



IO3 C-STEP 3 'Demographic change'

Fact sheet for lecturers: Unit 4 "Multigenerational collaboration"

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. Diversity is an important aspect to any successful business and this unit will explore how diversity in age can make businesses more successful, as well as help individuals learn and increase their skills.


Overview of the learning contents in Unit 4:

1. The advantages of having a multigenerational workforce
2. Developing multigenerational work and learning spaces
3. Career Counselling and social justice.
4. Young people's mental health

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

- discuss value of different perspectives and diversity
- learn how to help clients remove age bias (e.g. older clients being unhappy about having younger managers, younger clients not stereotyping older colleagues etc.)
- focus on women returning to workplace after undertaking caring responsibilities and the challenges they face
- contrast the positive progress that has been made on gender versus the more problematic areas of downwards occupational mobility for women in work and underutilization of skills
- get to know the limitations of flexible work policies to support returners, perceptions of employers around confidence and skills and the role of line managers
- discuss how far social justice can actually be achieved in a globalized world and what precisely guidance can bring to this process
- put forth ideas and avenues that might ensure "that career practice becomes meaningful and real career choice is made available to all people"
- break down statistics on demographic change to the target group of young people (fewer young people, increase in mental illnesses).
- get to know strategies to deal with mental disorders in the daily counseling routine



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 20th May, 2021](#)









Speaker 1

-  [1. Presentation: "The advantages of having a multigenerational workforce"](#)
-  [2. Recording: Andreas Seitz and Laura Farrenkopf](#)

Speaker 2

-  [1. Presentation: "Returners' to work, after a career break for caring responsibilities"](#)
-  [2. Recording: Adrian Wright](#)

Speaker 3

-  [1. Presentation: "Guidance, Career Counselling and Social Justice: Mission Impossible?"](#)
-  [2. Recording: Jean-Jaques Ruppert](#)

Speaker 4

-  [1. Presentation: "Mental health and career counselling in demographic change-networking as intergenerational solidarity"](#)
-  [2. Further information and open discussion](#)
-  [3. Additional material](#)
-  [4. Recording: Silvia Keller and Stefan Matthias Zick-Varul](#)

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.

