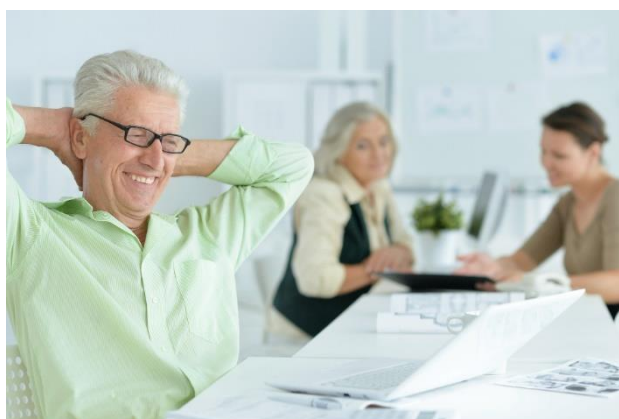


# AGEING WORKERS AND THE LABOUR MARKET

## Module I Workbook



**SASSI**  
Later-life Careers

<https://www.sassi-llc.eu/>



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## INTRODUCTION

Ageing of the work force is a trend currently more and more present in European countries. It is necessary for all the actors to be able to adapt, starting from employees themselves, through policies adopted by employers ending with policies adopted at national and European levels. Changing a career and becoming an entrepreneur is again a different phenomenon bringing about different challenges. We will look at the situation of older workers in Europe from different angles and will try to provide a more complex overview of the situation.

## I MODULE AIMS AND OBJECTIVES

The aim of the module is to provide a comprehensive picture of the impacts of demographic change on labour market development, looking at general knowledge on shifting demographics and the aging of the labour force, providing knowledge on the economic potential of the older workers.



The module is aiming to achieve better understanding of the changing attitudes of older people towards work and the economic behaviour and working patterns of older people including various benefits that older workers may have to offer and drivers of labour market development.

## 2 MODULE DELIVERY

The module is structured into three units, each offering a combination of self-study materials and group activities tailored for facilitation during face-to-face sessions.

Each unit begins with self-study content accessible to learners via the Sassi-website. Additionally, facilitators are equipped with comprehensive instructions to lead group activities outlined in the present document. These activities are designed to engage participants in collaborative learning experiences during face-to-face sessions.

## 3 UNITS

### 3.1 Demographic change and labour market

#### 3.1.1 Learning Outcomes

After completing this unit, learners will

- have more knowledge on demographic developments in Europe and impacts on the labour market
- Understand connections between ageing workforce and labour market.

#### 3.1.2 Self study

The unit is addressing current trends in labour market developments related to ageing of the workforce. The topic itself is very broad and details may differ in different countries. Learners should study the materials and search for more information relevant to their local (country specific) conditions.

#### 3.1.3 Group activity

*Group Activity for unit 1*

Name	Best practice examples of age friendly practices implemented by employers
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Learning Objectives	<ul style="list-style-type: none"> <li>• Identification of good practices related to policies adopted by employers for older employees in local areas</li> <li>• Sharing as many inspiring ideas as possible</li> </ul>
Type of Activity	<p>1) Discussion in pairs</p> <p>2) Group debriefing</p>
Timeframe	60min (30min discussion in pairs, 30 min Debriefing)
Materials needed	<ul style="list-style-type: none"> <li>• Mobile devices</li> <li>• Internet connection</li> <li>• Flipchart (or a board)</li> <li>• Sticky notes</li> </ul>
Introduction	Trainers introduces the activity during presentations related to surveys, statistics, etc. The trainer explains the purpose of the activity.
Activity description	Participants are split into pairs and discuss examples they know from their local area (country). They may use internet to find out or verify the information. They discuss advantages and disadvantages of different approaches adopted by individual employers and decide on two best practice examples they want to present during debriefing.
Debriefing	All the pairs present their two best practice examples in the plenary group. The facilitator highlights the most significant features of individual examples.
Adaption to online mode	During online session Zoom break-out room can be used for group work and interactive online boards (jamboard) for sharing information within pairs and in the plenary group.
Tips for the trainer	Trainer is more or less in a role of a facilitator.

## 3.2 Unit 2 Economic potential of older workers

### 3.2.1 Learning Outcomes

After completing this unit, learners will



- understand the ways in which older workers bring economic potential to businesses
- have the basic knowledge on how to make the best use of this potential

### 3.2.2 Self-Study (Short Description)

The unit addresses advantages of older workers and areas where they could be beneficial for the employer. The learners is also able to reflect upon how to make best use of this potential.

### 3.2.3 Group Activity

*Group Activity for Unit 2*

Name	Re-thinking the way we value older workers
Learning Objectives	<ul style="list-style-type: none"> <li>• Become aware of changing attitudes in the labour market towards older people</li> </ul>
Type of Activity	Video and discussion
Timeframe	30 minutes
Materials needed	Video-clip : <a href="https://www.youtube.com/watch?v=tVaeNy3QGec">https://www.youtube.com/watch?v=tVaeNy3QGec</a>
Introduction	Present a short video on changing attitudes towards older workers  ·
Activity description	After presenting the videos, ask participants to discuss in pairs what the videos evoked in them. Possible questions to ask:  - How did the video made you feel?



	<ul style="list-style-type: none"> <li>- How surprising was the information in the video for you?</li> <li>- What examples benefits of older workers can you mention from your practical experience ?</li> </ul>
Debriefing	In the plenum, ask the participants to share their thoughts and ideas. They are asked to think of possible strategies to create new perceptions of the "older generation". Encourage participants to reflect on how these insights can inform their approach to counselling older individuals.
Adaption to online mode	The structure of the activity can remain the same.
Tips for the trainer	Effectivity of the debriefing discussion increases if the group is diverse as to the age.

### 3.3 Unit 3 Needs and preferences of older workers

#### 3.3.1 Learning Outcomes

After completing this unit, the learner will

- understand how working patterns change with increasing age of workers
- know more about the key preferences related to working patterns of older workers
- understand more about relations between working experience and probability of becoming self-employed at an older age

#### 3.3.2 Self-Study (Short Description)

The learners find out more about different aspects influencing decisions of older workers related to their career. From decisions related to career development the materials lead them towards factors influencing ability and willingness to become self-employed. Still, preferences of older workers are influenced by number of factors that can be very individual. Therefore individual approach is necessary when working with any person.

#### 3.3.3 Group Activity



Group Activity for Unit 3

<b>Name</b>	Defining a Persona of a 55+ individual that is seeking career counselling
Learning Objectives	<p>To develop empathy with the target group of a 55+ worker/job-seeker</p> <p>To get a concrete idea of the potential hopes, fears and needs of an older worker</p> <p>To reflect on the personal and professional strengths and challenges a mature worker might face</p> <p>To become aware of the heterogeneity of the target group</p>
Type of Activity	Group activity, role play,
Timeframe	90 minutes
Materials needed	<p>PP-slide</p> <p>Copies of the Persona Template (1 per 3-4 participants)</p>
Introduction	<p>First, the facilitator informs participants about the purpose of Personas that are originally used in the Design Thinking context and help to identify with the needs of a target group who will use a future service or product.</p> <p>The facilitator then divides the group into smaller groups of around 3-4 participants and hands out a persona template and a flipchart to each group.</p> <p>The facilitator explains how to define the Persona based on the template and gives a few examples per category. Each group will be asked to create one Persona on the Flipchart applying the categories from the template.</p>
Activity description	<p>1. Defining the Persona</p> <p>Participants should start with the basic data including name, age and employment status and draw the persona in the middle of the flipchart. Then, they should start with one area of the template, define the characteristics of the persona and write it down and continue the same process for all areas.</p>



	<p>Here are some examples for the respective areas:</p> <p><b>Negative trends:</b> Complexity of work content and speed of work are increasing</p> <p><b>Headaches:</b> Skills are outdated, migh high age might be a disadvantage</p> <p><b>Fears:</b> Personal health issues</p> <hr/> <p><b>Positive trends:</b> Increasing demand for skilled workers, competence as a competetive factor</p> <p><b>Strength&amp; Opportunities:</b> Experienced working in teams, 20 years of professional experience in campaigning</p> <p><b>Hopes:</b> Find a better work-life balance and lead a calmer but more meaningful life</p> <p>In the middle they write down the persona’s <b>need:</b> What this person really want.</p> <p>Once the groups feel that their personas have all taken form and are completed, they can move on to the next step.</p> <p>2. Role play: Counselling session</p> <p>Within the small groups, group members decide who is going to act as the client (the defined persona) and who is going to act as a counsellors/coaches. Then participants meet again in the plenum and make short role-plays. The counsellor should have a neutral stance, ask some key questions in order to get to know the client’s headaches, fears, strengths and hopes and be an active listener. The client may start with their need: What is he/she looking for at the moment? What does he/she need support with?</p>
<p>Debriefing</p>	<p>After the role-play, the facilitator wraps up the different characters and their needs and if possible encourages a discussion on the heterogeneity of the target groups and possible approaches to address their needs.</p>
<p>Adaption to online mode</p>	<p>In an online setting, the group activity has to be slightly adapted. For working in small groups the facilitator should use break out rooms. Instead of using a flipchart, participants may use a digital version such as Google Jamboard (for free) in order to create their persona.</p> <p>The role play can be done again in the large group as an online counselling session.</p>





Tips for the  
trainer

If you want to read more about the origins of the persona exercise, check out this website:  
<https://www.uxdesigninstitute.com/blog/what-are-ux-personas/>

https://www.sassi-llc.eu/



<https://www.sassi-llc.eu/>



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