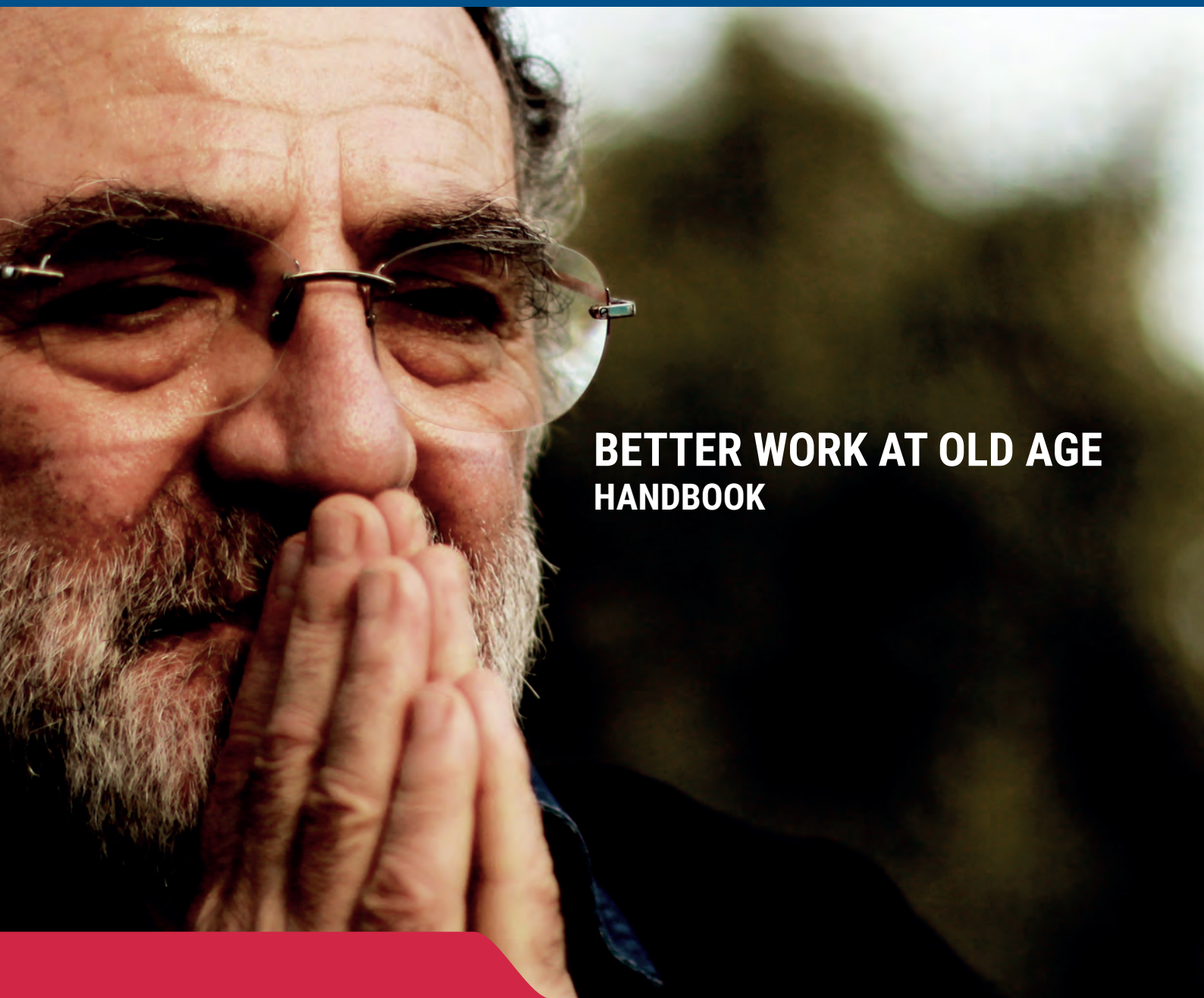


VOCATIONAL COUNSELLING METHODOLOGY FOR OLDER WORKERS



BETTER WORK AT OLD AGE HANDBOOK



Vocational counselling methodology
for older workers
"Better Work At Old Age"

HANDBOOK

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STRUCTURAL CONCEPTION OF THE VOCATIONAL COUNSELLING METHODOLOGY ADDRESSED TO OLD WORKERS 55+


This vocational counselling methodology is based on the careful analysis of the dynamic of European labour market and also on the trend of population aging process in Italy, Spain, Cyprus, Greece and Romania.

The counselling program that is presented in this methodology has as a central goal **to make operational the functional remaining potential of older workers 55+ in order to maintain their employability.**

The principles which are on the bases of this counselling program are:

1. **Each older worker is unique.**
2. **Each older worker has his/her own potential.** In spite of organic involution/ degradation each older worker 55+ has a remaining functional potential that has to be valorised.
3. **The sanogenesis principle.** Only through activities, an older worker 55+ prevents organic degradation and social segregation.
4. **The social utility of each older worker 55+.** Each older worker 55+ can and must play a role in social and community' life
5. **Each older worker 55+ has to benefit from all the human rights.**
6. **Each older worker 55+ has to benefit from integrated services program** provided for remaining in the labour field.
7. **Each older worker 55+ has to be considerate an active part of the integrated services program** realized in order to maintain him on labour market.

This counselling program has the following features:

	<ol style="list-style-type: none"> 1. Has 20 hours duration. 2. Each day of the program has to start with ice-breaking exercise(s) 2. Combines tools (scales) with games and exercises. 3. It is built based on constant group interactions between the participants. 4. Has to be organised for a group of minimum 6 subjects. 5. Has 5 structured workshops. 6. Some activities imply self-administration of the tools by participants themselves. 7. For each activity, the program has a set of games and exercises/ scales which were selected in order to fulfil the purpose. But these instruments are not exclusive. If the counsellor /trainer thinks that another games or exercises are suitable to the purposes of the program he/she can use it. 8. Due to the cultural impact, the games and exercises that are suggested in the content of this program have to be adjusted to the specific of participant national context
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At the end of the training program, each older worker 55+ will be able to:

- ✓ know about elements that determine setting career goals from the perspective of being an older worker 55+;
- ✓ reveal his/her status of job from current perspectives and from his/her future perspectives;
- ✓ reveal the areas that an elderly worker 55+ based on his/ her experience can developed;
- ✓ self-project in future;
- ✓ develop objective criteria in assessing the transitional period to retirement;
- ✓ do an honest analysis of personal resources in order to plan new activities;
- ✓ develop objective manners to set personal goals for personal development;
- ✓ practice a constructive communication, playing a number of roles;
- ✓ foster communication and cooperation between persons in order to achieve a common increase of functioning of decision making skills
- ✓ increase time management skills:
- ✓ increase negotiation skills in a work situation;
- ✓ increase cooperation in intercultural environments, defeating prejudices that are in work groups
- ✓ develop the mentoring skills
- ✓ make an entrepreneurial plan
- ✓ develop entrepreneurial skills
- ✓ increase self-esteem
- ✓ increase the level of well-being level

MATRIX OF THE COUNSELING PROGRAM

N r. c rt	Title of the workshop/ module	Goals	Units	Tools/Name	Time allocated	Expected outcomes/
1	<i>Workshop 1 - introductory workshop - setting new career goals in old age</i>	Set your career goals!	Unit 1- you should know....	The impact of aging upon labour activities	20 minutes	Information about elements the determine setting goals careers when you are an older worker 55+
			Unit 2 –Set your career	1. Applying the seven	35 minutes	-Revealing the status of

			goals!	points- plan-sheet		job from current perspectives and from future perspectives.
				'I believe I can' exercise	25 minutes	- revealing the areas that an older worker 55+ based on his/her experience can develop
			Unit 3- Expand your area of professionalism	Entrepreneurial plan presentation Entrepreneurial plan sheet	60 minutes 120 minutes	-make an entrepreneurial plan -developing entrepreneurial skills
	<i>Workshop 2 - facing life and age transitions –</i>	Knowing The implication of personality features in context of transitions to retirement	Unit 1 – Personality in transition to retirement	Personality in transition to retirement Prospective of personal future – exercise Tips for persons like you - exercise	10 minutes 30 minutes 30 minutes	-information about personality transitions to retirement -self-projection of each participant in future -developing objective criteria in assessing the transitional period to retirement
			Unit 2- Swot analysis	Swot Analysis presentation Swot	25 minutes 30 minutes	an honest analyse of personal resources in

				analysis exercises		order to plan new activities
			Unit 3- Objective personal development	List of things to do - exercise	30 minutes	an objective manner to set personal goals for personal development
	<i>Workshop 3 Personal development</i>	Development of individual potential	Unit 1 – Constructive communication	Build a constructive communication presentation Build a constructive communication exercise	40 minutes 50 minutes	-practice a constructive communication, playing a number of roles.
	<i>Workshop 4 - Labour market adaptation and intergenerational learning-</i>	Develop integrated skills to act and react in order to maintain the employability	Unit 1. - You in organization	Are you prepared for a change in professional life? Do you love your work place? Portrait of my work	20 minutes 25 minutes 75 minutes	-the satisfaction regarding current professional status -revealing the sense of professional style and identity -the perception of personal and collective work or place in the organization
			Unit 2 - Understanding the other point of view	The flood-exercise What is relevant for me?-	60 minutes 20 minutes	-decisions making skills -criteria of making decision

				exercise		process
			Unit 3- Use time wisely	Time management presentation What time is it? - exercise	10 minutes 50 minutes	-developing time management skills
			Unit 4- Increase your negotiation skills	Negotiation presentation It is right. It is wrong - exercise	10 minutes 30 minutes	-developing negotiation skills in a work situation
			Unit 5- Mentoring – valorising the 55+ employee’ experience	Do you have the qualities of being a mentor? Presentation of mentoring Setting a mentoring plan- exercise	15 minutes 35 minutes 90 minutes	-assessing the abilities/ skills of mentoring, valorisation of individual potential -developing the mentoring skills
	<i>Integrative workshop</i>	Share their experiences and will give feedback regarding the counselling program.	Unit 1- overall evaluation process	Discussion about the training program Assessment of training program	60 minutes 25 minutes	-increase self-esteem -increase the well-being level

MODULE I. *SETTING NEW CAREER GOALS IN OLD AGE*

1. Conditions and factors of compatibility of older employees

1.1. *Impact of aging workers and the labour market*

The workforce is aging and is a phenomenon found at both European and global levels. In this context, the aging workforce as well as the retirement phenomenon has become important research objects for psychology, sociology, gerontology, economics or business management.

Remember!



- Bangau highlighted the existence of stereotypes about the elderly in the collective mentality, which is often a negative, stigmatizing older person as member of society.
- These stereotypes are related to older workers as being inappropriate or unwilling to adapt to new technologies.
- Older people suffer from a series of changes in their roles in the sense of losing their consistency (such as the role of parent, for example) or their personal losses (the role of husband, the role of an active person)

Older people gradually disengage from active social roles and adopt passive or compensatory roles, such as widows, grandparents, retired, volunteers. The significance of withdrawing from work and adapting to the new situation depends on attitude towards work, health, financial situation, relationships with close relatives. Retirement can be a stage of a crisis or a period of planned change if the elderly anticipates new roles available in the family and society and seeks to develop new interests or maintain existing interests (Boboc, C., et al., 2014, p. 25-26).

1.2. *Engagement between job requirements and career choices*

Currently, the engagement term has several interpretations.

In general, employability refers to a person's ability to work in accordance with his or her skills, to maintain it, to develop professionally the entrepreneurial capacity of a person, and the ability of the person to change their place of work, if necessary.

Key concept






In UK, regarding the specifications of a job, it is very popular a seven-point scheme proposed by Rodger A.

The Rodger's seven point plan contains:

- 1) physical qualities - physical and mental health, energy, physical strength, verbal expression, etc.
- 2) level of achievement - school and professional training, professional experience, graduate courses

- 3) general intelligence - ability to identify key issues related to problem solving, logical connections, etc.
 4) special skills - forms of mathematical, inductive, verbal, spatial, mechanical, dexterity, memory, etc.
 5) areas of interest - mechanical, scientific, practical, literary, artistic, educational
 6) dispositional features - social integration, balanced temperament, stable, assertiveness, interests - family conditions, family support, etc. (apud Chraif M., 2013, p.24).

A number of factors have been delineated in the literature, which intervene in the career options of the employee. In the opinion of McDowell and Hostetler (2001), these factors involved in career development are:

Factor	Significant elements
<u>Circumstances</u> Pay attention! 	- financial situation, parental status, marital status; - It may favour a career (predispose the individual to a high degree of compatibility with the field) or hinder a normal career development in relation to the individual's personality (at least in the absence with obvious compatibility efforts).
<u>Performance</u> Pay attention! 	- elements of personal history: aspirations, attempts, job satisfaction, or professional horizons; - It may be dissonance factors in terms of their association with failures, disappointments.
<u>Personality' features ,</u> Pay attention! 	- traits are valued by occupational spheres and others are inhibited; - the way the individual relates to the profession is largely due to his cognitive, affective, and voluntary dominance, and their merging's; - the capacity for mutual adaptation of occupational spheres
<u>Concerns or attitudes that match or complement</u>	- formal concerns - personal interests of knowledge; - work attitude
<u>Personal Value System</u> Pay attention!	- helping people (collaboration, relationships with colleagues, rewards in the form of friendships); - material gain (appreciation of situations,

	<p>professional relationships after contribution to personal welfare; - opportunity to be creative (the freedom to improve at the workplace represents the key to organizational and individual progress).</p>
<p><u>Pressures</u> Pay attention!</p>	<p>- family environment (when family members seek to impose their own model to follow); - the pressure of society (which promotes professionally embedded patterns with a certain meaning, launching the way in choosing, exercising and valorising the professions).</p>

1.3. Conditions and factors involved in maintaining the employability of the older workers

Rowe and Kahn (1987) proposed to distinguish between *ordinary aging people* who have a common old age profile and those who have a successful old age profile. The concept of *successful old age* (proposed by Baltes and Baltes, 1995; Garfein and Herzog, 1995; Hazard, 1995; Fontaine et al., 1997) is based on a number of numerous and strongly correlated indicators: *longevity, biological health, mental health, intellectual efficiency, social competence, productivity, personal control or preservation of autonomy and well-subjective state* (Bengson et al 1985; Rowe, Kahn, 1987).

Remember !



There are three conditions that define *successful old age* (Fointaine Roger, 2008)

- I. Health is the first condition: poor likelihood of disease manifestations, especially those that lead to loss of autonomy;
- II. Maintaining a high functional level on the cognitive and physical plan, which fits into the concept of optimum aging
- III. Maintaining a social commitment and a well-subjective state.

In order to solve the problem of shaping a model that would ensure employability at the third age, Baltes and Baltes (1990) proposed a selective optimization model by offsetting that a successful old age is based on pursuing two goals: looking for a high personal level of functioning and avoiding risky behaviours.

1. 4. The influences of the professional environment and the prospect of retirement

At advanced ages, the experience of aging is intertwined with work experience and retirement experience.

Different aspects of work, such as work tasks and organization practices, can have a profound impact on aging and retirement employees. Also, studying the influences of the

professional environment on older employees who want to stay active provides important data to keep their employability in the workplace.

• ***The relationship between labour and cognitive aging.*** Many researches focused on the association between the degree of cognitive stimulation at the workplace and the concomitant or subsequent cognitive functioning patterns. An important theoretical perspective in which these studies were approached was the hypothesis of "mandatory use under penalty of loss" or the principle "use or lose!" in the context of work (Denney, 1984; Salthouse, 2006).

• ***The relationship between employee and organization (RAO) at older workers.*** Several studies have shown that maintaining a positive relationship with the employer ensures productivity and motivation for work in the older workers.

The relationship between the employee and the organization has been conceptualized as a resource exchange between the organization and the employee (Shore, Coyle-Shapiro, Tetrick, 2012). The typical benefits that employees receive from their organizations can include economic / material, informational, time and socio-emotional benefits. The typical benefits that organizations receive in return include productivity, organizational civic behaviour and loyalty (Cropanzano, Mitchell, 2005; Tsui et al., 1997).

Pay attention!

Employees' perceptions about their relationship with the organization are largely determined by the treatment received from the organization.



• ***The relationship between aging and the work-family relationship.*** Another issue faced by the older employees comes from the work-family relationship in the context of aging. Allen et al. (2011, 2012) described both positive and negative aspects in the management of multiple roles in the work-family relationship.

Successful balancing of professional and family demands is essential to ensure productivity and motivation for older workers. It has been demonstrated that these flexible arrangements are clearly linked to productivity, work satisfaction and work schedule, being negatively associated with absenteeism (Allen, Shockley, 2012).

2. Set your goals career!

2. 1. Applying the seven points- plan- sheet

Goal: revealing the status of job requirements to older workers 55+, in relation with the essential elements of a job from current perspectives and from future perspectives.

Materials: 7 Point plan sheet, pen or pencils

Form or organisation of activity: frontal

Time: 35 minutes

TASK : Based on your work related experience, please apply the 7 Point Plan on your current job (“Essential column”) and on a potential candidate that you can select for a job like yours (“Desirable column”).

Guidelines:

The counsellor/trainer:

a) will start with the first element *Physical make up* and will ask the following questions:

“What is currently required in terms of health, strength, energy and personal appearances on your current job?- on “Essential column”

“What will be the desirable requirements in terms of health, strength, energy and personal appearances for a job like yours?” on “Desirable column”

b) will continue with *Attainments* and ask the following questions:

“What education, training and experience is required in your current job?”- “Essential column”

“What education, training and experience is desirable for a job like yours? - “Desirable column”

(here can be mentioned a minimum experience in the field, like 4 years for example, or a specific training course, like Managing conflict situations, or specific volunteering experience, etc).

c) will continue with *General intelligence* and ask the following question only on essential column; on “Desirable column” we will put the word none

“What does the current job require in terms of thinking and mental effort? “- on “Essential column”

d) will continue with *Special aptitudes* and ask the following questions:

“What kind of skills needs to be exercised on your current job” on “Essential column”;

“What kind of competences needs to be exercised for a job like yours?” on “Desirable column”;

(for example, on essential column can be mentioned: social skills to deal firmly, but politely with a nervous person, and on desirable column can be mentioned fluency of social conversation/ flexibility in social communication, etc)

e) will continue with *Interests* and ask the following question only on “Essential column”; on “Desirable column we will put the word none:

“What personal interests could be relevant to the performance of your current job?”

f) will continue with *Dispositions* and ask the following questions:

“What are your personality ‘traits’ that are required on your current job?”- on “Essential column”

“What will be the desirable personality ‘traits’ that a person should have for a job like yours? on “Desirable column”

g) will continue with *Circumstances* and ask the following questions:

“What are the special circumstances that are applied on your current job?- on “Essential column”

(here it can be mentioned: working overtime; working in week-end; replacing a team member, etc)

“What are desirable circumstances that can be applied on a job like yours?” on “Desirable column” (here can be mentioned: flexible domestic situation, stress resistance, personal time management skills, etc)

Evaluation:

The counsellor/trainer will ask: 1) “What was the difficult task for you: analysing current job or analysing the perspective of recruiting a candidate for a job like yours?” – and on black board will count the difficulties

2) “Which section involved a higher effort on your part in analysing current job?”- and on black board will count the section. The mentioned section is the section that has most personal significance for him/her.

3) “Which section involved a higher effort on your part in analysing the perspective of recruiting a candidate for a job like yours?” -and on black board will count the section. The mentioned section is the section that has most future social significance (social utility) for him/her

7 POINT PLAN - sheet

Based on your work related experience, please apply the 7 Point Plan on your current job (“Essential column”) and on a potential candidate that you can select for a job like yours (“Desirable column”).

Feature Sought	Essentials	Desirable-
Physical make-up		
Attainments		
Intelligence		
Aptitudes		
Interests		
Dispositions		

2.2. I believe I can

Goal: revealing the areas that an older worker 55+ based on his/ her experience can develop

Materials: paper sheet, pen or pencils

Form or organisation the activity: frontal

Time: 25 minutes

TASK : Based on your life experience, please complete the following sentences

Guidelines:

The counsellor/trainer will instruct the participants to take in consideration all their life experience, not only work related experience.

Evaluation:

The counsellor/trainer will underline: first 7 statements targeting areas where you can act on your own – executioner level. The rest of 7 statements targeting areas refer to domains where you can act as developer – decisional level.

And ask the question: What sentences were difficult to complete? Why? Then put on blackboard some of the justifications.

I BELIEVE I CAN SHEET

Based on your life experience, please complete the following sentences

ACCOMPLISH _____

CAUSE _____

DEFINE _____

ENCOURAGE _____

HELP _____

EXPERIENCE _____

INFLUENCE _____

CREATE _____

CHANGE _____

IMAGINE _____

IMPROVE _____

LEAD _____

DECIDE _____

MAKE _____

3. Entrepreneurial competences - a way of expanding the area of professionalism

3.1 Entrepreneur – how are you?

An entrepreneur can be any person, regardless of gender or age, who has an idea of how to do something better in a certain field of activity and who is willing to take risks. The idea can refer to a product, service, market segment, marketing and marketing, process, advanced technology, innovation, applicable in any field of activity.

An entrepreneur is any person who "undertakes", that is why he is also called "entrepreneur", who takes risks, innovates, adapts to changes of any kind, has the initiative, manages to combine resources so as to add a new value.

The success of the Entrepreneur depends heavily on his personality, his culture, his knowledge and his previous professional experience, the degree to which he accepts to risk, to capitalize on the opportunities, the external environment, the support that can count from family, friends, business' community.

3.2 *The features of an entrepreneur*

The psychologists revealed that the main features of an entrepreneur are: trust in himself and the need for fulfilment; the spirit of initiative; taking the risk; perseverance; independence; accepting the challenge / uncertainty; innovative, spirit-driven; good coordinator


3.3 *Typology of entrepreneurial forms*

The experts in the field of socio-economic sciences have revealed the main forms of entrepreneurial activities:

1. enterprises specific to pre-capitalist modes of production and formulas of the future;
2. enterprises that do not have employees, being another organizational and legal formula of the workplace and enterprises with hundreds of thousands of employees;
3. businesses that do not have a distinct headquarters residence and companies with multi- level headquarters in major metropolitan areas;
4. enterprises using primitive technologies and those in which industrial robots largely replace people's work.

3.4 *The stages of a business plan*

Based on a vast experience in the field, recently, the experts pointed the following elements that are essential in a business plan:

<p>Remember!</p> 	<ol style="list-style-type: none"> 1. Defining the business activities of the company. 2. Define the current situation or global diagnosis of the company 3. Defining the markets of the company, the market segments concerned, the competition character and the market position of the company 4. Formulate the company's objectives for the period covered by the plan 5. Articulate a medium-term strategy to achieve the objectives 6. Identify the risks and opportunities associated with the business 7. Specifying risk mitigation measures and exploiting opportunities 8. Details of the strategy in business plans 9. Estimating revenue, expenditure and cash flows by articulating a financial plan. 10. Summary of information gathered in concise and clear documents
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	11. Approval of the plan 12. Putting the plan into effect
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ENTREPRENURIAL PLAN (BUSSINES PLAN) SHEET

1. SECTION 1: BUSINESS' PROFILE
 - a) Describe the business idea:
 - b) Target market and customers
2. SECTION 2. VISION AND HUMAN RESOURCES
 - a) Motivation for the business idea
 - b) Human resources
 - a. Personal experience related to the business idea
 - b. Personal qualification and competences
3. SECTION 3. ORGANISATION
 - a. Form of organization – Which type is suitable to implement my business idea?
 - b. Professional consultancy - What types of consulting would you like to call: legal, financial, accounting, management, others?
 - c. Licenses- What types, certificates, licenses need to get?
4. SECTION 4. ADMINISTRATIVE ORGANIZATION:
Describe the procedures for obtaining licenses, endorsements, approvals, certificates, and booking business names
5. SECTION 5: PREMISES (BUSINESS LOCATION)
Mention the criteria used in choosing the location for implementing your business idea,
6. SECTION 6: ACCOUNTING AND LIQUIDITY (CASHFLOW)
 - a. How to organize and keep accounting, balancing and revenue design at 6 months / 1 year?
 - b. How you plan your cash flow?
 - c. The analysis of the costs- What are all costs: fixed, variable, product, delivery, etc?
 - d. Internal controls- Who will control liquidity, signature policy and signature verification, policy to verify fairness, receive products purchased?
7. SECTION 7 – FUNDING
 - a. Funding strategies
 - b. If you are considering possible loans, include a cash-flow projection to highlight the estimated earnings and loan repayment schedule. Make a list of institutions that can grant loans.
8. SECTION 8 – ACQUISITIONS
 - a. Develop a procurement procedure.

- b. Do you have a team of consultants? Who compose it (jurist, accountant, banker, broker, etc.)?
 - c. Which vendor documents should be inspected (financial, sales, tax, bill, etc.). Do you use franchise, leasing? What are the market conditions for acquisitions? What purchase method will be used?
9. SECTION 9: MARKETING
- a. Marketing Plan (Describe marketing and sales strategy, including how to attract and retain customers)
 - b. Promotion and advertising plans (Describe the plans and budgets allocated for advertising and promotion)
 - c. The procedure for making purchases and checking stocks.
 - d. How do you think you can benefit from capitalizing on the weaknesses of the competition?
10. SECTION 10: DEVELOPMENTAL PROGRAM
- a. Expansion. Do you have a business expansion program and how it will manifest over time (what segment do you think can be extended, when, with what financial efforts, with what effects)?
 - b. What major issues can occur in implementing your business and how do you think you can respond? (such as how you will act when sales will drop by about 20%, or if new competitors appear on the market, etc.).
 - c. You should also design a pessimistic cash flow (at the lowest level you can estimate) and show what costs you should reduce to maintain liquidity.
11. SECTION 11: PERSONNEL MANAGEMENT
- a. Payroll services are performed by employed persons or outsourced?
 - b. Develop job descriptions for all positions and jobs necessary for the activity (to all staff you intend to hire)
 - c. Develop a Job Application Model and a Recruitment Procedure
 - d. Develop a Sheet of Expected Benefits
 - e. Develop an internal regulation and an Employee Manual
 - f. Develop a possible training program and professional development plan for staff

MODULE 2- *FACING LIFE AND AGE TRANSITIONS* –

1. *Personality in transition to retirement*

Transition is conceived as a change-generating event, sufficiently significant to cause disturbance in a person's roles, relationships and / or habits.

The model of the retirement process (Shultz, Wang, 2011; Wang, Shi, 2014), which usually consists of three main phases: retirement planning, the decision on the period of transition of individuals from work to retirement, and transition to retirement, with accommodation.

The transition process begins with a pre-retirement training period and a preparatory phase in which individuals begin to imagine what retirement means and begin to discuss their plans with friends, family members and colleagues. Previous research has shown that financial and cognitive retirement planning is crucial for structure, social interaction, and maintaining a standard of living during retirement (Taylor, Schaffer, 2013). During the formation of the retirement decision, the individual has to compare the values of work and leisure with his / her particular circumstances and involves a cognitive process in which he / she faces possible future situations with past experiences at the workplace.

In the transition phase from full-time workers to retirees, the accommodating process involves changes in daily activities, leisure time choices are increasing, including leisure activities, volunteer work and various forms of paid work (Adams, Rau, 2011).

Even if retiring, the older people can still perform some lucrative activity. Older people can adapt to changing lifestyle in the retirement period by continuing to participate in active labour (Wang, Shultz, 2010). This type of activity is called "bridge employment" and represents a form of labour force participation of older workers who leave their profession and are moving towards full employment. Post-retirement employment can be done in the form of reduced working hours (representing a form of retirement) or can be done in the form of career development or in a different field from the professional one.

Remember !



- Post-retirement employment, volunteer work and leisure activities potentiate the well-being of pensioners. Moreover, when retirees work inter-generationally (for example, in order to share the knowledge of the younger generation), they are more likely to feel an improved psychological state of well-being (Dendinger et al., 2005).
- The psychological, physical and financial well-being of pensioners has an important influence on longevity and mortality, but also on work-related behaviours.
- Some investigations revealed that the pensioners who enjoyed a better physical health and felt less psychological stress were more likely to work in the post-retirement period in their career than to withdraw completely from their work (Wang et al., 2008).

The problems of retired persons concern five areas (Mocănașu F., 2014, p.98-99):

- the independence of retired persons is represented by the right to food, shelter, clothing, adequate health services, with the help of the state or its own support; by the right to work, adequate education and training programs, protected environment, adaptable to personal preferences

- participation in active life signifies sharing their experience with younger generations, developing opportunities to serve the community; volunteering, the right to organize associations for the elderly

- care for retired persons involves the right to benefit from the care and protection of family, community, in accordance with the cultural values of the society in which they live; access to health services to ensure that they maintain or achieve the optimal well-being level; psychological, mental, emotional and disease prevention; access to social or legal services to strengthen their autonomy, protection and care; access to different levels of institutionalized care that provide them with protection, rehabilitation, social stimulation and mental, right to make decisions about care and quality of life

- personal fulfillment for retired people means: the right to seek opportunities for the full development of their potential; access to the educational, cultural, spiritual, recreational resources of society

- the dignity of retired persons means: the right to live in dignity and security; to be free from exploitation, physical and psychological abuse, treatment in law, regardless of age, gender, race, ethnicity, disability or other situations; be valued, regardless of their economic contribution or the function they held.

Guillemard (1970) proposed a categorization of retirement practices (styles):

- a. Type of retirement - the individual manifests a bias on the biological being, a narrowing of the social and spatial field, the social commitment and the maintenance of productive activities are non-existent (retirement is a social death);
- b. Type of third-age pension - the pensioner is integrated into a social network through productive activities, which are within his centers of interest. This typology is associated with a sense of successful old age.
- c. Type of leisure time or family - the pensioner is integrated into a network through family or leisure activities, family-centered or leisure activities (cultural, sports, travel etc.).
- d. Pension-claim type - The pensioner challenges the status of the older persons in society and believes that they should be a pressure force to maintain an active role. Establishes social connections with different retirees.
- e. Type of pension-participation - the individual is socially inserted through proxy, via television. Television consumption is taking much of its time, without being productive.

2. Prospective of personal future – exercise

Goal: self-project of each participant in proxime future

Duration: 30 minutes

Resources: paper, pen/ pencils., a quiet place, flipchart,
<http://www.glamourmagazine.co.uk>, <https://en.wikipedia.org>

Form of activity: frontal and group

Task: “Please write down how you see yourself as a person over 5 years? What problems you think you will have to deal with?”

Guidelines:

The counsellor/trainer will emphasize that the participants can write what they want, that it is a simple task and nobody is judged there, that there are no good opinions or bad opinions.

Before each participant presents his/her work, the counsellor/trainer should ask each participant: No one judges you! It is in fact, your life!

Please present your prospective position.

Evaluation

After the presentation, the counsellor/trainer will ask: How do you feel about this exercise?

What will be the role that you now think that you will play best and frequently?

The counsellor/trainer will put on blackboard or flipchart, from everybody, the role that the participants think will be played after.

For relaxing the participants, the counsellors/trainers should give the following example: a) **Wang Deshun** which is actor and artist from China. His **modeling career**, started during a runway show at **China Fashion Week 2015** <http://www.glamourmagazine.co.uk>; b) **Carmen Dell'Orefice**, born 1931 is an American actress and model. She is known within the fashion industry for being **the world's oldest working model as of the spring/Summer 2012 season.** <https://en.wikipedia.org>

3. Tips for persons like you

Goal: developing objective criteria in assessing the transitional period to retirement

Duration: 30 minutes

Resources: papers, pen, flipchart

Form of activity: frontal and group

Task: Imagine that you are coming from the future, more precisely from 2032. What tips can you give to an older worker 55+ in order to prepare for retirement?

Guidelines:

The counsellor/trainer will divide the tips in two sections: private life and professional life. He/she will put in those columns the tips from all the participants, and at the end will see the dominant section.

Evaluation: After the presentation, the counsellor/trainer will ask:

“How do you feel about this exercise?”

What was the difficult part of this exercise? Why?”

4. The SWOT analysis

The SWOT analysis can help people become the best versions of themselves, said Marlo Zarka, a certified professional coach. To make a SWOT worth the time, you need to set aside the time to really think about it, answer, then sleep on it and revisit it. You won't think of everything at once, and that question or answer that percolated in your brain overnight might be the most relevant and revealing insight in the entire exercise.

Begin by identifying your **strengths**. These are the traits or skills that set you apart from others. Questions to ask include:

- “What are you good at naturally?”
- “What skills have you worked to develop?”
- “What are your talents, or natural-born gifts?”

The next step is **weaknesses**. This part examines the areas in which you need to improve and the things that will set you back in your career. Questions to consider include:

- “What are your negative work habits and traits?”
- “Does any part of your education or training need improving?”
- “What would other people see as your weaknesses?”

For the **opportunities** section, look at the external factors you can take advantage of to pursue a promotion, find a new job or determine a career direction. Questions to examine include:

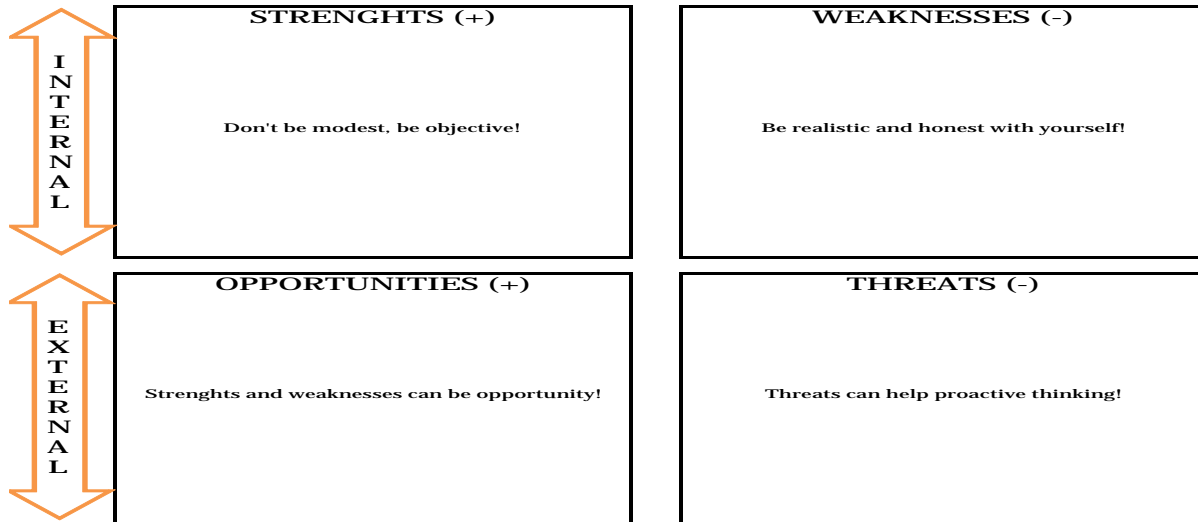
- “What is the state of the economy?”
- “Is your industry growing?”
- “Is there new technology in your industry?”

Finally, look at any **threats** to your career growth. This part accounts for the external factors that could hurt your chances to attain your goals. Questions to consider include:

- “Is your industry contracting or changing directions?”
- “Is there strong competition for the types of jobs for which you are best suited?”
- “What is the biggest external danger to your goals?”

It's time to SWOT yourself!

Task: Please, based on your experiences accumulated till now, do in an honest way an analysis of your strengths, weakness, opportunities and threats and complete the following sheet.



Guidelines for counsellor/trainer:

The counsellor/trainer will show the power point files where it is explained what SWOT analysis signifies:

Evaluation:

After each participant made his/her SWOT analysis, the counsellor/trainer will ask:

“What part of the SWOT analyses was hard to do it?”

What do you learn from this exercise?”

5. List of things to do

Goal: creating an objective manner to set personal goals

Duration: 15-30 minutes

Resources: previous SWOT analysis, paper, pen, flipchart

Task: Based on your personal previous SWOT analysis, please make a list of to do things for:

- a) Ameliorate the weaknesses
- b) Prevent of the threats

Guidelines for counsellor/trainer:

The counsellor/trainer should emphasize to the participants that:

- weaknesses from SWOT analysis are in fact direct risks that can be ameliorated, that can be controlled.
- threats from SWOT analysis are in fact indirect risks that only can be predicted and possible prevented, but cannot be controlled.

Evaluation:

After the task is done, the counsellor/trainer will ask each participant the following questions:

“Was this exercise useful for you? Why?”

Which list of to do things was hard to draw? Why?”

and mark down on the flipchart some of the benefits coming out from this exercise.

The discussions can be continued with following theme:

Is it more appropriate for you to elaborate, as an older worker 55+, a list of useful things instead of a list of 'to do' things?

Please provide arguments pro or against this affirmation.

The counsellor/trainer will point on flipchart some of the arguments pro and some of the arguments against this statement.

MODULE 3- PERSONAL DEVELOPMENT

1. *Constructive communication – useful tools for maintaining employability for older workers 55+*

Today, constructive communication is considered a form of social communication - that starts from the premise that the interlocutors are members of the same team, have common goals, and use a common language (see also McKay, &all, 1994).

In 2002, Whetten and Cameron have pointed the **Eight Attributes of Constructive Communication** (<http://www.wright.edu/~scott.williams/LeaderLetter/communicating.htm> accessed on 15.05.2018):

1. Problem - oriented, not person - oriented. The communication is focused on the problem - that can be solved, rather than on the person who is responsible for the problem. A communication that is orientated to a person puts the listener on the defensive and focuses the attention on blame rather than on avoiding or solving future problems.

2. Congruent, not incongruent. Congruent communication conveys what the speaker is thinking and feeling.

3. Descriptive, not evaluative. Evaluative communication expresses judgment of the listener, or his or her actions. To be a constructive communicator we should objectively describe problems rather than speak in an evaluative manner.

4. Validating, not invalidating. Validating communication helps people feel understood, valued, and accepted. In contrast, invalidating communication treats people as if they are ignored, worthless, or alienated. Invalidating communication is superiority-oriented, rigid, and/or indifferent.

Validating communication avoids treating the listener like an inferior person or being inflexible or indifferent. Validating communication shows respect for the other part's thoughts and feelings, even when there is disagreement. One of the most effective ways of doing that is by finding a point of agreement.

5. Specific, not global. There are two key drawbacks to global statements of problems; they are often too large to be solved and they tend to oversimplify and misrepresent problems.

6. Conjunctive, not disjunctive. Disjunctive communication takes at least three forms: not letting the other party speak, long pauses, and switching topics. Disjunctive communication can result in the other person thinking that their input is not being considered. Having a discussion that bounces around from one topic to another without bringing closure to any topic is not constructive.

7. **Owned, not disowned.** When we "own" our communication, we take responsibility for our statements and acknowledge that we are the source of the ideas conveyed and not someone else. We "disown" communication when we search for third parties to attribute our comments.

8. **Listening, not one-way message delivery.** An effective listening is actively absorbing the information given to you by a speaker, showing that you are listening and interested, and providing feedback to the speaker so that he or she knows the message was received. Effective listening is often taken for granted, but it's a valuable managerial tool.

1. Build a constructive communication-exercise

First, the counsellor/trainer will present the power-point file (30 minutes) and will continue with the exercise regarding constructive communication

Time: 40 minutes

Materials: Worksheets "Building communication"

Goal: To practice a constructive communication, playing a number of roles.

Duration: 40 minutes

Materials: Worksheets "Building communication"

Task: Each participant has to solve in a constructive manner 4 problematic - conflictual situation

Guidelines for counsellor/trainer:

At the beginning of this exercise, the counsellor/trainer will ask to participants the following question: "What qualities must a person possess for communicating constructively?"

The list will be started and will be written on blackboard or flipchart the following words and expressions: sincere, direct, serious, kind, visual contact, strong voice, listening skills ...; all the qualities that the participants revealed will be put in this list.

After that, the counsellor/trainer will tell to participants to use all these qualities when responding to concrete situations. He/she will present four situations that need to be solved in a constructive communication form.

The counsellor/trainer will ask the participants to write down the answers.

At first and second situations, the counsellor/trainer will ask the effective answer written on their work-sheets "Building communication" and the answers will be discussed.

On third and four situations, the counsellor/trainer will use the same method to divide participants in pairs and the situations will be played by each pair of subjects, with alternating roles played between partners: each member of the team will either be the person who creates frustration, or the person who feels frustrated.

In role playing act, the participants are allowed to use gestures, facial expressions, tone, and certain posture - all the communicational tools.

Evaluation:

At the end of each role played, each team will be asked:

"Did you manage to solve the situation? How?"

The counsellor/trainer will write on blackboard the words, from the list mentioned above, that were used by each team in managing the problematic situation and also, he/she

will indicate those words that have a higher impact in achieving constructive communication.

Build constructive communication- situations

1. You are in the theatre. Another person puts the feet on the chair that you sit on. How will you make him understand that he bothers you?

2. Someone in the line passes before you. You usually do not draw attention to this, but today you want to expose your point of view. What do you say?

3. For half an hour, you wait the boss to pay you attention. The boss ignores you and continues to speak on the phone. How will you draw your boss's attention?

4. You work with a group of colleagues. When you tried to say something, the rest of the colleagues ignored you. How can you tell the group that you want to be listened?

MODULE 4 - LABOUR MARKET ADAPTATION AND INTERGENERATIONAL LEARNING

1. You in organization

1.1. Do you love your work place?-

Goal: revealing the sense of professional style and identity

Resources: worksheets and pencils

Duration: 35 minutes

Form of administration: self-administration – group activities

Task: for each of the following questions choose two of the options marked with letters

Guidelines for counsellor / trainer. The counsellor/trainer will instruct the participants to select in the 10 questions below, two of the options marked with letters (a - d) and to put 2 points to the first letter chosen and the 1 point to the second letter that was chosen. Add the numeric values you have assigned to each letter. The two letters that have the highest scores match your major thinking styles, as defined below.

Evaluation: each participant will present his/her result and will respond to the counsellor question: How this situation affects you?

DO YOU LOVE YOUR WORKPLACE?

1.. I like the jobs that:

- a. Shows a lot of variety
- b. Engage in work with people
- c. Allow independent actions
- d. They are technical and clear

2 . My objective is:

- a. Being the best in my field
- b. To be sure of my job
- c. To receive recognition at my wok place
- d. Have an important position within the company

3. When I face a problem:

- a. Apply a careful analysis
- b. I rely on my feelings
- c. I'm looking for creative methods
- d. Choose the battered tracks

4. When I'm not sure what I should do:

- a. I'm looking for concrete data
- b. Postponed a decision
- c. I'm thinking of a possible compromise
- d. I rely on intuition and presentiment

5. As much as possible, I try to avoid:

- a. Unfinished work
- b. Conflict with others
- c. Use of numbers or formulas
- d. Long debates

6. Generally, when I am on an event general, in a general context:

- a. I'm thinking about what they say
- b. Listen to conversations
- c. Notice what's going on
- d. I talk to others

7. I have a good memory of

- a. Places
- b. Characters
- c. Faces
- d. Numbers

8. People around me consider me:

- a. Disciplined and methodical
- b. Compassionate and joyful
- c. Perfectionist and imaginative
- d. Aggressive and domineering

9. I dislike

- a. To make a boring work
- b. To be rejected
- c. to follow the rules
- d. To lose control over others

10 I am especially good at:

- a. Troubleshooting
- b. Communicating with others
- c. Designing all existing possibilities
- d. Structuring data and information

Answer sheet

	a	b	c	d
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
total				

INTERPRETATION

a. **Analytical style.** Analytical people solve the problem and want to find the best possible solutions. They analyse many details and use large amounts of data. They are innovative, creative and like variety.

b. **Behavioural style.** These people need interaction with others. They always offer support and are empathetic. They use little data in making decisions, preferring to discuss things with others. They communicate easily and prefer to use persuasion instead of constraint.

c. **Conceptual style.** Conceptual people have wide-ranging thinking and insight into any situation. They are oriented towards the future and achieving high performances and tend to be independent and creative.

d. **Direction style.** This includes authoritarian leaders, people who need power and expect visible results. These individuals act decisively and have a rule-based system of regulation and regulation. They are very ludicrous and tend to rely on intuition.

1.2. Portrait of my work

Goal: To perceive individually and collectively how people see their work or place in the organization.

Duration: 75 minutes

Materials: paper, carioca, flip-chart

Task: Ask each participant to draw their place in the organization.

Guidelines for counsellor/trainer: The counsellor/trainer will instruct each participant to draw how he/she sees him/herself at work place.

After that, the counsellor /trainer will put the participants in pairs and ask them to describe their drawing.

Then, the counsellor/trainer will discuss the elements pointed in drawings such as number of persons presented in drawing (Is the participant present in the drawing? Are other persons involved? Are present elements that reveal the specific of job- tools, specific ambient atmosphere?, etc)

After this stage, the counsellor/trainer will instruct participants to draw the ideal work place for each of them. He/she will put the participants in pairs and ask them to describe their drawing.

Then, the counsellor/trainer will discuss the elements pointed in drawings such as number of persons presented in drawing (Is the participant present in the drawing? Are other persons involved? Are present elements that reveal the specific of job- tools, specific ambient atmosphere? etc.)

Evaluation and discussions: the counsellor / trainer will put face to face the elements revealed in previous exercise and elements revealed in current exercise.

The counsellor / trainer will ask the following questions:

“How do you appreciate your work?”

“Do you enjoy working there?”

“Has this conception changed lately? Why?”

2. Understanding the other point of view

The flood - exercise

Goal: To develop making decisions skills

Duration: 60 minutes

Materials: worksheet, pens

Form of administration: individual, mini-groups, group.

Task: Participants must make a serious decision about things that you choose, that are important in a crisis situation. The rest of unchosen objects will not be saved and will be destroyed.

Guidelines for counsellors

The counsellor/trainer reads the following situation: "When you come home from the holiday, you meet the police pickup announcing the evacuation of the area before the river breaks the dam. -It allows you to come into the house so you can take some of your dear things. In the meantime, you realize that you only have 5 minutes to decide which 4 things to take."

Then the counsellor/trainer gives to each participant the list with 12 things from he/she will choose 4 things in 5 minutes.

The counsellor / trainer will notify the participants when the last minute is left.

Once all have made their individual choices, the counsellor/trainer will form groups of 4-5 people the four things are collectively chosen in, 15 minutes are reserved.

Then, the counsellor/trainer will put each group to select a person that will represent them at the meeting with other representatives of other groups in order to select the 4 things relevant for the group in 20 minutes.

The counsellor / trainer will point that ARE ACCEPTED ONLY those objects selected by JUDGEMENTS of all the members.

EVALUATION. The counsellor will direct the discussions on criteria that were used in choosing the objects.

At the end, the counsellor will ask the participants:

“How do you felt when one of your favour objects was rejected by judgements of other member?”

“What roles did you enjoy during the exercise: the leader or passive participant?”

The list of things that can be chosen is the following:

1. A poetry that you have worked for over two months, and which is almost ready to be presented to the poetic circle in high school.

2. An album with photos of your first 3 years of life.

3. Old family jewellery.

4. A radio.

5. Your grandmother's wedding dress, what did you keep for your wedding (for your wife).

6. The intimate journal of the last year.

7. Photo with all family members

8. A glass ship that you did at 11 when you stay for 6 weeks in bed.

9. A very expensive guitar that makes your songs 50 times more beautiful than in reality.

10. The archive and documents of the social group (political, pacifist, religious, environmentalist, etc.) that you preside (or from which you are part) and that you care for.

11. Favourite pair of shoes.

12. Penknife received a gift at the age of 10 from grandparents

3. Time management skills

Time management signifies using time wisely.

While we might think of time as a resource that we simply need more of, more time does not mean more productive time.

When beginning to think about time management, be realistic about how much work actually gets done in a day.

Time management is a complex topic that encompasses everything from increasing productivity to work life balance, avoiding burnout, building good habits, and setting long-term goals.

Pay attention!



TIME MANAGEMENT TIPS

Understanding where your time is going

- Understand why time management is important
- Be realistic about how much work actually gets done in a day
- Find out where you're wasting your time

	<ul style="list-style-type: none"> • <u>Set daily goals and alerts for how you're spending time</u> • <u>Build a morning routine that gives you momentum</u> • <u>Give up on multitasking</u> <p>Prioritizing meaningful work (and delegating the rest)</p> <ul style="list-style-type: none"> • <u>Separate the urgent from the important work</u> • <u>Prioritize ruthlessly</u> • <u>Use the 30X rule to delegate more tasks</u> • <u>Bring "no" back into your vocabulary</u>
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WHAT TIME IS IT?- exercise

Goal: developing time management skills

Duration 50 minutes

Material: worksheets, pens

Form of activity: individual, pairs

Task: Each participant has to establish meetings at different hours and to discuss on each a specific topic, in a limited time frame.

Guidelines for counsellor / trainer:

The counsellor / trainer will instruct the group to walk 5 minutes and to set up meetings at different times with different participants. Every time when two participants set a meeting, each one writes the name of the person with whom he has met, at the appropriate time.

After everyone had a meeting, the counsellor will announce one hour each and the theme of each meeting. He will make the announcement, and another hour and another theme will come up every 3-5 minute. Example:

Time Theme

01:00 After eating I prefer to ...

02:00 It's time to boast...

03:00 My favourite style of clothes is ...

04:00 It's time for gossip ("It's said ...")

05:00 My favourite art genre ...

06:00 It's time to dream ... ("If I were ...")

07:00 My favourite animal ...

08:00 How I spend my free time ...

09:00 From all kinds of sports I prefer ...

10:00 My friend (my girlfriend) is ...

11:00 Plan for the Future ...

12:00 My favourite food ...

4. Negotiation skills

Negotiation is considered an "action which puts face to face two or more partners who, faced with both divergences and with interdependencies, considers it appropriate to find voluntarily a mutually acceptable solution enabling them to create, maintain and develop, at least temporarily a relationship";

Three interdependencies of negotiation are:

- a) Interdependence of participants: there must be at least two to negotiate;
- b) The interdependence of the result: both sides must be involved in obtaining a result, thus becoming mutually dependent to obtain that result;
- c) The interdependence of information: the two parties (individuals / groups) depend on the information held by the other party. Negotiators can share their information, but also their preferences, desires, expectations; also, each party can deduce what the other wants from him during the negotiation.

In any negotiation process, we will find: *negotiators*, *the subject of the negotiation* depends on the field of negotiation: commercial, social, diplomatic, interpersonal, educational; *the context of negotiation*, it as concentric circles, from the global context (economic, social, political, cultural) to the particular context (with multiple variables to be taken into account); *negotiation stake*. The stake represents all the interests, concerns, constraints and risks experienced by the negotiator in a more or less explicit way. The stake has a relative character, changing over the course of the negotiation process; we talk also about an *existing negotiator report*. (Urea, 2015, p.19)

The fundamental stages in a negotiation are:

1. Preparation for negotiation. This stage involves several sub-stages: a) setting goals (first-line, target, end-of-line); b) evaluation of the other person; analysis of weaknesses and strengths)
2. Developing a strategy and adopting tactics, a certain style of negotiation.
3. Start negotiations with the opening and setting times of the program.
4. Clarifying the positions of the two sides is a step that includes the following actions:
 - a) obtaining information (through open questions, hypothetical questions, questions; b) specific or closed questions); testing arguments and positions in negotiation; use time intervals and similarities to synthesize results

There are different techniques of negotiations. The most uses techniques are:

- The "Hostage " technique is based, in fact, on the possession of an asset by one of the parties involved;
- "Trunk - door - in the nose" is the suggestive name for a way to refuse or reject any negotiation;
- False offer of sample;
- Statistical "poisoning" of the partner;
- "Stressing and dragging" is a technique that seeks to determine the negotiating partner to give up;
- Time pressure "- is also a pretext used to quickly get what he wants;
- "Fulfilled" means creating a situation that forces one of the negotiators to give up in negotiations;
- "Surprise" - an element that no one expects, gives another course of negotiation;
- "Tolerance" - the negotiator displays a false tolerance;
- "Representative" - a technique that starts from the pretext that only one of the negotiators can make decisions;

5. Mentoring – new area of personal development

Mentoring is a partnership between two people (mentor and apprentice) who usually work in a similar field or share similar experiences. It is a relationship based on trust and mutual respect.

A mentor is a more experienced person who helps, develops and guides an apprentice. This is a guide that can help an apprentice find the best direction and can help him develop solutions to life, career and / or business issues. Mentors rely on similar experiences to get an empathic relationship with their apprentice and to understand his/her problems.

What does a mentor provide?

- Information. Mentors share their knowledge, experience and wisdom.
- Contacts. Mentors mediate contacts with people in the scientific and career field and help establish personal relationships.
- Challenges. Mentors stimulate curiosity and reinforce self-confidence by presenting new ideas, opportunities or challenges.
- Support. Mentors encourage development and results by offering an open support environment.
- Formulating goals. Mentors help mentees to discover their talents and interests, and to define and pursue their goals.
- Tips. Mentors can advise mentees on how to achieve their academic, career and personal goals.
- Role models. By sharing successful stories with mentees, mentors can become models.

The experts pointed in a mentor' profile the following features: experience and organization; knowledge of reality, practical applicability, constraints; ability to deal with people; ability to know when to intervene; management activity; grading of activities; framing in time; permanent awareness of what is happening and the possibility to change direction; ability to deal with any situation; ways to interpret what is happening and to react accordingly.

Lois Zachary sees mentoring as a four-phases cycle or stages:

- Stage 1: Preparing the mentoring relationship;
- Stage 2: Negotiation phase; establishing partnership agreements for the relationship to be established;
- Stage 3: Develop mentoring relationship; activating growth and development. Facilitating learning,
- Stage 4: Ending the mentoring relationship, preparing the separation.

Hamilton and Mocket stipulated that the mentoring relationship cycle consists of the following phases:

Stage 1: Creating a trusted relationship, involving: a) knowing and creating a communication relationship; b) identifying and understanding differences; c) planning the first meetings.

Stage 2: Exploring the possibilities, consisting of: a) defining the objectives of the action; b) choosing the activities or themes of mentoring meetings.

Stage 3: Establishing limits by: a) knowing your own limits; b) updating of commitments; c) looking for external support, consulting other colleagues

Stage 4: The end of the mentoring cycle and the beginning of another cycle, which aims at: a) valorising the results; b) determining the impact of mentoring in professional life; c) continuing or ending the mentoring relationship

During the mentoring period, there are different types of relationships that can be developed:

- Teacher, trainer, coach;
- The role of a positive model;
- Promoter of talents and ideas;
- Door opener;
- Protector;
- Sponsor;
- Successful leader

The practice in mentoring revealed that a good mentor:

- will want to make sure that the apprentice gains confidence and independence as a result of mentoring and is ultimately able to move on to his own feet.
- can help develop interpersonal and organizational skills.
- can also act as a safety net for developing, adopting and implementing new ideas, helping to clarify problems and suggesting alternative working methods.

A mentoring relationship can be established based on only one of these areas, or a mentor can serve in all these functions.

Experts defined the qualities of an ideal mentor:

- to actively listen to the issues raised by the apprentice
- offers advice when asked, not to tell the apprentice what to do.
- the apprentice has to make decisions, not the mentor, and this is sometimes hard for mentors.
- to help the apprentice discover what is important to him, focus on the future, provoking and supporting the learning and helping him to take control and responsibility for his own life.

In the field of mentoring, some experts ask the questions: “What are the characteristics of a potential apprentice?”.

But what really mean “disciple”? A disciple is a student, a protected and a learner eager to learn new methods, techniques, attitudes, new skills and competencies. He is willing to learn from a mentor who seeks and knows how to use his valuable advice and must also commit himself to advance both professionally and personally.

The reasons that can lead an apprentice to seek a mentor can be: a) career planning and career progression; b) information about returning after a career break; c) advice on achieving a balance between work and life; d) networking; e) support if they face health or disability problems alongside an active professional career; f) developing new skills, such

as leadership skills or public speaking. Mentoring allows the apprentice to focus on how he can advance

There are four stages of a mentoring relationship:

Stage 1 The mentor and disciple become familiar with each other and unequivocally clarify their interests, values, and shared goals.

At this stage, there may be a lack of communication or communication difficulties. Apprentices may hesitate to trust mentors and try to manipulate them. The relationship can stay at this stage up to six meetings. At this time, it is important to set up a program that will be communicated regularly, either face to face, either by phone or by e-mail.

Stage 2 The mentor and disciple communicate initial expectations and agree on common procedures and expectations as the starting point.

In the second stage, the two will become closer, will listen more, divide more information and experiences, and gain confidence in each other. Values will be compared and personal concerns will be expressed. The relationship can stay at this stage for up to three months.

Stage 3 The mentor and apprentice begin working to achieve the goals set by the mentoring program.

Gradually, skills are developed, goals are met, and intrinsic growth takes place. New challenges are presented and overcome.

Stage 4 The mentor and apprentice close the mentoring relationship and redefine the personal and collaborative relationship. In this sense, a follow-up is achieved

Termination may occur suddenly if the protector moves or leaves.

There are different forms of mentoring:

1) Informal mentoring relationships often develop more spontaneously and are initiated by individuals without any involvement of the organization.

While informal mentoring is highly appreciated and important, establishing formal mentoring programs offers extraordinary opportunities to promote interdisciplinary learning and connect people across the organization.

2) One-to-one mentoring

- This type of mentoring usually involves a relationship between two people, one of the people with more experience in areas relevant to the development of the other person's needs.

3) On-line mentoring guides students:

- To appreciation / development,
- Finding a suitable mentor from a dynamic database,
- Creating a mentoring agreement,
- Allowing collaborative discussions,
- Easy planning and programming.

4) Mentoring of peers

- Involves supportive relationships between people at the same level of careers or at the same stage.

- Colleagues can offer to each other critical mentoring activities such as communication, mutual support, and collaboration.
- Mentoring colleagues can come together to share our strategy ideas, to deal with daily problems or to overcome the challenges encountered in each business department.

Studies show that having more mentors or a network of development relationships offers better opportunities for career success (Deane, et al, 2007; Kram, 1985).

5) Group mentoring

- Group mentorship provides a more flexible support network
- Colleagues work together to set targets, provide encouragement, or deal with common problems or challenges.

1. Do you have the qualities of being a mentor?

Goal: assessing the abilities/ skills of mentoring, valorisation of individual potential

Duration: 15 minutes

Resources: paper sheets, pens, flip chart

Task: please rate the following affirmations, on Lickert scale of five levels of assessments where 1 is the lowest value and 5 is the highest, the following statements.

Guidelines for counsellor / trainer:

The counsellor will instruct the participants to answer in an honest manner.

He/she will guide the participants in establishing the score and see if they have the skills for being a mentor in their line of work.

Evaluation and discussions: The trainer will discuss the results and ask the following questions: “What do you feel when you find the results?”

“How do you think that you can improve the mentoring skills?”

The trainer will write the answers on flipchart and in this manner the dimensions of development will be revealed.

DO YOU HAVE THE REQUIRED SKILLS TO BE A MENTOR?

Please rate the following affirmation, where 1 is the lowest value and 5 the highest one

	Item	5	4	3	2	1
1.	I like to know the latest tendency in my line of work					
2.	When I am asking to express my opinions in a practical problem, I prefer to demonstrate the solution that I found					
3.	I prefer that people that are working with me respect all the work security regulations					
4.	I am aware that my experience provides a certain professional strictness					

5.	I support the person who are willing to learn					
6.	I encourage that the persons who are working with me assess all the risks involved in the process					
7.	My colleagues are very demanding with me					
8.	I prefer to establish all the conditions with a person before we start doing together an activity					
9.	Frequently, I am a person who prefer a well prepared time - scheduled activities					
10.	I provide feedback to my subordinates on outcomes of activities					
11.	I encourage personal initiative in my subordinates, only if it does not break security and company rules					
12.	Usually, I tolerate the minor procedural errors on my subordinates					
13.	I like to negotiate with my subordinates the conditions for special job tasks					
14.	I can manage conflict situations that can arise between my subordinates					
15.	I communicate very well with my colleagues					
16.	I am able to provide correct information to my subordinates					
17.	I require to all my team members to respect themselves					
18.	When a person comes to me to teach him/her different techniques, I accept to do it					
19.	The competition is a stimulant for me					
20.	I like to transmit to my subordinates specific values and attitudes regarding my line of work					

Score:

Score between 74-100. You are definitively skilled to be a good mentor. You know how to pass your experience to another person, and also you know how to deal with all the issues related to the teaching-learning way. You should follow the mentoring career path.

Score between 47-73. You have skills for mentoring, but until you will be a mentor still it is a long way. You should take some courses that allow to you to improve your skills.

Score under 46 points. Your experience is extensive. You are a professional person but unfortunately you do not have the skills for being a mentor.

2 SETTING A MENTORING PLAN

Present the mentoring ppt (15 minutes)

Goal: developing the mentoring skills

Duration: 60 minutes

Resources: worksheet, pen, flipchart

Form or organisation the activity: frontal

Task: Based on professional experience, please create a mentoring plan for an apprentice in apprentice in same work- line

Guidelines for trainers:

The trainers will present first the power point mentoring file and after that will instruct the participants to fulfil the mentoring sheet.

Evaluation: Presentation of the mentoring plan 5-7 minutes /participant

THE MENTORING PLAN

Stage 1: Preparing the mentoring relationship

1.1. Creating a trusted relationship

- a. Get acquainted
- b. Revealing the apprentice professional backgrounds
- c. Revealing the mentor SWOT analysis

1.2. Knowing and creating a communication relationship;

- a. Revealing the apprentice area of interests
- b. Revealing the apprentice communicational resources

1.3. Identifying and understanding differences;

- a. Revealing the standards of performing in a specific line of work
- b. Revealing the company' requirements in a specific line of work

1.4. Planning the first meetings.

Stage 2: Negotiation phase; establishing partnership agreements for the relationship to be established;

1.1. Defining the objectives of the action

a. Setting objectives on short and medium term - here you have to create a curriculum for mentoring such:

Contains of learning (here you should mention the general area of learning)

Types of activities (here you can mention the teaching form or consolidation form, etc),

Strategies used to reach the contents (here you can mention: heuristic, narrative, etc)

Methods used (here you can point: conversation, demonstration, explication, problem- solving, portfolio, exercises, etc)

b. Setting the added value of the mentoring activities (here you can point the moral aspects associated to a specific line of work such as integrity, code of ethics, strictness, etc)

1.2. Defining the rules of the mentoring activities

- a. Establishing a set of rules that will manage the activities
- b. Establishing a set of consequences for break the rules of mentoring activities
- c. Establishing the assessment periods of apprentice activities

1.3. Choosing the activities or themes of mentoring meetings.

a. According to the objective, revealing the major areas of mentoring process: planification, organization, implementation in relation with a line of work.

Stage 3: Develop mentoring relationship; activating growth and development. Facilitating learning,

3.1 Knowing your own limits;

3.2 Updating of commitments;

3.3 Looking for external support, consulting other colleagues

Stage 4: Ending the mentoring relationship, preparing the separation.

4.1 Valorising the results;

a. Provide feedback to the apprentice and to other interest parties

b. Revealing the competences that were acquired

4.2 Determining the impact of mentoring in professional life;

a. Revealing the direct consequences from mentoring in specific tasks of current line of work (now the apprentice is able to do...)

b. Revealing the indirect consequences from mentoring in additional specific tasks of current line of work (now the apprentice can do...)

4.3 Continuing or ending the mentoring relationship (here the mentor will take the decision of ending or continuing the mentoring relation)

MODULE 5- INTEGRATIVE WORKSHOP

Participants share their experiences and give feedback regarding the counselling program.

DISCUSSIONS ON COUNSELLING PROGRAM

Goal – overall evaluation process

Duration: 60 minutes

Materials: papers, pen, flip charter

The **counsellor / trainer** will ask the following question

“If you are in position to sending one of two persons to this counselling program, would you do it?

If the answer is yes, please say the reasons why you would send the persons?

If the answer is no, please say the reasons why you would not send the persons?”

Guidelines for trainers:

The trainer will split the flip charter in two: on left column will be the pro reasons and the right is against reasons.

The trainer also will ask: What was the major benefit that you think you have gained during the counselling program?

He/ She will also write on blackboard the answers from each participant and will be discussed.

And in the end the the final question will be:

“If you are in position of being trainer, please tell me how you intend to change/improve the programs.”

QUESTIONNAIRE FOR THE ASSESSMENT OF COUNSELLING SESSIONS (15-25 minutes)

NAME (INITIALS):

ORGANIZATION:

Dear respondents,

The following questionnaire was designed to assess the efficiency of the counselling program as part of project « Better work in old age - supporting older workers and organizational environment in coping with age transitions and work requirements ».

Please answer to the following items:

I. General questions

Please state to which extent you agree with the following statements, regarding the BeOLD vocational counselling program:

Proposition	Disagree	Neither agree or disagree (neutral)	Agree	COMMENTS
1. I understood clearly the structure of the BeOLD vocational counseling program.				
2. I am very satisfied with the program.				
3. I learned something new during the workshops, regarding my professional life and age transition.				

<p>4. I felt the methods used in the workshops were enjoyable.</p>				
<p>5. I will be able to use the information, knowledge and skills acquired in the BeOLD program.</p>				

II. Specific questions

Please state to which extent you agree with the following statements, regarding the BeOLD vocational counselling program:

Proposition	Disagree	Neither agree or disagree (neutral)	Agree	COMMENTS
<p>1. I canmore easily identify obstacles and ways to overcome it in my professional life.</p>				
<p>2. I got new ideas about entrepreneurship in older age.</p>				
<p>3. I am now more able to set career goals</p>				
<p>4. I gained more understanding onthe transitions that I can face in older age.</p>				
<p>5. I know now what my strengths, weaknesses, opportunities and threats are in my professional life.</p>				
<p>6. I know how I can use my skills and abilities for a better work in the future.</p>				
<p>7. I believe that my communication skills are improved</p>				
<p>8. I have understood how to build up constructive communication at my workplace</p>				
<p>9. I know now what I would like to be</p>				

changed at my workplace				
10. I have improved my time management skills.				
11. I have improved my negotiation skills during the workshop.				
12. I feel that I am more tolerant now towards other people.				
13. I have gained understanding on what a mentor is and on how mentoring process works				
14. I am now more open to new possibilities for intergenerational collaboration in the future				

III. Open questions on the 'Better work in old age' vocational counselling program

Please tell us your general opinion on the BeOLD vocational counselling program. _____

Do you think it is useful for older workers professional integration and adaptation? Why?

What do you think we should improve/change?

What worked best in the BeOLD program? _____

What would you like to have more work on? _____

Any other comments? _____

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