Academia+

Counsellors' Study and Training Exchange Programme for Key Challenges of European Labour Markets and Societies

Intellectual output 3
Demographic change

Counsellors Study and Training Exchange Programme (C-STEP)

Unit 4: Multigenerational collaboration: focus on different target groups and generations

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Unit 4: Multigenerational collaboration: focus on different target groups and generations
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1. Content of the Unit 1: "Multigenerational collaboration: focus on different target groups and generations"

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 fourth online training day from the third Counsellors Study and Training Exchange Programme (C-STEP) in the Academia+ project focuses on the topic „multigenerational collaboration". Therefore, the Unit should cover the popsitive impact of having a multigenerational workforce, how to value and promote diversity and how to avoid stereotyping older workers.

Social justice in the field of guidance and counselling will be discussed, this topic has become more and more prominent over the last few years.

Regarding younger workers, their mental health will be discussed, in terms of the long term effect on the labour market of young peope suffering from mental health issues and the problems they may have in accessing training and jobs.

The complete unit will always combine determination of participants´ experience in conducting, sitting on or just hearing or reading about career guidance and counselling sessions with an older workforce as well as different target groups and generations with evidence on specific challenges and demands in such settings on the hand side and deliver basic knowledge on the other hand side.

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2. Learning outcomes

By focusing on the above mentioned contents Unit 4 aims to meet the following learning outcomes:

- To understand how multigenerational collaboration can work well for businesses

- To understand the problems associated with returning to work, eg after caring responsibilities

- To understand how social justice is becoming an ever increasing topic in the career guidance field

- How the impact of mental health issues can impact on the labour market

3. Structure plan

Unit 4 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 the value of having multigenerational employees and the value of different perspevtives. Also discussed will be women worker and their return to the workplace after childcare or caring responsibilities and the impact of the Covid pandemic on women in work

The afternoon focuses on the topic of social justice and the need or not to advocate for this in education and career guidance counselling. Also in the afternoon we will hear all about a mental health project for young people's mental health

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

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Table 1: Overview of the structure plan Unit 4. Multigenerational collaboration: focus on different target groups and generations

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. The advantages of having a multigenerational workforce	presentation and question and answer session	knowledge about positive advantages	Topics to include The value of working patterns Generational strengths How to remove age bias
11.40	break			
12.00	3. Women returning to the workplace after undertaking caring responsibilities and the challenges they face	Presentation with lecture & discussion. Questions from participants	Enhanced understanding of the problems relating to this group	Labour market inactivity of returners Contrasting the positive progress that has been made on gender v the problems of downwards occupational mobility and under use of skills
13.15	lunch			
14.00	4.The thorny issues of career counselling and social justice	PowerPoint presentation Question and answer session at the end		2013 International IAEVG conference – "Career counselling: a human or a citizen's right?"
15.15	break			
15.30	5. Young people's mental health project	Introduction, short presentation		Pressure on your ng people, more suffer from mental illness – statistics – part of demographic change

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16.40	Wrap up and final discussion	Plenary session	Summary and sharing	

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&section=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 trough them.

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

1. <u>The videos</u>

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. <u>The presentations</u>

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. <u>The exercises</u>

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

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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

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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 4: Multigenerational collaboration: focus on different target groups and generations.

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, 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

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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. The advantages of having a multigenerational workforce

This session will cover the value of working patterns and the mentality of each generation and generational strengths and weaknesses based on the society in which they grew up in. How to overcome age bias, for example older workers being managed by younger workers and younger workers having stereotyped images of older workers.

The Powerpoint will show slides which will provoke discussion. For example – possible advantages of having a multigenerational workforce – knowledge transfer and retention, increased motivation, nurtured team spirit, increased innovation. Future challenges will also be considered – for example the exponential growth of digital devices and how artificial intelligence will play a pivotal role in decision making.

Rule No 1 for transformation – „keep the old wisdom in the organisation. Bring in new perspectives"

An interesting slide during this session is roadblocker on generational collaboration – which cites that 42% of employees still perceive that leadership insists in old ways and blocks changes and 60% of job applicants report that the culture of their new employers didn't match the perspective given to them in the interview. Also it is cited that motivation in German organisations is still low, due to a problem with leadership or the culture of the company.

One thing for sure is that the need for intergenerational collaboration will increase, the estimate compensation effect on the German digitilization by the Covid pandemic is 3 years, which will further increase the need for digital talent and make intergenerational collaboration a must.

3. Women returning to the workforce after undertaking caring responsibilities

The context of labour market activity and policies regarding returners to the labour market. Information from interviews with professionals from Human Resources departments will be discussed, including bias and stereotypes and the need for flexible working patterns to support those wishing to return to work. The role of managers is important as they need to support returners to work to help to build their confidence and skills.

We will discuss the great progress that has been made regarding gender and work and also in contrast, downward occupational mobility for women and the under use of their skills.

For this purpose, the speaker will conduct a Power Point presentation „'Returners' to work, after a career break for caring responsibilities" with the following main objectives:

- Labour market inactivity and returners.

- Contrasting the positive progress that has been made on gender versus the more problematic areas of downwards occupational mobility and underutilization of skills for returners.

- Draw on our fieldwork that explored on qualitative interviews with HR professionals.

- Explore what can be done to support returners in accessing the workplace.

The expository session is accompanied by the following practical and interactive exercises:

- Exercise 1 (10 minutes). As it was indicated, research highlighted that some of the key challenges for workers returning to work and employers are: Confidence, Stereotypes, Expectations. In your groups discuss: „What this actually means in practice and how might it be addressed?" („Confidence with regard to what?", „What type of stereotypes used and by whom?", „Whose expectations (employee and employer and what are they?")

- Exercise 2: Supporting Returners. In your groups consider: „What would be the main advantages for recruiting a returner to work?"; „What type of support might retuners need initially (while accessing work, and during in employment)". – Think about different elements of the labour market and different occupational groups); „How could you support returners, what could you do?"

This learning session ends with the sharing of the thoughts of the working groups and an open group discussion.

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4. The thorny issue of career counselling and social justice

This session will focus on the topic of social justice in guidance and career counselling and if there is a need to advocate for social justice in career guidance.

How can social justice be achieved and what exactly can help in this process. Is it naive to think that trying to prepare students to become critical and active citizens of the future, regardless of their employment status.

Can career gjuidance workers address problems which require political and economic resolve and action at national and international levels. Can career guidance professionals make a difference where one can be made, do they serve the system or the counsellors.

We will discuss the issue of equality – can career practice become meaningful and can real career choices be made available to all.

The slides on the Powerpoint presentation are interesting and thought provoking – The Wondrous Story of the Career Guidance Professionals and Social Justice – two different roles – judge versus coach – what can guidance and career practitioners actually do to promote social justice? Coach – focus on the individual, judge – focus on the system. Mission impossible ?

5. Young people's mental health project

This session will discuss demographic change and mental health – younger workers are suffering increasingly from mental health issues – how this could impact on the labour market. A presentation will concentrate on how young people with mental health issues can gain access to any vocational training or jobs.

Participants will discuss what provision there is for those with mental health issues in their own countries and how easy these services are to access. They will discuss ways in which networking for support can work alongside the counselling process or on the other hand how it can disrupt the process.

The participants will reflect on the issue of age in any counselling process and discuss any personal experiences from thejr work in the career guidance field, if relevant.

The participants will come together at the end of the session to talk about what they discussed and what they had understood from their peers.

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Regarding Germany, a hypothetical question was raised as to how many people report a mental illness and which one – answers ranged from 10% to around 30%, with depression, burn out and anxiety being the illnesses most mentioned.

Therapy for mental health issues swas discussed, it is free in Germany, but often there is a long wait, as a doctor must transfer a patient to a therapist who decides if therapy is needed. In Latvia these services have to be paid for, but there is a new programme which some people can access for free with a reference from their doctor. In the United Kingdom, people are not being referred for help due to the Covid pandemic. The same applies in Germany and Latvia and ironically, many young people in Germany are suffering with their mental health due to the pandemic.

6. 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 moderador to each of the participants, lectures and experts by focusing on the highlights of the day.

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