



### IO3 C-STEP 3 'Demographic change'

#### Fact sheet for lecturers: Unit 3 "Realigning the expectations of the labour market"

#### 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. The assessment of clients' potential to enter the labour market successfully is a main task of career guidance and counselling in general and requires knowledge around clients and their skills, and how they match to the demands and needs of the labour market. This unit will look at the challenges and misconceptions the labour market may have about older workers, why older workers should not be discouraged, as well as how the skills of older workers can fit into the labour market and how they can communicate this.

Overview of the learning contents in Unit 3:

1. Challenges for businesses in employing older people – stereotypes and misconceptions
2. how to be inclusive to all regardless of age and responsibilities
3. Jobs and skills gaps where older people can add value

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

- focus on perspectives of career guidance practitioners and counsellors: useful information and strategies communicated to their clients
- work on and discuss 3 case studies regarding the topics:
  - process of being older and “engage” them of the business
  - counselling the older groups and counselling employers/companies (target groups)
  - What are the main impacts for Career Guidance and Counselling?
  - What advice do guidance counsellors provide?
- learn about inclusive measures for employers
- describe and discuss necessary aspects for an inclusive work/inclusive working environment from company perspectives and from career guidance and counselling perspective divided into the recruitment process and the working process
- address the environment older workers are working/apply to be in.
- Reflect on the skills an older workforce already has
- learn about the importance of labour market updates on skill development
- learn about skills gaps: What do employers want from candidates?
- reflect on 5 steps to success
- reorganise a skillset employers are seeking from colleagues
- conduct a SWOT Analysis











- work on case studies – workplace scenarios

### 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 18th May, 2021](#)





#### Speaker 1

-  [1. Presentation: "Challenges for businesses"](#)
-  [2. Practice: Group \(A\) 1 and 2 study case](#)
-  [3. Practice: Group \(C\) 3 and 4 study case](#)
-  [4. Practice: Group \(E\) 5 and 6 study case](#)
-  [5. Recording: Ingo Matuschek and Christoph Krause](#)

#### Speaker 2

-  [1. Presentation: "How to be inclusive to all"](#)
-  [2. Practice: How to be inclusive to all- Quiz](#)
-  [3. Whiteboard outcomes: "How to be inclusive to all"](#)
-  [4. Recording: Christoph Krause](#)

#### Speaker 3

-  [1. Presentation: "Jobs and Skills, gaps where older people can add value"](#)
-  [2. Practice: "Welcome Back – Lets Get Practical!"](#)
-  [3. Open discussion: Questions from the speakers followed by answers from the participants](#)
-  [4. Recording: Alex Proctor and Helen Collins](#)

### 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
- 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.

