an essential element in driving competitive advantage in the marketplace. Further, “It involves a distinct kind of thinking and habits that must be cultivated both in the individual and the surrounding society.” Workers must draw on deep experience, called “tacit” knowledge for problem-solving compared to “transactional” for jobs that are more routine in nature (Johnson, et al, 2005).

Companies need a better understanding of how they can develop and manage tacit skills rather than transactional ones. Organizations learn to develop tacit skills internally through the right set of opportunities so that their employees can become more seasoned and knowledgeable.

VALUING HUMAN ASSETS

Highly skilled workers who can keep up with continuous change in the workplace are the main economic and social drivers. Only those organizations that are flexible, adaptive and productive will excel. Organizations need to discover how to tap into the potential of their workers' commitment and capacity to learn in teams (Senge, 2000).

Lane & Murray (2015) foresee that the next great performance challenge facing employers will be raising the value of employees whose jobs cannot be automated. The number of jobs involving decision-making, and other complex interactions among skilled and educated workers, is growing at a phenomenal rate. Workers in the

creative sectors devote most of their time interacting with clients or coworkers in solving increasingly complex problems. These complex interactions typically require people to deal with ambiguity and to exercise high levels of judgment.

Employers should not only look for job-specific technical skills but also emphasize new requirements for creativity, thinking critically, decision-making and the ability work in high performance, multidisciplinary and intergenerational teams. Lane and Murray specify organizational models where employees operate within a more level hierarchy and have greater scope for tacit skill development.

SKILLS GAP

Drummond & Hallowell (2016) note that business executives are concerned about their ability to fill job vacancies with requirements for multi-faceted competencies—not just technical knowledge, but also so-called “soft skills” such as collaboration and teamwork, problem solving, relationship building and an openness to change. Lane & Murray's research (2015) points to a skills gap between Boomers and entry level workers in their ability to solve problems, access tacit knowledge and communicate efficiently in high-performance teams.

CHANGING DEMOGRAPHICS

From a health perspective, population ageing is a remarkable story reflecting the contributions made by public health, medicine, education and economic development (World Economic Forum 2012). Stats Can (2011) reports that by 2036, one in four Canadians will be over 65.

Baby Boomers, born between 1945 and 1965, are redefining a new type of retirement that continues to capitalize on their acquired knowledge capacity. Many Boomers in the creative sectors choose to remain in the workforce after the traditional retirement age of 65, and apply their communication skills, experience, tacit knowledge, and specialized problem solving in a wide range of work arrangements (The Conference Board of Canada, 2016). Millennials, born between 1980 and 2000, are entering the workforce wondering if the prospect of upward mobility will be limited because Baby Boomers are staying in the workforce beyond age 65.

GENERATIONAL DIVERSITY

Clough (2009) described generational diversity in the workplace as “the extent to which the workforce population of an organization represents, or is influenced by, people of different age groups available in the general workforce.”

Clough identifies five broad variables setting out differences: work- and life-related values and motivators; professional growth; attitudes to rules, authority and hierarchy; attitudes to learning, training and development; and work environment and diversity. Since this trend will continue in the future as new age cohorts enter the workforce, there will need to be a leveling of the playing field for all generations and diverse groups.

While organizations may create specific policies to meet the changing needs of the mature worker for flex-time, reduced hours, or possibly contract work post retirement, workplace cultures will expect all levels of workers to get along, regardless of differences, and bring their unique talents to the problem-solving table to create value for the organization (Martin, 2009).

All workers will be expected to “bring deep understanding of at least one field, but have the capacity to converse in the language of a broader range of disciplines. This requires a sense of curiosity and a willingness to go on learning far beyond the years of formal education” (Davies et al. 2011).

VALUE CREATION THROUGH DIVERSITY

Research by Kirkpatrick, Martin & Warneke (2008) observes that members of the four generations currently in the workforce bring different influences and expectations to work. By understanding the areas of common ground, employers will have the possibility to develop high performance workplace strategies.

Clough (2009) notes that “organizations with a diverse group of people from different age groups offering a range of views, opinions and perspectives, are almost always going to be more effective, more likely to produce creative and innovative approaches, and have a greater long-term advantage over their competitors.” Another observation is that value creation in an increasingly age diverse workforce requires “... an integrated system of environment, tools and policies that brings out the best in every generation and that successfully bridges generational diversity” (Clough 2009).

ORGANIZATIONAL CULTURE

Carpenter & de Charon (2014) and Clough (2009) warn that organizations that fail to adapt their culture to meet the challenges of intergenerational workforces face employee-retention issues, disruption of knowledge transfer, and a reduced competitive advantage. Outdated management styles can lead to cause serious conflict within the workplace and need to be addressed within the socio-cultural context of the organization.

HIGH IMPACT FACILITATORS

Further exploration of the literature uncovered some high impact facilitators that inform the framework design of the study.

Role of Leadership

The Conference Board (2016) observes that diverse groups generate more innovative ideas than homogenous ones. But diversity alone is meaningless without an inclusive culture that values and actively encourages diversity of thought. Research notes that senior leadership is the biggest enabler of innovation and that diversity of thought is a crucial component. Organizational leaders need to champion an inclusive culture that includes intergenerational collaboration in any intervention.

Learning Organization

Senge (1990) presents the idea of the learning organization where people have the potential to learn and flourish within the workplace. His emphasis on systems provides a more holistic appreciation of the organizations and the people who need to function within it. His framework for a learning organization recognizes that people may lack the tools and guiding ideas to make sense of the situations they face. Senge sets out the five ‘competent technologies’ that build and sustain learning organizations. He also stresses the importance of a shared vision, working and learning in teams, personal mastery and the development of sophisticated mental models.

Gavin, et al (2008) point to culture of organizational learning using tools to identify areas where organizations can support knowledge sharing, idea development, learning from failure, and holistic thinking. They identify three concrete building blocks: a supportive learning environment; concrete learning processes and practices; and leadership that reinforces learning and creative thinking.

Leveling the Playing Field

Knapp (2016) describes a technique of organizational learning called the "sprint method". "It is a highly efficient and productive approach which aims at successful problem solving by bringing the right people together with the right mindset and in the right environment" (Knapp, 2016). The sprint is a method that expedites problem solving and prototyping, to provide high value creation for an organization. It details how to implement each principle so that there is inclusiveness and a level playing field, psychological and physical safety, and ground rules for effective collaboration of all team members, regardless of age or other diversity. This approach, he contends, can be applied to start ups or established organizations.

Managing for Emergence

Westley (2008) refers to culture as "managing for emergence," supporting social innovation approaches and promoting systemic entrepreneurship. She suggests that social innovation approaches help people understand how social systems adapt or are transformed. System entrepreneurs can fulfill roles at different times in the innovation cycle.

Some roles are being directed toward finding opportunities to connect to alternative resources of the dominant system and to manage transformation and strengthen adaptation. "This is facilitated where organizations have qualities that support resilience such as low hierarchy, adequate diversity, emphasis on learning over blame, room for experimentation and mutual respect." These features create a virtuous cycle that builds resilience. According to Westley, resilience stems from processes of adaptation and transformation that are dynamic, cyclical and infinite. It teaches us to look at a problem or a strategic vision systemically.

Mentoring and Coaching

Of special importance to our own work are mentoring and coaching resources, because they create high impact for change by supporting the learner in sense-making and the cognitive transformations that are taking place (Negrone, 2016). In addition, coaching enables the learner to build new skills in problem solving by: providing fresh perspectives; posing questions in a new way; making new interpersonal connections; and offering authentic ways to communicate.

Transformative Learning

Adult learning experts Kitchenhand (2008) and Mezirow (2000 & 2003) state that transformative learning can only take place in a supportive culture. According to Mezirow, "Transformative learning theory focuses on 'deep learning', that is, learning that occurs with a significant shift in meaning perspectives or in the system of shared beliefs that individuals use to make sense of lived experience." "Learning to think for oneself involves becoming critically reflective of assumptions." For transformative learning to occur, learners must be able to validate beliefs, intentions, values and feelings. Mezirow has developed a classification of critical reflections and assumptions involving objective and subjective reframing that can be useful to design interventions within organizations.

Design Thinking

Martin (2009) suggests that for businesses to thrive, workers will have to adopt design-thinking strategies to solve complex problems. He points to some of the supports and resources that organizations will have to provide to unleash design-thinking ability in their workers.

Martin also stresses the importance of hunches or intuitions in design thinking. These exist within the individual at the pre-linguistic level. In problem solving, hunches need prompts called heuristics. Heuristics guide toward a solution by way of an organized exploration of possibilities. "Heuristics are open-ended prompts to think or act in a particular way." Heuristics bring intuition to language. To create an environment that supports the development of new ways of thinking, Martin recommends that "businesses think differently about three elements of its organization: its structure, its processes and its cultural norms. Martin also acknowledges that individuals must have the necessary skills, mastery, perseverance and discipline.

Enablement of Occupational Role

The concept of enablement of occupational role is drawn from the occupational science and occupational therapy literature. According to Townsend and Polatajko, "Occupational role refers to the rights, obligations and expected behavior patterns associated with a particular set of activities or occupations performed on a regular basis" (2007). In order to be an agent of enablement, the authors point to the importance of skills that are "collaborative, attentive to power inequities and diversity and charged with visions of possibility for change."



<https://unsplash.com/search/road/mountain?photo=WKVGrnz7o004>

TRENDS ANALYSIS: STEEP+V

3. TREND ANALYSIS: STEEP+V

Complementing this literature review is a trend analysis to “provide insight into past, current and future of the external environment developments during times of uncertainty, times of information overload and times of disorganization” (<http://pestleanalysis.com/what-is-steep-analysis/>).

The trends and drivers are identified using a STEEP-V, an acronym standing for social, technological, economical, environmental, and political and values based factors that provide a starting point for strategic discussions about the future (Loveridge, 2002). According to Popper (2008), STEEP-V, is “an innovation radar used to track down future developments.” The STEEP-V research provides insights into the trends impacting the future, the skills needed and the importance of intergenerational collaboration for value creation in the workplace of the creative economy.

SOCIAL TRENDS

Agency

One trend revealed by our research is a sensed loss of agency, namely to influence the world. Inayatullah (2006) suggests that systemic conditions, such as barriers within organizations, affect the scope for individual choices. According to Inayatullah, workplaces are not only places where people earn money and make friends; workplaces also create personal meaning and a sense of community. Organizations that seek to develop high performance, problem solving individuals and teams may need to foster a culture that supports their workers’ drive for agency within their work.

Trends in Technology

Advances in artificial intelligence (AI), robotics, the internet of things, autonomous vehicles, 3D printing, nanotechnology, biotechnology, materials science, energy storage, quantum computing and other areas are redefining industries and will continue to shape the world of work (Schwab 2016). Our growing reliance on technology creates inequities even among specialists that work together. There will be greater need for collaboration in the workplace to solve complex and evolving issues.

The “gig economy”, with its low barriers to entry and scheduling flexibility, will attract people of all ages and in different life roles, including stay-at-home caregivers and empty nesters. As employers continue to rely on fixed-term contracts to keep labor costs under control, it is expected that freelance work will continue to gain popularity (Innovation Excellence Weekly, 2016). Organizations focusing on building value will have to invest in opportunities for their workers to interact in structured ways (e.g. regular learning sessions) to reinforce its value proposition.

Advances in technology are poised to disrupt Canada’s economy – yet more than 4 out of 5 businesses are not ready for it. (Deloitte Report, April 2015). Technology changes have created a situation where the demand for highly skilled workers is growing while the demand for workers with less education and lower skills has decreased. The result is a job market with a strong demand at the high and low ends, and a hollowing out of the middle. (Schwab, 2016)

More than 30 percent of the global population now uses social media platforms to connect, learn, and share information. In an ideal world, these interactions promote cross-cultural understanding and cohesion. However, they can also create unrealistic expectations as to what constitutes success for an individual or a group (Schwab, 2016).

ECONOMIC TRENDS

Increasing Uncertainty

“

We agree that the world is changing rapidly. The future is not like the past. The way we do business today will not be the way we do it in the future. And it’s as difficult to predict the weather over the next 12 months as to predict the performance of a business.

- Idris Motee

Changes in value creation combined with rapid changes in technology, environmental changes and mass migration seem to compound existing problems. Some of the old business approaches of the past of just creating more are not working and as a result the problems are being compounded and becoming more complex. There is increasing pressure on organizations to do more with less

Rise of the Creative Class

The economic need for creativity has led to emergence of the “creative class”. More than 40 million Americans are members of this newly defined class that includes people in science, engineering, architecture, design, education, the arts, music, new technology and new creative content. Beyond this core, the creative class also includes professionals in business, finance, law, health and other related fields (Florida, 2012).

The creative economy requires diversity of gender, race and ethnicity (Florida, 2012). As the key source of creativity, “people” are the critical resource of this economy. This new area of value creation will require collaboration among all workers in order for organizations to remain competitive.

Cost of Human Capital

According to the Human Capital Management Institute and the Society for Human Resource Management (SHRM), "Total human capital costs, also known as total cost of workforce, average nearly 70% of operating expenses. In many organizations, 30-40% of the workforce is now over 50 or will be by 2030. That number accounts for no less than 25-30% of operating expenses (Taylor et al., 2014).). This means that ignoring or underutilization of this resource can be costly and has important implications for the bottom line.

Intangible Assets

Intangible assets will become increasingly important as companies introduce new forms of value creation. Leonard Nakamura of the Federal Reserve Bank of Philadelphia estimates the corporate sector's amount of investment in intangible assets by examining changes in operating margins of firms—the difference between sales and the cost of sales (Lev, et al, 2003). He estimates the value of investments in intangible assets to be around \$1 trillion in 2000, as much as the corporate investment in fixed assets and machinery. The net capitalized value is about \$6 trillion, a significant portion of the total value of all stocks in the United States. Data for the S&P 500 companies, which account for about 75 percent of the total assets of the U.S. economy, reveal that since the mid-1980s, there has been a large growth in their ratio of market value to book value (Lev et al., 2003)

The Talent Decade

Research from Bersin by Deloitte and the Conference Board of Canada cite 2010-2020 as the "talent" decade, with demographics as a key catalyst and driver. During this decade, they report, business strategy will pivot on questions such as who does the work, who owns the knowledge required to get the job done, and their relationship to their employer ([www. challengefactory.ca](http://www.challengefactory.ca)).

COMPETENCIES AND SKILLS IN THE CREATIVE ECONOMY

Shift in Skill Sets

"Overall, social skills—such as persuasion, emotional intelligence and teaching others—will be in higher demand across industries than narrow technical skills, such as programming or equipment operation and control. In essence, technical skills will need to be supplemented with strong social and collaboration skills" (World Economic Forum, 2016).

Situational Adaptability

Situational adaptability, according to Autor (in Davies, et al, 2011), is the ability to respond to unique and unexpected circumstances of the moment, as well as tasks that require both novel thinking and adaptability. These skills will be at a premium in the next decade, particularly as automation and outsourcing continue.

Sense-Making

Sense-making is the ability to determine the deeper meaning of and draw connections among ideas. As smart machines take over rote, routine manufacturing and services jobs, there will be an increasing demand for those skills machines are not able to undertake, in particular higher level thinking that cannot be codified, but is critical to decision making (Davies et al, 2011).

Social Intelligence

Social intelligence is the ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions. Socially intelligent employees are able to quickly assess the emotions of those around them and adapt their words, tone and gestures. Such skills will become an increasingly important asset in future (Davies et al, 2011).

Novel and Adaptive Thinking

Novel and adaptive thinking is the ability to come up with solutions and responses beyond that which is rote or rule-based. David Autor has tracked the polarization of jobs in the United States over the last three decades. He finds that opportunities are declining in middle-skill white-collar and blue-collar jobs. Conversely they are increasingly concentrated in high skill, high-wage professional, technical and management occupations as well as low-skill, low-wage occupations. Jobs at the high-skill end involve abstract tasks that demand novel and adaptive thinking.

Cross-Cultural Competency

Cross-cultural competency is the ability to operate in different cultural settings. What makes a group truly intelligent is the combination of different ages, skills, disciplines, and working and thinking styles that members bring to the table. Scott E. Page, professor and director of the Center of the Study of Complex Systems at the University of Michigan, concludes that "progress depends as much on our collective differences as it does on our individual IQ scores" (Davies, 2011).

Computational Thinking

As the amount of data we have at our disposal increases exponentially, many more jobs will require computational thinking skills (Davies, 2011).

New Media Literacy

New media literacy is the ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication (Davies, 2011). The related competencies and skills feature strongly in the growing creative economy.

POLITICAL TRENDS

Immigration

Immigration has always been a major contributor to Canada's economic growth. In more recent years, with the rise of the creative economy and a mobile workforce, a greater number of workers in the creative class are looking to relocate to Canada. However, immigrants arriving since the early 1990s have not caught up to the Canadian-born in annual earnings—a significant negative shift from previous decades, when they were able to do so within five years. Too many newcomers are struggling to achieve the economic success that their skills, experience, and education credentials suggest they should attain (Eeksa et al, 2016).

Another consideration is that the ageing of Canada's population will have a significant impact on potential growth. Slower growth in the labor force will have a negative impact on household spending. "Weaker economic growth over the long term will limit the amount of revenue that governments in Canada collect over the forecast period at a time when the aging of Canada's population will require significantly more expenditures" (Keung, 2016). Policy on immigration to Canada will affect growth, social diversity, and the workplaces of the future.

Public Policy

Canada has passed through a decade of disinvestment in data, analytical tools, and the capacity for balanced policy analysis – thereby falling behind the standard set by many other OECD countries (Briefing notes from the Ottawa Council on Aging to the Prime Minister, 2015).

The impact of policies to spur growth in the creative economy will likely not be felt for many years. The importance of such policies is underscored by a major innovation deficit. Canada is currently ranked nine out of 16 peer countries (Conference Board of Canada, 2015) and 26th globally for business innovation (World Economic Forum, 2016), a position that has not changed significantly over the past decade.

Summary of STEEP-V Analysis

Some trends are long term, notably the pace of innovation, the rapid obsolescence of skills and the ageing and growing diversity of the labor force. There are others, e.g. sense making, social intelligence, social adaptability, and new media literacy, which while not easily measured, appear to be growing in importance. The overall picture is consistent with findings from the literature review, namely that workers in the creative economy will increasingly need problem solving skills and a wide range additional competencies in dealing with an expanding set of problems.

RESEARCH METHODOLOGY

<https://static.pexels.com/photos/1421/road-nature-hand-path.jpg>

4. Research Methodology

The investigators' approach to contextual research is described by Kumar (2013). His approach is particularly helpful for a team effort by helping to frame the context, and general research plan. It structures a division of labor among team members, and agreement on the scope and type of resources to be studied and analyzed, as well as the timelines and deliverables.

Following the contextual research approach, the researchers adopted an exploratory and generative design methodology (Sanders and Stappers, 2012). Their approach can be particularly powerful in accessing participants' ideas that are latent or not easy to articulate. Shulte (2016) suggests that people reveal a lot about their problems, needs, dreams, and aspirations during the creative process, providing rich context that might be obtained through other means. The generative research methodology used two techniques: semi-structured, one-on-one interviews and a group process called World Café.

INDIVIDUAL ENGAGEMENT TECHNIQUES

The semi-structured interview was used to quickly establish trust with each interviewee in order to tap into personal data on the attitudes, aspirations and sentiments. The interview was designed to collect data on the potential for creative intergenerational collaboration in the workplace. It featured a pre-determined set of open questions (questions that prompt discussion), with the opportunity for the interviewer to further explore particular themes or responses.

In contrast to a structured questionnaire, a semi-structured interview does not limit respondents to a set of predetermined answers. It allows respondents to discuss their responses with the interviewer and to raise issues that the interviewer may not have considered in advance.

Semi-structured interviews averaging 45 to 60 minutes were undertaken with a total of 17 participants including the following groups:

- Six thought leaders/experts
- Six Baby Boomers (born 1946-1966)
- Two Generation Xers (born 1965-1980)
- Four Millennials (born 1980-2000)

Each researcher used an interview guide to capture similar information from her participants. (See Appendix A for the interview guides).

table. 1: TOTAL NUMBER OF PARTICIPANTS PER CATEGORY

Hala Beisha and Donna Klaiman, 2016

	MILLENIALS	BABY BOOMER	GEN. X	EXPERTS
SEMI-STRUCTURED INTERVIEWS	4	6	2	6
WORLD CAFE	8	4	3	N/A

GROUP ENGAGEMENT TECHNIQUE

The researchers used a World Café group technique in order to elicit ideas, opinions, experiences, values and beliefs from an age-diverse group on issues concerning intergenerational collaboration. They had a total of 15 participants, namely eight Millennials, four Baby Boomers and three Generation Xers.

World Café is a technique to stimulate the wisdom of participants. This technique, developed by Vogt, Brown & Isaacs (2003) is a relatively easy method for prompting collaborative dialogue, particularly in large groups. The World Café enables groups of people to participate together in evolving rounds of dialogue with three or four others, while at the same time remaining part of a single, larger, connected conversation. Small, intimate conversations link and build on each other as people move from group to group, cross-pollinating ideas and uncovering new insights into issues that matter to them in their life, work, or community (www.theworldcafe.com). The exchanges are stimulated by questions developed by the researchers to obtain the participants' opinions. Figure 2 is a visual recording of the exchanges made in the World Café.

fig. 3 : VISUAL RECORDING AT WORLD CAFE



Workshop included: 15 to 20 millennials and boomers.
The workshop was co-sponsored by the Lillian H. Smith Public Library.



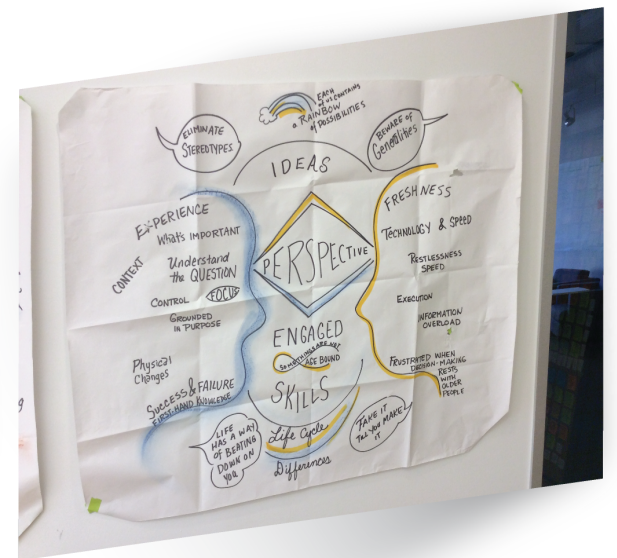
1.

WHAT DOES THE WORKPLACE OF THE FUTURE LOOK LIKE?



2.

WHAT ARE THE OPPORTUNITIES AND CHALLENGES OF INTERGENERATIONAL COLLABORATION?



3.

HOW DO WE ENABLE INTER-GENERATIONAL COLLABORATION? WHAT DOES EACH GENERATION BRING TO THE TABLE?

TWEETS 370 FOLLOWING 1,081 FOLLOWERS 618 LIKES 85 LISTS 1

Tweets Tweets & replies Media

 **Hala Beisha** @msbeisha · 10h
Thank u @LOFTKitchen for the amazing catering and on point service!! U knocked it out of the park!!!

 **Hala Beisha** @msbeisha · 18h
Thank u @torontolibrary Lillian Smith for the support. Looking forward to welcoming collaborators to workshop. #ocad #sfi #freshinsights

  1  1  

During the World Café, the researchers observed conversations and collaborative activities involving knowledge sharing.

fig.4: PHOTOS OF SOME OF THE PARTICIPANTS

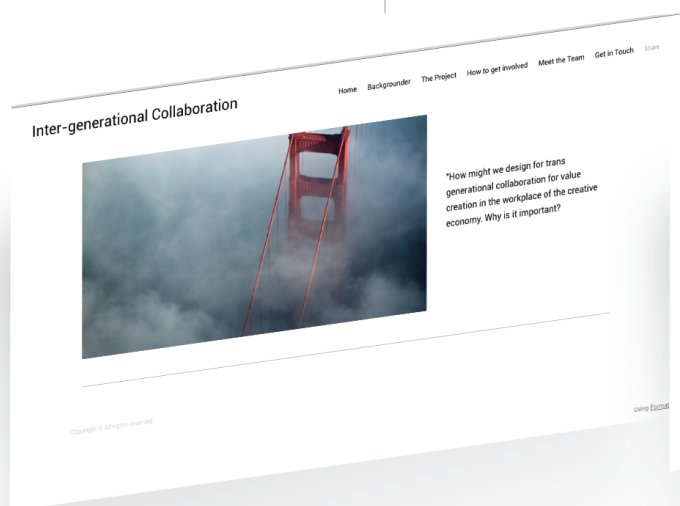


fig.5: SCREENSHOTS OF INTERGENERATIONAL COLLABORATION.COM

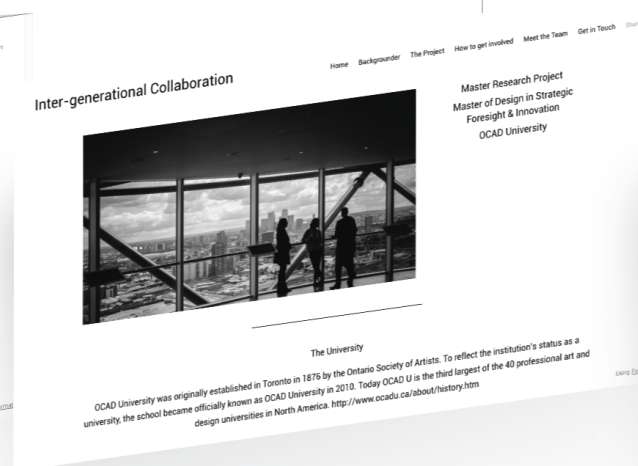
SCREENSHOTS OF INTERGENERATIONAL COLLABORATION.COM

This site was used for recruiting of participants for the World Café Workshop and the semi structured interviews

1. HOMEPAGE



2. BACKGROUND




3. PROJECT



4. GET INVOLVED

Home Background The Project How to get involved Meet the Team Get in Touch

Inter-generational Collaboration



We will be hosting World Café events to engage the community. World Café is a friendly research experience where participants have conversations at tables of four people in a cafe-type environment. The conversations are stimulated by questions developed by us to obtain the opinions of the participants. Following the conversations, we will collect information on the conversations and analyze it as part of the research study.

You can now participate in a World Café session in the evening. We welcome adults 20-35 and 55-75+ years who work or have worked in the knowledge or creative sector.

Date: Wednesday Aug 31, 2016
Time: 6 pm-8:30 pm (arrive at 5:30 pm)
Location: Lilian H Smith library at 239 College (near College and Spadina)
Light dinner served at 5:30 pm
TTC reimbursement available upon request
To reserve your place at the table contact: Donna Klaiman
donnaki@msk.com or text or call 613-850-1088

Using Excel

5. MEET THE TEAM

Home Background The Project How to get involved Meet the Team Get in Touch

Inter-generational Collaboration

Hala Beisha
Communicator and futurist, who puts people at the heart of the process.



Hala holds an MBA from the Schulich School of Business. She also holds an advanced degree in strategic marketing and she is pursuing a Master of Design in Foresight and Innovation. She is also an International Coach Federation accredited Leadership and Transformation Coach. She has traveled and worked with Four Seasons Hotels & Resorts and Hyatt International to support the opening of new and established properties in Jordan, Qatar and Toronto.

She is a multifaceted professional with a background in experience design, branding and marketing communications. She is a researcher and strategist with a deep understanding of what drives people and how that plays out in the business world. An exceptional relationship builder, she engages people in conversations and actions that are enduring and meaningful giving rise to longstanding friends and clients. She is a seasoned strategist adept at understanding the unique needs and culture of clients. She recognizes what needs to be accomplished to get the most working inside an organization. She understands systems and she can identify complex relationships among people, the environment and the leverage points for change.

Using Excel

6. CONTACT US

Home Background The Project How to get involved Meet the Team Get in Touch

Inter-generational Collaboration

Get in Touch


You can reach us at
Hala Beisha: hala@beisha@yahoo.com
@mabeisha T: 416 300 6999
Donna Klaiman: email donnaki@msk.com
T: 613 850 1088

Using Excel

Home Background The Project How to get involved Meet the Team Get in Touch

Inter-generational Collaboration

Donna Klaiman
A lover of textile art, who combines aesthetic and concrete motifs with her capacity to create abstract and logical solutions.



Donna believes that inter generational conversations and activities have the power to help us shape the future. By deepening our relationships, we can create environments, products and services that promote wellness, creativity, sense of purpose and relevance on this planet. This inter generational reality can be achieved by designing opportunities for conversations among people of all ages about their aspirations and common experiences.

Donna Klaiman is a seasoned professional bringing empathy and a human-centred approach to the innovation space. Working collaboratively with clients and colleagues, she weaves her unique set of talents and approaches to each new creative research and design challenge. Both a strategist and textile artist, Donna skillfully fuses her aesthetic perspective with logic and tacit knowledge to achieve solutions that work.

Donna had held many roles in both the private and public health

Using Excel

RECRUITMENT AND SAMPLING

The investigators selected a snowball sampling technique (<https://en.wikipedia.org/wiki/>). A “snowball” effect occurs where existing study subjects recruit others from among their acquaintances. This approach is suitable for in-depth qualitative research in which the focus is to understand complex social phenomena, such as the current research on intergenerational collaboration. Furthermore, in-depth analysis of a small sample facilitates the discovery and identification of patterns and causal mechanisms.

The researchers also applied a “purposive sampling” approach in order to cover as many different dimensions of variation in the sample group as possible: age, gender and cultural diversity, and experience in a range of workplaces. Sanders and Stapples (2014) observe that purposive sampling allows for sampling outside the target population to get a diversity of opinions, which is needed for generative research. This was done in this study by including several Generation X participants in the data collection. To recruit them, the researchers set up a website named intergenerationalcollaboration.com

DATA HANDLING

The interview data was composed of written transcripts and, in some cases, audio recordings. Interviews took place by telephone, Skype, and face to face. The environmental noise levels and the functionality of the communication device determined the feasibility for recording. The researchers catalogued frequently repeated words, phrases and themes from interviews.

A similar sorting was conducted using the World Café data, with the researchers ensuring that the data sets were kept separate. However, the data video-recordings of the World Café did not yield sufficient material, because of the high noise level. However, the data from the visual recording did help corroborate major themes set out under our research findings below.

DATA ANALYSIS

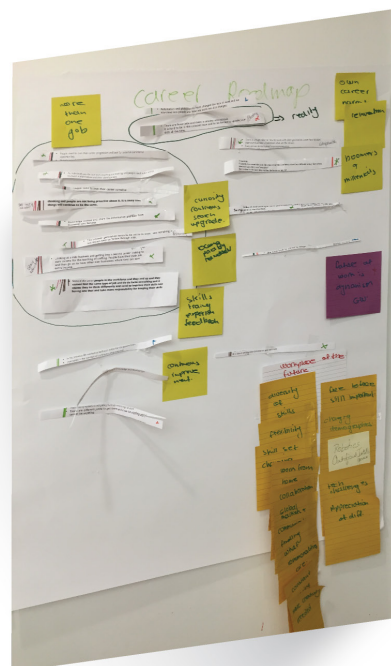
Our analysis was aimed at setting out major themes and sub-themes from data obtained from our semi-structured interviews and the World Café group session in order to identify patterns in responses. Kumar advises, “What is important is to understand the most relevant patterns in the data, in order to reveal the general principles that should focus ideation” (2013, p.132).

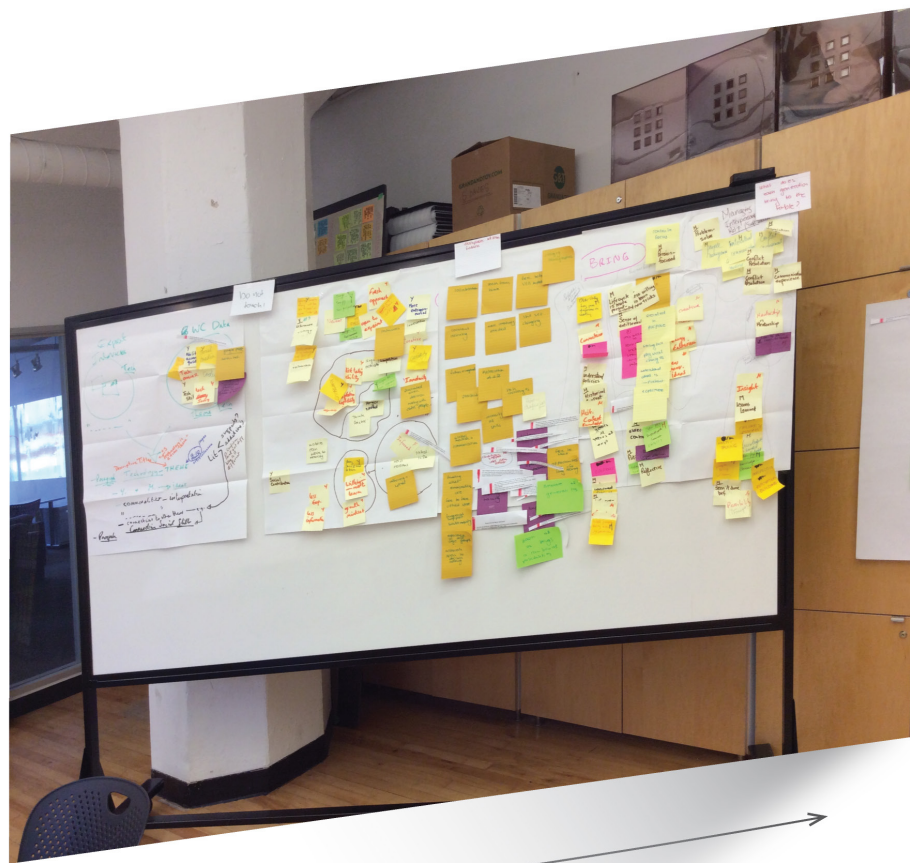
For this purpose, the researchers used thematic analysis to set out themes and sub-themes. Guest, et al (2011) state, “Thematic analysis is used in qualitative research and focuses on examining themes within data.” It is a useful method for capturing the intricacies of meaning within a data set.

The researchers applied a coding process to the raw data. The codes included comparing theme frequencies, identifying theme co-occurrence, and graphically displaying relationships among different themes. Critical questioning of the raw material also contributed to a richer and more comprehensive analysis. Figure 5 contains images of the data coding process.

fig.6: IMAGE OF DATA CODING

DATA CODING SESSION







INITIAL ANALYSIS OF DATA

<https://unsplash.com/search/book?photo=XOW1WqWmK9>

5. INITIAL ANALYSIS OF THE DATA

Our findings are set out in terms of two principal themes. Each major theme comprises a number of supporting sub-themes. Participant quotes are noted in italics followed by their initials validating the quotation.

table 2: INITIAL ANALYSIS OF DATA

Participant Number	Category	Title
1	Boomer	Former IT executive
2	Millennial	Design & innovation strategist
3	Boomer	Executive at innovation firm
4	Millennial	Director at international consulting firm
5	Gen X	Senior consultant for associations
6	Boomer, Expert	Seasoned Toronto based recruiter
7	Boomer, Expert	Toronto based recruiter and consultant
8	Gen X , Expert	University professor
9	Gen X, Expert	Published author & coach
10	Millennial, Expert	Public opinion specialist
11	Gen X, Expert	CEO of local enterprise
12	Boomer	VP in non profit organization
13	Boomer	Author, speaker & coach
14	Millennial	Researcher & graduate Student
15	Millennial, Expert	Researcher on issues of youth & innovation
16	Millennial	Career Transition
17	Boomer	Board Chair, Not for Profit Organization
18	Not Known	Unidentified Participant, World Café
19	Boomer	Former CEO Non-profit organization

THEME 1: IMPORTANCE OF DESIGNING FOR INTERGENERATIONAL COLLABORATION

<https://unsplash.com/search/architecture?photo=V1wvcw12bc>

THEME 1: IMPORTANCE OF DESIGNING FOR INTERGENERATIONAL COLLABORATION

THE CHANGING REALITY OF THE WORKPLACE

Conversations with experts and employees confirm that workplaces have become increasingly demanding of their employees to either bring in business or produce deliverables quickly, often within outmoded organizational structures.

*"We have to do the jobs better, faster and smarter."
M. PARTICIPANT 4*

*"Organizational structure is still hierarchical. Younger workers want to be consulted at every decision juncture. They complain of lack of transparency."
BB. PARTICIPANT 12*

*"No one can do things on their own in this new reality of disruption and we need capacity for complex problem solving to create value."
Personal conversation by co-researcher with Expert*

WORK AS A KEY PART OF INDIVIDUAL IDENTITY

The analysis reveals that both Millennials and Boomers see work as an integral part of their identity. Boomers worked hard for many years to build up their professional identities. Millennials have spent many years at school working on multiple degrees. In many cases, due to financial pressure and their ballooning college debt, they continue to live at home, delaying major life events such marriage and having children. All of this contributes to the fact that work, for them, is very much their identity.

*"We define who we are by our jobs."
M. PARTICIPANT 2*

*"Work makes me feel relevant."
(Personal conversation with BB)*

When members of both cohorts take their job as a key part of their identity, it becomes hard to separate work from other aspects of their life.

"I'm a baby boomer and member of the generation that's going to change the face of empty nesting and retirement forever. We are still aiming for the perfect balance of personal and professional life." BB. PARTICIPANT 1

For some Millennials, work is a source of personal validation. It is where they get to stretch, learn and transform themselves. When Millennials attempt to make constructive comments on the current state of affairs, it is part of their effort to prove to themselves and others that they are unique, special, and can compete. They are eager to receive feedback and be given opportunities for immediate advancement.

*"I need to provide evidence to myself. Part of me is also looking for approval and validation."
M. PARTICIPANT 2*

DIFFERENT MEANINGS ATTACHED TO WORK

Analysis of the data reveals marked differences in how Millennials and Boomers approach work, their expectations and more importantly, how they present themselves. With the blurring of the lines between work and play, there is greater ambiguity around behaviors appropriate for work and home.

*"For different generations, it is a different understanding of what the work day is. They want to come and go as they please."
E. PARTICIPANT 3*

"For Millennials it's about respecting boundaries, showing up to do the work, and not being on social media during meetings and being distracted." BB. PARTICIPANT 17

*"The older guard and mature adults are not convinced that things need to change and why they have to evolve."
Gen X. PARTICIPANT 5*

*"I need to understand why, so I can connect with what I am doing."
M. PARTICIPANT 7*

*"What is the standard and why do I have to follow it? Setting of clear expectations is important. There is a push back from younger cohort around why I have to do it this way."
Gen X. PARTICIPANT 5*

*"Millennials who have had a challenge are on the phone making personal calls. Not quite familiar with company culture. It was their first office job and did not know what was appropriate. She was assigned a different mature adult volunteer who was closer to her in terms of outlook. That is the type of intergenerational collaboration that worked for her."
E. PARTICIPANT 11*

TECHNOLOGY AS AN EXTENSION OF ONESELF

Millennials are extremely confident in using technology, to the point where it is the lens through which they see the world and almost a natural extension of their identities. They turn to technology for solutions to everyday problems and major life decisions. The online world is where many Millennials seek advice, look for companionship and validation.

*"My technology is an extension of me."
M. PARTICIPANT 2*

However, many Millennials are also craving real-time, offline interactions that foster community and a sense of belonging.

*"Millennials believe in technology and only see it as an enabler, and there is a thirst to experience a sense of community."
BB. PARTICIPANT 8*

With screens everywhere, most people are connected to their devices most of the day. Every age cohort feels compelled to stay on top of the latest information; the work day never ends.

*"The line is always being blurred between work and play time. We are always plugged in,"
Gen X. PARTICIPANT 5*

Even Boomers express a high level of engagement with technology.

*"I'm actively working on my Blackberry addiction."
BB. PARTICIPANT 1*

This (over) reliance on technology to solve many complex problems has a strong impact on how all age cohorts see the world and process information.

*"World is changing so fast on line and our attention is fragmented."
M. PARTICIPANT 4*

*"A facilitator who can help the group through conflict."
WC. PARTICIPANT 18*

*"There is a need for a facilitator who is able to get the group so they can work together and respect each other."
WC. PARTICIPANT 18*

*"Value of social events or simply opportunities for employees to gather informally."
WC. PARTICIPANT 18*

"Culture matters a lot, and it all starts at the top. Feedback is not only welcome but encouraged to be shared and it does depend on the relationship with the immediate manager and those relationships are very important. Need to take a closer look at the attitude of leadership. All members of the team have to be comfortable expressing their opinions and making statements and being heard."

E. PARTICIPANT 10

EROSION OF THE HUMAN RESOURCE FUNCTION

Our analysis points to a dramatic shift in how human capital is managed in many large organizations. Over the last number of years, the HR function has eroded. Many multi-national organizations have centralized recruiting and other HR functions and downsized local support. As result, a one-size fits all approach is taken to the many complex issues of human resource management.

"HR function over the years has been decimated. They are operating from a global platform and it is always about consolidation and need for on the ground, in the field support. There is very little on the ground support."

E. PARTICIPANT 6

These cutbacks have led to insufficient training and support, leaving many workers feeling disengaged in the workplace. Employee retention has become a major challenge.

"No plan for training, and that has a big impact on collaboration and lack of openness."

E. PARTICIPANT 7.

"There is not much investment in people who are turning over every two to three years and not much investment in their people and training."

E. PARTICIPANT 6

"You do not quit jobs. You quit management."

E. PARTICIPANT 6

CHALLENGES OF A CULTURALLY DIVERSE WORKFORCE

The new reality is a connected world with a highly mobile workforce. This observation is particularly true for those who are part of the creative class and work in the knowledge economy. While these conditions bring opportunity, they also give rise to new communication challenges in the workplace.

“Many workers are now mobile and relocate to work in different parts of the world. This can add to the complexity of issues around communication and collaboration.”

M. PARTICIPANT 4

“It is a global village where people of different cultural backgrounds are working and sharing perspectives.”

Gen X. PARTICIPANT 5

The analysis confirms that workers are struggling with cross-cultural communication.

“The differences in communication styles between those from different cultures linger. Organizations are not dealing with the cross-cultural communication issues. This adds another layer of complexity to the resolution of certain work issues.”

Gen X. PARTICIPANT 5

Many companies are hiring highly trained newcomers but do little to support the communication practices of multicultural teams.

“You need to combine intergenerational with multicultural diversity.”

BB. PARTICIPANT 12

“Age diversity conflicts emerge in the workplace just like racial conflict. We need more understanding of differences of values, cultural norms, generational diversity, maturity and physical appearance.” E. PARTICIPANT 8



**THEME 2:
DESIGNING FOR
INTERGENERATIONAL
COLLABORATION**

THEME 2: DESIGNING FOR INTERGENERATIONAL COLLABORATION

Our findings are presented in terms of individuals, team, and leadership.

INDIVIDUALS

Analysis of the data reveals the importance of an open mindset that allows employees and managers to truly listen to different ideas. Team members with diverse yet complementary perspectives and mindsets are key to accessing creative solutions. This asset is closely related to fostering greater intergenerational collaboration in the workplace.

“Being curious about what the other person has to say.”
WC. PARTICIPANT 18

“Very intelligent people are very humble and open to other points of views.”
WC. PARTICIPANT 18

“For enhanced intergenerational conversations it is about collaboration. It is about being open minded and about emotional intelligence.”
WC. PARTICIPANT 18

“There is an insecurity among both younger and more mature workers. Need to open your mind and accept things that are different from what you know or what you are familiar with.”
E. PARTICIPANT 10

Analysis of the data obtained from thought leaders and experts in the field reveals that many companies are not investing in the training of their employees.

“There is a need for both cohorts to accept the ‘new normal’ where professionals will need to consider multiple career iterations as they mature.”
WC. PARTICIPANT 18

The new reality implies that employees in all age cohorts must anticipate career changes by adopting a proactive approach to their professional career track. Some Boomers may have to seek opportunities for additional training and coaching independently of their employer.

“People need to own their career narrative.”
E. PARTICIPANT 6

“Individuals need to pay for their own coaching and training, and people need to be willing to invest in themselves and their development.”
E. PARTICIPANT 6

Corporate recruiters with deep knowledge of the Toronto market for creative labor highlight the need for both cohorts to take a more proactive and entrepreneurial approach when it comes to their careers.

“Every person should be trained in entrepreneurship.”
E. PARTICIPANT 8

“If people on contract want to stay in our organization, they need to bring in their own business.”
BB. PARTICIPANT 12

Our analysis suggests that the ability of Millennials to contribute is directly linked to positive work relationships.

“I am looking for happiness.”
M. PARTICIPANT 17

“Curious to learn new skills, respect, positive atmosphere, mentorship and reverse mentorship, need to be happy, want flexibility at work.”
M. PARTICIPANT 16

They do care about their work and given the appropriate supports, they want to engage with others and provide value to their employers and at the same time achieve a sense of professional satisfaction.

“On a good team you want to pass the ball and have those players pass it back to you. Being in flow.”
M. PARTICIPANT 2

The following data comprise the themes that relate to teams in the creative workplace.

TEAMS

Effective leadership helps set the tone for a culture of acceptance, so that teams are open and ready to entertain different perspectives, thereby allowing them to transcend barriers created by age diversity.

"The leadership sets the tone of acceptance to create effective teams. These include a common purpose, a safe space for failure and where time constraints are transparent."

BB. PARTICIPANT 17

"There is a feeling of camaraderie towards teams that work well together. It is about being open to new possibilities."

M. PARTICIPANT 2

"It is not about age. So each cohort brings with it great skill sets and ideas that the other may not have and may not be good at. That is only one minor aspect of what goes into the work of teams."

WC. PARTICIPANT 18

Our findings reveal that Millennials value authenticity in their interactions with others. When probed as to its exact meaning, a number mentioned "walking the talk" and addressing the issue at hand in a clear and upfront manner. As seekers of validation and acceptance, they are excited and enthusiastic when they believe that others take them seriously and that their comments are truly valued by the organization. Once disillusioned, they are hard to win back.

"Millennials value authenticity. Being clear and open."

E. PARTICIPANT 9

"Need to be more authentic at work and no hidden agenda; build trust."

E. PARTICIPANT 6

"I need to understand why so I can connect with what I am doing."

M. PARTICIPANT 7

As members of the generation that believes anything is possible, they value true engagement in their work, seek feedback on their behavior and ideas, and ask bold questions. They are more likely to disengage when their ideas are not considered or entertained.

*"They value the opportunities to connect the dots, work in multidisciplinary teams and look at ideas from global perspective."
(Personal conversation by co-researcher with expert)*

"Continued coaching and or mentorship are important factors that contribute to meaningful communication."

E. PARTICIPANT 9

Millennials look for workplaces where management has an honest and open approach to communication, business models are transparent, and workers can ask bold questions and contribute to decision-making without fear of reprisal or being ignored. They seek employers that value all people and are inclusive of all ages, gender and cultural heritage.

"Effective leadership, a culture of learning, addressing common goals, safe space to ask bold questions and receive honest responses all contribute to their continued engagement."

E. PARTICIPANT 9

Data shows a willingness to collaborate and work with others.

"I believe if you help others you will succeed, as others will help you."

M. PARTICIPANT 2

"There is strength in marrying different styles to get things accomplished. Need for purpose. We may relate in different ways but look for the same outcome."

E. PARTICIPANT 11

HOW TO ENGAGE WITH TEAMS

Social media and the internet have forever changed how we view the world and seek information. For many, Google is the ultimate source of information, although it cannot substitute for thoughtful reflective conversations among team members. These kinds of conversations that can identify problems and bring to the surface effective solutions. When probed, members of all age cohorts and the experts identified the facilitators of reflective conversations.

“Working with diverse perspectives gives you a different outlook.”
E. PARTICIPANT 7

“

All workers will “bring deep understanding of at least one field, but have the capacity to converse in the language of a broader range of disciplines. This requires a sense of curiosity and a willingness to go on learning far beyond the years of formal education.

- Davies et al.

“These include a willingness to listen to the other, curiosity, and ability to place oneself in the shoes of the other.”
BB. PARTICIPANT 17

“Where there is acknowledgement of the value the other cohort brings to the table, there is true connection and validation for everyone.”
(Personal conversation with expert)

“It is about earning respect and gaining experience and showing humility.”
E. PARTICIPANT 8

EMPLOYEE RETENTION: CREATING EMBEDDEDNESS

Many talented Millennials, compelled by the digital world, crave human relationships for feedback on their behavior and ideas in truthful ways. They seek strategies on how to navigate the organization and their careers. Where they are not heard and feel powerless, there is a high risk of disengagement. Creating a workplace where human relationships are valued increases employee retention.

“It is difficult to leave a workplace when you have personalized it. Millennials depend so much on technology for relationships, but the real human contact at work creates a sense embeddedness.”
E. PARTICIPANT 8

In addition, cultures that support on-site coaching, through mentors or reverse-mentors, have shown to be successful for employee retention.

“We need to create a mindset shift. We need to develop a culture of mentors and reverse mentors to share experience and personalize the workplace. Mentorships are the most valuable – they help make connections.”
E. PARTICIPANT 8

Moreover, opportunities for special assignments that allow for risk taking and safety in failure validate and recognize an employee’s achievements and contributions to the organization.

“In a small organization with few positions and no vertical career mobility, I offered (my employees) opportunities to grow through involvement in new projects.”
BB. PARTICIPANT 19

“I involved them (my employees) in thinking about how they were doing things and how they wanted to invest in the organization.”
BB. PARTICIPANT 19

Organizations need to be more responsive to this threat of disengagement. Interventions must be meaningful and consistent with the values and needs of the Millennials and other diverse groups in the workforce.

“Long term exposure to conflict in the workplace becomes a social category called depersonalized persons. We need to find out what re-personalization is about.”
E. PARTICIPANT 8

“We need to share experiences, address difficult conversations and ask how you might do things differently.”
E. PARTICIPANT 8

FOCUS ON DEVELOPING TRUST: CREATING A LEVEL PLAYING FIELD

The data in this research point to the importance of reducing communication barriers by creating a level playing field whereby all employees have the opportunity to contribute their ideas. This allows people of any age cohort to entertain opposing conversations and develop an appreciation of others contributions. Furthermore, it facilitates understanding of their co-workers' life stages, and generational differences and similarities, thus creating a level playing field for people of all ages and backgrounds.

"I need to work in a safe environment, emotionally and psychologically. I would like a level playing field that is supportive of diversity."

M. PARTICIPANT 16

"Everyone in this organization has ability to contribute to the process of idea building for value creation."

M. PARTICIPANT 4

"Do we get where we are coming from in terms of perspective and life experience as humans?"

WC. PARTICIPANT 18

"Sometimes we fail to empathize and we do not understand what aging is like and not aware of what being young is like. We fail to walk in the shoes of others."

WC. PARTICIPANT 18

"We need to build supportive environments that emphasize interaction and connection."

WC. PARTICIPANT 18

"It is about exploring and using tools that show respect and understanding."

WC. PARTICIPANT 18

The following data comprise the themes that relate to leadership in the creative workplace.

LEADERSHIP

Our analysis highlights perspectives that each generation brings to the workplace that build barriers to effective communication. Millennials want to see the relevance of their work and the importance of their contribution. Communication breaks down when Millennials are directed rather than engaged to see the importance of performance standards. As one respondent noted:

"Millennials require clear communication around expectations from the onset of the job, with ongoing reinforcement of the message."

E. PARTICIPANT 9

The message must be conveyed with a clear explanation of their commitment as a member of a collaborative team.

"Millennials also require frequent and honest feedback on their performance. Nevertheless, conversations need to occur from the onset to clarify work expectations and expected practices within the organization."

E. PARTICIPANT 9

Boomers need to accept the talents of the Millennials and understand their culture. Capturing this finding:

"Boomers need to learn how to engage younger workers and benefit from their talents. They need to understand their culture."

BB. PARTICIPANT 12

New technological development has made it easier to access and use information. While mature employees and many employers value longevity and experience on the job, Millennials, who are more connected to technology, perceive experience and knowledge acquisition differently. They believe that knowledge and experience can be acquired at a much faster rate. They place high value on individual contributions to solving problems.

“Someone gives their resignation after a year and you ask, why did you leave, and the Millennial says, I learned everything that I needed to. The Boomer says, I have been here for sixteen years and says I am still learning.”

E. PARTICIPANT 6

Leadership for effective team collaboration serves team facilitation, group socialization and individual coaching.

“For intergenerational collaboration to work there must be leadership buy in and they (team members) know how to communicate with each other.”

WC. PARTICIPANT 18

In the creative economy, workers want to perceive themselves as bringing added value to the organization. However, our analysis reveals that organizations value creativity only when it is channeled into projects and outputs consistent with their business model. This approach can be a source of conflict when an employee approaches the project using his/her unique brand of creative output, particularly where the business model is ambiguous and lacks transparency.

“Capacity for creativity is in the context of this business, therefore it is difficult to buy into when someone says they are creative.”

E. PARTICIPANT 3

“Innovation is the new idea that occurs within the existing business model.”

E. PARTICIPANT 3

Where business models are changing frequently, organizations are required to shift priorities on a moment's notice. This process may not be transparent to employees, creating ambiguity and confusion, and raising concern that their creativity is not valued. They wonder, why is management unwilling to listen or understand them? Ultimately it may drive employees to seek other employment.

“Within fast-moving environments, organizations seek a diversity of creative approaches and outputs, and all age cohorts may need coaching to learn how to direct their creative energy in a way that brings them a sense of personal achievement and validation and recognition within the organization.”

E. PARTICIPANT 9

PIVOT

<https://unsplash.com/search/photos/stairs?photo=v3bWNNXeInQA>

6. PIVOT

The pivot in our work on this project comprised a major turning point. The original question motivating the research was, "How might we promote creativity and problem solving in the workspace of the creative economy by tapping into the hidden potential of inter-generational collaboration?"

Our initial findings from the literature review and data collection did point to generational differences in each age cohort, in terms of self-identification and work. However, analysis of our data also identified other factors that are equally, or even more, compelling shaping the creative economy. Consequently, the research question was reframed to be: "From intergenerational collaboration to designing for problem solving for value creation in the creative economy."

With the new question as our guide, we resifted the literature and research data to focus on essential skills and competencies of success in the creative economy workplace, and to design a strategy for acquiring them.



FINDINGS

<https://unsplash.com/search/light-hand?photo=Um1CMYRnbXc>

7. FINDINGS

The synthesis of the data collection, literature review and trends analysis point to these four major findings:

1. The assumption we formed based on the literature review and trends analysis suggested that our research would uncover conflicts between Baby Boomers and Millennials regarding their values toward work, and that the solution we develop should be directed toward mitigating these intergenerational conflicts. However, such differences did not stand out in our research. We found that both age cohorts share many of the same attitudes and concerns, and that a common set of strategies may be needed to both cohorts navigate the changing employment landscape.

The data show that both Millennials and Boomers see work as an integral part of their identity. Boomers worked hard for many years to build up their professional identities.

*"We define who we are by our jobs."
M. PARTICIPANT 2*

*"Work makes me feel relevant."
(Personal conversation with anonymous BB)*

They are all eager to receive feedback and be given opportunities for immediate advancement.

*"I need to provide evidence to myself. Part of me is also looking for approval and validation."
M. PARTICIPANT 2*

More specifically, Millennials need to feel connected to others in the workplace. Their ability to contribute is directly linked to positive work relationships.

*"I am looking for happiness."
M. PARTICIPANT 16*

*"I am curious to learn new skills, respect, positive atmosphere, mentorship and reverse mentorship, need to be happy, want flexibility at work."
M. PARTICIPANT 16*

They value true engagement in their work, seek feedback on their behavior and ideas and ask bold questions.

"They value the opportunities to connect the dots, work in multidisciplinary teams and look at ideas from a global perspective." Personal conversation with expert

Most age cohorts are more likely to disengage when their ideas are not

considered or entertained in this very fast-paced work environment. It has been suggested that coaching might equip them with different means for acquiring personal and professional validation.

*"Continued coaching and or mentorship are important factors that contribute to meaningful communication."
E. PARTICIPANT 9*

When members of both cohorts take their job as a key part of their identity, they are eager to receive feedback.

*"I need to provide evidence to myself. Part of me is also looking for approval and validation."
M. PARTICIPANT*

Because of the changing work environment, there may be little direct feedback for short-term workers, making it hard to separate work from other aspects of their life.

*"We are still aiming for the perfect balance of personal and professional life."
BB. PARTICIPANT 1*

Where there is so much preoccupation in work identity, the ability to self-manage one's time and activities for a balanced lifestyle emerges as an important life skill for health and wellness.

Each age cohort feels compelled to stay on top of the latest information. The workday never ends. People are connected to their technology devices most of the day.

*"The line is always being blurred between work and play time. We are always plugged in."
Gen X. PARTICIPANT 5*

Even Boomers express a high level of engagement with technology.

*"I'm actively working on my Blackberry addiction."
BB. PARTICIPANT 1*

However, many Millennials are also craving real-time, offline interactions that foster community and a sense of belonging in the here and now. This craving for meaning and connection, referred to as "agency" (Inayatullah, 2006), creates a sense of personal meaning and community.

*"Millennials believe in technology and only see it as an enabler and there is a thirst to experience a sense of community."
BB. PARTICIPANT 8*

*They value
"social events or simply opportunities for employees to gather informally."
M. PARTICIPANT 2*

They want to develop relationships and participate in conversations. To create a personal sense of agency in a world of precarious employment, all cohorts need a range of effective engagement skills, which are adaptable to constant transitions to new workplaces.

Mentoring and coaching resources have proven to have high impact for change by supporting the worker with sense-making and the cognitive transformations that are taking place (Negroni, 2016). In addition, coaching will enable the coached person to build new skills with regard to problem-solving by: looking at problems from a new perspective; asking questions in a new way; making new interpersonal connections; and learning and practicing authentic ways to communicate.

2. THE CONTEXT OF WORK IS CHANGING FROM A MODEL OF PERMANENT EMPLOYMENT TO OF ONE OF SHORT-TERM, PRECARIOUS EMPLOYMENT.

For many companies, the change from a manufacturing and resource-based economy to a creative economy has dramatically changed the way these organizations operate (Florida, 2002). Cost containments and downsizing of personnel have led to the rise of short-term, precarious employment. The reduction in resources devoted to human development has all but eliminated training and support budgets.

“There usually is not time and the demands of doing more with less keep mounting.”
BB. PARTICIPANT 12

As a result, workers feeling disengaged in the workplace has become a major challenge to achieving productive, participatory teams.

“No plan for training and that has a big impact on collaboration and lack of openness.”
E. PARTICIPANT 7

“There is not much investment in people who are turning over every two to three years, and not much investment in their people and training.”
E. PARTICIPANT 6

“There is a need for all age cohorts to accept the ‘new normal’ where professionals will need to consider multiple career iterations as they mature.”
WC. PARTICIPANT 18

The new reality demands that employees of all age cohorts prepare for several career changes by taking a proactive approach to their

professional career evolution. For some Boomers, that has meant they have had to seek out opportunities for additional training and coaching independent of their employer.

“People need to own their career narrative.”
E. PARTICIPANT 6

“Individuals need to pay for their own coaching and training, and people need to be willing to invest in themselves and their development.”
E. PARTICIPANT 6

“[Within] fast-moving environments, organizations seek a diversity of creative approaches and outputs, and all age cohorts may need coaching to learn how to direct their creative energy in a way that brings them a sense of personal achievement and validation and recognition within the organization.”
E. PARTICIPANT 9

Individuals lamenting the loss of the permanent employment will need to quickly adopt the reality of this fast paced world of work by

“... doing things better, faster and smarter.”
M. PARTICIPANT 4

This more precarious reality requires a mindset that acknowledges the importance of personal investment in ongoing career development and renewal, often through coaching, mentorships and training, to remain competitive.

“We need to create a mindset shift. Mentorships are the most valuable, they help make connections.”
E. PARTICIPANT 8

Talented Millennials are compelled by the digital world, and crave human relationships for feedback on their behavior and ideas in truthful ways.

“Millennials depend so much on technology for relationships, but the real human contact at work creates a sense of embedding.”
E. PARTICIPANT 8

They seek strategies on how to navigate the organization and their careers. Where they are not heard and feel powerless, there is a high risk of disengagement, certainly a backward step for their career that might well be mitigated by a coach and training navigator.

A coaching relationship can “teach us to look at a problem systemically to identify openings for securing resources for the most promising alternatives” (Westley, 2013).

3. INTERGENERATIONAL PROBLEM SOLVING IS AN ESSENTIAL INGREDIENT IN VALUE CREATION IN THE CREATIVE ECONOMY.

The researchers draw on the following contextual evidence from our participant research to support this insight.

*"No one can do things on their own in this reality of disruption and we need capacity for complex problem solving to create value."
Personal conversation by co-researcher with anonymous expert*

The data reveals the importance of an open mindset, so that employees and managers can listen to and value different ideas. Team members with diverse yet complementary perspectives and mindsets are key to accessing creative solutions. This asset is closely related to fostering greater intergenerational collaboration in the workplace.

***"Being curious about what the other person has to say."
WC. PARTICIPANT 18***

***"Very intelligent people are very humble and open to other points of views."
WC. PARTICIPANT 18***

***"For enhanced intergenerational conversations it is about collaboration. It is about being open minded and about emotional intelligence."
WC. PARTICIPANT 18***

***"There is an insecurity among both younger and more mature workers. Need to open your mind and accept things that are different from what you know or what you are familiar with."
E. PARTICIPANT 10***

Creating a team environment, wherein human relationships are valued, increases worker engagement and more effective problem solving teams.

***"Millennials depend so much on technology for relationships, but the real human contact at work creates a sense of embeddedness."
E. PARTICIPANT 8***

Social media and the internet have forever changed how one views the world and seeks information. For many, Google is the ultimate source of information, although it cannot substitute for thoughtful reflective conversations among team members. It is these kinds of conversations that can prompt effective solutions to problems.

***"Working with diverse perspectives gives you a different outlook."
E. PARTICIPANT 7***

***"These include a willingness to listen to the other, curiosity, and ability to place oneself in the shoes of the other."
BB. PARTICIPANT 17***

"Where there is acknowledgement of the value the other cohort brings to the table, there is true connection and validation for everyone."

PERSONAL CONVERSATION WITH EXPERT

***"It is about earning respect and gaining experience and showing humility."
E. PARTICIPANT 8***

***"Effective leadership, a culture of learning, addressing common goals, safe space to ask bold questions and receive honest responses all contribute to their continued engagement."
E. PARTICIPANT 9***

For managers to be effective facilitators and enable teams to do their job, they must possess skills that are "collaborative, attentive to power inequities and diversity, and charged with visions of possibility for change" (Townsend and Polatajko, 2007), providing for their workers a high level of psychological safety.

Martin (2009) suggests that for high-level problem solving, all workers will have to adopt design-thinking strategies to solve complex problems. He stresses the importance of hunches or intuitions in design thinking. In problem solving, group facilitators require the competency to create an environment that supports new ways of thinking, such as the use of heuristics, open-ended prompts to bring hunches into the realm of problem solving. This is a highly complex skill that may require training for facilitators.

The participant data point to the need for:

***"A facilitator who can help the group through conflict"
WC. PARTICIPANT 18***

***"There is a need for a facilitator who is able to get the group so they can work together and respect each other."
WC. PARTICIPANT 18***

***"Value of social events or simply opportunities for employees to gather informally."
WC. PARTICIPANT 18***

***"Feedback is not only welcome but encouraged to be shared and it does depend on the relationship with the immediate manager and those relationships are very important. All members of the team have to be comfortable expressing their opinions and making statements and being heard."
E. PARTICIPANT 10***

Managers with the role of team-enabler who want to remain competitive in this rapidly changing workplace must navigate their own careers to ensure that they possess the competencies to effectively lead teams. Like individual workers, managers may choose to engage a coach and career navigator to assess their competencies and seek the right learning strategy with the right resources for the timeliest needs.

4. THERE IS A SKILLS GAP IN THE CREATIVE ECONOMY

In today's fast-paced and competitive workplaces, skills are the new global currency. In the creative economy employers not only look for job-specific technical skills but also for new requirements that create value. They seek creativity, critical thinking, decision-making, and "soft skills" like collaboration and relationship-building to contribute to high performance intergenerational teams (Johnson & Manyika 2005; Lane & Murray 2015; Drummond & Hallowell, 2016; and Florida 2002, 2012).

With major advances in artificial intelligences and the internet of things, workers will need to develop their career strategies to include skills such as novel and adaptive thinking, the ability to come up with solutions to problems beyond those that are rote or rule-based (Astor, 2011), and computational thinking, which is the ability to translate vast amounts of data into abstract concepts (Davies, 2011).

The higher-level skill of sense making is in high demand as machines take over the rote jobs that can be codified. It is the ability to determine the deeper meaning and make connections among ideas (Davies, et al, 2011).

The World Economic Forum (2016) observes that social skills, such as persuasion, emotional intelligence and teaching others, are in high demand in addition to technical skills. Furthermore, situational adaptability is needed to deal with unexpected circumstances in the moment (Astor, 2011).

Within the context of global mobility and immigration, problem-solving teams are becoming increasingly diverse. Organizations value the combination of different ages, skills, disciplines, and working and thinking styles that members bring to the table, as it makes a group deeply intelligent (Page, <https://www.youtube.com/watch?v=it9UeknKwZw>).

Cross-cultural competency is increasingly important to function in these teams.

"You need to combine intergenerational with multicultural diversity."
BB. PARTICIPANT 12

"Age diversity conflicts emerge in the workplace just like racial conflict. We need more understanding of differences of values, cultural norms, generational diversity, maturity and physical appearance."
E. PARTICIPANT 8

Social intelligence is the ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions.

Socially intelligent employees are able to quickly assess the emotions of those around them and adapt their words, tone and gestures. Always a key skill for workers who need to collaborate and build relationships of trust, it is even more important, and for many more types of employees, now that workers are called upon so often to collaborate (Davies et al, 2011).

Martin (2009) also acknowledges that individuals must possess perseverance and discipline. The World Economic Forum (2016) identifies the ability to regulate emotions and manage cognitive overload as two essential skills for success in problem-solving teams. High-level performers who want to stay competitive must assess their competencies and find the right learning strategy with the right resources for the timeliest needs. Individuals may choose to engage the services of a coach and career navigator to assist them with this complex process.

DESIGNING A SOLUTION

8. DESIGNING A SOLUTION

DESIGN DIRECTIONS

The researchers have identified the following design directions for a solution enabling the development of workers' skills and competencies requirements for effective team problem solving in the creative economy. These elements have emerged from the research findings and will be captured in the solution:

Drivers of the changes emerging from political, economic, technology and social changes.

Environments of workers such as work, social, cultural and physical environment.

Workers' needs for a productive work and successful life balance.

A holistic approach to address worker needs.

Customized strategies and tactics that consider the workers needs, environments and other life activities.

Value proposition addressing both worker and coach/navigator needs.

Competencies of the coach/career navigator.

Impact of the value solution.

These design directions have been captured in the descriptions of the following user personas.

PERSONAS

APPLYING USER PERSONA

The researchers use a “user persona” technique to reflect each major finding of this research and to introduce elements of the design solution.

“A user persona is a representation of the goals and behavior of a hypothesized group of subjects. The persona descriptions include behavior patterns, goals, skills, attitudes, and the environment, with a few fictional personal details to make the persona a realistic character” (Wikipedia).

The personas have been carefully constructed from 30 hours of interviews data from a total of eight thought leaders and experts, four Baby Boomers and five Millennials. The World Café workshop included a total of 15 participants composed of eight Millennials, four Baby Boomers and three Generation X participants. The researchers have also drawn on their trends scan and literature review in developing the personas.

The researchers constructed three personas who work in the creative economy: a mature adult (a Boomer) in her 50s, a Millennial in his late 20s, and a team manager. Each persona is depicted within two scenarios. The first introduces the personas as they struggle through the challenges facing workers of the creative economy. The second scenario pictures each persona after tapping into the services of a coach or career navigator. The fourth persona researchers developed is that of a professional coach/career navigator for workers in the creative economy.

THE MATURE ADULT: JENNA

Jenna is in her mid-50s and she has spent the majority of her career in corporate and government organizations. A busy mother of two teenage children who copes daily with the demands of running a household, Jenna has worked hard to achieve her professional and personal goals.

Over the last two years, Jenna has struggled to stay up-to-date with the latest office technology advances. First, there was Dropbox, then Google Drive, and now there is Slack. Most of the internal office conversations seem to be taking place on Slack, and Jenna cannot figure out how to turn on her notifications. She cannot participate in this group conversation and feels, suddenly, like an outsider.

Jenna works in the Ministry of Health drafting new guidelines for the administration of opioids. She has a pharmacology degree and depth of knowledge this area. However, she has become increasingly frustrated as her views have been ignored, although she believes she can bring much problem-solving expertise to this issue.

She also noticed that she is no longer being nominated to attend key trainings or conferences. She feels that management overlooks her needs for training, even though she knows budgets have been cut dramatically. She feels a loss of agency. Jenna is having difficulty keeping up with the changes in information technology and the need to deal with big data.

OPPORTUNITY SCENARIO FOR THE MATURE ADULT

Jenna shares her feelings of frustration with her friend, Maya. She relates the story of a colleague experiencing similar challenges until she retained the services of a professional coach/career navigator, certified by the International Coach Federation. By working in partnership with his clients, Maya, reports, the coach enables them to identify the problems and select goals and strategies for long-term success.

Jenna mentions that her workplace does not offer coaching services to employees at her level. John encourages Jenna to pursue coaching, not only to help her in the short term, but also as an investment in her future career.

Jenna meets with Laurent, a coach/career navigator. Laurent explains the many changes that have an impact on how we work and manage our lives, that we cannot compartmentalize work from the rest of our lives. The new work reality includes greater use of technology, more contract employment, and greater pressures to do things better, smarter and faster.

At the same time, Laurent explains, there is great opportunity for someone of Jenna's deep knowledge and experience.

They discuss all the issues that are holding Jenna back, and create a customized plan of options for her to consider, all of which are within her budget. Jenna emphasizes that she cannot leave her full-time job, so the learning activities must be offered online or must otherwise fit into her busy schedule.

Laurent introduces the idea of Meet-ups, and how useful they can be in widening her current circle of contacts and knowledge.

Laurent and Jenna work together over the next month, outlining where Jenna sees herself in the next number of years. They use a technique called "back casting". Laurent has used it with many clients and finds that it often delivers breakthrough results. Through these conversations, it becomes clear that Jenna would like to remain with her current organization, but would like to be given more challenging assignments. With further investigation, the coach uncovers that it is Jenna's lack of technological proficiency that is holding her back.

FAST FORWARD THREE MONTHS.

Excited about the opportunities that lie ahead, Jenna approaches her boss about enrolling in the computer courses at Brain Station. It offers courses after work hours in web development and other technology-related areas. She works with Laurent to identify opportunities for government funding to pay for the training.

Her employer agrees to cover part of the training costs, as long as Jenna heads up a task force to look at the underlying conditions for opioid use. During this period, Jenna also asks for Laurent's help in identifying a training course in project management. Laurent recommends Global Knowledge. Jenna agrees to enroll in the course and pays the fees from her line of credit.

Jenna, on a roll now, signs up for a number of free newsletters and forums. She hires a social media coach who conducts one-to-one tutorials with her and remains available to help when she gets stuck. As Jenna experiences success, she finds ways to connect with the younger employees of her organization on Slack and even shares some of her favorite articles. These Millennial co-workers appreciate her candor and generosity in sharing knowledge with them. They reciprocate in kind, by making valuable contributions to the taskforce Jenna leads.



“

At work, I feel like am on the outside looking in, when I used to be the go-to person.

- Jenna : Baby Boomer

THE MILLENNIAL: ANDRE

Andre, now 27, grew up with technology. His phone is like a third limb. He graduated from Ryerson University with a Bachelor degree in Commerce and a boat-load of student debt. He currently lives in his parents' basement in Toronto.

After graduating, Andre hunts for jobs, but no one will hire him. Employers all seem to want someone with previous work experience. He has attended resume and cover letter writing workshops at the Career Center on campus, but he found them to be very basic. Andre has a great social media profile and has held a number of volunteer positions.

It is now six months on from graduation and Andre still cannot find a job. He updates his LinkedIn profile several times a week, striving to make it is more appealing to recruiters, and to position himself as an excellent fit for jobs to which he is applying. Andre has begun making it to first-round interviews, but not farther along. He is spending 30-40% of his time looking for that elusive job. He optimizes his LinkedIn and attends networking events, but nothing is working.

With each passing day, Andre's anxiety grows. During interviews he feels awkward and finds it hard to connect with the person across from him. He resents having to go through so much trouble to find a job. He feels helpless, which has begun to eat away at his confidence. Andre turns to social media to take his mind off of things, but he cannot help but feel like he is missing out, when he compares his accomplishments to those of his peers. The more he turns to Twitter, Facebook and Instagram, the more alienated he feels.

After sending out 150 resumes, Andre is finally offered a job, on a three-month contract, at an ad agency, as a receptionist. It is a low paying job with no future career prospects. Working at the agency proves to be challenging for Andre. Everyone assumes he knows what to do, yet he has been hired with no training. Management knows he is only going to be there for a short time, so what's the point of investing in him?

While Andre is relieved that he managed to get his foot in the door, he feels capable of so much more. This job, he feels, is not the right fit for him.

Anyway, after three months Andre is out again, looking for a new job. Andre feels like he wasted the last three months working as a receptionist. He is more anxious and exhausted than before, and believes he wasted his time – and money – going to university. Now, with no prospects, he has to deal with a massive debt.

Andre calls his mother at work to share his frustrations and fears.

She mentions that she had been reading a Huffington Post blog posted by Laurent, a coach/career navigator, who works with people going through very similar situations. She shares with Andre a blog written by Laurent. In it, Laurent explores "soft skills" that many Millennials lack, yet are keys to landing a job. Andre wonders why no-one at the Career Center at his university mentioned these. Andre checks out Laurent's social media profile, Twitter feed and LinkedIn, and sends Laurent an invitation to be a friend.

OPPORTUNITY SCENARIO FOR THE MILLENNIAL

Andre feels more curious than seriously interested. He sets up a time to chat with Laurent over Skype. During the call, Andre shares with Laurent his background and frustrations, concluding that he has reached a dead-end, and does not know how to move forward. He feels stuck. Andre also mentions to Laurent that he is in a financial bind and cannot afford coaching fees.

Laurent says that he would like to work with Andre, and asks for two items in return. He asks Andre to recommend him, if satisfied, to his circle of friends and that Andre use his expertise to run an audit of Laurent's social media profile and engagement, and suggest improvements. Laurent also works out a deal whereby Andre helps Laurent co-launch a Meet-up group dedicated to reviving the art of face-to-face conversation.

Over a number of sessions, Andre and Laurent identify several competency-based priorities that they need to address. Laurent recommends trainings with a focus on the art of conducting face-to-face meetings. They work to identify short-term work opportunities that allow Andre to gain experience and earn income.

THREE MONTHS LATER

Andre makes a decision to follow through with a "digital detox" and limits the amount of time he spends on social media. He also sets aside time every month to volunteer at the soup kitchen on Spadina.

In a revealing blog published on Medium, Andre talks about the power of face-to-face connections in a world of increasing anonymity. Two days after his post is published, the head of an innovation tech company approaches Andre with a job that he cannot refuse.

Andre is currently looking for a place of his to rent.



“

Why won't anyone give me
a chance. I am capable of so
much more

- Andre : Millennial

GEN X TEAM LEADER: SUMMAYA

Summaya is a 40-year-old team leader at IBM. She holds an MBA from INSEAD and used to work for IBM in the United Kingdom. Summaya is a certified project management professional.

IBM has undergone restructuring because it has struggled to redefine its value proposition. This restructuring has put a lot of pressure on the work teams as they are asked to do more with fewer resources. Summaya has been trying to coordinate full-time and part-time employees, along with more transient interns and contract workers.

Flexible working hours, and global offices spread out over different time zones, has added to Summaya's challenge as a leader.

The change in how IBM delivers value has meant that there are teams of employees with members ranging in age from 21 to 60. With shifting business priorities and generational differences, getting teams to collaborate on solving problems has proven quite challenging.

Summaya walks into the office to find two employees waiting to speak urgently with her. They are working against a deadline yet no one on their team seems willing to take responsibility for finalizing the project. This intergenerational team has three Millennials, who are constantly on their phones, and two Boomers who are pushing their own views on everyone. The team has been at an impasse for three days; no one is listening to the others. Without HR support in the Toronto location and, thanks to restructuring and cost pressures, no coaching support available to help the team resolve its issues, these nearly panicked employees are turning to Summaya for guidance.

This is one instance in a recurring pattern of team behavior that Summaya has noticed. Frustrated by the lack of success in developing well-performing problem-solving teams, Summaya turns for help to a friend who works in consulting. This friend refers her to Laurent, a coach/career navigator.

OPPORTUNITY SCENARIO FOR GEN X TEAM LEADER

Summaya reaches out to Laurent and schedules a coaching session. She believes the cost is an investment in her professional development that will allow her to perform her job better and enable her team's performance. She works with this coach/career navigator to identify key process enablers.

Summaya eventually approaches Head Office, which approves her funding request to work with the coach/career navigator for one year. During that time, Summaya and Laurent jointly identify her needs and life situation, and develop a plan with strategies that will strengthen her leadership. Laurent and Summaya identify team-enabling tools that include everything from lunch-and-learn programs with experts to linking in to watch a Tedx talk together, to watching live feed from the Innovation Summit in New York, hosted by Fast Company.

A close-up, low-angle shot of a Black woman with her hair styled in braids. She is looking upwards and to the right with a thoughtful expression, her hand resting against her chin. The background is a plain, light-colored wall.

“

I am exhausted trying to manage my team deadlines and the new budget cuts. How can I get everyone to focus on what we are here to do.

- Summaya : Gen X Team Leader

“

There is so much I can do to help support workers through strategies and tactics that address the whole person.

- Laurent : Coach / Career Navigator

COACH/CAREER NAVIGATOR : LAURENT

Laurent is a graduate of Western University with an undergraduate degree in marketing and branding. Soon after graduation, Laurent applied to work at GE. He sent in a resume and a cover letter. Within a week he received an invitation to come in for an interview.

GE offered Laurent the opportunity to lead the marketing and branding activities of the Thailand Office. It was a work placement in an emerging market, and a great opportunity to learn in a global office for a well-recognized multi-national company.

Working in Thailand was very different from working in Toronto. Laurent struggled; he could quit or try to make a go of it. He decided to stay, and over time, he grew more successful there. Laurent discovered that in Thailand many business deals happen face-to-face, not behind the relative anonymity of a computer screen.

The city he where he worked in was vibrant and always bustling with activity. Laurent learned quickly how to form alliances and partnerships. He made friends and developed a local of contacts. As he become more comfortable living there, Laurent grew to appreciate the importance of face-to-face meetings, business dinners and lunches, and other gatherings that brought people together. He stayed on top of the latest trends, registering for online webinars and daily free briefings by such sites as trendwatching.com and Euromonitor International.

In 2008, Laurent witnessed firsthand the impact of a global economic slowdown. He witnessed observed the dismissal of many top executives who had been with GE for 15 to 20 years. These employees were let go suddenly and unceremoniously, and had to piece together what was left of their careers.

The eye-opening moment came when Laurent realized that he, too, could be vulnerable to downsizing. The unemployed executives had assumed that they were valued, and that they would continue to work at the company until they chose to retire. These loyal executives never entertained the idea of a second career, or of any need to upgrade their skills. While many of their skills were transferable, other were overspecialized in a particular domain, which limited their job options.

Having spent many years working with customers and suppliers from different backgrounds, Laurent decided to focus on defining a second phase in his own career. He wanted to become a certified professional coach to help others develop new skills and competencies to navigate their own careers. After one year of intensive training and over 300 hours of coaching, Laurent became certified by the International Coach Federation as a professional coach.

During his re-training, Laurent set up interviews with key players, recruiters, CEOs, managers and other thought partners, asking them each for their insights on the workplace of the future. He read Florida's seminal book, *The Rise of the Creative Class* (2012 Revised Edition). What he saw was an unmet need for his expertise – a career opportunity for him.

Post-2008, Laurent maintained close contact with his former GE colleagues in Thailand and Toronto. Information from the field pointed to massive operational consolidation and restructuring. Employees were being asked to take on ever-more complex tasks with less support and, in many cases, insufficient or non-existing training.

Laurent noticed that when companies were under pressure to make their quarterly earnings targets, the first area to be downsized was HR. Gone were the days when one could reach out to an employer for coaching or training support. If HR support did exist, it was reserved for the highest potential individuals on the executive track.

He saw an opening and a need in the market for not just the services of another certified coach, but a need to work with clients especially those in the creative economy, whether they were starting out and seeking guidance or at the mid-point in their career and looking ahead to the second or even third chapters of their professional lives.

He would provide standard coaching and work with clients to identify priorities and next steps, then would go further, providing clients with tactical advice and recommendations to help them address many of their personal needs for job satisfaction, validation and self-identity. He would help them find meaning, as well as, new competencies in a workplace that might require changes in habits and patterns, and problem-solving strategies.

Laurent decided to act as a guide and career navigator. He would help his clients identify supportive programs, networks and events. He would spend time determining the best tactics for learning on the job, and show clients how to gain access to new areas of relevant knowledge. He would work with them to develop an array of possible resources and to decide which ones would show the highest return on investment.

Laurent spent time that year looking at the technology training programs offered by Brain Station, he attended the most promising off-line Meet ups in the city, and attended their meetings to identify the most high potential resources. He connected with business professionals to form a mastermind group that would bring together experts across fields to share knowledge on a variety of topics.

Laurent researched online innovation networks in the US, such as interaction.org. Laurent also evaluated the value to his clients of online courses by MIT and other leading North American institutions. Laurent was looking to identify short-term online courses that would allow his clients to dedicate time to upgrade their skills in a relatively short period while continuing to work full time.

Looking ahead, Laurent realizes that the key to his success lies in continuing to prospect for non-traditional knowledge - and retooling solutions, and to come up with customized recommendations to fit the needs of each client. Looking at the longevity of his business offerings, Laurent realizes the need to focus on offering his highly tailored and bespoke services to those mainly working in the downtown Toronto area.

With course offerings changing fast and the need to tap into best in class course offerings, he reaches out to other ICF coaches to form a collective with a specialization in the Coach /Career Navigator field. Those in the collective would work to support each other, refer clients and most importantly share intelligence and networks of contacts to make sure that they are identifying the many retraining, reskilling or retooling resources. A collective of three coaches with broad and deep contacts is able to stay up to date on many of the offerings in the local market.

Looking ahead at his long term options to grow the business and develop this coaching niche, Laurent decides to also carry out some additional customer development work and reach out to his future clients to find out what gaps in his collective's service offering he may be able to cover. He also reaches out to the International Coach Federation to explore ways to introduce this new niche and to find ways to determine how it can be included in the curricula of ICF certification programs. He also registers to join the ICF Coach Mentor Registry to make sure he is staying on top of the latest trends in coaching.

For Laurent, the road ahead looks exciting and promising.



THE DESIGN SOLUTION AND VALUE PROPOSITION

The design in Figure 6 captures the solution that, in turn, points to a value proposition dealing with the emerging creative economy. It involves an expanded view of what workers need, and the competencies for effectively addressing these needs through coaching.

These findings present a holistic view of such needs; the needs arise not only in the world of work. As we have demonstrated, the creative economy is blurring the boundary between work and other environments. Work can no longer be compartmentalized into a fixed place or block of hours.

Workers face a wide range of pressures negatively affecting their performance and self-esteem. In most cases, these do not pertain to differences in age and culture. Solutions may include but are by no means restricted to upgrading technical skills. There are other competencies and “soft skills” that have become equally essential to success in the creative economy.

Workers in the creative economy must be proactive and self-reliant in seeking support to constantly upgrade this much broader range of skills and competencies. Many positions involve functioning within teams that are diverse in terms of culture, gender and age. These teams and the individuals within them are often working within outmoded organizational structures that demand high performance without providing the necessary training and resources. Finally, an important feature of today's creative economy is the precarious and short-term nature of employment, which creates employment uncertainty along with the need for constant reassurance concerning validation of activities and contributions.

All of the foregoing dictates that to be successful and personally satisfied, a worker in the creative economy must keep learning, be highly resilient, and be self-reliant in finding resources.

Our design solution value proposition centers on changes that need to take place in coaching. These changes will involve addressing a much broader range of personal development needs, beyond those that are purely technical. Solutions will need to take account not only of the individual seeking assistance, but also their requirements to function in environments both in and outside of the workplace.

The need for this expanding set of services will continue to grow and, increasingly, the individual client will have to pay for them. At the same time, clients will become increasingly proactive in seeking coaching and career navigation, because of the precarious and short-term nature of their employment. They will also become more knowledgeable about the quality of services being offered by coaches in the marketplace. These pressures, in turn, will lead to demands for better formal credentialing, competition among service-providers that results in better quality coaching and outcomes, and innovations for improving both quality and delivery of such services.

There is a growing opportunity for those able to respond successfully to this demand for a different, more effective, combination of traditional coaching and career-navigation services.



SEE NEXT PAGE FOR THE DESIGN SOLUTION FIGURE.

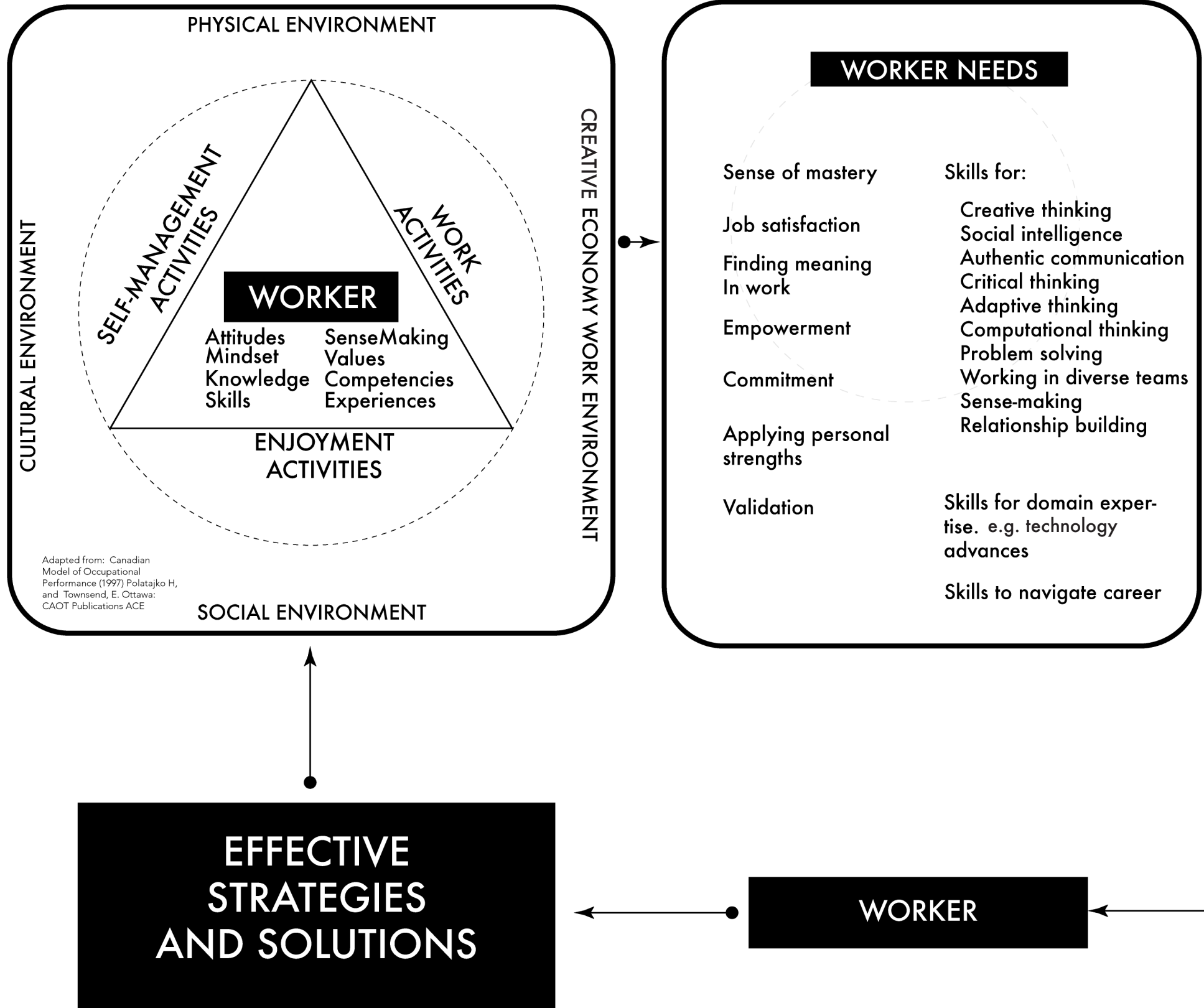
(FIG. 6)

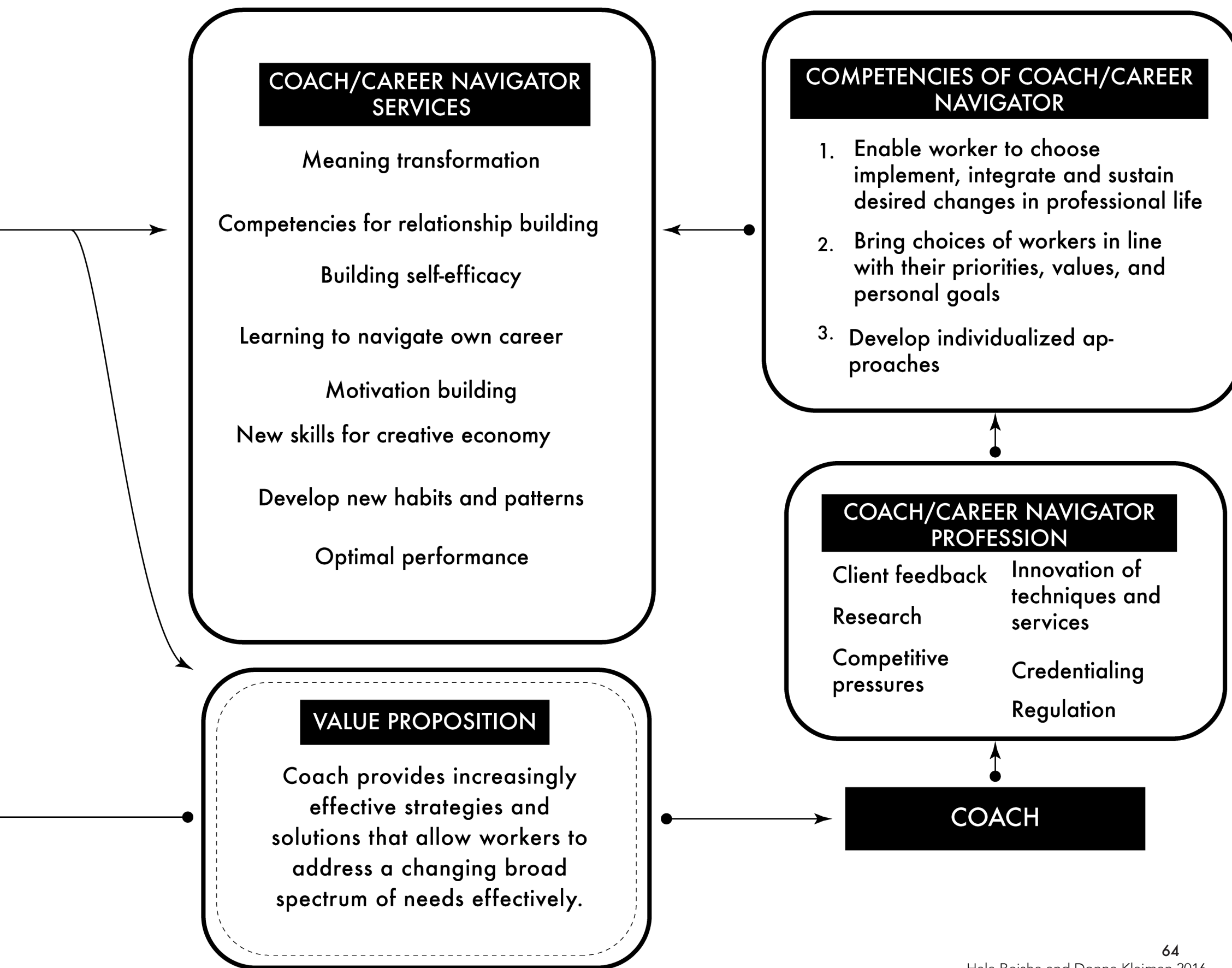
fig. 7 : DESIGN SOLUTION

Created by: Hala Beisha and Donna Klaiman, 2016

DRIVERS

- Demographic
- Economic
- Social
- Technology





IMPLEMENTING THE DESIGN SOLUTION

9. IMPLEMENTING THE DESIGN SOLUTION

Moving forward, we would take a two-pronged approach. The first would involve further development of the business proposition. The second, mentioned below in our concluding observations, would raise public awareness, through education and outreach, of the broader public consequences of insufficient resources for success in the creative economy.

BUSINESS PLANNING

Taking the findings further with a business solution could commence with in-depth analysis of the Toronto market of those offering coaching and career navigation services to people experiencing precarious or contract employment. The customer groups include all workers in the creative economy. This would include additional work on customer development and an understanding of competitive rates and the set up of a suite of packages that allows for varying levels of access and service offerings. Recognizing the prevalence of precarious work, particularly for millennials, pricing and affordable service options will have to address their financial situation. The study, featuring interviews with employers and HR specialists, would look into such issues as differentiation among, and the value added, of such services. Discussions with employers that do not have the capacity to offer these services may be interested in outsourcing coaching /career navigation services and provide funding for their workers.

Additional information could also be obtained from other sources:

- Professional associations
- Attending meetings hosted by the International Coaching Federation in Toronto, the Association of Career Professionals, and the Toronto Organization Development, and others.
- Career Counseling Services
- Looking into the career counseling services offered by Service Ontario, University Employment and Career Advice centers, as well as a review of websites.
- Social media scan

Looking into blogs, outlets, newsletter and online innovation communities

It will be important to minimize operating costs and capital expenditures at the outset. The key will be to start small and build up a small base of clients while continually testing and retesting the market. During these initial months, customer referrals and testimonials will be central to further growth. It will be important to gather evaluation feedbacks from each client to better understand opportunities for service refinement and continued development.

Initial meetings with clients can take place in person or via Skype. Other paid options could also include Go-To-Meetings. Those initial meetings should include the possible white-boarding of concepts. These one-on-one meetings will establish rapport and build a foundation for long-term working relationships. As for meeting space, the app, Breather offers the use of a number of professional and intimate meeting spaces at different locations in the city.

SCALING AND LOOKING AHEAD

During that first six months to a year, it will be important as well to set up a partnership and a collective with three other certified professional coaches, who also specialize in the same niche. This collective of three is to pool information about best in class offerings and work to leverage their respective contacts, prospect for new clients, follow through with referrals and maintain a close eye on the local market.

At the same time, and in ongoing efforts to support scaling, it will be key to reach out to the International Coach Federation to explore ways to introduce this new niche and to find ways to determine how it can be included in the curricula of ICF certification programs. As the business and cash flow stabilize combined with a healthy pipeline of clients, there is a great opportunity to explore the set up of a platform that would bring together suppliers and users. This would be a more long term strategic move as it involves the dedication of resources and capital expenditure.

EDUCATION AND RAISING PUBLIC AWARENESS

The second prong involves raising public awareness and promoting discussion of the problems confronting people working in the creative economy, especially since this research has determined that many problems are non-technical both in origin and effective solutions.

Our findings show that it is not age alone that sets workers apart from each other, but rather, rapid changes that have a major impact on how each cohort works.

Therefore, there is a growing role for professional coaching associations in Canada to take a greater leadership role in credentialing coaches for practice in the creative economy by addressing standards of practice and training for this emerging coach/career navigator role. In addition, they will need to develop a professional code of practice to guide ethical practices with both clients and providers of training services. Eventually coach/ career navigators may choose to self-regulate to demonstrate its professional status as well as its commitment to public protection.

While there exists a wide range of individuals who call themselves “coaches”, the coach/career navigator, referred to in this study, must be highly qualified to offer these specialty services. Because of growing market pressures for high quality services and public demand for accountability, coaches will need to be credentialed by a recognized body and conform to a set of practice standards. As a new subspecialty, career navigator will also require a sub-credential.

Implementation of these recommendations will require initiatives to create public awareness among both coaching associations and

potential clients within the creative economy. These can take the form of dissemination of research findings through selected social media as well as face to face presentations at professional meetings, workshops, and public events.

Among the potential channels for raising awareness and deepening discussion are:

Creative Mornings: a monthly Meet-up that takes place in cities around the world, from London to New York and Tokyo. It brings together designers, marketers and others in the creative class for thought-provoking talks on topics affecting the world around us.

Talk Boutique Salon: a Tedx-inspired conversation series that curates speakers from around the city to explore timely topics. It targets more established professionals looking for co-working spaces.

Station 477 talk series is a creative studio space that relies on members to run activities, and that provides workshops and services bringing together a cross-section of creative class members who are seeking community and connection.

Social Media: including networks such as LinkedIn and Twitter, and sites such as Medium and Huff Post.



LIMITATIONS OF STUDY

10. LIMITATIONS OF THE STUDY

Most of the research and analysis proceeded as planned. Openness built into the qualitative research methods that we chose, led to a conceptual pivot point, which allowed the researchers to recast the research problem and come up with a design solution and value proposition. Both the solution and the value proposition would have benefited from data elicited from a wider range of workers in the creative economy.

WORLD CAFÉ WORKSHOP

The researchers had assumed that having a videographer in the room to capture the side conversations and a visual recorder would be sufficient to capture the rich conversations between Millennials and Boomers. However, the actual video recording only documented the summary findings and the researchers were unable to transcribe the crucial tableside conversations. As a result, the researchers ended up with high-level themes that lacked context. It became clear that a room with a vaulted ceiling and no carpeting created an echo effect that made it difficult, and sometimes impossible, to capture important group conversations. Working with a limited budget, the researchers were unable to secure individual microphones that would have picked up individual and side conversations.

The World Café data revealed findings that aligned with much of the other research, in terms of how each generation perceived the other. The researchers believe that this outcome may be attributed to the fact that when groups share their findings with the wider in-room audience, group presenters self-censor and present only the broad strokes of their discussion. The video recording and the visual recorder failed to capture the nuanced side conversations.

Groups were asked also to discuss in groups what each age cohort brought to the table. They were encouraged to have a group discussion and then to write their findings on post-its. When taking a closer look at the post-its during our knowledge synthesis session, it became obvious that many of the concepts were abstract, high-level and lacking context. The researchers have therefore aggregated the data with the findings from the semi-structured interviews. Those interviews provided a wealth of quotes, personal observations and future predictions.

Recruiting participants to the event proved to be challenging and time consuming. The event was promoted publicly on a number of public websites and our networks shared the notice extensively. However, the researchers were only able to secure a smaller number of participants who were friends of friends. Many showed up not out of a genuine interest in the subject, but from a sense of social obligation. The atmosphere in the room was collegial and friendly, which may have made it difficult for individuals to express their true opinions and feelings. It may have resulted in discussions having some characteristics of groupthink, by way of showing support to one or both of the organizers, as personal acquaintances/friends.

The researchers only had sufficient numbers to conduct one World Café instead of four, limiting the amount and scope of the data. Since many participants were personal acquaintances, the group lacked the element of broad diversity. Selecting a season other than summer, when greater numbers are available, might have mitigated this problem. Because of a limited budget, the researchers were not able to offer an honorarium to attract participants.

The researchers believe that the following considerations must be taken into account when planning a World Café event.

- Recruit arms-length subjects.
- Capture side conversations through individual microphones.
- Select a highly conducive time of year.
- Plan and promote with sufficient time to drum up support and spark interest.
- Find funds to rent mailing lists from organizations.
- Offer an honorarium to participants.
- Find a dedicated conference meeting space with on-site audio-visual support.
- Access software for anonymous inputting and coding.
- Train and paid human recorders.

SEMI-STRUCTURED INTERVIEWS

The participants were primarily recruited from our extended circle of contacts and acquaintances. The majority of people were based in the Ottawa and Toronto areas. Any future studies should encompass a larger, more diverse and representative sample of members of the creative economy.

Recruiting for the interviews proved to be time consuming. Some recruited participants did not show up. Consequently, the researchers had to rely on fewer participants than they had planned. This sample omitted newcomers, refugees or members of the creative class who were experiencing economic hardship. Future studies should also include individual from these groups.

PROACTIVE PARTNERSHIPS

Several attempts were made to identify partners and organizations to work with us and share our findings. However, many of these organizations are narrow in their service community. Some only support youth while others focus on older workers and or labor practices. There also appear to be entrenched beliefs as to what these intergenerational conversations should look like.

The researchers believe there is opportunity to make a more robust use of social media platforms such as Medium and HuffPost.

CONCLUDING OBSERVATIONS

https://unsplash.com/search/book-beach?photo=1ZA_mC846yU

10. CONCLUDING OBSERVATIONS

The research question, initially driven by personal motivators, was transformed numerous times, as the incoming data challenged their initial supposition concerning the barriers to problem solving within an intergenerational context. Through this pivot experience, the researchers recognized that the requisites of problem solving transcend age differences, and require every worker to attain the capacity to work with teams of diverse people dealing with very complex problems.

In this light, designing for problem solving goes beyond the narrow intergenerational perspective the researcher first imagined. We have expanded the scope of this research and solution design to cover a much broader context. For individuals, one's potential to compete will depend on high-performance problem solving with culturally, as well as age diverse, teams.

In designing their solution, the researchers synthesized information sources: literature review, trend analysis, data obtained from semi-structured interviews and a World Café group method. Reframing the research question allowed the researchers to consider problem solving in a much broader context, namely the many factors affecting all workers and leaders in the creative economy.

The solution design involves coaching that features career navigation strategies and tactics to enable individuals to develop the necessary skills and competencies for successful problem solving. The researchers used the persona research technique in developing the solution. It has the potential for successful implementation by a qualified professional specializing in coaching.

The solution lends itself to an attractive business opportunity within the creative economy.

On its own, filling this emerging market for coaching/career navigation cannot address the many problems faced by workers in the creative economy. The second prong, a public awareness campaign, is based on the larger public interest associated with the creative economy. It points to the need for public policies in such areas as: regulation of coaching and credentialing of coaches; research into

the evolving needs of workers in the creative economy; the case for public financing of retraining and coaching; and research that helps improve coaching and career navigation services. Further study might address the emerging needs of professional coaches for self-regulation, leading to more public accountability and managing potential conflicts of interest with clients and the growing market for providers of training products.

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THERE IS A MISMATCH BETWEEN CHANGE AND
THE PACE OF CHANGE AND OUR ABILITY
TO...ENABLE CITIZENS TO GET THE MOST OUT
OF THESE ACCELERATIONS AND CUSHION THEIR
WORST IMPACT

“

THE ONLY WAY TO RETAIN A LIFE LONG
WORKING CAPACITY IS TO ENGAGE IN LIFE
LEARNING

- *Thomas Friedman*

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IMAGE REFERENCES

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Woman with green eyes and face covered in blue (Cover page)
<https://unsplash.com/@alexandruf?photo=4bmtMXGuVqo>

Woman in green field (acknowledgements)
<https://unsplash.com/search/wander-field?photo=hAhInPdviCk>

Hair and dust (abstract)
<https://unsplash.com/photos/hTunRCf3EIs>

Metal horns (definitions)
<https://unsplash.com/photos/2aoVQXwLf3g>

City-scape (introduction)
<https://unsplash.com/?photo=mPqVZQIASYA>

Mountain and forest (review of the literature)
<https://unsplash.com/search/mountain-reflection?photo=Al7loQ74-LU>

Road and fog (trends analysis steep +v)
<https://unsplash.com/search/road-mountain?photo=WKVGmz7o0O4>

Lens in focus (research methodology)
<https://static.pexels.com/photos/1421/road-nature-hand-path.jpg>

Pages in a book (initial analysis of data)

<https://unsplash.com/search/book?photo=XOW1WqrWnKg>

Stairs going in different directions (pivot)
<https://unsplash.com/search/photos/stairs?photo=v3bWNXeInQA>

Small lights in palm of hand (findings)
<https://unsplash.com/search/light-hand?photo=UmICMYRnbXc>

Golden Gate bridge in fog (Design Directions)
<https://unsplash.com/photos/kWd5ER2XpSg>

Older man portrait (Personas)
<https://unsplash.com/search/portrait-man?photo=skZplfLeDww>

Green eyed with freckles (Jenna Quote)
https://unsplash.com/search/portrait-woman?photo=rnkN_XuY1h4

Man looking down to the right (Andre Quote)
<https://unsplash.com/@kietteik?photo=Dt2NHx8M7fo>

Woman looking up wondering (Summaya Quote)
https://unsplash.com/search/portrait?photo=-wjk_SSqCE4

Woman with glasses looking ahead
(implementing the design solution)
<https://unsplash.com/collections/1194/portrait?photo=tBtuxtLvAZs>

Small magnifier (limitations of study)
<https://static.pexels.com/photos/216367/pexels-photo-216367.jpeg>

Book at the beach (concluding remarks)
https://unsplash.com/search/book-beach?photo=1zA_mC846yU

APPENDIX A: INTERVIEW MATERIAL FOR SEMISTRUCTURED INTERVIEWS

This appendix includes copies of the following material used to conduct semistructured interviews:

Copy of introduction email

Copy of consent form

Copy of interview guide for millennials

Copy of interview guide for thought leaders & experts

Copy of interview for mature adults

COPY OF INTRODUCTION EMAIL

Dear Sir/ Madam,

We are graduate students working on our Master of Design in Strategic Foresight and Innovation at OCAD University.

We are currently conducting research on the subject of "How might we promote creativity and problem solving in the workspace of the knowledge based economy by tapping into the hidden potential of inter generational collaboration?"

We are interested in better understanding the systemic, organizational and human factors that may support or hinder this integration.

As such, we would very much appreciate your participation in our ongoing research. This will involve a semi-structured interview focused on sharing your ideas on the subject and what if any have been your takeaways from working on a multi generational team. We would also like to hear about your plans and dreams for the future as you approach traditional retirement age.

This interview will not take more than 30 minutes and will be part of an open conversation where you are free to express your views and opinions. Any information shared is deemed confidential and no remarks will be attributed. The findings will only be used to inform our findings for the Major Research Project.

If you have any questions or concerns, please contact us for further clarification. Thank you, we look forward to meeting with you and will contact you shortly to set an appointment at a time convenient for you.

Yours sincerely,

Hala Beisha

Donna Klaiman

COPY OF INTERVIEW GUIDE FOR MILLENNIALS

Script and Questions for the semi-structured interviews:

Introduction

Thank you for agreeing to participate in an interview. The insights gained from this interview will contribute to our Major Research Project, which is a necessary component of completing our Masters of Design in Strategic Foresight and Innovation. Our project is focusing on exploring

“How might we promote creativity and problem solving in the workspace of the knowledge based economy by tapping into the hidden potential of inter generational collaboration?”

Interview Process

Have you been able to read and sign the consent form? Do you have any questions about the consent form or about this research process in general?

Please understand that you can ask questions at any time during the interview and the interview can be stopped at any time. Also, please let me know if you would like to skip, come back to, or leave any questions unanswered. If you agree, this interview will be audio recorded. The recording is simply for my own purposes to assist in reviewing our conversation. We will also be making notes during our conversation. The purpose of this interview is to better understand the systemic, organizational and human factors that may support or hinder this integration. As such, we would very much appreciate your participation in our ongoing research. This will involve a semi-structured interview focused on sharing your ideas on the subject and what if any have been your takeaways from working on a multi generational team. We are also interested in what your work aspirations are and your views on how the workplace of today is set up?

As well as to gather your ideas on where you see the potential for changes, improvements or interventions that could be developed within the system. The interview process is expected to last for approximately 30- 45 minutes.

Are you ready to start the interview?

Practical Experience

1. What are you currently up to, what projects are you working on?
2. What is the journey that got you here?
3. How do you perceive the traditional workplace?

Looking to the Future

1. What do you believe the workplace of the future will be?
2. What skills do you believe people will need to remain relevant in the workplace of the future?
3. What are your plans for the future?

Also, we wanted to ask you if you knew of any other individuals working in this area that might be useful for me to speak to? If you think of anyone in the next few days or have anything further that you would like to add to our conversation, please don't hesitate to get in touch with me. As was mentioned in the consent form, we are happy to distribute the final version of our report to you via email if desired so that you can learn from this process as well. Would you like me to send a copy to you after the project is complete?

Thanks again for your willingness to participate.

Your time is very much appreciated.

SAMPLE OF INTERVIEW FOR THOUGHT LEADERS AND EXPERTS

Script and Questions for the semi-structured interviews:

Introduction

Thank you for agreeing to participate in an interview. The insights gained from this interview will contribute to our Major Research Project, which is a necessary component of completing our Masters of Design in Strategic Foresight and Innovation. Our project is focusing on exploring

“How might the workplace of the future capitalize on the underused tacit and experiential knowledge of mature adults to transform places of work into flourishing multigenerational spaces that support co creativity and problem solving in a knowledge based economy? ”

Interview Process

Have you been able to read and sign the consent form? Do you have any questions about the consent form or about this research process in general?

Please understand that you can ask questions at any time during the interview and the interview can be stopped at any time. Also, please let me know if you would like to skip, come back to, or leave any questions unanswered. If you agree, this interview will be audio recorded. The recording is simply for my own purposes to assist in reviewing our conversation. We will also be making notes during our conversation. The purpose of this interview is to better understand the systemic, organizational and human factors that may support or hinder this integration. As such, we would very much appreciate your participation in our ongoing research. This will involve a semi-structured interview focused on sharing your ideas on the subject. We are interested in better understanding the systemic, organizational and human factors that may support or hinder this integration. We are also interested in what your work aspirations are and your views on how the workplace of today is set up?

The interview process is expected to last for approximately 45-60 minutes.

Are you ready to start the interview?

Practical Experience

1. How has the workplace evolved over the last number of years?
2. What are your main priorities in your current business and line of work?
3. What skills are important to you?
4. What has been your experience working with a multi generational workforce?
5. What are the opportunities and drawbacks?
6. What is your experience with third careers?

Looking to the Future

4. What do you believe the workplace of the future will be?
5. What skills do you believe people will need to remain relevant in the workplace of the future?
6. What are the system and some of the areas for potential improvements as we move further into my research and exploration

of the subject?

Also, we wanted to ask you if you knew of any other individuals working in this area that might be useful for me to speak to? If you think of anyone in the next few days or have anything further that you would like to add to our conversation, please don't hesitate to get in touch with me. As was mentioned in the consent form, we are happy to distribute the final version of our report to you via email if desired so that you can learn from this process as well. Would you like me to send a copy to you after the project is complete?

Thanks again for your willingness to participate.
Your time is very much appreciated.

COPY OF INTERVIEW GUIDE FOR MATURE ADULTS

Script and Questions for the semi-structured interviews:

Introduction

Thank you for agreeing to participate in an interview. The insights gained from this interview will contribute to our Major Research Project, which is a necessary component of completing our Masters of Design in Strategic Foresight and Innovation. Our project is focusing on exploring

“How might the workplace of the future capitalize on the underused tacit and experiential knowledge of mature adults to transform places of work into flourishing multigenerational spaces that support co creativity and problem solving in a knowledge based economy? ”

Interview Process

Have you been able to read and sign the consent form? Do you have any questions about the consent form or about this research process in general?

Please understand that you can ask questions at any time during the interview and the interview can be stopped at any time. Also, please let me know if you would like to skip, come back to, or leave any questions unanswered. If you agree, this interview will be audio recorded. The recording is simply for my own purposes to assist in reviewing our conversation. We will also be making notes during our conversation. The purpose of this interview is to better understand the systemic, organizational and human factors that may support or hinder this integration. As such, we would very much appreciate your participation in our ongoing research. This will involve a semi-structured interview focused on sharing your ideas on the subject and what if any have been your takeaways from working on a multi generational team. We are also interested in what your work aspirations are and your views on how the workplace of today is set up?

As well as to gather your ideas on where you see the potential for changes, improvements or interventions that could be developed within the system. The interview process is expected to last for approximately 30- 45 minutes.

Are you ready to start the interview?

Practical Experience

4. What are you currently up to, what projects are you working on?
5. What is the journey that got you here?
6. How do you perceive the traditional workplace?
7. What excites you about getting up in the morning?
8. Have you had a chance to work in a multi generational workplace?
9. What did that experience teach you?
10. Looking back at that experience what are the elements that worked and what elements did not work?
11. What are your plans for the future?
12. What re your dreams for the next chapter of your life?
13. How would you improve on that experience

Looking to the Future

7. What do you believe the workplace of the future will be?
8. What skills do you believe people will need to remainrelevant in the workplace of the future?

What are the system and some of the areas for potential improvements as we move further into my research and exploration of the subject?

Also, we wanted to ask you if you knew of any other individuals working in this area that might be useful for me to speak to? If you think of anyone in the next few days or have anything further that you would like to add to our conversation, please don't hesitate to get in touch with me. As was mentioned in the consent form, we are happy to distribute the final version of our report to you via email if desired so that you can learn from this process as well. Would you like me to send a copy to you after the project is complete?

Thanks again for your willingness to participate.
Your time is very much appreciated.

APPENDIX B: INTERVIEW MATERIALS FOR WORLD CAFÉ WORKSHOP

This appendix includes copies of the following material used for the World Café Workshop

Copy of introduction email
Copy of consent form

COPY OF INTRODUCTION EMAIL

Date

Dear Sir/ Madam,

We are graduate students working on the Master of Design in Strategic Foresight and Innovation at OCAD University in Toronto, ON

We are currently conducting research on the subject of extending employment or integrating mature adults, beyond traditional retirement age, into knowledge workplaces and how these could transform into flourishing multigenerational workspaces.

We are interested in understanding the many factors that may support or hinder this integration. Our aim is obtain your opinions and knowledge to inform our research in this area.

As such, we would like to invite you to participate in a research activity called "World Café." The "World Café "is an experience that encourages conversation among the participants. The idea is that through small group discussion, the group wisdom can uncover the multiple perspectives and deeper understanding of an issue. In this case the focus is on the mature adult and work integration in the knowledge economy.

We are inviting twenty participants to form five tables of four participants to discuss these issues that have relevance to the group. Participants also have the opportunity to travel to different tables to share their perspectives.

The event will take place on DATE from 10 am -12:30 pm at LOCATION. Refreshments will be served throughout the event. Transportation on TTC will be immediately reimbursed to you at the event.

Please find an attached consent form that we request you complete. Please bring this with you to the World Café or include it in the enclosed response envelope.

We would appreciate if would confirm your participation either by email or with the response card enclosed by DATE.

Thank you and we look forward to meeting with you at the World Café. To find out more about World Café, visit <http://www.theworldcafe.com/tag/world-cafe-community-foundation/>

Yours sincerely,
Hala Beisha
Donna Klaiman

COPY OF CONSENT FORM FOR THE WORLD CAFÉ WORKSHOP

Date:

Project Title: "How might we promote creativity and problem solving in the workspace of the knowledge based economy by tapping into the hidden potential of inter generational collaboration?"

Faculty of Design
OCAD University

INVITATION

You are invited to participate in a study that involves research. This research is being conducted by two graduate students in the Strategic Foresight and Innovation program at the Ontario College of Art and Design University, under the primary supervision of Kate Sellen.

You are being asked to participate in a research study. Please take your time to review this consent form and discuss any questions you may have, or words you do not clearly understand, with the principal investigators, Hala Beisha and Donna Klaiman or faculty supervisor, Kate Sellen. You may take your time to make your decision about participating in this study

WHAT'S INVOLVED

As a participant of this study you will be asked to share your insights and opinions regarding the research project. You will be asked to participate in small group conversation called World Café research technique. Within your level of comfort, you will be asked to share your ideas on the subject through guided questions. The conversations will be audio-recorded. This is simply to assist in making sense of the notes after the interview.

POTENTIAL BENEFITS AND RISKS

You may not experience any specific benefits from participating in this study. However, possible indirect benefits of participation may include the opportunity to engage in conversation communicating your opinions and insights into the potential for a multigenerational workforce. There is no more risk than having a conversation with others at a café. If you feel uncomfortable with any part of the conversation, may remove yourself and find another group, which is more comfortable to you or you, may choose not to participate.

CONFIDENTIALITY

All information shared is deemed confidential and no remarks will be attributed, unless consent is received. The findings will only be used to inform the findings of our Major Research Project.

Your name will not appear in any thesis or report resulting from this study unless you grant us permission to use attributed quotations by checking the box below.

Attributing quotes:

Yes, I wish to be attributed for my contribution to this research study. You may use my name alongside statements and/or quotations that you have collected from me.

No, I do not wish to be attributed for my contribution to this research study. You may not use my name alongside statements and/or quotations that you have collected from me.

Anonymity and confidentiality will be ensured in the following ways: Personal Identifiers will include names, initials, age group, and gender, but they will not be retained after the completion of the project.

Data gathered from the group will be coded according to the group of participants. Hand written notes will be destroyed after converting them into computer-entered data.

Any computer-entered data will be identified by group only, and when not in active use, will be saved on a password-protected database and stored on a secure computer server that is also password protected. All audio recordings and other study data will be stored in a locked locker at the Strategic Foresight and Innovation Studio at 205 Richmond until the project is complete. On completion of the proposed project, all the transcripts, the audio and group identifiers collected will be destroyed. The final document and research findings of the project may move forward but the raw data collected will be destroyed on completion of the proposed project.

VOLUNTARY PARTICIPATION

Participation in this study is voluntary. If you wish, you may decline to answer any of the questions or participate in the world Café. Further, you may decide to withdraw from this study at any time and you may do so without any repercussions from OCAD University personnel. Your comments are aggregated into a larger data set that is combined with others responses and therefore cannot be pulled out individually.

PUBLICATION OF RESULTS

Results of this study may be published in students' theses, and presentations to conferences and colloquia. In any publication, data will be presented in aggregate forms. Quotations from interviews or surveys will not be attributed to you without your permission.

Feedback about this study will be available towards the end of December 2016, by contacting the principal student investigators: Hala Beisha and Donna Klaiman. The feedback will take the form of a final copy of the project document that will be sent in PDF format through email.

CONTACT INFORMATION AND ETHICS CLEARANCE

If you have any questions about this study or require further information, now or in the future, please contact the principal student investigators Hala Beisha and Donna Klaiman or the faculty supervisor, Kate Sellen, using the contact information provided above.

CONSENT FORM

I have read this consent form and I agree to participate in this study described above. I have had the opportunity to receive any additional details I wanted about the study and understand that I may ask questions in the future. I understand that my participation in this study is voluntary and I understand that I may withdraw this consent at any time. The risks and benefits have been explained to me. I understand that information regarding my personal identity will be kept confidential, however the comments will not be confidential since it is a group setting.

I have made this decision based on the information I have read in the Information-Consent Letter.

I understand that I will be given a copy of this consent form after signing it. I freely agree to participate in this research study on "What are the opportunities and obstacles to extending employment or integrating adults, beyond traditional retirement age, into white collar jobs to tap into their knowledge and experience?"

I consent to participate in the research study "I consent to participate in the World Café for 2 1/2 hours.

I consent do not consent to having my interview voice-recorded and video recorded.

I consent do not consent to being contacted at a later time for any clarification that may be required on the World Café responses.

By signing this consent form, I have not waived any of the legal rights that I have as a participant in a research study.

Name: _____

Signature: _____

Date: _____

Thank you for your assistance in this project. Please keep a copy of this form for your records.

Yes, I would like to hear more about the study. You may reach me by (provide contact information):

Email:

Post:

Phone:

Yes, I wish to be attributed for my contribution to this research study. You may use my name alongside statements and/or quotations that you have collected from me.

No, I do not wish to be attributed for my contribution to this research study. You may not use my name alongside statements and/or quotations that you have collected from me.

Thank you for your assistance in this project. Please remember to keep a copy of this form for your records.

If you wish to email or mail me your consent form, please send it to:
[email of the researchers]

APPENDIX C: STATEMENT OF CONTRIBUTION

Hala Beisha

Business implementation
MRP project management
Semi-structured interviews
Support of World Café Workshop
Trends analysis
Literature review
Persona development
Data coding
Interview guide development for semi-structured interviews
Completion of recruiting web site
Design and image selection for the MRP

Donna Klaiman

Solution design and value proposition
MRP proposal submission
REB submission
Interview guide
Literature review
Data analysis and findings
Semi-structured interviews
Abstract and conclusion
Content management of the MRP document
Convening and facilitation of the World Café Event
Recruitment
Editing

Joint work

Semi-structured interviews
Literature review
Coding and analysis of the data
Problem identification and finding
Solution finding
Iterations in each step of the research
Concluding observations

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