

NordTourNet3

Methodological Material on Solving
Intergenerational Communication
Problems



NPAD - 2020/10015



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Editors:

Julija Šešeika, Project Manager, ERCC, Lithuania

Karen R Self, Project Manager, Mobilizing Expertise, Sweden

Qian Yilu, Graphic Designer, Mobilizing Expertise, Sweden

Sundars Vaidesvaians, Language editor, Turība University, Latvia

Reviewer:

Asha Pitadeniya Sri Nissanka, University of Peradeniya, Sri Lanka

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Introduction

By Julija Šešeika

This Methodological Material on Solving Intergenerational Communication Problems in Tourism Organizations was created as a part of Nord plus Adult project “NordTourNet-3: Solving Communication Problems of Different Generations in Tourism Companies” (project number NPAD-2020/10015) (hereinafter – NordTourNet-3) with the purpose of providing guidance on goals, methods and content to adult educators teaching about intergenerational communication problems in tourism organizations.

The main aim of the project was to research communication differences among employees and customers belonging to 4 different generations in tourism organizations, to create a board game facilitating the solving of communication problems among employees and customers of different ages and to compose a training material package for adult educators.

NordTourNet-3 was continuation of the Nordplus Adult Thematic Network project NordTourNet-1 and the Collaboration project NordTourNet-2. During the implementation of both projects the partnership noticed that tourism organisations are faced with the problem of intergenerational communication. This was partly due to the fact that many such businesses are run by families and managing employees belonging to different generations could sometimes pose serious problems in companies. In the past only 2 or 3 generations interacted in the labour market, whereas now 5 generations have to learn to live and co-operate with each other. The researcher Donald R. Hillman and other authors have found many generational differences. One fundamental difference is communication. Different generations use different means of communication both at work and in private life. This causes many communication problems between generations at the workplace.

Despite the global pandemic and serious economic shocks caused by the prolonged Russia-Ukraine war, tourism remains a huge economic activity in Europe and the world with a significant impact on economic growth, employment, and social welfare. Therefore, the project focused on tourism organizations. Nevertheless the project results can be adopted to employees of other sectors of the economy as well.

A qualitative research was conducted by the partners to achieve the main aim of NordTourNet-3. The partners – 3 education and research organizations from Lithuania, Latvia and Sweden providing adult education programs in their countries, carried out 12 semi-structured interviews with managers of tourism organizations. During these interviews, internal and external communication problems of tourism organizations were identified and possible ways of solving them were analysed.

Based on the qualitative research findings the partnership created a board game "Communication game for different generations" as an education method for adults.

This Methodological Material on Solving Intergenerational Communication Problems in Tourism Organizations was composed and a 3-day training package for adult educators "Train the Trainer" was developed.

The book consists of 5 chapters:

1. Communication in tourism organisations.
2. Adult learning.
3. Intergenerational problems and solutions in tourism organisations.
4. Methods of creativity.
5. Communication game for different generations.

The book is designed for adult educators, trainers, university lecturers teaching tourism-related subjects and managers and employees of tourism organisations as well. Students could use the materials provided herein to consolidate their knowledge on generational differences and communication problems in a tourism organisations as well as apply various methods for developing creativity.





Index of Authors

Gita Šakytė-Statnickė, Ph.D.

ORCID ID: <https://orcid.org/0000-0002-5320-810X>

Associate Professor at Klaipėda State University of Applied Sciences, Lithuania; Project Manager and Researcher at ERCC, Lithuania.

Ineta Luka, Dr.paed.,

ORCID ID: <https://orcid.org/0000-0003-4706-1663>

Head of the Language Department, Professor at Turība University, Latvia.

Julija Šešeika, Project Manager, ERCC, Lithuania.

Karen R Self, Project Manager of Mobilizing Expertise, Sweden.

Laurencija Budrytė-Ausiejienė, M.A.

ORCID ID: <https://orcid.org/0000-0001-5378-3019>

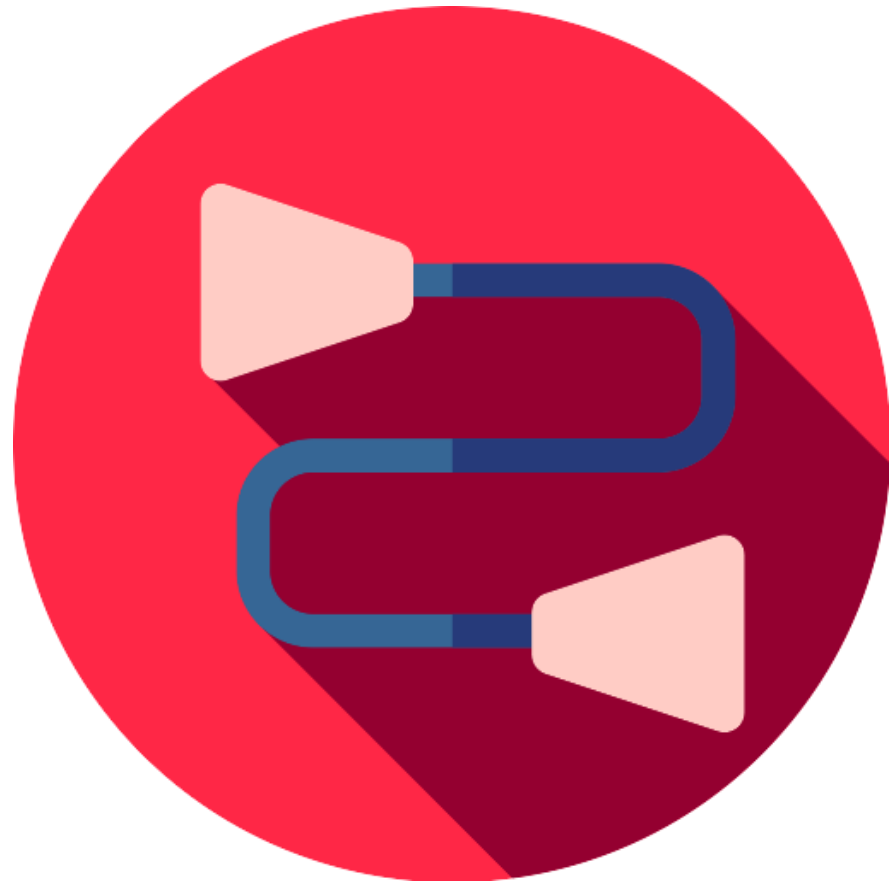
Lecturer at Klaipėda State University of Applied Sciences, Klaipėda, Lithuania; Researcher at ERCC, Lithuania.



CHAPTER 1

COMMUNICATION IN TOURISM ORGANISATIONS

By Gita Šakytė-Statnickė and
Laurencija Budrytė-Ausiejienė



The purpose of this article is to describe the basic aspects of communication, identify the key elements of the effectiveness of the communication process and barriers to communication in a tourism organisation. Two main types of communication are usually distinguished: internal and external communication. Internal communication is one of the key tools for shaping company culture, employee relations and employee satisfaction, as well as for increasing employee engagement in achieving the company's goals and strategy. The article provides 12 strategies for improving internal communication across an organisation. External communication refers to communication management strategy, which any tourism organisation applies for the purpose of communicating messages to the general public. External communication provides a link between the organisation and its environment; it helps to shape the image of the organisation, resolve conflicts and meet customer needs.

A comparison of two main types of communication is given at the end of the article.

Keywords: Communication, Internal Communication, External Communication.

1. Basic Aspects of Communication

The communication process and its effective implementation are very important in the activities of every tourism organisation. The main goal of the communication aspect of the tourism organisation is its successful functioning (Tankosic, Ivetic, & Mikelic, 2017, p. 2). Communication is the exchange of spoken and written information created / processed between two or more people for a common understanding and in order to build or strengthen relationships with target audiences and receive feedback.

Communication is a relational process, in which two or more parties shall exchange information, understand and influence each other; it is an indispensable element for the optimal operation of any human collectivities . This consists of the transmission, receipt, storage, processing and use of information (Bucata & Rizescu, 2017, p. 55-56).

The communication process is a set of actions that are put into practice in order to transmit a message effectively between one or more individuals, companies, etc. Effectiveness of the communication process is determined by its key elements (Table 1.1.). They could be divided as follows (Jakubiec, 2019, p. 4-5):

Table 1.1. Key Elements of Effectiveness of the Communication Process in Tourism Organisations

| Key elements | Description |
|--|--|
| Communicators Attributes of the people involved | Communicators could be divided into two main categories: leaders and followers. |
| Goals What communicators are trying to achieve | Goals come from general description of an organisation, in which the behaviour of individuals is shaped and directed to achieve common goals. |
| Messages Verbal and nonverbal communication | <p>In organisation messages are sent and received in 5 directions.</p> <p>We communicate with ourselves through self-talk and evaluation, communicate upwards to those above us in the hierarchy, downwards to those for whom we have line management responsibilities, outwards to suppliers, customers, etc., and across to colleagues in other departments.</p> <p>The key determinants of effective messages are that they should be timely, clear, understandable, accurate, consistent, have an appropriate load, relevant to the recipients and credible.</p> |
| Channel Written, face-to-face, mediated | <p>The terms “channel” and “medium” are often used interchangeably. It is often said about communication that the medium is the message, since the channel through which we communicate conveys information about our attitude to the interlocutor.</p> <p>The most popular media are: face-to-face, video-conferencing, telephone, instant messaging, e-mails, texts, tweets and typed memos.</p> |
| Feedback How communications are transacted | <p>Feedback is the means through which the sender is able to ascertain the extent to which messages have been successfully received and the impact that they have had on recipients.</p> <p>Convergence towards mutual understanding and shared meaning in organisations is directly related to the degree to which feedback is put to effective use.</p> |
| Context Physical environment and culture | <p>All communication is embedded within a context and so messages can only be fully understood by taking cognizance of the situation in which they occur.</p> <p>There are a range of contextual factors that impinge on organisations. A key one is the globalization effect, in that companies now look beyond their local markets.</p> |
| Effects The outcomes of communication | Evaluation of the effectiveness of communication. |

Source: compiled by the authors based on Jakubiec (2019, p. 4-5)

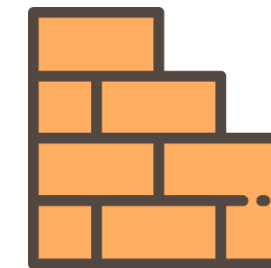
Communication within a tourism organisation is not always smooth. Communication barriers are often encountered - this is any barrier that distorts information or prevents individuals or groups from understanding each other. Barriers of communication at a tourism organisation are the factors, or filters, affecting and inhibiting the flow of information (Blazenaite, 2012, p. 94). The main barriers arising in communication are presented in the Table 1.2.

Table 1.2. Barriers to Communication

| Barrier to communication | Cause |
|--------------------------|--|
| Physical | Invisibility, physical and environment discomfort, conditions unfit for message display and broadcast etc. |
| Psychological | Prejudices, self-awareness (its lack), selfishness, tiredness, preconceptions, cultural differences between transmitter and receiver, rigidity, lack of interest, lack of attention, incapacity of perception, tendency to transmit only what the receiver wants to hear etc. |
| Semantic | Use of inappropriate words, incorrect formulation of messages, lack of clarity, lack of attention to the different word meaning etc. |
| Organisational | Information from uncertain sources, delay in collecting and disseminating information, communication of partial information, message distortions caused by different and outdated sources, deliberate disregard or disregard due to incapacity certain information etc . |
| Interpersonal | Unrequited emotions, perception, ideas, perspectives, values or opinions, different attitudes of the transmitter and receiver, time inadequacy of message transmission, incapacity of perceiving the messaged transmitted (informational inequity), incapacity of distinguishing a relevant message from one with low significance, hearing partially or lack of attention in hearing etc. |

Source: Mitu, N. E. (2021). Importance of Communication in Public Administration. *Revista de Stiinte Politice. Revue des Sciences Politiques*, (69), 142 p.

Understanding the different types of communication is essential for effective communication in a tourism organisation and for reducing the negative effects of communication barriers.



2. The Different Types of Communication

Communication is categorized in various ways in the literature, but two main types of communication are usually distinguished (Figure 2.1.):

- Internal – target audiences are within the company;
- External – target audiences are external (e. g. customers, communities, media, public authorities, investors, etc.).



Figure 2.1. The Different Types of Business Communication

Source: Martić, K. (2022). Reasons Why Business Communication is Critical to Your Company's Success. <https://haiilo.com/blog/11-reasons-why-business-communication-is-crucial-for-companys-success/>

Internal communication is the exchange of information and ideas within an organisation, while external communication is bringing information from outside into the organisation and out of it (Tankosic, Ivetic, & Mikelic, 2017, p. 1). Internal communication processes are directed towards the establishment of organisational structure and stability in conducting organisational activities (managers are primarily concerned with this), while effective external communication is directed toward innovation by facilitating identification of directions for ongoing organisational development (leaders or top managers are most effective in using that) (Blazenaite, 2012, p. 92). Internal communication in a tourism organisation can be understood as the sharing of knowledge between members of the organisation or as the interaction between members of the organisation in order to achieve a certain goal. The internal channels of an organisation ensure the stability of its functioning.

Tourism organisations are increasingly adopting an integrated approach to internal and external communication.

3. Internal Communication in Tourism Organisations

Internal communication is one of the key tools for shaping company culture, employee relations and employee satisfaction, as well as for increasing employee engagement in achieving the company's goals and strategy. Internal communication is a multidisciplinary area, positioned between public relations, human resource management and marketing (Verčič & Špoljarić, 2020, p. 2) – it is simultaneously a part of various organisational functions and not really a part of any (Tkalac Verčič, 2019); in academic research it can be found in managerial and organisational studies, organisational psychology and more and more – public relations (Thompkins, 1987; Men & Yue, 2019, Lee, & Yue, 2020, and etc.).



Internal communication aims to send, by audiences, suitable messages on which the organisation wishes to serve in society . Effective internal communication will certainly result in the welding of the team working in a harmonious relationship between the employee and the employer, whereas it offers everyone the chance to get to know each other, get to know the organisation's objectives in working effectively, to work, to actively participate in all activities within the organisation, to be more motivated, etc. As an instrument of internal communication, through which the organisation informs, reminds, announces projects, policies, actions, activities etc., a periodic newsletter can be used, sent via e-mail or on paper (Bucata & Rizescu, 2017, p. 56).

Internal communication practices within the tourism organisation include the entire spectrum of communication activities, formal and informal, with the main goal of disseminating information to various audiences within the organisation. These activities include downward, upward and horizontal communication, and can be initiated by any member of the organisation (Ćorić et al., 2020, p. 365).

Internal communication serves many functions in tourism organisations. There are six functions that seem to dominate communication in the organisational context (Figure 3.1.) (Jakubiec, 2019, p. 5-6):

1) The informative function of communication is fairly self-explanatory. It is the function of providing needed information to personnel so they can do their jobs in an effective and efficient manner. People need to be informed about any changes of procedure or policy that are related to their work;

2) The regulative function of communication is involved with the communication that is directed toward regulatory policies within the organisation or messages about maintenance of the organisation;

3) The integrative function of communication is focused on coordination of tasks, work assignments, group coordination or the fusing of work units toward a common goal;

4) The management function of communication is directed toward the three goals mentioned earlier. It is communication focused on getting personnel to do what is needed, learning information about personnel to know them better, and establishing relationships with personnel;

5) The persuasive function of communication is an outgrowth of the management function. Here the supervisor attempts to influence the employee to do something in particular;

6) Last function of communication – socialization – is the one that can determine whether an individual survives well, or not at all, in an organisation. Socialization does not mean being “buddies” with everyone. It means being integrated into the communication networks in the organisation.

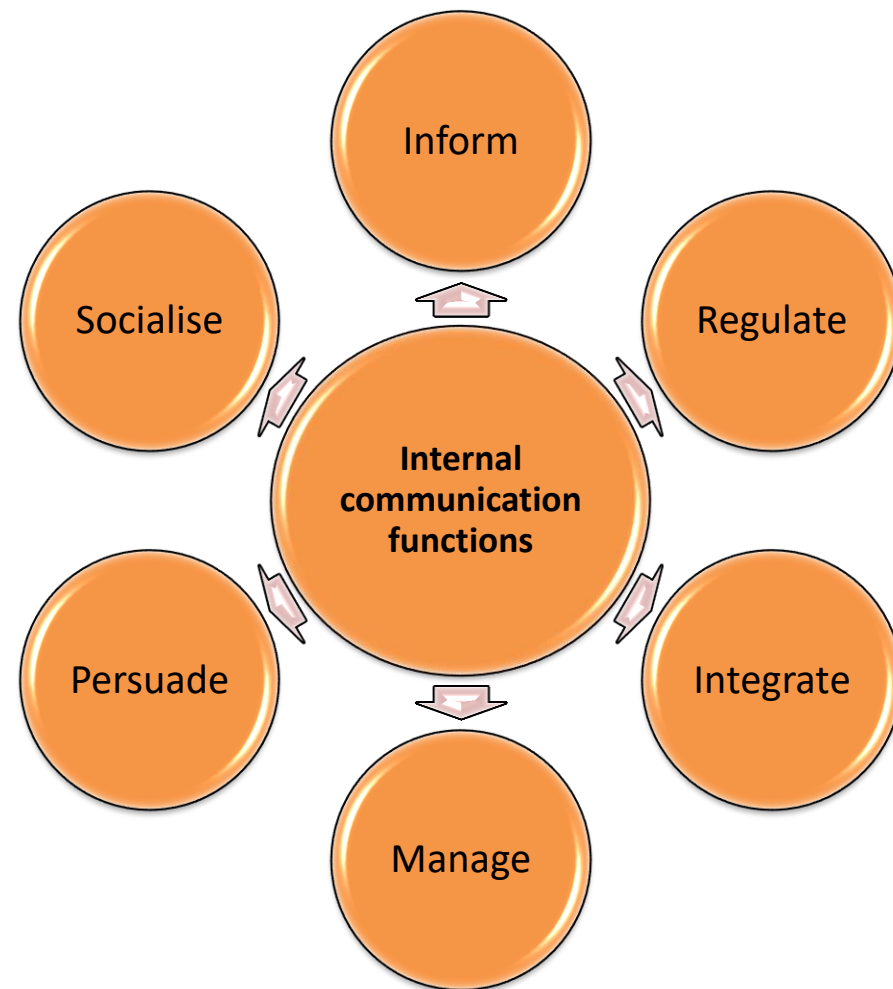


Figure 3.1. Internal Communication Functions in Tourism Organisations

Source: compiled by the authors on Jakubiec (2019, p. 4-5)

Internal communication in tourism organisations could be improved by many ways. The following examples are 12 strategies for improving communication across an organisation (Jakubiec, 2019, p. 6).

1. Prepare middle managers as messengers. Those who work most closely with teams will naturally be the most trusted sources of information. It is essential, therefore, to equip managers with the knowledge they need and the tools and structures necessary to communicate effectively with their team.
2. Think beyond the written word. In all your communications, the use of simple graphics, charts, photos and even videos can help to draw employees' attention and make the information easier to digest.
3. Meet employees where they are. If you want your messages to reach employees, you must serve them up where employees spend their time, with the use of proper channels and tools of communication.
4. Meet employees where they are. If you want your messages to reach employees, you must serve them up where employees spend their time, with the use of proper channels and tools of communication.

5. Re-think your newsletters. Other than email, there is perhaps no more widely used internal communication tool in workplaces than newsletters. Most newsletters are published on a pre-determined schedule according to an established template.
6. Know your audiences. Fewer messages that reach the right audiences are far more effective than lots of messages being sent to all.
7. Establish a consistent cadence in messages. Another way to break through information clutter is to establish a consistent way that information is presented. Setting patterns for information-sharing can help to keep messages clear and direct.
8. Create a central communication hub. Do not confuse an intranet as a centralized hub of information with the intranet as the centrepiece of your internal communication strategy.

9. Think vertically and horizontally. A key component of any organisational communication strategy must be avenues for communicating and collaborating across sectors. This is essential for coordination, efficiency and avoiding redundancy.
10. Create calls to action. A call to action is the difference between providing information to increase knowledge and providing information to spur productive activity.
11. Tell employees first. Oftentimes, the most tricky communication challenges occur when there is little time to plan – a crisis, breaking news (good or bad) or time-sensitive updates. In particular, when the information to be relayed will reach both internal and external audiences, one fundamental rule to follow is to tell employees before anyone else.
12. Connect the What, When, Who and How to the Why. As we strive to meet employees where they are at and keep messages to the point, it is essential to understand that the “Why” behind the changes being explained or the events that have occurred is not extraneous information. Connecting the dots between the what, when, who and how to the “Why” is a key strategy for making information relevant and personal.

Finally, it is important to emphasise that only effective internal communication enables effective external communication.



4. External Communication in Tourism Organisations

External communication is the transfer of information between a tourism organisation and its external environment. This communication takes place through advertising, placing orders, exchanging information, providing data and reports on the year's activities to other organisations and public authorities, shaping public opinion, and answering consumer letters (requests, complaints, claims, etc.). Effective external communication creates a positive image of the tourism organisation.

External communication refers to communication management strategy, which any tourism organisation applies for the purpose of communicating messages to the general public. Any kind of information, consultation, advertisement, brochure, letter, and any form of contact between persons or things in your organisation and those outside it is or should be a part of the communication strategy. External communication takes into account: the identity of the organisation, the organisation's image, brand identity/brand, integrated campaigns. Through them, the organisation/institution is known and informs all those interested in information about the activities and actions undertaken (Bucata & Rizescu, 2017, p. 56).

There are several main functions of external communication:

- To ensure that the organisation communicates with its environment;
- To shape the image of the organisation (or the individual);
- Manage crisis and conflict situations;
- Research and respond appropriately to the views and needs of target audiences;
- etc.

External communication includes communication with consumers, communication with communities, communication with the media, communication with governments, communication with investors, crisis communication, change communication, etc (Kara, 2018; Cornelissen, 2020). The selection of external communication tools and channels depends on the importance of the target audience for the organisation (Labanauskaitė, Fiore & Stašys, 2020), i.e. the more important and profitable the target audience is, the more actively the tourism organisation will try to communicate with it, establish and strengthen relationships.

5. Internal Communication VS External Communication in Tourism Organisations

Both internal and external communication are important for every tourism organisation. A comparison of these types of communication is given in Table 5.1.

Table 5.1. Internal Communication vs External Communication

| INTERNAL COMMUNICATION | vs | EXTERNAL COMMUNICATION |
|---|----|--|
| Meaning | | |
| Communication between the members of the organisation | | Communication between organisational members and external parties |
| Nature | | |
| Formal or informal | | Mostly formal |
| Objective | | |
| Transfer of information between organisational members to ensure smooth functioning | | Providing information to external parties to develop relationships and establish good reputation |
| Medium used | | |
| Emails, internal website, video conferencing, circulars, etc. | | Advertisements, social media posts, company website, etc. |
| Flow of information | | |
| Within the organisation | | In the external business environment |

Source: TermsCompared.com (2020). Internal Communication vs External Communication. <https://www.termscompared.com/internal-communication-vs-external-communication/>

In summary, understanding and synergy of the internal and external communication process is an important factor in establishing, strengthening, maintaining and managing relationships with target audiences. These relationships are a key factor in ensuring that the company's employees are satisfied, loyal and motivated to work and add value; consumers will choose the company's goods or services; members of the community will trust the company and support the company's activities.

Media representatives will create a positive image and reputation of the company in the public eye; public authorities can help the company to gain a competitive advantage; and investors may decide to allocate more capital to the company's development. The communication of crises and changes can determine the future performance and existence of the company. Communication is one of the areas of organisational management that is comparable with other traditional areas such as finance, sales, etc. and creates added value.

Conclusions

Communication is understood as the exchange of spoken and written information created / processed between two or more people for a common understanding and in order to build or strengthen relationships with target audiences and receive feedback. The process consists of the transmission, receipt, storage, processing and use of information.

Effectiveness of communication process is determined by its key elements: communicators, goals, messages, channel, feedback, context, effects.

Both internal and external communication are important for every tourism organisation. Internal communication aims to: inform, persuade, manage, regulate, socialise, and integrate. External communication is the transfer of information between a tourism organisation and its external environment. This communication takes place through advertising, placing orders, exchanging information, providing data and reports on the year's activities to other organisations and public authorities, shaping public opinion, and answering consumer letters (requests, complaints, claims, etc.). Effective external communication creates a positive image of the tourism organisation. It is important to pay sufficient attention to improving internal and external communication within the organisation by selecting and implementing an optimal communication improvement strategy.

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CHAPTER 2

ADULT LEARNING

by Ineta Luka

The wish to learn and improve knowledge and competencies lifelong has been an integral part of folk traditions in many countries. The popular Latvian proverb 'Live a lifetime, learn a lifetime' means: the longer we live, the more we learn, and the more experienced we become.

Nowadays, lifelong learning has transformed into a comprehensive concept that includes formal, non-formal, and informal learning and helps an individual attain individual, institutional, and professional goals.

According to Eneroth (2008) these are three different worlds underlying the three different kinds of learning situations:

- 1) formal learning situations – the world of generalisations;**
- 2) non-formal learning situations – the world of individualities;**
- 3) informal learning situations – the world of incidents.**



All of them form the contemporary lifelong learning paradigm. Adult learning is a constituent part of lifelong learning.

Formal adult learning is implemented at colleges, universities and other education institutions and results in obtaining a diploma or professional qualification. Non-formal adult learning may take place in adult education institutions or other institutions where individuals develop their professional skills and competences or interests by attending various courses, seminars, webinars etc. Informal learning takes place in everyday situations at the workplace, in family, on social media, etc. The current project is related to developing adult learners' intergenerational communication competences in an informal way, when company employees learn from each other by mutually solving common problems.



Learning-to-learn is regarded as one of the essential key competencies that have to be developed throughout one's life. Lifelong learning has become a fundamental goal of education policy both at the national and international levels and is often used as a tool for the development of an information or knowledge society (Kokosalakis, 2001). Since 30% of the knowledge to be acquired over the coming ten years has not been discovered yet, we have to develop competencies that tell us how to do something, as well as the ability to transform knowledge into action, i.e., key competencies (Renard, 2001).

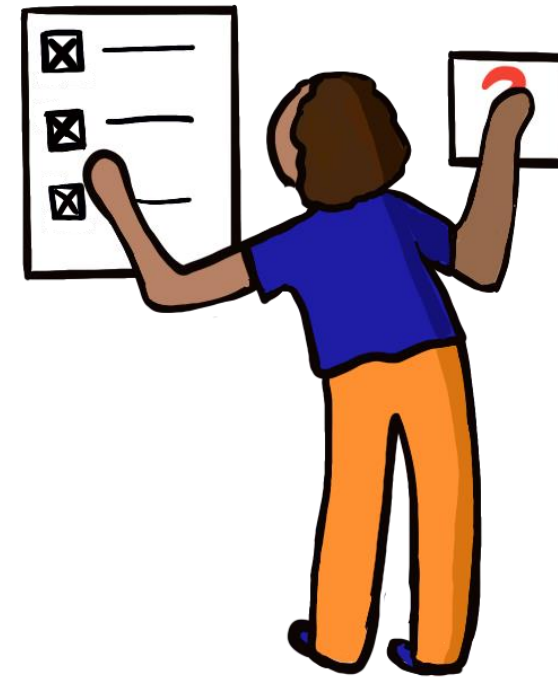
However, the concept of lifelong learning is changing. The changes are favoured by the link between the labour market and lifelong learning. It is essential to take into account learners' wishes, the needs of industry and society, learners' previous experience and learning styles, which are some of the key concerns of lifelong learning policies in many countries.

Adult learning differs from the way how children learn. Knowles (1984) points out five assumptions of adult learners:

- 1) changes in self-concept,**
- 2) the role of experience,**
- 3) readiness to learn,**
- 4) orientation to learning,**
- 5) motivation to learn.**

This involves a change in capacity of adults as they progress through their learning path enabling them to become self-directed learners.

Furthermore, adult learners have definite goals, motives, attitudes, decisions and learning strategies that influence their learning (Richards, Lockhart, 1994; Norvele, 2005). Prior research (Pappas, 2013; Knowles, Holton, Swanson, 2011) describes them as mature, self-confident, self-directed and autonomous decision makers who are practical, multi-tasking, purposeful and not very open-minded and receptive to change. Other factors that influence learning are experience and knowledge that adults bring to the learning environment. They form a complicated combination of attitude, emotions, knowledge and skills that are directly or indirectly related to the theme. Besides, the majority of the topics to be acquired are not unknown to adults (Long, 2002). This means that adult learners may have higher expectations from the learning process than children. At the same time, their experience may be beneficial during the learning process, since they might have faced situations in their professional life similar to those suggested during studies and teachers may use their experience as a pedagogical tool. Furthermore, adults, based on their experience, direct their own learning.



Co-operation, informal atmosphere and mutual trust and respect are advantages of self-directed learning (Blūma, 2004). Thus, it is not recommended to use traditional didactic means and techniques to achieve learning outcomes in adult education.

Instead, learning has to be based on partnership and mutual co-operation. During studies adults direct their own learning – they gain experience, reflect, evaluate it and based on the conclusions made during the reflection and evaluation stage create their own theory and solve the situation.

This is in line with the socio-constructivism approach to learning wherein learners construct their own knowledge by analysing the information and interacting with others in a definite socio-cultural environment. As adults have their established opinions, values and concepts they might find it difficult to transform their stance and adopt new ones. Adults need to come to this conclusion by themselves; the teacher may only be a consultant and guide in this process. Therefore, the use of traditional means and techniques in adult education may turn out to be unproductive. Learning has to be based on mutual help, co-operation, mutual trust and partnership.

Rothwell (2008, p.49) finds the following activities efficient in ensuring quality adult learning:

- ✓ *Giving participants memorable instruction*, since adults tend to remember interesting stories more than rules, principles, theories or descriptions,
- ✓ *Appealing to as many senses as possible*, since learners tend to remember better when appeals are made to a range of senses, such as sight, hearing, touch, and smell,
- ✓ *Relating training to what learners already know*, purposely working to build on it,

- ✓ Identifying *on-the-job problems that learners face* and making an effort to help them *solve those problems*.

Another factor to consider is the influence of the socio-cultural context (Pätzold, 2011), including cultural differences and values (Hofstede, 1986) and differences among generations (Baby Boomers, X, Y, Z generations) (Rothwell, 2008; Williams, 2018). Hence, intergenerational learning must be mentioned as an option therein.

Although intergenerational learning is regarded as the oldest method of informal learning (Pinto, 2010; Hoff, 2007; Newman, Hatton-Yeo, 2008), it has now become topical for formal and non-formal education as well (McKechnie, 2012). Intergenerational learning is regarded as an all-encompassing concept for several kinds of human relationships across different generations, which involves both teaching and learning (Gadsen, Hall, 1996).

It is an important part of lifelong learning in which generations cooperate to develop skills, acquire knowledge and create values. It helps transfer skills and knowledge to other generations and fosters positive relationships between different generations. Intergenerational learning involves mutually beneficial activities for different generations comprising also different cultures, it promotes greater understanding and respect between generations and contributes to building more cohesive communities (Boström, 2003; Wermundsen, 2007). It is also “an effective way to organize learning at the workplace as it appeals to older worker motivations and learning styles, benefiting both worker and organization” (Ropes, 2013, p.713) and it fosters a new entrepreneurial culture through activities and encounters between younger and older colleagues in creating a common business, sharing knowledge in the workplace

(Pinto, 2010) and negotiating with clients and business partners. To carry out beneficial intergenerational learning it has to be “inclusive for all and learning outcomes should involve both generations” (McKechnie, 2012). Various discussion games played in small groups could be applied as one of the means so that everyone can express their viewpoint and players may reach a consensus in finding the best problem solution.

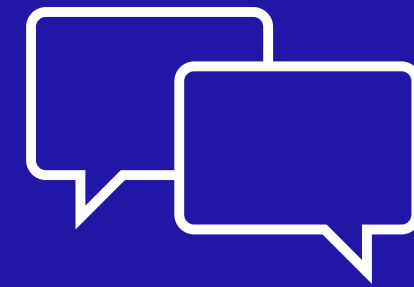


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CHAPTER 3

INTERGENERATIONAL PROBLEMS AND SOLUTIONS IN TOURISM ORGANISATIONS

By Gita Šakytė-Statnickė and
Laurencija Budrytė-Ausiejienė



The purpose of this article is to analyse intergenerational problems and solutions in tourism organisations. Generations, in this case, are defined on the basis of the Strauss-Howe Generational Theory, according to which all employees currently working in tourism organisations are divided into four generations. As each generation is characterised by similar work values, attitudes, behaviours, it is important to identify the main generational differences in order to minimise or prevent misunderstandings, problems or even conflicts that may arise from them. It is emphasized that understanding and accepting generational differences and maximizing the strengths of each generation will bring in valuable results to organisational harmony. The last two parts of the article deal with intergenerational problems in workplace and with the management of multi-generational workforce.

Possible solutions for the most common intergenerational communication problems are proposed.

Keywords: Generation, Intergenerational problems.

1. Basic of Generations

A generation is understood as a particular group of people who are of a similar age, especially when they are considered as having the same experiences or attitudes. The underlying assumption is that people born within an era develop common attitudinal and behavioral responses to the events of their formative years (Lyons & Kuron, 2013; Rudolph & Zacher, 2016; Lyons et al., 2019). 'Generational identity' is a stable construct over time, even if the people on the 'cusp' (birth years on the borderline between two generational cohorts) may not clearly identify with a specific generation (Lyons & Schweitzer, 2017).

According to the Strauss-Howe Generational Theory (Howe & Strauss, 2000), every employee in a tourism organisation can be classified as belonging to one of the following generations: the Baby Boomer Generation (born between 1943 and 1960); Generation X (born between 1961 and 1981), Generation Y (born between 1982 and 2000) and Generation Z (born after 2000) (Figure 1.1.).

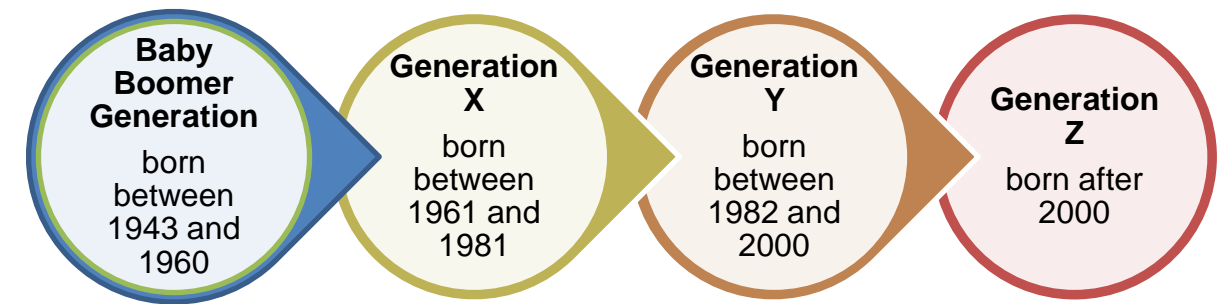


Figure 1.1. **Generations in Workplace**

Source: compiled by the authors on the Strauss-Howe Generational Theory (Howe & Strauss, 2000).

Several generations are currently working in the labour market (Leslie et al., 2021, p. 173):

- ***Baby Boomer Generation*** tend to value conventional traits like faith and traditions over willingness to change (Berezan et al., 2018; Mintel, 2019a). They are also staying in the workforce longer (Fry, 2019).
- ***Generation X*** is known for advocating social change and technology use (David et al., 2017; Mintel, 2016). Generation X is characterized by existing research as being “responsible” and independent (Berezan et al., 2018; Mintel, 2016).

- **Generation Y** are considered the first generation to grow up with the Internet and globalization (Liesem, 2017). Some studies suggest that they require different means of motivation to achieve and succeed (Berezan et al., 2018; Mazer & Hess, 2016), are disenchanted with many organisational institutions (Zenor, 2018), and reject traditional norms (Palser, 2010).
- **Generation Z** are the first generation of digital natives, meaning they were born in a time where Internet access was ubiquitous (Intel, 2018).

Each generation is characterised by similar work values, attitudes, behaviours (Gabriel, Alcantara, & Alvarez, 2020, p. 1), etc., so it is important to identify the main generational differences in order to minimise or prevent misunderstandings, problems or even conflicts that may arise from them.



2. Intergenerational Problems in Workplace

Despite increasing age diversity in the workforce, tourism organisations still know relatively little about how potentially diverging motivational needs of the various generations might influence organisational performance (Heyns & Kerr, 2018, p. 1). Understanding and accepting generational differences and maximizing the strengths of each generation will bring in valuable results to organisational harmony. Management failure to address work value differences and stereotypes may result in low organisational morale, higher turnover rates, and reduced profits (Gabriel, Alcantara, & Alvarez, 2020, p. 10). This is relevant as younger generations such as Generation Y and Generation Z become more established in the labour market, especially Generation Z has a particularly unique perspective on the world, including abilities, habits, and ways of processing information that are different from those of previous generations (Gerschenson et al., 2017).

One of the possible conflicts among generations in the workplace lies in the area of communication, education / training, leadership and etc. Technology plays a central role in Generation Y and Z lives, from socializing to schoolwork, entertainment to exercise, relaxation to reference. This can impair their ability to effectively communicate and interact with others, including the older generation, in the workplace (Schroth, 2019, p. 9).

Both of these generations Y and Z share many similarities in work values and leadership preferences. However, Gabrielova and Buchko (2021) draw attention to those aspects that might cause subordinate-supervisor conflict because of work value characteristics. They have identified four areas where there is a higher risk of a work conflict - these areas are leadership style, motivation, teamwork, and social interactions (p. 497).

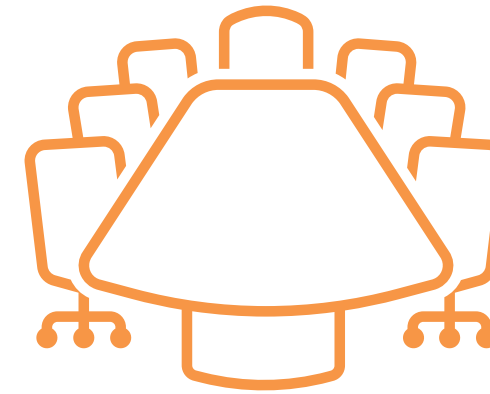
Ensuring employees' work-life balance has become one of the most critical managerial strategies for maintaining employees' performance and retaining employees (Deery & Jago, 2015).

Therefore, an attempt to understand and manage the negative effects of work-leisure conflict is critical in the tourism and hospitality context. One of the significant contributions is the finding that generational differences have a significant interactive effect on the relationships among work-to-leisure conflict, leisure satisfaction, psychological well-being, and job satisfaction. These relationships were significantly less negative for Boomers than for Generation Xers and Millennials. Under high work-to-leisure conflict, Boomer employees may feel dissatisfied about their current work and leisure activities, which affects their psychological well-being. Generation Xers and Millennials place greater emphasis on participation in leisure activities than Baby Boomers, and use their spare time to refresh themselves through activities, reduce pressure from work, and improve job and leisure satisfaction and psychological well-being (Tsaur & Yen, 2018, p. 129).

There is a perception that different generations define meaningful work differently, and therefore, each generation is likely experiencing stereotypes about other generations, which could prevent understanding across differences.

Urick et al. (2017) developed a theoretical model of conflict across generations and found identity-based, values-based and behavior-based tensions that occur because of perceived generational differences at work (Weeks & Schaffert, 2019, p. 1058).

According to Urick et al. (2017, p. 181), the younger generation employees reported difficulty in interacting with older generations as one of their major workplace challenges. Also, older generations leveraged the removing strategy to avoid working with younger generations who, as a result, might be underprepared for leadership roles due in part to lack of mentoring. Situations in which mentoring and knowledge sharing do not occur are complicated by (mis) perceptions of generations that create out-groups. Thus, managers and employees should be aware of both the expectations and experiences of their workers, old or young, in order for positive relationships to flourish and organisational values and knowledge to be shared across generations in the workplace.



3. Solving of Main Intergenerational Problems in Tourism Organisations

Solving of main intergenerational problems in workplace and managing a multi-generational workforce (to capitalize on the experiences and perspectives of each generation) includes: intergenerational learning at the workplace; sustainable management of knowledge in tourism organisations (e.g., knowledge transfer through cross-generational training, intergenerational tutorship / reverse tutorship programs, intergenerational executive coaching); work-to-work transitions in multigenerational work settings; the abundance of rewarding and stimulating professional development experiences for workers from different generations; and the intentional creation of intergenerational teams and programs (Kaplan et.al, 2017, p. 143).

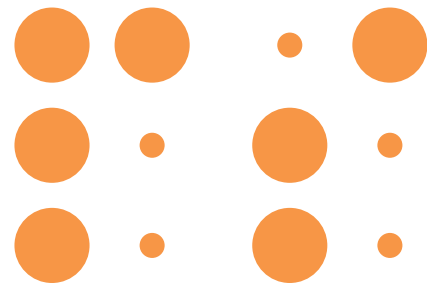
Some reflections as to why intergenerational practices are important in the workplace are the following (Gellert & Schalk, 2012; Kaplan et.al, 2017, p. 146):

- Age-related attitudes (intergenerational cooperation, perception of older and younger colleagues' capabilities) play an important role in organisations and work teams.
- Intergenerational cooperation is positively related to employee performance.
- When older employees have a more positive view toward intergenerational cooperation, they tend to be more satisfied at work.
- Cooperation is related to the way communication takes place among employees. If intergenerational communication is difficult, less cooperation is to be expected.
- In multi-generational teams, for members to reach high performance, there needs to be a high level of intergenerational cooperation throughout the team.

The following solutions to intergenerational **communication problems** are proposed (Hillman, 2014, p. 245-246):

- Provide all generations with a clear organisational vision.
- Provide increased performance feedback to Generation Y employees.
- Use cross-generational team problem solving for all generations that promotes shared work values.
- Use social media and mobile devices to communicate with Generation Y employees.
- Utilize Generation Y and X employees for internet-based information collection.
- Use Generation Y employees for multitasking projects.
- Generation X, Baby Boomers, and Traditionalists are more effective with projects requiring face-to-face tasks.
- Provide mentoring, including reverse mentoring, to all generations.
- Implement a knowledge-management (retention) system for all generations including the current Baby Boomer retirees.

- Generation Z has been less about face-to-face communications (Gabriellova & Buchko, 2021, p. 492). They more commonly communicate via text, emoji, and video. They want to be socially connected with everyone, even with their boss. They also need feedback regularly (Turner, 2015).
- Generation Z's propensity for communicating in a virtual environment, using an abbreviated language that affects their listening, interpersonal, and socialization skills (Tulgan, 2013; Gabriellova & Buchko, 2021, p. 495).



Suggested solutions to **the problem of intergenerational education/training** (Hillman, 2014, p. 247):

- Provide managers with generational diversity training emphasizing listening and questioning skills so they understand the differences between the generations.
- Provide generational diversity workshops promoting shared work values to members of all the generations.
- Provide Generation Y employees with technologically based learning including immediate feedback.
- Assess basic education levels of Generation Y employees as needed for organisational objectives and provide education as needed.
- Generation Z want their managers to become private mentors and help subordinates with personal advancement. They are agile, adaptive, and able to transition quickly to new platforms (Gabriellova & Buchko, 2021, p. 494).

The following solutions are proposed to address the **leadership problems** of intergenerational employees (Hillman, 2014, p. 248):

- Managers who understand generational work-value differences and implement generationally sensitive policies can expect increased employee productivity.
- Generation Y employees typically respond to leadership that is supportive of corporate social responsibility and team orientation.
- Generation X employees typically respond to more supportive supervision allowing flexibility and autonomy.
- Baby Boomer employees typically respond to leadership that allows individualism and self-expression.
- Traditionalist employees typically respond to leaders who delegate and provide structure.
- Generation Y managers should provide autonomous and supportive supervision to Baby Boomer employees.
- Generation Y employees typically require clear direction, timely feedback, structure, technology, and company goals and objectives.
- Generation X employees typically seek a work-life balance.

- Generation X and Y employees typically seek flexible work hours.
- Baby Boomer employees are typically more satisfied with existing recognition programs, whereas Generation X and Y employees seek more recognition programs for their work achievements.
- According to Omilion-Hodges and Sugg (2019), generation Y prefer leaders who choose interpersonal relationships, listen carefully, and give personalized attention and frequent communication.
- According to research by McGaha (2018), Generation Z prefers a leader who (1) is a strong and effective communicator; (2) drives a positive and inclusive culture; (3) demonstrates high levels of emotional intelligence; (4) provides ongoing mentorship; (5) has an involved and engaged personality; (6) is highly competent, and (7) promotes equality.

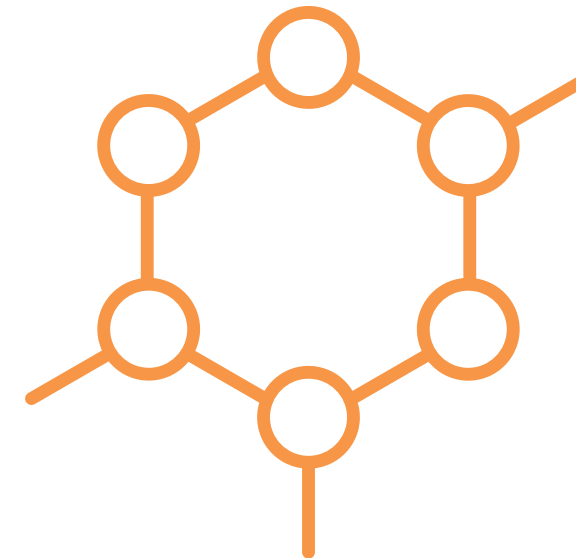


Conclusions

A generation is understood as a group of people born in the same period of time and who have lived through the same historical, social, economic, technological, etc. events and experienced the same changes. Work values, attitudes, behaviours, etc. differ between generations of employees and these differences often lead to problems in the workplace. The literature tends to identify a few key generational differences that cause conflict or misunderstanding in the workplace, namely intergenerational education/training, leadership and communication. To resolve intergenerational problems in tourism organisations, generational differences must first be identified and taken into account. In order to solve communication problems, it is recommended to: provide all generations with a clear organisational vision; choose communication methods and channels that are compatible with their generation; provide mentoring; implement a knowledge-management (retention) system, etc.

Solving problems of intergenerational education/training, it is important to provide managers with generational diversity training.

Managers who understand generational work-value differences and implement generationally sensitive policies can expect increased employee productivity, mutual understanding and successful achievement of organisational goals.



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CHAPTER 4

METHODS OF CREATIVITY

By Karen R Self

Why is Creativity Important?

Creativity is the process whereby something new and valuable is formed or the ability to generate or recognize ideas, alternatives, or possibilities in solving problems. Creativity transcends traditional ways of thinking or acting.

Creativity, entrepreneurship, and innovation are concepts that are now an integral part of the modern tourism economy. The relationship between tourism and creativity has been rapidly developing and transforming traditional culture tourism to a more intangible culture with more involvement in the everyday life of the different destinations. Creativity now provides tourism with activities, content, and atmosphere, and in turn, tourism supports creative activities. The increased integration of the two concepts is noticeable in the treatment of tourism as a creative industry. This means that the education system has a need to develop ways in which creativity can be shaped and adjusted to the constantly changing environment and apply new solutions to problems.

Creativity is important because it allows us to view and solve problems more openly and innovatively. It can help us overcome prejudices and help us to communicate better.

Due to the increasing competition of cities, regions, and countries in the hospitality and tourism sectors the industry has now turned towards creativity as a strategy for growth within the hospitality and tourism sector. Constant creative and dynamic content has been implanted within the hospitality and tourism products and thus transforming the industry into a creative arena. Creativity is a requirement in all entities of the hospitality industry in order to compete on a global scale. Tourists and travelers have countless options when it comes to destinations, tours, hotels, and all other businesses within the hospitality industry. This is why creativity is important in order to attract new and returning businesses as well as to stand out in a very saturated industry.

The current Covid- 19 pandemic has shown yet again the need for creativity to be able to adapt and develop new and exciting possibilities within the tourism industry.

Creativity Methods

Method 1 - Story Telling (Digital

Story Telling dice & Dixit)

Method 2 – Graphic Design

Quotation (Canva)

Method 3 - Filmmaking



Story telling

Story Telling is a Social, Cultural & Creative method and activity of sharing and communicating. It is one of the oldest art forms that date back to prehistoric times. Storytelling allows people to make sense of the world and derive a deeper meaning from their lives. It also provokes deeper connections while motivating and engaging your audience. It is used to bring about creativity and imagination.

There are 7 tips for telling a great story

- Choose a clear and central message
- Embrace conflict
- Have a clear structure
- Use personal experiences
- Engage your audience
- Observe good storytellers
- Narrow your scope

There are many ways to tell a story but there are 2 methods that we like to use to tell stories, and this is using Story Dice there are the digital versions that can be found at: <https://davebirss.com/storydice-creative-story-ideas/> or can find the actual story dice in stores.

Once you throw the dice allow participants to tell stories using the pictures shown on the dices.

Another way is using Dixit cards or cards with pictures and ask persons to tell a story through these pictures.

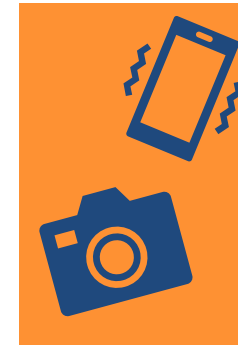


Storytelling is a great way to help one to be creative and help promote and entice visitors and is an integral part of advertising and marketing in the hospitality and tourism industry. Everybody loves a good story. There are now storytelling apps that allow people to go on virtual tours or on adventures without the need for a guide. The fast growth of escape rooms is another example of how the tourism industry has gotten creative and uses stories and puzzles to entice and entertain visitors and locals.

Graphic Design / Photo Story



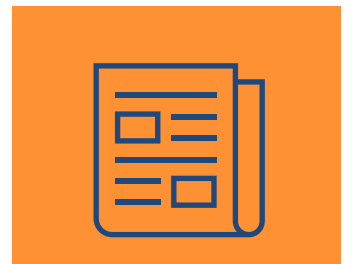
In this activity, we use graphic design, and creativity to tell a story.



1 First, you need a camera. It does not have to be a professional camera it can be a camera on your phone. Without thinking about it take 10 photos of things you find interesting. Do not take too many or it will take time to go through and decide. It will also hinder your creativity when you focus on details. It does not matter what the subject of your photo is, it can be silly, serious sad, happy, or even boring.

2.

You will then need to make a mini story out of it. Using Canva, photoshop, illustrator, or any other graphic design software that is easy for you to use. Canva is a simple and free option.



3.

Out of the 10 photos, you must now choose 3 to 5 photos and arrange them in order to tell your story. Now you can use elements and designs words to enhance your story. Try to refrain from writing too many words or sentences. You want the photos to tell the story. If you do not have or do not want to use the software listed above then you can also print the photos and add drawings, doodles, or any other elements using crayons, markers, pens, buttons, or anything else you have around.





Filmmaking Activity

The Movie Pitch

Creating a short film & video is a great way to get a message, to promote/market yourself, your ideas, or your business. It is a great way to show creativity and have fun. The first step in creating any film is to make a storyboard or create your pitch.

Feel free to organize your storyboard as you want it to be portrayed; the main point is to be clear and be sure that it will be understandable when you're going to shoot. One doesn't have to be good at drawing to make a storyboard. You can use primary forms (like stick character instead of a person, squares, triangles, and circles to describe the set..). You can also use a mood board or a website like StoryBoardThat (<https://www.storyboardthat.com/>). Be creative as you can! You must write some information under your case to describe your scene more profoundly and have all the information in your mind during your shoot.

Choose the characters, places, and events you would like to portray. The next step is to think of a title and a short dialogue for each scene. The final step is to pitch and let people vote who's shot or film they like best.

Here is an example of how to set up a story board.

The image shows a storyboard template with two rows of three panels each. At the top left, there is a label "Name of Project:" followed by a horizontal line. At the top right, there is a label "Group Members:" followed by a horizontal line. Each panel is a large empty square. Below each panel, there is a small square box, followed by a horizontal line, and then another horizontal line. This layout is designed for students to draw scenes in the panels and provide descriptive text below each scene.

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CHAPTER 5

GG GAME

By Julija Šešeika, Gita Šakytė-Statnickė,
Laurencija Budrytė-Ausiejienė, Ineta Luka,
Sundars Vaidesvaians, Karen R Self, Qian Yilu



The Nord Tour Net 3 partnership came together to create a board game that allows players to solve real inter-generational communication problems within the tourism industry. The problems were gained by completing interviews.

■ The Concept of Game

The concept of the game is to have a creative and fun way to help break down and give solutions to different communication and generational problems.

How to play the game

■ Game Contents

- One foldable board
- 105 Problem cards (of 6 different colours based on the type of problem)
- 24 Solution cards with 4 symbols each
- 34 Chance cards with a task or question
- 36 Voting cards numbered 1 to 6
- 6 Make it your own cards
- 6 plastic pieces (each for 1 player or team of players)

■ Game Setup

- After placing the board on the table each
- Each player chooses one plastic piece and puts it on one of the rows on the board.
- Each player receives 5 solution cards and keeps them face down.
- It's time to pick up voting cards, each player chooses the small deck according to the colour of their piece.



- With 3 players: each player picks up 3 voting cards numbered 1 to 3.
- With 4 players: each player picks up 4 voting cards numbered 1 to 4.
- With 5 players: each player picks up 5 voting cards numbered 1 to 5.
- With 6 players: each player picks up 6 voting cards numbered 1 to 6.
- It is important to keep these cards face down until the voting time begins.

■ Game Rules

- The youngest player on the board will be playing the first.
- Every player will move on the line they have chosen so that everyone has an assigned number.
- The first player will pick up a problem card of the colour of the slot where his/her piece is located. (Note that each colour represents a different type of problem!)
- Then the player will read the problem out loud so that everyone can hear it.
- Every player will have a small time to think of a solution for the problem at hand and then, starting from the left of the player who reads the problem, everyone will give their possible solution (the solution is provided by using one of the symbols on the solution cards, by placing it on the table, next to the board).

- Everyone puts down the voting card with the number of the player, they want to vote for (the number can be seen on the line of each player).
- Remember you cannot vote for yourself!
- The votes are counted and everybody moves for each turn based on how many votes they received.
- This is the end of the turn and the player sitting clockwise of the first player picks up the problem card that matches the colour of the slot he/she is on. And the turn goes on as explained above.



■ How to adapt the game to other target Learners

This game can be adapted to various target audiences due to the fact that the game was designed with the various generations in mind. It also takes into consideration that there are multiple ways to solve a problem.

■ Game Logo



