IO3 C-STEP 3 'Demographic change'
Fact sheet for lecturers: Unit 1 "The challenges of an older workforce"

Objectives and learning contents

The content for this C-STEP deals with the challenge of demographic change on the labour market; in particular the impact of an ageing population and how the labour market will need to adapt to better incorporate these workers as people live longer, retire later and the number of older workers increases. Currently employment amongst older workers is quite low, and there are large differences in their employment rate across the European countries. As a result there is a lot of work to do across Europe to increase the employment rate of older workers and change attitudes held amongst the general population in relation to older workers. Careers guidance professionals are integral to this process as they can help older workers realise and receive training, as well as market the value of older employees. As unit 1 is also the introduction to the course, the day will start with an introduction to the entire course, the agenda, the ways in which it will be delivered and the procedures around interactive elements. This unit will summarise the current demographic and labour market situation, and counsellors experiences of, working with older people, highlighting the challenges they bring to the labour market and to the careers counselling, coaching and guidance process, as well as misconceptions around these challenges and how they can be combated.

Overview of the learning contents in Unit 1:

1. labour market trends vs demographic trends

2. barriers and stereotypes facing an older worker

3. health and access issues

4. combatting a loss of motivation to work

5. advisors' knowledge gaps and how guidance changes when dealing with an older client

6. The digital divide: support and training to increase digital skills of older workers

By focusing on the above mentioned contents Unit 1 aims to meet the following **learning outcomes:**
- awareness of the topics: Longer working lives, skills shortage, labor force development, expectations on the job, learning as an older employee
- discuss age discrimination
- learn about training as staff retainment and maintenance, knowledge management, growing workload of HRM
- describe age and ageing friendly work environments
- learn about age-Management in HR, counselling of 50+, Pre-Retirement, Retirement
- get to know theories and methods for counselling experienced individuals
- discuss curricular consequences for the qualification of counsellors and the importance of profession in the life of olders and their well-being
- awareness about older workers' mindset, to work beyond retirement followed by redundancy barriers & possible interventions
- discuss difficulties with older workers finding work, skills gaps, retraining
- learn about different national perspectives

- learn about benefits/objections from employers
- discuss main reasons for retirement which will also include illness and other subjects
- combine the perspectives a) generational affiliation, common experience of certain historical events in similar life cycle phases and dealing with typical age-related ailments/challenges (i.e. what unites older employees) and b) different (positive and negative, also gender-specific) experiences, biographical trajectories, experiences that strengthen but also weaken the sense of coherence?
- discuss dos and don`ts in dealing with older employees, derived from practical examples to strengthen employability & company commitment.
- get to know the types of the age transition with chances and risks, and recommendations for its accompaniment

Material for use
- Didactical framework, Unit descriptions and List of additional material and resources (OUTPUTS – Academiaplus)
- List of learning material and resources (all materials can be found on Academia+ Moodle platform)

- >>> AGENDA 10th May, 2021

    Speaker 1

- 1.a. Presentation: "Challenges of the labour market and trends of an older workforce"

- 1.b. Presentation: "How demographic change will affect the work of careers guidance professionals"

- 2. Recording: Lena Holder

- 3. Recording: Bernd-Joachim Ertelt

    Speaker 2

- 1. Presentation: "Careers Guidance within an Ageing Workforce"

- 2. Results of the working group: Question: "In todays rapidly changing and increasingly technologised workplace, at what age might someone be perceived as an 'older worker' and why?"

- 3. Recording: David Newnham

    Speaker 3

- 1. Presentation: "What elderly workforce and elderly job seekers need-orientation for career guidance and vocational training"

- 2. Recording: Peter Guggemos

Preparation work
It is important for a good start to the training, whether it takes place in presence or online, to consider some preparation steps in order to make the Unit a success:
- To do a technical test with participants and lecturers in advance is highly recommend

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- To have enough time for getting to know each other (participants and lecturer/-s)
  - o To start the training with a brief introduction by the lecturer about him/her professional profile, institution, lines of research, etc., in order to get closer to the group
  - o To ask for volunteers/participants to introduce themselves (name, institution and what they would like to learn) depending on the size of the group
- Lecturer explains the agenda for the day and get a first overview about the schedule for the session
- Lecturer presents a few brief indications and establishes 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):
  - o It is recommended 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)
  - o 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 is useful to switch on the video signal.
  - o While using the meeting platform there are two different options for asking questions while an input session. On the one hand, it is possible to 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 MS Teams provide different actions for participants who want to say or ask something. Participants can raise their hand symbol when they have a question or want to say something. The little hand will then pop up at the speakers desktop so he/she knows that someone wants to say something.

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