

Transnational Piloting Report

Authoring partner:

CATRO Bulgaria



Date of preparation:

22.07.2024



Table of Contents

1	Intr	oduction	3
2		ring participants and Methodology	
3		ting Results	
	3.1	Achievements and successes	
	3.2	Challenges faced	
4	Con	clusions and recommendations	. 10
4	4.1	Conclusions	. 10
4	1.2	Recommendations	. 12
5	Ann	exes	. 14
į	5.1	National piloting report – Austria	. 14
į	5.2	National piloting report – Bulgaria	
į	5.3	National piloting report – Germany	. 14
į	5.4	National piloting report – Portugal	. 14
į	5.5	National piloting report – Slovakia	. 14
į	5.6	Learning project template	. 14





I INTRODUCTION

Total number of learning projects implemented	18
Duration of piloting 2 and 3	10 months
(start – end)	(September 2023 - June 2024)
Number of C-VET professionals	28
Number of older people (50+)	99
Total number of people who took part in the SASSI LLC piloting phase	127

The core of the SASSI-Later-Life Careers piloting phase lasted from September 2023 - June 2024 (due to the extension of the project). Overall, the project piloting process consisted of 4 levels of piloting, in which learning was cascaded as follows:

- Pilot 1 16 staff members of the project partner organisations took part in a dedicated short-term joint training event, which was conducted in Matosinhos, Portugal, to learn about, evaluate and help refine the produced methodologies.
- Pilot 2 28 C-VET professionals (adult educators/trainers/career consultants) took part in the piloting learning projects organised by the partners in their countries.
- Pilot 3 99 end-user beneficiaries (seniors/older workers/job seekers) were involved in the piloting projects, organised by the partners in their countries.
- Pilot 4 13 aspiring 'olderpreneurs' were invited to participate in a short-term learning mobility experience for C-VET learners, which took place in Vienna, Austria.

Piloting timeline









The current report is focused only on **pilots 2 and 3**, while more information on the conduction and evaluation of pilots 1 and 4 can be found in the Evaluation reports, delivered by the partner in charge of Quality Assurance and Evaluation.

Piloting phases 2 and 3 were conducted in the form of **learning projects**. Each staff member who took part in the joint training event in Portugal had the opportunity to organise their own learning project in whatever form was suitable for their context. The dual purpose of this piloting approach was to:

- a) help staff members apply their new knowledge by embedding it into practice, whilst at the same time validate their competence via the LEVEL5 system;
- b) cascade their knowledge and test the new practices with the target groups (C-VET professionals, HR Managers, career coaches/counsellors and end-user beneficiaries of older people aged 50+).

Each learning project was described in a comprehensive, easy-to-use template (which can be found as **Annex 6** to this report), provided by CATRO. Then the project partners compiled the results from the piloting projects conducted in their countries in a summative **National Piloting Experience Report**, template for which was also provided by CATRO. All five national reports, which served as a basis for the current transnational report, can be found as **Annexes 1 to 5** to this report.





2 PILOTING PARTICIPANTS AND METHODOLOGY

A total of **127 representatives of the project target groups** took part in the learning projects, organised by the SASSI-LLC partners' staff members as follows:

- 14 people in Austria 8 older workers + 6 adult educators;
- **27 people** in Bulgaria 16 end-beneficieries + 11 career consultants;
- 64 people in Germany 53 older workers + 11 adult educators;
- 10 people in Portugal 10 older workers;
- 12 people in Slovakia 12 older people.

This slightly exceeds the expected minimum number of piloting participants from the proposal (98).

They were trained in the framework of **18 learning projects** in total, where 3 pilots were organized in Austria, 4 in Bulgaria, 6 in Germany, 2 in Portugal and 3 in Slovakia.

As far as the **profile of the pilot participants** is concerned, there were some differences between the type of people who were involved in the different partner countries, which eventually allowed for a bigger diversity of the pilot target groups.

Who were the C-VET professionals?

Austria piloted with trainers and counsellors who work with different target groups in the context of career counselling and career orientation in 1-1 coaching as well as group settings;

Bulgaria piloted with career consultants working for the National Employment Agency, private career consultants (one of whom was an HR Manager) and trainers from the CATRO team;

Germany piloted with adult educators - one adult educator from Neighborhood Centre of a disadvantaged area in the city of Göttingen and trainers from the blinc team;

Portugal and Slovakia didn't pilot the methodology with C-VET professionals but directly with the end-beneficiaries.

Who were the end-user beneficiaries?

Austria piloted with outplacement-clients, aged between 54 and 62 yearls old, who were looking for a new job and/or a new occupation field as well as with course participants and clients, who were following a course on job market integration and career orientation, aged between 51 and 68 years old;





Bulgaria piloted with long-term unemployed persons (mostly women, majority over 50 years old) with various backgrounds, coming from the north-west region of the country – they were registered in the Employment Agency as looking for a job and attending courses on career orientation; a retired former journalist and a working sporadically freelancer in the creative industries, at the time also acting as an informal carer of a family member - they were both above 55 years old and from Sofia;

Germany piloted with female older workers, interested in exploring potential business opportunities, older workers (55+) with various backgrounds (family carers, translators with a migrant background, a manager, Göttingens Weststadt-Konferenz, a diverse community of regular attendees not necessarily above 50 etc.);

Portugal piloted with older entrepreneurs aged 55+ looking for new careers or hobbies in pursue of their dreams and older workers (55+) in their last working years who wanted a positive transition to retirement;

Slovakia's piloting group consisted of people aged 50 and above who were employed, had lost their jobs, were made redundant due to different reasons, had experienced health problems which disabled them from working for longer or shorter period of time, had to overcome financial or legal difficulties and also people who ran a successful business previously but decided to completely shift their focus to acquire new competences and start with a new idea.

Regarding their **format and methodology**, the piloting learning projects also varied in the different countries. What is interesting to note is that all pilots, apart from one (which was done as a webinar), were implemented in a face-to-face format. In any case, all the piloting sessions with the end-beneficiaries took place in person. While some were conducted as one-on-one coaching sessions or individual/small-format meetings, others were organised as full-on group trainings or workshops with varying duration. A self-study element was included almost everywhere as a stage in the piloting process, where learners could also rely on the professionals' full support and guidance. In some cases, the SASSI LLC methodology (theoretical inputs and practical activities) was replicated entirely with slight adaptations towards the particular target group, while in others variations of certain methods were used and further developed. In all cases the SASSI LLC ressources and materials (or at least what was completed at the respective point of time of the pilots) were fully shared with the participants, who were able to provide their own suggestions and feedback (especially the C-VET professionals).





3 PILOTING RESULTS

3.1 Achievements and successes

The pilot trainings across partner countries yielded significant achievements, demonstrating the effectiveness of the methodologies and approaches developed. Participants, including older individuals contemplating career changes, entrepreneurial ventures, or social projects, along with career consultants and adult educators, reported substantial benefits from the sessions.

One key achievement was the expansion of perspectives among older individuals, who discovered new career opportunities, such as volunteering, education leave, or even international mobility. This broadened outlook fostered a new sense of purpose, crucial for emotional well-being and increased self-confidence. The coaching sessions, inspired by materials on the "value of older workers" and storytelling methods, helped participants shift from insecurity to proactivity, bolstering their self-belief and trust in their capabilities.

Participants considering entrepreneurial pathways particularly benefited from visualization methods, which were enhanced with guiding questions that helped concretely envision future projects. This method, along with discussions prompted by the CPD training course questions, facilitated a deeper understanding of the potential and benefits of transitioning from a retirement mindset to an "Olderpreneurship" mindset.

The pilots also saw success in using collaborative activities, such as brainstorming sessions, coaching consultations, and test events. These activities fostered creative idea generation, provided clarity on certain matters, and allowed for practical testing in a low-risk environment. Participants enjoyed group work, which was a new experience for many who were used to working individually. Exercises like persona development expanded participants' perspectives and empathy, while ideation and prototyping activities led to tangible outcomes and boosted team dynamics.

A significant achievement of one of the German pilots was the implementation of a mentoring model, which facilitated intergenerational learning. Older participants shared their wealth of knowledge with younger individuals, enriching the learning experience for both groups and promoting engagement in projects like the Weststadt Conference.

Moreover, the storytelling approach embedded in all SASSI results was particularly successful. It allowed participants to connect deeply with their strengths and past achievements, fostering a positive self-image. The Persona activity and Design Thinking exercises were also highlights, helping participants clearly identify their strengths and passions, while the collaborative nature of these exercises encouraged creative solutions and peer learning.





Participants' feedback indicated that hands-on activities and teamwork were highly appreciated, enhancing their confidence in career transition planning and retirement preparation. The practical approach helped to not only prepare a bit better for future retirement but also to explore new career opportunities and improve digital literacy.

Concrete successes included the initiation of self-employed activities by some participants from Slovakia (such as Milos starting as a locksmith and Livia launching a candle-making business). These ventures were supported by new skills in IT and business administration, showing (even remotely) the practical impact of the training. Participants also gained a broader understanding of their duties in running a business, from administration to taxation, and gained a realistic view of their career possibilities.

Overall, the pilot projects succeeded in providing older people with new perspectives on later-life career opportunities, often seen as the domain of younger people. For career counsellors, coaches, and trainers, the pilot offered new resources, methods, and tools to better support their clients in this age group. The pilots themselves were an achievement, made possible by strong networking and previous successful collaborations, and served as a valuable learning opportunity for all parties involved.

3.2 Challenges faced

The pilot implementation of the project across partner countries revealed several challenges, highlighting the complexities of working with older individuals and professionals in career transitions, entrepreneurial pursuits, and learning mobility. They can be grouped in the following categories:

- Generic materials and personalisation needs: Some participants found the "Guide to Becoming an Olderpreneur" too generic, struggling to apply it to their specific situations. This feedback underscored the need for more personalized guidance, as self-study materials alone were insufficient for many.
- Encouraging entrepreneurship: Encouraging older individuals to pursue entrepreneurship proved delicate. Entrepreneurship involves significant commitment, risk-taking, and uncertainty, which can be daunting for those accustomed to structured employment. Not all participants had the inherent entrepreneurial mindset required, making it challenging to foster interest in starting new businesses. Additionally, case studies used during the training were perceived as too abstract and not easily relatable, reducing their practical value.
- Logistical and technical issues: Finding suitable and affordable venues for events was challenging for some partners, as was managing technical





- aspects like software for music and lyric display. Marketing strategies also fell short of effectively reaching the target audience, indicating a need for better promotional efforts.
- Diverse expectations and group dynamics: Participants came with varying expectations, affecting their satisfaction levels. Inconsistent engagement and preparation levels, such as not studying the self-study materials beforehand, impacted group dynamics in some of the pilots. More time was needed to build cohesive group interactions, and public speaking exercises lacked realism as they weren't presented to real venture capitalists.
- Limited focus on entrepreneurship: This may contradict a bit the second challenge but groups were so diverse that their needs also varied a lot. While workshops fostered community participation, it seems they did not directly lead to new business creation. Active olderpreneurs were more interested in sharing experiences than starting new ventures. Additionally, logistical challenges and time constraints hindered workshop effectiveness in some pilots.
- Stereotypes and mind barriers: Breaking stereotypes about age and late careers was challenging, especially among long-term unemployed older individuals who appeared to have given up. Encouraging these participants to view entrepreneurship as a viable option was particularly difficult.
- Adaptation and relevance of materials: Applying methodologies like the Hero's Journey to olderpreneurs required additional effort to clarify its relevance. Some participants, particularly those uncomfortable with public speaking or new to storytelling, struggled with exercises aimed at expressing personal narratives.
- Technical and digital challenges: Advanced digital concepts posed a steep learning curve for some participants, necessitating more time and individualized support to adapt these concepts to personal contexts. There was also a notable need for more focus on digital literacy.
- Client perception and prioritisation: Older clients prioritized immediate needs, such as legal and financial aspects of starting a business, over soft skills development. Economic pressures further emphasized the urgency of practical concerns, leaving less room for long-term developmental skills. This was compounded by a lack of awareness about the importance of soft skills in business success.
- Institutional rigidity: Integrating new methodologies into the existing frameworks of state institutions like employment agencies, which was one of the cases in Bulgaria, proved challenging due to institutional rigidity and a lack of flexibility. However, some counsellors showed interest in the new approaches, awaiting more comprehensive resources.





These challenges highlight the need for tailored support, flexibility in methodology application, and a more profound understanding of the specific needs and barriers faced by older people in career transition.

4 CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The experiences from the SASSI LLC project pilots highlighted several crucial aspects for supporting older adults in career transitions and entrepreneurial endeavors, which can be drawn as conclusions. To put it shortly, the piloting phase demonstrated that older workers benefit greatly from a supportive, collaborative environment that recognizes their unique strengths and challenges. Tailored support, practical preparation, and a focus on both individual and group dynamics are key to successfully helping older adults navigate career transitions and explore new opportunities. Below are some more detailed key learnings that partners shared in their national reports.

Addressing ageism and valuing experience is key

Overcoming ageism is essential for older workers to recognize their value. Drawing on their wealth of experience and skills is crucial for presenting them as valuable assets to potential employers. Storytelling emerged as a powerful tool for shaping career narratives and boosting confidence among older clients.

Differentiated and individualized support is needed

Supporting older workers requires a tailored approach that acknowledges their unique experiences and challenges. It's important to provide concrete tools to help them review their experiences, regain confidence, and broaden their perspectives on work and career opportunities. Self-employment and entrepreneurial activities are appealing but also challenging due to risks and the need for social security.

Provide broader career options beyond "olderpreneurship"

Not all older individuals may be inclined toward entrepreneurship. Therefore, it is essential to provide a broad understanding of career options, including less risky and fulfilling alternatives like legacy careers or encore careers.

Overcoming stereotypes and mind barriers is not so easy

Changing long-held stereotypes and mind barriers in older adults is a significant challenge. The SASSI resources serve as a starting point for this conversation, emphasising the need for age-specific counselling tools and methods but this is a longer process, which needs to take place beforehand.





Legal, technical, and practical preparation are important

Thorough legal and technical preparation is crucial for older workers considering new business ventures. Despite providing a disclaimer in the materials that this is subject to a different type of support, outside of the project scope, apparently this seems to be highlighted even more and steps in this direction are needed too. Practical, hands-on experience through pilot projects proved invaluable, enhancing participants' confidence and motivation.

Group dynamics and peer support are invaluable

While not surprising, our piloting experience reconfirmed that group work fosters a supportive environment, motivating individuals and providing visibility to career topics like no other. It helps break the stigma around later-life careers and encourages sharing of experiences among older workers. It is true that group work is not the primary approach of coaches and career counsellors but even they acknowledged this method's effective role.

Social impact and community engagement are a nice side effect

Our pilots showed one more thing that partners were aware of: social impact projects can unite older workers and society, helping break down prejudices and encourage a mindset shift towards inclusivity and respect for older workers' expertise. It is still nice to remind people that from time to time.

Intergenerational collaboration is enriching

Some partners piloted with a more heterogenous group in terms of age, which turned out to be a beneficial experience as well. Cross-generational discourse and mentoring programs can significantly strengthen knowledge transfer and community bonds. Regular engagement and activities are crucial for promoting active aging and ensuring long-term involvement and empowerment.

Some parts of the methodology may be challenging

Some methods, like the Hero's Journey, required additional clarification and adaptation to fit the context of potential olderpreneurs. This highlights the need for credible communicators and relatable stories of struggle and success. Nevertheless, it is necessary to say that not all methods suggested are transversal and can be applied directly to older workers – some adaptation and in-depth preparation on the side of the C-VET professionals are always needed.

Comprehensive support should be holistic

Supporting older workers involves more than just job search assistance. A holistic approach is necessary, addressing emotional support, confidence-building, and work-life balance considerations. Networking and mentorship are also vital components in providing comprehensive support.





4.2 Recommendations

Taking into account the above conclusions, some concrete recommendations for changes/refinements of the SASSI LLC products or general considerations for their future use can be made.

Refinements of the current resources

Integrate national tools and resources:

Incorporate specific national resources like the entrepreneurial mindset test and video tutorials for business creation (some examples came from Austria). This will provide older adults with tailored, practical resources relevant to their local context.

Link the R3 Guide to comprehensive training resources:

Connect the "Guide for Becoming an Olderpreneur" with detailed training resources, already available such as funding options, risk management, social security considerations, project sustainability etc. Highlight (even better) the benefits of consulting a business coach for personalized advice and real-life scenarios.

Simplify navigation of SASSI-LLC materials:

Offer a clear, user-friendly overview of the SASSI-LLC materials to help both adult educators/counsellors and learners navigate the resources without feeling overwhelmed. This should include a streamlined guide to accessing specific products and tools.

Address everyday challenges for older adults:

Provide practical solutions and strategies for common challenges faced by older workers and potential Olderpreneurs. Include relatable case studies and examples to enhance engagement and relatability.

Develop supportive handouts for educators and coaches:

Create a comprehensive handout summarizing available resources and tools tailored for different settings. This will assist adult educators and coaches in selecting the most appropriate materials for their clients' specific needs.

Improve clarity and localization:

Ensure that the SASSI materials are accompanied by clear and understandable explanations. Address the abstract nature of some resources and provide guidance on their practical application. Consider creating localized content or intermediary resources to help users better understand and engage with the materials.





Recommendations for future use

Personalized coaching and support:

Enhance personalized coaching and one-on-one support to address the unique needs and challenges of older workers. This individualized approach will help them better understand and apply new concepts.

Enhanced digital literacy training:

If this need persists for your audience, develop and implement digital literacy training programs specifically designed for older adults. These programs could range from basic to advanced topics and should provide continuous support to help participants maintain and improve their skills.

Tailored career transition programs:

Using the developed materials, design career transition programs that cater specifically to the aspirations and needs of older adults. These programs should include practical support for navigating career changes and preparing for retirement.

Promote group interaction and peer support:

During your trainings/consultations encourage group interactions and peer support, as these are effective in achieving learning goals and maintaining motivation. Consider organizing training sessions in group formats and fostering an environment where peers can share experiences.

Address potential weaknesses early-on:

Identify and address potential weaknesses of your audiences in technical skills or public speaking early in the training process. This proactive approach will help participants overcome barriers and build confidence.

Focus on entrepreneurial mindset:

While entrepreneurship may not appeal to all, emphasize developing an entrepreneurial mindset and the value of staying active in later life. This focus can help older adults explore new opportunities and adapt to changing circumstances.

Utilize comprehensive SASSI materials:

Leverage the rich and comprehensive content of all SASSI materials available. Adapt these resources to local contexts where necessary and use simplified documents like the Ambassadors' fliers for examples for broader accessibility.

Increase the use of relatable case studies:

Expand the use of case studies, particularly in video format, to inspire and engage new learners. These case studies should reflect diverse experiences and practical examples. They can come from your own clients/trainees.





More details on the piloting experience in each of the five partner countries can be found in the annexed national reports.

5 ANNEXES

For the sake of compactness of this document annexes 1 to 5 are provided as separate files.

- 5.1 National piloting report Austria
- 5.2 National piloting report Bulgaria
- 5.3 National piloting report Germany
- 5.4 National piloting report Portugal
- 5.5 National piloting report Slovakia
- 5.6 Learning project template

TEMPLATE FOR THE PRODUCTION OF THE SASSI-LATER LIFE CAREERS LEARNING PROJECT REPORT

On completion of your Learning Project, you have been asked to write up the experience as a Learning Project Report. To produce this report, and to provide a consistent approach across all the projects, please produce your report using this Learning Project Report template.

The reporting structure is designed to help you review and reflect on your experience of 'piloting' the concepts and techniques you learned about on the **SASSI-Later Life Career** C1 course, what worked, what didn't and what needs to be improved. We are also interested to know whether or not you feel that you will continue using some or all of the things you learnt about in your normal working life.

Learning Project Title		
Pilot Start Date	Pilot End Date	
Partner Organisation		
Name of the author		





Purpose, Objectives and Scope
Target Group/s you piloted with
1. Where did you start from and what did you want to achieve through this Learning Project?
2. What happened? How did you approach your learning project?
3. What did work well - how and why?
4. What didn't work? Why?
5. What did you learn?
6. What competences do you feel you have developed through the SASSI LLC Programme i.e. what are you able to do now that you couldn't before? How did you assess this?
7. What were the main results for your target group – what did they achieve?
8. What conclusions have you come to about supporting older workers who are looking for a career change or a job in later life?
9. How could we improve the tools & processes you tested with your target groups?
10. What was the feedback from the people you worked with?
(Please include quotes and/or short case studies/success stories if possible)





National Piloting Experience Report

Austria

Authoring partner: die Berater



www.sassi-llc.eu



Contents

Introduction		1
Section 1: M	lethodology of the pilots	2
Section 2:	Results of the Pilots	3
Section 3:	Conclusions	8
Section 4:	Recommendations	8
Annexes:		10





Introduction

Background: A brief summary of <u>the context</u> for your pilots (in relation to Later Life Career Management, Advice and Guidance for older workers in your country)

A total of three trainers from Die Berater in Austria participated in the C1 training in Matosinhos from May 23rd to 25th, 2023. These trainers conducted their learning projects in Vienna, the participants also included trainers from other provinces.

One of the trainers facilitated a SASSI-LLC training session with colleagues who work as trainers and coaches in various settings. The second trainer instructed another trainer on the SASSI-LLC methodology, who was, at that time, working with several individuals from the target group. This trainee then carried out a learning project with the end beneficiaries. The third trainer worked directly with the end beneficiaries, specifically individuals aged 50 and over who are seeking career advice.

The Purpose and Objectives of the Pilots: why you were doing it – the reasons for piloting and what you set out to test

Pilot 1 Increased confidence through story-telling

Engage in one-on-one coaching sessions with clients from outplacement-programmes to understand their challenges, career goals and support them in finding the right career path.

Pilot 2 Improving age-sensitive counselling skills among trainers and coaches

Training session with C-VET professionals on the SASSI-LLC materials and tools to support later-life career guidance.

Pilot 3 Career reorientation in later-life

Empowering job seekers to make meaningful career changes and pursue a new direction that aligns with their needs.

The Target Groups: Pilot Participants and Beneficiaries: who was involved in the piloting - information about them: how many, their occupation, gender, age range, etc)

Pilot 1: 4 outplacement- clients, aged between 54 and 62, looking for a new job and/or a new occupation field

Pilot 2: 6 trainers and counsellors who work with different target groups in the context of career counselling and career orientation in 1-1 coaching settings and group settings.

Pilot 3: 4 course participants and clients, who are following a course on job market integration and career orientation, aged between 51 and 68.

In total, 8 older workers and 6 adult educators.





Section 1: Methodology of the pilots

A description of how the piloting was carried out/ the activities involved etc. The 3 piloting phases and why it was done this way.

Pilot 1 Increased confidence through story-telling

- Pilot Start/End: September 2023 October 2023
- Facilitator: Coach/outplacement trainer working at die Berater
- Beneficiaries: 4 older clients who have recently lost their job
- Starting point: I started with the goal of understanding the unique challenges faced by individuals aged 50+ in their career transitions. My objective was to develop and implement new coaching strategies that would address age-specific concerns such as ageism, skill relevance, and career motivation. I wanted to improve my confidence in helping older clients who have lost their job to build confidence in themselves, discover their talents and find a meaningful career path.
- Approach: First, I went deeper into the materials of age-specific career counselling focusing
 on ageism, career reviewing through story telling tools and the possibility of mobility
 programmes, volunteering, etc.

I was at them time already working with a few clients who had lost their job and were offered outplacements trainings. So my plan was to apply the SASSI-tools in my coaching approach and use the Guide for becoming an Olderpreneur to work with new concepts and job alternatives that could give my clients a new perspective.

In total I was able to involve 4 clients, one of them already had a new job and his main goal was to get psychological support.

Pilot 2 Improving age-sensitive counselling skills among trainers and coaches

- Pilot Start/End:
- Facilitator: Trainer working at die Berater
- Beneficiaries: 6 internal staff members of die Berater; trainers and coaches
- Starting Point: After the training in Matosinhos, I transferred the SASSI-LLC methods to my
 colleagues who are providing individual counselling and group training to different target
 groups, involving the age group of 55+. A face-to-face training was conducted, focusing on the
 Guide for Becoming an Olderpreneur. The intention was to equip my colleagues with basic
 knowledge on the SASSI-LLC methodology and resources to enable them apply these methods
 with their own clients.
- Approach: I conducted a webinar session to introduce the SASSI-LLC approach to 4 colleagues
 who are working as trainers in Wolfganggasse. As some of my colleagues where quite
 interested in age-specific career counselling techniques I showed them some tools such as
 later-life career self-assessment activity, story telling tools for developing a later-life career
 plan and a legacy activity (the legacy formula).
 - I then presented the Guide for becoming an olderpreneur and encouraged them to use relevant aspects of the Guide in their work with older clients.





My colleagues then had some weeks to integrate their new knowledge and apply it in their trainings/counselling sessions.

Pilot 3 Career reorientation in later-life

- Pilot Start/End: September 2023/ December 2023
- Facilitator: Career counsellors working at die Berater
- Beneficiaries: 4 course participants and clients, who are following a course on job market integration and career orientation, aged between 51 and 68.
- Starting Point: My goal was to improve my competences to support career change in later-life. I regularly work with clients who no longer want to or are physically unable to stay in their job (for example due to health reasons or too high workload or because of a restructuring that leads to new tasks that make them unhappy) and want to find a new job. In particular, employees who have spent a lot of time in one industry often want to make changes in their late career.

I noticed that older employees often have an internal drive to go into a new direction and I was interested in the SASSI LLC methodologies and tools that can support this process.

Approach: After completing the SASSI-LLC training and thoroughly studying the materials, I
integrated various resources and tools into my classes and one-on-one coaching sessions with
participants.

Many of my clients had reached a crossroads in their careers, feeling uncertain about their future path and experiencing fatigue. My aim was to provide them with fresh perspectives and renewed motivation to rediscover purpose and set new goals in their professional lives. For my learning project, I focused on conducting career reviews using the Tree of Life and the Persona Template to aid my clients in their process of reorientation. Additionally, drawing from chapters 1, 2, and 3 of the "Guide for Becoming an Olderpreneur," I curated materials to facilitate independent exploration and reflection among my clients. In the next sessions, we discussed what they have explored and focused on different aspects, such as unfulfilled dreams, work-life balance, purpose in life and work in times of crises (personal crises, climate crisis). I also emphasised the importance of learning later in life. I noticed they lacked confidence in their ability to learn new things, even though they expressed a desire to do so.

Section 2: Results of the Pilots

To describe the outcomes/results achieved (quantitative and qualitatitve)

Pilot 1 Increased confidence through story-telling



One client who was quite open to non-traditional career paths was very happy to expand his perspective and get to know new possibilities regarding work such as volunteering, education-leave or even going abroad.





I had the feeling that these new perspectives allowed her to develop a new sense of purpose which I find crucial for the emotional well-being of my clients.

What worked for all clients was improving their confidence and shifting their mindset from one of insecurity to one of proactivity and self-trust, thanks to my coaching, which was influenced by the SASSI materials on "value of older workers" and the storytelling methods that made them aware of their extensive experience. It was definitely a boost of self-believe.

Challenges

Some clients felt that the "Guide of becoming an Olderpreneur" was partly too generic and not applicable to their specific situations which was a bit frustrating for them. However, it shows that self-study of materials is just one aspect and that personalised guidance of the client is quite relevant.

Impact on trainer

Building confidence in clients – in particular those who have recently lost their job in their 50s – is a key aspect in my work with people aged 50+. Although I was familiar with the technique of storytelling, I learned that it is a great method in my work with older clients who have a vast experience but need to learn how to frame it. Thanks to the SASSI- materials I became more confident in fostering a proactive and self-assured mindset among my clients. Additionally, promoting non-traditional career paths, such as volunteering, educational leave, or international opportunities, turned out to be a get way to provide new and fresh perspectives to clients who are often quite down and helpless.

Comptences developed:

- Improved confidence in supporting older clients
- Presenting non-traditional career paths to shift perspectives
- Knowing how to use story-telling methods in boosting self-confidence of older clients

Impact on learner

- Renewed sense of purpose
- Exploration of new opportunities beyond the traditional perception of job and career
- Improved self-awareness
- Increased confidence and proactivitiy in pursuing a new career that may even have a better effect on their general happiness and well-being

Pilot 2 Improving age-sensitive counselling skills among trainers and coaches

Achievements and successes

I tried several methods with my colleagues to support clients considering the entrepreneurial pathway. While the visualisation method was familiar to most, using the provided guiding questions to concretely visualize a future project or company was reaffirmed as a powerful tool. They appreciated the exercise for its ability to make the impact of a potential project feel tangible. I added two questions that set focus on the individual feeling (emotional level) that the project brings along as this is a very effective way to improve motivation.





The questions at the end of each module in the CPD training course were quite good prompts for discussions on fostering the development of Olderpreneurship and Learning. There was an interesting discussion on the Retirement Mindset versus the Olderpreneurship Mindset and the actual potential and benefits of changing the mindset.

Challenges

Some of the feedback I received was that encouraging people to become an entrepreneur is a delicate topic as long as they do not come up with the issue themselves. This is partly owned to the fact that entrepreneurship requires a very high level of commitment, risk-taking, and uncertainty. For some people, the idea of starting their own business may just be overwhelming or unappealing, particularly if they are used to a structured job.

Regarding the development of an entrepreneurial mindset, a certain predisposition is required. You can definitely learn it up to a certain extent but there are also people who just do not have an entrepreuneiral personality that is required for running a business.

The Case Studies were not considered as practical examples to share with their clients in their counselling sessions as they were perceived as too abstract and lacking relatable similarities.

Impact on trainer

When it comes to developing an entrepreneurial mindset, I believe that you can learn certain skills but some people are just naturally better suited for it. Entrepreneurship asks for qualities like being able to take risks, come up with new ideas, bounce back from setbacks, and adapt to changes. These qualities might not be something everyone has. So, while you can improve your skills with training, it's important to understand that not everyone is made for entrepreneurship. And I think this is an important aspect also for counsellors to know exactly how to introduce the topic of Olderpreneurship to their clients and guide them in making the right choices.

However, I do appreciate that the meaning of Olderpreneurship is very broad an actually does not only include classical start-ups but also a variety of less risky and money-intensive forms.

Legacy or Encore-Career where new concepts for my colleagues but we discussed the relevance of purpose in later-life career. At a certain age, workers are no longer willing to pursue a career that does not fulfil them on several levels, including personal fulfilment.

Competences developed:

- I am now more aware of the situation and needs of 55+ workers and the importance of expanding the existing counselling and training offers for that age group.
- I am able to educate others on the SASSI-LLC materials and tools to improve their agesensitive counselling skills.

Impact on learner

An enhanced understanding and awareness of how to support clients in successfully navigating career transitions in later life

Being able to provide career guidance to older adults, focusing on entrepreneurial interests





Integration of targeted counselling strategies and practices within our organisation that recognises the full expertise and heterogeneity of older workers or job seekers in their 50s and 60s

Identification of any Refinements needed

The Toolbox could include more national tools and services in the context of business creation. For Austria, e.g. there is a number of initiatives and financial programmes that support business creation.

Also there are useful tests that help potential Olderpreneurs to test their entrepreneurial mind-set, e.g. www.gruenderservice.at/unternehmertest

www.gruenderservice.at/unternehmertest

Video-tutorials for business creation:

https://www.gruenderservice.at/site/gruenderservice/videoserie-erfolgreich-gruenden.html

2.1 Pilot 3 - Career reorientation in later-life



I offered my clients the choice of using either the Tree of Life or the Persona Template to reflect on their past and future. Most clients chose the Tree of Life, and I encouraged them to draw their own trees at home, put on some music, and take their time to fully engage in the reflection process. One of my female clients found this process very rewarding as she enjoyed this journey and turned the exercise into an artistic project. I observed that this exercise provided a motivational and beautiful opportunity for clients to become aware of their vast experiences and regain confidence in their own talents.

The materials from the "Guide for Olderpreneurs" positively influenced my clients' attitudes toward their future work lives. The chapter on various ways of becoming an Olderpreneur was especially inspiring for them. One client, in particular, felt encouraged to build on his skills he had developed over 20 years in his company to work as a consultant and mentor in a similar field.

For another client who seemed very insecure and resistant to change, the "Journal of Things You Have Learned Every Day" served as a helpful tool, making him realise that continuous learning is a natural part of life. Additionally, the theory on neuroplasticity of the brain gave him the confidence to seriously consider pursuing new education in documentary filmmaking.

Challenges

I was generally a bit overwhelmed with the high amount of SASSI-LLC materials available on the platform and it took me some time to have an overview of the resources and tools and know how to use them for my work. I was informed that a manual to help navigate these offerings would be provided, and I believe it is crucial to have a concise and clear document to guide users through the available materials.

Impact on trainer

It is certainly worthwhile to give clients considering a career change enough time to connect with themselves, their needs, and their feelings. When they become aware of their needs, desires, and values, they can stand up for them and implement them professionally.





I have always been skeptical of reframing techniques such as positive thinking. However, I have noticed that some exercises provided in the SASSI LLC materials are quite helpful. A positive mindset and attitude are crucial for developing the courage to make a change.

Competences developed:

- I increased my repertoire of tools that help me in my work with clients focusing on reorientation and career change in later life.
- I increased my abilities to encourage older people in exploring new work possibilities, going beyond trajectory-based careers and career pathways.
- I introduced new methods and approaches in my counselling practices that support clients in their personal process to find meaning and purpose in their life and find an adequate job.
- Impact on learner

One of my clients expressed a clear interest in becoming self-employed as a counsellor. He is currently enrolled in a training program called "First Steps Towards Self-Employment," offered by the city of Vienna.

I also observed an increase in self-esteem, self-confidence, and motivation among my clients. They showed a greater willingness to learn new skills, participate in educational training, and becoming more open to try out something completely new.

Refinements needed

There is a method that I can recommend to use in combination with the SASSI-LLC approach:

"Designing your life" a "Design Thinking Method developed by Bill Burnett und Dave Evans

It is a powerful design thinking method that empowers people to build their life and their career to be meaningful and fulfilling.

I believe it makes sense to apply design thinking to your life first, as it can help bring your ideas to life.





Section 3: Conclusions

What key findings/points of interest can you draw from the piloting process

Pilot 1

Ageism, or discrimination based on age, is often a significant barrier. Overcoming this means helping older workers to recognise their value and strengths. Drawing on their wealth of experience and skills is essential to presenting them as valuable assets to potential employers. Moreover, storytelling can be a powerful tool in shaping career narratives and boosting confidence of older clients. Exploring alternative career paths, such as volunteering or part-time work, can provide new opportunities and a sense of purpose.

Pilot 2

Supporting older workers in their career transitions or job searches requires a differentiated approach that acknowledges their extensive experience and unique challenges.

There is a high number of older jobseekers but also retired people who still want to stay active and contribute to society in some way. Self-employment is definitely an appealing option for them as it allows them to pursue their passion and interests and remain flexibility at the same time. There is definitely a need for support programmes such as the SASSI-Guide for becoming an Olderpreneur and associated resources that target 50+ people as this group is often overlooked in Austria when it comes to business creation. However, this pursuit also comes with several challenges, including managing risks and ensuring adequate social security. Encouraging older individuals to engage in entrepreneurial activities also requires addressing these complex issues that may go beyond the SASSI-materials.

Moreover, it is crucial to recognize that not all older individuals may be inclined toward entrepreneurship due to the mentioned risks and demands. Therefore, a broad understanding of career options, including less risky and more fulfilling alternatives such as legacy careers or encore careers, is essential.

Pilot 3

It is more than essential to adequately support older job seekers, offering concrete tools to help them review their extensive experiences, regain confidence, and broaden their perspectives on work and career opportunities.

Section 4: Recommendations

Taking account of your conclusions, what needs to be done





- Adding national tools and services specific to business creation. For instance, in Austria, several initiatives and financial programs support business creation. Include resources such as: The entrepreneurial mindset test: www.gruenderservice.at/unternehmertest
 Video tutorials for business creation:
 - https://www.gruenderservice.at/site/gruenderservice/videoserie-erfolgreich-gruenden.html
- Link the Guide for becoming an Olderpreneuer to concrete training resources regarding funding, risk management and social security considerations and project sustainability. Clearly state that consulting a business coach may be beneficial for those with a clear project in mind, providing practical, real-life scenarios.
- Offer a clear overview of the SASSI-LLC materials to help both adult educators and learners navigate the HUB easily. It is important to ensure users can access desired products without feeling overwhelmed or discouraged.
- Address Everyday Challenges for 55+ workers and Olderpreneurs: Provide practical
 information addressing common problems faced by older peoples and potential
 Olderpreneurs. Include solutions and strategies for everyday issues, especially for those who
 are disappointed or struggling.
- Provide more realistic case studies that clients can relate to more easily
- Develop a handout for adult educators and coaches summarising possible resources and tools for different settings when working with the target group. This will enable adult educators to quickly reference and apply appropriate materials and methods.





Annexes:

1 Learning Project Reports

1.1 Learning Project 1

Learning Project Title	Increased confidence through story-telling		
Pilot Start Date	September 2023 Pilot End October 2023 Date		
Partner Organisation			
Name of the author	Verena Reicht		
Purpose, Objectives and Scope	Engage in one-on-one coaching sessions with clients from outplacement-programmes to understand their challenges, career goals and support them in finding the right career path		
Target Group/s you piloted with	4 outplacement-clients Client A: male, 61, former occupation: retail Client B: male, 58, former occupation: telecome engineering Client C: female, 54, former occupation: library Client D: female, 60, former occupation: insurance company		

1. Where did you start from and what did you want to achieve through this Learning Project?

I started with the goal of understanding the unique challenges faced by individuals aged 50+ in their career transitions. My objective was to develop and implement new coaching strategies that would address age-specific concerns such as ageism, skill relevance, and career motivation. I wanted to improve my confidence in helping older clients who have lost their job to build confidence in themselves, discover their talents and find a meaningful career path.

2. What happened? How did you approach your learning project?

First, I went deeper into the materials of age-specific career counselling focusing on ageism, career reviewing through story telling tools and the possibility of mobility programmes, volunteering, etc.





I was at them time already working with a few clients who had lost their job and were offered outplacements trainings. So my plan was to apply the SASSI-tools in my coaching approach and use the Guide for becoming an Olderpreneur to work with new concepts and job alternatives that could give my clients a new perspective.

In total I was able to involve 4 clients, one of them already had a new job and his main goal was to get psychological support.

3. What did work well - how and why?

One client who was quite open to non-traditional career paths was very happy to expand his perspective and get to know new possibilities regarding work such as volunteering, education-leave or even going abroad.

I had the feeling that these new perspectives allowed her to develop a new sense of purpose which I find crucial for the emotional well-being of my clients.

What worked for all clients was improving their confidence and shifting their mindset from one of insecurity to one of proactivity and self-trust, thanks to my coaching, which was influenced by the SASSI materials on "value of older workers" and the storytelling methods that made them aware of their extensive experience. It was definitely a boost of self-believe.

4. What didn't work? Why?

Some clients felt that the "Guide of becoming an Olderpreneur" was partly too generic and not applicable to their specific situations which was a bit frustrating for them. However, it shows that self-study of materials is just one aspect and that personalised guidance of the client is quite relevant.

5. What did you learn?

Building confidence in clients – in particular those who have recently lost their job in their 50s – is a key aspect in my work with people aged 50+. Although I was familiar with the technique of storytelling, I learned that it is a great method in my work with older clients who have a vast experience but need to learn how to frame it. Thanks to the SASSI- materials I became more confident in fostering a proactive and self-assured mindset among my clients. Additionally, promoting non-traditional career paths, such as volunteering, educational leave, or international opportunities, turned out to be a get way to provide new and fresh perspectives to clients who are often quite down and helpless.

6. What competences do you feel you have developed through the SASSI LLC Programme i.e. what are you able to do now that you couldn't before? How did you assess this?





Improved confidence in supporting older clients

Presenting non-traditional career paths to shift perspectives

Knowing how to use story-telling methods in boosting self-confidence of older clients

7. What were the main results for your target group – what did they achieve?

Renewed sense of purpose

Exploration of new opportunities beyond the traditional perception of job and career

Improved self-awareness

Increased confidence and proactivity in pursuing a new career that may even have a better effect on their general happiness and well-being

8. What conclusions have you come to about supporting older workers who are looking for a career change or a job in later life?

Ageism, or discrimination based on age, is often a significant barrier. Overcoming this means helping older workers to recognise their value and strengths. Drawing on their wealth of experience and skills is essential to presenting them as valuable assets to potential employers. I've found that storytelling can be a powerful tool in shaping their career narratives and boosting their confidence. Exploring alternative career paths, such as volunteering or part-time work, can provide new opportunities and a sense of purpose.

9. How could we improve the tools & processes you tested with your target groups?

10. What was the feedback from the people you worked with?

(Please include quotes and/or short case studies/success stories if possible)

I never considered volunteering as an option for me but why not trying it? I am a curious person and I am sure that I will be needed somewhere. (Client B)





	_	_
1 2	Lagraina	Ducie et 3
1.2	Learning	Project 2

Learning Project Title	Improving age-sensitive counselling skills among trainers and coaches		
Pilot Start Date	October 2023	Pilot End Date	January 2024
Partner Organisation	die Berater		
Name of the author	Loay Jdeed		
Purpose, Objectives and Scope	Training session with C-VET professionals on the SASSI-LLC materials and tools to support later-life career guidance		
Target Group/s you piloted with	Trainers, coaches		

2. Where did you start from and what did you want to achieve through this Learning Project?

Having been introduced to the SASSI-LLC methods during the train-the-trainer workshop, I was actually quite motivated to start my own business. However, the learning project is not about me but about me transferring the new skills that I have acquired to other learners.

Therefore, I decided to educate some of my colleagues, who were also involved in training and providing individual counselling to individuals aged 55+, about the SASSI-LLC methods, focusing specifically on the Guide for Becoming an Olderpreneur. My intention was to equip them with basics knowledge so they could implement these methods with their own clients.

3. What happened? How did you approach your learning project?

I conducted a webinar session to introduce the SASSI-LLC approach to 4 colleagues who are working as trainers in Wolfganggasse. As some of my colleagues where quite interested in age-specific career counselling techniques I showed them some tools such as later-life career self-assessment activity, story telling tools for developing a later-life career plan and a legacy activity (the legacy formula)

I then presented the Guide for becoming an olderpreneur and encouraged them to use relevant aspects of the Guide in their work with older clients.





My colleagues then had some weeks to integrate their new knowledge and apply it in their trainings/counselling sessions.

4. What did work well - how and why?

I tried several methods with my colleagues to support clients considering the entrepreneurial pathway. While the visualisation method was familiar to most, using the provided guiding questions to concretely visualize a future project or company was reaffirmed as a powerful tool. They appreciated the exercise for its ability to make the impact of a potential project feel tangible. I added two questions that set focus on the individual feeling (emotional level) that the project brings along as this is a very effective way to improve motivation.

The questions at the end of each module in the CPD training course were quite good prompts for discussions on fostering the development of Olderpreneurship and Learning. There was an interesting discussion on the Retirement Mindset versus the Olderpreneurship Mindset and the actual potential and benefits of changing the mindset.

5. What didn't work? Why?

Some of the feedback I received was that encouraging people to become an entrepreneur is a delicate topic as long as they do not come up with the issue themselves. This is partly owned to the fact that entrepreneurship requires a very high level of commitment, risk-taking, and uncertainty. For some people, the idea of starting their own business may just be overwhelming or unappealing, particularly if they are used to a structured job.

Regarding the development of an entrepreneurial mindset, a certain predisposition is required. You can definitely learn it up to a certain extent but there are also people who just do not have an entrepreuneiral personality that is required for running a business.

The Case Studies were not considered as practical examples to share with their clients in their counselling sessions as they were perceived as too abstract and lacking relatable similarities.

6. What did you learn?

When it comes to developing an entrepreneurial mindset, I believe that you can learn certain skills but some people are just naturally better suited for it. Entrepreneurship asks for qualities like being able to take risks, come up with new ideas, bounce back from setbacks, and adapt to changes. These qualities might not be something everyone has. So, while you can improve your skills with training, it's important to understand that not everyone is made for entrepreneurship. And I think this is an important aspect also for counsellors to know exactly how to introduce the topic of Olderpreneurship to their clients and guide them in making the right choices.





However, I do appreciate that the meaning of Olderpreneurship is very broad an actually does not only include classical start-ups but also a variety of less risky and money-intensive forms.

Legacy or Encore-Career where new concepts for my colleagues but we discussed the relevance of purpose in later-life career. At a certain age, workers are no longer willing to pursue a career that does not fulfil them on several levels, including personal fulfilment.

7. What competences do you feel you have developed through the SASSI LLC Programme i.e. what are you able to do now that you couldn't before? How did you assess this?

I am now more aware of the situation and needs of 55+ workers and the importance of expanding the existing counselling and training offers for that age group.

I am able to educate others on the SASSI-LLC materials and tools to improve their age-sensitive counselling skills.

8. What were the main results for your target group – what did they achieve?

An enhanced understanding and awareness of how to support clients in successfully navigating career transitions in later life

Being able to provide career guidance to older adults, focusing on entrepreneurial interests

Integration of targeted counselling strategies and practices within our organisation that recognises the full expertise and heterogeneity of older workers or job seekers in their 50s and 60s

Encouraged to promote mobility activities and the concept of ambassadors for mobilities among clients

9. What conclusions have you come to about supporting older workers who are looking for a career change or a job in later life?

Supporting older workers in their career transitions or job searches requires a differentiated approach that acknowledges their extensive experience and unique challenges.

There is a high number of older jobseekers but also retired people who still want to stay active and contribute to society in some way. Self-employment is definitely an appealing option for them as it allows them to pursue their passion and interests and remain flexibility at the same time. There is definitely a need for support programmes such as the SASSI-Guide for becoming an Olderpreneur and associated resources that target 50+ people as this group is often overlooked in Austria when it comes to business creation. However, this pursuit also comes with several challenges, including managing risks and ensuring adequate social security. Encouraging older individuals to engage in entrepreneurial activities also requires addressing these complex issues that may go beyond the SASSI-materials.





Moreover, it is crucial to recognize that not all older individuals may be inclined toward entrepreneurship due to the mentioned risks and demands. Therefore, a broad understanding of career options, including less risky and more fulfilling alternatives such as legacy careers or encore careers, is essential.

10. How could we improve the tools & processes you tested with your target groups?

The Toolbox could include more national tools and services in the context of business creation. For Austria, e.g. there is a number of initiatives and financial programmes that support business creation.

Also there are useful tests that help potential Olderpreneurs to test their entrepreneurial mindset, e.g. <u>www.gruenderservice.at/unternehmertest</u>

www.gruenderservice.at/unternehmertest

Video-tutorials for business creation:

https://www.gruenderservice.at/site/gruenderservice/videoserie-erfolgreich-gruenden.html

1.3 Learning Project 3

Learning Project Title	Career reorientation and second act career in later life		
Pilot Start Date	September 2023	Pilot End Date	December 2023
Partner Organisation	die Berater		
Name of the author	Felix Hafner		
Purpose, Objectives and Scope	Empowering job seekers to make meaningful career changes and pursue a new direction that aligns with their needs		
Target Group/s you piloted with Older course participants and course on job market integral			-

3. Where did you start from and what did you want to achieve through this Learning Project?

My goal was to improve my competences to support career change in later-life. I regularly work with clients who no longer want to or are physically unable to stay in their job (for example due to health reasons or too high workload or because of a restructuring that leads to new tasks that make them unhappy) and want to find a new job. In particular, employees who have spent a lot of time in one industry often want to make changes in their late career.





I noticed that older employees often have an internal drive to go into a new direction and I was interested in the SASSI LLC methodologies and tools that can support this process.

4. What happened? How did you approach your learning project?

After the SASSI-LLC training and the self- studying of the materials, I decided to use several resources and tools with my course participants in class and in 1-1 coaching.

I had some clients who have reached a point in life where they were not sure how to continue their working life. They seemed tired and worn out. It was important to show them new perspectives, give them new motivation to find a purpose and goal in working life.

For my learning project, I worked with a career review using the tree of life and the persona template trying to support my clients in their reorientation process. In addition, based on the Guide for becoming an Olderpreneur, chapter 1, 2 and 3, I have compiled some materials for my clients to work through themselves.

In the next sessions, we discussed what they have explored and focused on different aspects, such as unfulfilled dreams, work-life balance, purpose in life and work in times of crises (personal crises, climate crisis). I also emphasised the importance of learning later in life. I noticed they lacked confidence in their ability to learn new things, even though they expressed a desire to do so.

5. What did work well - how and why?

I offered my clients the choice of using either the Tree of Life or the Persona Template to reflect on their past and future. Most clients chose the Tree of Life, and I encouraged them to draw their own trees at home, put on some music, and take their time to fully engage in the reflection process. One of my female clients found this process very rewarding as she enjoyed this journey and turned the exercise into an artistic project. I observed that this exercise provided a motivational and beautiful opportunity for clients to become aware of their vast experiences and regain confidence in their own talents.

The materials from the "Guide for Olderpreneurs" positively influenced my clients' attitudes toward their future work lives. The chapter on various ways of becoming an Olderpreneur was especially inspiring for them. One client, in particular, felt encouraged to build on his skills he had developed over 20 years in his company to work as a consultant and mentor in a similar field.

For another client who seemed very insecure and resistant to change, the "Journal of Things You Have Learned Every Day" served as a helpful tool, making him realise that continuous learning is a natural part of life. Additionally, the theory on neuroplasticity of the brain gave him the confidence to seriously consider pursuing new education in documentary filmmaking.

6. What didn't work? Why?

I was generally a bit overwhelmed with the high amount of SASSI-LLC materials available on the platform and it took me some time to have an overview of the resources and tools and know how to use them for my work. I was informed that a manual to help navigate these offerings would be





provided, and I believe it is crucial to have a concise and clear document to guide users through the available materials.

7. What did you learn?

It is certainly worthwhile to give clients considering a career change enough time to connect with themselves, their needs, and their feelings. When they become aware of their needs, desires, and values, they can stand up for them and implement them professionally.

I have always been skeptical of reframing techniques such as positive thinking. However, I have noticed that some exercises provided in the SASSI LLC materials are quite helpful. A positive mindset and attitude are crucial for developing the courage to make a change.

8. What competences do you feel you have developed through the SASSI LLC Programme i.e. what are you able to do now that you couldn't before? How did you assess this?

I increased my repertoire of tools that help me in my work with clients focusing on reorientation and career change in later life.

I increased my abilities to encourage older people in exploring new work possibilities, going beyond trajectory-based careers and career pathways.

I introduced new methods and approaches in my counselling practices that support clients in their personal process to find meaning and purpose in their life and find an adequate job.

9. What were the main results for your target group – what did they achieve?

One of my clients expressed a clear interest in becoming self-employed as a counsellor. He is currently enrolled in a training program called "First Steps Towards Self-Employment," offered by the city of Vienna.

I also observed an increase in self-esteem, self-confidence, and motivation among my clients. They showed a greater willingness to learn new skills, participate in educational training, and becoming more open to try out something completely new.

10. What conclusions have you come to about supporting older workers who are looking for a career change or a job in later life?

It is more than essential to adequately support older job seekers, offering concrete tools to help them review their extensive experiences, regain confidence, and broaden their perspectives on work and career opportunities.





11. How could we improve the tools & processes you tested with your target groups?

There is a method that I can recommend to use in combination with the SASSI-LLC approach:

"Designing your life" a "Design Thinking Method developed by Bill Burnett und Dave Evans

It is a powerful design thinking method that empowers people to build their life and their career to be meaningful and fulfilling.

I believe it makes sense to apply design thinking to your life first, as it can help bring your ideas to life

11. What was the feedback from the people you worked with?

(Please include quotes and/or short case studies/success stories if possible)

_

National Piloting Experience Report

« Bulgaria »

Authoring partner:

CATRO Bulgaria





Contents

Intro	duction		1
Secti	ion 1: M	ethodology of the pilots	. 2
		Results of the Pilots	
Secti	ion 3:	Conclusions	5
Secti	ion 4:	Recommendations	5
Anne	exes:		6
1	Learning	g Project Report 1	. 6
2	Learnin	a Project Report 2	۶





Introduction

Background: A brief summary of <u>the context</u> for your pilots (in relation to Later Life Career Management, Advice and Guidance for older workers in your country)

A total of 3 trainers from Bulgaria was meant to participate in the C1 training, which took place in May 2023 in Matosinhos, Portugal. Due to last-minute changes in the personal circumstances of the third participant, in the end only two people from Bulgaria fully attended the training. It was them carrying on with the piloting phase afterwards. The first trainer organized 3 learning projects in total, while the second trainer organized 1 learning project – all involving representatives of the two main project target groups.

The Purpose and Objectives of the Pilots: why you were doing it – the reasons for piloting and what you set out to test

The main objective of the pilot in Bulgaria was to test the SASSI approach with 1) career consultants and trainers who potentially work with older adults and 2) older people willing to make a later-life career change or un-retirees willing to stay professionally active in some way.

The Target Groups: Pilot Participants and Beneficiaries: who was involved in the piloting - information about them: how many, their occupation, gender, age range, etc)

As mentioned, four separate learning projects were conducted in Bulgaria. The pilot participants involved in the different workshops were quite diverse in background and profile. A total of **16 end beneficieries and 11 trainers/career consultants** took part in the piloting phase, which lasted from September 2023 to June 2024. The end beneficieries were (mostly) older people who were currently unemployed and out of the job market (for different reasons), coming from the north-west region of the country – they (or most of them) were registered in the Employment Agency, which was assisting them in finding a job and which assisted us in reaching (and recruiting) them for the training. The other group was just as diverse, as it consisted of career consultants working for the Employment agency as well as trainers and private career consultants.





Section 1: Methodology of the pilots

A description of how the piloting was carried out/ the activities involved etc. The 2 piloting phases and why it was done this way.

1.1 Pilot 1

 Description of the pilot ie. why, where, when (the timeline), by whom (the facilitator/s), to whom (the beneficiaries) and numbers involved

The first pilot was implemented by the CATRO staff member – project manager and trainer – responsible for the SASSI LLC project. It consisted roughly of <u>3 learning projects</u>, which took place at 3 different points of time – respectively in October 2023, November 2023 and June 2024.

<u>Learning project 1</u> involved **2 people**, approached directly with the intention to include them in the C2 design thinking workshop, about to take place in the end of November 2023 in Vienna, Austria. In October individual preparatory meetings with both participants were held to acquaint them with the project, upcoming workshop and related materials, meant for the self-study phase of the pilot. One person was a retired former journalist, and the other one - a self-employed/freelancer in the creative industries, at the time also acting as an informal carer of a family member. They were both above 55 years old.

<u>Learning project 2</u> involved a group of **14 people** in total and took place on 16 November 2023. It was implemented by 2 trainers (so one of them is also considered a pilot trainee in this context) for long-term unemployed people recruited by the regional office of the Employment agency in the city of Montana. Out of the 14 pilot participants, 9 were above 50 years old and had different backgrounds.

<u>Learning project 3</u> took place at the very end of the piloting phase – in June 2024 – and involved **3 people**: private career consultants (two of them volunteers). They represented a newly founded organization called "Senior careers", created to help 50+ people with career counselling and mentorship, training and upskilling, job search support.

 Process/ methods used ie how it was conducted and what did you do? (eg learning projects (no.), face-to-face sessions, cascading the learning through the full blended learning course etc?)

Learning project 1 was in the form of two one-to-one meetings rather than a workshop, where the project and its goals were presented, the expectations for the C2 workshop were set and the Guide to becoming an olderpreneur was inspected in detail. Participants received guidance on what to do as self-preparation in order to be ready for the design-thinking tasks in Vienna.

Learning project 2 was implemented as a straightforward one-day, face-to-face training. It was a combination of group activities from two different projects with a similar target group. Facilitated by two trainers, a programme was prepared, which included some 2 activities from the SASSI R3 Guide (which was the only fully completed resource at this point) and a short visual activity on mobilities, which was also tried out during the C1 training in Portugal.









Learning project 3 was a sort of a hybrid between the two – it was done in the form of a mini-workshop, which was a combination between a detailed presentation of all four project products and how they can be used by career counsellors/trainer and a practical reflective group activity.

1.2 Pilot 2

Description of the pilot ie. why, where, when (the timeline), by whom (the facilitator/s), to whom (the beneficiaries) and numbers involved

The second pilot was implemented by the the other participant in the C1 training in Portugal, who was also working for the Employment agency in Sofia at the time. As planned during the C1 learning project planning session and with the support of the CATRO staff member, she held an internal knowledgesharing session in the form of a workshop for her career counsellor colleagues in the agency.

Process/ methods used ie how it was conducted and what did you do? (eg learning projects (no.), face-to-face sessions, cascading the learning through the full blended learning course etc?)

The one-day workshop was conducted in person as a group training. Seven people attended the session, which was designed to be a short version of the C1 training, mirroring the content. It started with a short introduction on the project via ppt presentation, followed by 4 group activities, incl. selfreflection exercises followed by discussions, focused on the R3 and R2 materials.

Section 2: Results of the Pilots

To describe the outcomes/results achieved (quantitative and qualitatitve)

2.1 Pilot 1



Achievements and successes

All three learning projects under this first pilot were very different from each other but successful in their own way. What can be considered a good achievement with the end beneficieries is providing them with this new perspective on later-life career opportunities such as olderpreneurship and mobilities. This is normally something, which is observed as a prerogative of young people and simply being aware of the existence of those possibilities is a success alone. Moreover, with the mobility database for example, this goes beyond the theoretical framework suggesting some real opportunities for this often marginalized group. As far as the career counsellors, coaches and trainers are concerned,





providing them with new resources on the topic as well as new methods and tools to use with their clients from this age group is the biggest achievement.

Challenges

On one hand, introducing the new perspectives and concepts, previously considered non-optional, is a success but breaking stereotypes and mind barriers is quite a challenge. And this was observed also during the workshop with the long-term unemployed older people — it felt like they had given up. In these particular circumstances, talking about entrepreneurship and starting something so risky and uncertain from scratch does not sound like a very appealing idea. In that sense, it was challenging to make people really believe that this is a viable option for them. Of course, this also goes back to the fact that this target is quite specific.

No actual feedback was received from the end beneficiaries on the materials themselves, as they were rather introduced during the workshop as something they are invited to explore further on their own as a self-study/self-paced learning. The easy accessibility was appreciated — no registrations and profiles required. As for the trainers' perspective, it was noted that some of the resources are rather abstract and too distant from the reality in our country.

2.2 Pilot 2

Achievements and successes

Having such a training was an achievement in itself, as knowledge sharing sessions of this kind are not so common and subject to internal approval. CATRO's good connections due to previous successful collaboration with the agency allowed for that to happen. It was also a good learning opportunity for the trainer herself to apply in practice what she has learned in Portugal and achieve a real "train-the-trainer" effect that way.

Challenges

The main challenge here is rather related to the applicability of the SASSI materials in the context of career counselling as currently done by the counsellors in the EA. As a state institution, it is quite rigid, less flexible and open to introducing new approaches. Not officially at least. But still the counsellors who attended showed interest in the methodology and will be awaiting the rest of the resources when finalized.

Refinements needed

None. But to be fair, the counsellors were not really able to see all materials – just the Guide to becoming an olderpreneur, and not even translated yet. All project resources will be shared with our stakeholders, once they are completed and fully available online in Bulgarian.





Section 3: Conclusions

What key findings/points of interest can you draw from the the piloting process

Providing career counselling services of any kind to older people requires an inherently different approach. It can also be a longer process, requiring more in-depth attempts to break certain stereotypes and mind barriers which have stuck around for a long time. And changing the perspective towards life of someone who is already this age is very challenging. Tackling ageism and challenging age-related stereotypes during the job search process is a two-way street and always starts from within – with the SASSI resources we are rather scratching the surface and starting the converstation. Among people who do this, there is definitely the need of age-specific counselling tools and methods, adapted specifically to this particular group. So SASSI's attempt in providing those was much appreciated by the counsellors and trainers we piloted with.

Section 4: Recommendations

Taking account of your conclusions, what needs to be done

Much of the terminology used in English consists of non-translatable expressions or terms that people here do not necessarily identify with. While this can only partially be solved during the translation and adaptation process, our impression is that the SASSI materials need to be accompanied with very clear and plausible explanations about what is what and how exactly it can be used. While the abstractness of many of the resources suggested, is something that cannot be avoided, the above can be resolved to some extent. After project end, CATRO is planning to introduce a special section on its website, leading to the SASSI resources to serve as some sort of intermediary point and help people orientate more easily.





Annexes:

1 Learning Project Report 1

Learning Project Title	SASSI Piloting		
Pilot Start Date	October 2023	Pilot End Date	June 2024
Partner Organisation	CATRO Bulgaria		
Name of the author	Victoria Tsvetkova		
Purpose, Objectives and Scope	Popularizing and testing the SASSI training materials with 2 different target groups		
	Target group 1: older people who are currently unemployed and out of the job market (for different reasons)		
Target Group/s you piloted with	Target group 2: HR counsellors and volunteers working for a newly found Foundation, supporting older people in finding a job or an internship		

1. Where did you start from and what did you want to achieve through this Learning Project?

My learning project consisted of several workshops/meetings that I organized with several target groups throughout a longer period of time. I wanted to achieve a bigger scope and diversify the group that I shared and tested the SASSI training materials with. It has to be considered, that depending on the respective point of time, different materials were available, so the scope also differed in that way.

2. What happened? How did you approach your learning project?

For the first workshop, I used an opportunity to combine resources from two projects, targeting similar groups. I organized a whole day training for unemployed persons from the north-western region of the country (considered to be the poorest one in the EU). With the support of the Employment agency and its local structure in Montana, we gathered a group of 14 people – all long-term unemployed persons, 9 of which were above 50 years old. A trainer colleague of mine and I had prepared a programme, including some of the activities from the SASSI Guide to olderpreneurship and a short visual activity on mobilities, which we also tried out during the C1 training in Portugal. The whole concept of olderpreneurship was quite unusual to the participants, also because the mentality of this age group here is specific, but they all found it fascinating and inspiring.

For the second type of workshop, I actively invited two individuals to attend the C2 training in Austria: one is a retired former journalist, and the other one is a self-employed/freelancer in the creative industries, who is currently also acting as an informal carer. I had preparatory meetings with them before the training to acquaint them with the project materials.





For the last part of my learning project, I had a mini-workshop with three people from a newly found Foundation called "Senior careers": https://seniorcareers.bg/. Their goal very much aligns with SASSI — they provide people who are 50+ with career counselling and mentorship, training and upskilling, job search support. The CEO came along with two of her volunteers — the project was thoroughly presented along with the main project products and how they can be used with their clients. We also discussed some other synergies and future cooperation opportunities.

3. What did work well - how and why?

It was nice meeting the people that are meant to be working with and using our resources, and to hear about their own experience with the challenges we have been tackling throughout SASSI. The people I piloted with all showed interest in the project and what we developed, so I can only hope that they find the materials useful enough.

4. What didn't work? Why?

I can't say that something didn't work. Having a bigger group of people allows for more exchange opportunities as well as chances to try out some of the group activities suggested. This is always more interesting for the learners — as well as for me, as a trainer. But still, quite a large porting of the developed SASSI resources is meant for self-study and self-paced learning, so having the chance to show and explain how something could be used is valuable enough.

What did you learn?

I learnt how difficult it is to change the perspective towards life of someone who is already this age. Sure, many of the older adults were inspired and found SASSI interesting but whether they found it practical and applicable to their own life I cannot be so convinced. Nevertheless, the last meeting with the Foundation representatives gave me hope that there are people willing to tackle this problem related to ageism and age discrimination of seniors, so I keep my fingers crossed that the SASSI mission will prevail.

6. What competences do you feel you have developed through the SASSI LLC Programme i.e. what are you able to do now that you couldn't before? How did you assess this?

I learnt a lot about the project topic. I had also never worked with this age group before, so this was a new experience for me. I gained some new insights and ideas about activities and tools, so this is always useful.

7. What were the main results for your target group – what did they achieve?

I haven't checked with the group from Montana but the C2 participants found the experience enriching and inspiring in general. The counsellors form the Foundation were very keen to check all resources – not all of them are online yet – and see which ones they could use in their work.

8. What conclusions have you come to about supporting older workers who are looking for a career change or a job in later life?

See question 5. It is not an easy process, has its challenges but there is hope.





9. How could we improve the tools & processes you tested with your target groups?

From my perspective, not all of them are very applicable in the Bulgarian context. Generally speaking, I find it difficult to see the group activities being used in practise because counselling sessions normally take place in a one-on-one setting. I'm curious to see what the counsellors think in time as well as the older adults about the self-study element.

10. What was the feedback from the people you worked with?

(Please include quotes and/or short case studies/success stories if possible)

We received only positive feedback from all participants we reached. As mentioned, they felt inspired and keen on exploring everything further. If we have managed to light the spark in only one person who decides to start their own venture or go on a mobility somewhere, or even changes their perspective on life after 50, I would consider it success.

2 Learning Project Report 2

Learning Project Title	Workshop for career counsellors in the Employment agency		
Pilot Start Date	September 2023	Pilot End Date	September 2023
Partner Organisation	CATRO Bulgaria x National Employment Agency		
Name of the author	Nadezhda Bogdanova		
Purpose, Objectives and Scope	Sharing what I learnt during the training in Portugal with my colleagues		
Target Group/s you piloted with Career counsellors in the Employment agency			t agency

1. Where did you start from and what did you want to achieve through this Learning Project?

I started from preparing a detailed report for my management on the C1 training in Portugal, in which I took part in May 2023. I finished this report with some recommendations, including organizing a workshop for my colleagues in the fall. I wanted to re-create a similar experience for them in order to try out some of the activities we did in Portugal. Hopefully, this was going to convince them to start using and try to integrate some of the SASSI resources in their own work with older people.

3. What happened? How did you approach your learning project?

With the help of the project manager, who also supported me during the training in Portugal, we planned a short (nearly one day long) programme for the career consultants in the agency, which consisted of some of the activities I had already gone through. This was also a chance for me to





reconfirm the insights I had gained and what I had already learned as a methodology and pass it on to my colleagues.

4. What did work well - how and why?

The seven career consultants who joined the internal training session showed interest in the methods shared with them. What was useful in my opinion, is that we had the room to discuss what can be implemented in practice for real and what is too theoretical or less applicable in our context of work.

5. What didn't work? Why?

It was a good session, even if we were a small group and couldn't really recreate the same experience as in Portugal.

What did you learn?

Being able to do my own version of some of these interesting methodologies was a learning experience in itself. Since, I haven't been in the role of career consultant for too long (in a way, I am very much in the position of the target group for the SASSI project, as I changed careers late), it was interesting for me to know my colleagues' thoughts on this type of methods.

7. What competences do you feel you have developed through the SASSI LLC Programme i.e. what are you able to do now that you couldn't before? How did you assess this?

Trying to communicate in English was definitely the biggest challenge and take-away for me from this experience. Being in the role of a trainer was not so new to me, even if this was a very different context than what I am used to.

8. What were the main results for your target group – what did they achieve?

I think they gained some new ideas and perspective on what they can do in their work with clients, which is different than our processes. I don't know, however, to what extent they will actually use it.

9. What conclusions have you come to about supporting older workers who are looking for a career change or a job in later life?

It is not easy to break certain barriers in their mind. It is also not so easy to introduce new/alternative methods in the way of work of some types of institutions such as ours.

10. How could we improve the tools & processes you tested with your target groups?

I find them already very interesting and enriching. What is necessary for me, personally, is to have everything properly translated and easily accessible because of the language and digital barrier.

11. What was the feedback from the people you worked with?

(Please include quotes and/or short case studies/success stories if possible)





They were satisfied with the session and interested to see more from the upcoming resources in Bulgarian.

National Piloting Experience Report

« Germany »

Authoring partner: BUPNET



www.sassi-llc.eu



Contents

Introductio	n	1
Section 1: N	Nethodology of the pilots	3
	Results of the Pilots	
Section 3:	Conclusions	11
Section 4:	Recommendations	14
Annovoc:		15







Introduction

Background: A brief summary of <u>the context</u> for your pilots (in relation to Later Life Career Management, Advice and Guidance for older workers in your country)

A total of 6 trainers from Germany (3 from BUPNET and 3 from blinc) took part in the C1 training in Matosinhos. 5 trainers did their projects in Göttingen, 1 - in Sofia, Bulgaria. 4 learning projects were in German, 2 – in English. Most trainers decided to work directly with the target group of older workers in local training centres. One learning project was an internal training for the blinc team to spread the methodology to other colleagues.

The Purpose and Objectives of the Pilots: why you were doing it – the reasons for piloting and what you set out to test

Pilot 1: DänSing - Dance & Sing

- Develop new opportunities for a business idea that incorporates our own leisure interests
- Foster team building and joint activities
- Foster intergenerational learning
- Create a viable business model for hosting dancing and singing events.
- Address legal and technical issues related to music usage.
- Develop a marketing strategy and promotional materials.
- Test the concept and gather feedback for refinement.

Pilot 2: Design thinking for potential entrepreneurs

- Carrier revitalisation
- Discovery of own aims and ambitions for future development
- Brainstorming on a joint project

Pilot 3: Youth meets Experience

- encourage entrepreneurial mindset
- minimise internal resistance to change
- foster motivation to start up new business or social endeavours
- foster intercultural exchange
- empower the group to experiment and optimise initial ideas

Pilot 4: Creating opportunities

- Empower older adults
- Foster entrepreneurial spirit
- Increase level of involvement
- utilise the extensive experience and skills of older aduits
- promote intergenerational cooperation
- strengthen social engagement





Pilot 5: Nachbarschaftszentrum Grone:

 Adult Educator Preparation & Empowerment through some Self-Reflective Parts of SASSI LLC Methods for Multiplication of SASSI contents and methods as well as reassurance before participating in the soon following SASSI LLC Peniche

Pilot 6: Storytelling for later life careers

- Acquiring a new methodology
- Linking new communication approaches to the SASSI LLC project
- · Applying the new methodology in practice
- The Target Groups: Pilot Participants and Beneficiaries: who was involved in the piloting information about them: how many, their occupation, gender, age range, etc)
- Pilot 1: 3 female older workers (55+) interested in exploring potential business opportunities
- Pilot 2: 8 older workers (55+)
- Pilot 3: 7 older workers (55+)
- Pilot 4: up to 35 people (12+ regular attendees) (55+)
- Pilot 5: 1 Adult educator
- Pilot 6: 10 Adult educators

In total: 53 older workers, 11 adult educators





Section 1: Methodology of the pilots

A description of how the piloting was carried out/ the activities involved etc. The 3 piloting phases and why it was done this way.

Pilot 1

- **Starting Point:** We began with a brainstorming session with a group of three ladies aged 55+ to explore potential business opportunities.
- Our initial goal was to develop an idea for organizing dancing and singing events.
- **Approach**: Idea Development: Conducted brainstorming sessions to refine the concept of group singing with text on the wall and coordinated dance moves.
- Legal Advice: Consulted a lawyer to understand GEMA issues and obtain advice on the appropriate software for playing music with synchronized lyrics.
- Market Research: Identified potential venues and event types, including private parties, company events, and public gatherings.
- Role Clarification: Assigned specific roles and tasks to each team member.
- Branding: Developed a logo and promotional poster.
- Logistics: Secured a location for the first test event.
- Pilot Event: Tested the concept with family and friends to ensure compliance with legal and technical requirements.
- Feedback Collection: Gathered feedback from participants to evaluate the success of the event.
- Evaluation and Planning: Analyzed the feedback and planned further steps, including another round of legal consultation.

Pilot 2

- We gathered a group of participants from various backgrounds family carers, translators
 with a migrant background, and a manager. We wanted to get our participants to work in a
 group on a joint project and deliberate not only on their personal development aims, but also
 come up with a joint idea they could work together on.
- At first, we approached participants individually and familiarlised them with the project and
 its aims. Then we sent them the Guide for Olderpreneurs as a self-study material. This was
 followed by a 5-day workshop in person, with a focus on Design Thinking (chapter 4 of the
 Guide). The workshop had the following structure:
 - O Day 1: Introduction, Teambuilding and Problem Clarification
 - o Day 2: Personas, understanding users and redefining problem
 - O Day 3: Ideas generation, ranking, and selection
 - Day 4: Preparing a prototype
 - Day 5: Review
- Days 1,2,5 were supported by a trainer, while 3-4 were independent work by the group.

Pilot 3

- Starting point:
- Preparation for delivering a design thinking workshop for older workers by adapting the methodology based on everything learned about the target group and its needs and specifics in the SASSI LLC training
- Approach: using the established Design Thinking methodology with 4 main phases:
- Understanding





- Empathise
- Define
- Prototyping
- working on two levels of learning for the participants both entrepreneurial, as well as experiential empowering them to use the same DT methodology in the future
- implementing the so called "relapse prevention" method encouraging trainees to define and openly share all challenges that might prevent them from bringing their ideas to practise
- Inserting pre- and post-process pitch for all participants

Pilot 4

- We started this project with the intention of empowering older adults in Göttingen to become
 entrepreneurs with the idea of enterprise at this point referring primarily to the fact that
 older members could be more involved and contribute their experience to new ideas and
 actions. Our main goal was to utilise their extensive experience and skills to promote
 intergenerational cooperation and strengthen social engagement through entrepreneurship.
- We worked together with local organisations such as the Weststadtzentrum, Musa, the boatpeople-project and the Brockensammlung. We organised regular workshops and small meetings every four weeks.
- The participants who came together reflected different generations and their views, but also different communities.
- Based on this situation, various working groups developed, but they always presented their ideas to the entire plenum (the Weststadt Conference).
- However, an obvious procedure characterised by the design thinking approach was not used, but rather the individual elements were used appropriately.
- Among other things, this resulted in two specific groups:
 - the "Flause" utilised the experience of the older generations with regard to legal and financial structures,
 - and various activities were developed to strengthen women's equal rights.

Pilot 5

- Having been trained in SASSI TTT at Porto and Vienna '23 myself and having lead some workshops for elderly people and their informally trained adult educators in the Neighborhood Centre of a disadvantaged area of the city of Göttingen, I decided to try an Adult Educator Preparation & Empowerment through some Self-Reflective parts of SASSI LLC Methods with a 49 year old adult educator from this Neighborhood Centre (having a totally different professional background and working since short time at the NBZ in the framework of social security benefits: to get him back to the primary labour market, he works for 6 hours/day at the NBZ and gets 1,50E additional for each hour). He will participate in SASSI LLC at Peniche, has no experiences with SASSI before, himself has almost reached the age of the SASSI target group and founds himself in a disadvantaged situation so he could in my opinion do with some reassurance before participating in the soon following SASSI LLC Peniche.
- After getting kind suggestions of suitable methods from a SASSI project manager, I choose several appropriate methods, translated (parts of) them and put them into a powerpoint that I sent to the adult educator after having had a long introducing personal talk with him the day before. On the third day, we had a long call (as there was no time to meet in person) and talked about his experiences and answers that he noted and deliberately sent me. I also made use of some empowering methods I learnt formerly as a Systemic Coach and gave him information





about that it was testing methods and no focus on his personal answers and transparently informed him about the questions in this report.

Pilot 6

- We wanted to explore ways we could communicate all the resources already developed to our target groups how we can 'sell' our approach. We decided that making use of the storytelling approach may be a good starting point.
- We organised a team training with a professional storyteller. We went through the different phases of the stor, and tried to understand them. Then we started work in small groups and started looking for ways we can apply the methodology to the SASSI LLC project and resources. One group focused on the creation of credible user stories both in video and text form, arguing that only users would be able to look credible for their peers. Another group focused on gathering a collection of empowering stories in text and video form collecting different existing resources in support of the target group.
- Both groups continued their work over the following months.





Section 2: Results of the Pilots

To describe the outcomes/results achieved (quantitative and qualitatitve)

2.1 Pilot 1

Successes

- Brainstorming Sessions: Enabled creative idea generation and allowed us to refine our concept effectively.
- Legal Consultation: Provided clarity on legal requirements and ensured we were compliant with music licensing laws.
- Test Event: Conducting a pilot event with family and friends helped us identify potential issues in a low-risk environment.

Reasons for Success:

- Collaborative brainstorming facilitated diverse input and innovative ideas.
- Expert advice from the lawyer helped navigate complex legal matters.
- Testing with a familiar audience provided valuable feedback while minimizing risk.

Challenges:

- Venue Issues: Finding an appropriate and affordable venue for the events was challenging.
- Technical Difficulties: Initial issues with the software for playing music and displaying lyrics simultaneously.
- Marketing: Reaching our target audience and generating interest proved more difficult than anticipated.

Reasons for Challenges:

- Limited availability of suitable venues within budget constraints.
- Technical complexities in integrating music playback with lyric display.
- Need for more effective marketing strategies to attract a broader audience.

Impact on trainer:

- Enhanced project planning and management skills.
- Improved understanding of legal aspects related to music events.
- Better ability to design and execute promotional materials.
- Increased confidence in organizing and hosting events.

Impacts on learners:

- Developed a comprehensive business idea and plan for organizing dancing and singing events.
- Successfully hosted a pilot event that provided valuable insights and feedback.
- Created a strong brand identity with a logo and promotional materials.
- Gained confidence and skills in event organization and management.

2.2 Pilot 2

Successes

Participants enjoyed the groupwork most – many of them had experience working in an individual context, so taking a crack at a common problem as a team was very rewarding. The personas exercise expanded the perspectives of participants, and their empathy horizon.





Ideation led to a creative exchange and prototyping was very involving and led to a clear outcome in the form of a roleplay.

Challenges

Different participants came with different expectations – some were satisfied with what occurred in the workshop, others less so. Naturally, not all participants had studies the self-study materials, and it affected their performance. There were also some issues with group dynamics – with some participants being very active, and others not so much. This was particularly problematic during the independent work of the group.

Impact on trainer

As a trainer, I came out with a much better understanding of the challenges and aspirations of older workers. My group facilitation skills improved, and I will pay attention to the lessons learned from the process. The materials used were practical and will be put to a good use in future initiatives.

Impacts on learners

Participants understood the value of training and re-training, increasing their motivation for upskilling. Many of them felt more confident in themselves and in their peer group at the end of the training. They tested a new methodology and generated new ideas in their professional fields. Some of them continued work on the idea after the end of the training.

Refinements needed

The materials we have are very useful. However, as a process, we would need to:

- Clarify expectations better;
- Support self-study phases with work tasks;
- Ensure facilitation is present in all phases of group work.

2.3 Pilot 3

Successes

- Daring to trust the process both trainees and trainer (myself)
- Me as facilitator managing to create a good team dynamic despite the language barrier
- The group really managed to balance their team tasks according to their individual strengths e.g. the more introverted but talented in painting older workers created the visual representation of their business idea, those strong in acting took on a special character role in the scenario and others pitched the business prototype
- Strong focus on social impact all older workers had grown to the understanding that their work and life expertise might actually change the world for the better, ideas were thought to be business oriented but with social influence as well
- Great potential for transfer into real life

Challenges

- Time management more time needed to build up the group dynamics
- If the final business idea pitch was made in front of real VCs, the public speaking challenge would have been more realistic (since now trainees presented to a mixed audience with other older workers)

Impact on trainer

• I definitely have much bigger understanding about the great added value of including older people in our economic and social life





- Through the piloting I developed new skills and increased my confidence for offering later life career support
- Completely new knowledge gained on the topic of "olderpreneurship" that I now transfer
 to my own counselling practice I also work on the level of mindset shift by merely
 introducing the concept in new social environments and organisations.
- I feel better equipped with tools and stories on offering career counselling for older workers
- Great inner satisfaction from having the chance to work in such an intercultural environment and to gain experience from a group of experienced older workers.

Impacts on learners

- new confidence about own talents, implemented directly in an intercultural environment
- new knowledge on design thinking
- new perspective and feedback on their own business/social ideas
- new experience with public speaking and pitching
- shift of own mindset from "old" as a final state to "olderpreneur" as a door to new experiences (incl. transnational ones.

Refinements needed

- Follow up mentorship by real life investors or entrepreneurs to further develop their ideas would make the process much more impactful
- Introduce more video testimonials of older people for role modelling and inspiration

2.4 Pilot 4

Successes

- The mentoring model proved to be extremely effective. Older generations were able to mentor the younger participants, providing valuable insights and promoting intergenerational learning. This approach not only benefited the younger participants, but also enabled the older adults to pass on their wealth of knowledge and experience.
- In particular, intergenerational collaboration led to greater engagement within the Weststadt Conference.

Challenges

- One aspect that did not work as well as hoped was the limited focus on entrepreneurship
 in the workshops. While the workshops encouraged community participation, they did not
 directly lead to the creation of new businesses. In addition, some workshops faced
 logistical challenges due to limited resources and time constraints, which detracted from
 their overall effectiveness.
- However, the active Olderpreneurs were primarily interested in sharing their experiences rather than developing something completely new.

Impact on trainer

- Through the influence of the SASSI LLC programme, participants were able to learn more about how important generating new ideas can be to create greater engagement and active participation.
- Increasing motivation to participate in such a diverse group emerged as a key element, especially afterwards, but also as a way to become more creative and find new solutions.





Impacts on learners

- The main results for our target group included an increase in knowledge and a strengthening of skills, but also a strengthening role in society and improved co-operation across generations.
- Using the example of the "Flause", it was easy to see that the older generation was able to pass on valuable knowledge about legal and business matters.
- But also the actions to strengthen the image of women and thus improve equality could generate new ideas through intergenerational co-operation.
- This made the older generations feel more valued and self-confident.
- In addition, we blinc and the various groups and actors in the city's region successfully promoted gender equality and women's rights with activities that strengthened women's independence.

Refinements needed

- The material and tools provided by the project are already very comprehensive.
- However, adaptations were always necessary for the target group, which we were aware of from the outset.
- As the environment unfortunately dictated the monthly rhythm, parts had to be repeated again and again. Added to this was the fact that the participants kept changing.
- One suggestion therefore (based on our experience with this particular group) is that the
 introductory units should be structured even more simply and that simple language should
 be used.

2.5 Pilot 5

Successes

The answers to the questions What steps have you taken on your career path? Which of your qualities have helped you the most? were, as I had intended, evoking having the participants sight pointed to his resources and strengths and thus empowering him. He explicitly and several times pointed out that he liked the questions for the Tree of Life a lot. Here, most answers were positive or partly negative but pointing to positive developments and strengths of the participant.

Challenges

The answers to the questions: What does our society understand by young and old? What images arise in your mind when we talk about older employees? To what extent does age play a role when it comes to work and career? as well as What has been the biggest challenge for you? Where would you be if you hadn't taken this journey? did not result in a reflection about these topics that was also positive as I had expected and I hope these perceptions will change at SASSI Peniche.

Impact on trainer

I learned many interesting things about age, elderly people and work and the Design Thinking Method.

Impacts on learners

He is now dealing with the topic age as well as having gotten some new points of view, also on his own situation. He enjoyed the exercise and feels empowered and well equipped to participate in SASSI Peniche.

Refinements needed





Although I don t know all SASSI methods and if there maybe already are the such, I feel that some (maybe also systemic?) methods for empowerment could be helpful.

2.6 Pilot 6

Successes

 The storytelling approach, which is embedded into all SASSI results, was definitely a success. We also benefitted from putting ourselves in the shoes of the target group. The actual process of group cooperation was enjoyed by most participants. We also managed to produce tangible results in terms of videos, case studies, and collecting resources.

Challenges

 We sometimes struggled to apply the methodology to our concrete content. It was not immediately clear how the Hero's Journey would apply to a potential olderpreneur. We needed additional time and effort to clarify this.

Impact on trainer

We were the target group. We became better storytellers, being able to make use of the
methodology in contexts we hadn't considered before. We came to understand our
learners better and explored new ways to communicating with them.

Impacts on learners

• We were the target group. We became better storytellers, being able to make use of the methodology in contexts we hadn't considered before. We came to understand our learners better and explored new ways to communicating with them.

Refinements needed

The SASSI LLC materials are great – this is where we started. But we need to communicate
them using the storytelling approach if we want to be heard by the final beneficiaries –
something we set out to do.





Section 3: Conclusions

What key findings/points of interest can you draw from the piloting process

Pilot 1:

Key Learnings:

- The importance of thorough legal and technical preparation.
- Effective collaboration and clear role definitions are crucial for project success.
- Continuous feedback and iterative testing help refine the business model and event execution.

Conclusions

- Older workers benefit greatly from collaborative brainstorming and peer support.
- Legal and technical guidance is essential for navigating new business ventures.
- Practical, hands-on experience through pilot projects is invaluable.
- Continuous learning and adaptation are key to success.

Pilot 2:

Key learnings:

It is important to clarify expectations and to ask back participants about that they understood – not to assume that once everything has been explained, it must be clear. Better support would be needed with the self-study phase – perhaps some working tasks could make sure participants study specific parts. Also, it is better if facilitation is present throughout the whole workshop, unless participants are very experienced in group work.

Conclusions:

There is no 'one-size-fits-all' solution. Aspirations are individual, and the process should always start with an individual discussion. However, group interaction is priceless. There is no better way to motivate people and see they are not alone than to allow them to interact with their peers. Group work motivates, empowers and gives visibility to a topic that otherwise could remain obscured. We need more older workers willing to share their experience with others in order to take away the stigma from later-life careers.

Pilot 3:

Key learnings:

- Social impact brings people together
- Older workers carry great expertise and with an appropriate framework they could be made more aware of it and more confident to share it

Conclusions:

Our society has so much to gain from including older workers and offering them career and volunteering opportunities. But this requires a mindset shift on both sides - less prejudices in the society, to make it more inclusive and curious and respective towards the expertise of the older workers, but at the same time a mindset shift among the older workers themselves - to open up towards change, to be more aware about their own strengths and more confident to bring them in the society. A great bridge to accelerate this multi-level process of attitude change turns out to





be the social impact - uniting older workers and broader society in helping a vulnerable group for example.

Pilot 4:

Key learnings:

We have learnt that cooperation between generations is of great benefit. Older generations have a wealth of knowledge that, when shared with others, can be of great benefit to younger generations. We have also found that regular engagement and activities are crucial for strengthening community bonds and promoting active ageing among older adults.

However, most of these activities face barriers from the outset without good communication and facilitation.

Therefore, as a trainer, you need to be able to choose from your toolbox depending on the needs of your group - in this case only small elements of the Design Thinking approach.

Conclusions:

We came to the conclusion that mentoring programmes can make very effective use of the experience of older generations and that, although entrepreneurship was not the direct focus, cross-generational discourse, exchange and knowledge transfer could be significantly strengthened.

This in turn meant that the range of young companies, groups and associations benefited significantly from the fact that experience could be passed on.

However, regular engagement is crucial for long-term involvement and empowerment. Furthermore, it is important to tailor support programmes to the specific challenges of older generations, but always in the context of intergenerational collaboration.

In addition to career change opportunities, the scope of action should therefore perhaps aim to ensure that:

- social structures between the generations can be improved and that the focus can be placed more on each other again,
- that the experiences of the older generations can be passed on more easily from one generation to the next in terms of knowledge, experience and a healthy approach to a "culture of mistakes".

Pilot 5:

Key learnings:

Though it worked mostly well, I would have preferred and think it would have worked better if there would have been the possibility to facilitate the methods more closely in person. I was especially happy that he also did the transfer to use some input in his work as an adult educator at the neighborhood centre as well as to himself as a person in a disadvantaged position.

Conclusions:

I see several specific points but also many similarities with other disadvantaged groups. I got interesting information about specificies of older workers as well as been trained in many methods for the work with them that can also be - slightly modified or not - transferred to other target groups or situations.

Pilot 6:

Key learnings:





We sometimes struggled to apply the methodology to our concrete content. It was not immediately clear how the Hero's Journey would apply to a potential olderpreneur. We needed additional time and effort to clarify this.

Conclusions:

We need credible communicators – members of the target group. We need stories – stories of struggle, and stories of success. We need to connect to people on an emotional level to foster their motivation.





Section 4: Recommendations

Taking account of your conclusions, what needs to be done

- Most projects highlight the importance of **proper preparation** and communication of the training process, taking into account various training needs. A training plan cannot be set up in advance prior to consulting the potential learners, at best in a conversational format.
- **Group interaction** is both enjoyable and effective as a means to realizing learning aims.
- **Peer support** had proven invaluable, both in carrying out learning activities, and in fostering motivation for participation and following-up on activities. Whenever possible, trainings should be organized in a group format. Even in individual consultations, participants can benefit from attending meeting with their peers for experience exchange. Peers are also the best communicators for the merits of the SASSI approach, acting as convincing Ambassadors.
- Limiting activities to a concrete target group can often reinforce prejudice rather than help overcome it. **Mixed groups** where generations meet can have better results for both sides. Older workers can act affectively as mentors of younger ones.
- Focusing on the **positive** sides of participants has proved effective.
- Sometimes participants struggle with aspects requiring concrete **technical skills** or speaking in front of an audience the potential weaknesses in the team composition should be addressed at an early stage.
- A narrow focus on entrepreneurship has proved to be largely unpopular emphasis should be placed on the **entrepreneurial mindset** and remaining active in later life.
- The SASSI training has proved effective not only in improving participants' skills, but also fostering their **motivation** for starting new professional ventures this must be used as a selling point when promoting the materials.
- The SASSI materials have been found to be very comprehensive and rich in content. Sometimes **adaptations** to the local content are required. Simplified documents like the Ambassadors' fliers can be very useful.
- Some participants expressed the wish for more **case studies**, especially in video format, in order to inspire new learners.





Annexes:

1 Learning Project Reports

Learning Project Title	DänSing – Dance & Sing		
Pilot Start Date	16.12.23	Pilot End Date	04.05.24
Partner Organisation	BUPNET		
Name of the author	Sabine Wiemann		
Purpose, Objectives and Scope	 Develop new opportunities for a business idea that incorporates our own leisure interests Foster team building and joint activities Foster intergenerational learning 		
Target Group/s you piloted with	Older workers 55+ supported by a younger person		

1. Where did you start from and what did you want to achieve through this Learning Project?

Starting Point:

- We began with a brainstorming session with a group of three ladies aged 55+ to explore potential business opportunities.
- Our initial goal was to develop an idea for organizing dancing and singing events.

Objectives:

- Create a viable business model for hosting dancing and singing events.
- Address legal and technical issues related to music usage.
- Develop a marketing strategy and promotional materials.
- Test the concept and gather feedback for refinement.

2. What happened? How did you approach your learning project?

Approach:

- **Idea Development:** Conducted brainstorming sessions to refine the concept of group singing with text on the wall and coordinated dance moves.
- **Legal Advice:** Consulted a lawyer to understand GEMA issues and obtain advice on the appropriate software for playing music with synchronized lyrics.
- Market Research: Identified potential venues and event types, including private parties, company events, and public gatherings.
- Role Clarification: Assigned specific roles and tasks to each team member.





- Branding: Developed a logo and promotional poster.
- Logistics: Secured a location for the first test event.
- **Pilot Event:** Tested the concept with family and friends to ensure compliance with legal and technical requirements.
- **Feedback Collection:** Gathered feedback from participants to evaluate the success of the event.
- **Evaluation and Planning:** Analyzed the feedback and planned further steps, including another round of legal consultation.

3. What did work well - how and why?

Successful Strategies:

- Brainstorming Sessions: Enabled creative idea generation and allowed us to refine our concept effectively.
- **Legal Consultation:** Provided clarity on legal requirements and ensured we were compliant with music licensing laws.
- **Test Event:** Conducting a pilot event with family and friends helped us identify potential issues in a low-risk environment.

Reasons for Success:

- Collaborative brainstorming facilitated diverse input and innovative ideas.
- Expert advice from the lawyer helped navigate complex legal matters.
- Testing with a familiar audience provided valuable feedback while minimizing risk.

4. What didn't work? Why?

Challenges:

- **Venue Issues:** Finding an appropriate and affordable venue for the events was challenging.
- **Technical Difficulties:** Initial issues with the software for playing music and displaying lyrics simultaneously.
- Marketing: Reaching our target audience and generating interest proved more difficult than anticipated.

Reasons for Challenges:

- Limited availability of suitable venues within budget constraints.
- Technical complexities in integrating music playback with lyric display.
- Need for more effective marketing strategies to attract a broader audience.





What did you learn?

Key Learnings:

- The importance of thorough legal and technical preparation.
- Effective collaboration and clear role definitions are crucial for project success.
- Continuous feedback and iterative testing help refine the business model and event execution.
- 6. What competences do you feel you have developed through the SASSI LLC Programme i.e. what are you able to do now that you couldn't before? How did you assess this?

Developed Competencies:

- Enhanced project planning and management skills.
- Improved understanding of legal aspects related to music events.
- Better ability to design and execute promotional materials.
- Increased confidence in organizing and hosting events.

Assessment Methods:

- Reflective discussions within the team.
- Feedback from participants in the test event.
- Self-assessment and peer reviews.
- 7. What were the main results for your target group what did they achieve?

Achievements:

- Developed a comprehensive business idea and plan for organizing dancing and singing events.
- Successfully hosted a pilot event that provided valuable insights and feedback.
- Created a strong brand identity with a logo and promotional materials.
- Gained confidence and skills in event organization and management.
- 8. What conclusions have you come to about supporting older workers who are looking for a career change or a job in later life?

Conclusions:

- Older workers benefit greatly from collaborative brainstorming and peer support.
- Legal and technical guidance is essential for navigating new business ventures.
- Practical, hands-on experience through pilot projects is invaluable.
- Continuous learning and adaptation are key to success.





- 9. How could we improve the tools & processes you tested with your target groups?
- 10. What was the feedback from the people you worked with?
 (Please include quotes and/or short case studies/success stories if possible)

Feedback:

- Positive Comments:
 - "The event was so much fun and well-organized. It was great to see everyone enjoying themselves and participating."
 - "I loved the group singing with the lyrics on the wall; it made it easy to follow along and join in."

Case Studies:

- **Case Study 1:** Tina, one of the participants, expressed that the event reignited her passion for singing and dancing, and she is now considering joining a local choir.
- Case Study 2: Sandra, another attendee, mentioned that the event helped her overcome her fear of public performance, and she feels more confident about participating in social activities.

Our logo:



Our poster for the test run:







Pictures of the test run:





















Learning Project Title	Design thinking for a later-life career		
Pilot Start Date	October 2023	Pilot End Date	December 2023
Partner Organisation	BUPNET		
Name of the author	Dimitar Zlatanov		
Purpose, Objectives and Scope	 Carrier revitalisation Discovery of own aims and ambitions for future development Brainstorming on a joint project 		
Target Group/s you piloted with	with 8 Older workers (55+)		

2. Where did you start from and what did you want to achieve through this Learning Project?

We gathered a group of participants from various backgrounds – family carers, translators with a migrant background, and a manager. We wanted to get our participants to work in a group on a joint project and deliberate not only on their personal development aims, but also come up with a joint idea they could work together on.

3. What happened? How did you approach your learning project?

At first, we approached participants individually and familiarlised them with the project and its aims. Then we sent them the Guide for Olderpreneurs as a self-study material. This was followed by a 5-day workshop in person, with a focus on Design Thinking (chapter 4 of the Guide). The workshop had the following structure:

- Day 1: Introduction, Teambuilding and Problem Clarification
- Day 2: Personas, understanding users and redefining problem
- Day 3: Ideas generation, ranking, and selection
- Day 4: Preparing a prototype
- Day 5: Review
- Days 1,2,5 were supported by a trainer, while 3-4 were independent work by the group.





4. What did work well - how and why?

Participants enjoyed the groupwork most – many of them had experience working in an individual context, so taking a crack at a common problem as a team was very rewarding. The personas exercise expanded the perspectives of participants, and their empathy horizon. Ideation led to a creative exchange and prototyping was very involving and led to a clear outcome in the form of a roleplay.

5. What didn't work? Why?

Different participants came with different expectations – some were satisfied with what occurred in the workshop, others less so. Naturally, not all participants had studies the self-study materials, and it affected their performance. There were also some issues with group dynamics – with some participants being very active, and others not so much. This was particularly problematic during the independent work of the group.

What did you learn?

It is important to clarify expectations and to ask back participants about that they understood — not to assume that once everything has been explained, it must be clear. Better support would be needed with the self-study phase — perhaps some working tasks could make sure participants study specific parts. Also, it is better if facilitation is present throughout the whole workshop, unless participants are very experienced in group work.

7. What competences do you feel you have developed through the SASSI LLC Programme i.e. what are you able to do now that you couldn't before? How did you assess this?

As a trainer, I came out with a much better understanding of the challenges and aspirations of older workers. My group facilitation skills improved, and I will pay attention to the lessons learned from the process. The materials used were practical and will be put to a good use in future initiatives.

8. What were the main results for your target group – what did they achieve?

Participants understood the value of training and re-training, increasing their motivation for upskilling. Many of them felt more confident in themselves and in their peer group at the end of the training. They tested a new methodology and generated new ideas in their professional fields. Some of them continued work on the idea after the end of the training.

9. What conclusions have you come to about supporting older workers who are looking for a career change or a job in later life?

There is no 'one-size-fits-all' solution. Aspirations are individual, and the process should always start with an individual discussion. However, group interaction is priceless. There is no better way to motivate people and see they are not alone than to allow them to interact with their peers. Group work motivates, empowers and gives visibility to a topic that otherwise could remain





obscured. We need more older workers willing to share their experience with others in order to take away the stigma from later-life careers.

10. How could we improve the tools & processes you tested with your target groups?

The materials we have are very useful. However, as a process, we would need to:

- Clarify expectations better;
- Support self-study phases with work tasks;
- Ensure facilitation is present in all phases of group work.

11. What was the feedback from the people you worked with? (Please include quotes and/or short case studies/success stories if possible)

Participants appreciated the design thinking methodology, as well taking on new challenges by working in a group.

Learning Project Title	Introducing older workers into the design thinking methodology		
Pilot Start Date	15.10.2023 Pilot End 10.12.2023 Date		
Partner Organisation	blinc eG		
Name of the author	Olga Mineva		
Purpose, Objectives and Scope	 encourage entrepreneurial mindset minimise internal resistance to change foster motivation to start up new business or social endeavours foster intercultural exchange empower the group to experiment and optimise initial ideas 		
Target Group/s you piloted with	Older workers 55+ from Germany, Austria, Bulgaria and Slovakia		

1. Where did you start from and what did you want to achieve through this Learning Project?

Starting point





 Preparation for delivering a design thinking workshop for older workers by adapting the methodology based on everything learned about the target group and its needs and specifics in the SASSI LLC training

Achievement

- Generated 7 valuable business idea with social impact
- 4 out of 7 older workers also dared to try public speaking and pitching their business idea
- great group dynamic overcoming the intercultural differences

2. What happened? How did you approach your learning project?

Approach

- using the established Design Thinking methodology with 4 main phases:
 - Understanding
 - Empathise
 - Define
 - Prototyping
- working on two levels of learning for the participants both entrepreneurial, as well as experiential - empowering them to use the same DT methodology in the future
- implementing the so called "relapse prevention" method encouraging trainees to define and openly share all challenges that might prevent them from bringing their ideas to practise
- Inserting pre- and post-process pitch for all participants

3. What did work well - how and why?

- Daring to trust the process both trainees and trainer (myself)
- Me as facilitator managing to create a good team dynamic despite the language barrier
- The group really managed to balance their team tasks according to their individual strengths e.g. the more introverted but talented in painting older workers created the visual representation of their business idea, those strong in acting took on a special character role in the scenario and others pitched the business prototype
- Strong focus on social impact all older workers had grown to the understanding that their work and life expertise might actually change the world for the better, ideas were thought to be business oriented but with social influence as well
- Great potential for transfer into real life

4. What didn't work? Why?





- Time management more time needed to build up the group dynamics
- If the final business idea pitch was made in front of real VCs, the public speaking challenge would have been more realistic (since now trainees presented to a mixed audience with other older workers)

5. What did you learn?

Social impact brings people together

Older workers carry great expertise and with an appropriate framework they could be made more aware of it and more confident to share it

6. What competences do you feel you have developed through the SASSI LLC Programme i.e. what are you able to do now that you couldn't before? How did you assess this?

- I definitely have much bigger understanding about the great added value of including older people in our economic and social life
- Through the piloting I developed new skills and increased my confidence for offering later life career support
- Completely new knowledge gained on the topic of "olderpreneurship" that I now transfer
 to my own counselling practice I also work on the level of mindset shift by merely
 introducing the concept in new social environments and organisations.
- I feel better equipped with tools and stories on offering career counselling for older workers
- Great inner satisfaction from having the chance to work in such an intercultural environment and to gain experience from a group of experienced older workers.

7. What were the main results for your target group – what did they achieve?

- new confidence about own talents, implemented directly in an intercultural environment
- new knowledge on design thinking
- new perspective and feedback on their own business/social ideas
- new experience with public speaking and pitching
- shift of own mindset from "old" as a final state to "olderpreneur" as a door to new experiences (incl. transnational ones.

What conclusions have you come to about supporting older workers who are looking for a career change or a job in later life?

Our society has so much to gain from including older workers and offering them career and volunteering opportunities. But this requires a mindset shift on both sides - less prejudices in the society, to make it more inclusive and curious and respective towards the expertise of the older workers, but at the same time a mindset shift among the older workers themselves - to open up towards change, to be more aware about their own strengths and more confident to bring them in the society. A great bridge to accelerate





this multi-level process of attitude change turns out to be the social impact - uniting older workers and broader society in helping a vulnerable group for example.

9. How could we improve the tools & processes you tested with your target groups?

- Follow up mentorship by real life investors or entrepreneurs to further develop their ideas would make the process much more impactful
- Introduce more video testimonials of older people for role modelling and inspiration

10. What was the feedback from the people you worked with? (Please include quotes and/or short case studies/success stories if possible)

- "It is never too late to start again" a feeling and shared after experiencing the workshop and the group process
- New contacts and wxchange of experience as a big added value:
 - o "I am happy I had the opportunity to share experience with all these people.
 - o "I was curious to share experience with other people"
- Feeling "unified to achieve" a change in societal mindset
- "Don't be afraid to get older! We hope that silver agers can became golden"
- "I don't want to be unnecessary!"
- Appreciation of own potential importance for social impact: "I want to be there for anybody else who needs me"





YOUTH

meets

EXPERIENCE















Learning Project Title	Creating opportunities		
Pilot Start Date	September 2023	Pilot End Date	Beginning of 2024
Partner Organisation	blinc eG		
Name of the author	S. Schwaebe, J-M. Lohse		
Purpose, Objectives and Scope			
Target Group/s you piloted with	Göttingens Weststadt-Konferenz, a diverse community (between 12-35 people)		

3. Where did you start from and what did you want to achieve through this Learning Project?

We started this project with the intention of empowering older adults in Göttingen to become entrepreneurs - with the idea of enterprise at this point referring primarily to the fact that older members could be more involved and contribute their experience to new ideas and actions. Our main goal was to utilise their extensive experience and skills to promote intergenerational cooperation and strengthen social engagement through entrepreneurship.

4. What happened? How did you approach your learning project?

We worked together with local organisations such as the Weststadtzentrum, Musa, the boat-people-project and the Brockensammlung. We organised regular workshops and small meetings every four weeks.

The participants who came together reflected different generations and their views, but also different communities.

Based on this situation, various working groups developed, but they always presented their ideas to the entire plenum (the Weststadt Conference).

However, an obvious procedure characterised by the design thinking approach was not used, but rather the individual elements were used appropriately.

Among other things, this resulted in two specific groups:

- the "Flause" utilised the experience of the older generations with regard to legal and financial structures.
- and various activities were developed to strengthen women's equal rights.

5. What did work well - how and why?

The mentoring model proved to be extremely effective. Older generations were able to mentor the younger participants, providing valuable insights and promoting intergenerational learning. This approach not only benefited the younger participants, but also enabled the older adults to pass on their wealth of knowledge and experience.

In particular, intergenerational collaboration led to greater engagement within the Weststadt Conference.

6. What didn't work? Why?





One aspect that did not work as well as hoped was the limited focus on entrepreneurship in the workshops. While the workshops encouraged community participation, they did not directly lead to the creation of new businesses. In addition, some workshops faced logistical challenges due to limited resources and time constraints, which detracted from their overall effectiveness.

However, the active Olderpreneurs were primarily interested in sharing their experiences rather than developing something completely new.

What did you learn?

We have learnt that cooperation between generations is of great benefit. Older generations have a wealth of knowledge that, when shared with others, can be of great benefit to younger generations. We have also found that regular engagement and activities are crucial for strengthening community bonds and promoting active ageing among older adults.

However, most of these activities face barriers from the outset without good communication and facilitation.

Therefore, as a trainer, you need to be able to choose from your toolbox depending on the needs of your group - in this case only small elements of the Design Thinking approach.

8. What competences do you feel you have developed through the SASSI LLC Programme i.e. what are you able to do now that you couldn't before? How did you assess this?

Through the influence of the SASSI LLC programme, participants were able to learn more about how important generating new ideas can be to create greater engagement and active participation.

Increasing motivation to participate in such a diverse group emerged as a key element, especially afterwards, but also as a way to become more creative and find new solutions.

9. What were the main results for your target group – what did they achieve?

The main results for our target group included an increase in knowledge and a strengthening of skills, but also a strengthening role in society and improved co-operation across generations.

Using the example of the "Flause", it was easy to see that the older generation was able to pass on valuable knowledge about legal and business matters.

But also the actions to strengthen the image of women and thus improve equality could generate new ideas through intergenerational co-operation.

This made the older generations feel more valued and self-confident.

In addition, we - blinc and the various groups and actors in the city's region - successfully promoted gender equality and women's rights with activities that strengthened women's independence.

10. What conclusions have you come to about supporting older workers who are looking for a career change or a job in later life?

We came to the conclusion that mentoring programmes can make very effective use of the experience of older generations and that, although entrepreneurship was not the direct focus, cross-generational discourse, exchange and knowledge transfer could be significantly strengthened.

This in turn meant that the range of young companies, groups and associations benefited significantly from the fact that experience could be passed on.





However, regular engagement is crucial for long-term involvement and empowerment. Furthermore, it is important to tailor support programmes to the specific challenges of older generations, but always in the context of intergenerational collaboration.

In addition to career change opportunities, the scope of action should therefore perhaps aim to ensure that:

- social structures between the generations can be improved and that the focus can be placed more on each other again,
- that the experiences of the older generations can be passed on more easily from one generation to the next in terms of knowledge, experience and a healthy approach to a "culture of mistakes".

11. How could we improve the tools & processes you tested with your target groups?

The material and tools provided by the project are already very comprehensive.

However, adaptations were always necessary for the target group, which we were aware of from the outset.

As the environment unfortunately dictated the monthly rhythm, parts had to be repeated again and again. Added to this was the fact that the participants kept changing.

One suggestion therefore (based on our experience with this particular group) is that the introductory units should be structured even more simply and that simple language should be used.

12. What was the feedback from the people you worked with? (Please include quotes and/or short case studies/success stories if possible)

The feedback from the people we worked with was fruitful and positive. The participants appreciated the impact of these initiatives and despite the challenges in communication between the different generations, the results are emerging as a success.

Based on this experience, we at blinc have decided to become a regular part of the Weststadt conference to further support these activities.

Learning Project Title	Adult Educator Preparation & Empowerment through some Self-Reflective Parts of SASSI LLC Methods				
Pilot Start Date	03.06.2024 Pilot End				
Partner Organisation	blinc eG / Nachbarschaftszentrum Grone, Göttingen				
Name of the author	Silke Tollmien, blinc eG				
Purpose, Objectives and Scope	Adult Educator Preparation & Empowerment through some Self-Reflective Parts of SASSI LLC Methods for Multiplication of SASSI contents and methods as well as reassurance before participating in the soon following SASSI LLC Peniche				





Target Group/s you piloted with

Adult Educator from Neighborhood Centre (will participate at Peniche, no experiences with SASSI before)

1. Where did you start from and what did you want to achieve through this Learning Project?

Having been trained in SASSI TTT at Porto and Vienna '23 myself and having lead some workshops for elderly people and their informally trained adult educators in the Neighborhood Centre of a disadvantaged area of the city of Göttingen, I decided to try an Adult Educator Preparation & Empowerment through some Self-Reflective parts of SASSI LLC Methods with a 49 year old adult educator from this Neighborhood Centre (having a totally different professional background and working since short time at the NBZ in the framework of social security benefits: to get him back to the primary labour market, he works for 6 hours/day at the NBZ and gets 1,50E additional for each hour). He will participate in SASSI LLC at Peniche, has no experiences with SASSI before, himself has almost reached the age of the SASSI target group and founds himself in a disadvantaged situation so he could in my opinion do with some reassurance before participating in the soon following SASSI LLC Peniche.

2. What happened? How did you approach your learning project?

After getting kind suggestions of suitable methods from a SASSI project manager, I choose several appropriate methods, translated (parts of) them and put them into a powerpoint that I sent to the adult educator after having had a long introducing personal talk with him the day before. On the third day, we had a long call (as there was no time to meet in person) and talked about his experiences and answers that he noted and deliberately sent me. I also made use of some empowering methods I learnt formerly as a Systemic Coach and gave him information about that it was testing methods and no focus on his personal answers and transparently informed him about the questions in this report.

3. What did work well - how and why?

The answers to the questions What steps have you taken on your career path? Which of your qualities have helped you the most? were, as I had intended, evoking having the participants sight pointed to his resources and strenghts and thus empowering him. He explicitly and several times pointed out that he liked the questions for the Tree of Life a lot. Here, most answers were posiotive or partly negative but pointing to positive developments and strenghts of the participant.

What didn't work? Why?

The answers to the questions: What does our society understand by young and old? What images arise in your mind when we talk about older employees? To what extent does age play a role when it comes to work and career? as well as What has been the biggest challenge for you? Where would you be if you hadn't taken this journey? did not result in a reflection about these topics that was also positive as I had expected and I hope these perceptions will change at SASSI Peniche.

What did you learn?





Though it worked mostly well, I would have preferred and think it would have worked better if there would have been the possibility to facilitate the methods more closely in person. I was especially happy that he also did the transfer to use some input in his work as an adult educator at the neighborhood centre as well as to himself as a person in a disadvantaged position.

6. What competences do you feel you have developed through the SASSI LLC Programme i.e. what are you able to do now that you couldn't before? How did you assess this?

I learned many interesting things about age, elderly people and work and the Design Thinking Method.

7. What were the main results for your target group – what did they achieve?

He is now dealing with the topic age as well as having gotten some new points of view, also on his own situation. He enjoyed the exercise and feels empowered and well equipped to participate in SASSI Peniche.

8. What conclusions have you come to about supporting older workers who are looking for a career change or a job in later life?

I see several specific points but also many similarities with other disadvantaged groups. I got interesting information about specificies of older workers as well as been trained in many methods for the work with them that can also be - slightly modified or not - transferred to other target groups or situations.

9. How could we improve the tools & processes you tested with your target groups?

Although I don t know all SASSI methods and if there maybe already are the such, I feel that some (maybe also systemic?) methods for empowerment could be helpful.

10. What was the feedback from the people you worked with? (Please include quotes and/or short case studies/success stories if possible)

The participant is now dealing with the topic age as well as having gotten some new points of view, also on his own situation. He enjoyed the exercise and feels empowered and well equipped to participate in SASSI Peniche.

Learning Project Title	Storytelling for later life careers			
Pilot Start Date	October 2023 Pilot End May 2024 Date			
Partner Organisation	BUPNET			
Name of the author	Dimitar Zlatanov			





Purpose, Objectives and Scope	 Acquiring a new methodology Linking new communication approaches to the SASSI LLC project Applying the new methodology in practice
Target Group/s you piloted with	10 trainers from the blinc team

4. Where did you start from and what did you want to achieve through this Learning Project?

We wanted to explore ways we could communicate all the resources already developed to our target groups – how we can 'sell' our approach. We decided that making use of the storytelling approach may be a good starting point.

5. What happened? How did you approach your learning project?

We organised a team training with a professional storyteller. We went through the different phases of the stor, and tried to understand them. Then we started work in small groups and started looking for ways we can apply the methodology to the SASSI LLC project and resources. One group focused on the creation of credible user stories – both in video and text form, arguing that only users would be able to look credible for their peers. Another group focused on gathering a collection of empowering stories in text and video form – collecting different existing resources in support of the target group.

Both groups continued their work over the following months.

6. What did work well - how and why?

The storytelling approach, which is embedded into all SASSI results, was definitely a success. We also benefitted from putting ourselves in the shoes of the target group. The actual process of group cooperation was enjoyed by most participants. We also managed to produce tangible results in terms of videos, case studies, and collecting resources.

7. What didn't work? Why?

We sometimes struggled to apply the methodology to our concrete content. It was not immediately clear how the Hero's Journey would apply to a potential olderpreneur. We needed additional time and effort to clarify this.

What did you learn?

We learned that we need to plan our project communication well in advance, and recruit Ambassadors – representatives of the target group. We already planned to include those for mobilities, but now we understand they need to be employed for all objectives and at all stages.

9. What competences do you feel you have developed through the SASSI LLC Programme i.e. what are you able to do now that you couldn't before? How did you assess this?

The training sessions were facilitated by an external trainer.

10. What were the main results for your target group – what did they achieve?





We were the target group. We became better storytellers, being able to make use of the methodology in contexts we hadn't considered before. We came to understand our learners better and explored new ways to communicating with them.

11. What conclusions have you come to about supporting older workers who are looking for a career change or a job in later life?

We need credible communicators – members of the target group. We need stories – stories of struggle, and stories of success. We need to connect to people on an emotional level to foster their motivation.

12. How could we improve the tools & processes you tested with your target groups?

The SASSI LLC materials are great – this is where we started. But we need to communicate them using the storytelling approach if we want to be heard by the final beneficiaries – something we set out to do.

13. What was the feedback from the people you worked with?
(Please include quotes and/or short case studies/success stories if possible)

National Piloting Experience Report

Portugal

Authoring partner:

INOVA+





Contents

Introduction		1
Section 1: M	ethodology of the pilots	2
	Results of the Pilots	
Section 3:	Conclusions	6
Section 4:	Recommendations	7
Annovoc:		0







Introduction

Background

The SASSI-LLC project in Portugal aimed to provide later-life careers of older workers, a demographic often overlooked in traditional career development programs. The focus was on supporting older adults in their transitions, whether into new career paths or retirement, by using innovative approaches and tailored methodologies.

The starting point was the C1 Training, implemented in Matosinhos, Portugal, where 2 staff members of INOVA were trained to support careers counselours/consultants but also olderpreneurs. The 2 trainers decided to work directly with older workers, implementing 2 different projects/pilots, both in hosted in INOVA+ facilities.

The Purpose and Objectives of the Pilots

The primary objective of the pilots was to test the effectiveness of the SASSI-LLC methodologies in real-world settings with older adults. The pilots aimed to explore the feasibility of these approaches in enhancing self-esteem, discovering new career opportunities, improving digital literacy, and fostering community engagement among participants.

Project Pilot 1 | When Dreams Drive Life

- Think about what they really like to do and what direction they need to take to get there
- Promoting community work and cooperation
- Improve motivation and self-esteem for changing paths
- Designing individual paths according to their own weaknesses and strengths

Project Pilot 2 | Last Years or First Years?

- Prepare participants for a positive transition to retirement
- Promote a change of perspective on senior work
- Explore new career opportunities and post-retirement interests

The Target Groups: Pilot Participants and Beneficiaries

The pilots involved a total of 10 older workers aged 50 and above. Participants included a mix of men and women from diverse professional backgrounds, either looking to transition into new careers or preparing for retirement.

Project Pilot 1: **4 older entrepreneurs** aged 55+ looking to new careers or other hobbies, pursuing their dreams

Project Pilot 2: **6 older workers (55+)** in their last years of work who wanted a positive transition to retirement





Section 1: Methodology of the pilots

Project Pilot 1

Description

The main aim was the ambition to motivate and guide olderpreneurs in following their dreams and getting out of what doesn't make them happy.

Timeline: 10 January 2024 - 12 January 2024

Facilitator: Maria Miguel

Beneficiaries: 4 older workers aged 55 and above

Location: INOVA+ facilities

Process and Methods used

3 face to face sessions were implemented targeting 4 older entrepreneurs aged 55 and above looking to transition into new careers or other hobbies, pursuing their professional dreams. The main goal was to help them envision and construct a pathway toward achieving these dreams, whether they were in the labour market or already retired. The 3 sessions were conducted over three different days, incorporating practical activities cantered around "Persona", "Design Thinking", and "Storytelling". Each session aimed to guide participants through self-discovery, ideation, and planning processes essential for career change.

Day 1: Persona Development

- Introduction and Ice-breaking activities
- Workshop on creating personas to understand individual strengths, interests, and aspirations
- Group discussions and presentations of personas

Day 2: Design Thinking

- Introduction to Design Thinking principles
- Hands-on exercises in problem identification and brainstorming solutions
- Collaborative projects to design career paths or business ideas

Day 3: Storytelling

- Workshop on the importance of storytelling in personal branding
- Exercises in crafting personal and professional narratives
- Sharing stories and feedback sessions

Project Pilot 2

Description

The aim was the ambition to empower older workers nearing retirement to pursue their career aspirations and transition into fulfilling post-retirement activities.





Timeline: 5 February 2024 - 29 February 2024

Facilitator: Hannah Schiff

Beneficiaries: 6 older workers aged 55 and above

Location: INOVA+ facilities

Process and Methods used

Over one month, weekly sessions were conducted where each session introduced challenges related to the participant's career goals. Activities included practical exercises, teamwork, and discussions on career management, digital business marketing, success stories of businesses run by individuals aged 55+, and how to become an "olderpreneur".

Session 1

Introduction to career management and goal setting. Practical exercise on identifying current career challenges and aspirations.

Session 2

Deep dive into digital business marketing strategies suitable for older entrepreneurs. Group brainstorming on adapting traditional business models to digital platforms.

Session 3

Case studies of successful businesses run by individuals aged 55+. Discussion on skills transferability and exploring new career opportunities post-retirement.

Session 4

Wrap-up session focusing on personalized career action plans. Peer feedback and final reflections on lessons learned throughout the sessions.





Section 2: Results of the Pilots

Project Pilot 1

Achievements and successes

The Persona activity was particularly successful. Participants felt it helped them clearly identify their strengths and passions. Also, the collaborative nature of the Design Thinking exercises fostered a supportive environment, encouraging creative solutions and peer learning. The commitment and ease of the participants greatly helped throughout the sessions, and their creativity was an added value. The participants' individual results, and the fact that they thought about their individual projects in such a personal way, meant that they had great potential to bring them into real life and actually follow through with their own plans.

In resume:

- Participants developed clear and actionable career plans
- Increased self-esteem and motivation among participants
- Successful use of "Persona Development" and "Design Thinking" activities, fostering a supportive and collaborative environment

Challenges

Some participants found the storytelling exercises challenging, particularly those not comfortable with public speaking. This was due to varying levels of confidence and experience in expressing personal narratives in a structured way. In addition, the fact that it was a group where few people knew each other was a barrier at first, but one that was easily overcome by socializing throughout the remaining moments. More detailed and longer activities (while remaining simple) would have been more fruitful, given the quality and great experience of the participants.

In resume:

- Some participants struggled with the storytelling exercises due to varying levels of confidence
- Initial unfamiliarity among participants posed a barrier, later mitigated by social interactions

Identification of any Refinements needed

Incorporating more personalized support, such as one-on-one coaching. Offering additional resources and practice opportunities for public speaking could also be beneficial. Introduce more video testimonials of older people - for role modeling and inspiration. Also:

- Extend the duration and detail of activities to fully leverage participant potential
- Provide additional support for storytelling exercises

Project Pilot 2





Achievements and successes

Throughout the sessions, participants particularly appreciated the hands-on activities and teamwork. These elements allowed them to directly apply new skills and strategies discussed. The supportive environment and opportunity to share experiences significantly contributed to group engagement and motivation. The practical approach not only boosted participants' confidence in implementing new ideas in their current roles but also better prepared them for future retirement.

In resume:

- Enhanced participant confidence in career transition planning and retirement preparation
- Effective engagement through hands-on activities and teamwork
- Successful exploration of new career opportunities and digital literacy

Challenges

Some challenges arose when participants encountered more technical topics or advanced digital concepts. For some, the initial learning curve was steep, especially those less familiar with new technologies. Additionally, there were moments when adapting certain concepts to each participant's personal context was more complex, requiring more time and individualized support.

In resume:

- Technical topics posed a learning curve for some participants
- Adapting concepts to individual contexts required more time and personalized support

№ Identification of any Refinements needed

Addressing the issue of retirement and the emotional, social and financial burden it has on olderpreneurs. Present and develop activities and projects to prepare for this life change. Also:

- Additional resources for technical topics and personalized coaching
- More time allocated for adapting concepts to individual participant needs





Section 3: Conclusions

What key findings/points of interest can you draw from the the piloting process

From the piloting process, several key insights were gained regarding the support of older workers in career transitions. First, it is evident that creating a **supportive and collaborative environment** is crucial. Participants responded positively to hands-on activities and practical exercises, which helped them engage more deeply and apply what they learned to their personal contexts. This approach significantly enhanced their confidence and motivation.

The pilots also highlighted the need for **tailored support** that considers the unique challenges faced by older adults. For example, storytelling and public speaking proved challenging for some participants due to varying levels of confidence and experience.

Moreover, the **importance of addressing technical skills and digital literacy** became apparent. Many participants faced difficulties with advanced digital concepts, indicating a need for more comprehensive support in this area. This includes not only training but also ongoing support and resources to help participants continue developing these skills.

Finally, the pilots underscored the value of **creating opportunities for peer learning and support**. The collaborative nature of the activities fostered a sense of community and mutual support among participants, which was beneficial for their learning and development. This sense of community can be a powerful motivator and support system for older adults navigating career transitions.





Section 4: Recommendations

Taking account of your conclusions, what needs to be done

Based on the conclusions drawn from the pilots, several recommendations can be made to improve the support provided to older workers:

Personalized Coaching and Support

Incorporate more personalized coaching and one-on-one support to address individual needs and challenges, helping older workers better understand and apply the concepts they are learning.

Enhanced Digital Literacy Training

Develop comprehensive digital literacy training programs tailored to older adults. These programs should include basic to advanced topics and provide ongoing support to help participants continue developing their skills.

Tailored Career Transition Programs

Develop career transition programs specifically tailored to the needs and aspirations of older adults. These programs should address the unique challenges they face and provide practical, hands-on support to help them navigate career changes or prepare for retirement.





Annexes:

1 Learning Project Reports

Project Pilot 1 | When Dreams Drive Life

Learning Project Title	When dreams drive	When dreams drive life		
Pilot Start Date	10.January.2024	Pilot End Date	12.January.2024	
Partner Organisation	INOVA+			
Name of the author	Maria Miguel	Maria Miguel		
Purpose, Objectives and Scope	they need tPromoting ofImprove moDesigning	 Think about what they really like to do and what direction they need to take to get there Promoting community work and cooperation 		
Target Group/s you piloted with	4 older workers (50	+)		

1. Where did you start from and what did you want to achieve through this Learning Project?

The starting point was the ambition to motivate and guide olderpreneurs in following their dreams and getting out of what doesn't make them happy.

Ideally, to bring together some concrete plans for a career change on the part of some participants; to foster community work and promote this work in the communities themselves; to increase the participants' communication skills so that they can present and promote their new careers/hobbies publicly; to promote self-esteem and a "sense of life".

2. What happened? How did you approach your learning project?





3 sessions were implemented targeting 4 older entrepreneurs aged 55 and above looking to transition into new careers or other hobbies, pursuing their professional dreams. The main goal was to help them envision and construct a pathway toward achieving these dreams, whether they were in the labour market or already retired. The 3 sessions were conducted over three different days, incorporating practical activities cantered around "Persona", "Design Thinking", and "Storytelling". Each session aimed to guide participants through self-discovery, ideation, and planning processes essential for career change.

Day 1: Persona Development

- Introduction and Ice-breaking activities
- Workshop on creating personas to understand individual strengths, interests, and aspirations
- Group discussions and presentations of personas

Day 2: Design Thinking

- Introduction to Design Thinking principles
- Hands-on exercises in problem identification and brainstorming solutions
- Collaborative projects to design career paths or business ideas

Day 3: Storytelling

- Workshop on the importance of storytelling in personal branding
- Exercises in crafting personal and professional narratives
- Sharing stories and feedback sessions

3. What did work well - how and why?

The *Persona* activity was particularly successful. Participants felt it helped them clearly identify their strengths and passions. Also, the collaborative nature of the Design Thinking exercises fostered a supportive environment, encouraging creative solutions and peer learning. The commitment and ease of the participants greatly helped throughout the sessions, and their creativity was an added value.

The participants' individual results, and the fact that they thought about their individual projects in such a personal way, meant that they had great potential to bring them into real life and actually follow through with their own plans.

4. What didn't work? Why?

Some participants found the storytelling exercises challenging, particularly those not comfortable with public speaking. This was due to varying levels of confidence and experience in expressing personal narratives in a structured way. In addition, the fact that it was a group where few people knew each other was a barrier at first, but one that was easily overcome by socializing throughout the remaining moments.

More detailed and longer activities (while remaining simple) would have been more fruitful, given the quality and great experience of the participants.

5. What did you learn?

A supportive and collaborative environment is crucial for older adults undergoing career transitions and following their dreams. Tailoring activities to accommodate different comfort levels and providing additional support, such as public speaking, can enhance overall engagement and effectiveness.

Unfortunately, more activities and projects like this are needed, given the lack of focus and importance given to these targets.





What competences do you feel you have developed through the SASSI LLC Programme i.e. what are you able to do now that you couldn't before? How did you assess this?

For sure, competences in facilitating career transition and later life career counseling or mentoring, in using different methodologies and supporting diverse learning needs.

As a mentor, I realised the real potential and motivation these people have to change their professional careers, what motivates and demotivates them, their fears and what "guides" and directs them to achieve their dreams. These lessons I will take back to my own profession.

7. What were the main results for your target group – what did they achieve?

Participants were able to clearly articulate their career aspirations, develop actionable plans, and gain confidence in their ability to transition into new professions or roles. They also reported feeling more motivated and supported in pursuing their dreams.

8. What conclusions have you come to about supporting older workers who are looking for a career change or a job in later life?

Older workers benefit from a tailored approach that considers their unique experiences and needs. Providing practical, hands-on activities and fostering a collaborative environment are key to their success. Flexibility and additional support in areas like storytelling can also enhance their learning experience.

9. How could we improve the tools & processes you tested with your target groups?

By incorporating more personalized support, such as one-on-one coaching. Offering additional resources and practice opportunities for public speaking could also be beneficial. Introduce more video testimonials of older people - for role modeling and inspiration.

10. What was the feedback from the people you worked with?

(Please include quotes and/or short case studies/success stories if possible)

Feedback was generally positive, with participants appreciating the practical and interactive nature of the sessions. They highlighted the persona and Design Thinking activities as particularly valuable. Some suggested more time.

Project Pilot 2 | Last Years or First Years?

Learning Project Title	Last years or First years?			
Pilot Start Date	5.February.2024	Pilot End Date	29.February.2024	
Partner Organisation	INOVA+			
Name of the author	Hannah Schiff			
Purpose, Objectives and Scope	 Prepare participants for a positive transition to retirement Promote a change of perspective on senior work Explore new career opportunities and post-retirement interests 			
Target Group/s you piloted with	6 older workers (55-	-)		

1. Where did you start from and what did you want to achieve through this Learning Project?

The starting point was the ambition to empower older workers nearing retirement to pursue their career aspirations and transition into fulfilling post-retirement activities.





The objective was to support participants in their last years of work, improving their competences, work environment, and expectations, and in visualizing and preparing for a meaningful transition into retirement while exploring new opportunities for personal and professional growth.

2. What happened? How did you approach your learning project?

Over one month, weekly sessions were conducted where each session introduced challenges related to the participant's career goals. Activities included practical exercises, teamwork, and discussions on career management, digital business marketing, success stories of businesses run by individuals aged 55+, and how to become an "olderpreneur".

Session 1

Introduction to career management and goal setting. Practical exercise on identifying current career challenges and aspirations.

Session 2

Deep dive into digital business marketing strategies suitable for older entrepreneurs. Group brainstorming on adapting traditional business models to digital platforms.

Session 3

Case studies of successful businesses run by individuals aged 55+. Discussion on skills transferability and exploring new career opportunities post-retirement.

Session 4

Wrap-up session focusing on personalized career action plans. Peer feedback and final reflections on lessons learned throughout the sessions.

3. What did work well - how and why?

Throughout the sessions, participants particularly appreciated the hands-on activities and teamwork. These elements allowed them to directly apply new skills and strategies discussed. The supportive environment and opportunity to share experiences significantly contributed to group engagement and motivation. The practical approach not only boosted participants' confidence in implementing new ideas in their current roles but also better prepared them for future retirement.

4. What didn't work? Why?

Some challenges arose when participants encountered more technical topics or advanced digital concepts. For some, the initial learning curve was steep, especially those less familiar with new technologies. Additionally, there were moments when adapting certain concepts to each participant's personal context was more complex, requiring more time and individualized support.

5. What did you learn?

Participants highlighted the lack of support and recognition for older workers in the workforce. Many expressed frustration at the undervaluation of their skills and experience, which often leads to feelings of marginalization and underutilization in their current roles. These sessions underscored the importance of initiatives that are specifically tailored to older workers, providing them with opportunities to update their skills, explore new career paths and regain confidence in their professional abilities.

Furthermore, the sessions illustrated the significance of discussing retirement in a more approachable manner. Many participants initially perceived retirement planning as frightening and complex, lacking accessible resources and guidance tailored to their needs. Projects like this are important to create a discussion environment around retirement and emphasizing proactive planning, so participants gain a clearer understanding of their options post-career.

6. What competences do you feel you have developed through the SASSI LLC Programme i.e. what are you able to do now that you couldn't before? How did you assess this?





Firstly, competences in facilitating career transitions and providing career counseling tailored to individuals in the later stages of their professional lives. Also, I have learned skills in using diverse methodologies to address learning needs among older workers.

As a mentor, I gained profound insights into the motivations, challenges, and aspirations of older workers looking to change their careers or prepare for retirement. I learned to understand their fears and the factors that both motivate and demotivate them. These lessons have enriched my ability to support them effectively, guiding them toward fulfilling their career goals and preparing them for a meaningful retirement.

7. What were the main results for your target group – what did they achieve?

The main outcomes for the target group included increased self-confidence in managing their final careers more effectively. Participants were able to identify and initiate significant changes in their professional practices, aligning their skills more closely with current market demands. Moreover, many began to plan their retirements with greater clarity and purpose, exploring new interests and entrepreneurial possibilities they hadn't considered viable before.

8. What conclusions have you come to about supporting older workers who are looking for a career change or a job in later life?

Participants reported learning the importance of continuous adaptation and resilience in the latter stages of their careers. They emphasized the need to stay updated with market trends and develop relevant digital skills. Furthermore, they learned to value networking and the exchange of experiences as essential tools to explore new career opportunities and prepare for retirement more meaningfully.

Projects like this demonstrated the transformative impact of targeted support and inclusive dialogue for older workers, so participants can enhance their career prospects but also fostered a more positive outlook on their retirement years, viewing them as a time for new opportunities and personal fulfillment.

9. How could we improve the tools & processes you tested with your target groups?

Addressing the issue of retirement and the emotional, social and financial burden it has on olderpreneurs. Present and develop activities and projects to prepare for this life change.

10. What was the feedback from the people you worked with?

(Please include quotes and/or short case studies/success stories if possible)

Participants provided enthusiastic feedback about how the project helped them rethink their final years of work and strategize ways to improve them. They appreciated the structured approach to career enhancement and the practical tools provided to plan for retirement effectively. Many expressed gratitude for the opportunity to explore new hobbies and occupations as part of their retirement planning process. They found the sessions on identifying post-retirement interests and entrepreneurial opportunities particularly inspiring and beneficial.

Feedback underscored the importance of projects like this in supporting older workers through career transitions and retirement, highlighting the need for more initiatives tailored to their specific needs and aspirations.

Participants also praised the quality of the facilitator/instructor, noting their expertise in guiding discussions, providing relevant resources, and creating a supportive learning environment. The instructor's ability to connect with participants and adapt the content to their experiences was particularly valued, enhancing the overall effectiveness and relevance of the program.

National Piloting Experience Report

<<Slovakia>>

Authoring partner: CVNO



_	_		•	_		1 -
	n	n	т	Δ	n	ts

Introduction	1
Section 1: Methodology of the pilots	2
Section 2:	5
Section 3:	7
Section 4:	9
Annexes:	6







Introduction

 Background: A brief summary of the context for your pilots (in relation to Later Life Career Management, Advice and Guidance for older workers in your country)

The piloting was carried out in the period between summer 2023 and spring 2024. It was structured as a mutual cooperation of 5 trainers/coaches: Lucia Bačová, Zuzana Ševčíková, Miroslav Miho, Dušan Ivan, Tomáš Findra. Geographical scope covered western and Central Slovakia, regions of Banská Bystrica (Tomáš Findra, Dušan Ivan, Miroslav Miho) and Trenčín Lucia Bačová, Zuzana Ševčíková). Tomáš Findra, Dušan Ivan and Lucia Bačová took part in a training in Matosinhos in May 2023.

They worked with 12 clients who received different types of support.

• The Purpose and Objectives of the Pilots: why you were doing it – the reasons for piloting and what you set out to test

The piloting had several objectives:

The main purpose of our piloting was to test the approaches developed within the SASSI LLC project. In addition, we also intended to provide opportunities for trainers/coaches/career advisers/consultants, involved in the project, to apply tools they had not applied previously and also in some cases to adopt a different approach.

• **The Target Groups: Pilot Participants and Beneficiaries**: who was involved in the piloting - information about them: how many, their occupation, gender, age range, etc)

The target group consisted of 12 individuals. All of them were 50 years and older, with different backgrounds, experiences, needs, ambitions, problems and life stories.

Occupation varied. We include people who were employed, people who had lost their jobs, people who were made redundant due to different reasons, people who had experienced health problems which disabled them from working for longer or shorter period of time, people who had to overcome financial and legal difficulties and also people who ran a successful business previously, decided to completely refocus, acquire new competences and start a totally new idea.





Section 1: Methodology of the pilots

A description of how the piloting was carried out/ the activities involved etc. The 3 piloting phases and why it was done this way.

Pilot1: Zuzana Ševčíková, Tomáš Findra

The pilot was implemented in several phases:

1) Introduction and resources consolidation

The process started by cooperation between Tomas and Zuzana. Since Zuzana was not part of the SASSI project from the beginning and did not attend the training in Portugal, the first objective was to introduce the whole SASSI LLC project and individual parts of the methodology (the parts that were already developed or partially developed at that time). Subsequently we searched for complementarity between the SASSI LLC resources with the resources portfolio Zuzana already uses as a couch/trainer/consultant.

2) Target group identification

We reviewed profiles of individual clients Zuzana worked with at the time and finally selected three suitable persons. Our aim was to select people who at least had the potential to start working as a self-employed person or open a small business. Finally we selected three people, all of them 50+, unemployed or o a long leave from work due to illness.

During the piloting we worked with three clients:

Martina, year 1973, currently unemployed and registered at the labor office in Trenčín. She worked as a professional employee of the investment and economic department of the self-governing region. However, she developed health problems that forced her to end her employment. She has been unemployed since June 2023 and so far has not been able to find adequate employment for her education and work experience.

Miloš, year 1968, worked as a maintenance worker in a sugar factory. After the announcement that the employment levels would be reduced, he was afraid of the moment that I would have to go to the employment office and be unemployed.

Lívia, year 1972, became an oncology patient in 2022 and was forced to leave a job full of stress, deadline tasks, great responsibility and, above all, the pressure to handle the tasks delegated by her superiors on time and well. For almost 8 years, she worked in a company that dealt with commercial activities, she was mainly in charge of invoicing and part of the accounting operations. In 2023, she was still undergoing treatment and found herself in a vital situation of balancing her next direction. At the same time, she was granted a partial disability pension, but it was not enough to cover living expenses

3) Intervention planning

We planned activities for each client with regard to their individual situation. The approach was slightly different as for the content, but similar in its form.

Direct intervention with the clients was done by Zuzana. Tomas was more or less in mentoring position regarding applying SASSI LLC methodology. This was logical since Zuzana is more





experienced as a career advisor, had no previsou experience and knowledge about the SASSI LLC approaches, while Tomas had been part of the SASSI team from the beginning of the project and has more experience as a trainer and a consultant.

There were from 5 to 7 coaching meeting between Zuzana and each of the clients. The issues addressed during the sessions were targeted on individual needs of each person.

Pilot 2 Dušan Ivan and Miroslav Miho

The pilot was implemented in the following phases:

1) Intriduction and ToT

The process started by cooperation between Dušan Ivan and Miroslav Miho. Mirosla was not part of the SASSI project from the beginning and did not attend the training in Portugal, the first objective was to introduce the whole SASSI LLC project and individual parts of the methodology (the parts that were already developed or partially developed at that time). Dušan was present at the training in Portugal so he introduced the methodology to Miroslav.

2) Target group identification

Since Dušan and Miroslav are colleagues in their company and they work simultaneously with quite a number of clients of different backgrouds and ages, they needed to carefully select those who would be suitable to involve in testing SASSI LLC approaches. It was also important to identify which topics are relevant for respective clients. Taking into consideration the individual characteristics of each client, there was limited space to work with each client and this had an influence on th amount of topics which could be covered individually. We had to select the most relevant ones for each person. Altogether were worked with 7 clients:

- Emil (59)
- Andrea (56)
- Vojtech (52)
- Dušan (57)
- Beata (57)
- Patrik (58)
- Peter (53)

Similarly to the previous Pilot, we planned activities for each client with regard to their individual situation. The situation was even more different in the case of Dusan and Miroslav, since they work (and are perceived by their clients) more or less as consultants. In addition their client portfolio is rather diverse. When working with clients they often did not specify what sort of session it will be. They often called it simply a "meeting" and they were dealing with particular needs. In fact some of the meetings contained elements of coaching and training.

Direct intervention with the clients was done by Zuzana. Tomas was more or less in mentoring position regarding applying SASSI LLC methodology. This was logical since Zuzana is more experienced as a career advisor, had no previous experience and knowledge about the SASSI LLC approaches, while Tomas had been part of the SASSI team from the beginning of the project and has more experience as a trainer and a consultant.





The most successful cases were three of them: Emil, Andrea, Dušan. They all have managed to start their businesses or successfully start a transition process and have managed to start their activities.

In general we targeted the following areas:

- Confidence building to start new business
- Identification of important areas
- Finding the balance and prioritising within various aspects of "olderpreneurship": development of most relevant key competences, going for a "employment career plan or own business? ", determination of first steps
- Practical aspects of running a business: administration, accounting, registration, taxes, risks and penalties, legal issues

Altogether we worked with 7 clients. Three of them have managed to start their activities.

Pilot 3 Lucia Bačová

This pilot was one of the most complicated since during the piloting process the coach herself was going through a difficult period and had to face serious health problems. Still, she continued working with her clients and somehow managed to maintain at least some continuity of the process.

On the contrary to the previous pilot of Miroslav and Dušan, Lucia works as a career advisor and a coach and applies a more complex approach with her clients, stretched over a longer period of time.

She decided to involve two clients:

Pavol, born in 1971, high school educated, worked for 22 years as a truck driver in international transport. He likes his work very much, but it took its toll on his personal life in the form of poor health and a broken relationship with his wife. He has been thinking about leaving his current job for a long time, because the employer's conditions have been onstantly worsening.

Zuzana, 1964, university educated, worked for 32 years in the state administration. She decided to retire early so that she could devote more time to her granddaughter. At the same time, the turning point of her decision was thinking about the fact that she does not want to be just a classic grandmother who will give up all ambitions and suffer mentally.

Dagmar, 1968, university educated, worked for 33 years as a teacher, taught economic subjects at a secondary school. She is a trained economist, she enjoys law, she was the author of several projects for the school. However, the work of a teacher stopped fulfilling her. At the same time, she had a strong ambition to try her own business and secure through it income for the items that she could not afford from her salary as a teacher.

Lucia was present at the SASSI LLC training in Portugal in May 2023 and she was familiar with SASSI LLC project and materials.

Lucia carried out sessions with each client (on average5-7 session, each lasting approx 1-1,5 hours).





Section 2: Results of the Pilots

To describe the outcomes/results achieved (quantitative and qualitatitve)

2.1 Pilot 1 Tomáš Findra, Zuzana Ševčíková

- Achievements and successes
- Challenges
- Identification of any Refinements needed

We have managed to achieve successful start of self employed activities of two out of three participants (Miloš, Lívia)

Miloš managed to start working as a self-employed person as a locksmith. He has made alos considerable progress in mastering IT technologies. He even managed to deal with all the administration related to opening his own business electronically.

Lívia has managed to open a small business, producing candles. She found a Czech company which runs an e-shop and they became partners. Today, she runs her own e-shop, starting slowly, gradually, expands to social networks and, above all, fulfils her dream. The business has not been open for a long time, turnover and income are not yet possible to balance, but she is enthusiastic about what she does and involves her daughter, who has graduated from high school, and her husband, who likes to take photos very much and uploads product photos to the e-shop, in her business on Facebook for promotion

Martina has managed to make some significant steps regarding her tackling fears, increasing confidence in issues related to job search. She managed to gradually clarify all the necessary questions, set an action plan and a sequence of steps. We also spent some time working with the internet and actively searching for job opportunities and especially contacts for various potential companies and organizations that she could gradually contact and meet with representatives. She lacked inner conviction and self-confidence in her abilities. Fear tied her hands very much, and as she expressed herself.

2.2 Pilot 2 Dušan Ivan and Miroslav Miho

- Achievements and successes
 - Some of them really started their businesses, some changed their point of view and made decisions about their career plans, self development, etc.
 - They learned their duties in a field of running a business administration, accounting, registrations, taxations, and off course the penalties risk,
 - They got a wider view of their real possibilities, courses and self development, career possibilities, their labour market position.

Main challenges:

• Client Perception:

Many clients over 50 prioritized immediate, tangible needs such as legal, administrative, and financial aspects of starting a business. Soft skills were often seen as less critical compared to these more urgent issues.





• Time Constraints:

The range of topics to be covered in our sessions was quite wide. Given limited time and resources, we had to prioritize the topics that our clients viewed as most pressing. This often meant focusing on hard skills and technical details over soft skills.

• Economic Pressures:

Clients were often under economic pressures to quickly get their businesses off the ground. This urgency led to a focus on practical and immediate concerns rather than long-term developmental skills like soft skills.

Awareness and Buy-In:

There was a lack of awareness among clients about the critical role that soft skills play in business success. Without buy-in from clients, it was challenging to allocate sufficient time and resources to this area.

The three clients who managed to start their business provided also valuable feedback:
"I am immensely grateful to Dusan and Miroslav for their guidance in purchasing a new company and starting my own business. Their expertise in navigating the intricacies of business acquisition and

their strategic advice on running a business with handmade products were invaluable. Thanks to their support, I've been able to turn my passion into a successful venture."

"Working with Dusan has been incredibly valuable. We even became good friends. He took the time to understand my peculiar concerns and needs and provided personalized guidance every step of the way. Thanks to his support, I was able to transition into a new career that aligns perfectly with my interests and dreams."

"I was hesitant about starting my own business at this stage in my life, but Miroslav provided expert advice and encouragement that gave me the confidence to pursue my entrepreneurial dreams. Their expertise in navigating legal and administrative complexities was instrumental in getting my business off the ground successfully."

2.3 Pilot 3 Lucia Bačová

Outcomes of this pilot are similar to the ones mentioned above. One client has managed to start their own business (Dagmar). She needed significant help in identification of suitable areas. We focused on this, she completed aptitude tests and we carried out coaching sessions over the course of 2 months. She is currently enjoying the new design of her office. According to her statements, the most difficult transition for her was the usual perception of money and ossification when judging others in the school environment. She could not imagine that she would find the courage to "step out of line".

At the time of reporting, Pavol ws still in a transition period, keeping a job as an employee and starting to start his own business at the same time. Pavol started a business in addition to his current Luia is still in contact with Pavol, because his business continuously requires orientation in the related legislation. As soon as he expands his clientele to the extent that he can support himself and cover the necessary expenses, he is determined to keep the auto repair shop and quit his job.





Zuzana has started various activities and collaborations, including working as a volunteer. She approached one of her friends who needed help with administration within her company. They also extended the cooperation to acquisition activity and project management. At the same time, Zuzana works as a volunteer in a centre helping Ukrainian refugees. She enjoys new contacts and collaborations. Cooperation with me, based on her statements, helped her especially in that she decided to approach other people with the possibility of cooperation, despite the fact that she had no previous experience in this field. And at the same time, she familiarised herself with the legislative conditions of these collaborations.

One of the most significant challenges was for me to stay focused on individual needs, desires and limitations of my clients. Generalising, giving advice, trying to implement scenarios developed by me or by someone else does not lead to sufficient goals. Success stories inspire, however, only to an extent. A coach/conslutant/trainer has to strictly follow the individual specificities of the clients. People 50+ in general have already enough unique and intertwined stories behind them that each person needs a very individual approach.

Section 3: Conclusions

What key findings/points of interest can you draw from the the piloting process

It is important not to create unnecessary pressure on the client by focusing on one option only (e.g. opening own business) if this is not a vey clear objective of the client. In many cases the clients need to "solve" or "improve" their current situation, eliminate stress, gain confidence, realistically see different option and be aware that they do have options. Opening a business may one of them. However, it is extremely important to keep all the possibilities open if this is more for the sake of the needs of an individual person. This view is also expresses by Martina herself: "The stress of unemployment started to fall on me a lot, I was already losing confidence in myself, I didn't see any other chances and possibilities, and I finally see that the gradual steps in the action plan are moving me forward and giving me new hope of how to apply, to be active and among people again, thank you"

Identified important elements that need to be considered when working with potential olderpreneurs:

- 1. **Diverse Needs**: Some may be seeking a complete career pivot, while others may be looking for part-time or consulting roles in their existing field. It's essential to tailor support services to meet the individual needs and goals of each client
- 2. **Experience as a Strength**: The extensive experience and skills that mature workers bring to the table are valuable assets.
- 3. **Resilience and Adaptability**: Mature workers often demonstrate resilience and adaptability in the face of career transitions. While they may encounter age-related biases or challenges, many are willing to learn new skills, embrace technology, and explore new opportunities.
- 4. **Networking and Mentorship**: Networking and mentorship play crucial roles in supporting mature workers during career transitions. Building and leveraging professional networks can





- open doors to new opportunities, while mentorship provides guidance, support, and encouragement along the way. Providing access to networking events, industry groups, and mentorship programs can enhance support for mature workers.
- 5. Holistic Approach: Supporting mature workers goes beyond just job search assistance. It involves addressing the holistic needs of clients, including emotional support, confidence-building, and work-life balance considerations. Recognizing the unique challenges and opportunities faced by mature workers allows for a more comprehensive and effective support approach.





Section 4: Recommendations

Taking account of your conclusions, what needs to be done

The SASSI LLC project provides great number of very relevant and useful resources. Practical application in a work of career advisors or/and consultant cannot cover all the topics or all the materials. Therefore it is essential that each person involved in application of the SASSI LLC approaches gains a very complex overview of the pool of resources in the very beginning of the whole process. This will enable the expert to profoundly decide and select the most appropriate tools/resources suitable for each client, reflecting individual needs and abilities.





Annexes:

1 Learning Project Reports

Pilot 1

Template for the production of the SASSI- later life career Learning Project Report

On completion of your Learning Project you have been asked to write up the experience as a Learning Project Report. For the production of this report, and to provide a consistent approach across all the projects, please produce your report using this Learning Project Report template.

The reporting structure is designed to help you review and reflect on your experience of 'piloting' the concepts and techniques you learned about on the **SASSI-Later Life Career** course, what worked, what didn't and what needs to be improved. We are also interested to know whether or not you feel that you will continue using some or all of the things you learnt about in your normal

		<u> </u>			
Learning Project Title	Supporting entrepreneural activities of people 50+				
Start Date	February 20)24	End	May 2024	
Partner Organisation	CVNO				
Name/s of author/s	Zuzana Ševčíková, Tomáš Findra				
Purpose, Objectives and Scope	To pilots test applicability of tools developed within the SASSI LLC projet				
The Target Group/s					

1. Where I/we started from and what I/we wanted to achieve through this Learning Project

As a coach and a career counsellor I work with very different types of people as for their age, education, social background or occupation. When I was approached by Tomas I was working with several people and we identified three potentially suitable candidates.

First of all what I wanted to achieve was to help them.

Improve my skills as a career counsellor, learn to work with new tools, find out how they work in real practice with clients. Generally I am very enthusiastic when it comes to applying any new methods.

Also to get new stimuli and inspirations in my profession as a career counsellor, especially in individual counselling and to supplement myself with new techniques and methods in working with a group.

2. What happened? How did you 'go about it'?

I worked with three people, each of whom had their own individual needs, previous experiences, ambitions and also fears. We worked in a coaching manner, I tried to advise and instruct as little as possible, rather to look for potential in them.

I decided to involve three of my clients:

Martina, born in 1973, currently unemployed and registered at the labour office in Trenčín.





- Miloš, born in 1968, worked as a maintenance worker in a sugar factory.
- Lívia, born in 1972, became an oncology patient in 2022 and was forced to leave a job full of stress, deadline tasks, great responsibility and, above all, the pressure to handle the tasks delegated by her superiors on time and well.

3. What worked - how and why?

It definitely worked when I was able to kick-start their intrinsic motivation and belief. For that I needed to understand their current situation, plans, motivation, why they want to achieve what they want and especially the real fears they have. These were often connected to various areas (inner self-confidence, health problems, legislative complexity of administrative acts, etc.)

4. What didn't work? Why didn't it work?

General advices. They definitely didn't work, and I don't recommend generic advice and recommendations to anyone either.

5. What I/we learned

I expanded the range of coaching questions that I can use even better in the career counselling process during individual counselling interviews. I also opened up more about the topic of interests and hobbies, which can subsequently become a source of income for my clients.

Another knowledge was the finding (and this came as inspiration from the materials from the SASSI LLC project and discussions with Tomas) that also through the support of volunteering and participation in various events for volunteers, the client can get new contacts and in the organization in which he is active as a volunteer, he may have the opportunity to create reduced working hours or, in the case of opening a trade license, some of the provided to invoice services that are of a professional or specific nature and thus obtain additional resources for their activity.

6. What Competences do you feel you have developed through the SASSI LLC Programme i.e. what are you able to do now that you couldn't before? How did you assess this?

I think that as a coach and career counsellor, thanks to the support from the SASSI LLC program, I first of all better understood the system of the entire process and the need for a comprehensive approach to the given person. In particular, I improved my knowledge and awareness of certain - for me key - connections between older age and the needs of older and younger people. Of the materials that I went through in SASSI LLC modules, I was interested in these parts. It helped me put the whole situation in a much more perspective.

7. What were the main results for your target group – what did they achieve?

As part of the coaching questions, the target group came up with new possibilities for socializing, making contacts and especially getting to know their community better, where they can be beneficial and at the same time look for opportunities to apply themselves. Also, thanks to working with questions, new horizons and possibilities opened up for them, how to solve their situation, what steps to take, how to proceed. At the same time, they felt an inner calm, since in particular 1 unemployed woman registered at the labour office had already lost faith in her abilities, was experiencing fear and anxiety about increasing long-term unemployment, at the same time she also had more serious health problems and perceived her situation as a vicious circle.

8. What conclusions have you come to about supporting mature workers who are looking for a career change or a job in later life?

The conclusions also include knowledge of legislative standards in the area of establishing a trade





license, obligations towards state entities such as health and social insurance, the amount of taxable income and the procedure for filing a tax return.

9. How could we improve the tools & processes you tested?

At the moment I have no comments to improve your processes, what I had at my disposal was very helpful. At the same time, I greatly enriched the counselling process by expanding various questions that effectively lead to the search for options and solutions.

10. What was the feedback from the people you worked with?

(Please include quotes and/or short case studies if possible)

Martina, year 1973, currently unemployed and registered at the labour office in Trenčín. She worked as a professional employee of the investment and economic department of the selfgoverning region. However, she developed health problems that forced her to end her employment. She has been unemployed since June 2023 and so far has not been able to find adequate employment for her education and work experience. After our meetings, she gradually took stock of her competences. We have gradually analysed its possibilities of entering the labor market especially forms of employment, or establishing a business, as he has very rich work experience. However, significant fear and apprehension prevailed in her, she was not sufficiently familiar with legislative obligations and business rules. We gradually clarified all the necessary questions, set an action plan and a sequence of steps. We also spent some time working with the Internet and actively searching for job opportunities and especially contacts for various potential companies and organizations that she could gradually contact and meet with representatives. She lacked inner conviction and self-confidence in her abilities. Fear tied her hands very much, and as she expressed herself - "The stress of unemployment started to fall on me a lot, I was already losing confidence in myself, I didn't see any other chances and possibilities, and I finally see that the gradual steps in the action plan are moving me forward and giving me new hope of how to apply, to be active and among people again, thank you".

Miloš, year 1968, worked as a maintenance worker in a sugar factory. After the announcement that the employment levels would be reduced, he was afraid of the moment that I would have to go to the employment office and be unemployed. In 5 meetings lasting 1.5 hours, we reviewed all of his competencies, expertise, and experience, he completed several questionnaires, and we created a personality portfolio together as part of the Balance of Competences technique. Subsequently, we worked on an action plan and application possibilities. He opened his business electronically and today he also works skilfully with the Internet and is currently in the position of self-employed person who invoices a limited twice a month for the services rendered. At the same time, an accountant was recommended to him, who mainly takes care of his levy and tax obligations towards the state and is a proud "self-employed" as he himself described it. After the end of the counselling process, he said: "I was never prepared for any kind of business at school. I was worried and scared about it, and the counsellor, by analysing my abilities, skills and practice, made it clear to me what a quality person I am, what I know, and that only fear limits my steps and possibilities. She helped me open a business, I cooperate with two companies for which I perform locksmith work. I am glad that I was able to go to my counsellor and I recommend her to others."

Lívia, year 1972, became an oncology patient in 2022 and was forced to leave a job full of stress, deadline tasks, great responsibility and, above all, the pressure to handle the tasks delegated by her superiors on time and well. For almost 8 years, she worked in a company that dealt with commercial activities, she was mainly in charge of invoicing and part of the accounting operations. In 2023, she was still undergoing treatment and found herself in a vital situation of balancing her next direction. At the same time, she was granted a partial disability pension, but it was not enough to cover living expenses. After our first meeting, she did not see a way out of her work situation, as there was no





way she wanted to work as an accountant anymore, and there were a large number of job offers in this field that she could respond to as she met the conditions. However, she was not interested in this area. With the balance of competences, we rather focused on free time, interests, dreams and imaginations, which could be transformed into earning opportunities and thus at least partially have an income. Despite the fact that she knew some legislative standards and obligations of a selfemployed person, she was worried and afraid. Rather, we focused on the experience and manifestations of stress, defining what specifically binds it together, and then together we looked for ways to apply it. Since she showed significant creativity - such as the production of candles, soaps, various gift products and products, we moved this dream of hers into a real idea and then into a real business opening. However, this was preceded by a search for a company that deals with such activities on the market, and we found a Czech company with an e-shop, which subsequently successfully became its partner. Today, she runs her own e-shop, starts slowly, gradually, expands to social networks and, above all, fulfils her dream. The business has not been open for a long time, turnover and income are not yet possible to balance, but she is enthusiastic about what she does and involves her daughter, who has graduated from high school, and her husband, who likes to take photos very much and uploads product photos to the e-shop, in her business on Facebook for promotion. She described her process of change: "I would never have said that I could go from being an employee to a slave to becoming a self-employed person with my own small e-shop. I am very glad that dear Zuzana accompanied me through this process, I am very grateful to you. You strengthened my self-confidence and self-confidence. I know that my illness also helped me in this process, because what could be worse than starting a business? - you told me so yourself. And indeed, the path of illness was much more difficult, more helpless, this is not so difficult, this is more joyful and I enjoy all the moments. Thank you and I always have soap and candles ready for you 🔾."

These 3 stories had a common feature and that was the fear of the unknown. My 3 clients are also my new friends, to whom I show admiration and gratitude from time to time, since we are in contact. At the same time, I had the opportunity to enrich my counselling process with coaching and working with questions that gradually melted away the fear. Thank you Tomáš for the cooperation and the opening of new horizons.





Template for the production of the SASSI- later life career Learning Project Report

On completion of your Learning Project you have been asked to write up the experience as a Learning Project Report. For the production of this report, and to provide a consistent approach across all the projects, please produce your report using this Learning Project Report template.

The reporting structure is designed to help you review and reflect on your experience of 'piloting' the concepts and techniques you learned about on the **SASSI-Later Life Career** course, what worked, what didn't and what needs to be improved. We are also interested to know whether or not you feel that you will continue using some or all of the things you learnt about in your normal working life.

Learning Project Title	Supporting older entrepreneurs				
Start Date	07/2023	End Date	11/2023		
Partner Organisation	CVNO				
Name/s of author/s	Dušan Ivan, Miroslav Miho				
Purpose, Objectives and Scope	To pilot test SASSI methodology				
	To assist people who are 50+ in starting their businesses • 50+ starting entrepreneurs (olderpreneurs)				
The Target Group/s	 50+ people who are planning to start their business 				

2. Where I/we started from and what I/we wanted to achieve through this Learning Project

First I involved my colleague and a business partner who also works as consultant (Miroslav Miho). I updated him on the SASSI methodology, we discussed our clients, their profiles and individual needs and selected ... the objective was to prepare my colleague as a consultant and trainer and apply the methodology with our clients, potential entrepreneurs 50+

3. What happened? How did you 'go about it'?

We set up a plan for a two-phase process:

1) T4T – series of 2 meetings where I prepared my colleague – the trainer.

We selected parts of the SASSI methodology which we considered most sufficient for the clients...We went through each part and discussed in detail how we will approach our clients.

2) Applying the methodology with 7 potential "olderpreneurs"

Altogether we applied parts of the SASSI approach with 7 clients.

We organised between 3 to 5 meetings with each client. The first meeting we specified their needs in detail. We already had some information prior to the meeting but it was necessary to clarify details before we decided to take further steps.

After analysis of their needs and their new starting position, we started preparation of their individual growth or business plans. When the plans were created, we introduced them to our clients, discussed the details and prepared the ideas for implementation.

4. What worked - how and why?

Since have quite some experience in woking with clients 50+ I was able anticipate and adopt a sensitive approach when my client does not feel being forced into something they feel is not





adequate at the moment.

What worked were the two key issues:

- 1) explaining and clarification of technical details legal and administrative issues related to establishing own company, business registration, understanding different business structures, complying with regulations, etc.
- 2) clarification of business plan, discussing details, financial analyses and planning,
- 3) technological training: since 50+ clients usually are not OK with new technologies, markets, marketing, ecommerce, sometimes not even email communication, we offered them self-development in this field from basics to specialised software,
- 4) marketing and branding we tried to make them understanding to new, modern technologies, techniques, incl. digital marketing, basics of social media marketing. As these fields are very complicated, we offered contacts to specialised companies and entrepreneurs to help them with it.
- 5) networking opportunities Connecting clients with relevant professional networks and local business associations to expand their contacts and resources

This approach helped my clients feel more confident and equipped to start and manage their businesses, ultimately leading to greater satisfaction and success in their ventures.

5. What didn't work? Why didn't it work?

We did not manage to cover the soft skills topic adequately. This seemed to be a "low priority issue" in the eyes of our clients. Despite recognizing the importance of soft skills such as communication, leadership, and teamwork, we faced several challenges:

1. Client Perception:

 Many clients over 50 prioritized immediate, tangible needs such as legal, administrative, and financial aspects of starting a business. Soft skills were often seen as less critical compared to these more urgent issues.

2. Time Constraints:

 The range of topics to be covered in our sessions was quite wide. Given limited time and resources, we had to prioritize the topics that our clients viewed as most pressing. This often meant focusing on hard skills and technical details over soft skills.

3. Economic Pressures:

 Clients were often under economic pressures to quickly get their businesses off the ground. This urgency led to a focus on practical and immediate concerns rather than long-term developmental skills like soft skills.

4. Awareness and Buy-In:

 There was a lack of awareness among clients about the critical role that soft skills play in business success. Without buy-in from clients, it was challenging to allocate sufficient time and resources to this area.

As a result, while we provided strong support in the technical and business planning aspects, the development of soft skills was not adequately addressed. Moving forward, we recognize the need to better integrate soft skills training into our programs by:

- Educating clients on the importance of soft skills and how they contribute to business success.
- Incorporating soft skills training into the overall curriculum in a way that aligns with clients' immediate needs and long-term goals.





 Providing additional resources and workshops specifically focused on soft skills development.

6. What I/we learned

I have learned a lot of theoretical knowledge when studying the materials. This helped me a lot in terms of methodology — what approach to select and how to practically apply it. I have a lot of practical experience and this helped me to feel more confident and have better choice. I also learned that highly sensitive approach, constantly reassuring that the client knows what they are doing, why they are doing it and what use they will get out of it is absolutely crucial. We had to select what to apply. We could no use all the materials. It was not practically possible.

7. What Competences do you feel you have developed through the SASSI LLC Programme i.e. what are you able to do now that you couldn't before? How did you assess this?

I have experienced mostly develpment within the competence "Implemetation of client focus career guidance activities with older workers"

I have had practical experience before, but now I have much more theoretical knowledge

8. What were the main results for your target group – what did they achieve?

- They gained more confidence to start new business
- They learned how to identify important areas
- Some of them really started their businesses, some changed their point of a view and made decisions about their career plans, self-development, etc.
- They learned their duties in a field of running a business administration, accounting, registrations, taxations, and off course the penalties risk,
- They got a wider view of their real possibilities, courses and self-development, career possibilities, their labour market position.

It is important to mention that one of our learning points is accepting the option that the client may finally decide not to continue as a self-employed person (or an olderpreneur). Instead, some of our clients reached the decision to find an employment. This was surprising, however, we understood that there is no point making pressure and people have to feel free to make choices.

In most cases, they have made considerable progress in many areas and are likely to consider starting a business as much more realistic option in future.

The paths people take may be very different. One of our clients closed her business after 25 years, was planning to start new business in a completely different area (hospitality business) and recently she became employed as manager in a small hotel to learn more about the hospitality business while making very concrete plans regarding her own business activities.

9. What conclusions have you come to about supporting mature workers who are looking for a career change or a job in later life?

Through my experience working with mature workers seeking career changes or new jobs later in life, several conclusions have emerged:

1. Diverse Needs:

 Mature workers have diverse needs and preferences when it comes to career changes or job searches. Some may be seeking a complete career pivot, while others may be looking for part-time or consulting roles in their existing field. It's essential to tailor support services to meet the individual needs and goals of each client.





2. Experience as a Strength:

 The extensive experience and skills that mature workers bring to the table are valuable assets. Employers increasingly recognize the benefits of hiring mature workers for their reliability, professionalism, and depth of knowledge. Supporting mature workers involves helping them effectively showcase their experience and transferable skills to prospective employers.

3. Resilience and Adaptability:

 Mature workers often demonstrate resilience and adaptability in the face of career transitions. While they may encounter age-related biases or challenges, many are willing to learn new skills, embrace technology, and explore new opportunities.
 Supporting mature workers requires fostering a growth mindset and providing resources for continuous learning and development.

4. Networking and Mentorship:

 Networking and mentorship play crucial roles in supporting mature workers during career transitions. Building and leveraging professional networks can open doors to new opportunities, while mentorship provides guidance, support, and encouragement along the way. Providing access to networking events, industry groups, and mentorship programs can enhance support for mature workers.

5. Holistic Approach:

Supporting mature workers goes beyond just job search assistance. It involves
addressing the holistic needs of clients, including emotional support, confidencebuilding, and work-life balance considerations. Recognizing the unique challenges
and opportunities faced by mature workers allows for a more comprehensive and
effective support approach.

In conclusion, supporting mature workers seeking career changes or new job opportunities later in life requires a personalized, holistic approach that recognizes their unique strengths, challenges, and aspirations. By providing tailored support services, fostering resilience and adaptability, facilitating networking and mentorship opportunities, we can help mature workers navigate successful career transitions and thrive in their chosen paths.

10. How could we improve the tools & processes you tested?

The tools are OK, usable, accessible and most of them practical. I would suggest to make sure that people who are going to use it receive good overview of what exactly is available. Not many people will be able to go through everything. They should be able to select what they need most and focus on it.

11. What was the feedback from the people you worked with?

(Please include quotes and/or short case studies if possible)

Emil (59 yo)

Emil worked in a civil engineering sector for more than 30 years. He lost his job two years ago and struggled to get back into the labour market. He decided to turn his hobby into a successful business.

Feedback: "I am immensely grateful to Dusan and Miroslav for their guidance in purchasing a
new company and starting my own business. Their expertise in navigating the intricacies of
business acquisition and their strategic advice on running a business with handmade
products were invaluable. Thanks to their support, I've been able to turn my passion into a





successful venture."

Andrea (56 yo)

Andrea is a lawyer with more than 25 years of experience. Due to personal and health issues she decided to end this business and move into hospitality business which she loves. She is a very capable person with a sound professional background. She mostly needed help with gaining confidence to start something so new and identification of areas and concrete steps. At the moment she works in a small hotel in order to learn more about hospitality business and is plnning a new venture in Italy with potential partners. Andrea also attended SASSI C3 training in Vienna.

Feedback: "Working with Dusan has been incredibly valuable. We even became good friends. He took the time to understand my peculiar concerns and needs and provided personalized guidance every step of the way. Thanks to his support, I was able to transition into a new career that aligns perfectly with my interests and dreams."

Vojtech (52yo):

Worked as an accountant in a construction company for 25 years. When the company closed down he was made reduntant. He was considering starting his own business in the accountancy area as accountancy has always been something he wanted to continue in. However, during the process of coaching and consultations he decided to go back to employment. The main reason for this decision seemed to be health issues and fears related to ability to manage more dynamic environment.

Feedback: "I cannot thank Miroslav Miho enough for his support during redesining my future working activities. My ambition to open a new business seemed great but for different reasons I decided to postpone it. They helped me revamp my resume, prepare for interviews, and navigate online job portals. Their guidance and encouragement kept me motivated throughout the process, and I'm thrilled to have landed a job that I love."

Dušan (67yo)

Dušan has been working as an employee in a construction company. During his carreer he gained skills and obtained certifications as an inspection technician for low pressure and high pressure gas equipment. Recently he reached retirement age and did not want to continu employment carreer. Instead he wanted to make use of his previously gained practice, certificates and contacts. He decided to become a self-employed person. His biggest fears and concerns were related to "all the paperwork" connected to running on business.

Feedback: "I was hesitant about starting my own business at this stage in my life, but Miroslav provided expert advice and encouragement that gave me the confidence to pursue my entrepreneurial dreams. Their expertise in navigating legal and administrative complexities was instrumental in getting my business off the ground successfully."

Beata (57 yo)

Beata has previously worked as a manager in a supermarket. After a long period of not being able to





work due to health reasons she was considering different options including becoming a consultant in the HR business. As a mature worker she was apprehensive about re-entering the labour market after a long hiatus. Along the process of considering all the different options and possible career paths. She needed considerable support and reassurance related to age-related biases and advocating for age-inclusive workplaces. Finally she decided to drop the idea of becoming self-employed and decided to search for a job. This is still in a process.

Patrik (58 yo)

Patrik used to have a small business in catering. During Covid 19 the business collapsed and ever since he has been trying to recover mainly from the financial loses. Part of our consulting work was related to sorting out problems concerning previous and current lender. We are still in the process of solvi ng these problems. As this may take considerable amount of time and the current situation does not allow to officially open a new business we decided for a temporary solution — concentrating on job search and finding a short term employment. Along the rocess Patrik decided to upgrade his IT competences and register for a course. This will improve his technical skills and confidence with computers and also open new opportunities in his work and business life. He now feels more proficient in using technology to streamline processes which he hopes will increase efficiency at work and business.

Peter (53)

Peter worked for more than 20 years for a construction company as a construction supervisor. Due to a recent injury he can not be as mobile as this position requires. We were in contact before which provided us with necessary knowledge concerning his situation. His initial plans were to establish his own small business in construction industry which would be more suitable for him with regard to his current state of health. He did not manage to open a new company, in the meantime managed to acquire a partial disability pension. Therefore he decided to change the aim towards employment. With the help of recommendations of by Mr. Miho he was able to enhance his skills concerning mainly legal issues and make himself more marketable to employers. Currently he is starting a new employment job at a construction department in a municipality.

Template for the production of the SASSI- later life career Learning Project Report

On completion of your Learning Project you have been asked to write up the experience as a Learning Project Report. For the production of this report, and to provide a consistent approach across all the projects, please produce your report using this Learning Project Report template.

The reporting structure is designed to help you review and reflect on your experience of 'piloting' the concepts and techniques you learned about on the SASSI-Later Life Career course, what worked,





what didn't and what needs to be improved. We are also interested to know whether or not you feel that you will continue using some or all of the things you learnt about in your normal working life.

	<u> </u>				
Learning Project Title	Supporting older entrepreneurs				
Start Date	06/2023	End Date	02/2024		
Partner Organisation	CVNO				
Name/s of author/s	Lucia Bačová,				
Purpose, Objectives and Scope	To pilot test SASSI methodology				
	To assist people who are 50+ in starting their businesses				
	 50+ starting entrepreneurs (olderpreneurs) 				
The Target Group/s	50+ people who are planning to start their business				

3. Where I/we started from and what I/we wanted to achieve through this Learning Project

When Tomáš approached me with this topic, I was very pleased. I see great sense in those topics, because the activation of clients 50+ is due to the aging population. But also for the fact that, in general, we live to an older age in better physical, psychological and mental condition. In a certain sense, I see great potential in the fact that it is people of this age who best understand the needs of older clients, and feel a higher level of engagement in these topics. They just sometimes lack the communicated need for this help and the courage to act.

4. What happened? How did you 'go about it'?

The beginning was relatively easy, because I knew many ambitious people (at my age and fears) with potential and ambitions - it was enough to approach them.

I have several experiences with other projects. I found this one very useful considering its focus. I applied the new information from the project to my previous experience from the project to work with three pilot clients.

5. What worked - how and why?

It worked to understand the client's motivation, what he wants to avoid and to help him define as best as possible what he wants to achieve. Help him clarify his values and motivations, prejudices, strengths and weaknesses, fears, limitations and opportunities.

6. What didn't work? Why didn't it work?

What does not help and does not work disconnecting from the client. Generalization. When working individually with a client, there is an exceptional opportunity to focus exactly on him and help him precisely in the situation in which he finds himself. I found that other people's stories didn't work well either - they only inspired for a very short time and weren't enough of a driving force.

7. What I/we learned

I learned from the study materials that the basic principles of client activation, leadership development and business development apply in general - regardless of age. At the same time, there are specifics of 50+ business development, and so far I have the feeling that this topic is still not sufficiently understood. We still have a lot to learn.





And also it seems that today's society as such has not sufficiently appreciated the importance of this topic.

8. What Competences do you feel you have developed through the SASSI LLC Programme i.e. what are you able to do now that you couldn't before? How did you assess this?

As a career counsellor, I learned a little more systemic approach and self-reflection from this project. Also to bring even more efficiency into the consulting relationship with the client. I learned to perceive more the specifics of this topic and, with this aim, try working with specific clients. I realized a strong need to further develop this topic and build a community of experts who will be dedicated to it.

9. What were the main results for your target group – what did they achieve?

Despite the fact that I try to summarize in general terms, I am very happy to state the following: clients gained much more confidence within the program. They had strong realizations about what they had not grasped. With my support, they took real steps with real results. They feel competent enough to continue on their own.

10. What conclusions have you come to about supporting mature workers who are looking for a career change or a job in later life?

My conclusions may be subjective, but I realized that the need for a career change of mature workers grows precisely with increasing age and often with an unsatisfied desire to achieve a meaningful change and fulfil their needs and ambitions. I realized that the need for this change is growing even with significant changes in the labour market and the need for greater flexibility and adaptability to changes. And at the same time, I realized that many wrong beliefs still persist in society.

11. How could we improve the tools & processes you tested?

The materials were inspiring, for now I don't even feel the need to improve them. Because, in general, the tools and processes used in career counselling can be very effectively combined, and an experienced career counsellor can choose from this palette those that are most useful for the client.

12. What was the feedback from the people you worked with?

(Please include quotes and/or short case studies if possible)

Pavol, 1971, high school educated, worked for 22 years as a truck driver in international transport. He likes his work very much, but it took its toll on his personal life in the form of poor health and a broken relationship with his wife. He has been thinking about leaving his current job for a long time, because the employer's conditions are constantly worsening. He has no background or support from his employer. When he tried to get information from other employers, the working conditions were often worse than his current ones. He likes technology and cars, in his spare time he repairs cars for friends and sometimes helps me as a personal chauffeur. He has an entrepreneurial spirit, he has a general overview. He has been thinking about a change for a long time, but until recently he did not decide on one. his decision to change was strengthened by a recent car accident, when he had more time to think about other options. With Pavol, we discussed several options for its further application, from changing employers, changing areas of activity to deciding to support yourself as an entrepreneur. In several areas, he had unrealistic ideas (simplification and underestimation of some related requirements), on the other hand, he was afraid to go into an area where he would not have enough funds necessary to start a business - especially for the purchase of technical equipment. We first narrowed down the broad thinking to two relevant areas - transport and car service. We agreed that his intention would be to think about the possibilities of application in these





areas. Pavol has the advantage that he has always lived in his residence and has a wide network of contacts - friends and acquaintances. It helped him to share his intention with them, so he found an acquaintance who had a network of car repair shops and wanted to sell only one of the workshops. However, they agreed on a lease with Pavol, and Pavol started a business in addition to his current job. I am still in contact with Pavol, because his business continuously requires orientation in the related legislation. As soon as he expands his clientele to the extent that he can support himself and cover the necessary expenses, he is determined to keep the auto repair shop and quit his job.

Zuzana, 1964, university educated, worked for 32 years in the state administration. She decided to retire early so that she could devote more time to her granddaughter. At the same time, the turning point of her decision was thinking about the fact that she does not want to be just a classic grandmother who will give up all ambitions and suffer mentally. She has been very active all her working life, she considers the ability to think creatively, bring new ideas and solutions to be her strong point. However, she did not see the use of her experience in the state administration in such a way that it would be useful to someone. We started working with Zuzana on balancing her abilities and skills, her strengths. We have identified areas that would be fun for her. And also the values that its future application should fulfill. These were mainly personal development, trying new possibilities and helping others. Based on those areas, she approached one of her acquaintances who needs help with administration within her company. They also extended the cooperation to acquisition activity and project management. At the same time, Zuzana works as a volunteer in a center helping Ukrainian refugees. She enjoys new contacts and collaborations. Cooperation with me, based on her statements, helped her especially in that she decided to approach other people with the possibility of cooperation, despite the fact that she had no previous experience in this field. And at the same time, she familiarized herself with the legislative conditions of these collaborations.

Dagmar, 1968, university educated, worked for 33 years as a teacher, taught economic subjects at a secondary school. She is a trained economist, she enjoys law, she was the author of several projects for the school. However, the work of a teacher stopped fulfilling her. At the same time, she had a strong ambition to try her own business and secure through it income for the items that she could not afford from her salary as a teacher. However, she did not know which area would be suitable for her in a way that would be fun for her and would also be financially interesting. On the basis of the program, in which we completed aptitude tests and coaching sessions over the course of 2 months, Dagmar made a final decision. Dagmar completed the education necessary to perform the work of a bankruptcy administrator, passed the exams and fulfilled the legislative requirements by already starting to help clients. She is currently enjoying the new design of her office. According to her statements, the most difficult transition for her was the usual perception of money and ossification when judging others in the school environment. She could not imagine that she would find the courage to "step out of line".