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

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.

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*

**Working 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) – building expertise = Personal development plan for the future

- **Background**
  - Starting point
  - Professional goals
    - One's history
    - Family and relationships
    - Work experience
    - Previous studies and experiences
    - Hobbies

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

- **Field of science**
  - Degree programme

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

- **Curriculum**
  - Options of specialization
  - Research

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

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Jussi-pekka, S., Perttunen, A., Karhu, K.:
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 are you good at? What are your strengths?
    - Is there something you need to develop in yourself? How can you do it?
    - What kind of co-worker are you?
    - What kind of 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 – or what kind of expert you want to become
  - 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>
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<tr>
<td>• Conceptualising</td>
<td>• Social skills</td>
<td>• Learning skills</td>
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<tr>
<td>• Analytical skills</td>
<td>• Communication skills</td>
<td>• Motivation</td>
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<tr>
<td>• Reference /research skills</td>
<td>• Technical skills</td>
<td>• Values and attitudes</td>
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<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>
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<td>• Tolerance</td>
<td>• Business awareness</td>
<td>• Working orientation</td>
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<tr>
<td>• Interculturalism</td>
<td></td>
<td>• Personal ways to solve problems</td>
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</tbody>
</table>

**General work life skills**

- Creativity
- Problem solving
- Social skills
- Communication skills
- Technical skills
- Project management
- Leadership
- Business awareness

**Personal skills**

- Self-awareness
- Self-development
- Learning skills
- Motivation
- Values and attitudes
- Learning skills
- Wellbeing
- Working orientation
- Personal ways to solve problems
- Self-management
- Resilience (try-out – culture; learn from mistakes; persistent)
Competence categories

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

- Social skills
- Communication skills

- Generic skills
- Technical skills

- Intercultural awareness
- Business awareness

- Teamwork
- Adaptability
- Interpersonal skills

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

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

- Computer skills
- Other technical skills

- Cost awareness
- Marketing skills
- Financial management

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

Eric Carver: Humanisti valmis työelämään – oppiaineiden ja työnantajien näkökulmia työelämävalmiuksien kehittämiseen in humanistisessa reaaliainekoulutuksessa, Arja Haapakorpi: Noritty, 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=S2RlnDqI-JQ -

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

**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...

<table>
<thead>
<tr>
<th>Course number</th>
<th>Name of the course</th>
<th>CTs</th>
<th>Learning outcomes of the course</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 connections between catalysis and material and surface science, define new catalyst preparation methods and application areas, catalytic reaction and process engineering, and controls in catalyst research (computational and experimental methods). He/she will be able to design and develop methods for investigating catalyst structures. He/she will also understand the interactions between catalysis and other systems. He/she will be able to explain the latest knowledge connected to catalyst research and applications. He/she is also capable of explaining the relation and differences between heterogeneous, homogeneous and biocatalysis.</td>
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WORKING LIFE AND NEEDED SKILLS INT 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, 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

**in 2020**
1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

**in 2015**
1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

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’