

Wisewrds: Bridge Employment and
Intergenerational Knowledge Transfer

by

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Wisewrds: Bridge Employment and Intergenerational Knowledge Transfer

By: Nimrah Syed, MDes Digital Futures, OCAD University, 2017

Abstract

Paid employment following retirement is a growing phenomenon known as bridge employment. With a predicted rise in the aging population and no mandatory retirement age, this form of employment is expected to see an upward trend. This research explores the concept of part-time bridge employment at OCAD University. The university is an age-integrated workplace that includes mature adults (Baby Boomers) and young adults (Millennials). Through a user-centered design approach, potential challenges and opportunities afforded by inter-age knowledge transfer for faculty members (young and mature) and students are examined. Mentorship is used as a strategy for workload reduction at the institution. A web app, Wisewrds, is designed to facilitate part-time bridge employment to mature adults and contribute to young adults seeking informal mentorship. An online platform, a flexible working environment and support of intergenerational knowledge transfer through mentoring service are proposed to the University as enabling conditions for part-time bridge employment.

Keywords

Global Aging, Retirement, Bridge Employment, Intergenerational Knowledge Transfer, Age-integration, Flexible Working Environment, Mentorship

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1 Introduction

1.1 Background

This thesis explores how to facilitate part-time bridge employment for retired and/or retirement-eligible faculty members at OCAD University. A strategy to promote intergenerational knowledge transfer is examined. In this project, the web app provides a platform for informal mentoring opportunities to mature faculty as part of their service activity. The prototype aims to facilitate flexible working schedules and flow of knowledge transfer in age-integrated workplaces, contributing to the professional development of young adults. The web app developed as part of the research project could potentially be implemented in various industries and sectors ranging from academic institutions to corporate organizations. However, this thesis research is undertaken to apply to the specific context of OCAD University as a case study of an academic institution.

Wisewrds is aimed primarily at two key stakeholders from the University. These are mature adults and young adults. Mature adults are the faculty members of the University born between 1945-1965, also called 'Baby Boomers.' These include retired and/or retirement-eligible faculty members. Young adults include faculty and students born between 1980-1998, also called the 'Millennials.'

Through the online informal mentoring platform, mature adults looking for part-

time bridge employment can enroll themselves and become mentors. Young adults seeking mentorship opportunities for growth and advancement in their careers can sign up as mentees. The online platform is used to afford flexibility of time and location for the participants involved.

With no mandatory retirement age, people are able to remain longer in the workforce. The reasons they choose to do so may vary from extrinsic motivations to intrinsic ones. But as workers are allowed to continue in the workforce, it is essential to provide them with the necessary working conditions to support this culture. Currently, there is no part-time bridge employment opportunities available as part of the University policy for mature faculty members. This paper looks at workload reduction and flexible working conditions for mature faculty through mentorship. For this reason, a knowledge transfer framework is applied in the thesis to mentoring as part of mature faculty service commitments.

1.2 Motivation

My interest in exploring social gerontology began with informal conversations with my mother about activities in retirement. My mother has always been the inspirational figure in my life. She has been a caregiver throughout her life and now with her children grown up, she faces the dilemma of keeping herself engaged. Her experience now revolves around breaking up the routine and the

change from the role she has been associated with for such a long period of time. As observed in her case, there was gradual shift in her responsibilities as she saw her children grow up over time. This may not be true in everyone's case especially in a stringent work environment where retirement comes as a total discontinuation.

I started to think about how it feels to break from the work that you have spent your lifetime on. While I was researching, I came across an article from the BBC that discussed various business models to engage mature adults in the workforce ("I will keep working," 2016). This not only included the people who had retired from the workforce but also homemakers who had reduced domestic responsibilities. Ginkgo House was an example of a social enterprise restaurant in Hong Kong that provided a sustainable way of employing mature workers for running their daily operations (see Figure 1). It was started 10 years ago by Joyce Mak, a former social worker who has since employed almost 1000 mature adults. Granny's Love India was another example in the article; it was initiated by Lima Das, a textile design graduate, to preserve the age-old craft of knitting while enabling elderly women to get themselves engaged and feeling valued. The website was launched in 2011 to use technology and social media as a platform for online retail of toddlers' knitwear. This inspired me to look at different ways to transfer invaluable knowledge and expertise from mature adults to young

adults.

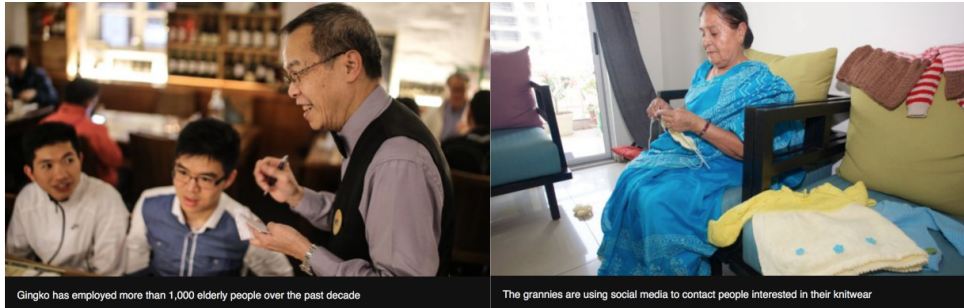


Figure 1: Gingko House (left) and Granny's Love India (right) ("I will keep working," 2016)

Since I myself am a student at OCAD University, it was not difficult to see such valuable experience in the mature adults that surround me. OCAD U, as an institution, has its own niche in creative skills and practices carved by its art and design community. So, I started digging into the possibilities for the engagement of mature adults in their encore career with young adults. During this time, I was able to attend a World Café research event in August, 2016 conducted by Hala Beisha and Donna Klaiman, co-researchers in the Strategic Foresight program at OCAD U. This research activity was conducted to gather insights and opinions of the participants in an informal setting on intergenerational collaboration in the workplace. The participants were from different age groups and discussed some of the concerns in the workplace from their own perspectives. Later in October, 2016, I attended a 'Fair Employment Means' event at the University where some of the challenges faced by the faculty members in academia were discussed. These included the precarity of work and the effects on contractual and sessional faculty. Based on attending these events, I had further informal conversations

with some of the faculty members and students. All these events, conversations and explorations contributed to my thought process, raising questions I develop in the thesis.

1.3 Research Questions

In this paper, retirement is viewed as a process rather than an event (Beehr, 1986; Quinn, 2010). Based on this premise, my thesis asks the following research questions:

- a) How can part-time bridge-employment be facilitated for mature adults at OCAD University through paid mentorship?
- b) How can inter-age knowledge transfer be supported in the contemporary employment settings, where adults are working longer durations and retirement is experienced as a process rather than an event?
- c) How can mentorship be supported using a sustainable platform in the digital world?

This thesis is based on a knowledge transfer framework that has five main components to it. These components lay the foundation for mentoring relationship guidelines that will be determined by the participating individuals themselves. Hence, the framework serves as a guideline and encourages the participants to set and achieve their own goals on their own terms. Wisewrds provides a platform to connect users for informal mentoring relationships. The

goals and duration of the mentoring process are determined by the individuals themselves. This gives them flexibility and autonomy, encouraging more organic relationships based on affinity and mutual connection.

2 Context

2.1 Aging

2.1.1 Global Aging

A report 'An Aging World: 2015' issued by US Census Bureau in March 2016 predicts that the world's older population will continue to grow and outpace the younger population in the next 35 years (see Figure 2). The report indicates low fertility and increase in life expectancy will be the main influencers for this rise in aging populations worldwide. The report also highlights that "the working-age population share of total population will shrink slightly in the decades to come" (Goodkind, Wan & Kowal, 2016). This global trend has been observed in different parts of the world. For instance, in Europe during the period from 2015 to 2080, the proportion of people of working age in the EU-28 is expected to decline steadily through until 2050 before stabilizing somewhat; while the relative number of those retired is expanding (Eurostat, 2016).

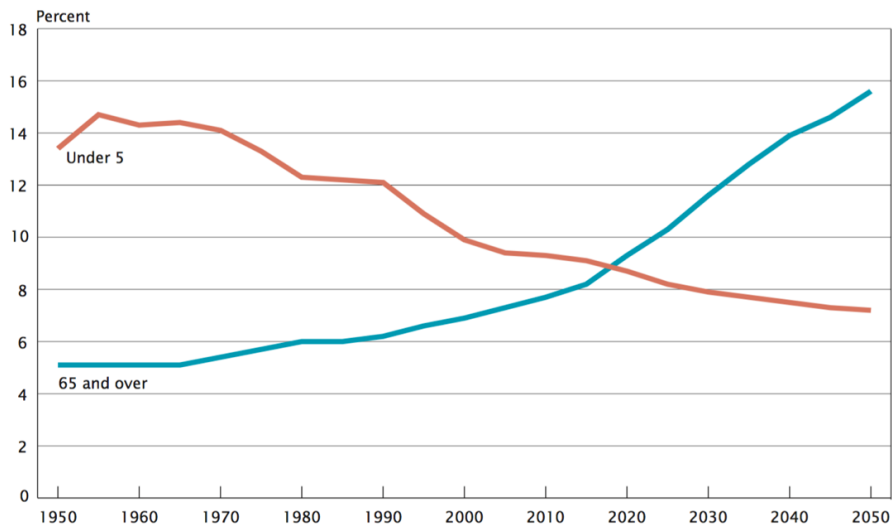


Figure 2: Young children & older people as a percentage of global population: 1950-2050 (United Nations, 2013)

The dependency ratio, in economics, is defined as the gross estimate of the pressure on the productive population. The ratio is a measure of economically inactive population to economically active population (Pettinger, 2012; Investopedia, n.d.). Increased social expenditure related to population aging, in the form of pensions, healthcare and institutional or private (health)care, is likely to result in a higher burden for the working-age population (Eurostat, 2016). The total dependency ratio of adults (65 and above) to the working age population (20 – 64) is anticipated to nearly double worldwide by 2050 (Goodkind, Wan & Kowal, 2016).

These changes in social demographics call for policy reforms. The measures taken by governments vary from country to country. Due to the aging

population, China ended its controversial one-child policy in 2015. This policy was initiated in 1979 to slow down the population growth. It is estimated to have prevented 400 million births. Currently, 30% of the total population in China is over the age of 50, raising concerns over rising social costs and falling numbers of workers (“China to end one-child,” 2015). On the other hand, the wave of migrants now streaming into Germany could be exactly what Europe’s largest economy needs to rejuvenate its greying workforce (Adam, 2015). In Japan, people over the age of 65 make up a quarter of the country’s population, and it’s on track to reach 40 per cent (Marlow, 2017). The top-heavy demographic creates challenges for governments and the economy as observed by some of the measures taken in these countries.

2.1.2 Canada – A Greying Nation

Canada is no exception to the aging phenomenon because one of the largest generations, Baby Boomers (born between 1945-1965), have started to reach the age of 65. By 2030, it is estimated that one in four persons will be aged 65 or over (Statistics Canada, 2014). As of 2015, those aged 65 years and up in Canada surpassed 15 years old and under (Parkinson, McFarland & McKenna, 2015). This changing demographic is expected to have serious implications for the national economy, government policies and the welfare of its citizens in general.

“The dramatic greying of Canada’s population will reshape the economy, stifle growth and force governments to provide for a growing number of seniors with a shrinking pool of taxpayers.” (Parkinson, McFarland & McKenna, 2015). But with increased health and longevity, many of these workers will remain healthy and vital to much older ages than before. In Quebec, older health care managers’ work involvement, (lower) pensions, and good health, for example, were related as reasons to work later in life rather than retiring early (Saba & Guerin, 2005). If people work longer, the economy can potentially produce more goods and services, boosting living standards for both workers and non-workers and generating additional tax revenue to fund a range of government services (Eyster, Johnson & Toder, 2008). If every worker delayed retirement by five years, relative to retirement plans based on current work patterns, the additional income and payroll taxes would more than cover the social security trust fund deficit for the foreseeable future (Butrica, Smith & Steuerle, 2004). Though the aging workforce puts economic pressure on society, this can be offset through continuous engagement of the mature workforce provided the work environment is supportive.

Japan, in many ways, is now grappling with the same demographic issues facing Canada and much of the industrialized West over the next 10 to 20 years.

Japanese leaders have made radical changes to the way health care is delivered

in recent decades, most notably with the introduction of long-term-care insurance in 2000 (Marlow, 2017). The steps taken by the Japanese government addressing issues of an aging population can serve as an example. We can adapt positive changes and learn from their mistakes. As of now, OCAD U offers long-term disability insurance administered directly by The Royal Bank of Canada Insurance which ends at age 65. Even basic life insurance is reduced to 50% by age 65 and completely stops at 70. (Employee handbook, 2011). These limits are not put in place by the institution but are standardized policies offered by the insurance providers. The reduction or elimination of employee benefits is a concern for aging workers.

Other concerns that need to be addressed and solutions designed for include the workplace environments and ageism. For the past decade, the Federal Government of Canada has taken many nationwide initiatives focusing on the social and economic well-being of aging population. These include research, development and action plans on retirement issues, a new retirement income system and social care networks (Government of Canada, 2007).

2.1.3 An Aging Workforce

With the changing economic trends, financial concerns arise for people of retirement age. Munnell and Sass (2008) take into account the declining

retirement income system as seen in the United States, primarily in health insurance, social security and employer-paid pension plans. They envision that future retirees will face substantial financial challenges and propose an action plan to address the issue. In their book “Working Longer: The Solution to the Retirement Income Challenge,” they suggest postponing retirement by two to four years. Through this method, a drastic change can be observed in the ratio of working years to non-working years of the population such that the future retirees of 2030 may be as wealthy as current retirees.

With no mandatory retirement age, unprecedented numbers of mature adults are staying in the workplace for longer than ever before. A shift in the labour force demographics has been observed in Canada (Wright, 2014; Golden years postponed, 2011). A rise in the participation of mature adults in the workforce has been evident since mid 1980s (Quinn, 2010; Maestas & Zissimopolous, 2010). Parkinson, McFarland & McKenna (2015) note that in the past decade, the number of Canadian workers over 65 has spiked more than 140 percent and the number of workers over 55 has surged 67 per cent. The labour force participation rate (the number of people either working or seeking to work as a percentage of the population) for people over 65 has nearly doubled, to almost 14 per cent, while participation in the 60-to-64 group has jumped up as well to nearly 55 per cent.

With more mature adults working or actively seeking participation in the workforce, how to support this work continuation needs addressing. A key to keeping the labour market adequately supplied in the coming decade or so will be through finding ways to keep the rising trend of seniors' participation activated (Parkinson, McFarland & McKenna, 2015). There have been various initiatives in different countries to keep mature adults engaged and/or to mitigate loneliness when in contact with a younger population. One such example is the 'School in the cloud' initiated by Sugata Mitra, Professor of Educational Technology at Newcastle University, UK. The platform originated as part of research to observe the impact of self-organized learning on children from a wide range of educational backgrounds. Using this 'Granny Cloud,' mature adults engage with young minds through Skype to develop critical thinking by posing 'Big Questions' (Mitra, 2013). These questions encourage children to learn the methods and skills needed to find an answer, rather than getting the right answer (see Figure 3).

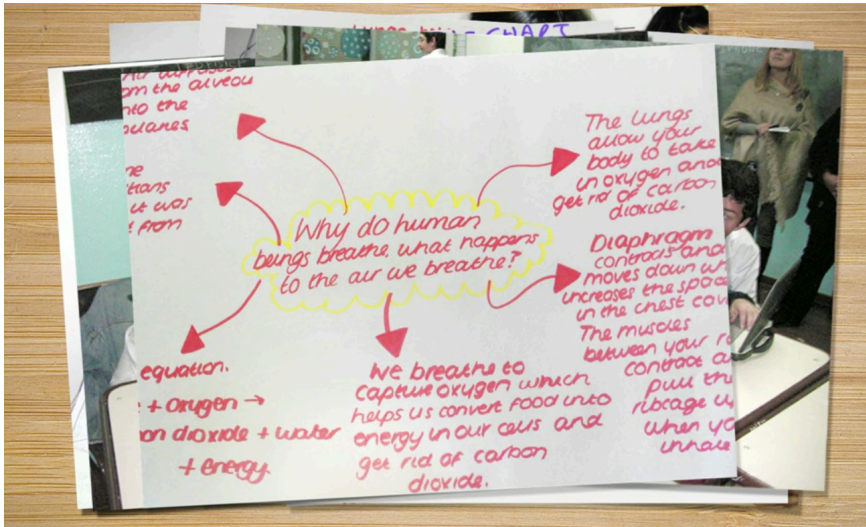


Figure 3: Self-organized learning environment to dig deeper into big questions (Mitra, 2013)

Another example is the Humanitas retirement home in Deventer, Netherlands which provides rent-free apartments to students in exchange for spending 30 hours per month acting as ‘good neighbours’ (Reed, 2015). This intergenerational program mitigates social isolation and loneliness for mature adults. Other initiatives include the ‘Speaking Exchange’ in the U.S., where retired adults teach English to young students in Brazil who have English as their second language using Skype (Brasil, 2014). Governments and employers must look into innovative ways to keep this population segment engaged, while acknowledging their concerns. “Employers are going to have to be flexible,” says economist Philip Cross, former chief economic analyst at Statistics Canada. “Older workers really like working part-time. They also like being self-employed.... You don’t want to be tied to your desk for 37.5 hours (a week) for 50 weeks a year”

(Parkinson, McFarland & McKenna, 2015). Roger Newman, a mature adult, LGBT activist and a writer from UK, chairs a local medical centre patient participation group where a number of older workers use their skills in the workplace. He mentions that working in later life needs to acknowledge the need for flexibility when the employee's staying power might be reduced. He considers job sharing and part-time work as ideal options for mature workers (Johnson, 2015).

The academic workforce is aging in Canada. According to the *Workforce Planning in Academic Institutes* report for Universitas 21, in 1970/1971 the median age of academics was 37. This rose to 50 years by 2010/2011. The report also states that the withdrawal of mandatory retirement laws in the last decade resulted in the proportion of full-time university teachers in Canada electing to work beyond the previous mandatory retirement age of 65 increasing between 2001 and 2011 (Reilly, Miller & Hirsh, 2014). James Turk, the then Executive Director of the Canadian Association of University Teachers (CAUT), says in jurisdictions that banned mandatory retirement, it's not unusual to see the previously mandatory retirement age "bump up at first and then dribble off again" with no substantial or long-term change in the average age of retirement (Kershaw, 2009). OCAD University is no exception to this phenomenon. Charles Reeve, President of OCAD Faculty Association, mentioned that a similar trend was observed at the University as well. The average retiring age went up after mandatory retirement

was eliminated, but has stabilized over the ensuing years (C. Reeve, Personal communication, December 6, 2016). David Robinson, current Executive Director of the Canadian Association of University Teachers says that most academics do still retire by 65 and definitely before 70, leaving a modest number of Professors (just one percent of the faculty workforce in Canada) staying on into their 70s. He believes that “Every faculty member should be able to retire in dignity when they want to. They have a right to stay on if they’re making a contribution” (Farr, 2014). To make this contribution possible, through my research I looked at how the working conditions can be made more feasible for retirement-eligible and/or retired faculty members at OCAD University.

2.2 Bridge Employment

The definition of retirement has been studied empirically in the academic literature. One such definition, by Statistics Canada, defines ‘being retired’ as people aged 55 years and older, not in the labour force and receiving at least half their total income from conventional retirement sources such as pensions or RRSPs (Bowlby, 2007). But with a change in retirement patterns, retirement is not seen as an event but a process with transitional steps (Beehr, 1986; Quinn, 2010; Bowlby, 2007; Deschenes & Stone, 2006; Duchesne, 2004; Giandrea, Cahill & Quinn, 2009; Han & Moen, 1999; Hébert & Luong, 2008; Pyper & Giles, 2002). The process of transition from full-time career employment to full retirement is

blurred by 'Bridge Employment' (Elder & Pavalko, 1993; Herz, 1995; Mutchler et al, 1997).

Bridge employment is defined as any paid work after retirement from a career job (Ruhm, 1990; Shultz, 2003; Zhan, Wang, Liu & Shultz, 2009). Wang and Shultz (2010) noted some ambiguities in the use of the term 'bridge employment' and recommended that bridge employment be defined as "*a longitudinal workforce participation process between one's retirement decision and entering full retirement*" (p. 197). Thus, bridge employment is the engagement of mature adults in the work force post-retirement; be it part time, full time or self-employment before complete withdrawal from the workforce (Feldman, 1994; Doeringer, 1990; Gobeski & Beehr, 2009). Since my research explores the opportunities for retired *and* retirement-eligible faculty at OCAD University, the transitional process was an important aspect of the study. In this case, it involved phased retirement options through either workload reduction or workload scheduling. The flexible scheduling may include options like alternate working semesters or reduced number of courses per semester based on the individual's preferences. The workload reduction may include job sharing or focusing on a particular type of work or service activity such as participating in a mentoring program.

With no mandatory retirement age, a rising trend is observed in mature adults re-entering the workforce post retirement (Duchesne, 2004; Uppal, 2010). Depending on the definition of retirement, up to 40% of retirees may return to work at some point in their first six years of retirement (Maestas, 2010). Even more (up to 70%; Quinn, 2010) say they plan to work for pay after retiring. Results confirm the increasing incidence of post-retirement employment among Canadian retirees (Hiscott, 2013). In 2001, 1 in 12 seniors aged 65 or older had a job. This proportion has been rising in recent years and is likely to keep doing so in the foreseeable future (Duchesne 2002; Walsh 1999). A majority of retirees (>50%) engage in some bridge employment (Shultz, 2003) and this phenomenon may therefore be the “new normal” for retirees (Brown, Aumann, Pitt-Catsouphes, Galinsky, & Bond, 2010; Maestas, 2010).

Engaging in some form of part-time bridge employment has socio-economic benefits. When retirees return to work, they contribute much more than their work effort – they continue to pay taxes (albeit at reduced rates and levels), they may defer receipt of public pension funds (reducing the burden upon public pension plans in the short-term), and they remain physically and mentally active and engaged (reducing the likelihood of sliding into a state of poor health, thus lowering demands on health care systems and services) (Hiscott, 2013). This can be viewed as a critical mechanism to support long-term benefits for society by

utilizing human capital. The two challenges expected to impact employers are a shortage of skills and an aging workforce (Burke & Ng, 2006). The impact may include a lag in productivity levels, a rise in early withdrawal from the workforce, and a decrease in the levels of economic activity. Organizations lose skills and knowledge when experienced workers retire (Burke & Ng, 2006). Post-retirement employment can obviously help in balancing labour supply and demand shortfalls through retention of experienced workers. With part-time and flexible working hours seen as a desirable trait for bridge employment by mature workers, this may serve to reduce actual labour costs to the organization while retaining expertise and 'institutional memory' (Hiscott, 2013). This is a win-win situation for the individual retiree and the employer. So, organizations can retain experienced workers by incrementally reducing their responsibilities and providing them with suitable work environment towards retirement.

2.2.1 Types and factors influencing bridge employment

There are various factors affecting the reasons for adults to opt for bridge employment. Work fulfills manifest (financial) and latent (psychological) functions, so bridge employment helps to support some of these needs (Beehr & Bennett, 2014). One such motivation for mature workers to continue in the workforce is to further enhance their skills and abilities (Deal, 2007) but with a shrinking work force and maturing population, there is expected pressure on the

economic growth (Parkinson, McFarland & McKenna, 2015). Amongst other factors that compel older workers to re-enter the workforce, financial circumstances are observed to have a deep impact (Hiscott, 2013; Han and Moen, 1999). Changes in social security, decline in defined contribution pension plans coupled with increased health and longevity suggest that people will be needing money long past the “traditional” retirement age (Beehr & Bennett, 2014). This is not just in Canada but U.S. as well where 70 percent of current workers now plan to work for pay in retirement, up from 56 percent in 1998 and 63 percent in pre-recession January 2008 (Helman, Copeland & VanDerhei, 2010). This suggests that bridge employment may not be seen as just an opportunity to enjoy work as a financially advantaged retiree, but may become more of a necessity. Bridge employment almost certainly affects retirees’ finances. They usually have more income than would be available if they retired fully, but often less than if they stayed on their full-time career. Even if the reason for bridge employment is primarily not for money, the income still serves a key financial function (Beehr & Bennett, 2014).

There is growing concern about pension plans in the academic sector. The current economic climate has people scared, particularly those with a defined-contribution pension plan, where the size of an employee’s pension is tied closely to stock market performance. OCAD University has a defined-

contribution pension plan. In fact, each university has its own preferred pension plan at the moment; given current economic conditions, the Provincial Government has been working closely with Ontario Confederation of University Faculty Associations (OCUFA) for the last two and a half years to standardize pension plan in the entire university sector and yet, producing such a plan is turning out to be far more complicated than anticipated (C. Reeve, personal communication, December 6, 2016). Currently, university pension plans and endowments are facing financial shortfalls due to market volatility and low interest rates. One of well-known example is the University of Toronto which has a \$1.1 billion pension deficit valued as of 2015 (Hasselback, 2016). James Turk, the former executive director of CAUT predicted in 2009 that in such situations, a much higher number of people would want to continue working (Kershaw, 2009).

Various factors affect the decision to seek bridge employment, including socio-demographic attributes such as gender, age, education, family status, health status and financial circumstances. Higher education, age and timing are explanatory factors for post-retirement work favouring more financially-advantaged Canadian retirees (Hiscott, 2013). People with college degrees (Kim & DeVaney, 2005) or higher education levels (Wang et al., 2008; Hiscott, 2013) are more likely to engage in a bridge job of some sort rather than to fully retire.

Suzanne Cook, a Social Gerontologist and Professor at York University, defines this trend as “Redirection”, where mature adults seek new pursuits during the second half of life. In *Redirection: Movers, Shakers and Shifters*, Cook defines redirection as “an alternative to retirement” where people want to stay engaged, productive in the community and to contribute to the economy through their skills and experience (“Why more Canadians,” 2017). Wang and colleagues (2009) note that the retirees with higher levels of education have more choices in bridge jobs. Jobs available to those with advanced education are often less physically demanding and more enriching, which further encourages bridge employment (Beehr & Bennett, 2014). This serves as an added benefit to academics who as highly qualified individuals might be interested in continuing to transfer their knowledge for an extended period of time post-retirement.

The changing nature of work is another important factor influencing the decision of mature adults to continue working. The nature of jobs is currently moving towards service occupations rather than manufacturing which might be less physically exhausting and this trend is expected to continue in the future (Lacey & Wright, 2009). Gordon Betcherman, a University of Ottawa Professor of Social Sciences with a focus on the labour market says retirees who spend most of their lives in physical jobs tend to want to leave the workforce entirely, while those who do more knowledge-based work often like the content of their work and

seek out other types of work in which they can draw on their experience (Parkinson, McFarland & McKenna, 2015). This is also supported by technological development. The rise of global online presence and virtual work has provided mobility and flexibility to working conditions (Policy Horizons Canada, 2016a; 2016b). However, at the same time, digital and online flexibility have given rise to precarity of work; work has become flexible yet uncertain with the rise in contractual employment. Short-term freelance contracts in the “gig economy” are replacing stable, full-time jobs with benefits such as pensions, job stability and income security. As freelancing mostly takes place outside the sphere of existing labour laws, workers also face greater exposure to non-payment (Freelancers Union, n.d.) or being paid below minimum wage (Felstiner, 2011). Flexibility is proving to be beneficial and also causing concerns in certain situations.

There are various types of bridge employment reviewed in literature. Beehr and Bennett (2014) conducted a detailed study of bridge employment and proposed a taxonomy of 16 different forms of bridge employment. These included employment in career jobs versus non-career jobs (e.g., Gobeski & Beehr, 2009; Wang et al., 2008), flexible but predictable versus contingent jobs (i.e., work reductions for the current employer versus sporadic employment with any employer; Mariappanadar, 2013), career jobs versus organizational jobs (i.e.,

working in the same career field vs. in the same organization; Zhan, Wang, & Yao, 2013), and self-employed versus other-employed (Kerr & Armstrong-Stassen, 2011; Zissimopoulos & Karoly, 2007, 2009).

In my thesis paper, I specifically consider flexible work in a career job with the same employer. This means part-time work for retired faculty members and phase-out or work-load reduction for retirement-eligible faculty members within the same institution (i.e. OCAD U). In this case, job satisfaction plays an important role in staying within the same career field and with the current employer. Job satisfaction is a positive influence on accepting a career bridge job as opposed to fully retiring or accepting a bridge job in a different field (Wang et al., 2008). For this reason, it is critical to make the working conditions desirable to mature faculty members to support part-time bridge employment at OCAD U.

With bridge employment seen as a growing phenomenon, factors need to be acknowledged that make this form of employment and its working conditions desirable. Mature workers are often perceived to have certain undesirable characteristics such as low trainability, poor health, an inflexible attitude and resistance to change (Chiu, Chan, Snape, & Redman, 2001). These stereotypes and discriminatory attitudes could result in poor retention of mature workers and barriers to employment for those wishing to reenter the workforce. Studies have shown that customers in the retail sector prefer to deal with an older

employee rather than a younger worker (cf. Foot & Stoffman, 1998). Efforts need to be made to eliminate bias and negative stereotypes against the engagement of aging workers to make the working conditions more favorable.

Time flexibility, ease of location, continuous learning and social engagement are some of the key incentives for desirable working conditions post retirement observed in literature and later through my research for the project. 'Retirement smoothing' work practices such as self-employment, part-time work and other flexible work arrangements can encourage mature workers to return to, or remain attached to the workforce (Walsh, 1999; Schellenberg, Turcotte & Ram, 2005). Some other measures can be taken such as fewer annual work weeks, or reduced impact on salary/pension income (Morissette, Schellenberg & Silver, 2004). The option to reduce workload to part-time hours is likely the most important incentive which could be offered to retain mature workers in the labour force (Morissette, Schellenberg & Silver, 2004; Schellenberg, Turcotte & Ram, 2005; Wannell, 2007). Kantarci & Van Soest (2008) describe phased retirement as reducing working hours on the same job (p. 114), and further elaborate it as "downsized work schedules, temporary assignments, consulting work, telecommuting, leave of absence, and job-sharing" (p. 116). In the case of OCAD U, another important aspect is the interaction of mature faculty with young adults; a significant component of their work experience. Mature faculty

who have been involved with young minds for such a long period of time may have a desire for continued social contact with youth. More social contact and social support in career bridge employment may lead to higher psychological well-being (Zhan, Wang, Liu & Shultz, 2009). With part-time bridge employment, a scholarly bridge can be created between mature faculty and young adults which support this intergenerational contact and benefitting youth as well with invaluable knowledge of mature faculty.

Another aspect of flexibility is the commute time. Here technology plays an important role and serves as a critical factor which impacts on where we work, and how we organize and manage work (Wallace, 2004). In such scenarios, when possible, we should make use of technology to save time and take things virtual. In an interview with Nandan Nilekani, CEO of Infosys asserts that basically any type of work that can be done over a wire is at risk of being outsourced (Jelveh, 2005). Retirement age faculty who have been part of the institution for so long can continue to do so virtually as well. They are well-aware of the organization, are well-informed on the subject matter linked to the faculty or program and can share their knowledge from their homes through hybrid or online methods. Although physical interactions and social spaces remain an integral part of collaboration between young and mature scholars, virtual interactions provide a means to support convenience and flexibility. Information technology has also

given rise to the creation of a generation of knowledge workers (Burke & Ng, 2006). Richard Florida (2002) in his book *The Rise of the Creative Class*, described an increasing percentage of workers engaging in creative work. The increasing number of knowledge workers, i.e. those who produce, apply, and distribute knowledge, has driven the emergence of the new “creative class”. With reference to OCAD University where the institution has its own niche and is about imagination and creativity, technology is shifting the way we work. This encourages the idea of workplace flexibility aided with technology making it more attractive for mature adults looking for part-time bridge employment.

2.3 Intergenerational Knowledge Transfer

Knowledge is promiscuous. It mates and gives birth to more knowledge – Alvin Toffler

Educational institutions have always been the hub of knowledge production and dissemination. These are the central functions of a university where knowledge is transmitted to students, intellectual community and society at large (Buchbinder, 1993). Hence, the university serves as a repository of social knowledge preserved and developed in the public interest. But with the advancement in technology, these educational institutions are not the only central place of knowledge production and transmission. Digital and communication technology has created a surge in knowledge networks which

make collaborative work possible and shift the cliché of ‘information is power’ into the hands of everyone (Burke & Ng, 2006). This is characterized by increasing knowledge intensity in the production system (Moses Abramowitz and Paul David, 1996). In most OECD countries, in terms of employment and value added, the most rapidly growing sector is knowledge-intensive business services (OECD, 1998, pp. 48-55). We are now shifting from an information society to knowledge-based society, where we are deeply thinking about intangible information (i.e. knowledge) rather than visible or tangible information (Jana & Das, 2007). In such circumstances, the universities are trying to keep themselves equipped with new methods of knowledge production and transmission. A variety of terms and concepts such as knowledge dissemination, knowledge sharing, knowledge transfer and knowledge exchange are often used interchangeably in literature. “Knowledge transfer involves both the sharing of knowledge by the knowledge source and the acquisition and application of knowledge by the recipient” (Wang and Noe, 2010, p. 117). Knowledge transfer is also defined as a set of activities and approaches undertaken to move knowledge amongst those who have interests or needs (Zarinpoush, Sychowski & Sperling, 2007). Hence, for the purpose of this paper, I use the term *knowledge transfer* where knowledge is transferred by the mature adult and absorbed by the young adult.

People from different generations have always worked together and yet it is

raised as a challenge recently. This is because different generations are said to have different values and expectations regarding work that are not always compatible raising challenges for human resources management (Saba, 2013). A study by Wils et al. (2011) showed that, overall, workers in all generations have fairly similar work values, however most young workers show a strong desire to learn with the aim of achieving a certain level of professional autonomy (Ebrahimi et al., 2008). Similarly, late-career workers look for ways to be useful, notably by transferring their wealth of knowledge gained through the years to the next generation (Mor-Barak, 1995), but are often under-utilized (Coy, 2005; Ebrahimi et al., 2008). This acts as a strong incentive for intergenerational knowledge transfer beneficial for individuals and organizations.

Transfer of knowledge between different generations has been looked into within OCAD University as a possible opportunity for bridge employment. The retirement of mature workers is inevitably accompanied by a significant loss of knowledge (DeLong, 2004; Strack et al., 2008). "Skills, knowledge, experience and relationships walk out the door every time somebody retires – and they take time and money to replace" (Dychtwald et al., 2004, p. 50). Knowledge plays an important role in the overall development of intellectual capital of any organization (Jana & Das, 2007). Knowledge grows when it is used and depreciates when it is not (Syed-Ikhsan & Rowland, 2004). Hence, one of the

ways is to engage mature faculty members born between 1945-1965, called 'Baby Boomers,' is to transfer their knowledge to students and young faculty members born between 1980-1998, known as 'Millennials.' Mature faculty can contribute to knowledge creation and transfer to young adults through formal and informal collaboration. It could be through co-location of faculty and students in various learning environments and social spaces, consequently enhancing a learning culture and emergent forms of knowledge communities.

An organization should provide conditions for relationships to emerge, spaces for knowledge transfer and creation. These spaces can be physical or virtual and encourage the conversion of both explicit and tacit knowledge. Such spaces are much needed at OCAD University to enhance the culture of community and learning. There are number of methods and processes that are implemented in knowledge transfer. These processes typically include interviews/videotaping, mentoring, storytelling, building communities of practice, and of training and education (DeLong and Davenport, 2003). Knowledge transfer and exchange happen in the context of relationships (Norman & Huerta 2006). For this reason, it is essential to build relations between different generations to facilitate knowledge transfer process. Such physical and virtual spaces at OCAD U can serve as an opportunity for knowledge transfer, growth of community and network.

The shift of OCAD from College to the status of University, granted in 2002, called for a cultural shift. As the institution started to expand, the sense of community started to evolve as well. The 'Common Lunch Hour' could not exist anymore due to scheduling and space limitations. The space which is currently used primarily as a large lecture hall and auditorium, used to be a big cafeteria with a piano (see Figure 4). This physical space fostered community, friendships, interdisciplinary and social connections, back in the days before the Internet.



Figure 4: Students in the cafeteria in the 1960s. 1963-1964. (OCAD University Archives [PH923/39_5_150_023])

Physical space remains an integral part of communication but with online social platforms, the dynamics of interactions have changed.

A problem with large global or even small geographically dispersed organizations

is that they do not know *what* they know; often, expertise from one part of the organization is not leveraged in another (Jana & Das, 2007). Hence, knowledge is segmented in certain pockets. A more collaborative environment embraces the continuity of knowledge exchange, resulting in stronger links among isolated individuals and sub-communities.

The distribution of knowledge to ensure its availability for future use requires us to understand the scope of knowledge. Polanyi (1966) introduced and Nonaka (1994) elaborated on the explicit and tacit dimensions of knowledge. Explicit knowledge is formal (rules/procedures) and easy to transfer in codified form without a loss of integrity and often referred to as know-what (Brown and Duguid, 2001) or knowledge about “facts”. Explicit knowledge is close to what is called information and can be broken down into bits and communicated as data (Lundvall, 2004). Tacit knowledge is personal, contextual, and incorporated in the memory of actors (Baumard, 1999; Tsoukas and Vladimirou, 2001) and is commonly called know-how (Brown and Duguid, 2001), including the ability to do something. Though related to the skills of artisans and production workers, tacit knowledge plays a key role in all important economic activities (Lundvall, 2004). Polanyi suggests that “we know more than we can tell” (1966, p. 4). Therefore, transferring and creating tacit knowledge requires physical interactions, since its formalization is demanding and sometimes impossible

(Ambrosini, 2001). It is useful to distinguish between tacit knowledge that can be made explicit (tacit for lack of incentives) and knowledge that cannot be made explicit (tacit by nature) (Cowan et al., 2000). Face-to-face social interaction is one factor associated often with successful knowledge transfer (e.g. Xerox's reps in Brown and Duguid, 2000; Hewlett-Packard's engineers in Hansen et al., 1999) as this allows for productive dialogue (Tsoukas, 2009) using a people-based case-by-case approach (Hu, 2005). Mentorship is a context in which to provide one-on-one interactions for knowledge transfer. "Know-who" involves information about who knows what and who knows what to do. But it also involves the social ability to co-operate and communicate with different kinds of people and experts. Thus "know-who" implies a combination of information with social relationships (Lundvall, 2004). "Know-who" has become increasingly important. The general trend is towards a more composite knowledge base and the interdisciplinary nature of work and products. In this situation, it is essential to provide access to various sources of knowledge (Pavitt, 1998). Wisewrds strives to serve as a platform for searching "know-who," by creating a social space for people seeking knowledge and mentors.

An important priority for any organization is to mitigate knowledge loss within the institution. For this, the organization must ensure successful transfer of knowledge from older generation to younger generation. Studies in healthcare

system have shown that one-on-one mentoring sessions and storytelling group meetings between nurses generated a back and forth movement of knowledge Harvey, J.F. (2012). It is particularly interesting to note that the recipient of knowledge is not the only one benefitting in this case. Hence, mentorship serves as a two-way benefit for the individuals and the institution involved. There are often little formal programs and efforts to transfer knowledge from one generation to the other (Burke & Ng, 2006) as is in the case at OCAD U where there is currently no formal peer mentorship program for less experienced faculty members or students seeking mentorship from amongst the faculty. Mentorship occurs but in an informal way. Organizations can take advantage of existing mentoring programs by pairing older mentors with younger mentees (Burke & Ng, 2006). In case of OCAD U, Wiswrds can serve as an informal platform for the benefit of retired and retirement-eligible faculty willing to transfer knowledge to students and younger faculty.

2.4 Mentorship

Knowledge is knowing... or knowing where to find out – Alvin Toffler

Mentorship is a concept with a long history. The term "mentor" has its origins in Greek mythology. While away at war, Odysseus entrusted the education of his son Telemachus to a counselor, his trusted and wise friend, Mentor, who reputedly became the counselor, guide, tutor, coach, sponsor, and mentor for

his protégé, Telemachus (Hamilton, 1942; Homer, 1963). Athena, goddess of wisdom, sometimes appeared in the guise of Mentor. Over time, the definition of mentor has been refined in literature. Darling defines mentor as "a person who leads, guides, and advises a person more junior in experience" (1985, p. 42). Moore and Salimbene use the term "mentor" "to identify an intense, lasting, and professionally centered relationship between two individuals in which the more experienced and powerful individual, the mentor, guides, advises, and assists in any number of ways with the career of the less experienced, often younger, upwardly mobile protégé" (1981, p. 52). Levinson and associates who are credited with the development of current thinking about the mentoring relationship describe a mentor as a guide, teacher, counselor, and developer of skills who "facilitates the realization of the Dream" (1978, p. 98). A number of scholars view mentors as "role models" (Prehm & Isaacson, 1985; Simpson, 1984) a "personalized" role model who acts "as a guide, a tutor or coach, and a confidant" (Bolton, 1980, p. 198). However, mentor–protégé and role model–observer relationships differ in important ways such as the degree of mutuality (role modeling involves no mutual interaction or gain), relational closeness (mentoring varies from low to high whereas there is no relational closeness in role modeling), and interaction requirement (essential for mentoring but not for role modeling) (Eby, Rhodes & Allen, 2007). For the sake of this project, focus is given on workplace mentoring for professional development. Workplace

mentoring involves a relationship between a less experienced individual (the mentee) and a more experienced person (the mentor) where the purpose is to develop personal and professional growth of the protégé (Kram, 1985). The mentor may be a peer at work, supervisor, someone else within the organization or even an individual in another organization (Eby, 1997; Kram & Isabella, 1985; Scandura & Schriesheim, 1994). In case of this project at OCAD U, it is important to note that the stress is on the experience gap between the individuals.

Mentors (mature faculty at OCAD U) can provide their knowledge not just in pedagogy but also in disciplinary expertise for the development of their mentees. Here less experience in certain contexts does not imply lack of skill on the part of the mentee. For instance, young faculty or students might be up to date in certain skills but lack experience in another context, providing a window of opportunity to learn.

Alongside the evolving definitions of the roles of mentors, it is crucial to address our understanding of the individual on the receiving end of knowledge, mostly called a protégé in literature. The Merriam-Webster (n.d.) dictionary defines protégé (noun) as 'one who is protected or trained or whose career is furthered by a person of experience, prominence, or influence.' Its origin can be traced back from the late eighteenth century. It is derived from French where it literally means protected, past participle of *protéger* and from Latin *protegere* meaning to cover in front. A mentee, on the other hand, is defined as 'a person who is

advised, trained, or counselled by a mentor' (Oxford dictionary, n.d.) and 'one who is mentored' (Merriam-Webster, n.d.). Its first known use is in the late 20th century. Brenner (2014) explains the differences between protégé and mentee. She clarifies that a protégé is essentially someone who is sponsored and promoted by a mentor. The relationship tends to be long-term, with the pair working closely together or frequently checking in with each other whereas a *mentee* is someone who is guided or tutored a mentor. Here the mentor has no obligations to promote or sponsor their mentee, just to offer guidance or training. She further adds that the relationship may be a short one, lasting only a few weeks or months rather than years. These terms are often interchangeably used but the difference indicates the quality of interaction and relational closeness of the individuals. For the purpose of my research, I am using the term mentee (for young faculty and students) and not protégé due to the limited-duration of the mentoring relationship promoted through my web platform. The platform encourages building relationships through personal choice in an informal learning space. It is not mandated with predetermined guidelines nor bound by any particular length of time and gives both the individuals flexibility to set their own relationship goals.

Literature is full of a variety of definitions of mentoring. Within some fields there is heated debate about what mentoring is and what it is not (Hall, 2003). Jacobi

(1991) identified 15 different definitions of mentoring in the educational, psychological, and management literature. Even within a given discipline there is often a lack of consensus on a definition of mentoring (Jacobi, 1991; Peper, 1994). Scholars provide varied interpretations in their definitions of mentoring relationship. Merriam describes mentoring as "a powerful emotional interaction between an older and younger person, a relationship in which the older member is trusted, loving, and experienced in the guidance of the younger. The mentor helps shape the growth and development of the protege" (1983, p. 162). Other authors conceptualize mentoring as an intense, emotionally deep relationship (Kram, 1985; Levinson et al., 1978; Shapiro, Haseltine, & Rowe, 1978) whereas others define it in much less emotionally-rich terms (Lester & Johnson, 1981; Phillips-Jones, 1982; Schmidt & Wolfe, 1980). Darling views mentoring as "a process by which you are guided, taught, and influenced in your life's work in important ways" (1985, p. 42). Mentoring is a process, defined by the types of support provided by the mentor to the protégé and while the specific purposes of mentoring may vary, they are broadly classified as psychosocial and instrumental i.e. career-related (Jacobi, 1991; Kram, 1985). Additional areas of disagreement include the age difference between mentor and protégé, duration of the relationship, and the specific functions provided by mentors (cf. Kram, 1985; Lester & Johnson, 1981; Levinson et al., 1978; Moore & Amey, 1988; Phillips-Jones, 1982). Scholars note that these varying definitions create

problems in drawing conclusions across research studies (Burke, 1984; Merriam, 1983). The application of mentoring to diverse settings and its broad scope of potential influence has created definitional and conceptual confusion about what mentoring is (Garvey & Alred, 2003; Hall, 2003; Jacobi, 1991; Peper, 1994).

For my research project at OCAD U, I define mentorship as a learning relationship between an individual with less academic experience (young faculty or student as mentee) and a seasoned faculty member with more academic experience (mature faculty as mentor). The relationship is not defined by its duration. The individuals are free to develop their relationships and nurture them, if they choose to do so, at their own pace. Both individuals are fully capable of initiating and defining their unique mutual relationship, and setting their own parameters and outcomes. Wisewrds is intended to serve as a platform for the democratization of informal mentoring relationships.

2.4.1 Mentoring at OCAD U

There are two types of mentoring relationships that emerge as a result of the defined demographics in my research. One is peer mentorship among faculty members of OCAD U. The other is a supervisory relationship between students and mature faculty. Work environments that promote faculty development provide sources of support, such as mentors, who can promote the growth of

novices (Sands, Parson & Duane, 1991). This has an overall impact on the development and culture of the academic institution. At OCAD U, there is a peer mentorship program for students run by Campus Life in place since 2004. But there is no formal peer mentorship program that exists for faculty members or supervisory mentorship for students who seek faculty mentors.

A mentoring relationship is often encouraged for growth and development of individuals in professional environments. Mentorship is seen as an important training and development tool for upward professional progression in organizations (Levinson et al., 1978). Organizational mentoring is critical in the early years of a career and can have a lasting professional and personal impact (Noe, Greenberger, & Wang, 2002; Stumpf & London, 1981). The role of a mentor within an organization is different from that of a colleague. In a discussion of social support systems in academia, Reohr (1981) distinguishes between the mentor and the colleague. The mentor has a greater social and intellectual status than the mentee whereas the colleague provides a relationship based on equality.

Student–faculty mentoring can be a critical relationship in the development of the professional life of students. This type of mentoring relationship is an important part of a student’s educational experience because the interaction

provides a venue for learning beyond the classroom (Pascarella, 1980). The faculty member provides knowledge, support and guidance on academic and nonacademic affairs (Pascarella, 1980; Pascarella, Terenzini, & Hibel, 1978). Student–faculty mentoring also helps students to develop a sense of belonging in their institution; the interactions can have profound effects on students’ professional identity and career plans (Austin, 2002). No two mentoring relationships are the same. Mentorship places time demands on faculty, competing with other work including teaching, conducting research and service activities. These can reduce for example a supervisor’s ability to provide high-quality, organized, developmental experiences for a graduate student (Austin, 2002). For this purpose, it is critical to acknowledge and formalize mentorship as part of service or teaching activity. Otherwise, Johnson & Huwe (2002) mention that this opens the door to potential relational problems between mentors and mentees, such as mentor neglect, relational conflict, and mentor exploitation.

2.4.2 Types of Mentorship

As discussed earlier in the chapter, various mentoring relationships exist in literature. In this section, I focus on the types of mentoring relationships that comprise part of my research project. With the defined demographics for mentor and mentee at OCAD U, there are two types of mentoring relationships anticipated to develop. One is peer mentorship between mature faculty

members and young faculty members; the other is a supervisory role, where mature faculty members mentor students. The dynamics of these two relationships are different. In a faculty-faculty mentorship, both individuals are peers on the departmental level. In this case, mentees “put themselves in an unequal and vulnerable position in relation to persons who, sometime in the future, may be making decisions about their tenure and promotion” (p. 174). This is different from a typical faculty-student relationship. Kram and Isabella (1985) suggest that peer mentors may perform certain responsibilities similar to traditional mentors yet the relationship is unique as it offers a degree of mutuality and reciprocity. Also, the formality of the relationship defines the relational closeness between the individuals. Eby, Rhodes & Allen (2007) define formal mentoring relationships as a matching up of mentors and mentees by a third party through officially sanctioned mentoring programs. This is in contrast with natural or spontaneous relationships without external assistance, considered to be informal relationships. Based on the formality of relationship and the length of intervention, Shea (2002) categorizes the variety of mentoring relationships into four groups (see Figure 5). These groups include formal, short-term; formal, long-term; informal, short-term; and informal, long-term. Cavell et al., (2002) examine a greater positive impact on youth through informal mentoring as compared to formal mentoring. Based on these categories, I examine short and long-term informal relationships for my research project. For

this purpose, Wisewrds fosters informal mentoring relationships as it does not match and only serves as a platform to initiate and cultivate the relationship.

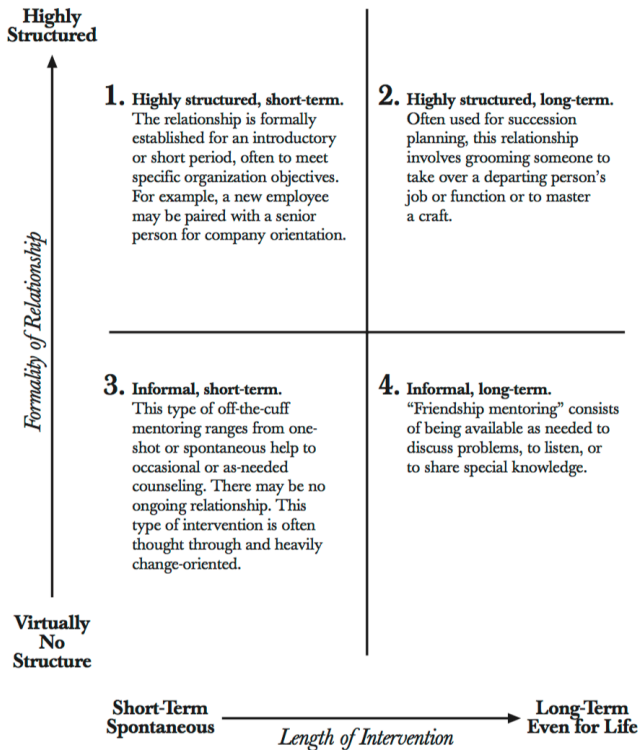


Figure 5: Variety of Mentoring Relationship (Shea, 2002)

Today's society is heavily dependent on media apps and social networking. Draves & Coates (2004) in their book 'Nine Shift' compare the current changing society to the shift from agrarian to industrial society a hundred years ago. Business and social hierarchical structures are made more level by networking. This observation suggests a restructuring of the mentoring process according to the model of a network. Karl Moore, a Professor at McGill University, observes that Millennials do not rely only on one mentor (Moore, 2014). Similarly, Monica

Higgins, a Professor at Harvard's Graduate School of Education, asserts that in this networking society one cannot look up to a single senior person for career support (Moore, 2014). These studies and insights indicate a shift in the desire of individuals for informal and multiple mentoring relationships.

Apart from formality, the relationship structure is deeply affected by the length of interactions as well. Kathy Kram (1983) identified four phases of the evolution of this relationship, namely initiation, cultivation, separation and redefinition. Later Clutterbuck & Lane (2004) based on a larger number of samples and field experiences, described the mentoring relationship in potentially five phases. These phases include building rapport, setting direction, progression, winding up and moving on. Short-term relationships expedite the evolution of relationships and in certain situations may not even cover all the phases and jump up to the last phase. In today's hyper-connected age, there is a culture of instant gratification and impatience amongst young adults as a result of quick interactions (Anderson & Raine, 2012). Hence, establishing personal preferences for the durations of interactions amongst mentors and mentees is an important part of my project.

I have organized peer and supervisory informal mentoring relationships based on length of interaction. These include traditional, situational and flash mentorships

(See Figure 6). *Traditional mentorship* as is seen in the literature is a long-term dyadic relationship between mentor and mentee (Levinson et al., 1978; Kram, 1985). *Situational mentoring* is a short-term relationship in which a person mentors for a specific purpose rather than an overall developmental strategy (“Types of mentoring for today’s workplace,” 2015). Situational engagements provide a way to address immediate learning needs with one or more advisors on a high-impact issue within a short amount of time (“Mentoring toolkit 1.0,” n.d.). The foundation of situational mentoring is built upon the management concept of situational leadership, developed by Paul Hersey and Ken Blanchard in the late 1960s. The core of the Blanchard model, Situational Leadership II, highlights four primary leadership delivery styles: directive, coaching, supportive, and delegating. These styles are adopted by situational mentoring as well (“A situational approach to mentoring,” n.d.; Hersey & Blanchard, 1988; Phipps, n.d.). The concept of flash mentoring was developed by Scott Derrick, a founding member of 13L. This group of mid-career Federal employees in the U.S. explored leadership issues (Friel, 2007). He defined *flash mentoring* as informal, one-time meetings between successful executives and mid-career workers. The idea was to allow senior managers to pass along valuable knowledge and experience without having to make a long-term commitment. Brian Friel feels that an hour is enough time for participants to learn at least one thing they can apply to their careers (2007). *Ten Thousand Coffees* is a website based on a somewhat similar

concept for networking and sharing experiences in a one-time meeting. This type of mentorship encourages more participation by people who might consider traditional mentorship as time-consuming and burdensome. Also, Millennials are independent, seeking short-term, informal relationships; they are used to choosing their own mentors (Moore, 2014). Studies have shown that youth mentoring programs do not always have the luxury of custom matching since in many cases there are more mentees available than mentors to serve them (Sherman, 1999). These time-based segmentations of mentorship give liberty to both participating members in the relationship. For this purpose, I have used these mentoring relationships as part of my web app design to establish an understanding between the two users. Mentor and mentee can set their own guidelines and determine the length of their relationship depending on the outcome they want to achieve.

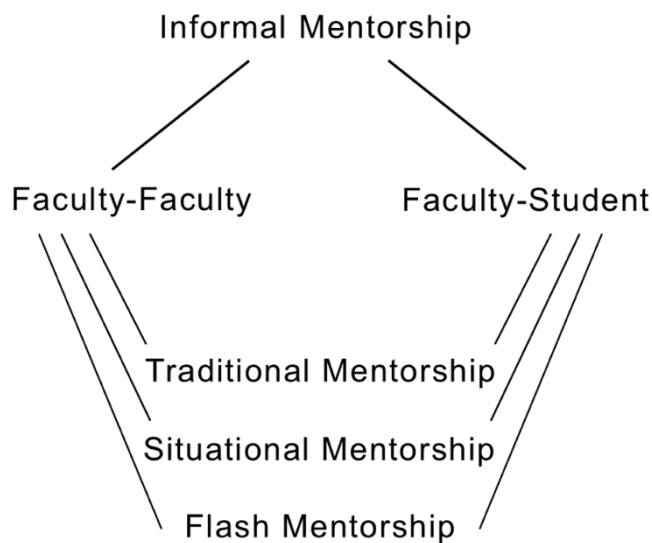


Figure 6: Types of mentoring relationship based on length of interactions

2.4.3 Factors Defining the Mentoring Relationship

Mentorship is a complex multi-faceted activity. Although it is a reciprocal relationship, there are various expectations about the personal and professional development of the mentee. A study was conducted by Sands, Parson & Duane (1991) to analyse factors defining the functions of mentors in academic settings. These were categorized into four different types based on the quantitative and qualitative analysis of the requirements and definitions of the respondents. These included friend, career guide, information source and intellectual guide. The first factor *Friend* is about social interaction where the mentor provides emotional support, participation in social activities and advice about people. The second factor *Career Guide* promotes the development of the mentee's research, professional visibility and advancement. Third factor *Information Source* regards formal and informal expectations for promotion and how to navigate through the bureaucracy and university systems. The last factor *Intellectual Guide* is about development through collaborative work and constructive criticism. It is critical for a mentee to become aware of the function they are specifically seeking in a mentor. Similarly, a mentor should acknowledge the sort of assistance they are willing to provide. In my research project, I have used these factors to identify the challenges faced by mentee and the guidance needed by mentors. The term *friend* in my project is replaced by *Social Guide* as

it mainly involves personal and socio-economic aspects. I have used these types of mentoring relationships and associated factors as part of my web app to ensure flexibility, a clear understanding of requirements and mutual time commitment between the two individuals.

2.4.4 Autonomy of Relationship

Mentorship can be seen as a didactic relationship essential for catalyzing the success of learners. Each mentoring relationship is unique between individuals (Austin, 2002; Garvey & Alred, 2003; Jacobi, 1991) and is dynamic i.e. the relationship changes over time (Garvey & Alred, 2003; Kram, 1985). The individualistic approach and distinct interactions define the structure of relationship. Predetermined guidelines for roles in mentorship, set parameters for interaction and a prearranged length for the mentoring relationship define the extent of formality of the relationship. Huston and Burgess (1979) discuss how interpersonal closeness is a function of the range, intensity, and duration of interactions among individuals. Letting the mentor and mentee set their own relationship goals, parameters of interaction and length of the mentoring relationship gives them more flexibility and control to the development of the relational process on their own terms. Personal choice in determining the relational partner is likely to influence subsequent relational processes (Allen et al., 2006). Affinity plays a significant role in mentorship. Relationships built on a

foundation of perceived similarity and liking may foster the development of important relational processes such as trust, disclosure, and commitment (Levinger, 1979). This is a key aspect of Wisewrds where connections are built on personal choice and encouraged to develop organically.

On the one hand, goal setting and relationship contracts may limit relational depth and psychosocial support (Kram, 1985). On the other hand, these can reduce relationship spontaneity and lead to insipid exchanges between individuals (Eby et al., 2007). Some mentoring relationships can be life-altering (Levinson et al. (1978) whereas others may be superficial, short-lived, or even destructive (Eby et al., 2000; Levinson et al., 1978; Rhodes, 2002). Mentor-mentee relationships include varying degrees of mutuality, relational closeness and interactions. Since mentoring is a learning partnership (Garvey & Alred, 2003; Jacobi, 1991; Peper, 1994), nearly all relationships involve knowledge acquisition regardless of the scope of relationship. The key incentives for transfer of knowledge through mentoring are reciprocity, recognition and altruism (Piktialis & Greenes, 2008). Although the primary goal is growth and development of mentee, the mentor may also benefit from the relationship (Jacobi, 1991; Kram, 1985; Levinson et al., 1978) hence, mentoring is seen as a reciprocal relationship. The value brought to the table by mentors and mentees to knowledge transfer must be recognized. Altruism is also an important aspect

for knowledge transfer in some cases where the primary focus is not on the manifest function but on the willingness to help others and give back to the community without expecting anything in return.

2.4.5 Impact of Mentorship

Mentoring provides critical benefits to individuals and organizations. Studies show positive effects of mentorship on behavioral, attitudinal, health-related, relational, motivational and career outcomes (Eby et al., 2008). Zopito A. Marini, Professor of child and youth studies in the Faculty of Social Sciences and a 3M National Teaching Fellow, Brock University, encourages people to mentor. He says in an era of continuous electronic connectivity it is the human connection through mentorship that can be life-changing. A kind word of encouragement or well-informed advice dispensed at the right time can have a profound impact on the decisions and life trajectory of many students (Vanhouten, 2015). Kanter (1977) mentions that individuals who successfully make it to the top of an organization typically have a “rabbi” or “Godfather” to guide them along the way. Study shows that two-thirds of nearly 4,000 executives listed in the *Who’s News* column of the *Wall Street Journal* reported having a mentor (Roche, 1979). It is particularly interesting to note that these studies not only support mentorship in professional development at the academic institutions but also at different levels in an individual’s career trajectory.

The platform for mentoring at OCAD U can serve as a potential opportunity for part-time bridge employment to retired and retirement-eligible faculty members. The outcomes of mentoring include both objective (e.g., compensation) and subjective (e.g., career satisfaction, organizational commitment) career success (Allen et al., 2004). The retired faculty can be associated to the University on part-time basis for mentoring where they are compensated for this service (e.g., through status like Adjunct Professor, access to studio facilities or IT). The retirement-eligible faculty can reduce their current teaching workload as a phase out while increasing their service activity. This will not only help them in the phased process of retirement but also make them feel valuable by continuing to make contributions. Likewise, compensating the retired faculty through in-kind contribution instead of direct remuneration will be an advantage for the University. On the other hand, young faculty members can learn to navigate the system, develop pedagogical techniques or understand administrative chores from experienced faculty. Similarly, students can learn from these mentors based on their own needs and requirements for career progress. This informal mentoring relationship has been seen in the literature to positively influence the intellectual development, academic achievement, career aspirations, and academic self-image of students (Jacobi, 1991; Pascarella, 1980). Formal workplace mentoring appears to be less effective in promoting personal and career growth than spontaneously developed mentoring relationships (Chao

et al., 1992; Fagenson- Eland, Marks, & Amendola, 1997; Ragins & Cotton, 1999).

This can be viewed as a win-win situation for mentors, mentees and the institution.

2.5 Examples of Encore Engagement

A few initiatives discussed earlier in section 1.0 inspired me to further my research into this area of study. Apart from unique programs aimed to engage mature adults with valuable knowledge and experience, there have been various initiatives taken specifically in the academic sector. The University of British Columbia (UBC) has a policy for post-retirement appointments where the retired faculty members can be re-hired as a new hire or into a post-retirement appointment (“Post-retirement,” n.d.). Many universities have mentoring programs that may include peer mentorship for students, or faculty and faculty-student mentorship, but these programs do not focus on enhancing the participation of retired and/or retirement-eligible faculty members specifically. University of California, San Francisco (UCSF) is one example which has a faculty mentorship program focused on career advancement, retention and diversity of under-represented faculty (“Faculty mentoring program,” n.d.). Similarly, University of Toronto (UoT) has a program focused on students looking for mentorship with the option of partnering with their peers or faculty (“Mentorship & peer programs” n.d.). Although they provide mentorship

opportunities, they are not aimed at encore careers. With the changing retirement trends, below are some of the initiatives currently involved in the engagement of mature adults with younger adults in the second half of their lives.

2.5.1 Encore.org

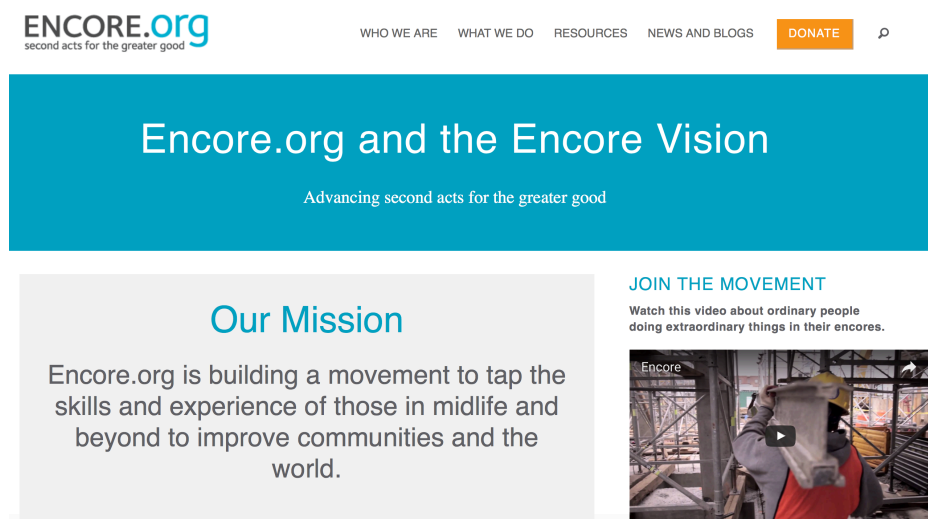


Figure 7: Vision of Encore.org (Encore.org, n.d.)

Encore.org is an organization established by Marc Freedman, a social entrepreneur, thought leader and writer. The term 'Encore Career' was coined through his book *Encore: Finding work that matters in the second half of life* published in 2007. Since then the term has been used as an expression for career in the later stage of life. The organization aims at redefining the idea of retirement as the freedom *from* work to the freedom *to* work. The organization has been involved in designing innovative programs to utilize talent and the

experience of people past midlife as a human resource for solving social problems through advocacy or direct involvement with social purpose organizations. The organization engages personal stories, leaders and various programs to connect to the younger generation or organizations to create social impact. It also collaborates with other organizations to develop programs such as Encore Fellowship where experienced corporate talent is placed in non-profits to provide mentorship to young leaders in the organization. Generation to Generation is another campaign powered by this organization that aims at bringing older and younger people together to connect. For Fall 2016, mentorship was the main focus of this campaign.

2.5.2 Age-integrating Educational Initiatives



Figure 8: Senior Fellowship programs for experienced leaders (left to right: Harvard ALI, n.d.; Stanford DCI, n.d. & "First of its kind," 2016)

Various universities have been looking into adult education from new perspectives. Two of the leading programs offered are Harvard's Advanced Leadership Initiative and Stanford's Distinguished Careers Institute. These are

innovative fellowship programs designed to prepare experienced leaders to take on new social challenges and create a greater impact than they did in their careers. This is a new stage in higher education and a changing concept for retirement. Similar programs have been recently launched in Europe by IE Business School, Spain and New College of the Humanities, London for 2017/2018 academic year.

2.5.3 Bridge Meadows

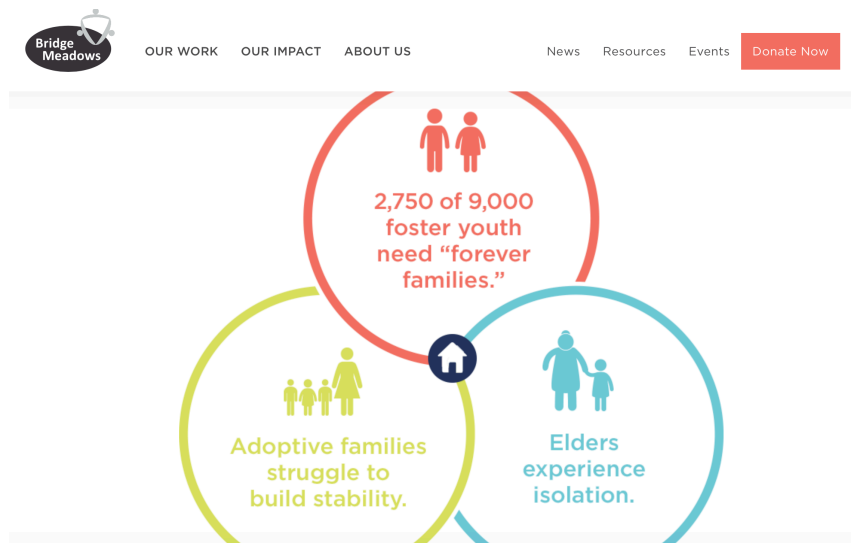


Figure 9: Sweet spot for connecting three generations (Bridge Meadows, n.d.)

Bridge Meadows is an intentional intergenerational living community that brings together foster youth, adoptive parents and elders together as a family. The community works as a support system and changes the sense of instability surrounding these generations to a more permanent sense of stability. The

foster youth obtain a more permanent home; adoptive parents get appropriate resources and support, and elders get affordable housing and opportunities to share their experience.

2.5.4 The Intergenerational School



Figure 10: The guiding principle of TIS (The Intergenerational School, n.d.)

The Intergenerational School is an innovative academic program that rejects age as the most important factor in designing educational environments and experiences. The educational model is based on two key principles: learning is a lifelong developmental process, and knowledge is constructed socially. The school serves students in grades K-8. This charter school provides a multigenerational community of lifelong learners ranging from kids to elders. These multi-age classrooms are not segmented by grades. Students' age span

ranges three to four years and everyone learns the same thing at the same time. Each individual has his own learning path, pace and switches roles from a learner to a teacher.

3 Knowledge Transfer Framework

Through my research paper, I developed a web app to facilitate bridge jobs for retired and retirement-eligible faculty members of OCAD University through a mentorship service. This platform encourages mentor participants to transfer their existing knowledge in their area of expertise to young faculty members and students. At the same time, individuals interested in knowledge acquisition can greatly benefit from the mentorship opportunity. There are five key elements to consider when planning a knowledge transfer and exchange activity (e.g., Lavis et al. 2003a; Carpenter et al, 2005, Zarinpoush & Gotlib Conn 2006). For this purpose, a theoretical framework based on the knowledge transfer process is studied.

Lavis et al. (2003a) devised a framework for knowledge transfer mainly designed for use in the public health sector. This framework was a result of a literature review and survey of knowledge transfer in the applied research organizations in health and social/economic sectors. This framework revolves around five basic elements namely Target Audience, Message, Messenger, Method / Process and

Evaluation. I applied this framework in the area of my research, the academic sector.

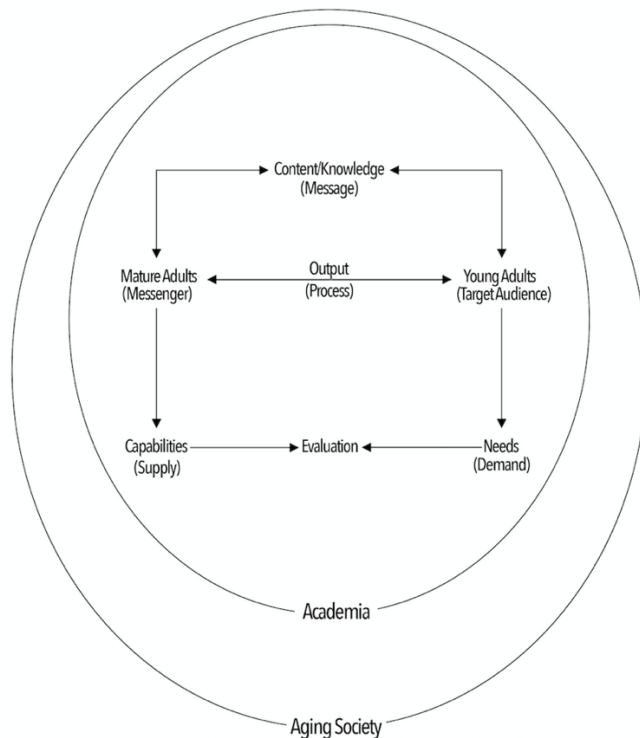


Figure 11: Theoretical framework for intergenerational knowledge transfer in academic institution

Young Adults as Target Audience – It is very crucial to identify the target audience for the knowledge transfer process. The defined demographic makes it easier to address specific problems and there is greater potential for the uptake of information (Williams Group, 2003). In my research, the target audience is a young adult at OCAD U born between 1980-1998 (Millennial). This includes faculty members and students who wish to seek knowledge and mentorship.

This knowledge acquisition group is called 'Mentees.'

Knowledge content as Message – Mentorship in this particular case focuses only on dyadic relationship. The two individuals involved in the process have the liberty to set content based on the requirement of their challenge. In case of Wisewrds, the interaction will be physical as well as virtual. Hence, the medium of the content is also flexible. Anecdotes and stories convey the information more effectively. So, it is encouraged to use various resources to convey the message. Abernathy et al. (2001) suggested that it is important to focus on the **5Cs** in constructing any message. The message is **Clear** – easy to understand, **Concise** – easy to read, **Consistent** – related to information that is consistent with other existing information, **Compelling** – offers something that commands attention, and **Continuous** – has follow-up to make sure it is not forgotten or overlooked (Zarinpoush, Sychowski & Sperling, 2007).

Mature Adults as Messengers – The messenger in this research is a mature adult at OCAD U born between 1945-1965 (Baby Boomer). This includes retired and/or retirement-eligible faculty members at the University who are keen to share their lifelong expertise by mentoring and guiding. This knowledge transfer group is called 'Mentors.' The report "Knowledge transfer: Looking beyond health" (Abernathy et al., 2001) suggests that audiences respond to familiarity and are more receptive if the information is presented by someone who is seen to be in a

similar position to their own. To establish this kind of social relationship, familiarity and trust play a vital role. In a study based on knowledge transfer framework by the World Bank suggests that messengers should possess a number of key behavioral competencies, such as listening, patience, humility, and flexibility in order to gain the trust and respect of the audience and better interact with them (2005). One of the professors at OCAD U's Faculty of Liberal Arts and Sciences, School of Interdisciplinary Studies, emphasizes on mutual trust in the mentoring relationship to ensure safety for both parties involved in the knowledge transfer process. It is further added that the process should be safe for the persons participating in the transfer of experience, knowledge and ideas so they are not exploited or misused for their network or information and vice versa (Personal communication, December 6, 2016).

Method – This is the process involved in successful transfer activity. Studies have shown that knowledge is most effectively exchanged when using multiple methods (Lavis et al., 2003a; Gowdy, 2006; Norman & Huerta, 2006).

Performance measures for knowledge transfer should be appropriate to the target audience and to the objectives (Lavis et al., 2003b). Since the mentoring relationship in this research is one-on-one only (and not group mentoring), it should provide flexibility for both individuals who can choose and apply appropriate methods on needs basis.

Evaluation – Performance measures can be designed to: capture a process associated with the pursuit of an impact; capture intermediate outcomes, such as changes in awareness, knowledge, or attitudes; or describe long-term outcomes, such as tangible impacts on decision-making (Lavis et al., 2003b). This research focuses on informal mentorship relationships; hence, evaluation is not assessed formally but rather through feedbacks and testimonials

4 Research Methodology

In this section, I explore the research approach I applied to my project. I investigated how an age-integrated collaborative work environment can help to foster intergenerational knowledge transfer through mentorship. Since mentorship is a human-centric and relationship-based approach, it is critical to involve people to understand their core needs. I further discuss the research techniques implemented in the design process.

4.1 User-Centered Design

I approached my research project through the lens of user-centered design. The concept of user-centered design originated in the 1980s and became widely recognized after the publication of book 'User-Centered System Design: New perspectives on Human-Computer Interaction' (Norman & Draper, 1986). The

concept was developed further by Donald Norman in his book 'The Psychology of Everyday Things' (1988). Karel Vredenburg (2001) defines user-centered design as "a multidisciplinary design approach based on the active involvement of users to improve the understanding of user and task requirements, and the iteration of design and evaluation. It is widely considered the key to product usefulness and usability" (p. 197). In this design process, the users are involved to varying degrees and influence the design. The spectrum of ways in which users can be involved may vary from consultation about users' needs and involvement at specific times to being involved as partners throughout the design process (Abrams et al., 2004). For my research, I consulted with a wide range of stakeholders about their needs, challenges and expectations. These stakeholders were involved during requirements gathering and usability testing of the design process. Although it is not essential to represent all the stakeholders on a design team, the effect of the artifact on them must be considered (Preece, et al, 2002). For this purpose, a wide range of stakeholders was included who were directly or indirectly affected by the system design.

4.2 Project Research Approach

4.2.1 Overview

To understand the users' needs and challenges, I used a mixed method research approach. This included qualitative analysis through formal interviews and

quantitative data collected through an online survey. The users were involved in the iterative design process and later usability testing of the web app was conducted followed by an interview and questionnaire.

4.2.2 Participants

The main users of my project are the demographics defined in the section 3.0 as the target audience and the messenger. These include young students and faculty at OCAD U born between 1980-1998; and mature faculty at the institution born between 1945-1965 who are currently retired and/or retirement-eligible. Apart from these users, representatives of the various systems at the institution were also part of my research to get insights and opinions from a variety of stakeholders.

4.2.3 Protocols

Since the whole of the research is user-centric, the involvement of stakeholders is inevitable. For this reason, it was critical to ensure the confidentiality and comfort of the participants. The participants were informed of the procedure in advance and only after their consent was the research activity conducted.

5 Project Execution

This section takes a comprehensive look at the research and design process of my project. This includes the research methods, experimental prototyping, iterations, user-testing and a proposition for part-time bridge employment at the institution.

5.1 Investigative Research

The research included formal interviews and online surveys. I conducted formal interviews to better understand the potential challenges and opportunities faced by faculty members and students at OCAD U. Since these are the primary users of Wisewrds, it was critical to understand the system around them as well. For this purpose, I interviewed mature adults, young adults including faculty and students, and the representatives of the systems at the institution. An online survey was conducted with mature and young adults for quantitative feedback on their needs and expectations for part-time bridge employment and mentoring as service activity.

5.1.1 Formal Interviews

5.1.1.1 Overview

The semi-structured interviews had pre-determined qualitative questions and usually lasted between 30-60 min. 22 interviewees were interviewed in total with equal participation of males and females. It was ensured that Professors were included from all three Faculties of the institution namely Art, Design and Liberal Arts and Sciences / School of Interdisciplinary Studies. The six mature adults who participated in the interviews included two Faculty Professors, one studio technician, one mentor for an undergrad program and two retired Professors. The young adults included two Professors, two students from undergraduate programs, and two from graduate programs. Each of the six young adults are enrolled in different programs. The representatives interviewed from departments, committees and programs within the institution totaled up to 10. These included the Faculty Association (OCADFA), Student Union (OCADSU), Human Resources (HR), Faculty and Curriculum Development Centre (FCDC), the Student Success Program at Campus Life, the Career Development Program at the Centre of Emerging Artists and Designers (CEAD), Faculty in senior administrative roles, the Office of the Vice-President Academic and Provost; and the Office of the Vice-Provost, Students and International.

5.1.1.2 Synopsis

There is no formal program in place at the moment for retired faculty to return to participate at OCAD U as Visiting Faculty or Honorary Faculty. This is confirmed by the Human Resources department at OCAD U. One of the mature faculty members mentioned in an interview that Professors continue to work on full-time basis because there is no option for part-time work provided. In most cases, Faculty either work full-time or they fully quit. The overall notion of supporting or encouraging retired and/or retirement-eligible faculty members to continue working part-time in the University through participation in a mentoring service was fully welcomed by the participants. However, with no mandatory retirement age, this was not seen as the most desirable option by the University administration. One of the department members admitted that mature workers have value, but anticipated situational difficulty implementing a shift in the institutional culture dynamic.

The University takes various steps to encourage retirement. One option is a voluntary retirement opportunity. Voluntary Retirement Incentive Plans (VRIPs) are offered from time to time to the retirement-eligible faculty members by the University. The idea of VRIP is to incentivize people to retire, if they agree to do so within a set time limit. These opportunities are offered from time to time, not on a regular annual basis. Retirement eligibility is determined as the sum of age

and the years of service which should total up to 80 or more (Memorandum of understanding, 2015). The incentives in the VRIPs vary based on available budget and negotiations between the Faculty Association and the University. Phased retirement is proposed based on discussions but is not consistently offered in every VRIP (cf. Memorandum of understanding, 2011; Memorandum of understanding, 2015; Memorandum of understanding, 2016). Gradual workload reduction is not accessible to everyone as part of the policy - it has to be negotiated on a case-by-case basis with Administration. One of the faculty members in a senior administrative role confirmed that currently, reduced workload (50%) is offered only to specific forms of contractual faculty including the Teaching-Intensive Stream (TIS), Contractually Limited Term Appointment (CLTA) and Continuing Faculty. It was further elaborated that tenured positions with partial workload have been moved to 100% workload in recent years. So, tenured positions are mostly on 100% workload although, tenure is offered for maximum or partial workload (Memorandum of agreement, 2011). Another challenge is that VRIP has a clause of irrevocable retirement that may serve as a barrier to part-time bridge employment at the institution for retired faculty members (Memorandum of Understanding, 2015).

Workload reduction and time flexibility were perceived as desirable features of bridge employment by the research participants. One of the retired faculty

members mentioned flexibility as the key to bridge employment. However, she raised a concern that coming back into the workforce may not be enticing enough due to the ambiguous nature of work. This ambiguity could act as an uncomfortable social situation where mature workers are not clear about their status. At the moment, perks for faculty members awarded the status of Adjunct Professors at OCAD U are not even clearly defined as part of any document and are discussed on a one-on-one basis. Recently, a committee has been formed to look how one gets Emeritus status and what the faculty can contribute as an Emeritus. There is a hope that this may open up a dialogue for the discussion of status offered to the retired faculty as well. Currently, only faculty with Emeritus or Adjunct status are able to retain some form of ongoing association with the institution, and not all of the retired faculty are granted such status. This means that there is no form of affiliation with the institution provided to all the retired faculty members. Gradual tapering off or phased retirement was suggested to be a possibly rewarding experience during the retirement period. A former senior professor expressed workload reduction as a gradual transition that eases the 'sudden blow of retirement.' She was disappointed by what she had observed over her long period of time at the institution and felt that once the faculty member leaves the institution, they do not feel welcomed and the sense of belonging is lost. Another senior faculty member resonated with the idea of disconnection. She opined that this institution creates such a sense of

community that it's the 'severing' that is a huge impact where people feel disconnected or they fear they will. She said she already sees bridge employment operating on another level where people are taking leave of absences or are trying to figure a way out. She suggested a phase out for 3-5 years could possibly ensure some guaranteed income along with some connection to the institution and enable faculty members to build other things in their lives that are meaningful to them. This could be a progressive way where the faculty feels happy and refreshed and it will eventually reflect on their teaching as well.

There is no program for faculty-faculty or faculty-student mentoring at OCAD U at the moment. However, this does not mean that mentorship does not exist at all; it does but in a casual unofficial way. A young professor at the institution expressed his unquenched thirst for learning but did not consider himself as the best participator in an official role. He was more comfortable with the informal mentoring relationship that he maintains with experienced faculty members at the institution and spoke really highly of their guidance and participation.

Another professor who has been with OCAD for a really long period of time supported mentoring as a relationship that 'should grow organically' and not be 'mandated.' In the past, an experiment was conducted to assign the older faculty with new incoming faculty. It did not work out in large part because the matches were often arbitrary and in this relationship, mutual connection is the key. It was

clearly observed that personal choice and connection play an important role in the mentoring relationship. Students saw student-faculty mentoring as a relationship that could extend help beyond classroom and a desire for mentors that could make them more aware of their career goals, stay focused and on track. On the other hand, the concept of mentoring was seen as a rewarding and flexible opportunity by mature faculty to stay connected with the community where they have spent so much time in their lives.

Increasing mentoring service activity as an alternative to workload reduction in teaching was seen as one of the plausible strategies for phased retirement but the challenge lies in the monetization of part-time bridge employment at the institution. As OCAD U was granted the status of University a little more than a decade ago, it is still nascent and has limited financial resources. One of the administrators, actively involved in promoting faculty-faculty mentoring culture on an unofficial level, raised concern over monetization of the service. She thought trading service for teaching would be tough because the service would have to be almost revenue generated. Mature faculty did not see remuneration as the only most important factor in providing part-time mentorship service since the workload and responsibilities are different than part-time teaching. They were even willing to be compensated through means other than money such as tax credit, access to studio facilities, and continuous learning through

courses offered at OCAD U or through access to online courses such as Lynda.com. This in-kind contribution was suggested in large part because they had shown a desire to give back to the community, stay connected and continue working on their own personal growth as well. For these reasons and the willingness to consider other means of compensation, it was essential to evaluate this through quantitative data as well. This eventually became a part of the online survey for my research.

Although the definitions of mentoring varied across the participants, most of them had a traditional association to the relationship. There were some who admitted the value of long-term relationships but also welcomed the changing dynamics through shorter lengths of interactions. A faculty administrator actively involved with students' support and well-being appreciated the opportunity for people to give time in little nuggets to more people rather than a long-time commitment to a few. On the other hand, an administrator involved in career development considered one time meeting through flash mentorship to be too casual and common to see mentorship as totally applicable to it. He considered the relationship to be "more strategic rather than rudimentary" and saw it as something to be worked towards. Another administrator and a mentor viewed shorter length of interactions differently. He believed that "Therein lies the appeal of eventually getting to a point where you are considered a mentor." He

advised to have a number of mentors. In his opinion, limiting to only a single mentor is a disservice to oneself as it narrows down vision to one perspective only. As a Millennial, one of the undergraduate students admitted that in such fast-paced life, even friendships fade away quickly so she valued quality of mentoring over the length of relationship. A couple of senior faculty administrators thought the terminologies for short-term mentoring relationships (situational & flash) might be relatively new but these have existed in the past in one form or another.

Students were mostly concerned with an open line of communication and comfort level with mentors. Most of the important protocols of mentorship that were observed throughout the interviews were trust, being a good listener, having open communication and affinity. One of the studio facility managers thought face-to-face interactions to be quite important especially in the context of hands-on work at OCAD U but at the same time admitted the benefits of virtual interaction. He said that putting technology to use could save commute time especially when the commute is longer than the actual meeting. This may also encourage more faculty to participate in mentorship who are willing to help but find long commute time as a deterrent. Hence, the desirability for a platform to connect virtually and take the mentoring relationship to physical space was also observed.

These qualitative interviews gave me a holistic view of the potential needs, challenges and requirements by mature faculty and the institution with respect to phased retirement and part-time bridge employment. It also gave me insights into the possible strategies and opportunities for mentoring as intergenerational knowledge transfer.

5.1.2 Online Survey

5.1.2.1 Overview

The online surveys included two questionnaires; one for mature adult demographics and the other for young adults. The survey for mature adults was primarily designed to gauge if the respondents were interested in paid part-time bridge employment, factors affecting their decision, requirements for work flexibility and their approach towards mentoring as a service activity. On the other hand, the survey for young adults had questions regarding their concerns about career, professional development, their requirements and mentoring as an opportunity for professional advancement. The questionnaire was emailed to 28 young adults, out of which 18 participated and 40 mature adults, out of which 15 responded to the survey. These surveys and their data can be viewed in the appendix for more detail. A summary of these surveys is discussed in the next section.

5.1.2.2 Survey for Mature Adults

All the participants were interested in *paid* bridge employment out of which the majority (64%) responded in favour of part-time opportunity. One-third of the total respondents expressed their preference for delaying retirement and opting for part-time work. The reasons involved for the delay were increase in pension and fear for not getting part-time work or a compatible offer. For work flexibility, job sharing and reduced weekly work hours were the most desirable. 46% of the total participants preferred job sharing whereas 40% *strongly* agreed for reduced work hours in a week (see Figure 12). We have already established in the interview section that reduced workload is not offered to tenured faculty; these options could be seen as an opportunity to be incorporated as part of the offer for phased retirement at the institution.

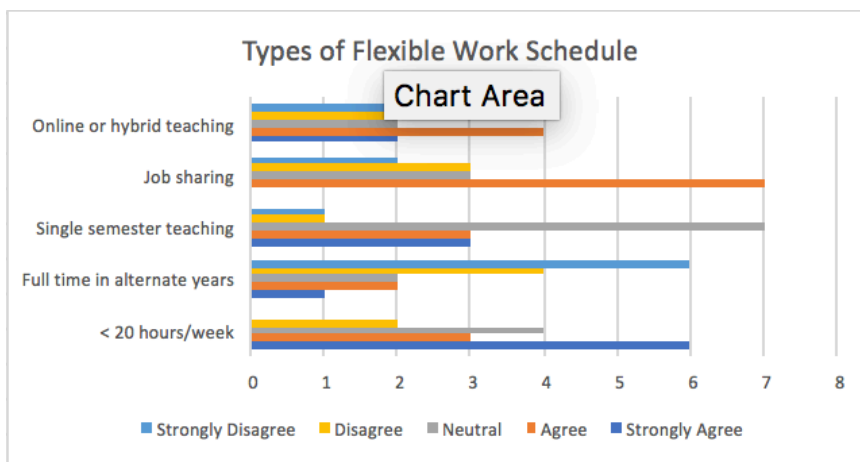


Figure 12: Results for preferred types of flexible work schedule

A majority of the mature adults (40%) considered financial income as an influencing factor to continue working after retirement but finances were not the only reason. Other elements involved in shaping the decision were professional contribution, health benefits and social interaction. Out of these, 86% were interested in keeping themselves engaged to contribute professionally and 60% to maintain their social connection. Mentoring was the most strongly desired option for part-time paid work after retirement at 53% of the total responses (see Figure 13). 80% of the mature adults had mentored someone in their life in one form or another. Although finances were seen as an important factor for part-time bridge employment, offering mentoring services as part of the bridge job was seen to have more intrinsic motivation. This was observed through interviews and was evident in the survey as well. 60% of the total respondents were impartial about transferring their knowledge to young adults for monetary reasons and two-third of the participants rated acknowledgment as a driving factor. These reasons combined with limited financial resources of the institution could provide a window of opportunity for solutions based on compensations other than just remuneration. For mentoring at OCAD U, five areas were gauged by mature adults. These included research, pedagogy, career management, administrative and studio skills. Out of these, research and pedagogy stood at 46% each with the strongest inclination for mentoring. Also,

57% of the respondents agreed that a combination of physical and virtual interaction would be the best approach to share their knowledge and expertise with young adults.

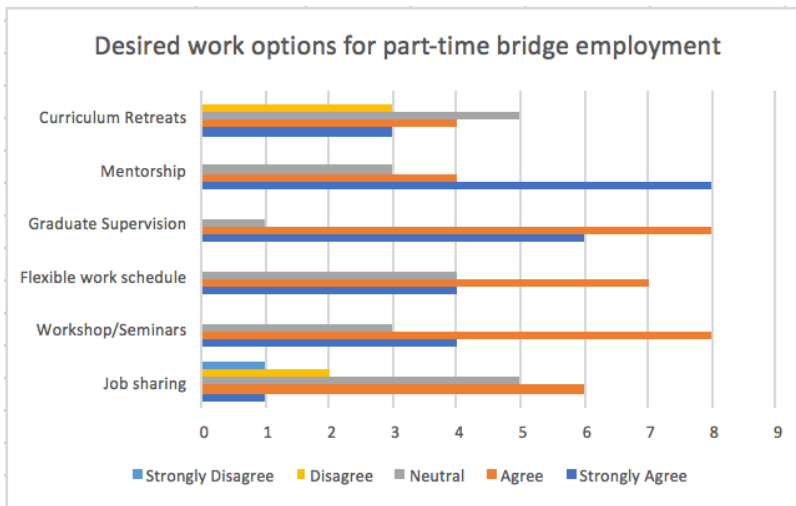


Figure 13: Results for desired work options for part-time bridge employment

5.1.2.3 Survey for Young Adults

Young adults showed various concerns about their academic careers. Precarity of work and few job opportunities at 50% each were seen as the key factors.

Among other important reasons were lack of health and pension benefits, and lack of guidance from mature faculty. 55% of the total respondents saw less available positions as the greatest challenge in securing a tenured position and with no mandatory retirement, the respondents agreed that it creates tough competition amongst young faculty. The most preferred method to collaborate with mature faculty for knowledge transfer was found to be team-teaching at

77%. It is interesting to note that a similar need for job sharing was also identified through the survey of mature faculty members

One-on-one mentoring was found to be the most preferred method of collaboration after workshops for professional development at 72% (see Figure 14). The results showed that young adults sought mentorship primarily in research at 61% and career management at 55%. Other areas of focus like pedagogy and administrative skills were both seen at 44% each (see Figure 15). Around 66% of the total respondents were willing to consider paying mature faculty for services like academic writing, skills transfer, professional development consultation and resume/portfolio building. However, when asked separately about these services, the responses on the spectrum of strong agreement to disagreement majorly moved from impartial to disagreement. To gain knowledge and expertise from mature adults, 61% of the respondents agreed that a combination of physical and virtual interaction would be the best approach. Also, 83% of the total participants agreed that they were mentored by someone in their lives.

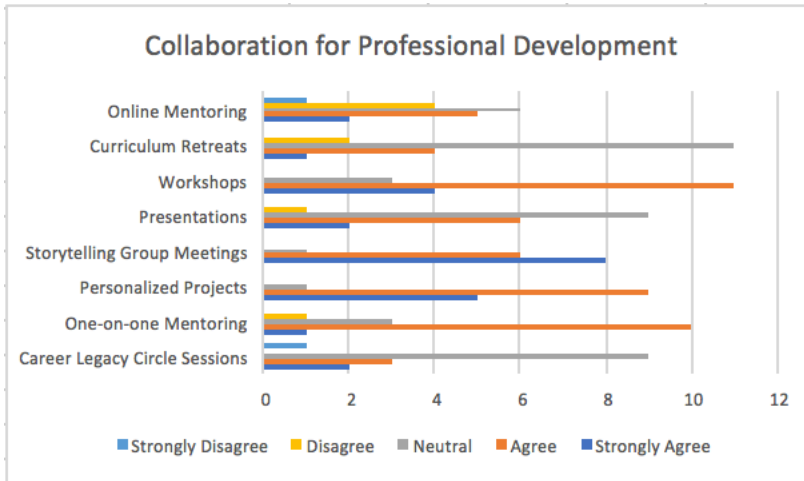


Figure 14: Results for desired method of work collaboration for professional development

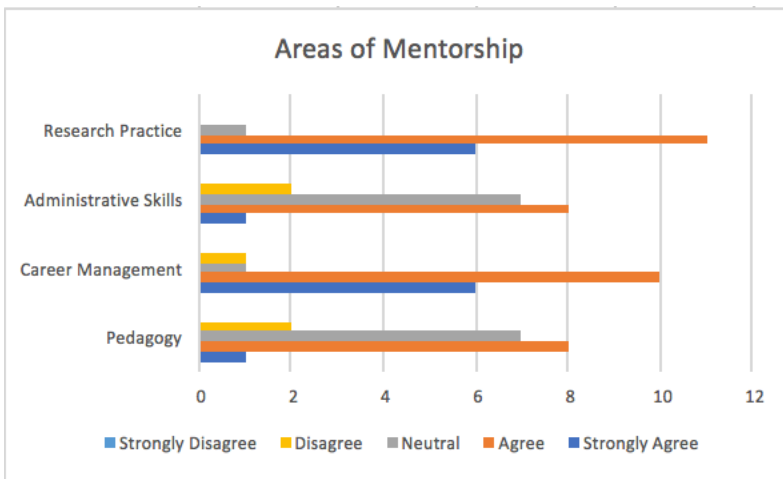


Figure 15: Results for required areas of mentorship by young adults

The qualitative analysis through interviews and data collection through online surveys clearly established the key concerns, challenges and needs of both mature and young adults. This mixed method research approach supported the development of my prototype and proposal for the institution.

5.2 Experimental Prototype

The output for this research project is Wisewrds, a web app intended to facilitate part-time bridge employment for retired and/or retirement-eligible faculty members of OCAD University. Through formal interviews and online surveys with various departments at OCAD University, faculty members and students, mentoring service emerged as one of the strategies that could be implemented at the institution. Wisewrds is designed as a platform to provide part-time bridge employment to mature faculty at the institution through knowledge transfer, to provide guidance to young faculty and students in their professional development and to promote a culture of collaboration to mitigate knowledge loss at the institution. This service activity requires social interaction between mature and young adults. Based on the findings, prototyping of the web app was initiated.

5.2.1 Iteration 1

For my initial prototype, I started off with paper prototyping and chose two approaches for user interface. The core idea of the Wisewrds was to connect people seeking mentorship opportunities and the ones willing to provide it. There were three elements of focus through which the connection could be established. These were through subjects, knowledge domain and methods/approaches.

I made two interactive wireframes for the web app using software tools Balsamiq and InVision. Both had a common purpose of matching the mentee with appropriate mentors. The first version was based on a knowledge domain available on the home page where mentees could select an area of interest where they needed assistance. For instance, if a mentee looked for guidance in research practice, it would give information about the area with available mentors in this category. The mentee could then choose a mentor from the available options and select their preferred method of collaboration such as one-on-one, presentation, workshop or personal project. Another point of entry was to view the profiles of available mentors and select the one based on their expertise and skills.

5.2.2 Iteration 2

The second version was self-matchmaking based on a computational algorithm. Here the user could enter the skill and method of their preference and based on the options selected, relevant mentors would be suggested. Mentees still had the option to choose mentors themselves if they wished to or if they knew the faculty already. There were mockup user profiles for mentors and mentees. The profile helped in keeping track of the schedule, progress and to track personal mentors/mentees. Once signed in, the mentee could schedule a meeting

(physical or virtual) with the mentor based on their availability. The mentor would be notified of the request sent.

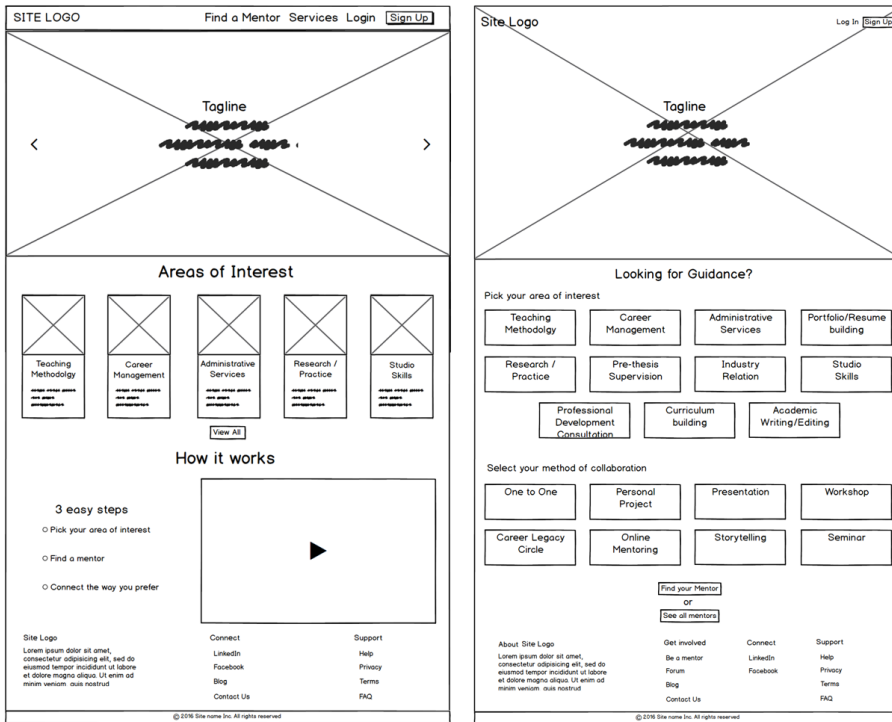


Figure 16: Wireframe iterations 1 & 2 (from left to right) for the prototype

5.2.2.1 User Testing (Round One)

The above-mentioned couple of iterations were then reviewed with the faculty and fellow students. There were some positive aspects and some limitations to these iterations. Based on the three elements mentioned above, these two initial iterations did not emphasize on the connectivity to the subjects directly. The users felt the filters of skills and methods were more predominant and the

option of reviewing the mentors should be focused. The second iteration had more content and information as compared to the first one that made the context more understandable to the users. As much as online digital platform offers convenience, there were some concerns raised about establishing the trust factor between the two stakeholders. Based on the feedback, changes were incorporated in the next iteration.

5.2.3 Iteration 3

This iteration was predominantly designed keeping three elements in mind hence, three entry points. First, mentorship is people centric so the key aspect was the access point for a mentee to connect with the mentor. The second important entry point was the open access for the users to filter their search through *tagged words*. These keywords could either be some existing words or add up to the database for tagged trends. The third important point was the signup which is vital to both users before establishing connection (see Figure 17).

Wisewrds - User Flow Diagram

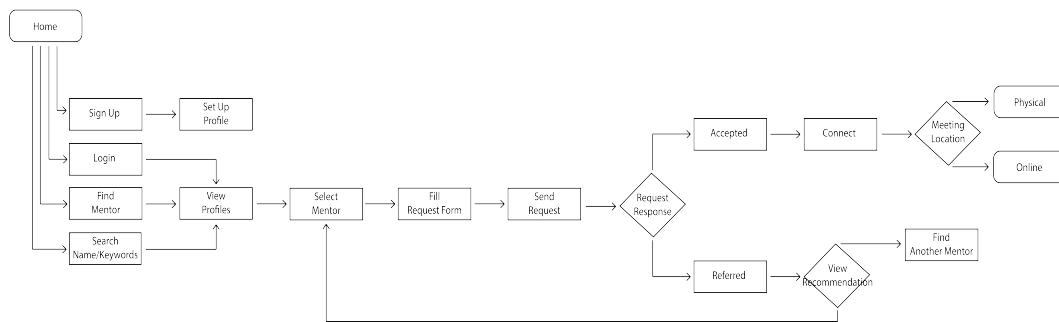


Figure 17: Wisewrds - User flow diagram for mentee

The first two iterations looked more generic and since Wisewrds is specifically for OCAD U community, personalization was critical. So, I started researching on the physical structure of the University's building and the main website. To me, the predominant feature was the overshadowing black and white contemporary structure called *Sharp Centre for Design*. The play with geometric shapes has become the identity of the institution. Even the University's black and white logo is comprised of three squares that have been played around with by its creative community. With three key aspects to highlight on my Home page and giving a sense of community to its users, the OCAD U logo seemed to be the most rational choice. So, I designed with this logo and colour scheme in mind with saffron yellow as accents (see Figure 18).

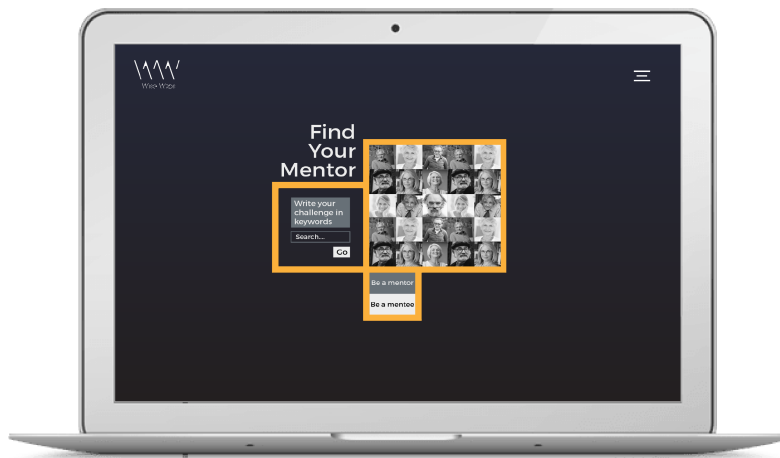


Figure 18: OCAD U logo and colour palette for Wisewrds

The mentoring relationship was identified by two key elements. These factors determined the functions of mentorship and the length of interactions. Factors included Social Guide, Career Guide, Information Source and Intellectual Guide and the mentoring relationship based on length were Traditional, Situational and Flash as discussed earlier. By selecting these segmentations at the time of mentoring request, it helped in establishing a quick understanding of the requirements by the mentor and expectations by the mentee. Based on these structures, both the individuals could make their own decisions. They both had the option for setting up either an online meeting through video call or choosing a physical space based on the schedule availability on the calendar. This gave both users flexibility depending on their requirements. The mentor and mentee have the freedom to set their own guidelines based on the desired outcome.

Since it is informal mentoring, there is no predetermined method to be implemented by each mentoring relationship and the mentor is not answerable to the institution for the mentee's progress. However, there is a first-time approval of the mentors when they sign up by an administrative staff member who is responsible to ensure the eligibility of mentors on the platform. There is also an activity log for the mentors to gauge their own involvement in mentoring service overall. This would be essential in negotiation for their workload reduction or compensation with the administration.

5.2.3.1 User Testing (Round Two)

The user testing rounds two and three were conducted with a total of six participants including mature and young adults. The primary focus was on the navigation of the system to meet its intended purpose including its form and function.

The third iteration was a more complete version in terms of graphical user interface and colour palette along with interactive functions. Based on these features and multiple entry points, the users found it very easy to successfully navigate the system and understood the concept of Wisewrds. They found the system to be quite user friendly and the process as self-explanatory for newcomers. One of the users appreciated the personalization of the web app to

the University. There were some conflicting opinions about the overall look of the web app. One of the users liked the very fact that it was neat and corporate looking whereas another user found it to be too formal because it was corporate looking. Another user found the dark background to be not so 'welcoming.' There were also few other suggestions given by the users for an extended use of Wisewrds in the future. For instance, to incorporate more resources like published work or writings by mentors and probably add some industry connections. Based on the discussions with the users, relevant changes were incorporated in the next iteration.

5.2.4 Iteration 4

Based on the above suggestions, I played around with the proportion of the colour palette in this iteration. The focus was to make it less heavy on the eye for a longer period of use. Wisewrds is not a personal or portfolio website where a dark background is acceptable for a short period of navigating the system. I understand that Wisewrds is meant for a longer period of use with profile signing up and using the system to interact and build relationships online. Hence, I altered the colour proportion for a fresher look keeping in mind the same palette linked to the identity of the University (see Figure 19). Finally, I commissioned this iteration to Fawad Farooq for coding.



Figure 19: Rearranged colour palette for Wisewrds

5.2.4.1 User Testing (Round Three)

Since, this round of user testing was conducted after most of the coding was done, the interaction with the system was evaluated on the overall usability, functionality, appearance and consistency. The users navigated the system and the most appreciated aspect was found to be the simplicity yet effectiveness of the system. The landing page of the web app was found to be clean and the users found it quite refreshing. Overall, the theme was found to be coherent throughout the system.

In the past reviews, a people centric approach was encouraged where the main focus was on people and their expertise. But one of the users during the testing suggested to organize the content by topics rather than looking for people to

connect. Another critique was the lack of content where the user found it difficult to find mentors based on the specific keywords that participant was searching for. Overall, the users showed an interest to use this web app for building informal mentoring relationships with current and former OCAD U community and seasoned faculty. Largely, the system was found to be useful for people who are looking to get involved in mentorship activity either as a mentor or as a mentee.

5.3 Prototype Extension

Wisewrds is a platform for community to build and grow inter-age informal mentoring relationships hence, the system will continue to add users and even develop further. There are some interface improvements that are being worked upon to the current state of this web app. Apart from the graphical design, there are certain technical features that require further work such as keeping a log of the engagement of the mentors to assess their involvement and real-time video calling for online meetup. These features will be further developed to create a more cohesive experience.

Since different mobile platforms have media restrictions when it comes to various features like video streaming etc so, I started off with desktop as a platform to work with a more feature complete version. But for convenience and

usage, it definitely needs to become responsive. Given the limited time and financial resources, I designed mobile layout which could be later developed to make this service screen agnostic (see Figure 20).

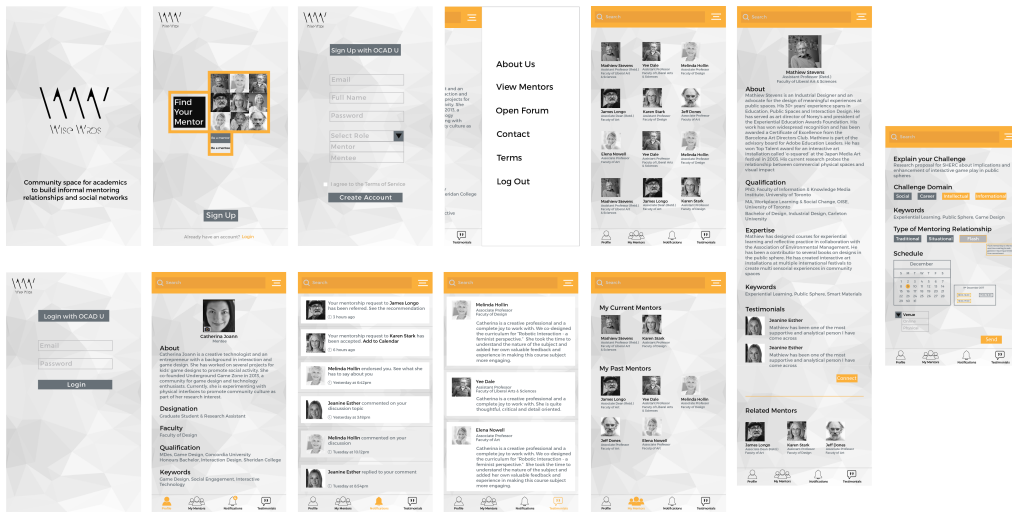


Figure 20: Design layout for mobile version of Wisewrds

5.4 Proposal

Based on this research and discussion above, I recommend the following possible conditions to enable part-time bridge employment at the University.

- Offer flexible work arrangements to mature adults at the institution. These include, but are not limited to, part-time work, compressed work weeks, team teaching, job sharing, residencies, workshops, specialized intensive 3-week courses and telecommuting. This flexibility is to enable mature workers to adjust to changing needs, lifestyles, and priorities

while also ensuring that their skills are used effectively.

- Reduce teaching workload by increasing service activity as part of phased retirement. The workload of a 100% workload tenured faculty member as defined by the Memorandum of Agreement (MoA) is distributed between 40% teaching, 40% research and 20% service. As an alternative, if full workload is reduced to 80%, the distribution could change to 10% teaching, 40% research and 30% service. In such a case, overall workload is reduced 20% and 10% has been shifted from teaching to service. The percentages might shift depending on the workload preferences of the individuals. Teaching workload can be taken up by contractual faculty at a reduced cost. The idea is not to promote contractual employment for young faculty but to introduce a short-term relationship before a long-term commitment by the contractual faculty. During this time, they can be mentored by the mature faculty as well. Here, my mentoring web app, Wisewrds, can serve as a platform for flexible service activity to mature faculty, mentorship to young faculty and partial knowledge retention within the institution in a cost-effective way.
- Address mentoring service activity as part of policy for part-time bridge employment in the Memorandum of Agreement (MoA) for retired and/or retirement-eligible faculty members. This will clarify the roles and

expectations and reduce the ambiguity surrounding phased retirement and post retirement work.

- Grant a single standard status to all retiring faculty so that each one of them has some form of connection and association to the institution. This status must offer some form of benefits and services to the retired faculty. Other honorary statuses like Emeritus or Adjunct could have additional benefits. This standard status is similar to the status offered to graduating students in different universities. They become alumni and enjoy the services and benefits offered as an association to the institution. The services may include retention of email ID, access to the library, eligibility to apply for research grants, and to engage in service activity amongst others. For those who are interested, this standard status would open up the possibility to opt for mentoring service as part-time bridge employment and continue to contribute in their area of interest. It is one way to address the challenge of the irrevocable retirement clause in Voluntary Retirement Incentive Plan (VRIP).
- Introduce Research-Intensive Stream (RIS) as a part-time bridge employment opportunity for mature adults. Research-Intensive Stream exists in the university sector but does not have a presence at OCAD U at the moment. This faculty could be the opposite of Teaching-Intensive Stream (TIS). TIS faculty is required to fulfill teaching and service roles

without any responsibilities of research practice (Memorandum of agreement, 2011). In RIS, the focus could be on research and service without any responsibility for teaching. This will help in advancing knowledge creation and research – this is one of the important goals determined in the draft of the academic plan of OCAD U for 2016-2021. As of now this draft is passed by the senate but is not published yet. It was shared with OCAD U community including faculty and students by the Office of the Vice-president, Academic and Provost. The institution is aiming to develop and implement strategies to enhance the research culture and the success of faculty in obtaining research funding. Along with this, opportunities for students will be expanded to work with faculty. Here bridge employees as RIS could serve as part of the research practice and mentoring service activity to enrich this culture.

- Provide compensation to retired faculty for their mentoring services through in-kind contributions, if not direct remuneration. A few of the possible benefits as discovered through research include access to studio facilities, tax credit and continuous learning either through courses at the University or free access to online learning tools such as Lynda.com. These could serve as a form of collaborative engagement and continuous growth of the faculty.

These are some of the key points suggested in supporting the opportunities for part-time bridge employment. The perspectives of mature adults, young adults and the administration have been taken into account in recommending this proposal.

6 Conclusion

6.1 Reflections

This project was initiated as research into the anticipated aging population and its impacts on socio-economic factors. With better health and increased longevity, a trend for continued work participation was observed throughout aging nations. Retirement is reconsidered in my thesis not as an event to stop working but as more of a continuing process that transitions into another phase. This research explored the challenges of bridge employment for mature workers interested in extending their work participation or returning back to the workforce. But during the journey of my research, I realized that there are numerous continuous challenges faced by retired and retirement-eligible mature workers. These span from ageism, work and employment conditions, to available opportunities for contribution, the lost sense of belonging, and shortfalls of pension plans and healthcare benefits amongst others. Even though there is no mandatory retirement age, most policies and/or healthcare benefits are

terminated at around age 65 or maximum 70. Currently, there is no system in place to respect the aging population and their contributions. With better health and increased longevity, initiatives need to be taken to create meaningful experiences to support the transitional nature of retirement. As much as the aging population might be stereotyped as a burden to the taxpayers and healthcare systems, they in fact are a vital source in shaping the economy. Mature adults can prove to be the basis of social cohesion through collaboration between multiple generations. Through my paper, I have explored mentorship as a part-time paid employment initiative to facilitate post retirement transition. As a result, Wisewrds, is a web app built to support the bridge employment initiative in this contemporary situation and provide convenience through a digital platform. For the purpose of this research project, the web app focuses on mentoring as a service activity for retired and retirement-eligible faculty members of OCAD U who are interested in encore careers. In this case, mentees are the young faculty members and students of OCAD U who are seeking guidance for their professional development through informal mentorship. This research has been conducted with OCAD U as a case study hence, the web app is developed in the framework of a context. Though this application could be potentially applied in a number of different organizations and institutions in various sectors, exploring these options is beyond the scope of my thesis research.

Since there is no program in place at the moment at OCAD U to support part-time paid bridge employment, this research serves as an initiative to open up a dialogue to respect the transitional nature of retirement. If we support the transitional steps of retirement, mentorship can be an important initiative to support the experience of post-retirement age.

6.2 Future Scope

Wisewrds is a web app designed to support part-time bridge employment through mentorship in the academic sector. Although it is beyond the scope of my thesis to cover all the implications of the research, there are potential applications of the model and future research directions that could be based on this project. Apart from developing the features and extending the desktop based version to more screens, this web app could be extended further to other universities to provide opportunities in the academic sector on a broader scale. This application is extensible to other forms of intersectionality and workplaces apart from community interaction between retiring academic professors as mentors and younger faculty mentees. The faculty members who have left the institution could be treated like alumni and their relationship could be developed back with the institution through this engagement. The alumni relations of retiring faculty are relatively underdeveloped as compared to the alumni relations of the students with the institution. In the case of academia, these

interactions could be further extended between faculty of multiple institutions as well. Hence, the app could extend the involvement beyond one workplace.

When mandatory retirement age was banished, it explicitly marked a change in retirement patterns and redefined retirement as a process with transitional steps instead of retirement as an event. More research needs to be undertaken to investigate if this process of retirement is adequately incentivised and how this might be addressed in the contemporary situation. Notions of family and community have become diverse in western culture over the recent period of time. In this diverse situation, the heteronormative culture of retirement may not reflect the realities of retirement now in the urban western world. Hence, it is important to continue meaningful research into the transitional nature of the retirement process.

An important aspect for future research is the moderation of the web app by the institutional administration. There are various important considerations that need to be taken into account for the management of this web app in different scenarios. These include but are not limited to surveillance and autonomy of the stakeholders without jeopardizing their confidentiality. Here, it is very critical to understand the role in management of the web app, because how the web app is managed will make a great difference in its unfolding, depending on who the

moderators are. Hence, this needs to be taken into account when considering the implementation of this web app in different sectors.

This research specifically considers a knowledge transfer model with tacit knowledge being spread by mature adults to young adults. However, this cannot be seen in isolation as a model where the movement of knowledge is unidirectional. This research focuses on recognizing the contributions of an aging working population to support its experience of post-retirement, further research needs to be conducted to look at intergenerational collaboration as the next step. In this case, the idea of knowledge exchange needs to be explored for a more lateral flow of knowledge between various stakeholders. Based on the model of knowledge exchange, the web app can be moderated without the involvement of institutional administration or organisations. The web app can be managed by either a faculty association or between students in academic contexts, or by other independent stakeholders within other organisations. This could make the whole experience more democratic for the users involved.

Wisewrds is a platform that emerged as a result of my research into the academic sector specifically at OCAD U. This research can be further extended to look at aging, health, working conditions and digital labour, to create respectful opportunities for engagement post retirement. The horizon of this research can

be extended to explore new prospects in the field of creative intergenerational experiences for workers in different professional sectors and cultural contexts.

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Appendices

Appendix A: Semi-structured questions for Formal Interviews

About Bridge Employment

- What are the forces of institutional resistance to making part-time job opportunities accessible to mature adults?
- To your best knowledge, what is the average retiring age of professors in the universities or in your institution specifically?
- With no mandatory retirement since the last decade, have you observed any change in the retirement trends?
- As an association working for professors/students, have you observed any challenges faced by mature adults/young adults for getting hired based on age profiling?
- What are the necessary arrangements or incentives offered to working mature adults?
- Does your institution support to retain mature adults? If so, what are the measures taken in this regard?
- What possible job opportunities do you see for retiring professors if they are willing to work post retirement in the same sector?
- What are the potential benefits of having a more age-inclusive workplace?
- What are some of the challenges faced to make work environments more age-friendly?
- What are the potential drawbacks/disadvantages for hiring mature adults, if any?
- How do you think retired mature adults could contribute to the growth of young adults in the academic institution?
- How do you think part-time job opportunities can be made accessible to mature adults?
- How digital innovation can support or create barriers in facilitating interaction between young and mature adults for transfer of knowledge?
- How many mature professors work at the university as part-time employees?
- As an association, do you have any specific service or services to bridge the gap between mature adults and young adults? If so, what are the benefits and challenges of these services?
- Do you have any policy to protect the rights of mature professors/students?
- Are flexible working hours desirable by retirement eligible permanent faculty members (professors and technicians)?
- How could part time bridge employment be facilitated to retired/retirement-eligible faculty members? How do you think paid opportunities be made accessible to retired and/or retirement-eligible faculty members?
- What factors do you think will make bridge employment desirable to mature faculty members?
- How can bridge employment support research and creative activities of mature faculty members?
- As far as I have researched and observed, part-time work opportunities are not really available to tenured faculty members (apart from some exceptions may be). How can workload reduction be offered to retirement-eligible faculty members to facilitate bridge employment and support knowledge transfer to young faculty members?

About mentorship

- How do you define mentorship?
- What do you think are some of the protocols for mentorship?
- How do you define the role of a mentor?
- In your opinion, what are the expectations of a mentee from his/her mentor and vice versa?
- With all your responsibilities at OCAD U, you must have guided, inspired and mentored your peers in one way or the other. What are some of the missing links you think exist in peer to peer mentorship at the institution?
- Similarly, what are some of the missing links in supervisory mentorship at OCAD U between faculty members and students? If any
- How do you define consultation?
- There is a wide range of definitions of mentorship that have existed in the past and the meaning of this term continues to expand over time. There are new forms of mentorships like 'Flash Mentorship' (one time mentorship) and 'Situational Mentorship' (short term/project based) these days as well. How do you think this is affecting the relationship between the subjects? And what are the similarities and/or differences between mentorship and consultation?

Appendix B: Survey Questionnaire for Mature Adults

Bridge Employment and the Potential Benefits of Intergenerational Knowledge Transfer

Have you ever considered or plan to look for paid work after retirement? This research will examine the needs, potential challenges and opportunities for retired or retirement eligible faculty members from universities in Toronto. With life-long learning in your area of expertise, it is hoped to determine strategies for inter-age knowledge transfer. Findings from this project will lead to a service development that addresses the needs of Canadian educators and students. Your contribution will benefit academia and support a more collaborative environment in educational institutions.

Informed Consent

Participation in this study is voluntary. If you wish, you may decline to answer any questions or participate in any component of the study. Further, you may decide to withdraw from this study at any time, or to request withdrawal of your data prior to data analysis (3 days from the date of survey submitted), and you may do so without any penalty.

Any data pertaining to you as an individual participant will be kept confidential. Results of this study may be published in reports, professional and scholarly journals, students' theses, and/or presentations to conferences and colloquia. Survey results will be available by June 2017. You may request a copy of the final report by contacting the Researcher (Nimrah Syed) through [REDACTED]. This study has been reviewed and received ethics clearance through the Research Ethics Board at OCAD University (file no. 100854). If you have any comments or concerns, please contact the Research Ethics Office through [REDACTED].

Consent to Participate

By indicating your consent, you are not waiving your legal rights or releasing the investigator(s) or involved institution (OCAD University) from their legal and professional responsibilities. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

- Yes, I agree to participate.
- No, I do not wish to participate

Survey

- 1) Please enter your email address (*)

- 2) What is your age? (*)

- 50 – 60
- 60 – 70
- 70+

3) What is your gender? (*)

- Male
- Female
- Other

4) Are you pension eligible?

- Yes
- No

5) What is your current work status? (Skip the next two questions if you choose 'retired (full)')

- Retired (full)
- Retired (partial / phased)
- Retirement eligible (yet working full-time)
- Retirement eligible (yet working part-time)
- Other (please specify)

6) What is the type of employment you are currently enrolled in? (If you selected Retired (full) in earlier question, please skip this one)

- Permanent (full-time)
- Permanent (part-time)
- Contractual (full-time)
- Contractual (part-time)
- Other (please specify)

7) If you are still working at retirement eligible age, rate the following factors influencing your decision:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Financial reasons					
Enjoy staying active					
Health care benefits					
Familial reasons					
Accessibility to institution's facilities					

8) Would you be interested in paid employment after retirement from your career job? (Skip the next two questions if you replied no)

- Yes
- No

9) What type of paid employment would you be interested in if and when you are retirement eligible/retired?

- Full-time
- Part-time
- Other (please specify)

10) If you are interested in part-time, would you

- Delay retirement and work part-time
- Retire first and then work part-time

Please explain why

11) What type of flexible working schedule would you prefer?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Less than 20 hours per week					
Full-time at alternate years					
Teaching at odd hours					
Per session basis					
Virtual convenience					

12) Why would you plan to retire or have already retired?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Forced retirement					
Health reasons					
Familial reasons					
Relaxation/pleasure					
Did not enjoy working					

13) If you continue to work for paid employment after retirement / retirement-eligible age, what options will attract you?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Job sharing					
Team teaching / Assistant support					
Flexible working schedule					
Graduate supervision					
Mentorship of younger faculty members					

Curriculum retreats					
---------------------	--	--	--	--	--

14) If you have concerns that your expertise will retire with you, which of the following measures will you take to share them with younger faculty/students

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Career legacy circle sessions (retrospection and identification of personal legacy and action plan)					
One-on-one mentoring					
Personalized Project					
Story-telling group meetings					
Presentations					
Workshops					
Curriculum retreats					
Online mentoring					

15) What areas would you want to mentor your successors in?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Insights into teaching methods					
Career management					
Administrative tasks					
Research					
Specific skill set					

16) What are the best methods for sharing and spreading your expertise with younger faculty/students?

- Virtual Interaction
- Physical Interaction
- Combination of both

17) Rate the factors that influence you to provide services of transferring your life-long learnings and expertise with younger generation

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Financial Reasons					
Acknowledgement					
Providing assistance					
Personal satisfaction					

Thank you for your participation - Submit

Appendix C: Survey Questionnaire for Young Adults

Bridge Employment and the Potential Benefits of Intergenerational Knowledge Transfer

Have you ever considered or plan to look for paid work after retirement? This research will examine the needs, potential challenges and opportunities for retired or retirement eligible faculty members from universities in Toronto. With life-long learning in your area of expertise, it is hoped to determine strategies for inter-age knowledge transfer. Findings from this project will lead to a service development that addresses the needs of Canadian educators and students. Your contribution will benefit academia and support a more collaborative environment in educational institutions.

Informed Consent

Participation in this study is voluntary. If you wish, you may decline to answer any questions or participate in any component of the study. Further, you may decide to withdraw from this study at any time, or to request withdrawal of your data prior to data analysis (3 days from the date of survey submitted), and you may do so without any penalty.

Any data pertaining to you as an individual participant will be kept confidential. Results of this study may be published in reports, professional and scholarly journals, students' theses, and/or presentations to conferences and colloquia. Survey results will be available by June 2017. You may request a copy of the final report by contacting the Researcher (Nimrah Syed) through [REDACTED]. This study has been reviewed and received ethics clearance through the Research Ethics Board at OCAD University (file no. 100854). If you have any comments or concerns, please contact the Research Ethics Office through [REDACTED].

Consent to Participate

By indicating your consent, you are not waiving your legal rights or releasing the investigator(s) or involved institution (OCAD University) from their legal and professional responsibilities. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

- Yes, I agree to participate.
- No, I do not wish to participate

Survey

- 1) Please enter your email address (*)

- 2) What is your age? (*)

- 18 – 26
- 27 – 36

3) What is your gender? (*)

- Male
- Female
- Other

4) What is your current work status?

- Student
- Teaching Assistant / Research Assistant
- Professor / Technician

5) What is the type of employment you are currently enrolled in? (If you are not employed at the moment, skip to the next question)

- Permanent (full-time)
- Permanent (part-time)
- Contractual (full-time)
- Contractual (part-time)
- Other (please specify)

6) If you are to work/continue working in academia, what type of employment opportunity would you be interested in working in academia?

- Full-time
- Part-time

7) What are some of your concerns in academia at your level?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Not enough full time employment opportunities					
More administrative tasks					
Not enough guidance from senior faculty					
Less research opportunities					
Communication gap					

8) In your opinion, how do you think 'no mandatory retirement' has affected the employment opportunities of young faculty members?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Less employment opportunities available					
Fewer full-time positions					

Fewer permanent job positions					
Too much competition amongst young faculty					
Less work benefits					

9) In your opinion, what are some of the challenges faced in becoming a tenured professor?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Not enough funds					
Feel threatened by sessional/adjunct faculty					
Retirement eligible faculty stay at work longer					
Too many administrative tasks					
Less research opportunities					

10) How do you think more full-time job opportunities can be made accessible for young faculty members?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Work options on part-time basis for retirement eligible faculty members					
Career guidance from senior faculty members					
Eligibility for grant application by part-time faculty members					

11) How can you gather industry knowledge and add value to your respective field?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Networking					
Mentorship					
Following the experts					
Reading publications					

12) How would you prefer to collaborate with senior faculty members for professional knowledge/guidance?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Team teaching / Teaching Assistant					
Mentorship					
Curriculum sharing					
Volunteering for professional association/events					

- 13) Would you be willing to pay senior faculty members for mentorship services offered beyond mandatory guidance?
- Yes
 - No
- 14) If yes, how would you prefer to pay? (If you answered no to the previous question, skip this one)
- Hourly basis
 - Per session basis
 - Short term contract basis
 - Other (please specify and rate)

- 15) Which methods of collaboration with senior faculty members can help you in your academic career?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Career legacy circle sessions (retrospection and identification of personal legacy and action plan)					
One-on-one mentoring					
Personalized Project					
Story-telling group meetings					
Presentations					
Workshops					
Curriculum retreats					
Online mentoring					

- 16) What are some of the areas that you would want to seek mentorship from senior faculty members?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Insights into teaching methods					
Career management					
Administrative tasks					
Research					
Specific skill set					

Mentorship before thesis					
Mentorship after graduation for industry relationship					

17) What are the best methods for learning expertise from senior faculty members?

- Virtual Interaction
- Physical Interaction
- Combination of both

18) What are some of the methods you have used to learn from the expertise of senior faculty members?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Informal meetings					
Through publications					
Presentations					
Workshops					
Mentorship					

Thank you for your participation - Submit

Appendix D: Survey Response by Mature Adults

Mature Adult Survey as Percentage of Responses (n=15)					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Factors influencing the decision for bridge employment					
Financial income	40%	27%	20%	7%	0%
Professional contribution	87%	13%	0%	0%	0%
Healthcare benefits	13%	33%	33%	7%	7%
Social interaction	60%	20%	20%	0%	0%
Access to facilities	7%	20%	60%	7%	0%
Types of flexible working schedule					
< 20 hours/week	40%	20%	27%	13%	0%
Full time in alternate years	7%	13%	13%	27%	40%
Single semester teaching	20%	20%	47%	7%	7%
Job sharing	0%	47%	20%	20%	13%
Online or hybrid teaching	13%	27%	13%	20%	27%
Desirable work options for paid bridge employment					
Job sharing	7%	40%	33%	13%	7%
Workshop/Seminars	27%	53%	20%	0%	0%
Flexible work schedule	27%	47%	27%	0%	0%
Graduate Supervision	40%	53%	7%	0%	0%
Mentorship	53%	27%	20%	0%	0%
Curriculum Retreats	20%	27%	33%	20%	0%
Factors affecting Intergenerational Knowledge Transfer					
Financial Reasons	13%	20%	60%	0%	7%
Acknowledgement	7%	67%	20%	7%	0%
Providing assistance	33%	60%	7%	0%	0%
Personal Satisfaction	53%	40%	7%	0%	0%
Areas for mentorship					
Pedagogy	47%	40%	13%	0%	0%
Career Management	27%	47%	20%	0%	7%
Administrative skills	13%	20%	47%	7%	13%
Research practice	47%	40%	13%	0%	0%

Appendix E: Survey Response by Young Adults

Young Adult Survey as Percentage of Responses (n=18)					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Concerns in Academic Career					
Lack of full-time job opportunities	22%	50%	28%	0%	0%
Precarity of work	17%	50%	28%	6%	0%
Lack of guidance	11%	39%	39%	6%	6%
Limited Research opportunities	0%	22%	44%	28%	6%
Lack of benefits (health/pension)	6%	39%	44%	11%	0%
Effect of 'No mandatory retirement' on job opportunities					
Less employment opportunities	17%	50%	22%	11%	0%
Fewer full-time positions	11%	44%	33%	11%	0%
Fewer permanent positions	11%	50%	28%	11%	0%
Too much competition	17%	56%	22%	6%	0%
Less work benefits	6%	39%	39%	17%	0%
Preferred method of collaboration for knowledge transfer					
Team teaching	11%	78%	6%	6%	0%
Mentorship	28%	50%	22%	0%	0%
Curriculum sharing	6%	67%	28%	0%	0%
Volunteering for professional associations	11%	56%	22%	11%	0%
Preferred method of collaboration for professional development					
Career Legacy Circle Sessions	11%	17%	50%	0%	6%
One-on-one Mentoring	6%	56%	17%	6%	0%
Personalized Projects	28%	50%	6%	0%	0%
Storytelling Group Meetings	44%	33%	6%	0%	0%
Presentations	11%	33%	50%	6%	0%
Workshops	22%	61%	17%	0%	0%
Curriculum Retreats	6%	22%	61%	11%	0%
Online Mentoring	11%	28%	33%	22%	6%
Areas for mentorship					
Pedagogy	6%	44%	39%	11%	0%
Career Management	33%	56%	6%	6%	0%
Administrative Skills	6%	44%	39%	11%	0%
Research Practice	33%	61%	6%	0%	0%
Willingness to pay for services					
Professional Development Consultation	11%	17%	44%	28%	0%
Teaching Methods	11%	6%	50%	28%	6%
Portfolio & Resume building	17%	17%	44%	22%	0%
Academic Writing/Editing	17%	28%	44%	11%	0%
Skills Training	28%	39%	6%	28%	0%
Learning Outcomes	11%	6%	56%	22%	6%

Appendix F: User testing Questionnaire

After your interaction with the website, kindly fill in this survey to help me understand your overall experience. Thank you so much for your participation. Your contribution will greatly benefit my thesis project to support a more collaborative environment in educational institutions.

Please write your email address

- What do you think is the purpose of this site?
 - Retail
 - Service
 - Information
 - Entertainment

- Did you understand the concept of the site?
 - Yes
 - NoIf no, please explain

- Did you successfully experience the entire site?
 - Yes
 - No

- How convenient was it to navigate the system?
 - Very easy
 - Easy
 - Okay
 - Difficult
 - Very Difficult

- If you found difficulty of any level while navigating the system, please explain

- Did you immediately understand the function of each item?
 - Yes
 - No

- Were you able to find the functions/information you were looking for?
 - Yes
 - No

- Was the information legible on the site? (including font style and size)
 - Easily

- Some difficulty
- How did you find the following aspects of the site?

	Excellent	Very Good	Good	Poor	Very Poor
Graphical User Interface					
User-friendliness					
Functionality					
Operational Performance					

- Were the terminologies used clear and understandable?
 - Yes
 - No

- Did you find the theme coherent?
 - Yes
 - No
 If no, please explain

- What did you like the most about this site?

- Is there anything you would want to represent differently on this site? If yes, what would it be?

- Is there anything you would want to add to this site? If yes, what would it be?

- Do you think the system satisfies the requirements of providing mentorship services?
 - Yes
 - No

- Do you think the system satisfies the requirements in providing part-time employment opportunities?
 - Yes
 - No

- Please share your additional comments and feedback about your experience with the website

Appendix G: Letter of Informed Consent

Date: October, 2016
Project Title: Bridge Employment and the Potential Benefits of Intergenerational Knowledge Transfer
Estimated Time: 30min – 60min

Principal Investigator:

Nimrah Syed
Graduate Candidate
Faculty of Design
OCAD University

Faculty Supervisor:

Judith Doyle
Associate Professor
Faculty of Art
OCAD University

Faculty Co-Supervisor:

Nick Puckett
Associate Professor
Faculty of LAS/SIS (Liberal Arts
and Science / School of
Interdisciplinary Studies)
OCAD University

INVITATION

You are invited to participate in a study that involves research. The purpose of this study is to explore how part-time bridge employment for retired/retiring university faculty members might be facilitated by leveraging intergenerational collaboration in knowledge transfer for a more age inclusive workforce.

WHAT'S INVOLVED

The Researcher (Nimrah Syed) will conduct a sit-down interview with you. You will be asked to provide your insights and experience working in the academic sector, potential challenges faced by university faculty members/students and the administrative concerns. The Researcher will take field notes during your meeting process with pen and paper and/or laptop. The interview will be audio-recorded for more accurate transcripts to be potentially included in the thesis work. The interview will take somewhere between half an hour up to one hour of your time.

POTENTIAL BENEFITS AND RISKS

This research will build upon first-hand knowledge and insights for potential challenges faced by administration in the academic sector and retiring/retired university faculty members, young faculty members and students. The participation will facilitate in gathering collective wisdom from collaborators and will manifest potential opportunities or difficulties in the implementation of knowledge transfer. This interaction will also facilitate the institutional need to reduce knowledge loss by developing mentorship strategies before the older workforce retires. Moreover, the designed output will be supported by the research in its aim to provide part-time bridge employment for mature faculty members wherein they share their valuable knowledge gained over time.

If you feel uncomfortable with any part of the conversation, you may choose not to participate. If at any time, you experience distress, the researchers will guide you to appropriate counselling services.

CONFIDENTIALITY

The information you provide – which will be solely accessed by the Researcher and their Faculty Supervisors – will be kept confidential, i.e. your name will not appear in any thesis or report

resulting from this study unless consent is received. However, with your permission attributed, quotations may be used.

To preserve confidentiality and minimize the risk of audio recordings and field notes capturing interpersonal relationships and dynamics usually confined within the walls of your academic institute, an alias will be used for your identity during the making of the transcripts. All audio recordings and the appropriate associative master-list with your name and contact information collected during this study will be stored on a password-protected personal thumb drive. Audio recordings, the master-list and transcripts obtained will be deleted from the thumb drive following final hand-ins of thesis work in June 2017. The final document and the 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 questions or participate in any component of the study. Further, you may decide to withdraw from this study at any time, or to request withdrawal of your data prior to data analysis (a week from the date of interview conducted), and you may do so without any penalty.

PUBLICATION OF RESULTS

Results of this study may be published in reports, professional and scholarly journals, students' theses, and/or presentations to conferences and colloquia. In most cases, data will be presented in aggregate forms and quotations from interviews or surveys will not be attributed to you without your consent.

You may request a copy of the final report by contacting the Researcher (Nimrah Syed) using the contact information provided above and/or by filling in your contact information below.

CONTACT INFORMATION AND ETHICS CLEARANCE

If you have any questions about this study or require further information, please contact the Graduate Student Principal Investigator (Nimrah Syed) or the Faculty Supervisors (Judith Doyle & Nick Puckett) using the contact information provided above. This study has been reviewed and received ethics clearance through the Research Ethics Board at OCAD University (file no. 100854). If you have any comments or concerns, please contact the Research Ethics Office through

ATTRIBUTING QUOTES AND FURTHER CONTACT ON PROGRESS OF STUDY

I would like to hear more about the study. You may reach me by (provide below at least one way of reaching you):

Email:

Post:

Phone:

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.

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.

CONSENT FORM

I agree to participate in this study described above. I have made this decision based on the information I have read in the Information-Consent Letter. 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 I have two weeks after this group discussion to withdraw this consent, after which time all data will be aggregated and cannot be individually separated.

I consent / I do not consent to participate in the interview for 60 minutes.

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

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

Name: _____

Signature: _____ Date: _____

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

Appendix H: Installation at Graduate Exhibition



Figure 21: Installation setup at Digital Futures Graduate Exhibition 2017 with a close-up shot



Figure 22: Installation setup at GradEx 102

The concept video of the project is uploaded to OCAD U's Open Research Repository with the link given below:

<https://vimeo.com/212354804>