Career planning and work life skills

Kaisa Karhu
Academic Affairs, Student Center
Content:

- Life designing and planned happenstance theory
- Career planning
- Work life skills
- Work life in the future
TWO THEORIES FOR CAREER PLANNING

Based on the fact that predict what the future will be like, but we don’t know it.

1. Life Designing (Savickas, M. 2012)
   - What the ‘good life’ is to you? What it’s like?
   - What your interests are?
   - Make choices based on your own interests – it will lead you towards interesting work opportunities

2. Planned happenstance learning theory (Krumboltz, J.D. 2009)
   - Explore and learn
   - Talk with people about your interest
   - Go to places and in events where are interesting people – make connections – listen and learn – make more efficient actions – plan your actions

→ Throw yourself into situations where happenstance might happen; practise and learn
Starting point

*Family, relationships, studying, work history, goals*

**Self-knowledge**

- Competence, personality, values, interests, resources, health

**Work life knowledge**

- Professions, branch, Competence requirements, Companies

**Information Processing**

**Action Plan**

- Setting and specifying your goals
- Setting smaller steps towards your goals
- Concrete plan how to achieve your goals
- What skills and experience do I need, how and when do I get those..?

**Updating your plan**
Hit-and-miss or master plan?

- Building expertise
- Mastering one’s own know-how – knowledge, skills, learning ability
- Creating potential for coincidences
- Building expertise from experience
Skills and work life in the future
Name 3 skills that you are good at in 2 minutes!

– Use padlet:
https://padlet.com/kkarhu/xban6sk12vd3
Academic expertise
(Tynjälä, P. 2012)

- Conceptual/theoretical knowledge
- Practical and experiential knowledge
- Self-regulative knowledge
- Socio-cultural knowledge
<table>
<thead>
<tr>
<th>Theoretical skills</th>
<th>General work life skills</th>
<th>Personal skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Theoretical framework</td>
<td>• Creativity</td>
<td>• Self-awareness</td>
</tr>
<tr>
<td>• Explicating</td>
<td>• Problem solving</td>
<td>• Self-development</td>
</tr>
<tr>
<td>• Conceptualising</td>
<td>• Social skills</td>
<td>• Learning skills</td>
</tr>
<tr>
<td>• Analytical skills</td>
<td>• Communication skills</td>
<td>• Motivation</td>
</tr>
<tr>
<td>• Reference /research skills</td>
<td>• Technical skills</td>
<td>• Values and attitudes</td>
</tr>
<tr>
<td>• The appliance of science</td>
<td>• Project management</td>
<td>• Learning skills</td>
</tr>
<tr>
<td>• General knowledge</td>
<td>• Leadership</td>
<td>• Wellbeing</td>
</tr>
<tr>
<td>• Tolerance</td>
<td>• Business awareness</td>
<td>• Working orientation</td>
</tr>
<tr>
<td>• Interculturalism</td>
<td></td>
<td>• Personal ways to solve problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self-management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Resilience (try-out – culture; learn from mistakes; persistent)</td>
</tr>
</tbody>
</table>

17.10.2016
Expertise

- Theoretical framework
- Analytical skills
- Reference / research skills
- The appliance of science
- General knowledge
- Tolerance
- Interculturalism

Generic skills

- Creativity
- Problem solving
- Independent work
- Project management
- Leadership

Social skills

- Teamwork
- Adaptability
- Interpersonal skills

Communication skills

- Oral and written
- Public speaking
- Communication in foreign languages

Intercultural awareness

- Cross-cultural communication skills
- Cultural awareness
- Intercultural competence

Business awareness

- Cost awareness
- Marketing skills
- Financial management

Technical skills

- Computer skills
- Other technical skills
Recognize and document skills you’ve learned

- **Portfolio**
- **Talk with people about your interests** – practise elevator speech
- **Social media** - write what you have done and learned, about your interests and passions
  
  ➔ LinkedIn
  ➔ Blogs
  ➔ Website of your own
  ➔ Videos

https://www.youtube.com/watch?v=c_PZTAW5piQ – best ever –is it?
https://www.youtube.com/watch?v=S2RlnDqI-JQ
https://www.youtube.com/watch?v=zh-Ycl6TobY

How to make video resume:
https://www.youtube.com/watch?v=S5RDXIhRx8c

!!*but be careful what impression you want to make out of yourself!!*
## DEGREE PROGRAMME’S LEARNING OUTCOMES

### The Clean Production (CP) option

The Clean Production (CP) option includes studies focused on reducing the environmental load of industry, and provides knowledge on how to manage environmental issues within the industry by application of proper methods, tools and technologies. After completing the studies on clean production, the student will have a view of the northern environment and beyond, and of the environmental and socio-economic characteristics therein. He/she will understand the multidisciplinary nature of global change and sustainable development, and can apply this knowhow to different areas of industrial production. Further, the student will be able to recognize causes for industrial environmental load and will know the tools for industrial ecology, and can apply them in industry. He/she understands the interactions existing between industrial, biological and socio-economic systems. He/she can apply different methods, tools and technologies into management of environmental loads and handling other environmental issues in industry...

### Course number | Name of the course | CTs | Learning outcomes of the course | LEARNED OF THE CONTENT | LEARNED WORK LIFE SKILLS | LEARNED OF MY SELF | OTHER COMMENTS
---|---|---|---|---|---|---|---
477310S | Advanced Catalytic Processes | 5 | After completing the course the student can explain the interdisciplinary connection of catalysis with material and surface science, define new catalyst preparation methods and application areas, catalytic reaction and process engineering, and catalysis in environmental engineering and computational methods. He/she is also able to design and do research work for engineering research projects and to consider the ethical and legal implications connected to catalytic research and applications. He/she is also capable of explaining the relation and differences between homogeneous, heterogeneous and biocatalysis. | | | | I liked..

17.10.2016 12
Future?
Work life in the future?

... It is music that includes qualities such as “swinging”, improvising, group interaction, developing an “individual voice” and being “open” to different musical possibilities.

More and more work is being detached from routines.
- Tasks are not strictly defined.

The goal is known but there are no specific instructions on how to reach it.
- Precise notes are lacking.

The end result can be reached in various different ways.
- Improvisation, creativity and sailing by the wind are daily tools and requirements for success.

Changes also reflect to management. The role of the leader may vary depending on the situation, project or special competence just like in jazz where leadership typically is changed on the fly....

Competence is built in relation to others and it is used as part of a whole.

Fewer and fewer jobs are done in isolation.

Work life is based on teams that work together to solve a problem or to create something new.

Multiple skills are the sum of a team’s competences.
Work life in the future?

- Try-out – culture – licence to make mistakes (resilience)
  - Positive attitude, flexibility, persistent

- Portfolio – careers, entrepreneurship and small companies are increasing
- Multible employers
- Digitalisation
- Virtuality
- Several careers
- Elements of games comes into working life (Järvensivu, A. 2016)
- Learning skills are most valuable skills
## Top 10 skills

<table>
<thead>
<tr>
<th>Rank</th>
<th>Skill</th>
<th>Rank</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Complex Problem Solving</td>
<td>1.</td>
<td>Complex Problem Solving</td>
</tr>
<tr>
<td>2.</td>
<td>Critical Thinking</td>
<td>2.</td>
<td>Coordinating with Others</td>
</tr>
<tr>
<td>3.</td>
<td>Creativity</td>
<td>3.</td>
<td>People Management</td>
</tr>
<tr>
<td>4.</td>
<td>People Management</td>
<td>4.</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>5.</td>
<td>Coordinating with Others</td>
<td>5.</td>
<td>Negotiation</td>
</tr>
<tr>
<td>6.</td>
<td>Emotional Intelligence</td>
<td>6.</td>
<td>Quality Control</td>
</tr>
<tr>
<td>7.</td>
<td>Judgment and Decision Making</td>
<td>7.</td>
<td>Service Orientation</td>
</tr>
</tbody>
</table>

Source: Future of Jobs Report, World Economic Forum
Summary

- Know yourself: strengths and development areas
- Clarify your interests, your passion
- Make choices that support your interests
- Recognize your skills and expertise along your studies
- Make yourself visible and interesting for employers
- Be active and take chances - seize the moment
- Use your connections
- Talk with people what you want – someone might know someone who might be interested in you
- Check out interesting organizations, follow them e.g. in LinkedIn - be a ‘career researcher’