

MANAGING LATER-LIFE CAREERS

Module 3 Workbook



SASSI
Later-life Careers



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INTRODUCTION

Module 3: "Managing a Later-Life Career" is designed for HR professionals and Continuing Vocational Education and Training (C-VET) professionals who work with older individuals aged 55 and above. In today's dynamic and evolving workforce, many older adults are seeking to make career changes, start new businesses, or pursue educational opportunities later in life. This module aims to equip those working with the older people with the knowledge, skills, and strategies to effectively support and empower older individuals in managing their career transitions and achieving their professional goals.

I MODULE AIMS AND OBJECTIVES

The main aim of this module is to provide HR and C-VET professionals with the tools and resources to assist older individuals in navigating their later-life career journeys. By understanding the unique needs, challenges, and aspirations of older adults, professionals can offer tailored support and guidance to facilitate successful career transitions, entrepreneurship endeavors, or educational pursuits. The module offers some useful techniques and strategies to do that.

Among the specific objectives of Module 3 are:

- ❖ Examine the specific needs and motivations of people aged 55+ for working longer
- ❖ Demonstrate a practical strategy and framework for undertaking a later-life Career Review
- ❖ Give an overview of the methods and tools that can be used for later-life career review and career change
- ❖ Offer practical tips for motivating 55+ people to work longer, exploring the different opportunities for them
- ❖ Inspire learners to own their personal narrative when developing a career plan

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.

The units explore different aspects of the topic of Managing a later-life career, which are interconnected and follow a certain logic. Each unit contains some individual exercises – either meant for self-reflection or offered as methods and techniques, which can be used by trainers/counsellors with older workers/people as their clients/trainees. There are also references for further reading, which will add up to your perspective and provide deeper information on certain subjects, presented on the slides. Each unit offers one group activity, which you are encouraged to test with a group of participants for a wider impact but some of them can easily be implemented individually with a single client as well.



3 UNITS

3.1 Unit 1 Making a career review

3.1.1 Learning Outcomes

After completing this unit, you will:

- Know why Later-Life Careers (LLC) is a necessity in the reality today
- Understand the concept of a career review
- Be able to help older people enhance their self-reflection in career context using appropriate methods
- Know different age-sensitive methods and tools for making a career review

3.1.2 Self-Study (Short Description)

Unit 1 is revolving around the concept of a “career review” in later-life. It starts with a short introduction, setting the context of later-life careers – why is working in later life a big issue today, what later-life careers may look like and what are the benefits. The unit carries on with introducing an approach, which can be used as a start of a later-life career review, allowing for determining key motivations of older workers. This approach suggests several questions for self-reflection, which you can try for yourself. Unit 1 continues with introducing the purpose of a career review and its main benefits, followed by some methods and techniques, which can help you facilitate a career review with your older clients/trainees:

- Career Review Conversation
- Career Mapping
- LLC Self-Assessment Activity.

3.1.3 Group Activity

Group Activity for Unit 1

Name	Later-Life Career Review
Learning Objectives	<ul style="list-style-type: none"> • be prepared for a career review with an older worker • reflect on possible directions your career review conversation might take
Type of Activity	Self-reflection + Discussion in pairs + Group discussion
Timeframe	50 min



Materials needed	Template for the statements (provided as annex to the Workbook)
Introduction	This activity can help you prepare for facilitating a career review with an older worker. Reflect on the main points that belong in a career review conversation and try to come up with a list of statements to be included in a template that you can hand out to your client/trainee as a starting point of your career review conversation.
Activity description	<ol style="list-style-type: none">1. Using the provided Later-Life Career Review template, draft a set of statements for a potential employee aged 55+ to reflect upon and discuss with a C-VET Trainer/Career Coach/Manager during a Career Review. The table already suggests some examples to get you started. (20 min)2. Pair up with another participant and exchange your templates. Check each other's statements and try to give feedback to the other person. Are there any of his/her statements which you find unsuitable? Are there any statements that you like and would borrow for your own template? (15 min)3. Go back in plenary and discuss your experience with the group. (15 min)
Debriefing	<p>You can use the following questions for the group discussion:</p> <ul style="list-style-type: none">- Have you seen anything that surprised you in the statements? What?- Do you find this exercise useful as a starting point and why?- Do you feel better prepared for a career review with an older worker?- Would you pilot/use your template with older workers?- How would you proceed further once the template has been filled out by your potential client/trainee?
Adaption to online mode	Participants could work together in break-out rooms filling out their templates in Word.
Tips for the trainer	Make sure to prepare enough copies of the template for whole group.



3.2 Unit 2 Changing career paths

3.2.1 Learning Outcomes

After completing this unit, you will:

- Know about different career development opportunities in later life
- Learn various tools for helping older people reflect on (new) career directions
- Be able to identify and discuss transferable skills of older workers
- Know how to guide and encourage older clients to find a suitable career path

3.2.2 Self-Study (Short Description)

Unit 2 delves deeper into the necessity of working on without retirement and the inner reasons for it. However, reality shows that many people over 50 are made redundant but they simply can't afford to retire – be it for financial reasons or other type of motivation. What are the possibilities for these people? This unit explores the concepts of “olderpreneurs”, “encore/legacy careers”, “unretirees” and “mobilities”. It also offers one simple approach to providing guidance to older people seeking to head for a “second act” career path.

3.2.3 Group Activity

Group Activity for Unit 2

Name	The 'Wheel of Life' as tool for a Later-life Career Review
Learning Objectives	<ul style="list-style-type: none"> • Reflect on the different areas of your life and identify possible gaps • Take a step in a direction of a better balanced life • Learn how to use a popular technique in a different context
Type of Activity	Self-reflection + Group discussion
Timeframe	40 min
Materials needed	Hand-out of the Wheel of Life with clear instructions how to work with it (provided as annex to this Workbook)



Introduction	<p>This simple, but effective technique is often used in career coaching. In our context it can provide older workers with a chart of how their life is balanced in the current moment and highlight possible areas they need to address in some way if willing to maintain a well-balanced life. This tool can help them shift priorities and potentially change their career path in later life.</p>
Activity description	<ol style="list-style-type: none"> 1. Working either with an individual or with a group of older people ask them to complete a 'wheel of life' chart, ranking the level of satisfaction in each area of their life. (20 min) 2. Provide clear instructions to the participants how to do this: <ul style="list-style-type: none"> ▪ The centre of the wheel is 0 and zero satisfaction with that area of your life. The outer edge is 10 and means you are fully satisfied. ▪ Now, thinking in a scale of 1 to 10 of how satisfied you are with each area, mark each score on the appropriate spoke of the wheel. ▪ Draw a line to join your degree marks together, so it becomes like a chart. 3. After completing their charts individually, ask them to come back in plenary for a group reflection. (20 min)
Debriefing	<p>Ask those who want to share to reflect on the following questions:</p> <ul style="list-style-type: none"> - What do I have to do to become more satisfied, what do I need to change? - What can I do myself to make these changes? - Do I need to develop or improve any of my skills? - What can I ask others to do to help me? - How will I know when things have improved - what will I feel, see, or hear that is different? - Ask yourself how much you want things to change. On a scale of 1 to 10 how much do I want to improve this area? <p>The level of clients' commitment is crucial at this point. If there is little commitment and they choose a low scale, then very little can change in their circumstances.</p> <p>The Wheel of Life is a simple, but powerful exercise. It gives you a chart of the way your life is currently and compares it with the way you would ideally like it to be. It may take you some time to make these changes but each small step counts.</p>
Adaption to online mode	<p>Participants could use Miro boards (https://miro.com/) or print out their Wheels of Life individually to complete them by hand.</p>



Tips for the trainer	You should be very clear when giving the instructions for completing the wheel. One way to do it is to give the instructions as a hand-out to each participant.
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3.3 Unit 3 Developing a personal story

3.3.1 Learning Outcomes

After completing this unit, you will:

- Learn about the importance of storytelling as a tool
- Know a story telling technique for identifying an authentic career path
- Be inspired to support older workers in developing an individual structured career plan

3.3.2 Self-Study (Short Description)

Unit 3 is dedicated to the storytelling as a skill and a tool for a personal development plan, which every person needs in order to start and take the first step when willing to make a (career) change in (later) life. This unit is the natural continuation of the previous two – after clarifying the benefits of later-life career review and learning how to make one with older people; after identifying the areas in life of high level commitment and deciding for an encore career choice; you will now learn why it is so important to be the heroes in our own stories, so you can guide your clients through the next step – developing a structured LLC plan and sticking to it.

3.3.3 Group Activity

Group Activity for Unit 3

Name	Storytelling Through Objects
Learning Objectives	<ul style="list-style-type: none"> • Reflect on your career journey and identify significant experiences, achievements, and values • Practice storytelling techniques (e.g. narrative structure, engagement strategies, and effective communication of personal experiences) • Identify common themes, values, or goals emerging from the stories and get inspired to set your own career-related objectives and aspirations



Type of Activity	Creative self-reflection and storytelling + Group discussion
Timeframe	Flexible – depends on the size of the group and length of the stories shared
Materials needed	Personal objects from participants, papers and pens (if they want to write down their stories)
Introduction	This activity aims to engage participants in a reflective and interactive learning experience, empowering them to gain insights into their own career paths while building connections and empathy within the group and developing their ability to use personal storytelling as a source of inspiration for change.
Activity description	<ol style="list-style-type: none"> 1. Ask participants to bring in an object that holds personal significance or tells a story about their career journey. 2. Start with some inspiring introduction on storytelling and project on the screen some main rules/attributes that every story needs to have. 3. Ask participants to take some time to build their story behind the chosen object. Then each participant (who wants to) shares their story, including how it relates to their professional growth, achievements, or values. 4. Encourage participants to consider the symbolism and meaning behind their objects and how they reflect their identity and aspirations.
Debriefing	<p>After everyone has shared their story, you can prompt a discussion and ask people to reflect on the following questions:</p> <ul style="list-style-type: none"> - What emotions or thoughts did you experience while listening to your peers' stories? - What common themes or patterns did you notice emerging from the stories shared? - What insights did you gain about your own career journey or aspirations from listening to others' stories? - Did any of the stories challenge your assumptions or perspectives about career development? - What elements of the stories resonated with you the most, and why? - What lessons or takeaways can we draw from the stories shared today that may be applicable to our own career paths?



	<ul style="list-style-type: none">- How might you apply the insights gained from today's activity to your own goal setting or decision-making process?
Adaption to online mode	The activity can easily be done via an online meeting platform but considering the emotional connection aspect, it is strongly recommended to implement it in person.
Tips for the trainer	Make sure everyone feels comfortable to share openly and feels in a safe space. Try (and ask others during the group discussion) not to give any assessments/qualifications to what they've heard but rather stick to what it made them feel.



Unit 1 Template: Later-life Career Review Activity

What is your response to these statements? What are your priorities?

Nr.	Statement	This is important to me	What am I going to do about this?	Where can I get help with this?
1	I'd like to consider working flexibly			
2	I'd like to change my job to something less physically demanding			
3	I'd like to be doing something different in two years' time			
4				
5				
6				
7				
8				
9				
10				
11				

Unit 2 Template: The 'Wheel of Life' as tool for a Later-life Career Review

This is an example of how your Wheel of Life could look:

Each area of the wheel represents one area of your life

Consider each area - how satisfied are you with all these areas of your life?

Are you putting as much time, energy and attention into these areas as you would like?

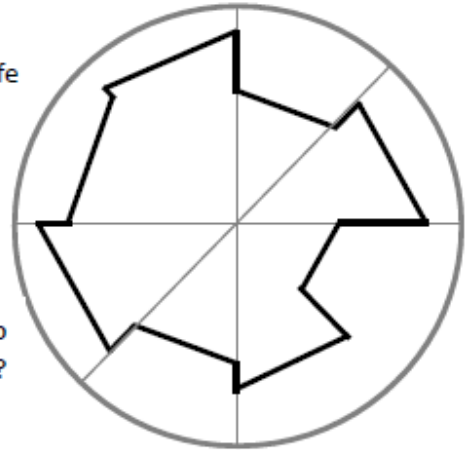
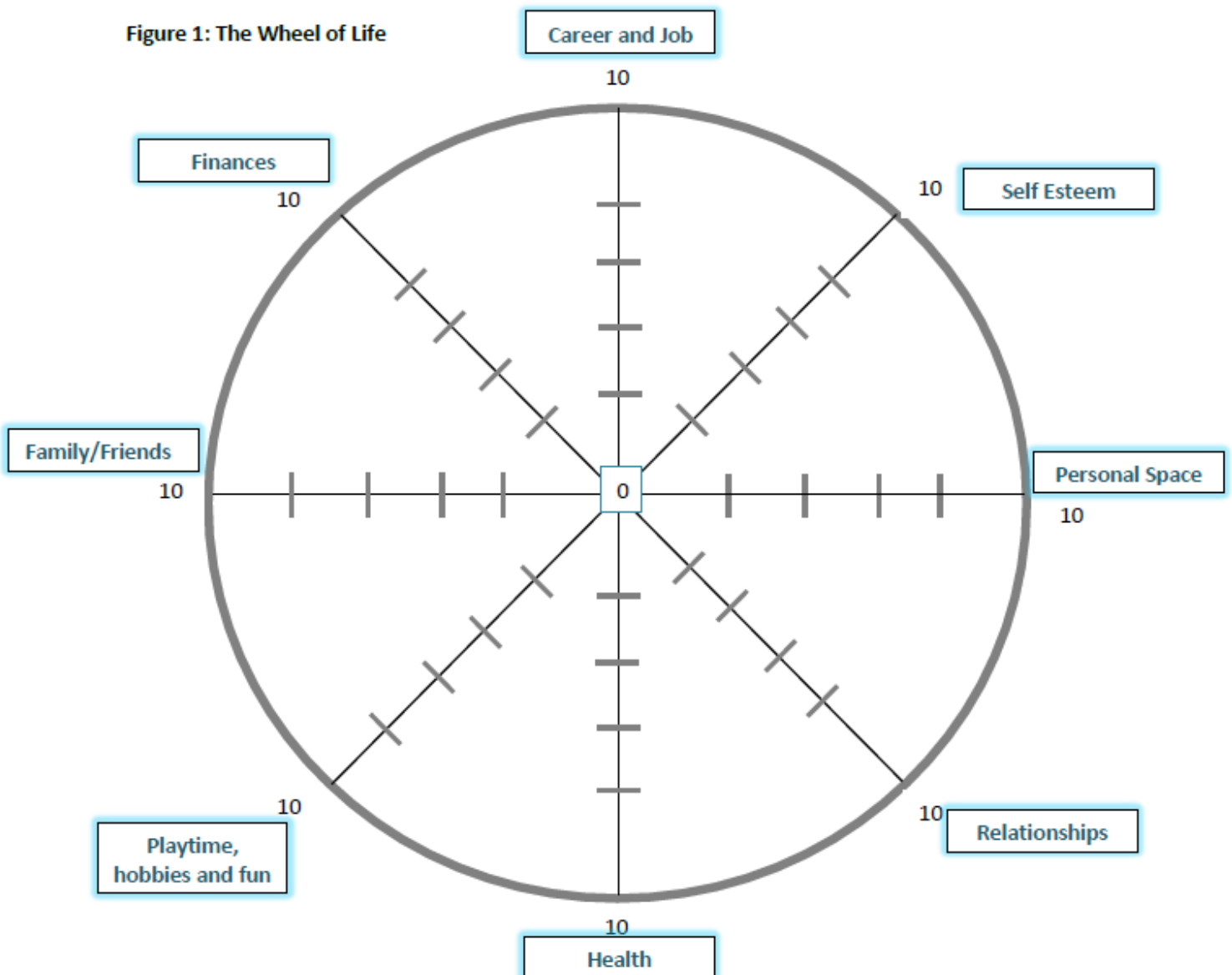


Figure 1: The Wheel of Life



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