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Unit 3: Realigning the Expectations of the Labour Market

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Unit 3: Realigning the Expectations of the Labour Market

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1. Content of the Unit 3: "Realigning the Expectations of the Labour Market"

The unit description for all online training days in the Academia+ project should be understood as a helpful basis if you would like to hold a similar training for the covered topics within the online training days of the project. Therefore this unit description is written in present tense and anonymous (although you find names of all speakers and lecturers of the online training in the original material on Moodle) and gives you detailed information about how to use the presentations, group excersises, conference meeting tools and group work tools.

The third online training day from the third Counsellors Study and Training Exchange Programme (C-STEP) in the Academia+ project focuses on the topic „realigning the expectations of the labour market“. Therefore this Unit should cover the challenges for businesses in employing older people, stereotypes re older workers, how to promote an inclusive workforce ny taki ng into account responsibilities, health and access issues. Also discussed will be how to adapt careers guidance to an older workforce .

The complete unit will combine determination of the participants' experience in conducting, sitting on or just hearing or reading about careers guidance and counselling sessions with an older workforce with evidence on specific challenges and demands in such settings on the one hand and the delivery of basic knowledge on the other hand.

2. Learning outcomes

By focusing on the above mentioned contents Unit 3 aims to meet the following learning outcomes:

- Discuss demographic and labour market trends so as to understand the changes which will occur in the workplace
- To understand how working with older clients will impact on the work of career guidance professionals
- To dispel barriers and stereotypes relating to older workers



3. Structure plan

Unit 3 is a whole day online training which combines input sessions with group work and self-learning sessions as well as plenary discussions.

In the morning it focuses on challenges for businesses and misconceptions about older workers and how workplaces can adapt to become inclusive..

The afternoon discusses how older workers can add value to a business and how they can bring different skills to a business and use the skills which they already have.

An overview of the structure plan can be seen below and is explained in detail afterwards.


Table 1: Overview of the structure plan Unit 3. Realigning the expectations of the labour market

Time	Topic	Method, media and material	Outcome	Comments
10.00	1. Introduction of the facilitator and the participants and the course topic & goals	Zoom session Plenary video session	Getting to know each other	Lecturer enters Zoom session and shows welcome slide from ppt presentation Lecturer introduces him/herself and explains the agenda for the day Lecturer asks for volunteers to say their name, their institution and what they would like to learn (Time depends on the number of participants – flexibility needed)
10.15	2. Challenges for businesses in employing older people	PowerPoint presentation and discussion	Acquiring of information and strategies for guidance practitioners for them to pass on to clients	Topics to include Stereotypes already covered in Unit 1 Demographic Change
11.30	break			
11.45	3. How to be inclusive to all regardless of age or responsibilities Part 1	PowerPoint presentation and lecture	Enhanced knowledge about inclusivity	Inclusive measures for employers
12.20	Short break			
12.30	3. How to be inclusive to all regardless of age or responsibilities Part 2	Discussion Group work	Enhanced knowledge about inclusivity	Group work activity – 2 groups with a company role and 2 groups with a career guidance role
13:30	lunch break			
14:30	4. Part 1 Jobs and skills gaps where older people can add value	PowerPoint presentation	More idea of what older workers can bring to a role	Address environment older workers are working in or applying to work in and reflecting on the skills they already have
15.30	Break			



15.45	4.. Part 2 Jobs and skills gaps where older people can add value	Powerpoint presentation	More idea of what older workers can bring to a role	Reorganise skillset employers are seeking from colleagues Case studies Workplace scenarios
16.40	5. Wrap up and final discussion	Plenary session	Summary and sharing	Thank you to all participants and are there any other questions or points to raise

Several people and professionals support in the design and development of the training sessions, among others: guest speakers/lectures (those who do the whole presentations, in charge to provide the training input/contents); moderator/s (usually support with the introduction by the speaker, the interventions, the closure of the sessions and sometimes, with certain technical aspects...); a person who is taking care to make notes and support participants by the email (academia.info@gmail.com) and help with phone numbers; a personal technician who is in charge of recording the sessions and to split/distribute the groups in breakout rooms for the group work, etc.; a person responsible to provide links on the chat and/or other additional material, taking care of checking and answering the chat.

4. Detailed description of the structure plan

All the material are provided via the **Moodle learning platform of Academia + project**. More information on: <https://www.academiaplus.eu/moodle/course/view.php?id=6§ion=1>

▪ The Moodle Structure

Moodle was chosen as the platform on which all the material is provided. One of the advantages of Moodle is a clearly arranged overview with which the material can be presented.

The chosen structure on Moodle follows generally the respective structure of each day of the online training. Every speaker with his or her session have their own section on the course page. You can find the presentations, videos, exercises, sample solution etc., always in the respective section of the speaker. The files you can find there are always numbered in ascending order. So the session can be worked through like a learning module. There are longer input presentations, exercises on various aspects and also smaller contributions from our speakers.



▪ How to use the documents on Moodle:

The provided documents are always available as PDF files to ensure a usage on most devices. Videos are inserted as a stream directly from the Moodle page so you don't need a separate flash or media player. Sometimes we added a YouTube link on the page or on the additional material. In most cases, when our speakers have shown a video on their session, you can find this on the video (recording of the session) we prepared on Moodle. So the external YouTube link is additional; maybe if you want to watch it again or with different subtitles. You also find the links for the YouTube videos in every presentation as you work through them.

In general there are several different types of documents on Moodle.

1. The videos

Each session has at least one video that consists of the recording of the online training day. As these are made available directly on Moodle, every participant/ interested party can access the videos directly on the platform. No extra software or similar is necessary, so that easy access can be guaranteed.

2. The presentations

On every session you can find the presentation used by our speakers in the online training. Depending on whether it is a coherent input presentation or a working session with smaller input presentations, you will find one document with the whole presentation or a splitted presentation. These include a smaller input session from our speaker or preparations for a group work or an exercise. These documents are always named with 'presentation' and the specific name of this short session.

3. The exercises

In different sessions our speakers prepared some exercises and group work. These documents are named with 'exercise' and the specific name of this exercise and they contain two different didactic levels. On the one hand they are prepared for participants and interested people who want to work through the material for themselves. For those there is a small introduction into the exercise and the numbered tasks you have to do. Furthermore there is also a note how you need to save/ share or send the outcome of this exercise.



Depending on the situation you can share your screen or present your outcome or result on Padlet, Sticky notes, etc.

On the other hand you can find a didactic level prepared for potential trainers, speakers or lecturer who want to host further education/ training, maybe in their own institution or company. For those people and for such use of the material you can find italic additional information in the exercises which are marked with 'Editorial note'. These notes includes hints, tips and instructions only for lecturer or teacher. For the most part these are didactic hints or assistance, which software can be used for the presentation of the work results, etc. These notes also contain information on what needs to be prepared in advance of the session/ training. As an example if you as a trainer want your participants to share their work results on a Whiteboard or with sticky notes, you can find a recommendation about the software we and our speakers used in the online training.

4. The sample solutions

Safeguarding of work results is extremely important for the success of a further education session/ training. When your participants come from different countries, backgrounds or at least cities/ companies etc. you will receive a huge mass of productive work results and outcome. In addition to the exercises we provide a specific sample solution. On one side the sample solution we provided on the Moodle platform are the main work results of our participants from the online training. According to privacy policy it's needed to blurry all personal data etc. On the other side, these sample solutions are only intended as additional information. They are not all-encompassing or to be seen as the only solution of the exercise.

5. Additional material (links, texts, handouts etc.)

According to the respective session of our speakers we provided additional material like links, additional texts or handouts. If additional material be available for the specific session, it will be referred to at the respective place in the video or presentation.

- **Preparation before the unit:**

It is important for a good start to the training, whether it takes place in presence or online, that there is enough time for getting to know each other. So as you can see in the Moodle structure the first part of the session will be an introduction part where the participants introduce themselves and get a first overview



about the schedule for the session. After a short introduction made by the speaker it is also necessary to establish some rules for the session. Especially for an online training with many participants some specific rules of conduct can structure the session and thus contributes to the success. It is necessary to mute/ turn off all the microphones while the speaker is talking. Otherwise, the connection will deteriorate, background noise and any interference will cause anxiety and poor understanding. Depending on the number of participants it is also necessary to turn off the video signal while the speaker is presenting. More video signals means more data consumption, which may affect the quality of the conference. In small groups or for group work and discussions in several groups it's useful to switch on the video signal.

While using the common platforms (zoom, MSTeams, etc.) you have two different options for asking questions while an input session. On the one hand you can use the chat. It is very helpful to collect and channel the questions during a longer input session. The questions asked in the chat can then be answered in special Q&A sessions. On the other hand zoom and MSTeams provide different actions for participants who want to say or ask something. There is a raise your hand symbol with which you can indicate that you have a question or want to say something. The little hand will then pop up at the speakers desktop so he knows that someone wants to say something.

The following is a detailed description of the structure plan, which provides an overview of the Unit 3: Realigning the expectations of the labour market.

1. Introduction

The seminar begins with a brief introduction by the speaker (professional profile, institution, lines of research, etc.) in order to get closer to the group (lecturer enters Zoom session and shows welcome slide from ppt presentation) and explains the agenda for the day. Moreover, lecturer asks for volunteers to say their name, their institution and what they would like to learn.

The lecturer then presents a few brief indications on how to make the course a success. To this end, he/she mentions that they are a large group and it is assumed that this is a new experience for everybody (that is why a technical test with participants and speakers in advance is highly recommend).



As mentioned above in the Preparation before the unit section, the lecturer proposes to turn off the participants' microphones, except when they want to contribute and say something. Moreover, it is suggested, if possible, switch on participants' camera, at least during group work.

Participants are welcome to use the chat, but they should be aware that the speaker will not be able to read their comments on the chat while he/she is speaking. So the participants in the chat can raise their hand symbol with which they can indicate that they have a question or want to say something. The questions asked in the chat can then be answered in special Q&A sessions. In addition, to keep discussions alive participants will be invited to share with the team afterwards.

General information

As it was already pointed out, in order to put the group of participants into contact with each other right at the beginning (Getting to know each other), it is worthwhile to start the online training day with an interaction exercise.. The participants have to do a short introduction of themselves (name, place of work and what their job involves, etc.)

2. Challenges for businesses in employing older people

This session will begin with a Powerpoint presentation and a discussion or a workshop. Subject matter of stereotypes will be related to that which has already been covered in Unit 1 of C Step 3 – Demographic Change, so this will not take up a lot of time. As the participants are careers guidance professionals, there is a need to focus on strategies and useful information for them to be able to pass on to clients. The participants will denote how the session pans out, discussion will respond to their needs.

Three case studies will be discussed and the idea will be to carry out three interviews, what potential challenges are involved in each of the three case studies for the business and for the employers. Discussions will take place in break out rooms for three topics – each group will be assigned a challenge. At the end of the breakout sessions, the participants will come back together for results and discussion with the whole group.

Topics to be addressed are counselling older groups and counselling employers and what are the main impacts for career guidance and counselling, what advice can they provide.



The Powerpoint presentation concentrates on topics such as ageing societies and ageing workforces and challenges which companies face when hiring those aged over 50.

Europe is ageing in almost all countries, the proportion of people over 65 is increasing. In the Eurozone, the median age is 44.5, however Italy, Germany, Portugal, Greece and Bulgaria are above this median, whilst countries which are under it are Serbia, Cyprus, Montenegro and Ireland. This could have an effect on the labour force potential as the share of people of working age 15-65, will fall to 57% by 2050. By 2050 more than 10% of Europe's population will be over 80 years old, which could cause problems for labour and pension systems. A possible solution could be to ask people to work longer, but countries with ageing populations do not always opt to work longer. If they do choose to stay on at work, there are potential health and access to the workplace considerations, as well as levels of digital skills. There are certain stereotypes regarding older employees such as they will take more sick leave or be less productive, which are very often not the case. In fact as one of the slides details, you are never too old to train.

3. How to be inclusive to all regardless of age or responsibilities

Part 1 of this session will concentrate on inclusivity and how businesses and employers can promote this by introducing policies such as flexible working patterns around health and caring responsibilities of older workers. How can employers improve their recruitment procedures.

There will be a presentation „inclusive measures for employers“ with any questions the participants may have being put on the chat facility for the moderator.

The Powerpoint presentation for this session will include topics such as creating an inclusive workforce and what is workforce diversity and there will be information related to before employment, during employment and retirement transition. Six fields of action will be discussed for companies managing diverse workforces – corporate culture, leadership, human resource management, work organisation, health and innovation and transfer knowledge.

Another topic to be discussed is what is workforce diversity (there is a short quiz relating to this).



Part 2 of this session will focus on a group work activity – there will be a question which can be looked at from two different perspectives and two different roles – 2 groups with a company role and 2 groups with a career guidance and counselling role. Each group for each role will get a different perspective – recruitment process before working and the working process. The question will be „which aspects are necessary for an inclusive working environment from your specific point of view?“

After the group work, the participants will come back together for discussions and a summary of the main outcomes re what is necessary to be an inclusive workforce from the company’s point of view and from the career guidance practitioner’s point of view.

4. Jobs and skills gaps where older people can add value

Main topics in this session will be addressing the environment which older workers are applying to and reflecting on the skills which they already have. Also the importance of labour market updates will be discussed and there will be a focus on skills gaps and what employers would like from candidates.

This session will be a Powerpoint presentation after which there will be three practical activities –

- Reorganise a skillset which employers are seeking from colleagues
- Conducting a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats)
- Case studies – workplace scenarios

Questions from the speakers featured which generation the participants belong to, boomer, millennial, generation x etc. As one of the slides from the Powerpoint presentation states „there is no set definition for older, for the basis of this presentation, we will use the 50+ age group.

Several sets of statistics are provided on the Powerpoint, including by 2025 there will be around 1 million more workers over 50 and 300,000 fewer workers under 30, increasingly the older workforce is the workforce. Also we live in a world where people over 60 will soon outnumber children aged 5 and under.

Other slides focus on digital skills and all workers needing to be more aware of digital skills and technology in the workplace. Other skills which older workers have are featured in the presentation – problem solving, communication, creativity and instilling confidence, flexibility, team players and being able to take criticism.



Misconceptions regarding older workers are also discussed – that they are just waiting to retire and that they have trouble learning new things. Later in the presentation, there are some examples of success stories of entrepreneurs who started their businesses later in life. Age can be used to an advantage as older workers bring with them wisdom, dependability and experience.

The biggest skills employers are finding that employees struggle with in the early stages of their roles are language skills, teamwork, resilience, communication, technical issues, problem solving and decision making.

Questions will give participants the chance to select an answer which they think is most appropriate/what they would do, example –

You have heard that a new job opportunity/promotion is going to be advertised, but a colleague tells you not to apply as the most successful candidates are usually young....what do you do next

- Apply for the role even if you are not really interested
- Speak to your manager to find out more about it before making a decision to apply
- Find another colleague and complain about the person who tried to put you off
- Do nothing, as at the moment it is all speculation

5. Wrap up and Final Discussion

This plenary session will include a summary of the day and sharing of feedback, general discussion of the day

The seminar concludes with thanks from the moderator to each of the participants, lecturers and experts by focusing on the highlights of the day.