From a student to an expert: career planning and working life skills

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Academic Affairs
Content:

- Why this lecture?
- Career planning
- PSP – building expertise
- Work life skills
- Work life in the future
Why this lecture at this point?

- Part of your orientation to your studies
- You aren’t just taking and passing courses
  You are also gaining working life skills
  and knowledge – you are growing to be
  an expert
- When you recognize on what skills and
  knowledge your expertise is based on, it’s
  much easier to ’sell ’ it to employers
- It also gives you confident when you know
  what you can actually do
- You learn lots of working life skills (Virtanen
  A.) – just pay attention what you have learnt
  and how it could be useful in working life
Orientation to studies = what is the meaning of these studies

Usually:

1) The field of studies interests you

2) The trust, that the degree makes it possible for you to get a profession you want

3) Good employment situation

4) Other meanings: social orientation, possibility to be successful in studies
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
PERSONAL STUDY PLAN (PSP)

It is a plan how to reach the goals, how to proceed in studies, and time management plan.

- Professional goals
  - One’s history
  - Family and relationships
  - Work experience
  - Previous studies and experiences
  - Hobbies

- Field of science
  - Degree programme

- Working life
  - Needed skills and knowledge
  - Ways of working
  - Career management

- Self awareness
  - Skills
  - Ways of learning
  - Personality
  - Values
  - Interests
  - Health
  - Resources

- Background
  - Starting point

Jussi-pekka, S., Perttunen, A., Karhu, K.: PSP – building expertise = Personal development plan for the future
Professional growth

- **It is a learning process**
  - Study yourself and your own experiences while studying, doing projects or traineeships, while working →
    - What interests you?
    - Where you are good at? What your strengths are?
    - Is there something you need to develop in yourself? How you can do it?
    - What kind of co-worker you are?
    - What kind of a role is typical to you in groups?
  
- Communicate with others (students, teachers, superiors, etc.), observe and learn by doing

- **Creation of professional identity**
  - You know who you are as an expert
  - Empowerment – you trust yourself and your capability
  - You share the same interests with your colleagues, sameness
Academic expertise (Tynjälä, P. 2012)

- Conceptual/theoretical knowledge
- Practical and experiential knowledge
- Self-regulative knowledge
- Socio-cultural 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>
Competence categories

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

Social skills

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

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

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

Business awareness

Technical skills
- Computer skills
- Other technical skills

Eric Carver: Humanisti valmis työelämään – oppiaineiden ja työnantajien näkökulmia työelämävalmiuksien kehittämiseen
humanistisessa reaalialokoulutuksessa, Arja Haapakorpi: Nörtti, pomo ja yleismiesjantunen – akateemisten urat ja toimenkuvat
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=S2RlnDql-JQ

!!but be careful what impression you want to make out of yourself !!
**RECOGNIZE AND DOCUMENT YOUR LEARNING OUTCOMES**

<table>
<thead>
<tr>
<th>DEGREE PROGRAMME’S LEARNING OUTCOMES (<a href="#">Environmental Engineering</a>)</th>
<th>Your own goals – what do you want to achieve with your studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>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…</td>
<td>I want to learn…</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course number</th>
<th>Name of the course</th>
<th>CTs</th>
<th>LEARNED OF THE CONTENT</th>
<th>LEARNED WORK LIFE SKILLS</th>
<th>LEARNED about MY SELF</th>
<th>OTHER COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>477310S</td>
<td>Advanced Catalytic Processes</td>
<td>5</td>
<td>After completing the course the student can explain the interdisciplinary connection of catalysis with material surface science, and catalytic and process engineering, and catalysis in general and application areas, catalytic reaction and process engineering, and catalysis in general and application areas. He/she is also able to design and do research work for engineering research studies, and to consider the tools for catalysis. He/she is also able to design and do research work for engineering research studies, and to consider the tools for catalysis. He/she can apply different methods, tools and technologies into management of environmental loads and handling other environmental issues in industry…</td>
<td></td>
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<td>I liked..</td>
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<td>xxxxxxxxx</td>
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<td>xxxxxxxxx</td>
<td>xxxxxxxxxx</td>
<td>5</td>
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WORKING LIFE AND NEEDED SKILLS INTO THE 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, entrepreneurships 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>in 2020</th>
<th>in 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complex Problem Solving</td>
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<tr>
<td>2. Critical Thinking</td>
<td>2. Coordinating with Others</td>
</tr>
<tr>
<td>3. Creativity</td>
<td>3. People Management</td>
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<tr>
<td>4. People Management</td>
<td>4. Critical Thinking</td>
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<tr>
<td>5. Coordinating with Others</td>
<td>5. Negotiation</td>
</tr>
<tr>
<td>6. Emotional Intelligence</td>
<td>6. Quality Control</td>
</tr>
<tr>
<td>7. Judgment and Decision Making</td>
<td>7. Service Orientation</td>
</tr>
</tbody>
</table>

Source: Future of Jobs Report, World Economic Forum
creativity
problem solving,
resilience,
communications &
interpersonal
skills, leadership,
proactivity
How to make connections to working life

- Talk to people about your interests
- Take a part any events where are working life presentatives – make connections, listen and learn

**NOTICE**
- PESTI –day 2018 on January 25th
- Demola –projects
- Traineeships in Finland or outside Finland, placements
More information

- TOOLKIT for HEIs (Higher Education International Students)
- Public employment and business services
- https://www.labourmobility.com
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’