



Lifelong guidance handbook

**A view of the national development of lifelong guidance
2020–2024 and new tools to support guidance work**



Ministry of Economic Affairs
and Employment of Finland



KEHA Centre



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MINISTRY OF ECONOMIC AFFAIRS AND EMPLOYMENT

P.O. Box 32, 00023 Government
Tel. +358 29 516 001
www.tem.fi

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Foreword

Welcome to the Lifelong Guidance Handbook! This handbook has been created to support everyone with a connection to guidance work, whether it is career management, mentoring educational paths, professional development or guidance research. Lifelong guidance is an ever-evolving entity that requires diverse competencies and the ability to respond to the changing needs of society and working life.

In Finland, we want to talk specifically about lifelong guidance, because it covers all individuals from childhood to old age, but also all sectors from working life and education to social and health services. In addition to guidance services, the concept also covers all of the various activities to support individuals' career and educational management and to develop information, advice and guidance services, including digital ones.

The handbook is based on the Sustainable Growth Programme for Finland funded by the EU's Recovery and Resilience Facility, its continuous learning package and, in particular, projects related to lifelong guidance. In order to make full use of the extensive recent development work in terms of guidance coordination, career management skills, guidance expertise and digital tools in the future, we wanted to bring the results of these projects together in an understandable form in a single publication. It also includes basic information on the system, development and national strategy of lifelong guidance, as well as the criteria for good guidance published in 2023.

The importance of lifelong guidance is increasingly emphasised in our time when working life and competency needs are changing, individuals' career paths are increasingly diverse and traditional careers are less common. This handbook provides guidance professionals, trainers, managers and other professionals with a comprehensive knowledge package and toolkit. The purpose of the handbook is not only to provide information and tools, but also to inspire and encourage guidance professionals to develop their own skills and working methods.

The handbook utilises the materials of the projects and the expertise of several guidance experts. We would like to thank everyone involved in its preparation. We hope that the handbook will help and support you on your journey towards better and more impactful guidance services. We would like to thank all of you readers for your commitment to promoting lifelong learning and guidance in Finland.

Have a great journey into the world of lifelong guidance!

Best regards,
Editorial Board



IMPORTANT TO KNOW

The golden “*Important to know*” boxes on the pages highlight the most important observations related to the topic or other relevant (“must-know”) information.

The information box can be a short additional text or, if necessary, a full page.



LEARN MORE

The pages may include a *Learn more* section with links that take you directly to the source materials (including “nice to know” things). If the source is only in Finnish, the link has a *F/* marked after it.

Brief instructions

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3 STRATEGY FOR LIFELONG GUIDANCE

4 GUIDANCE COMPETENCY

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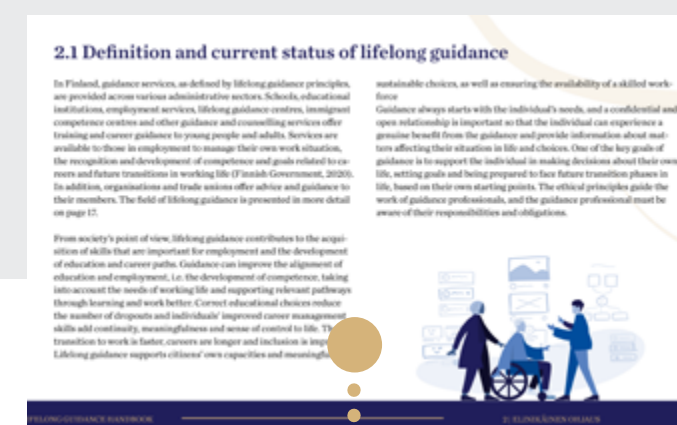
The navigation menu on the left takes you directly to the main chapters.

Each main chapter starts with a summary page that summarises the topics covered in the chapter.

At the end of each main chapter, there is a reflection page with specific questions prepared in connection with the update of the Strategy for Lifelong Guidance and information on how the content of the chapter can be applied in day-to-day life.



You can also jump directly to the subchapters under each main chapter.



Each subchapter begins with a text section that describes the important content of the chapter.



The blue *info* boxes on some pages explain terms and other key points in the handbook to make it easier for the reader to understand what certain expressions mean.



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1 Introduction

In this chapter, we explain what the Lifelong Guidance Handbook is about, who it is intended for and how you can use it in your work.





IMPORTANT TO KNOW

OBJECTIVES OF THE HANDBOOK

Increasing awareness

The handbook aims to raise awareness of the importance of lifelong guidance at the level of individuals, organisations and society.

Harmonisation of operating models

It compiles frameworks and practice-oriented guidelines and recommendations for implementing lifelong guidance in different environments.

Competency development

The handbook serves as a tool for guidance professionals, helping them to assess and develop their own competence.

Supporting strategic goals

The handbook supports the achievement of the national strategic goals for lifelong guidance and their sub-goals.



At the end of the handbook, you will find tools for guidance professionals!

Summary

Introduction to the Lifelong Guidance Handbook

The Lifelong Guidance Handbook is designed to be a practical and easy-to-use tool for all professionals working with lifelong guidance. It can be used to improve the quality of guidance services, harmonise practices and develop the competency of professionals.

Who is the handbook for?

- Decision-makers and those working in administration
- Information, counselling and guidance service managers
- Service supervisors
- Guidance professionals
- Guidance researchers and developers
- Those interested in guidance

What does the handbook contain?

- Lifelong guidance
- Strategy for Lifelong Guidance
- Guidance competency
- Criteria for good guidance
- Career management skills
- Evidence-based management of lifelong guidance

Where can you use the handbook?

- To support your guidance work
- To support training
- As a tool in guidance work
- As independent learning material
- To support decision-making



This handbook focuses on looking at lifelong guidance, particularly through the results of recent extensive national development projects. The purpose of the book is, therefore, not to delve into guidance theories or provide a comprehensive description of how guidance should be implemented.

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Background and objectives of the handbook

The Lifelong Guidance Handbook was created from the need to compile the wide range of national guidelines, strategies and results of development projects for lifelong guidance into a single clear publication. The handbook is based on valuable information and results generated in the lifelong guidance development projects (RRF) carried out in 2022–2024, which were now to be formed into a coherent and easily accessible entity. The handbook was created with funding from the EU's Recovery and Resilience Facility (RRF). The implementation of the handbook has been part of the national lifelong guidance development package administered by the Ministry of Economic Affairs and Employment (TEM) and the Development and Administrative Services Centre (KEHA Centre).

This handbook compiles extensive source materials that cover lifelong guidance strategies, frameworks and the results of previous development work. Thus, the handbook provides a comprehensive and clear view of the current state of Finnish lifelong guidance, career management and career guidance skills and their monitoring and evaluation.

The aim of the handbook is to support and strengthen lifelong guidance throughout the country by providing well-structured information and practical tools for various stakeholders in the guidance sector. The handbook supports the high-quality implementation, equality and accessibility of guidance throughout Finland for all those in need of guidance.

This handbook is intentionally aimed at a broad target group. The aim is that it can be widely used in the field of lifelong guidance, including decision-makers and those working in administration, guidance professionals in their various roles, researchers and developers, and everyone interested in guidance.

The following page shows a diagram compiling the development work that influenced the content of the handbook.

DEVELOPMENT WORK (2022-2024) UNDERLYING THE HANDBOOK

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STRATEGIC GOAL

Supporting continuous learning
(as part of the Sustainable Growth Programme 2022-24 funded by the EU Recovery and Resilience Facility)

DEVELOPMENT THEME

Strengthening lifelong guidance

Recognising the competence of people of working age and making it visible

Developing anticipation

DEVELOPMENT ACTION

- Developing evidence-based management (Ministry of Economic Affairs and Employment)
- Developing the quality of guidance (Ministry of Economic Affairs and Employment)
- Developing guidance coordination (Ministry of Economic Affairs and Employment)
- Career Management Skills Development Project (KEHA Centre)
- Guidance competency (KEHA Centre)

- National Evaluation of Lifelong Guidance
- Proposed Monitoring Framework for Lifelong Guidance
- Digital service for guidance practitioners
- National framework for Career Planning Skills + practical tools for guidance practitioners and tasks for career planners
- National Competency Framework for Career Professionals
- Study of the overall structure and contents of guidance practitioner training
- Supplementary training for guidance practitioners: real-time and proactive online training
- Studies, experiments and pilots: e.g. online training for guidance practitioners related to identifying individual competence
- Interim and final report of the working group
- Labour Force Barometer

Osaamispolku.fi – Digital service package for continuous learning (Ministry of Economic Affairs and Employment & Ministry of Education and Culture)



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In this chapter, we explain what lifelong guidance is, how it is coordinated and developed, and what kinds of challenges lifelong guidance entails.

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Summary

Lifelong guidance

Lifelong guidance covers activities and services that allow individuals of all ages to recognise their competencies, skills, limitations, interests and values at any stage of life, and make meaningful education, career path and income plans and decisions.

The importance of lifelong guidance

Lifelong guidance supports individuals in their education and career paths. Guidance helps people to recognise and develop their skills, make informed decisions and find their own life and career path, taking into account the changes in the world around them. Guidance plays a key role in learning, employment and meaningful working life, which supports the development of both the individual and society.

Strategic development and digital guidance

The development of lifelong guidance is based on national and European strategies that emphasise equality, accessibility and the quality of services. The integration of digital services is key, as it enables the wider accessibility of guidance services and efficient evidence-based management and the development of individuals' own career management skills.

Multidisciplinary and comprehensive services

Lifelong guidance emphasises multidisciplinary cooperation, where parties from different sectors, such as education, employment services and social services, join their forces. Services, like Ohjaamo One-Stop Guidance Centers, offer comprehensive guidance services for individuals in different life situations, including immigrants and youth.

Guidance at all stages of the life cycle

Lifelong guidance covers all stages of a person's life cycle. Guidance takes place at all levels of education and in working life and in a diverse manner during their various transition phases.



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IMPORTANT TO KNOW



COORDINATION AND DEVELOPMENT

Guidance is coordinated by the national Lifelong Guidance Forum and its secretariat, regional lifelong guidance networks and multi-administrative cooperation. The Lifelong Guidance Forum, with extensive representation from different areas of guidance, monitors and aligns the national guidelines for lifelong guidance. Regional lifelong guidance networks bring together the area's guidance parties and maintain an overall picture of the availability and quality of guidance in the area.

Development is carried out in cooperation between the Ministry of Education and Culture, the Ministry of Economic Affairs and Employment and the Ministry of Social Affairs and Health. Guidance will be developed together with other ministries and agencies as necessary. Government Programmes largely define the political priorities and funding.



In this handbook, the term employment services is mainly used for employment and economic development services in accordance with the legislation that will enter into force in 2025.



2.1 Definition and current status of lifelong guidance

In Finland, guidance services, as defined by lifelong guidance principles, are provided across various administrative sectors. Schools, educational institutions, employment services, Ohjaamo One-Stop Guidance Centers, immigrant competence centres and other guidance and counselling services offer training and career guidance to young people and adults. Services are available to those in employment to manage their own work situation, the recognition and development of competence and goals related to careers and future transitions in working life (Finnish Government, 2020). In addition, organisations and trade unions offer advice and guidance to their members. The field of lifelong guidance is presented in more detail on page 17.

From society's point of view, lifelong guidance contributes to the acquisition of skills that are important for employment and the development of education and career paths. Guidance can improve the alignment of education and employment, i.e. the development of competence, taking into account the needs of working life and supporting relevant pathways through learning and work better. Correct educational choices reduce the number of dropouts and individuals' improved career management skills add continuity, meaningfulness and sense of control to life. The transition to work is faster, careers are longer and inclusion is improved. Lifelong guidance supports citizens' own capacities and meaningful and

sustainable choices, as well as ensuring the availability of a skilled workforce.

Guidance always starts with the individual's needs, and a confidential and open relationship is important so that the individual can experience a genuine benefit from the guidance and provide information about matters affecting their situation in life and choices. One of the key goals of guidance is to support the individual in making decisions about their own life, setting goals and being prepared to face future transition phases in life, based on their own starting points. The ethical principles guide the work of guidance professionals, and the guidance professional must be aware of their responsibilities and obligations.



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Repeated and continuous training and competence development are part of normal career development and improving the productivity of work communities. Competence development also plays an important role in the development of well-being at work and the quality of working life. The importance of lifelong learning in society has become emphasised and its promotion is seen as a key tool in improving companies’ competitiveness and employment, supporting professional development and promoting active citizenship. Lifelong learning requires lifelong guidance in order to materialise.

Insecurity in working life has increased, making it more challenging for individuals to have control over their own lives. Changes in working life are also an opportunity that can offer an entirely new direction for an individual or a company. Life and career require individual solutions. Work, unemployment and study phases alternate, as do the forms of employment in the varied landscape of self-employment, light entrepreneurship, temporary agency work and paid work. Information, counselling and guidance on various job and educational opportunities and forms of support for different life stages must be available to support competence development, educational and career choices and everyday skills.

Guidance can also promote equality in society, prevent exclusion and support individual and meaningful life paths. Guidance can attract people’s attention and even influence social phenomena for example by deconstructing perceptions of gender-based career choices and attitudes

that discriminate against different groups of people. It is also responsible to highlight the perspectives of sustainable development and the changes brought about by the green and digital transition in working life and the world in guidance.

IMPORTANT TO KNOW

LIFELONG GUIDANCE

Lifelong guidance refers to activities and services that enable individuals of all ages at any stage in life to:

- 1) recognise their competencies, skills, limitations, interests and values, and to reflect them against labour market opportunities and needs and the available opportunities for competence development.
- 2) make meaningful plans and decisions regarding education and training, career paths and recreational activities and livelihood throughout their lives.



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Guidance brings added value to individuals, organisations and society

Changes in the world of work, advances in technology as well as demographic trends imply robust education, new competences, upskilling and continuous learning. Technological development automates work tasks and destroys jobs, but also creates new jobs. Promoting sustainable development requires seeking growth in new fields.

It has become more challenging for people to understand the functioning, changes and competence demands of the labour market, and it is more difficult for people to manage their educational and career paths. To support their decision-making processes, people are increasingly looking for and demanding reliable information and guidance that can be easily digested. Guidance engages individuals with learning and clarifies pathways through learning and work.

Well-functioning guidance at different levels of education reduces the number of dropouts, promotes the completion of qualifications and degrees and speeds up the transition to the world of work and further studies. In employment services, high-quality guidance makes it easier to match supply and demand. Support for the acquisition of career management skills in companies enhances staff commitment and boosts productivity.

Lifelong guidance is one of the key tools for supporting society in the transformation of the world of work and competences. Guidance can contribute to the acquisition of competences that are essential for employability, smooth transitions and the formation of suitable and meaningful paths for education and training and careers, whether in studies, paid employment, as an entrepreneur or in other forms of work. Besides direct economic outcomes, guidance can help achieve wider outcomes in society, a supply of a skilled labour force, skills matches, a better world of work and a regeneration of the economy and society.

IMPORTANT TO KNOW

STRATEGIC DEVELOPMENT AND DIGITAL GUIDANCE

The development of lifelong guidance is based on national and European strategies that emphasise equality, accessibility and the quality of services. The integration of digital services is key, as it enables the wider accessibility of guidance services and information needed for their efficient management.

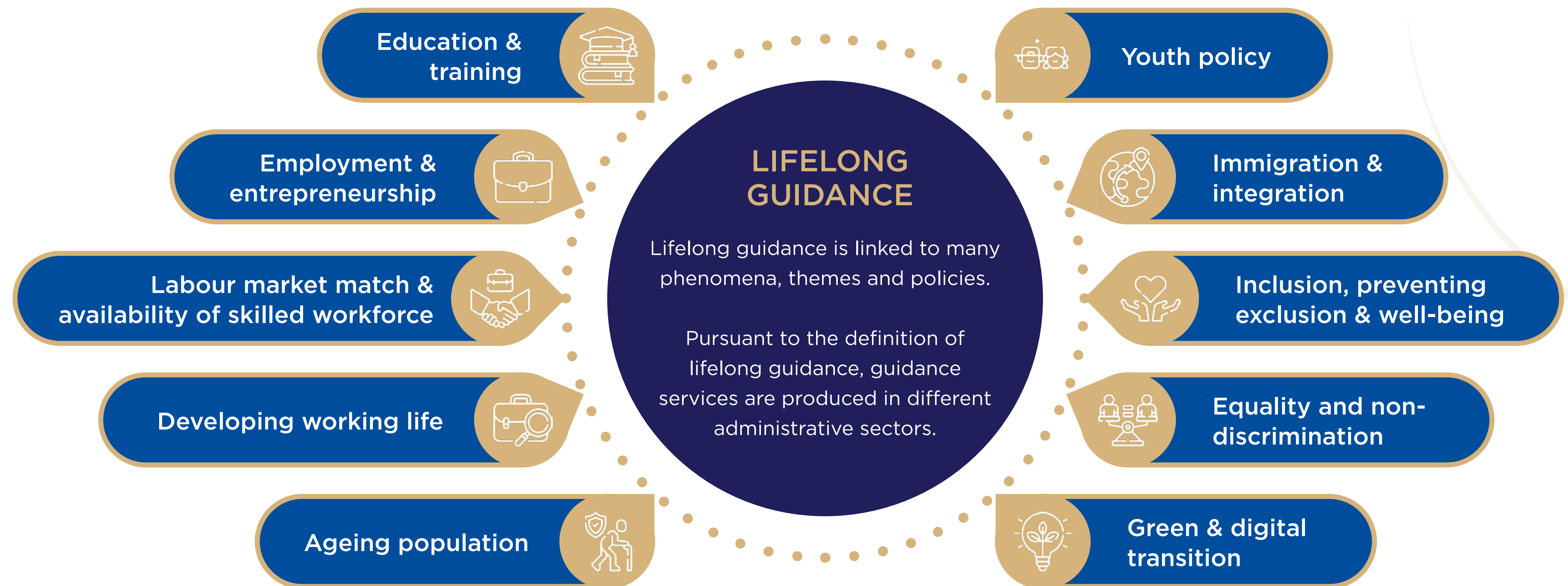
GUIDANCE AT ALL STAGES OF THE LIFE CYCLE

Lifelong guidance extends to all levels of education from primary school to higher education and also covers the transition phases of working life.

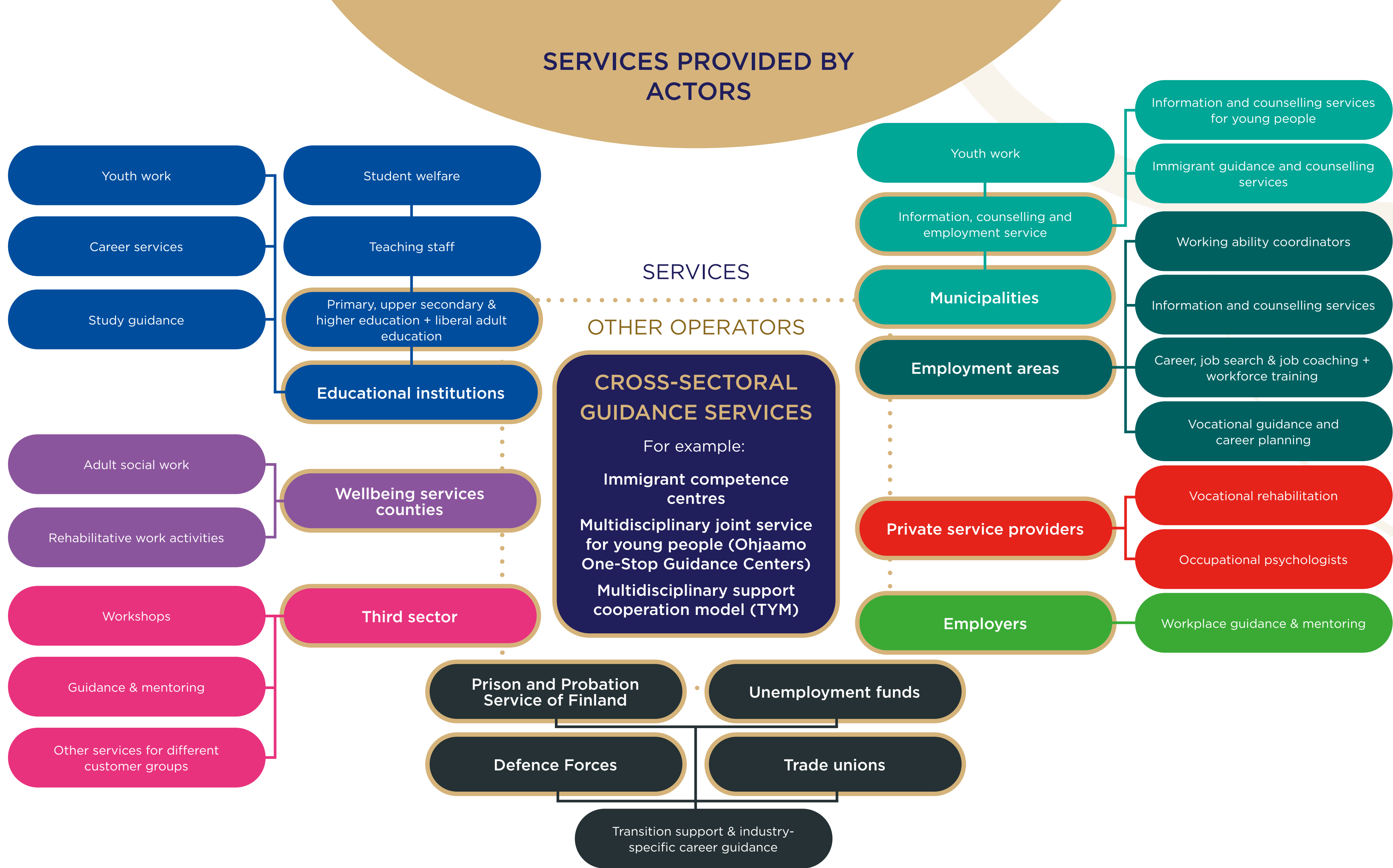


THEMES AND POLICIES RELATED TO LIFELONG GUIDANCE

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Lifelong guidance is referred to by using different terms

Lifelong guidance is referred to by using different terms: study and career guidance, information, advice and guidance services, training and career planning and support (career planning), career management and career development, career design. In Finland, the term lifelong guidance is used because it is an internationally recognised concept that aims to take career management and the whole of lifelong guidance services and support into account as extensively and multi-administratively as possible.

Work is carried out in different sectors and organisations with guidance-like elements, but in this handbook, guidance professionals refer to actual study and career counsellors and mentors whose main work is guidance. However, everyone working with information, advice and guidance services can benefit from the content. Professional occupations in the field of guidance include study counsellor, requiring a separate qualification, and career counselling psychologist, requiring a psychologist qualification.

However, guidance-like work is carried out with very different backgrounds, which is natural, as guidance work in different contexts has increased.



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2.2 Coordination and development

In Finland, the operational policy and administrative responsibility for lifelong guidance are divided between several ministries and agencies at the national, regional and local levels. As a general rule, the Ministry of Economic Affairs and Employment is responsible for the functionality of employment services and working life guidance services, the Ministry of Education and Culture is responsible for the functionality of educational institutions’ study guidance and the Ministry of Social Affairs and Health is responsible for the functionality of guidance-like social services for young people and adults, among others.

Administrative support for employment services, such as the maintenance and development of information systems (e.g. Job Market Finland) and training services supporting the development of competence, is mainly centralised at the national KEHA Centre (KEHA). KEHA’s tasks also include the production of information needed for development, such as service monitoring data. KEHA also provides support for multidisciplinary services, in particular the operations of the Ohjaamo One-Stop Guidance Centers for youth, the multidisciplinary support cooperation model (TYP), guidance and advisory services for immigrants and Expertise Centres for Immigrants.

The Finnish National Agency for Education (OPH) supports educational institutions in implementing guidance activities; student guidance in comprehensive education and upper secondary education. OPH also develops digital systems and services to support educational institutions and individuals (e.g. Studyinfo). In addition, OPH has a Euroguidance function that develops internationalisation guidance.

IMPORTANT TO KNOW

LIFELONG GUIDANCE FORUM GUIDES

The extensive national Lifelong Guidance Forum, led by the Ministry of Economic Affairs and Employment and the Ministry of Education and Culture, consists of different actors and guides the major development guidelines, and the regional lifelong guidance networks gather information and develop operations in the regions. The Lifelong Guidance Forum has a secretariat that prepares the materials for the large working group to decide on the policy.

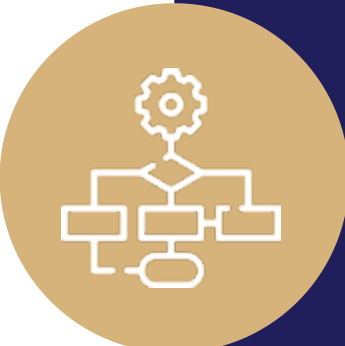
MULTI-ADMINISTRATIVE COORDINATION

What is globally special in Finland is the multi-administrative approach and structural coordination. The Ministry of Education and Culture and the Ministry of Economic Affairs and Employment jointly review and manage the strategic development of lifelong guidance as part of policies on lifelong and continuous learning, working life and employment. The Ministry of Social Affairs and Health also participates in the coordination work.

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The Service Centre for Continuous Learning and Employment produces, among other things, foresight information for guidance parties on the competence needs of working life, requires guidance measures and outreach activities from the providers of competence services financed by SECLE, and operates in lifelong guidance networks. The target groups for SECLE’s development measures are employed working-age people and people who are outside the labour market.

National development measures are concrete and focused measures, often in the form of projects, to develop lifelong guidance in accordance with the guidelines of the Government Programme or the lifelong guidance strategy, for example. National development projects in the 2020s have included a study guidance development programme, Criteria for Good Guidance, the development of multidisciplinary services legislation and national support, and the RRF-funded projects described in this handbook. In addition, ESF+ funding supports national and regional development projects. For instance, Ohjaamo One-Stop Guidance Center for Youth operations have been supported abundantly with these funds. Naturally, there are also numerous regional and local development projects.



Lifelong Guidance Strategy & Frameworks

Strategic choices and reference frameworks, tools and recommendations prepared to support practical guidance work and the direction of lifelong guidance development and individual development steps:



Lifelong Guidance Forum

The extensive national Lifelong Guidance Forum, led by the Ministry of Economic Affairs and Employment and the Ministry of Education and Culture, consists of different actors and steers the major development guidelines, and the regional lifelong guidance networks gather information and develop operations in the regions.



Regional cooperation groups

Regional lifelong guidance cooperation groups promote the availability and quality of guidance services through network cooperation.



Development actions

National, regional, strategic and multi-level work that is promoted through various development projects and funding.

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2.3 Strategic challenges

Finland has a well-functioning information, advice and guidance services (TNO) entity based on the division of work between different sectors and parties and high requirements for quality. The implementation of guidance involves public, third and private sector actors in different environments: education, career transition phases, unemployment periods and workplaces. Although the situation is good in many respects, there are still plenty of identified strategic challenges.

The extensive strategy work on lifelong guidance in 2019–2020 prepared a preliminary desk study that identified four key challenges. The development work and lifelong guidance RRF projects of recent years have aimed to respond to them in particular.

The preliminary survey identified that not everyone had equal opportunities for career management. Although the guidance services were mainly of high quality, there were regional and target group-specific differences in their availability and content. Among other things, the guidance and proactive support of working-age people were particularly inadequate. Secondly, the coordination of guidance activities was fragmented. Data collection and reporting were fragmented, and there was no uniform feedback system. The availability of cross-sectoral guidance services varied and their nationwide development was challenging.

Also, digital opportunities were not utilised sufficiently in guidance. The development of digital services took place separately, and they were not seen as a whole that would support multichannel guidance services. In addition, global phenomena, such as digitalisation, remote working and climate change, created pressure for change in guidance competence. The need for evaluating the state of education and training for guidance practioners was also identified so that professionals would be provided with the necessary competence and support.

IMPORTANT TO KNOW

THE STRATEGIC CHALLENGES OF LIFELONG GUIDANCE IN BRIEF

1. Not everyone has equal opportunities for career management.
2. The coordination of guidance activities is fragmented.
3. The opportunities brought about by digitalisation have not been utilised effectively enough in the development of guidance.
4. Global phenomena challenge the competences of guidance professionals.

The strategy urges the solving of these challenges through extensive network cooperation.

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Strategic challenges of lifelong guidance

Challenge 1: Not everyone has equal opportunities for career management

Measures to solve this challenge have included systematising the promotion of career management skills, for example. In addition, the Finnish service system has undergone and is undergoing extensive structural reforms, such as the creation of wellbeing services counties, the transfer of employment services to municipalities, the expansion of compulsory education and the reform of regional administration. These structural changes result in challenges and opportunities for the development of guidance and the promotion of availability and accessibility.

Recent policies, such as the abolition of adult education allowance, are guiding employed people to develop their skills increasingly at the workplace and alongside work. Employers are expected to invest more in personnel training, while the training system is required to be flexible, such as to have diverse organisation methods and identify existing skills better. Formal training or retraining for a completely new profession requires increasing efforts from the individual, which require more and more information, advice and guidance. Extending careers requires investments in career guidance for the elderly.

Challenge 2: There are coordination needs in lifelong guidance

This challenge has been tackled, for example, by investigating the national state of lifelong guidance and by commissioning a proposal for a monitoring framework for lifelong guidance in order to more systematically monitor the availability, quality, results and effectiveness of guidance across sectors in the future.

Efforts have also been made to clarify the role of national actors in lifelong guidance. In the future, the operations of the KEHA Centre will emphasise the evidence-based management of employment services and the support of personnel competence and multidisciplinary services. As a new operator, the Service Centre for Continuous Learning and Employment has begun to address the challenges of guidance in working life.

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Strategic challenges of lifelong guidance

Challenge 3:
The opportunities brought about by digitalisation have not been utilised effectively enough in the development of guidance.

The digital service package for continuous learning, or Competency Path, will provide digital support for the education and career management of all individuals, as well as for a digital base for all public information related to career management and guidance. Thereby it solves both digital and evidence-based management and coordination challenges at the same time. However, there is still a need to consider the provision of nationwide remote guidance, or at least the introduction of a secure remote guidance application/tool suitable for use by different guidance professionals as part of Competency Path. The promotion of digital skills of individuals and guidance professionals should be continued.

Challenge 4:
Global phenomena challenge the competences of guidance professionals

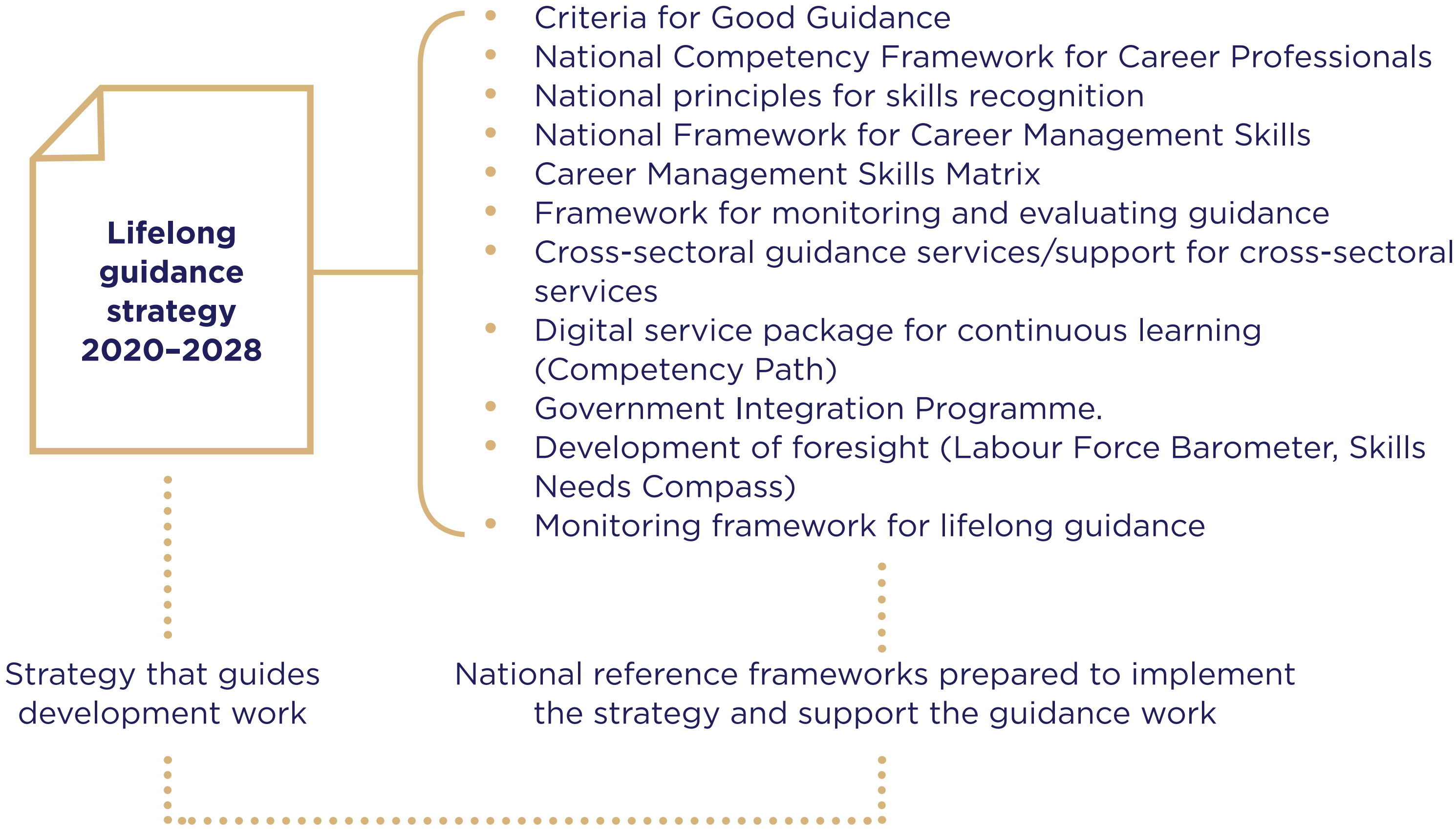
Investing in guidance competence has aimed to solve this challenge. The ageing of the population in Finland has accelerated further and birth rates are declining. This increases the need to extend careers, increasing work-based immigration and utilising the full potential of the workforce, for which guidance could be useful.

Many parties have also pointed out that the role of sustainable development, ecology and green guidance should be emphasised in guidance competence and training. Society becoming increasingly diverse as a whole challenges guidance professionals to increasingly understand and take into account different individual backgrounds and situations.

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Frameworks guide the development work

Strategic choices and reference frameworks prepared to support practical guidance work guide the direction of lifelong guidance development and individual development steps:



”

“Guidance activities, their administration and the development of guidance are still distributed across different sectors and ministries. There is no single party with an updated overview of the availability, quality and development targets of lifelong guidance”

- LIFELONG GUIDANCE STRATEGY, 2020

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2.4 Evidence-based management of lifelong guidance

Evidence-based management and research-based development of TNO services (information, advice and guidance services) are development targets in many countries (Barnes et al., 2020). There are many tensions associated with the provision of comprehensive and unambiguous information, as different stakeholders (e.g. citizens, service providers, funders and researchers) view the results of guidance from their own perspectives. The direct results of guidance are associated with the individual’s ability to make educational and employment-related decisions, while the long-term results at the individual level are related to inclusion in the labour market and the balance of skilled labour force at society’s level.

The multi-level nature of guidance and interfaces to different administrative sectors must be taken into account in the evidence-based management of guidance services. The multi-level nature of guidance is reflected, for example, in the age, background, ability to use different forms of service, place of residence and position in the labour market of the users of the services. In addition, the nature of the services varies from communication and group guidance to a personal process. The background and competence of guidance professionals have their own significance in the implementation of services. The scope and nature of the information collected about the guidance carried out may vary between different organisations.

If there is no national documentation based on a common standard on the resources invested in guidance, the guidance processes or the results achieved, it is not possible to make a complete assessment of the quality or effectiveness of guidance (Barnes et al., 2020). According to the National Audit Office of Finland (2015), the importance and usefulness of guidance is recorded in many documents, but there is insufficient information on guidance investments and its adequacy, quality and results.

The current challenge is that guidance development projects and financing are not coordinated comprehensively, systematically and based on evidence. Guidance activities, their administration and the development of guidance are still distributed across different sectors and ministries. The siloed structure slows down and even prevents the systematic development and monitoring of the impact of guidance. According to the strategic guidelines for lifelong guidance (2020–2023), the long-term goal is that decisions concerning the organisation of guidance are evidence-based. National, cross-sectoral monitoring of services and impacts can improve the efficiency of evidence-based management both locally and nationally.

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The Ministry of Economic Affairs and Employment produces and compiles information on employment and working life and their future prospects. The KEHA Centre supports the operations of the employment areas by producing up-to-date area-specific information on employment services and is responsible for the national assessment and monitoring of employment and integration services.

The Ministry of Education and Culture monitors the implementation of education and related guidance together with the Finnish National Agency for Education and some other organisations. Regional State Administrative Agencies, the Finnish Institute of Occupational Health and the Finnish Institute for Health and Welfare produce information on well-being, inclusion and accessibility, among other things. The Service Centre for Continuous Learning and Employment collects foresight information on competence needs and monitors the experiences of participants in the training courses it finances with regard to guidance. Other parties also participate in the production, compilation and sharing of information related to lifelong guidance.

Going forward, the role of the Lifelong Guidance Forum will be to gather the above-mentioned information together and to monitor it in the long term from the point of view of guidance, as well as to monitor the implementation of the lifelong guidance strategy in different sectors, among other duties. At the time of writing the handbook, the details related to this are still open, such as how in practice and where the information will be compiled, presented and shared. The proposal for a monitoring framework for lifelong guidance, obtained as part of nationwide development work, provides a good basis for planning this.

National monitoring framework for lifelong guidance

The monitoring framework is a thematic structure for monitoring the state and trends of lifelong guidance in a recurring manner. The framework can be used to support evidence-based management at the national level. The monitoring framework has been prepared as part of a broader package commissioned by the Ministry of Economic Affairs and Employment in spring 2023, which included the implementation of a national assessment study of the state of lifelong guidance and creating a monitoring framework for guidance.

The monitoring framework contains the monitoring targets, criteria and the monitoring data to be used, together with the data sources. Six themes and corresponding criteria have been selected as monitoring targets, formed on the basis of research data on lifelong guidance, the national strategy for lifelong guidance and national and international recommendations. The aim is to use the monitoring framework to create an overview of the state and development directions of Finnish lifelong guidance over the years.



In the proposal, the framework includes the following monitoring targets:

1. Client experiences of lifelong guidance, including
 - A. Client experiences of guidance services
 - B. Clients’ experiences of the future and the meaningfulness of life
2. Lifetime guidance service system
3. The social context of lifelong guidance
4. Equality and non-discrimination in lifelong guidance
5. Ecology in lifelong guidance
6. Monitoring of lifelong guidance policy and political guidance

The monitoring framework consists of various national cross-sectoral data sources. National statistics, barometers and indicators that meet the following five criteria have been selected for the framework:

- The data is collected nationally and is available
- The same data is collected at regular intervals
- The data is openly available
- The data is relevant with regard to lifelong guidance as a whole and its fields of action
- The number of monitoring targets is limited



LEARN MORE

[Lifelong Guidance Evaluation \(FI\)](#)

[Proposed monitoring framework for lifelong guidance: Guidelines for national monitoring](#)

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How can the content of the chapter be used in day-to-day life?

Start by exploring your actor field:

- Take a look at the actors that are relevant for your work and your client base.
- Consider how these actors can support or supplement your own guidance work.
- Draw a network map where you outline your own actor field.
- Mark the most important partners and their connections on the map. This helps you to visualise how different actors relate to each other and to you.
- Once you have identified the relevant actors, find out their contact details.
- Do not hesitate to contact the actors and contact persons you have identified. Introduce yourself and your work, and think together about how you can cooperate in guidance work.

Reflection questions related to the chapter.

Question:

How could cooperation between colleagues, organisations and actors in the area be developed? How is cross-sectoral work supported?

- Who are the key partners? What are the situations in which networks or cooperation are needed – either from the organisation’s or client’s perspective?
- How can the guidance professional promote a multidisciplinary and cross-sectoral approach in their own work and activities? And when are permanent cross-sectoral structures (truly cross-sectoral guidance services or one-stop-shop services) required that are the responsibility of the organisations?



3 Strategy for Lifelong Guidance

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In this chapter, we present the Lifelong Guidance Strategy and its goals and explain how the strategy is put into practice.

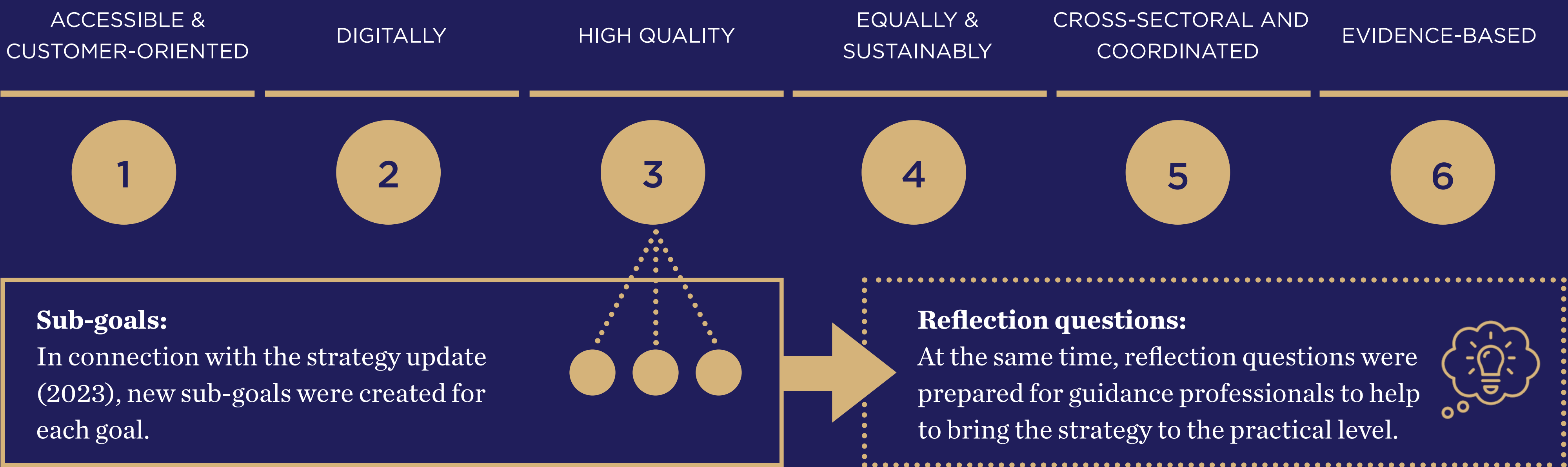
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Summary

Strategy for Lifelong Guidance

The Lifelong Guidance Strategy 2020–2028 provides a comprehensive plan for implementing and developing guidance services in Finland. The aim of the strategy is to ensure that everyone has access to the support they need in career management and lifelong learning, promoting the well-being of individuals and society. The strategy has been drawn up by the Lifelong Guidance Forum, which cooperates with the Ministry of Economic Affairs and Employment and the Ministry of Education and Culture. The strategy is updated on a regular basis.

Strategic priorities – Guidance is developed and implemented in Finland:



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3.1 Lifelong Guidance Strategy 2020–2028

The national Lifelong Guidance Forum, jointly led by the Ministry of Economic Affairs and Employment and the Ministry of Education and Culture, was responsible for preparing and publishing the Lifelong Guidance Strategy in 2020. An extensive network of experts and the views of stakeholders were used in the strategy preparation process. The preparation took into account national and international guidance principles and the needs of changing working life and society. The goal was to create a coherent and comprehensive plan that supports individuals in lifelong learning and career management at different stages of life.

Strategy update work

The Lifelong Guidance Forum and its secretariat are responsible for monitoring and updating the strategy to ensure that it remains up to date and meets the needs of changing working life and society. The goal is to ensure that the strategic priorities and measures are relevant and support the lifelong learning and career management of individuals at all stages of life. In summer 2023, after the parliamentary elections, the Lifelong Guidance Forum decided that the six main focus areas are still relevant, but that the sub-goals should be updated and aligned with the Government Programme and operating environment. In consultation with the stakeholders, the lifelong guidance secretariat group under the Forum made a proposal for updates aimed at clarifying the wording and emphasising the individual/client-oriented approach, the actors of the regions, responsibility and ethical principles even more than before. The updates were approved in December 2023 and the next task set for the lifelong guidance secretariat was to consider ways to concretise and implement the updated strategy for different actors. Reflection questions were prepared as a result of this work, and they are also presented in this section.

IMPORTANT TO KNOW

The strategy has been drawn up by the Lifelong Guidance Forum, which cooperates with the Ministry of Economic Affairs and Employment and the Ministry of Education and Culture.

The aim of the measures pursuant to the Lifelong Guidance Strategy is to promote individuals’ own resources for making career decisions and to ensure the necessary support for them through multi-channel information, advice and guidance services.

The Lifelong Guidance Forum and its secretariat are responsible for updating the strategy.



LEARN MORE

[Lifelong Guidance Strategy \(FI\)](#)

[Reflection questions concerning the strategy \(FI\)](#)

3.2 Strategic focus areas

Six development priorities and their long-term goals were defined in connection with the preparation of the Lifelong Guidance Strategy.

Guidance is developed and implemented:

- Accessible and customer-oriented
- Digitally
- High Quality
- Equally and sustainably
- Cross-sectoral and coordinated
- Evidence-based

Strategic goals

The strategic goals emphasise the role of the areas and organisations in identifying the client base of their guidance services and developing the services based on their needs, with responsibility and ethics as part of all guidance, and more systematic implementation and monitoring of development measures.

THE FOLLOWING PAGES explain the objectives, sub-objectives and strategic reflection questions for each strategic focus area.

LONG-TERM OBJECTIVE
UPDATED SUB-OBJECTIVES

Updated Lifelong Guidance Strategy 2/6

2
Guidance is developed and implemented in Finland Digitally

The long-term goal is a functional digital service package for continuous learning, focusing on guidance and career management. Recently serving lifelong learners using artificial intelligence, for example.

SUB-GOALS:

21
Finland has a digital service package that combines educational, labour market and competence information, promotes individual career management and lifelong learning, and supports the work of guidance professionals.

22
Those carrying out guidance work must have up-to-date knowledge and skills for the safe, reliable and critical use of technologies and systems.

23
Individuals are encouraged to use digital tools and services suitable for their situation as part of career management and continuous learning.

REFLECTION QUESTIONS FOR GUIDANCE PROFESSIONALS:

Guidance is client-oriented and systematic

How have guidance professionals' digital knowledge and skills and digital interaction skills been developed in relation to today's needs?

What kinds of observations have been made about the tools, exercises and tools given to individuals or told about? Which area of guidance would need better tools?

How could the skills of the individuals in utilizing digital training and career management tools be developed?

REFLECTION QUESTIONS

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1 Guidance is developed and implemented in Finland: Accessible & customer-oriented

The long-term goal is for everyone to have the opportunity and skills to make conscious plans and education and career decisions in the changing world of work.

REFLECTION QUESTIONS FOR GUIDANCE PROFESSIONALS:



Who are the key clients of guidance (in your organisation or area), what are their needs and how could the guidance work be developed further from the point of view of these needs?



How could all individuals' career management skills be supported? How could training and career management be supported at workplaces, taking into account young and older employees, for instance?

More detailed questions can be found in the attached "Guidance professional's strategy workbook"

SUB-GOALS:

1.1

Guidance is client-oriented and systematic, and it is implemented extensively in various operating environments of guidance, such as education, employment services and working life.

1.2

The various operating environments of guidance have appropriate guidance resources, taking into account the different needs of the groups and individuals underrepresented in guidance in particular.

1.3

Guidance is organised through multiple channels and using diverse methods.

1.4

Guidance makes appropriate use of multidisciplinary and cross-sectoral cooperation and aims to promote the overall situation of the client together.

1.5

The career management skills of people of all ages are systematically strengthened and monitored in accordance with the national reference framework and identified needs are addressed in further development.



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2 Guidance is developed and implemented in Finland: Digitally

The long-term goal is a functional digital service package for continuous learning, focusing on guidance and career management, fluently serving lifelong learners using artificial intelligence, for example.

SUB-GOALS:

2.1

Finland has a digital service package that combines educational, labour market and competence information, promotes individual career management and lifelong learning, and supports the work of guidance professionals.

2.2

Those carrying out guidance work must have up-to-date knowledge and skills for the safe, reliable and critical use of technologies and systems.

2.3

Individuals are encouraged to use digital tools and services suitable for their situation as part of career management and continuous learning.

REFLECTION QUESTIONS FOR GUIDANCE PROFESSIONALS:



Guidance is client-oriented and systematic

- How have guidance professionals' digital knowledge and skills and digital interaction skills been developed and could be developed in relation to today's needs?
- What kinds of observations have been made about the tools, exercises and measures given or told about to individuals? Which area of guidance would need better tools?
- How could the skills of the individuals in utilising digital career management tools be developed?



Updated Lifelong Guidance Strategy 3/6

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3 Guidance is developed and implemented in Finland: High quality

The long-term goal is for those carrying out guidance work to have the skills and competence for high-quality multichannel guidance work.

SUB-GOALS:

3.1

Competency descriptions in the field of guidance have been defined and they are widely used in the various operating environments of guidance.

3.2

In Finland, there is an overall picture of the training of guidance work, including guidelines for the development of training. This training meets diverse and changing competence needs and enables transitions to different guidance tasks.

3.2

A systematic assesement of the current situation, interests and competence is part of the guidance. Foresight and labour market information is used in a wide variety of ways and the individual's options are reflected in society and the environment.

REFLECTION QUESTIONS FOR GUIDANCE PROFESSIONALS:



How to ensure that the competence of guidance professionals is identified and supplemented?

- What are your strengths as a guidance professional? What knowledge and skills could be supplemented from the perspective of the operations of your organisation and in relation to the competencies/requirements in the field of guidance?
- Which opportunities for further training are currently available for guidance professionals? Where can the information about them be found? How is applying for them supported?
- How is the mapping of the individual's situation, interests and competence implemented in guidance work? What about the use of foresight and labour market information?



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Updated Lifelong Guidance Strategy 4/6

4 Guidance is developed and implemented in Finland: Equally and sustainably

The long-term goal is that guidance promotes an equal, just and diverse society in Finland.

SUB-GOALS:

- 4.1 All guidance is responsible and ethical, and it takes into account the different starting points and needs of individuals. The ethical guidelines of guidance are updated and brought to the fore.
- 4.2 Guidance should always be available in both Finnish and Swedish, and information, advice and guidance in different languages should be increased.
- 4.3 Guidance aims to break down gender-based professions and other preconceptions in professions, support diversity and equality in working life and promote sustainable development.

REFLECTION QUESTIONS FOR GUIDANCE PROFESSIONALS:



How to ensure responsibility, ethics and the needs of special groups?

- What ethical principles are followed in guidance? Are they known to everyone? How are the ethical principles reflected in day-to-day work?
- What key ethical problems have been identified in the guidance work related to individual situations or the arrangements of guidance work?
- How to identify target groups that cannot find guidance or for whom it does not work due to special needs (e.g. disability/learning difficulty, language skills, family background)? How could these special needs be better addressed?
- How could guidance promote a sense of community and a sense of belonging?



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5 Guidance is developed and implemented in Finland: Cross-sectoral & coordinated

The long-term goal is for the sectors implementing guidance to cooperate smoothly and for the division of work to be clear. The guidance development measures prepared in different sectors are increasingly planned and carried out in multi-administrative cooperation between different administrative sectors.

SUB-GOALS:

5.1

Lifelong guidance on the whole is managed and guided on a national multi-administrative basis, and national coordination supports national, regional and local actors.

5.2

Actors are encouraged to cooperate closely and organise appropriate cross-sectoral services. At the same time, the national support and evidence-based management of cross-sectoral guidance services is developed.

5.3

The areas have well-functioning lifelong guidance networks and forms of cooperation and co-development.

REFLECTION QUESTIONS FOR GUIDANCE PROFESSIONALS:



How could cooperation between colleagues, organisations and actors in the area be developed? How is cross-sectoral work supported?

- Who are the key partners? What are the situations in which networks or cooperation are needed – either from the organisation's or client's perspective?
- How can the guidance professional promote a multidisciplinary and cross-sectoral approach in their own work and activities? And when are permanent cross-sectoral structures (truly cross-sectoral guidance services or one-stop-shop services) required that are the responsibility of the organisations?
- What does a genuinely multi-sectoral approach require? How are multi-sectoral approach and network cooperation supported a) in the organisation b) in the region c) nationwide?
- What kind of cooperation can best support individuals' ability to study, work and function?
- How do you perceive the role and significance of your organisation in lifelong guidance? How about for individuals' education and career paths?



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6 Guidance is developed and implemented in Finland: Evidence-based

The long-term goal is that decisions concerning the organisation of guidance are evidence-based. National, cross-sectoral monitoring of services and impacts can improve the efficiency of evidence-based management both locally and nationally. The management of career management data brings continuity to lifelong guidance.

SUB-GOALS:

6.1

The implementation of the goals and measures of the Lifelong Guidance Strategy is systematically monitored at a national level and in the regions. This also makes it possible to manage guidance services based on evidence.

6.2

Lifelong guidance has shared monitoring targets and assessment tools for different actors, producing consistent information on the availability, quality, effectiveness and results of guidance services. Current international discussions, research and development work are monitored and utilised in the development work.

REFLECTION QUESTIONS FOR GUIDANCE PROFESSIONALS:



How are the quality, availability, results and effectiveness of guidance work measured and monitored, and how are operations developed based on information?

- Who and which parties will participate in the production of information?
- What information is created and where is it accumulated?
- Who uses the information and how? How could information be smartly gathered and used in the management and development of operations?



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How can the content of the chapter be used in day-to-day life?

The Lifelong Guidance Strategy can be used in day-to-day life by highlighting its key priorities in the work community or team. This helps to understand how the goals of the strategy relate to day-to-day work and how they can be implemented in practice. Managers have a special responsibility to highlight the strategy and its importance.

You can also consider how the focus areas of the strategy are reflected in your own work and how they could be developed if they are not yet fully implemented. Integrating the strategy into day-to-day life strengthens its impact and supports the achievement of long-term goals.

Reflection questions related to the chapter.

- Question:**
In your organisation/sector, how is guidance work...
- Quality measured and monitored?
 - Availability measured and monitored?
 - Results and impact measured and monitored?
 - How are operations developed based on information?



4 Guidance competency

4.1 CURRENT STATE OF GUIDANCE COMPETENCY

4.2 COMPETENCY FRAMEWORK

4.3 IDENTIFICATION OF SKILLS

4.4 UTILISATION OF FORESIGHT INFORMATION AND DIGITAL TOOLS IN GUIDANCE

4.5 DEVELOPMENT OF GUIDANCE COMPETENCE

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This chapter discusses the current state of guidance competency and its development work in different contexts.

Summary

Guidance competency

Guidance competency refers to the knowledge, skills, competence and attitudes that are required in the various tasks of lifelong guidance regardless of the working environment (ELPGN, 2015). The **National Competency Framework for Career Professionals** prepared for the first time in 2023 improve the quality of guidance and strengthen the professionalism of the sector.

► **National framework of guidance competency**

The national framework of guidance competency define the key competency areas and requirements of guidance professionals, emphasising the ethical operational, client work and systemic competence of professionals in order to support continuous professional development.

► **Identification of skills**

The national principles for identifying skills are designed to help both individuals and communities in different situations, emphasising the importance of identifying competence in society. Identifying skills refers to the individual's ability to perceive, articulate and make the acquired competence visible. Recognising competence promotes the individual's self-awareness, the achievement of career and educational goals and employment, and has positive social effects, such as improved employment and well-being.

► **Training in guidance**

The Finnish education system offers several different routes to gaining competence in the field of guidance. In legislation, education that meets the eligibility criteria is only required of student and study counsellors in comprehensive and upper secondary education and psychologists working in employment services.

► **Development of guidance competency**

In Finland, the development of guidance competency refers to systematically improving the skills and capabilities of guidance professionals through training, continuous learning, multidisciplinary cooperation and research-based methods in order to provide high-quality, client-oriented and ethically sustainable guidance at all stages of life.

IMPORTANT TO KNOW

THE THREE MAIN AREAS OF COMPETENCY DESCRIPTIONS

Professionalism

activities that comply with the legislation, regulations, and the ethical principles of the profession and the field.

Client work

the ability to work professionally in different situations and environments.

Systemic competency

the ability to plan and organise guidance work as part of regional services in accordance with local needs and operating conditions.

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4.1 Current state of guidance competency

Background for guidance competency

Since 2005, the competence of guidance professionals has been one of the five national quality criteria for lifelong guidance approved by the Member States of the European Union (ELGPN, 2015). As cross-sectoral services expand, citizens must be able to rely on people providing lifelong guidance having sufficient knowledge and professional skills and complying with appropriate ethical operating principles. Guidance professionals are more likely to be able to encourage citizens to make appropriate decisions and cope well with joint phases if they have appropriate training (ELGPN, 2015).

In addition, in the 2000s, the Member States approved the promotion of professionalism and professional competence in the field of guidance as one of the focal points for the development of lifelong guidance. Competence in the field of guidance refers to the knowledge, skills and attitudes that are needed in lifelong guidance roles and tasks, regardless of the environment in which the guidance professional works (ELGPN, 2015).

The resolutions on lifelong guidance approved by the Council of the European Union (2004, 2008) urged Member States to include guidance in the curricula of different school grades and to train teachers

and guidance professionals in order to achieve the objectives of the new curricula. In addition, Member States were encouraged to improve the efficiency of multidisciplinary guidance services through the basic and supplementary training of guidance professionals and to prepare competency descriptions for professionals in the field as part of ensuring the quality of guidance services. The aim was to ensure that the personnel providing lifelong guidance services have the necessary professional competence and qualifications. The resolutions also urged Member States to ensure effective cooperation between guidance professionals from different administrative sectors in order to implement comprehensive lifelong guidance services.

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The development of competence in guidance requires a comprehensive review

In Finland, the operational policy and administrative responsibility for lifelong guidance are divided between several ministries at the national and regional level. Similarly, practical guidance work is carried out as cooperation between one or more administrative sectors, either within one organisation or in networks between organisations. Guidance includes several different phases and work forms that are always related to one unique guidance process, but can still contain elements common to all guidance situations. There are many different training paths in Finland for those who want to work in the field of guidance.

The division of guidance work between different administrative sectors and the diversification of tasks have increased the need to view guidance competence from new perspectives. Guidance training has a long tradition in Finland, as the qualification requirements in the field of guidance have been defined in legislation for psychologists in employment services and comprehensive and upper secondary education student counsellors. The range of guidance professionals has expanded in educational institutions, employment services and the private sector. Alongside study counsellors and the career guidance psychologists of employment services, there are several different professional titles in the eligibility requirements or collective agreements of different administrative sectors with guidance included in one form or another. These positions are pursued from various training courses that are

not directly related to any regulations concerning qualifications. The educational background of those carrying out guidance work in other contexts, such as private career coaching, trade unions, rehabilitation organisations, NGOs, projects and personnel development units of companies and public sector organisations, is very diverse. They often lack specific study or career guidance training. Guidance work is carried out on the basis of a suitable university degree, skills accumulated in the work and short-term supplementary training. The Finnish education system offers several different routes for those interested in guidance tasks, but as a whole, there is no single guidance education structure in Finland. This diversity in the field of guidance and changes in the operating environment have brought about the need to define competence in guidance.

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At the level of the European Union, lifelong guidance is a shared area of responsibility of policy, divided between the education, training, youth, employment and social sectors. In practice, the position of guidance in different administrative sectors, as well as the planning and practical arrangements of guidance, vary between the Member States, both nationally and regionally. Correspondingly, the job descriptions, tasks, competency descriptions, qualification requirements and training paths of guidance professionals are based on national solutions. In the national Strategy for Lifelong Guidance 2020–2023 (Finnish Government, 2020), the preparation of competency descriptions for guidance professionals was highlighted as one of the development targets because the demand and need for guidance competence has increased in different contexts.



Educational structures and current status in the field of guidance

In order to strengthen the professionalism of guidance, the national Strategy for Lifelong Guidance (Finnish Government, 2020) proposed an overall assessment of guidance professional training to examine the competence requirements of guidance professionals in different contexts, different training pathways and structures, as well as the content of Finnish and Swedish language training. At the same time, the aim was to prepare descriptions of the core and special competences of guidance professionals.

The report “Ohjausalan koulutus Suomessa: selvitys koulutusten rakenteista ja sisällöistä” published in 2024 described the structures and content of Finnish and Swedish-language training in the field of guidance and assessed the functionality of the training structures and development needs. According to the report, the Finnish education system offers several different pathways for those interested in guidance tasks, but as a whole, there is no single education structure in the field of guidance in Finland. The next page presents a summary of the structure of guidance training in Finland.

IMPORTANT TO KNOW



The professional occupations in the field of guidance include student counsellors and psychologists working in employment services. Separate qualifications are required for both professions.

Competence in the field of guidance can be acquired through a wide variety of levels of education and various educational programmes, ranging from vocational qualifications and degrees to university degrees and specialisation and continuing education.



LEARN MORE

[Ohjausalan koulutus Suomessa: selvitys koulutusten rakenteista ja sisällöistä \(Guidance Sector Education in Finland: A Study on the Structures and Content of Training Programs\)](#)

[Decree on Qualification Requirements for Teaching Staff](#)

[Student Welfare Act, section 7 Psychologist and curator services in student welfare \(qualification requirements\)](#)

[Act on the organisation of employment services, section 52, vocational guidance and career guidance](#)

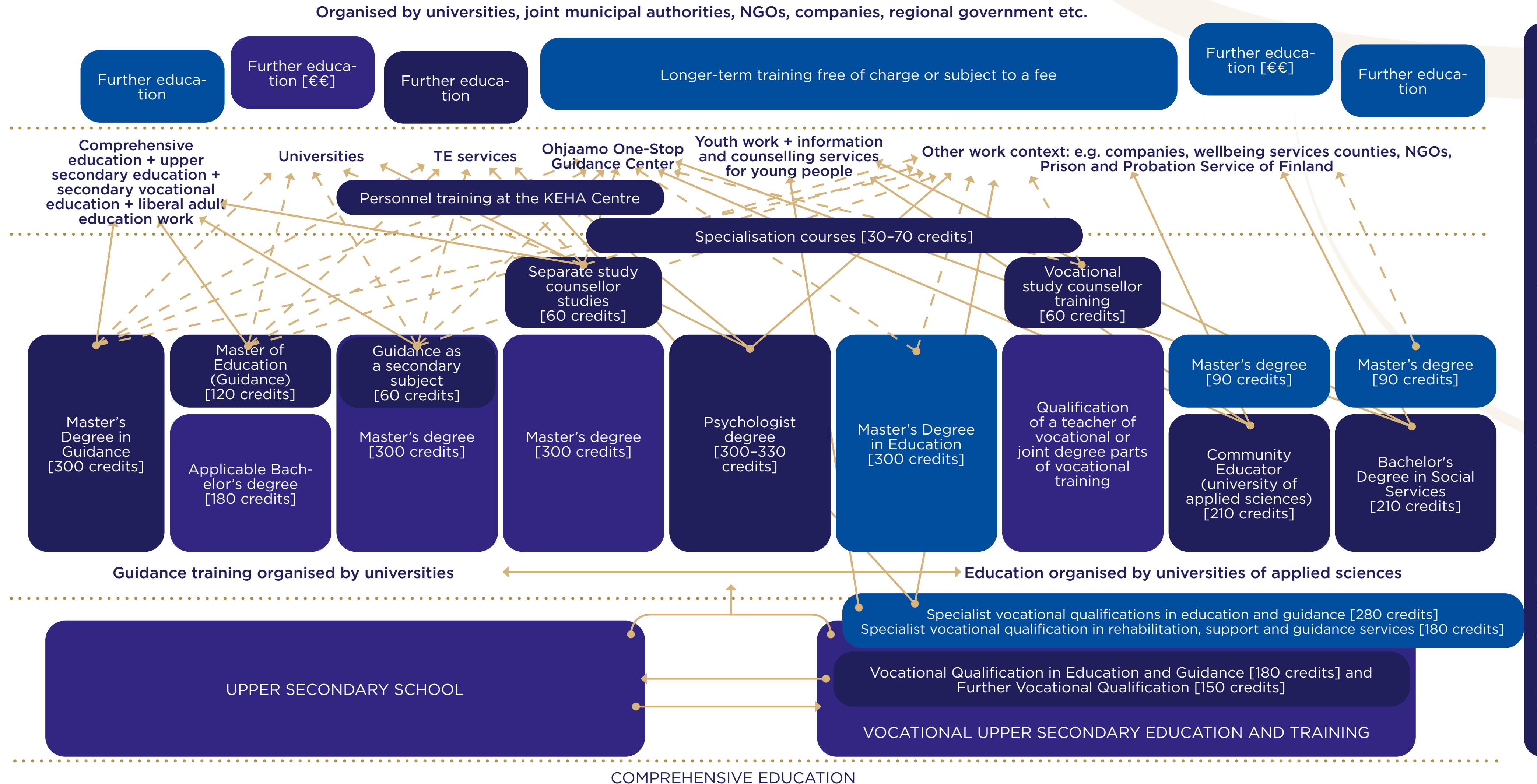
EDUCATIONAL STRUCTURE IN THE FIELD OF GUIDANCE SUMMARY

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FURTHER EDUCATION

WORK CONTEXT

TRAINING PATHWAYS FOR GUIDANCE TASKS



Guidance-related education offering of open universities and universities of applied sciences



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Development trends in guidance competence

The development trends in guidance competence are diverse and reflect the changes in today’s society. The development trends in guidance described on this page are a compilation of the views of various studies, experts, reports and organisations on what kinds of possible development trends in guidance can be identified as a result of changes in society and global situations. The trends reflect changes that are shaping the way guidance professionals will support individuals and groups in the future. The development trends in guidance competence are part of the co-creation process of competency descriptions that involved hundreds of guidance professionals and experts. In addition to literature, information on development trends was collected in workshops organised during the process.

1. Technological development

Technological development, in particular the impact of digitalisation on guidance, has been significant. Digital tools have transformed the way we produce guidance and consume it. Remote guidance and virtual guidance services have become part of day-to-day life. Guidance professionals must be able to incorporate the technological tools of today and tomorrow into their work and develop methods that make it possible to create confidential guidance relationships and processes via remote connections.

2. Multiculturalism and diversity

Societies have become more diverse and multicultural, which means that guidance professionals must be more aware and competent in meeting people from different cultural backgrounds. This requires professionals to identify prejudices and actively strive for an inclusive guidance approach. Guidance professionals are expected to be able to treat each person empathetically, appreciatively and equally.

3. Diverse careers and the transformation of working life

The labour market is changing rapidly, and people are facing new types of career and education paths. In today's society, people increasingly choose or need to consider the path of independent work, such as freelance activities or entrepreneurship. Guidance should also offer support to gig and temporary workers or those who employ themselves in other ways, helping them to develop ways to cope with uncertain situations. This requires guidance professionals to have a broad understanding of the various trends in working life and the ability to stay up to date with the constantly changing requirements of working life.

4. Lifelong and continuous learning

New forms of work and competence requirements require lifelong and continuous learning from individuals. Guidance plays a key role in this process, as it can help individuals to see learning as an opportunity to develop and adapt to a changing world.

5. Climate change and sustainable life

Global climate change affects all aspects of life, including guidance. Guidance professionals are expected to understand the challenges of sustainable development and be able to guide individuals and groups towards sustainable choices and practices.

6. Multidisciplinary cooperation

Previously based on individual work, guidance is now increasingly carried out in multidisciplinary teams. This makes it possible to combine broader competence and offer clients more comprehensive support when their situation requires it.

7. Policy and legislation

Both national and international decisions and regulations can affect the resources, priorities and methods of guidance. For example, the EU guidelines on student mobility or the General Data Protection Regulation (GDPR) may modify the practices of guidance work.



LEARN MORE

In order to determine the development trends, data was collected extensively through a literature review, examining the effects of social and global changes on guidance competence. The studies and reports brought up the views of various researchers, experts and organisations on changes and reforms in the sector.

The development trends in guidance competence are discussed in more detail in the report: [“Ohjaustyön osaamiskuvausten selvitys ja yhteiskehittämisprosessi” \(Co-creation process of competency framework for guidance work\) – Koulutuksen tutkimuslaitos Raportteja ja työpapereita 10](#)

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4.2 Competency framework

In connection with the preparation of the Strategy for Lifelong Guidance, the need to prepare national descriptions of the core and special competencies of guidance work was identified. They were developed at the University of Jyväskylä’s Finnish Institute for Educational Research as part of the KEHA Centre’s guidance competence development project.

The National Competency Framework for Career Professionals divide guidance competence into three main areas: professionalism, client work competence and systemic competence. Together, these three main areas form a strong foundation for the joint competence of professionals working in different tasks in lifelong guidance. As a whole, the areas of competence complement each other, and together, they form a comprehensive picture of the content of guidance competency for use by both professionals and organisations. The competency framework can be used for reviewing both professional competence requirements and competence in various guidance tasks.

The key areas of the National Competency Framework for Career Professionals:

- A. PROFESSIONALISM
- B. CLIENT WORK COMPETENCY
- C. SYSTEMIC COMPETENCY



THE NEXT PAGE presents the structure and areas of competency descriptions

IMPORTANT TO KNOW

Since 2005, the competence of guidance professionals has been one of the five national quality criteria for lifelong guidance approved by the Member States of the European Union (ELGPN, 2015).

In addition, in the 2000s, the Member States approved the promotion of professionalism and professional competence in the field of guidance as one of the focal points for the development of lifelong guidance.

Competence in the field of guidance refers to the knowledge, skills and attitudes that are needed in lifelong guidance roles and tasks, regardless of the environment in which the guidance professional works (ELGPN, 2015).

 **LEARN MORE**

[National Competency Framework for Career Professionals University of Jyväskylä publication](#)

COMPETENCE AREAS OF COMPETENCY FRAMEWORK

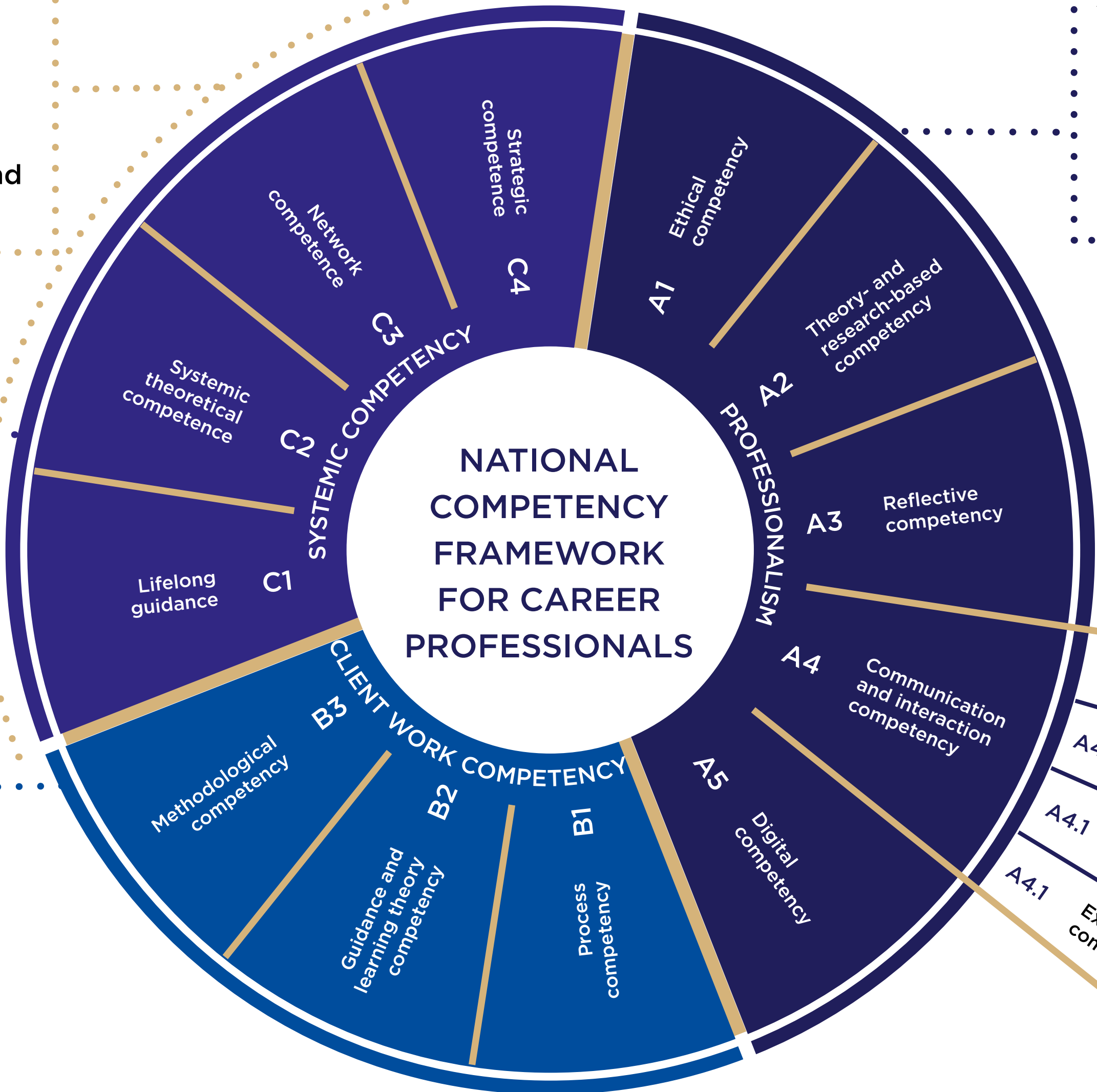
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The competence framework consist of 12 competence areas (A1-C4), which are grouped into three main areas (A-C).

Each competence area describes the specified competence needed in the work of a guidance professional now and in the near future.

C) SYSTEMIC COMPETENCY
(SUB-AREAS C1-C4)
refers to the ability to plan and organise one's own guidance work as part of regional service arrangements in accordance with local needs and operating conditions.

B) CLIENT WORK COMPETENCY
(SUB-AREAS B1-B3)
refers to the ability to act professionally with customers in different situations and environments.



A) PROFESSIONALISM
(SUB-AREAS A1-A5)
refers to acting in accordance with the regulations of the sector and the ethical principles of the profession and professionals.

The areas of competency have been further divided into smaller, more detailed parts to make it easier to understand the competencies they contain.

- A4.1 Clear communication
- A4.2 Goal-oriented interaction
- A4.1 Reflective communication
- A4.1 Expert communication

If the guidance practitioner's work context or tasks include areas that require special competency, these are specified in more detail.

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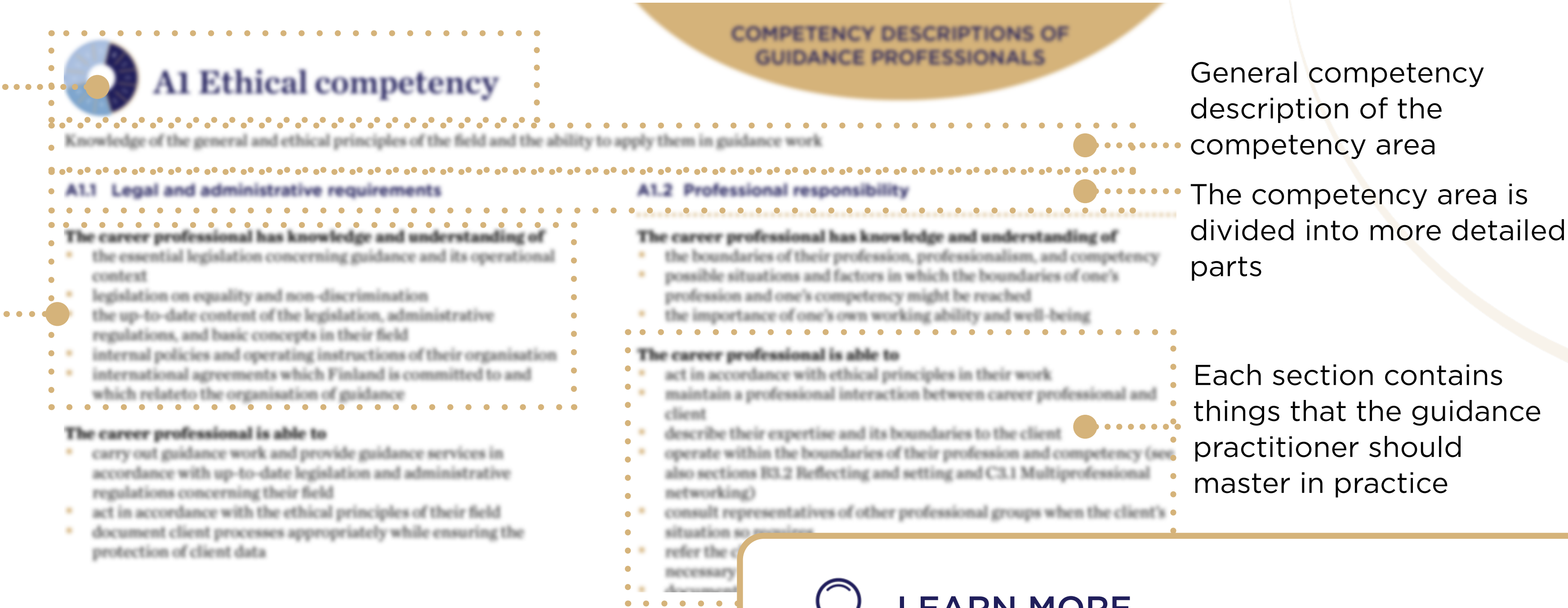
+ PRACTICAL TOOLS

National Competency Framework for Career Professionals in practice

The actual competency framework can be found in it’s original form in the publication of the University of Jyväskylä Finnish Institute for Educational Research. A summary of the competency descriptions for everyday use is attached to this handbook. The structure, operating logic and content sections of these competency descriptions are presented below.

Each area of competency has its own summary page with a title

Each section contains things that the instructor should recognise and understand



LEARN MORE

You can find [summaries of the National Competency Framework for Career Professionals](#) in the practical tools.



LEARN MORE

[Online versions and tools of competency descriptions](#) – An interactive pattern of competency descriptions and an online version of the competency descriptions



Preparation of competency framework

The competency descriptions for guidance work were prepared in extensive cooperation with guidance professionals and experts by using methods of co-development. Guidance professionals from different educational levels, public and private employment and economic services, youth services, organisations of guidance professionals, student organisations, training units in the field, ministries, regional administration and public administration expert bodies were invited to participate in the process. The process included workshops in which the co-creation was carried out together by using inclusive methods and facilitated group discussions. In addition, the online working version of the competency descriptions could be commented on at several stages during the process.

During the development process, a total of 12 workshops were held instead of the planned seven workshops, six of which were local and six were online workshops. The workshops were organised by using national events in the field of guidance; two workshops were organised in connection with each of the Opopäivät, Uraohjauspäivä 2023 and Finlandssvenska Vägledardagarna events. In addition to these, online workshops were organised for newly graduated career and study counsellors, employees of employment and economic development services engaged in guidance tasks, personnel of the Ohjaamo One-Stop Guidance Centers and the joint multidisciplinary services promoting employment (TYP) and participants of regional networks of guidance

services. A separate half-day workshop was organised for guidance trainers, considering future competence needs in particular. The series of workshops was concluded by a workshop on piloting the competency descriptions. A total of 263 people in the guidance sector participated in the workshops.



4.3 Identification of skills

Skills are built up and developed in all areas of life: work, education, everyday life and various hobbies and leisure activities. All skills are valuable regardless of their origin or source, but it can be difficult to identify and highlight the entire spectrum of skills. Often, skills created within the formal education system are identified and even described quite well, but part of people's potential remains hidden if only competencies acquired through the education system become visible.

In 2021, the Ministry of Economic Affairs and Employment and the Ministry of Education and Culture set up a working group for the identification of skills in order to implement the Sustainable Growth Programme. The working group for identification of skills consulted and involved a wide range of experts in the development work. The working group was tasked with creating tools and methods for identifying skills created at workplaces and elsewhere outside the formal education system. The outcome was national principles for identifying skills, among other things.



Towards national principles

The skills identification working group drew up national principles for identifying skills acquired at work and outside formal education, especially from the perspective of working life and employment. The national principles for identifying skills are intended for individuals and communities alike to be taken into account and utilised in different situations of identifying skills. The purpose of the principles is to emphasise the importance of identifying skills in society.

1. All skills are valuable

- Skills are created and can be acquired and identified in different situations and environments.
- Making skills visible highlights the diversity of learning.
- Skills are created or can be deliberately acquired, in addition to various studies, for example, through work, hobbies, day-to-day life, organisational or voluntary activities and job search.

2. The individual’s initiative plays a major role in identifying their own skills.

- The process of identifying skills includes detecting, articulating and making one’s own skills visible.
- Identifying skills is a working life and career management skill that can be learned and practised throughout the entire life cycle. Attention should be paid to the development of this citizenship skill in workplaces, educational institutions and leisure activities such as hobbies.

3. The identification of an individual’s skills must be promoted by offering equal and accessible support and guidance in different situations.

- The need for support and guidance and the way in which they are provided vary depending on the individual’s needs and situation.
- Support and guidance should be offered in workplaces, studies, employment services and leisure activities, for example.
- The support may include career guidance or coaching, other expert services, referral to services, digital services, goal-oriented competency discussions, peer learning, mentoring, offering competency badges or issuing competency certificates.

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- 4. In order to make skills visible, tools suitable for different situations must be available in an open and accessible manner, forming a consistent and easy-to-use package.**

 - Besides personal services, digital tools are key to identifying skills.
 - Digital tools should also be developed as a public service for use by all individuals and communities.
 - Public digital services for identifying skills must be open to everyone and their aim must be to promote continuous learning and employment.
- 5. A learning-friendly culture must improve individuals’ experience of participation, self-welfare and development opportunities.**

 - Those involved in the identification of skills should be supported in building a learning-friendly culture.
 - For example, methods and tools related to the identification of skills must be based on incentives and positive starting points.
- 6. For example, methods and tools related to the identification of skills must be based on incentives and positive starting points.**

 - Identification of skills is everyone’s business, in addition to individuals, it is especially the workplaces, educational institutions and employment services, as well as information, advice and guidance services in different sectors.
 - Stakeholders’ good practices must be developed and shared.
 - There is also a need for an open dialogue between different stakeholders and forums to develop practices.

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Good Practices for Identifying Skills

The Report on Good Practices for Identifying Skills, prepared as part of a project on identifying the skills of people of working age focuses on the identification of skills in different contexts. The report provides a comprehensive overview of how skills can be identified and made visible in different environments, especially at workplaces.

Providing support and guidance is a key part of the process of identifying skills. Guidance, especially guidance offered in working life and education, can significantly help individuals to identify and utilise their skills. The guidance can be personal, group-based or provided through digital tools.

Digital tools are becoming increasingly important in the process of identifying skills. They offer flexible and accessible ways to document and demonstrate competence. The development of public digital services is essential so that all individuals and communities can make effective use of them.

Rapid technological development, the diversification of working life and global phenomena, such as climate change and digitalisation, place new demands on the competencies of individuals. In the future, digital competence, the ability to adapt to changing circumstances and the readiness for continuous learning will be particularly emphasised. In addition, multidisciplinary and the ability to work in various cooper-

ation networks are becoming important. These competence needs require individuals to have a proactive attitude, the ability to identify and develop their own skills and actively participate in lifelong learning. The role of guidance professionals in identifying and supporting these needs is further emphasised as they help individuals navigate the challenges and opportunities of future working life.

Identifying skills is not only important for the individual, but also promotes broader societal goals, such as employment, inclusion and economic growth. Good practices and recommendations for the identification of skills aim to support all actors – individuals, organisations and decision-makers – in making competence visible and utilising it. Continuous dialogue between different actors is necessary in order to further develop the identification of competence and respond to future challenges. This requires commitment, cooperation and a proactive attitude from all parties.



IMPORTANT TO KNOW



- Identification of skills allows individuals to perceive and make visible competence acquired in different ways. This process supports career management, training planning and placement on the labour market.
- The practices for identifying skills are diverse and their development is necessary in order to make it possible to utilise skills extensively in different areas of life.
- Identifying skills benefits both individuals and society. Individuals can better identify their own strengths and development needs, which increases self-confidence and helps them achieve their career goals.

The identification and recognition of skills and competence in the education system is regulated by legislation.

- The Act on General Upper Secondary Education (714/2018) and the Act on Vocational Education and Training (531/2017) provide for the identification and recognition of skills and competence as the task of the training organiser.
- According to the legislation on higher education (Universities of Applied Sciences Act (932/2014) and the Universities Act (558/2009)), the decision on the recognition of study attainments is made by the higher education institution.
- Chapter 4, section 37 of the Act on the organisation of employment services (assessment of the service needs of the jobseeker) includes themes related to the recognition of skills and competence.



LEARN MORE

[Osaamisen tunnistamisen hyvät käytännöt](#)
([The Report on Good Practices for Identifying Skills – FI](#))

4.4 Utilisation of foresight information and digital tools in guidance

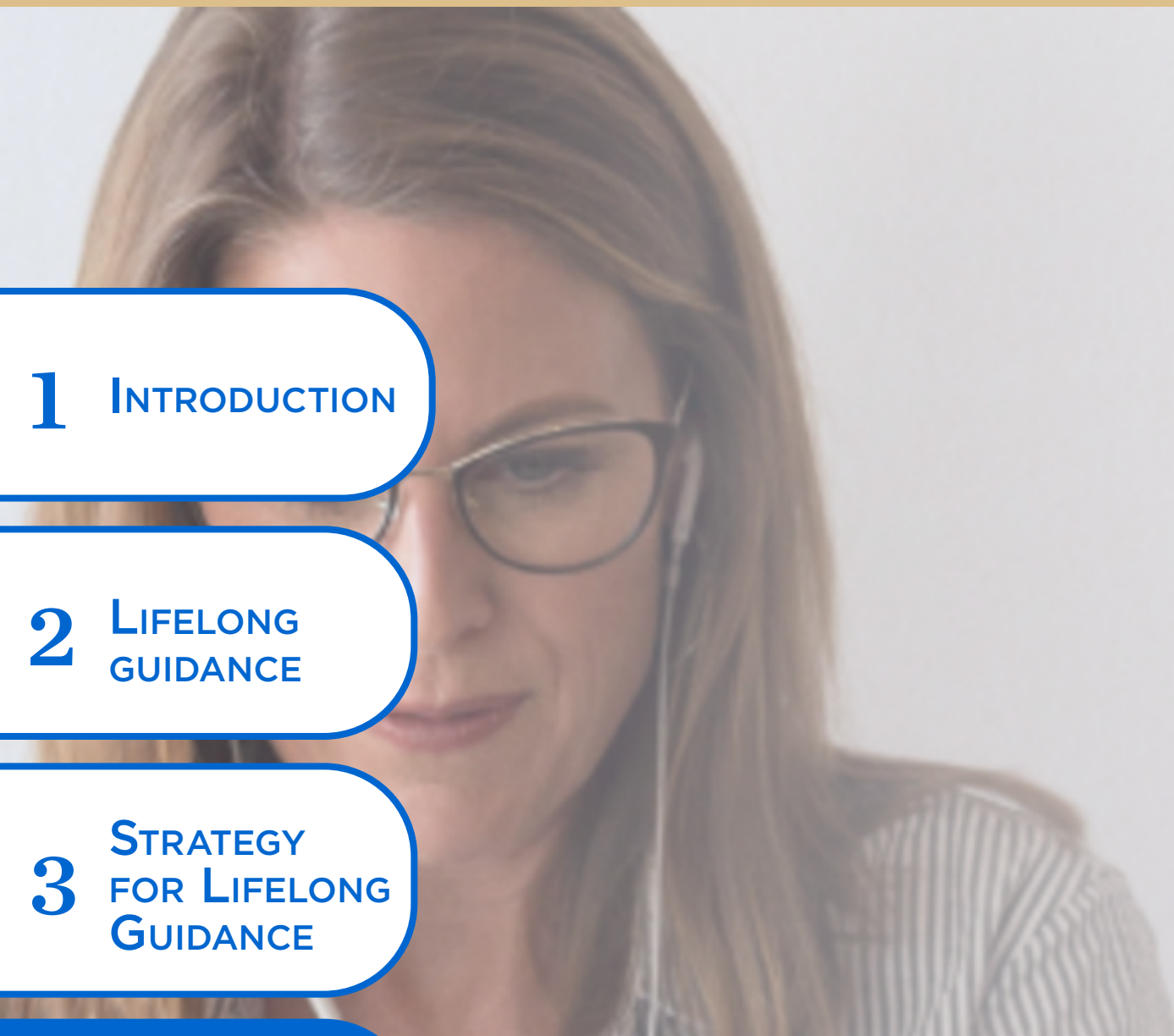
Labour Market Information (LMI) is information that includes information about occupations, the labour market, basic education, vocational training, university-level study programmes and the pathways between them. Labour market information also refers broadly to information acquired through empirical learning, for example, through introduction to working life periods (“TET”), on-the-job learning periods, internships or work trials (ELGPN, 2015b).

Finnish labour market information is of high quality, as a significant part of it is based on reliable and comprehensive registers. The foresight of competence needs provides information on the skills required in future working life, ensuring that the content of education and training aligns with these needs. Foresight of training needs produces information on how much labour working life will need from different educational sectors and levels in the future.

The Ministry of Employment and the Economy prepares statistics on the clients of employment and economic development service offices (employment services): those who have registered as jobseekers in

public employment services and vacancies notified by employers, as well as employment policy services aimed at promoting the employment of jobseekers. Education and labour market information is comprehensively available on the websites of the education and employment and economic development administration (e.g. Studyinfo and Job Market Finland).

Short-term and long-term foresight has been developed as part of the continuous learning RRF projects. The Finnish National Agency for Education has developed the classification of competence data, the Service Centre for Continuous Learning and Employment has developed the Osaamistarvekompassi (Skills need compass) tool and the Ministry of Economic Affairs and Employment has developed the Labour Force Barometer service.



The Occupational Barometer is now the Labour Force Barometer

When the Occupational Barometer was upgraded, the name was changed to Labour Force Barometer. The aim of the upgrade was to provide more and better information on the current situation and outlook for the labour market. The Labour Force Barometer focuses on the main outlook and labour needs of areas and sectors. You can also find occupation-specific labour market information on the site.

[Read more about the service](#)

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The Labour Force Barometer service was built to replace the old occupational barometer. The service is based on an operating model for the production of high-quality and reliable foresight information on future prospects and labour needs. The service classifies more than 200 occupations according to whether they have an oversupply of skilled workers, a mismatch, a balance or a shortage of skilled workers.

The KEHA Centre compiles the information in an open public online service, where the data can be viewed by region, industry and occupation. The Labour Force Barometer data is updated annually in the autumn. The underlying statistics are updated more frequently and can be viewed, for example, in Job Market Finland's Availability of labour and labour market mismatch report.

Picture: The Labour Force Barometer, Ministry of Economic Affairs and Employment (TEM), Centre for Economic Development, Transport and the Environment (ELY); www.tyovoimabarometri.fi



LEARN MORE

[Labour Force Barometer](#)

[Job Market Finland – Availability of labour and labour market mismatch](#)



Guidance professionals and foresight information

It is important for guidance professionals to be aware of the future outlook of the labour market so that they can pass on up-to-date and reliable information about working life, industries, occupations and training and competence needs. Guidance professionals must, therefore, be able to search for and find essential information themselves and also guide individuals to reliable and relevant information.

Guidance is always based on the motivations, situation and needs of the person seeking guidance – including their dreams. However, it is the guidance professional's responsibility to ensure that individuals also have a realistic picture of the labour market and the state of society. If necessary, the instructor guidance professional should describe, for example, gender-based career choices and encourage more atypical solutions, as well as take into account the perspectives of sustainable development. If the foresight data shows that digitalisation is changing the sector of interest to the individual and its competence needs in the near future, these perspectives should also be brought up in the guidance. Information on the labour market, training and competence needs is also needed in guidance tasks related to the authorities' work, for example, when assessing the usefulness of voluntary studies for an unemployed jobseeker or granting a work permit to an immigrant.

Picture: *The Skills Needs Compass*, The Service Centre for Continuous Learning and Employment's (SECLE); <https://www.osaamistarvekompassi.fi/fi/briefly-english>

Tukimateriaalia ohjaajille

Ohjaustyötä tekeville suunnattu tukimateriaali opastaa Osaamistarvekompassin käytössä.

SIIRRY TUKIMATERIAALIIN

Osaamistarvekompassi

Etusivu

Kaikki raportit

Ammattialat

Osaamiset

Tutkinnot



Tukimateriaali ohjaustyötä tekeville

Asiakkaita koulutus- ja uravalinnoissaan ohjaavat asiantuntijat ovat ennakointitiedon hyödyntäjinä uusi ryhmä. Siksi olemme kehittäneet tukimateriaalin Osaamistarvekompassin käytöstä. Tavoitteena on, että uusi tieto löytäisi hyödyntäjänsä ja että hyödyntäjät

- ymmärtävät ennakointitiedon luonteen ja epävarmuustekijät
- osaavat soveltaa tietoa ohjauksen eettisistä lähtökohdista
- löytävät Osaamistarvekompassista omille asiakkailleen soveltuvan tiedon
- osaavat käyttää osaamisen ennakkoinnin perussanastoa niin, että asiakaskin ymmärtää esitetyn tiedon luonteen
- osaavat myös etsiä verkosta lisätietoa, jos Osaamistarvekompassissa julkaistu tieto ei riitä kaikkiin asiakastarpeisiin.

Toiminnot



Tässä osiossa:

Tukimateriaali ohjaustyötä tekeville

- > Mitä on ennakointitieto
- > Ennakointitieto ohjaustyössä
- > Osaamistarvekompassi asiakastyössä
- > Kertaus ja usein kysyttyä

Tutustu tukimateriaaliin



Mitä on ennakointitieto

Osa 1: Opi tunnistamaan ennakointitiedon lähteet ja erityisluonne.



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IMPORTANT TO KNOW



Foresight information in guidance work

“The labour market is constantly changing, and the pace of change has only accelerated in recent decades. This requires a new perspective in guidance work as well. It is important for individuals to understand the future trends in working life and the effects of the changes on their own career options. Correspondingly, guidance professionals should be able to utilise foresight information on the competencies needed in the future.

Evidence-based decision-making concerning one’s own future is a relatively new issue in guidance. In addition, the guidance professional should understand the nature of the foresight information. The realisation of forecasts based on statistical data is likely, but not certain. The usefulness of foresight information extracted from big data for the needs of the individual requires more critical information reading skills and uncertainty handling skills from both the guidance professional and the client.

On the other hand, when both the guidance professional and the client have access to information about the future, the prerequisites for equality in interaction are good. Neither of them has experience or a certain knowledge of the future. It can even help to focus the discussion more on the client’s resources and goals than on concrete ways to achieve the goal.”

Original source: Skills need compass – Foresight information in guidance work



LEARN MORE

[Foresight information in guidance work](#)

[Skills Needs Compass](#)



SECLE has developed a Skills Needs Compass tool for guidance professionals and professionals. It provides reliable and up-to-date information on the competence needed in the future from the perspective of continuous learning. In addition, it combines regional and national information on the match between skills and the workforce. The service is aimed especially at providers of training services as well as producers and developers of information, advice and guidance services.





IMPORTANT TO KNOW

The digital service package for continuous learning (Competency Path) is a joint project between the Ministry of Education and Culture and the Ministry of Economic Affairs and Employment (2021–2025).

The goal of the project is to produce a client-oriented and flexible service package that transcends administrative boundaries and supports individuals' education and career choices, the maintenance and development of competence throughout their careers and the matching of the demand and supply of labour and education.



LEARN MORE

[Digital service package for continuous learning – Ministry of Education and Culture](#)

The joint project is implemented by the Ministry of Economic Affairs and Employment and the Ministry of Education and Culture, and the Finnish National Agency for Education, KEHA Centre, universities through the Digivision 2030 project and SECLE participate in the development work. The project is part of Finland's Sustainable Growth Programme (RRP) and the Digital service package for continuous learning. The project is funded by the EU's Recovery and Resilience Facility (RRF). The project started in 2021 and the services will be completed by the end of 2025.

Service package for continuous learning

The aim of the project on a digital service package for continuous learning is to build the national digital service package, Competency Path, to support career and education management and competence development in the changes of working life and society, improve the match of competence to the needs of the labour market, and support smooth transitions between education and working life at different stages of life, starting from primary education to retirement. The target group includes individuals, guidance professionals, educational organisations, working life actors and experts in various administrative sectors.

In the service, individuals can map their interests and competencies and reflect these on the available job and training opportunities, excluding those that are not interesting or possible. In addition, a guidance service map will be built to help individuals find a party offering face-to-face guidance if their needs are broader than the self-service digital service.

In addition, the Competency Path tool will include a separate section for guidance professionals, with openly available material, such as information content, tools and measures for developing guidance competence. Guidance professionals in different sectors have long wished for the possibility of finding all relevant information in one public place. The guidance professionals' development community is also utilised in the development work.

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Digital tools in guidance

Digitalisation refers to the use of digital technology in services and interaction between people. It includes the reform of operating methods, the digitalisation of processes and the electrification of services. Information and communication technology (ICT) in lifelong guidance comprises products, infrastructure and electronic content that support the development and availability of guidance services. Digitalisation and the internet offer new ways to reach and support the target groups of guidance more effectively, enabling the availability of a broader and faster service.

Technology can be used to create a comprehensive and coordinated lifelong management ecosystem. In the past, the use of technology in guidance services has been slowed down by limited network connections, fragmented data, inadequate technology usage skills and poor integration. It is important that the technology is easy to use and that guidance professionals accept the changes brought about by its use. Digitalisation has progressed significantly, but there is still room for improvement.

THE NEXT PAGE presents various digital tools to support guidance



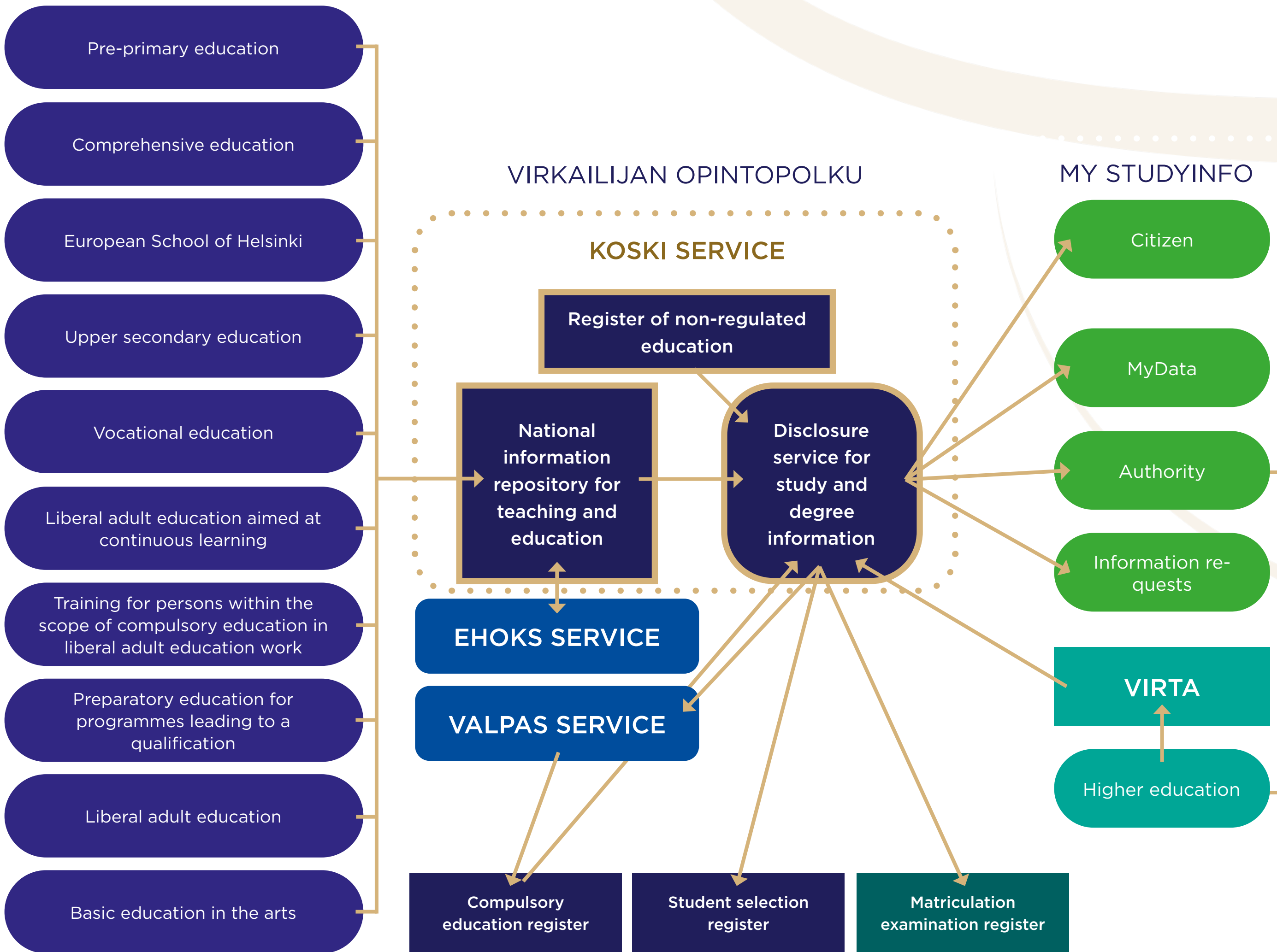
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STUDY INFORMATION CAN BE FOUND IN ONE PLACE

The KOSKI service package is a repository of official education information. It contains national information on the study attainments and degrees in comprehensive education, upper secondary education and vocational training. The Finnish National Agency for Education is responsible for the service.

Information on degrees and competence is transferred to My Studyinfo and other government services via the **VIRTA** (universities) and **KOSKI** (other degrees) **disclosure services**.

Citizens can view and share their study data in the registers via the **My Studyinfo** service.



EXAMPLES OF DIGITAL TOOLS AND SERVICES TO SUPPORT STUDY AND CAREER MANAGEMENT

▶ **The Opintopolku.fi** website is maintained by the Finnish National Agency for Education. Finnish education organisers and higher education institutions maintain information on their current education on the website.

▶ **The Labour Force Barometer** provides information on the current situation of the labour market and the outlook for the future. The Labour Force Barometer focuses on the key future outlooks and labour force needs of the regions and sectors. In addition, the site provides occupation-specific labour market information.

▶ **Job Market Finland** allows creating one's own competence profile and comparing information describing both formal and non-formal competence.

▶ **The Skills Needs Compass** is a foresight information reporting system that combines important information on the supply of competence and the forecasted demand.

▶ **Europass** is a free digital service that includes, for example, an electronic competence portfolio and tools for identifying skills.

▶ **The Competence Disc** allows finding out how to use the competencies developed in free time and voluntary activities in various studies leading to a degree.

▶ **The Abilitator** is a self-assessment method developed by the Finnish Institute of Occupational Health for all persons of working age.

▶ **The Duunikoutsi mobile application** (TAT) is a working life coach for young people that helps to identify and articulate their skills and strengths and supports them in finding a TET job, summer job or dream profession.

▶ **The eRequirements service** contains all the basics of curricula, degrees and trainings from early childhood education to upper secondary education.

CONTINUES ON
THE NEXT PAGE

EXAMPLES OF DIGITAL TOOLS AND SERVICES TO SUPPORT STUDY AND CAREER MANAGEMENT



- ▶ The **Osata – Osaamispolkuja tulevaisuuteen** project ended in 2019, the tools are available.
- ▶ **CareerSkills** is a tool for self-assessment and development of career management skills
- ▶ **Value My Skills** is a web-based game for identifying one's own skills. Developed in a European joint project.
- ▶ The **#Näytäosaamisesi** tool helps to bring up and make visible working life skills acquired in an NGO.



4.5 Development of guidance competence

Competency descriptions of guidance professionals based on research data and the joint development process offer several opportunities for the development of guidance competence. The competency description can be used to review both professional competence requirements and competence in various guidance tasks. A guidance professional does not need to have in-depth knowledge of all areas of competence. Combining different areas of competence creates competence for the guidance professional and the organisation, which can be developed as a whole or deepened in some areas of competence, as necessary.

Competency descriptions can be used in development work as follows, for example:

- Improving customer service: Competency descriptions help to improve guidance and customer service skills by responding better to clients' needs.
- Clarifying the job description: Competency descriptions clarify expectations and responsibilities in the tasks, helping to avoid ambiguities in the workplace. Employers can use them in recruitment and selection criteria.
- Competence assessment: Career guidance and counselling professionals can assess their strengths and development needs by comparing their own competence with the objectives defined in the competency description.
- Development of own competence: The career professional identifies the areas in which development is needed and seeks appropriate training. Students in the field can also use the descriptions to assess their own career goals.

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- Training planning: Competency descriptions can be used in guidance training in the planning of study plans and further training.
- Comparison and benchmarking: The descriptions can be used nationally and internationally to compare competence and learn best practices.
- Improving quality and impact: Competency descriptions support the assessment of the quality and impact of services and the specification of the eligibility conditions of guidance professionals.
- Promoting occupational mobility: Competency descriptions support guidance professionals' continuous learning and mobility between different sectors.
- Development of a digital ecosystem: The descriptions can serve as the basis for a digital tool that supports the professional development of guidance professionals and the matching of the training offering in the field.



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Guidance competence assessment tool

The assessment form that supports the competency descriptions allows guidance professionals, teams, multidisciplinary networks and organisations to assess their own guidance competence in relation to the competency descriptions prepared. The assessment form serves as a tool to identify strengths and areas for development. Thus, the form supports the professional growth and development of guidance professionals and helps teams, multidisciplinary networks and organisations to develop and strengthen their guidance competence in accordance with their strategic goals.

Verkkopohjainen työväline osaamisen arviointiin

Arviointilomake

Ensimmäinen kierros: oma osaaminen

A Professionaalisuus

A1 Eettinen osaaminen

A1.1 Teen ohjaustyötä noudattaen alani lainsäädäntöä ja hallinnollisia ohjeita.

☐ 0 ☐ 1 ☐ 2 ☐ 3

A1.2 Tiedostan ammattini ja osaamiseni rajat ja toimin niiden mukaisesti.

☐ 0 ☐ 1 ☐ 2 ☐ 3

A1.3 Toimin alani eettisten periaatteiden mukaisesti.

☐ 0 ☐ 1 ☐ 2 ☐ 3

A1.4 Toimin ohjaussuhteessa alani eettisten periaatteiden mukaisesti.

☐ 0 ☐ 1 ☐ 2 ☐ 3

A2 Teoria- ja tutkimusperustainen osaaminen

A2.1 Perustan työni alan keskeisiin teorioihin ja tutkimustietoon.

☐ 0 ☐ 1 ☐ 2 ☐ 3

A2.2 Sovellan monipuolisesti eri teorioita ohjaustyössä.

☐ 0 ☐ 1 ☐ 2 ☐ 3

A2.3 Seuraan ohjausalan tutkimusta ja kirjallisuutta sekä työni kannalta relevanttien tahojen ja tieteenalojen julkaisuja.

☐ 0 ☐ 1 ☐ 2 ☐ 3

A3 Reflektiivinen osaaminen

Ohjaustyön osaamiskuvausten yhteiskehittäminen

Osaamiskuvausten verkkoversiot ja työvälineet

LEARN MORE

Online assessment form:
[An online tool for assessing competence](#)

University of Jyväskylä publication:
[National Competency Framework for Career Professionals: Assessment Forms](#)

Picture: Guidance competence assesment tool, University of Jyväskylä, Finnish Institute for Educational Research;
www.peda.net/ohjausosaaminen/ohjausalan-ammattilaisten-osaamiskuvaukset

LIFELONG GUIDANCE HANDBOOK

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How can the content of the chapter be used in day-to-day life?

Competency descriptions in the field of guidance are a valuable tool for those working in the field. They help to define competency requirements, improve services and support the development of professional skills. In addition, their use promotes the competence of guidance services for clients and more high-quality and effective guidance for them.

The competency descriptions and [assessment form](#) provide diverse means for developing guidance work in day-to-day life. They help guidance professionals to identify their own strengths and development needs, which supports competence development and appropriate training. They also clarify job descriptions, improve customer service and help with career management. The assessment form serves as a concrete tool for teams and organisations to monitor development and identify areas for improvement, which strengthens guidance competence in the long term.

Reflection questions related to the chapter.

Question:

- What are your/your organisation's guidance professionals' strengths?
- What knowledge and skills could be supplemented from the perspective of your organisation's operations and in relation to the qualifications/requirements in the field of guidance?
- What kinds of digital tools and systems are currently available to support guidance work? How could their use be supported and promoted?



5 Criteria for good guidance

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AND DEVELOPMENT IN EDUCATIONAL INSTITUTIONS	

In this chapter, we explain the meaning and tasks of the criteria for good guidance and how they are used in the implementation of high-quality guidance.



IMPORTANT TO KNOW

COORDINATION AND EVALUATION

Guidance plan

The activities of the education and training organiser are determined by the guidance plan. The purpose of the plan is to strengthen the implementation, coordination and management of guidance.

Coordination

The competence, qualifications and resources of teaching and guidance personnel must be ensured in the school and educational institution community so that guidance can be implemented in a high-quality manner.

Assessment

Regular qualitative assessment of guidance in schools and educational institutions enables the identification of challenges, the development of guidance practices and knowledge-based management.



The criteria for good guidance have been drawn up as a recommendation for comprehensive education and upper secondary education. However, the criteria can also be used as the basic starting points for other guidance activities.

Summary

Criteria for good guidance

The criteria for good guidance are a recommendation and tool designed to support, develop and ensure the quality of guidance in comprehensive education and upper secondary education. The objective of the criteria for good guidance is to support the diverse provision of guidance and to ensure the availability of guidance in an equal and high-quality manner.

CRITERIA

FOR GOOD GUIDANCE

- | | | | |
|---|--|---|--|
| 1 | Good guidance takes the learner's overall situation into account | 5 | Good guidance is equal, equitable and ethically sustainable |
| 2 | Good guidance is learner-oriented and interactive | 6 | Good guidance supports extended compulsory education and cooperation during the transition phase |
| 3 | Good guidance is accessible and multi-channel | 7 | Good guidance supports the development of career management skills |
| 4 | Good guidance is cross-sectoral cooperation | 8 | Good guidance promotes effective working-life cooperation |

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5.1 Towards national criteria for good guidance

In January 2022, the Finnish National Agency for Education established a working group to support the work on changing the criteria for good guidance. The members of the working group represented a wide range of guidance professionals. Experts from comprehensive education, upper secondary education, vocational education, Ohjaamo One-Stop Guidance Center, the School of Professional Teacher Education and the university were involved in the working group. The criteria were also commented on by the secretariat of the Lifelong Guidance Forum, which ensured a diverse and comprehensive view.

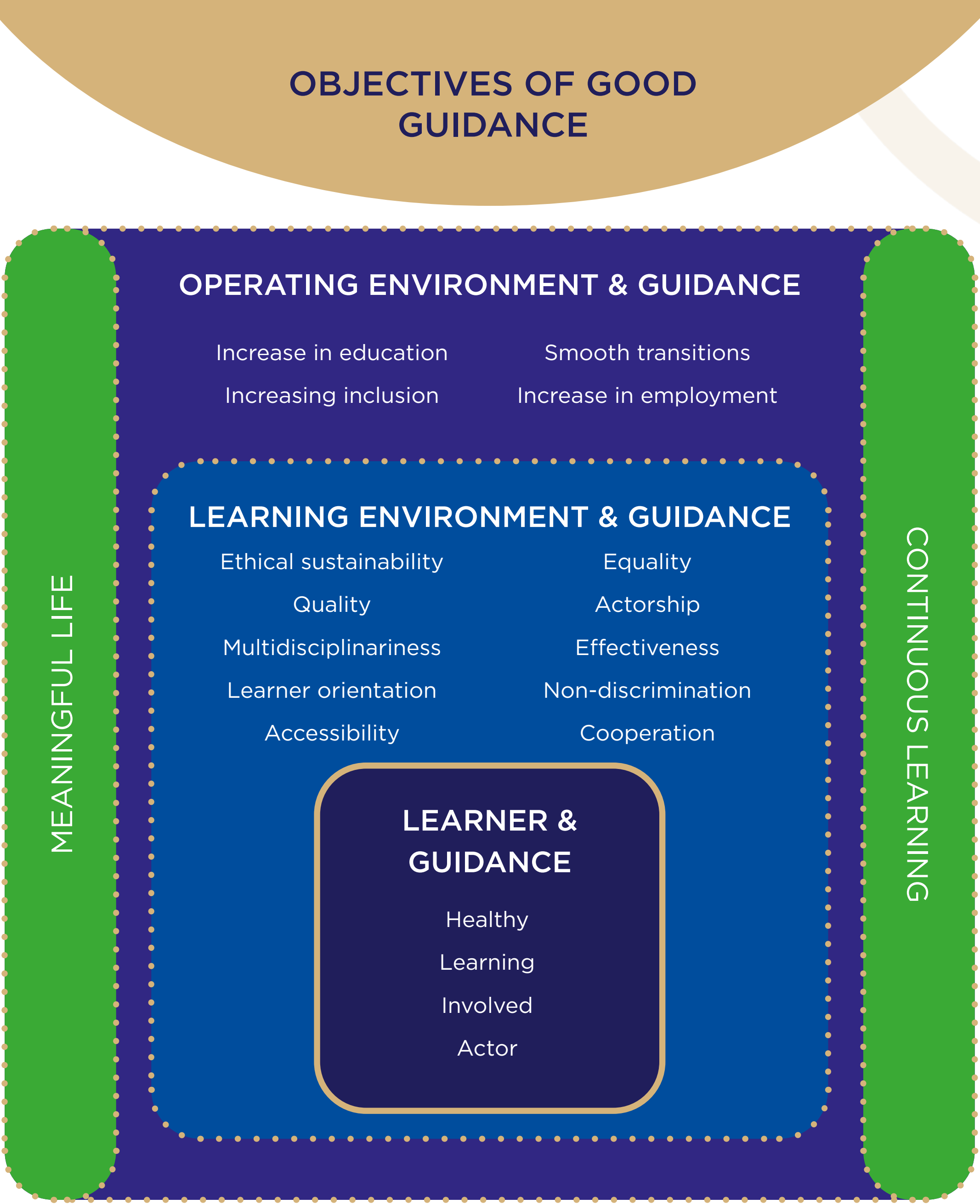
The draft of the criteria for good guidance was prepared by the VALO - national quality for guidance project (Oikeus osata programme) and was completed in June 2022. This draft was an important step towards uniform and high-quality nationwide guidance practices. After the draft was completed, the criteria work was promoted by experts from the National Agency for Education and Ministry of Education and Culture, who have ensured that the criteria correspond to changing needs and practices.

The criteria for good guidance will be updated regularly in the future. This aims to ensure that the criteria are kept up to date and guide the practices in the best possible way. A regular update process also enables the criteria to be continuously developed and improved.



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The graph shows the objectives of good guidance at different levels:



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5.2 Criteria for good guidance

The criteria for good guidance are a recommendation and tool designed to support, develop and ensure the quality of guidance in comprehensive education and upper secondary education. The objective of the criteria for good guidance is to support the diverse provision of guidance and to ensure the availability of guidance in an equal and high-quality manner. In addition, they support the implementation of guidance in such a way that the learner always receives good guidance when needed. The significance of guidance is emphasised in transition phases, such as when moving from one educational level to another. Learning and operating environments are changing, and continuous learning and guidance have become increasingly important. Guidance plays a key role in increasing well-being and preventing marginalisation.

The criteria for good guidance contribute to the development of the national guidance quality and assessment system in accordance with the objectives of the Strategy for Lifelong Guidance. The aim of the strategy measures is both to promote the learner’s own prerequisites for making career decisions and to ensure the necessary support through multichannel information, advice and guidance services.

The criteria for good guidance are intended especially for study counsellors as well as teaching and training organisers as a basis for joint information generation and to develop the quality of guidance. The criteria for good guidance can also be utilised, for example, by learners, members of the school and educational institution community, guardians, stakeholders and decision-makers.

THE FOLLOWING PAGES
present the eight criteria for
good guidance in more detail



LEARN MORE

[International Competencies for Educational and Vocational guidance professionals](#)

[Prevention of bullying, harassment, discrimination and violence \(FI\)](#)

[Multidisciplinary Learning and Guidance toolkit \(FI\)](#)

[Guidance builds a sustainable future
Guidance methods and practices \(FI\)](#)

[Ethical principles of the work of a study counsellor](#)

[Student support and well-being in vocational education \(FI\)](#)

[Equality and non-discrimination in vocational education \(FI\)](#)

[Equality and non-discrimination planning in educational institutions \(FI\)](#)

[National eRequirements](#)



CRITERIA FOR GOOD GUIDANCE

- | | | | | | |
|---|--|---|--|---|--|
| 1 | Good guidance takes the learner's overall situation into account | 3 | Good guidance is accessible and multi-channel | 6 | Good guidance supports extended compulsory education and cooperation during the transition phase |
| 2 | Good guidance is learner-oriented and interactive | 4 | Good guidance is cross-sectoral cooperation | 7 | Good guidance supports the development of career management skills |
| | | 5 | Good guidance is equal, non-discriminating and ethically sustainable | 8 | Good guidance promotes effective working-life cooperation |

- CRITERIA FOR GOOD GUIDANCE, FINNISH NATIONAL AGENCY FOR EDUCATION

Good guidance supports the learner's overall situation

- Guidance that takes the learner's overall situation into account is timely and listens to the learner. The significance of the overall situation is emphasised especially in transition phases, where cross-sectoral guidance takes into account the learner's individual needs and goals as they progress along the learning path, if necessary.
- With the help of good individual and group guidance, the learner reflects on themselves as a learner. Guidance helps the learner to identify and assess their skills and their guidance and development needs. Good guidance supports the clarification of the learner's own plans and faith in the future.



Good guidance supports the learner's overall situation when

- the learner's learning to learn skills develop
- the learner's cooperation and interaction skills develop
- the learner identifies their own strengths
- the learner's involvement is strengthened
- the learner sets and achieves their own goals
- the learner receives sufficient guidance appropriate to their own abilities and goals

Good guidance is learner-oriented and interactive

- Guidance takes place through interaction and is learner-oriented. It promotes the learner's meaningful experiences and strengthens their attachment to their role and studies in their own learning and operating environment. The learner learns to utilise and apply up-to-date information about education, occupations and job opportunities.
- In the guidance of learners in need of special support, the emphasis is on cross-sectoral guidance cooperation that has been initiated sufficiently early. In the case of learners who need special support, an effective guidance relationship is particularly important because they often have a greater need for individual guidance than other learners.



Good guidance is learner-oriented and interactive when

- the learner's learning to learn skills develop
- the learner's cooperation and interaction skills develop
- the learner identifies their own strengths
- the learner's involvement is strengthened
- the learner sets and achieves their own goals
- the learner receives sufficient guidance appropriate to their own abilities and goals

Good guidance is accessible and multi-channel

- In the implementation of guidance, it is essential that the guidance is designed to be accessible to the learner. The learner knows from whom they receive guidance and where and how to reach the instructor. Guidance practices are communicated, diverse methods are used in guidance, and guidance is offered during learning and studies in different learning environments.
- Learners can acquire competence in schools and educational institutions, online or at work. They have the right to
 - study counselling in accordance with the curriculum and, if necessary, enhanced personal study counselling according to their needs (comprehensive education)
 - regular study counselling and personal guidance according to their needs (upper secondary education)
 - guidance in different learning environments as well as personal guidance and other necessary study counselling (vocational training).
- Multi-channel guidance allows time- and location-independent guidance. Multichannel guidance improves the availability and accessibility of guidance services and promotes the provision of services, operating methods and tools.



Good guidance is accessible and multi-channel when it

- uses individual, small group, group and peer guidance in schools and educational institutions
- can be implemented as local, remote or digital guidance
- uses different forms of guidance in the guidance discussion, taking into account the learner's goals and needs

Good guidance is cross-sectoral cooperation

- The learner has the right to receive guidance from all members of the staff of the school and educational institution community. In addition, the learner's guidance can be participated in by a
 - guardian
 - peer learner
 - representative of working life or employment services
 - staff of student welfare services
 - other parties cooperating with the education or training organiser
- Multidisciplinary guidance refers to the guidance of the learner by using the expertise of the school's and educational institution's personnel and other guidance actors together. Multidisciplinary guidance is teamwork in which the overall situation of the learner's guidance process is the responsibility of the appointed expert. Multidisciplinarity enables more diverse identification of capabilities and earlier identification of challenges. The advantages of multidisciplinary cooperation include fast access to information, continuity of control processes, more efficient use of resources and avoidance of duplication of activities.



Good guidance is multidisciplinary cooperation when

- the actors have a common understanding of the objectives, content, methods and working methods
- the actors have clear responsibilities and division of work
- the expertise of all actors is put to use
- the teaching and training organiser coordinates and leads the guidance
- guidance promotes trust, joint discussion and the identification of the limits of expertise

Good guidance is equal, non-discriminating and ethically sustainable

- The responsibilities of schools and educational institutions include promoting equality and non-discrimination. Equal and non-discriminatory learning and study opportunities support learners' opportunities to develop to their full potential and feel like active citizens.
- The guidance professional is aware of both their own and society's values, beliefs and norms, which enables them to provide ethically sustainable guidance. The criteria for good guidance and the ethical principles that guide guidance activities make it possible to explain the values, significance and core questions of guidance to both learners and other actors in society.
- Attention is paid to the atmosphere and attitudes in guidance situations. The learner has the right to participate in guidance without fear of bullying, harassment, discrimination or violence, and inappropriate treatment is addressed.



Good guidance is equal, non-discriminating and ethically sustainable when it

- creates a confidential guidance situation in which the learner can participate and commit
- takes cultural diversity into account and is language-aware
- ensures uniform treatment and promotes equality through accessible and available services
- respects human dignity
- promotes autonomy and well-being
- promotes the acquisition of skills and competence for a sustainable future
- promotes opportunities for continuous learning
- promotes gender equality

Good guidance supports extended compulsory education and cooperation during the transition phase

- The key objective of extended compulsory education is that everyone who completes primary school completes upper secondary education. Organisers of comprehensive education, upper secondary education and vocational training, other providers of compulsory education and, last but not least, the municipality of residence have an obligation to guide and supervise the completion of compulsory education.
- Organisers of comprehensive education, upper secondary education and vocational training, other providers of compulsory education and, last but not least, the municipality of residence have an obligation to guide and supervise the completion of compulsory education.



Good guidance supports extended compulsory education and cooperation during the transition phase when it

- makes transitions to further studies, work or other services smoother
- reduces periods outside education and working life
- strengthens cooperation between the home and the school/educational institution
- supports multidisciplinary cooperation with different stakeholders (e.g. cooperation with student welfare and youth services)
- is coordinated and managed by the education and training provider
- is based on operating methods that have been jointly agreed in accordance with the guidance responsibilities

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Responsibility for guidance and supervision of the completion of compulsory education

Before the end of the last year class of comprehensive education, a person within the scope of compulsory education must apply for upper secondary education, education provided for the transition phase or other education included in the scope of compulsory education. The obligation to apply continues until the person within the scope of compulsory education is granted a student place.

After the end of comprehensive education, the responsibility for the guidance, support and supervision of the completion of compulsory education remains with the organiser of comprehensive education until the person within the scope of compulsory education begins their studies in post-primary education.

If the person who ends comprehensive education is left without a student place, the organiser of comprehensive education is required to notify the student’s municipality of residence, which must take responsibility for the young person. The municipality must investigate the overall situation of the young person and their need for support together with the person within the scope of compulsory education and their guardian or other legal representative. The municipality of residence of the person within the scope of compulsory education must guide and supervise the completion of compulsory education, unless guidance and supervision is to be carried out by another party by legislation.

If a young person of compulsory education age moves to the municipality from abroad, it is the responsibility of the municipality of residence to ensure that the young person applies for education and begins completing their compulsory education.

- When the learner starts in upper secondary education, the responsibility for the guidance, support and supervision of the learner is transferred to the organiser of upper secondary education or vocational training.

Separate training courses for the transition phase have been merged into a new, cohesive education package called preparatory education for programmes leading to a qualification (TUVA). The training consists of different parts that can be flexibly put together to best meet the needs of each learner and, thus, promote the learner’s transition to completing an upper secondary degree. Preparatory education and training for work and independent living (TELMA) will remain as a separate training package.

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Compulsory education may also be completed in folk high school programmes for one year. The aim of the training is to promote the learner’s voluntary learning and to provide the learner with the skills to continue their studies in post-primary education.

A person within the scope of compulsory education who has completed a comprehensive education curriculum or equivalent studies but lacks sufficient Finnish or Swedish language skills to complete post-primary education, may complete compulsory education by participating in basic education for adults or folk high school education intended for immigrants.

Good guidance supports the development of career management skills

- Career management skills refer to competencies (knowledge, skills and attitudes) that help learners of different ages and in different life situations to improve their ability to manage their own educational and professional careers.
- Guidance in career management skills begins in comprehensive education, continues in upper secondary education and becomes more intensive during transition phases. Good guidance supports the learner's career management and is implemented in a way that develops the learner's ability to use information and make decisions. It makes it possible to combine the learner's strengths with educational options, foresees the direction of future employment opportunities and engages the learner in the career management process.

(Chapter 6 of the handbook, *Career management skills* goes deeper into career management skills)



Good guidance supports the development of career management skills when

- the learner's lifelong learning skills develop
- the guidance aims at the future and takes into account the learner's motivation and ability to apply for further studies
- the guidance makes it possible to prepare a realistic career plan

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Guidance on career management skills at different levels of education

GUIDANCE ON CAREER MANAGEMENT SKILLS IN COMPREHENSIVE EDUCATION

The foundation for career management skills is laid down in student guidance in comprehensive education. Guidance supports the development of the learner’s self-awareness and increases the learner’s knowledge of different educational and career options. Introduction to working life periods (TET) give the learner opportunities to get to know working life.

Good guidance supports the development of career management skills when

- The learner gains knowledge and skills for upper secondary and further studies and working life, learns about key information sources, guidance services and application systems, and to assess their reliability and relevance.
- Guidance promotes equality, prevents exclusion from education and working life, and breaks down gender-based educational choices and labour market through gender-conscious guidance.
- Multidisciplinary guidance is also possible without a student place in education leading to a degree.

GUIDANCE ON CAREER MANAGEMENT SKILLS IN UPPER SECONDARY EDUCATION

Guidance activities are the joint work of upper secondary education staff. At the beginning of upper secondary education, a personal curriculum is prepared for the learner with the support of teaching and guidance staff. It also serves as a starting point for career management. It includes a curriculum, matriculation examination plan and a plan for further studies and career. The plan is regularly updated as the studies progress, and it supports the transition to both further studies and working life.

Good guidance supports the development of career management skills when

- The learner’s skills in utilising information, making decisions and planning their career develop, and their faith in the future grows stronger.
- The guidance helps the learner to identify their own interests, opportunities and needs for support, and to combine their strengths with educational options.
- The guidance trains in further training choices, engages the learner in the process and explains the effects of educational options on career options.



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Guidance on career management skills at different levels of education

GUIDANCE ON CAREER MANAGEMENT SKILLS IN VOCATIONAL TRAINING AND EDUCATION

In vocational training, career management skills are developed in the personal development of competence plan process (HOKS). In the first HOKS discussion, the learner’s baseline situation, career plan and goals are surveyed in cooperation between the learner and the guidance professional, and they are updated during the training.

Good guidance supports the development of career management skills when

- The learner’s job-seeking skills and the presentation of their own competence develop, self-management grows stronger and active role in networks in their field increases.
- The guidance supports the building of professional identity and making career choices, providing room for reviewing learning and development both independently and in a peer group at different stages of the learning pathway.
- The guidance helps in obtaining labour market information, breaks down gender-based education and labour market choices, and offers multidisciplinary support even without a student place in further education.



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Good guidance promotes effective working-life cooperation

- Good guidance is implemented in a way that develops the learner’s responsibility for their own learning and strengthens their role in changing working life situations. Working life skills include the ability to learn new things, continuous learning and the development of one’s own competence. Good interaction and cooperation skills, resilience and the ability to anticipate future skills are also important skills emphasised in working life. The teaching and guidance staff of schools and educational institutions as well as working life actors are jointly responsible for promoting the learner’s working life skills and competence.

**Good guidance promotes effective working-life cooperation when it**

- supports and develops the learner’s working life and job-seeking skills in multidisciplinary cooperation
- promotes well-being and active role in studying and career changes
- supports the development of competence in different stages of studies and working life
- provides room for identifying one’s own strengths, building networks and moving forward.

5.3 Guidance planning, coordination and development in educational institutions

The implementation of good guidance is supported by the systematic nature of guidance, clear leadership and systematic evaluation. The activities of the teaching and education organiser are determined by the guidance plan. The purpose of the plan is to strengthen the implementation, coordination and management of guidance.

The guidance plan supports the implementation of high-quality guidance, teaching and education. The plan describes the guidance process at different stages of the learner's studies. The plan defines, for example, the objectives, methods and implementation methods of guidance, such as the structures of organisation and the division of work and responsibilities. The plan specifies who the guidance actors are and how the community-oriented approach to guidance is understood. The plan is prepared in cooperation with the school's and educational institution's staff, students, guardians and stakeholders. The plan should also specify the emphasis of activities and the specific characteristics of schools and educational institutions

The aim of the plan is to support the implementation of guidance so that the learner always receives the guidance they need. The guidance plan also describes the activities related to transitions and transition phase cooperation, such as transitions during and after education, guidance networks and cooperation with guardians and working life. The plan ensures the systematic nature and functionality of guidance and transition phase functions. The implementation and functioning of the guidance plan should be monitored on a regular basis. For the purpose of assessment and development work, the plan may specify the monitoring targets and assessment tools of guidance. The information collected can be used to evaluate and develop guidance services and update the plan regularly.

IMPORTANT TO KNOW

The tasks of the education and training organiser include preparing a guidance plan. Its purpose is to support the implementation of high-quality guidance, teaching and education so that the learner receives the guidance they need in all situations. In addition, the plan ensures the systematic nature of transition phases and guidance during them. The guidance plan records, among other things, the objectives of guidance, the methods of implementation of guidance and the division of work and responsibilities in guidance functions, and it is prepared in cooperation with the educational institution's staff, students and their guardians. (National Agency for Education 2023, 19)

 **LEARN MORE**

[Criteria for good guidance](#)

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Evaluation and development of operations – Guidance as part of quality work

The importance of and need for lifelong guidance in society has increased. Therefore, systematically collected information on the quality, availability, effectiveness and development targets of guidance is needed. Research-based development of guidance and evidence-based management are development targets both in Finland and many European countries. The criteria for good guidance are one way of promoting the development of a national guidance quality and evaluation system.

The quality, effectiveness and impact of guidance are assessed by using both qualitative and quantitative indicators. In addition, guidance has both immediate results and long-term effects. In the evaluation, it is necessary to acknowledge that the long-term effects of guidance in particular reflect not only guidance, but also other factors, such as the individual situations of learners, labour market and education policy situations and global changes.

It is also possible to assess the effectiveness of guidance activities by using several quantitative indicators. Learners’ commitment to studies

can be measured quantitatively by monitoring, for example, the progress of studies, learners’ absence and attendance and interruptions of studies. A learner’s graduation in accordance with the plan, transfer to further studies, employment or transfer to another necessary service are an indicator of the effectiveness of guidance activities. Nevertheless, the information produced by quantitative indicators does not per se reflect the effectiveness of guidance or teaching. Instead, the statistical information obtained should be analysed diversely and supplemented, if necessary, with a qualitative evaluation, for example.

THE NEXT PAGE
presents the different levels
of evaluation in more detail

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DIFFERENT LEVELS OF EVALUATION

LEARNER’S PERSPECTIVE

From the learner’s point of view, the effectiveness of guidance can be evaluated by using different surveys that examine the learner’s experience. For example, the Amiskysely and Lukiolaisbarometri surveys, School Health Promotion study, PISA study and Youth Barometer contain elements that provide information about the learners’ experiences. The RUORI assessment tool is particularly suitable as a tool for the self-assessment of intensive educational support learners.

NATIONAL PERSPECTIVE

The Finnish Education Evaluation Centre (FINEEC) produces national research and assessment data that supports the quality management of the guidance of the school and educational institution community. FINEEC studies provide assessment information on the quality, availability and impact of guidance at a specific time of review.

EDUCATIONAL INSTITUTION’S PERSPECTIVE

Information on the quality of guidance is collected in schools and educational institutions as part of quality management and evaluation systems, but the content and scope of the information collected varies. However, a regular qualitative assessment of guidance in schools and educational institutions enables the identification of challenges, the development of guidance practices and knowledge-based management.



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How can the content of the chapter be used in day-to-day life?

The criteria for good guidance can be used in a wide variety of ways in all everyday guidance work. They provide a tool for ensuring that the guidance process is of a high quality and relevant.

The criteria for good guidance are intended especially for study counsellors as well as teaching and training organisers as a basis for joint information generation and to develop the quality of guidance. The criteria for good guidance can also be utilised, for example, by learners, members of the school and educational institution community, guardians, stakeholders and decision-makers.

Reflection questions related to the chapter.

Question:

How to ensure that guidance is...

- responsible
- ethical
- taking the needs of special groups into consideration?

How does guidance take into account...

- gender-based career choices
- prejudices relating to groups of people or sectors
- internationalism and multiculturalism
- sustainable development?



6 Career management skills

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In this chapter, we explain what career management skills are, how to learn to use them and how they can be seen in different life situations.

In addition, we will review the assessment of the development of these skills.

Summary

Career management skills

Career management skills refer to the knowledge, skills and attitudes that individuals of all ages and in different life situations can use to improve their ability to plan their own education and careers. These knowledge, skills and attitudes are not only related to study and career management, but also to personal growth. (ELGPN, 2015).

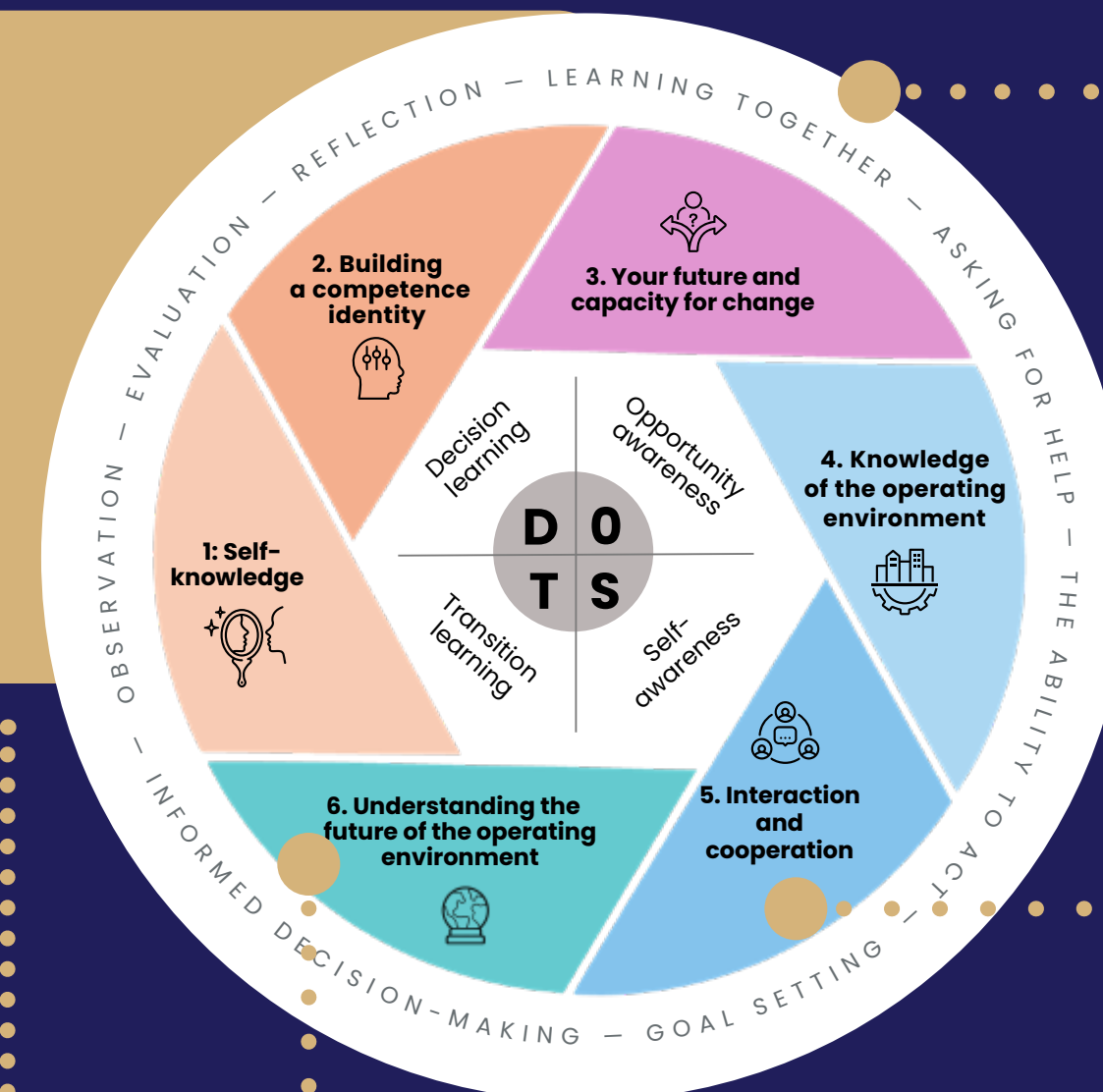
NATIONAL FRAMEWORK FOR CAREER MANAGEMENT SKILLS

The reference framework describes what career management skills refer to in Finland. The reference framework is needed so that guidance professionals, guidance service providers and guidance developers have a common overview of career management skills.

Career management skills are particularly important in situations of transition and change in life.



The Career Management Skills Matrix is a tool for guidance professionals to support the development of career management skills. The Career Management Skills Matrix can also be used as a basis for self-assessment.

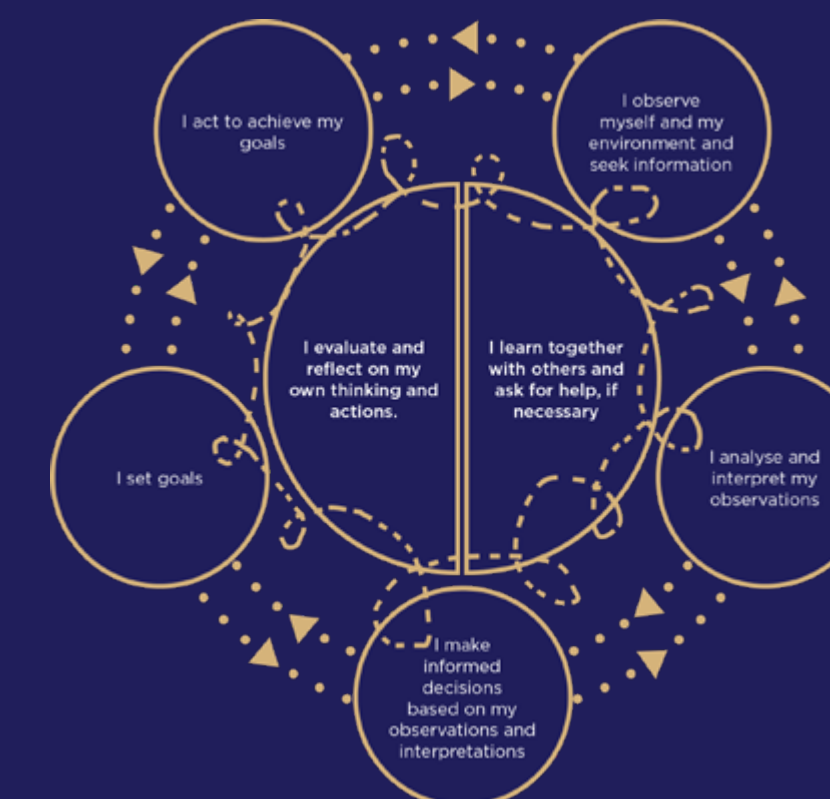


COMPETENCE AREA 6: UNDERSTANDING THE FUTURE OF THE OPERATING ENVIRONMENT			
USE AREA	COMPETENCES	PERCEPTIONS	KNOWLEDGE AND ATTITUDES
6.1 ALTERNATIVE PATHS	Use imagination and creativity to develop alternative paths.	Recognize that there are different paths to the same goal.	Understand that there are different paths to the same goal.
6.2 CHANGES IN SOCIETY	Use imagination and creativity to develop alternative paths.	Recognize that there are different paths to the same goal.	Understand that there are different paths to the same goal.
6.3 BUSINESS ENVIRONMENT	Use imagination and creativity to develop alternative paths.	Recognize that there are different paths to the same goal.	Understand that there are different paths to the same goal.

In Finland, career management skills are divided into six skill areas and 34 sub-areas.



Learning career management skills takes place in interaction with others and requires the ability to reflect on one's own thinking and actions.



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6.1 National Framework for Career Management Skills

In recent decades, career management skills have been defined in different countries into different frameworks, either describing different levels of knowledge and skills or grouping them according to different stages in life. These frameworks share common starting points, theoretical concepts and models, but have been adapted and interpreted according to the language and culture of each country.

International literature in the field of guidance features various descriptions of the contents of career management skills and the contexts in which these skills are learned. Career management skills are described either as part of other broad-based competence independent of occupation or as an umbrella concept for several competence areas. At its narrowest, career management skills are structured as part of general employability or employment skills, which include skills in applying for a job, substantive competency in the occupation, skills in maintaining a job and decision-making skills. In the United States, skills that enable an individual to compile information about themselves and their career into a personal action plan was also incorporated into career management (Herr & Johnson, 1989).

Reference frameworks for career management skills typically consist of the following three components:

- Areas of career management** (goals and competencies) that include the knowledge, skills and attitudes aimed at.
- A learning model** that describes the learning model that forms the basis of the framework and acquisition of skills.
- Levels** that describe the development stages of the individual’s career management.

IMPORTANT TO KNOW

What is the framework about?
National Framework for Career Management Skills describes what career management skills refer to in Finland, in what types of life situations they are particularly needed and how they are learned – in order to support learning. The reference framework promotes the formation of a shared overall picture of career management skills among guidance professionals, guidance service providers and parties that develop guidance.

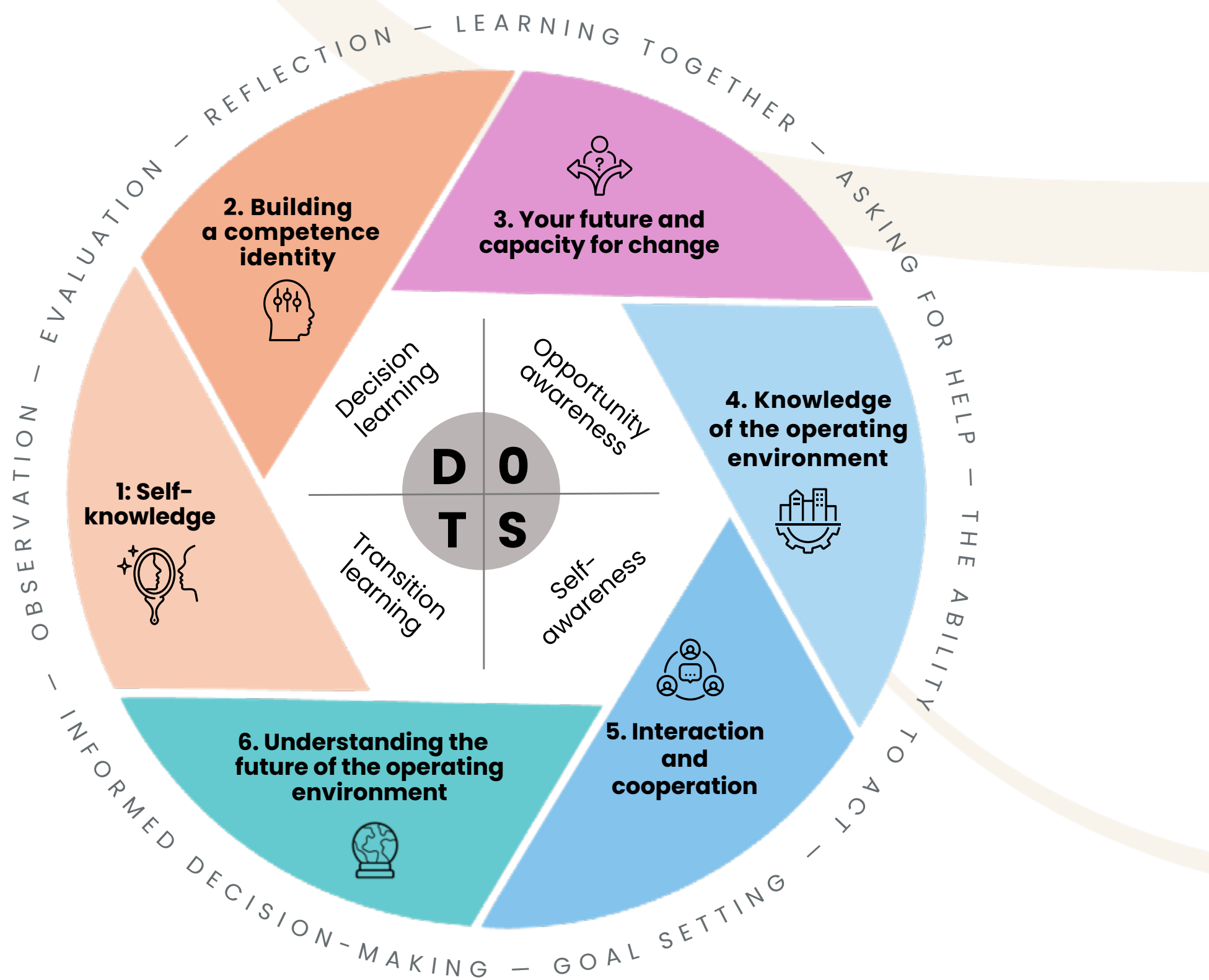
National Framework for Career Management Skills is based on the background study (2023) that structures career management skills and the “new DOTS” model developed by Bill Law presented therein. The model emphasises viewing the individual and their decisions in a broader social context.

The competency targets of the model are:

- Decision learning (*D*)
- Awareness of opportunities in working life and the surrounding society (*O=Opportunity awareness*)
- Readiness for transitions in life (*T= Transition learning*)
- Increased self-awareness (*S=Self-awareness*)

The model’s step-by-step learning process involves the observation, screening, refinement and understanding of information. (Law 1999, according to Vuorinen et al. 2023).

The diagram shows the “New DOTS” model and the six skills areas of career management skills combined. In addition, the outer circle contains meta-skills related to the learning cycle.



The National Framework for Career Management Skills is based on a background study that structures career management skills and the “New DOTS” model.

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The principles

behind the National Framework for Career Management Skills

National Framework for Career Management Skills has been created based on these six key principles:

- 1. Career management skills can be learned**
Career management skills can be learned and taught. Anyone can develop their career management skills, and everyone benefits from developing them.
- 2. Individuals are active actors**
Actorship involves the idea of managing one’s own life, experiencing inclusion, and having opportunities to influence.
- 3. Career management is life management**
Career management does not only concern matters related to work or studying, but it relates to life as a whole.
- 4. Structures influence career management**
The structures of society and the operating environment influence how the individual perceives their ability to plan and manage their life from their own starting points.

- 5. Career management is an interactive process**
Career management begins with the individual but unfolds through interactions with close ones, networks, and society. This dialogue occurs, for instance, between an individual’s values and strengths and the opportunities in education and working life.
- 6. Career management skills are needed throughout life**
Career management is useful in all life situations. Career management is also always the simultaneous existence of three time perspectives: where do I come from, where am I at the moment and where am I headed.

IMPORTANT TO KNOW

How was the framework drawn up?
The Career Management Skills Development Project assembled a working group to support the national work of defining career management skills. Experts from various organisations and roles were involved in the working group from May to October 2023. In addition, the interim results of the work were commented on in cooperation networks, including the Lifelong Guidance Forum and its secretariat.

LEARN MORE

- [National Framework for Career Management Skills – KEHA Centre \(FI\)](#)
- [Urasuunnittelutaitoja jäsentävä selvitys ja näkökulmia jatkokehittämistä varten – University of Jyväskylä, Finnish Institute for Educational Research](#)

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Career management skills

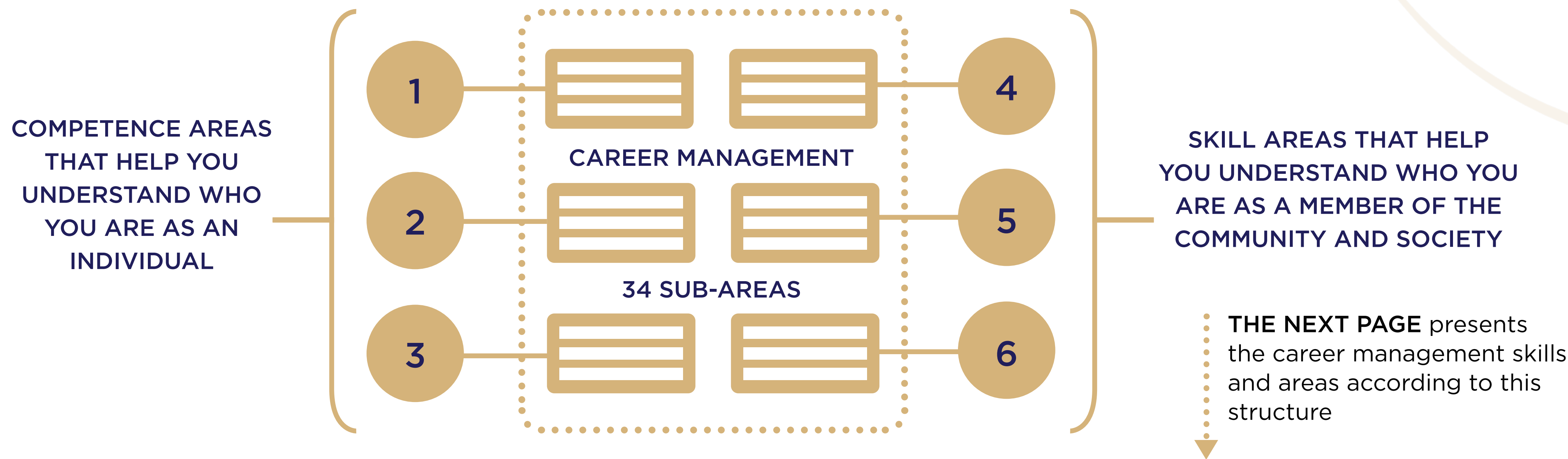
National Framework for Career Management Skills defines six career management competence areas and their 34 sub-areas. The definition corresponds to the European Lifelong Guidance Policy Network (ELGPN) definition. Competence areas relate to both a person’s ability to define who they are as an individual and to an understanding of the ways in which an individual can be part of their own communities and society.



DEFINITION OF CAREER MANAGEMENT SKILLS

Career management skills refer to the knowledge, skills and attitudes that individuals of all ages and in different life situations can use to improve their ability to plan their own education and careers. These knowledge, skills and attitudes are not only related to study and career management, but also to personal growth. (ELGPN, 2015).

HOW TO STRUCTURE CAREER MANAGEMENT SKILLS



CAREER PLANNING
COMPETENCE AREAS
AND SUB-AREAS

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I AS AN INDIVIDUAL

1: SELF-KNOWLEDGE



2. BUILDING A COMPETENCE IDENTITY



3. YOUR FUTURE AND CAPACITY FOR CHANGE



- 1.1 My life story
- 1.2 Resources and working capacity
- 1.3 Feelings and ways of working
- 1.4 Values
- 1.5 Motivational factors
- 1.6 Interests
- 1.7 Attitudes to work and study

- 2.1 Competence and strengths
- 2.2 Application of skills
- 2.3 Areas for improvement
- 2.4 Perception of yourself as a learner
- 2.5 Learning new skills

- 3.1. Dreams
- 3.2 Problem solving
- 3.3 Creativity
- 3.4 Decision-making
- 3.5 Goals
- 3.6 Preparedness
- 3.7 Resilience
- 3.8 Tolerating uncertainty

- 4.1 Opportunities and boundary conditions
- 4.2 Labour market
- 4.3 Education and studying
- 4.4 Structures of society
- 4.5 Eco-social factors

- 5.1 Articulating competence
- 5.2 Communication
- 5.3 Interaction at work, in studies and networks
- 5.4 Asking for help and using others' help
- 5.5 Services provided by society
- 5.6 Job search skills

- 6.1 Alternative paths
- 6.2 Changes in society
- 6.3 Global changes

4. KNOWLEDGE OF THE OPERATING ENVIRONMENT



5. INTERACTION AND COOPERATION



6. UNDERSTANDING THE FUTURE OF THE OPERATING ENVIRONMENT



ME AS PART OF MY COMMUNITIES AND SOCIETY



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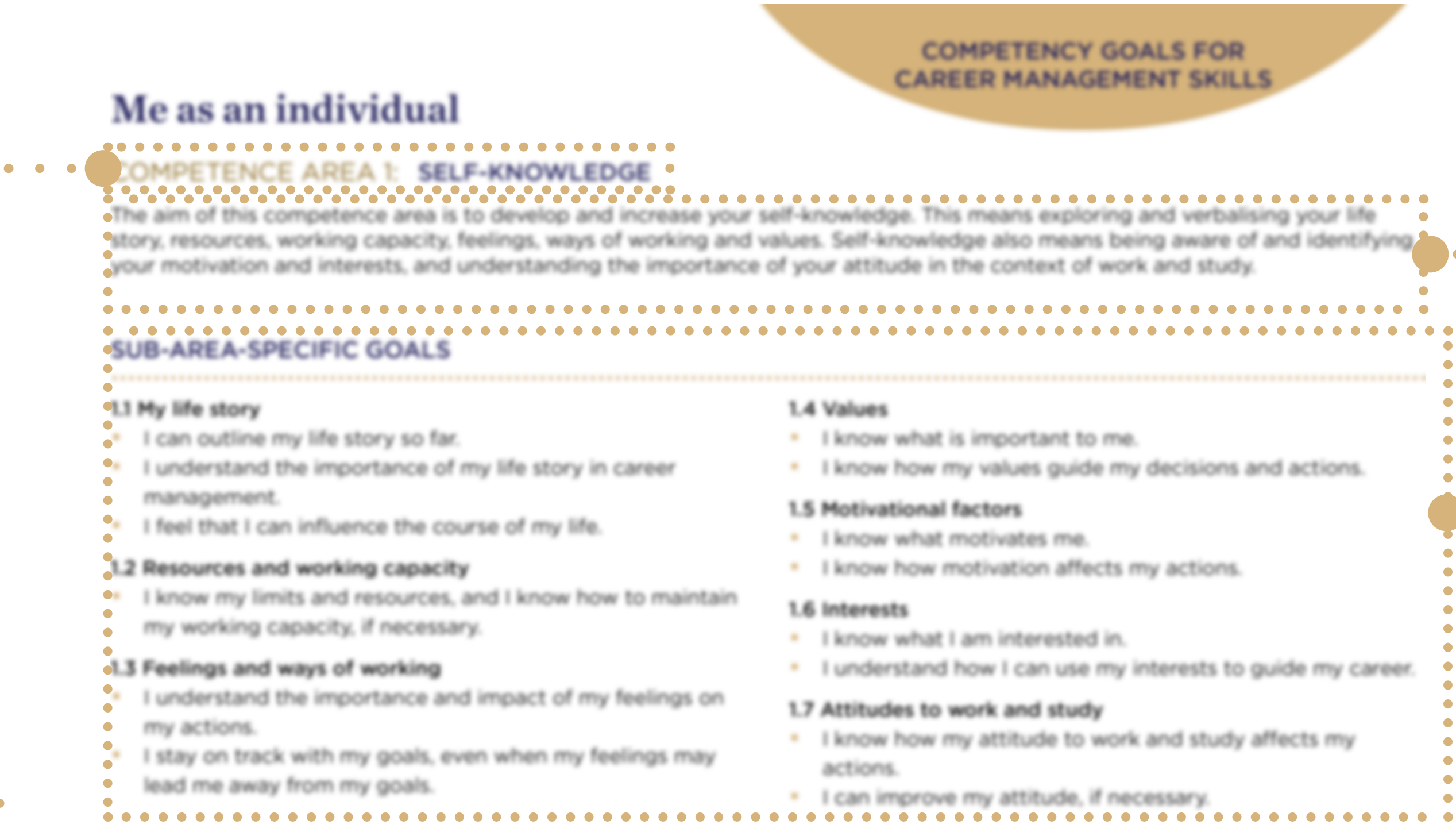
6 CAREER MANAGEMENT SKILLS

+ PRACTICAL TOOLS

Competence requirements of career management skills

Competence requirements have been defined for the different sub-areas of career management skills in connection with the preparation of the competence framework for career management skills. These competence targets can be found in a condensed form in the handbook section on Practical tools. The structure of the competence target summaries is presented below.

There is a separate column for each competence area.



The main objective for each competence area is presented at the top of each table.

Sub-area-specific goals for the different areas of career management skills are listed below.

LEARN MORE

You can find the full [“Career management skills competence requirements”](#) in the practical tools

HOW ARE THE COMPETENCE GOALS ACHIEVED?

Learn more about the [National Framework for Career Management Skills and the four-stage deepening of skills \(p. 106\)](#)

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6.2 Learning career management skills

Anyone can develop their career management skills, and everyone benefits from developing them. Different individuals have different capacities to act, which is why it is justified from the point of view of both individuals and society as a whole that the entire population has the prerequisites to make thoughtful and conscious plans and solutions concerning their own future. Combining the goal-oriented learning of career management skills with the curricula of different school grades aims to define what needs to be learned and how learning is possible.

Career management is a multidimensional process that requires interaction with other people and the world around us. Individuals reflect their situation on the opportunities and future prospects of society. The role of guidance professionals is to support individuals’ awareness of their personal qualities, such as competencies, strengths, attitudes, personal traits, skills, values and interests. These characteristics affect the individual’s current situation and future.

Analysing one’s own needs and values is also important in career management. The individual should consider what kind of goals they set for their own life. In addition, the guidance process examines the structures of situation-specific opportunities and the requirements they set. Assessing different options is an essential part of decision-making, and it is important to understand the significance of different solutions for one’s own life planning.



The European Lifelong Guidance Policy Network (ELGPN) investigated how career management skills are defined and integrated into curricula in different Member States. The survey revealed that the term “Career Management Skills” is challenging to translate into different languages and its meaning varies from culture to culture. In the Nordic countries, the term “Career Competence” was proposed, which emphasises career competence and learning in managing change in life and work.

The term used in Finland is “**Career management skills**”

How can career management skills be learned?

Learning each career management skill requires different skills related to information retrieval and processing as well as goal-oriented action, such as observation, assessment, reflection, learning together, asking for help, informed decision-making, setting goals and the ability to act. These skills are common meta-skills that can be applied to all learning, but are particularly important in career management. The skills of learning and goal-oriented action lay down the foundation for all career management.

When learning, people move flexibly between different stages. Learning deepens with processing. **Assessing, reflecting, learning together and asking for help when needed are part of the learning process at every stage** and are, therefore, depicted in the centre of the circle.

Learning goals can also be set for these skills.



↓
NEXT PAGE
Examples of learning goals for these meta-skills

EXAMPLES OF
LEARNING GOALS

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Implementation, review and modification of the plan:

- I implement my plan step by step.
- I regularly assess my progress.
- I can change direction, if necessary.

Outlining the prerequisites for implementing the plan:

- I understand what is required of me to implement the plan.

Foreseeing the consequences of trying and taking risks:

- I dare to try.
- I take controlled risks.

Setting goals:

- I make a plan to achieve my dreams.
- I break the plan down into smaller goals.
- I can set short-term and long-term goals.

Assessment of own resources:

- I can assess whether my resources are sufficient to achieve my goals.

Outlining alternative plans:

- I recognise the routes I have towards my dreams.

Assessment of factors influencing engagement:

- I undertake to implement my own decisions.



EXAMPLES OF
LEARNING GOALS



EXAMPLES OF LEARNING GOALS

I make
informed decisions
based on my
observations and
interpretations

Understanding one’s own decision-making style and the factors influencing decision-making:

- I recognise how I make decisions and what factors influence them.
- I recognise what my decisions are based on.

Assessment of the impact of decisions:

- I recognise how my decisions affect me, my close ones and society.

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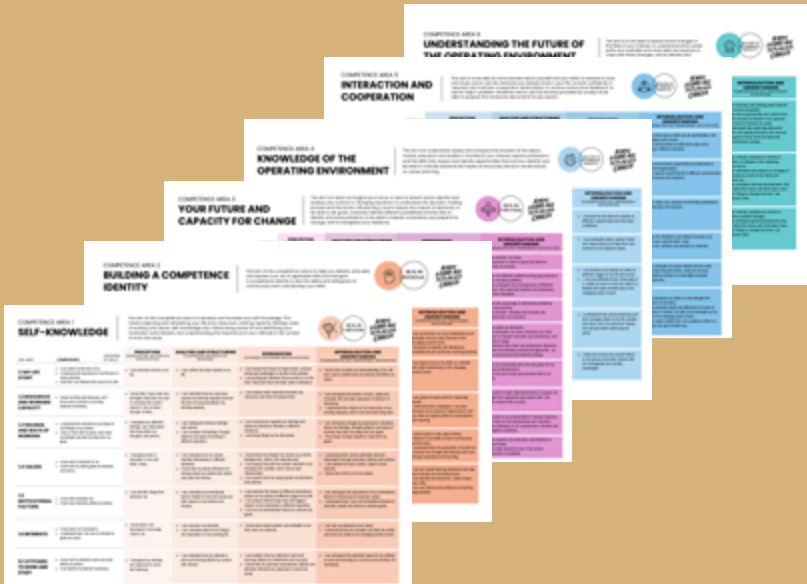
Career Management Skills Matrix

Career Management Skills Matrix is a guidance professional’s tool based on the National Framework for Career Management Skills, and it provides a shared basis for learning career management skills and a guideline for those involved in the guidance field. It is designed to support lifelong learning of career management skills and as a tool for those who aim to promote the development of career management skills of individuals and groups.

The content dimension of the Career Management Skills Matrix consists of the six competency areas and 34 sub-areas described in the national reference framework. The deepening of career management skills as a result of the learning process is described in the framework for each of the 34 competency areas. These descriptions of the deepening of competence and skills can be used when planning the implementation of teaching and mentoring of career management skills and in various guidance situations, taking into account the individual’s age level and situation in life, e.g. when considering what kind of support the learner needs in developing their career management skills.

From the individual’s point of view, the Career Management Skills Matrix makes lifelong learning of career management skills and the development of skills visible as a continuous process throughout life. The Career Management Skills Matrix can be used in formal, informal and day-to-day learning situations.

ON THE NEXT PAGE
Presentation of the structure of the tables making up the Career Management Skills Matrix



IMPORTANT TO KNOW

- The Career Management Skills Matrix is a tool for guidance professionals
- The Career Management Skills Matrix consists of six skill area-specific tables
- The tables can be used to examine the deepening of career management skills in four stages: 1. perception, 2. analysis and structuring, 3. sensemaking, 4. internalisation and understanding

LEARN MORE

[Career Management Skills Matrix \(p. 175\)](#)

[National Competency Framework for Career Professionals](#)

Understanding career management skills is also part of guidance competence, see sections:
B3.2 Reflecting and setting goals
B2.5 Lifelong and continuous learning



The structure and operating logic of the Career Management Skills Matrix are summarised below. The Career Management Skills Matrix consists of six competence area-specific tables that contain descriptions of career management skills and descriptions of the deepening of skills. You can find the tables in full in the Practical tools section of this handbook and in the Career Management Skills Matrix publication.

Each of the six areas of career management competences has a table of its own.

Each sub-area within a competences area is reflected on a separate row in the table

Key competencies per sub-area can be found in a separate column

COMPETENCE AREA 1
SELF-KNOWLEDGE

The aim of this competence area is to develop and increase your self-knowledge. This means exploring and verbalising your life story, resources, working capacity, feelings, ways of working and values. Self-knowledge also means being aware of and identifying your motivation and interests, and understanding the importance of your attitude in the context of work and study.

DEEPENING OF SKILLS:

PERCEPTION
(OBSERVATIONS, RECOGNITION, IDENTIFICATION)

ANALYSIS AND STRUCTURING
(COMPARISON, ORGANISATION, GROUPING)

SENSEMAKING
(SCANNING, POSITIONING, INDIVIDUALISATION)

INTERNALISATION AND UNDERSTANDING
(SUMMARISATION, SELF-MANAGEMENT, ANTICIPATION)

SUB-AREA	COMPETENCE:	DEEPENING OF SKILLS:	PERCEPTION (OBSERVATIONS, RECOGNITION, IDENTIFICATION)	ANALYSIS AND STRUCTURING (COMPARISON, ORGANISATION, GROUPING)	SENSEMAKING (SCANNING, POSITIONING, INDIVIDUALISATION)	INTERNALISATION AND UNDERSTANDING (SUMMARISATION, SELF-MANAGEMENT, ANTICIPATION)
1.1 MY LIFE STORY	- I can outline my life story so far. - I understand the importance of my life story in career planning. - I feel that I can influence the course of my life.		I can describe events in my life.	I can outline the major events in my life.	- I can assess the impact of major events, achievement and challenges in my life on the present. - I can distinguish between those events in my life that I have and have not been able to influence.	I know how to utilise my understanding of my life story, and to predict how my choices will affect my future.
1.2 RESOURCES AND WORKING CAPACITY	I know my limits and resources, and I know how to maintain my working capacity if necessary.		I know that I have tools and strengths that help me cope in everyday life and/or I notice if I do not have enough of them.	I can articulate how my resources support my working capacity and how the lack of resources affects my working capacity.	I can assess what reduces/consumes my resources and what increases them.	- I can anticipate the burden of work, study and everyday life and take measures to reduce it if necessary. - I understand the impact of my resources on my working capacity, both in the short and long term.
1.3 FEELINGS AND WAYS OF WORKING	- I understand the importance and impact of my feelings on my actions. - I stay on track with my goals, even when my feelings may lead me away from my goals.		I recognise my different feelings and understand how they affect my thoughts and actions.	- I can distinguish between feelings and actions. - I can compare my feelings, thought patterns and ways of working in different situations.	- I can consciously regulate my feelings and adapt my behaviour flexibly in different situations. - I can bring things up for discussion.	- I can anticipate change by planning for situations where my feelings, thought patterns and ways of working may lead me away from my goals. - I have ways to keep myself on track with my goals.
1.4 VALUES	- I know what is important to me. - I know how my values guide my decisions and actions.		I recognise what is important to me and what I value.	- I can articulate how my values manifest themselves in different situations. - I know that my values influence my choices about my studies and career and other life choices.	- I know what has shaped my values (e.g. family background, culture, life experiences). - I can assess how well my values manifest in my everyday life, studies, work, leisure and relationships. - I can assess how my values guide my decisions and actions.	- I understand that values ultimately become meaningful through everyday choices and actions. - I can outline the main values I want to work towards. - I know how to live up to my values.
1.5 MOTIVATIONAL FACTORS	- I know what motivates me. - I know how motivation affects my actions.		I can identify things that motivate me.	I can articulate my motivational factors related to work and study and their impact on my actions and choices.	- I can examine the impact of different motivational factors on my actions at different stages of my life. - I can assess which things have the biggest impact on my motivation in different situations. - I can use my motivational factors to achieve my goals.	- I can anticipate the importance of my motivational factors in achieving my long-term goals. - I understand how I can use motivational factors to motivate myself and others to achieve goals.

The main objective per competences area is presented at the top of each table

The deepening of the skills in each sub-area is examined in four stages:

1. Perception
2. Analysis and structuring
3. Sensemaking
4. Internalisation and understanding

LEARN MORE

You can find the [Career Management Skills Matrix tool](#) in its entirety in practical tools

ON THE NEXT PAGE

Additional information about the four-stage deepening of career management skills

DEEPENING CAREER MANAGEMENT SKILLS



The Career Management Skills Matrix describes the development of skills in four stages. Each deepening stage requires the previous stages. This step-by-step process can easily be applied to learning in other areas of life.

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6 CAREER MANAGEMENT SKILLS

+ PRACTICAL TOOLS

1

PERCEPTION

OBSERVATION,
RECOGNITION,
IDENTIFICATION

Observing the feed; seeing, hearing and recognising it. Creating a sustainable basis for action by finding sufficient information to replace the familiar, obvious and stereotype-perpetuating information.

2

ANALYSIS AND
STRUCTURING

COMPARISON,
ORGANISATION,
GROUPING

Putting things in a useful order. Making comparisons to group things together.

3

SENSEMAKING

SCANNING,
POSITIONING,
INDIVIDUALISATION

Examine and evaluate the interrelationships between things, people, groups and events. Examining and evaluating the differences between one's own and others' perspectives and developing a personal vision: what I want to achieve – and why.

4

INTERNALISATION
AND
UNDERSTANDING

SUMMARISATION,
SELF-MANAGEMENT,
ANTICIPATION

Understanding how things work and what an individual can/should do to be most likely to get the result they want.



CAREER SKILLS TOOL

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Career skills is a tool for self-assessment and the development of career planning skills.

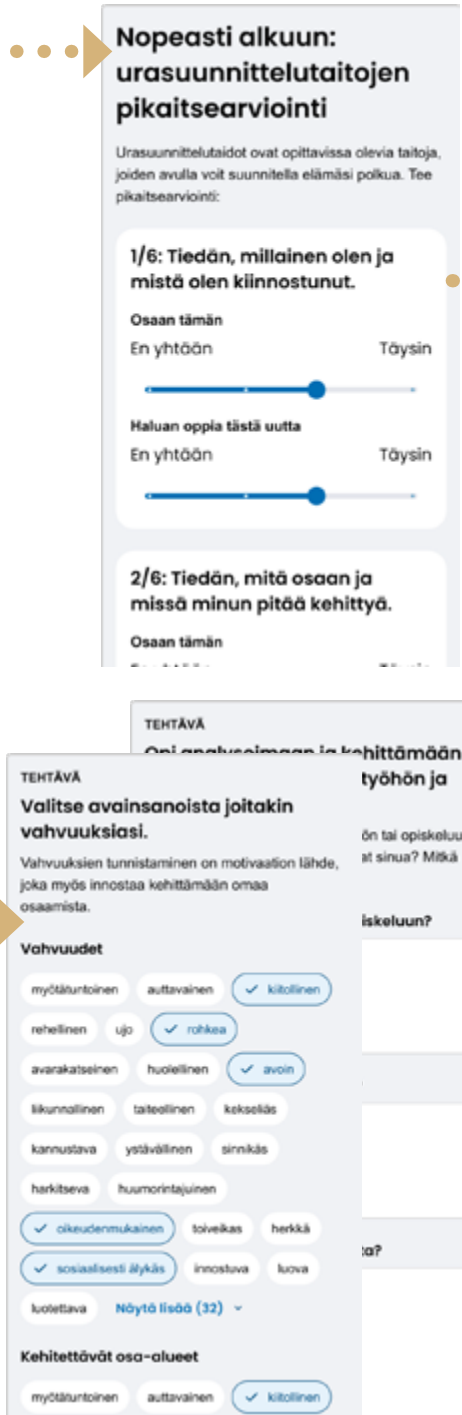
DEVELOPING CAREER PLANNING SKILLS

Based on the user's self-assessment, the tool allocates the right exercises to the areas that require the most development.



SELF-ASSESSMENT OF CAREER PLANNING SKILLS

A time and area-specific self-assessment helps to understand the situation.



SHARING THE SUMMARY

The summary can be shared as a link and as a PDF file as a basis for discussion with the individual and a coaching professional.

MONITORING THE DEVELOPMENT OF CAREER PLANNING SKILLS

The tool helps the individual to monitor the development of their skill level through, for example, annual self-assessments.

 **LEARN MORE**
[Career Skills tool](#)





IMPORTANT TO KNOW

Internationally, it has been found that formative assessment is a more appropriate approach for developing career management skills, whether young people or adults are concerned.



Summative assessment is the formal measurement and documentation of the learner's knowledge and skills against predefined objectives.

Formative assessment means supporting and promoting the learning process through continuous feedback and more informal methods.

allows the learner to deepen their understanding and develop their broad-based skills without fragmenting learning into separate areas.

The Career Management Skills Matrix built on the basis of the National Framework for Career Management Skills is a tool that can be considered to utilise both summative and formative assessment. At the same time, it highlights competence goals related to career management skills and provides a tool for reviewing the learning and progress of career management skills. The framework makes it possible to identify and assess career management skills, taking into account different life stages, backgrounds and contexts.

Assessing career management skills

The assessment of career management skills is a cross-sectoral and multidisciplinary process, with practices and perceptions that have varied in previous years depending on the educational institution and level. Traditionally, the assessment has been approached from two different perspectives:

Summative assessment focuses on a formal assessment of learning outcomes, measuring how well the learner masters predefined knowledge and skills. This type of assessment often leads to official certificates and accreditations, which can be used in further studies or in working life, for example. Summative assessment is an important part of the overall assessment of the education system, and it can also be used to assess study modules and guidance services. The methods of summative assessment include exams and tests.

Formative assessment focuses on the learning process and the learner's continuous development. It encourages the learner to reflect on their own learning and progress in relation to previous achievements. The formative assessment is open and continuous in nature and aims to support the learner during the learning process. Such methods include, for example, portfolios and learning diaries. Formative assessment

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”

“Career” as a concept and term is not disappearing, but its meaning has expanded and diversified. It is important for everyone to recognise their own strengths and weaknesses, as well as the opportunities and limitations created by the surrounding society. Individuals need career management skills to navigate changing and complex career paths.

– AFTER THE STUDY STRUCTURING CAREER MANAGEMENT SKILLS –

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6.3 Career management skills in different situations in life

Career management skills are particularly important in situations of transition and change in life. It is not possible to compile a comprehensive list of all the different transition phases, and many of these phases can also occur at any point in life. In addition, situations in life do not usually occur separately from each other, but often several occur simultaneously. For example, a person can be an entrepreneur and an employee or a student and an unemployed person at the same time.

From the point of view of career management skills, significant situations in life that do not clearly fall within the scope of working life, unemployment, studying or entrepreneurship also include:

- moving to Finland or abroad
- military or non-military service
- platform work
- interruption of studies
- gap year
- temp jobs
- thinking about competence development



Nowadays, decisions on education and career made at a young age are not final. Individuals must be prepared to face changes and transitions throughout their lives.

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SITUATIONS IN LIFE

IN WHICH THE IMPORTANCE OF CAREER MANAGEMENT SKILLS IS EMPHASISED

In working life

- When considering retraining
- When laid off or dismissed
- When work ability decreases or affects work
- When planning a job change
- At the threshold of retirement
- When pursuing career advancement

As an entrepreneur

- When thinking about entrepreneurship
- When developing as an entrepreneur
- When an entrepreneur unintentionally
- When planning to give up entrepreneurship
- When planning a change in business operations

Outside working life

- As a job seeker
- When in rehabilitation or disabled
- When terminated or laid off
- When retired
- When on child care or parental leave
- When integrating
- When in need of multidisciplinary support
- When thinking about one’s working life relationship

As a student and learner

- When completing a degree
- When in further education
- When in comprehensive school and upper secondary school
- When in basic education for adults
- When considering interrupting studies
- As an international student
- When considering further studies



CAREER PLANNING SKILLS IN DIFFERENT SITUATIONS IN LIFE

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LEARNING CAREER MANAGEMENT SKILLS AS A CONTINUUM AT DIFFERENT STAGES OF LIFE

The diagram on this page summarises the need for career management skills at different stages of life and the contexts for formal and non-formal learning of the skills.

THE FOLLOWING PAGES
present summaries of career management
skills guidance at different levels of education,
in employment services and at workplaces.



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Career management skills guidance in comprehensive education

In the core curriculum for comprehensive education, career management skills have been included in the objectives of guidance and the aim is to develop students’ self-awareness, decision-making skills and planning for the future. TET periods (introduction to working life) emphasise questions pertaining to working life skills and equality. Even though the core curriculum for comprehensive education comprehensively defines the development goals for career management skills, their implementation varies according to teachers’ perceptions, which causes differences between the written and implemented curriculum.

The development of career management skills in comprehensive education poses challenges, such as the earlier identification of the demand and need for guidance. In the 2018 PISA assessment, the career management skills of Finnish students had weakened when compared to 2012, and the inadequate skills were related to more negative attitudes and lower study motivation. Developing career management skills is important as it is linked to positive attitudes to school, good learning outcomes and a more stable position in the labour market.



LEARN MORE

[National core curriculum for basic education 2014, 3.3 Aiming for broad-based competence](#)



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Career management skills guidance in upper secondary education

According to the core curriculum for upper secondary schools, guidance supports students in coping with changing life situations and assessing their studies and career choices from the perspective of future competence needs. The students draw up a personal curriculum, which includes a study, graduation, postgraduate and career plan. The student counsellor coordinates guidance, and the subject teachers support learning skills and resources for further studies.

In secondary vocational education, promoting career management skills is a key part of teaching and guidance. The personal competence development plan and the “Study and career management resources” study module support students in identifying their own interests, making career-related choices, obtaining information about further training opportunities and preparing for job seeking. The aim is to support the optionality of studies and students’ individual career paths.

According to assessments, the majority of upper secondary education students consider their career management skills to be good, but students with learning difficulties have weaker skills. According to the training organisers, guidance supports students’ career management skills well on average.

A person who has completed a vocational upper secondary qualification or general upper secondary school syllabus is also entitled to career management-related guidance for the year following the year of completion of the qualification or syllabus.



LEARN MORE

[Enhanced and personal student guidance \(oph.fi – FI\)](#)

[Study and career management resources – eRequirements](#)

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Supporting career management skills in higher education

The financing model of higher education institutions emphasises the high-quality employment and continuous learning of students, which highlights the importance of guidance that promotes career management skills. Good career management skills reduce study interruptions and speed up the transition to working life. Universities of applied sciences and universities organise career guidance as part of personal syllabi and as separate study periods.

Universities of applied sciences focus on working life-oriented teaching and professional growth, while universities coach students to act as experts and developers in their field.

Career guidance at higher education institutions includes personal and group-based services as well as study courses that support working life skills. The challenge is that the development of working life skills often only starts in a late stage of studies, when students have limited opportunities to assess the working life relevance of the choices they make.

Universities’ career and working life services provide tools for career management. They offer, for example, career guidance, small group activities, optional working life studies and career management material banks to students and staff. In some universities of applied sciences, career management skills guidance has been included as part of the overall guidance plan, which emphasises students’ professional development, self-knowledge, actorship and continuous learning. The aim is for students to develop their career management skills throughout the study path, understanding their significance in working life as well. Career management skills are considered to be among the general life skills related to learning, adaptation to change and job seeking. In addition, universities of applied sciences implement various projects that support career management skills and employment.



LEARN MORE

[Universities Act \(558/2009\)](#)

[Universities of Applied Sciences Act \(932/2014\)](#)



Acts on higher education institutions emphasise the importance of student guidance and support, but do not define exactly what career guidance should be like. Guidance and support can cover both guidance during studies and career management. Higher education institutions are, therefore, free to develop and implement career guidance in accordance with their own principles and practices.

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Supporting career management skills in employment services

Public employment services and multidisciplinary guidance services, such as Ohjaamo One-Stop Guidance Centers and Expertise Centres for Immigrants, offer guidance for people of working age. In employment services, the possibility for clients to receive vocational and career guidance is provided for in legislation. Services that support career management in employment services include expert assessments, competence surveys, work and training trials and career and job seeking counselling.

The services offered by employment services include advice and guidance services, training counselling, entrepreneurship counselling and various types of coaching and trials. In addition, the Job Market Finland platform supports career management by offering materials and the opportunity to create a job search profile.

The assessment of service needs takes into account the client's competence, work ability and functional capacity, job-seeking skills and the probability of prolonged unemployment. Particular attention is paid to persons with a low level of education. Career counselling psychologists offer counselling when the client does not have a clear picture of their career plans or needs support in renewing their career plans due to health issues, for example.

The implementation methods and offering of guidance services may vary from region to region.



LEARN MORE

[Act on the organisation of employment services](#)



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Supporting career management skills at workplaces

The promotion of career management skills at workplaces is interesting for employers, but practices vary in Finland and the EU Member States. The competence of personnel is invested in, but career management skills are not always recognised as part of this. Trade unions offer their members career guidance, mentoring and training in working life skills.

Guidance at the workplace is implemented in performance reviews with supervisors, mentoring colleagues and sharing information through internal communication channels. Organisations also procure services to support HR functions, such as coaching and consulting. EU-funded projects have been developed in Denmark and Iceland, with professionals in the field of guidance visiting the workplaces. In Iceland, these forms of work have been permanently adopted in regional centres for lifelong learning, which offer services especially to vulnerable adults. In Finland, workplace guidance has been piloted in several projects, but no permanent forms of work have been created.



LEARN MORE

[Pilot for outreach activities \(FI\)](#)

In the pilot project for outreach activities, a new service will be piloted that provides group guidance related to education and training in small companies and offices across Finland employing 3-149 people.



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Support material and case studies for career management skills guidance professionals

The support material for career management skill guidance professionals provides guidance professionals with concrete tools and examples that help them to apply the reference framework for career management skills and competence framework in practical work.

The support material for guidance professionals includes practical case studies that illustrate how the reference framework for career management skills and competence framework can be applied in a variety of environments. The examples cover, among others:

- Employment services: Insights into how career management skills can support job seekers and clients of employment services.
- Career counselling providers: Practical examples of how career management skills are integrated into basic career counselling activities.
- Comprehensive education and upper secondary education institutions: Examples of how career management skills can be incorporated into day-to-day life in comprehensive education, vocational education institutions and upper secondary schools.
- Universities of applied sciences: Practical descriptions of how career management skills can support the career management of university students.

- Career guidance for employees: Examples of how career management skills can support the professional development and career management of employees, as well as perspectives on career guidance by employers and unions.

The material contains visual process descriptions that specify how career management skills can be incorporated into the basic activities of different parties. The descriptions illustrate how lifelong learning of career management skills progresses and how the national reference framework and tools for career management skills can be adapted to different operating environments. The material also discusses the special characteristics of different target groups and which career management skills are emphasised in different environments.



LEARN MORE

[Career management skills development package 2024](#)

Case examples included in the support material for guidance professionals will be published on the website

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How can the content of the chapter be used in day-to-day life?

A common understanding for all actors
The reference framework for career management provides an overview of the key content of career management skills

The Career Management Skills Matrix provides a tool for day-to-day life
The framework serves as a tool for identifying, assessing and guiding a person’s career management skills.

Reflection questions related to the chapter.

Question:
What kinds of observations have been made about the tools, exercises and tools given to individuals or told about? Which area of guidance would need better tools?

How can we ensure that individuals’ own resources for management their own education and career paths improve?



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+ Practical tools

In this chapter, you will find practical tools for guidance professionals.



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Lifelong guidance strategy

reflection questions

LIFELONG GUIDANCE STRATEGY
GOALS

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1

ACCESSIBLE & CUSTOMER-ORIENTED

The long-term goal is for everyone to have the opportunity and skills to make conscious plans and education and career decisions in the changing world of work.

- Sub-goal 1.1 Guidance is client-oriented and systematic, and it is implemented extensively in various operating environments of guidance, such as education, employment services and working life.
- Sub-goal 1.2 The various operating environments of guidance have appropriate guidance resources, taking into account the different needs of the groups and individuals underrepresented in guidance in particular.
- Sub-goal 1.3 Guidance is organised through multiple channels and using diverse methods.
- Sub-goal 1.4 Guidance makes appropriate use of multidisciplinary and cross-sectoral cooperation and aims to promote the overall situation of the client together.
- Sub-goal 1.5 The career management skills of people of all ages are systematically strengthened and monitored in accordance with the national reference framework and identified needs are addressed in further development.

2

DIGITALLY

The long-term goal is a functional digital service package for continuous learning, focusing on guidance and career management, fluently serving lifelong learners using artificial intelligence, for example.

- Sub-goal 2.1 Finland has a digital service package that combines educational, labour market and competence information, promotes individual career management and lifelong learning, and supports the work of guidance professionals.
- Sub-goal 2.2 Those carrying out guidance work must have up-to-date knowledge and skills for the safe, reliable and critical use of technologies and systems.
- Sub-goal 2.3 Individuals are encouraged to use digital tools and services suitable for their situation as part of career management and continuous learning.

3

HIGH QUALITY

The long-term goal is for those carrying out guidance work to have the skills and competence for high-quality multichannel guidance work.

- Sub-goal 3.1 Competency descriptions in the field of guidance have been defined and they are widely used in the various operating environments of guidance.
- Sub-goal 3.2 In Finland, there is an overall picture of the training of guidance work, including guidelines for the development of training. This training meets diverse and changing competence needs and enables transitions to different guidance tasks.
- Sub-goal 3.3 A systematic assessment of the current situation, interests and competence is part of the guidance. Foresight and labour market information is used in a wide variety of ways and the individual's options are reflected in society and the environment.

4

EQUALLY & SUSTAINABLY

The long-term goal is that guidance promotes an equal, just and diverse society in Finland.

- Sub-goal 4.1 The long-term goal is that guidance promotes an equal, just and diverse society in Finland.
- Sub-goal 4.2 Guidance should always be available in both Finnish and Swedish, and information, advice and guidance in different languages should be increased.
- Sub-goal 4.3 Guidance aims to break down gender-based professions and other preconceptions in professions, support diversity and equality in working life and promote sustainable development.

5

CROSS-SECTORAL & COORDINATED

The long-term goal is for the sectors implementing guidance to cooperate smoothly and for the division of work to be clear. The guidance development measures prepared in different sectors are increasingly planned and carried out in multi-administrative cooperation between different administrative sectors.

- Sub-goal 5.1 Lifelong guidance on the whole is managed and guided on a national multi-administrative basis, and national coordination supports national, regional and local actors.
- Sub-goal 5.2 Actors are encouraged to cooperate closely and organise appropriate cross-sectoral services. At the same time, the national support and evidence-based management of cross-sectoral guidance services is developed.
- Sub-goal 5.3 The areas have well-functioning lifelong guidance networks and forms of cooperation and co-creation.

6

EVIDENCE-BASED

The long-term goal is that decisions concerning the organisation of guidance are evidence-based. National, cross-sectoral monitoring of services and impacts can improve the efficiency of evidence-based management both locally and nationally. The management of career management data brings continuity to lifelong guidance.

- Sub-goal 6.1 The implementation of the goals and measures of the Lifelong Guidance Strategy is systematically monitored at a national level and in the regions. This also makes it possible to manage guidance services based on evidence.
- Sub-goal 6.2 Lifelong guidance has shared monitoring targets and assessment tools for different actors, producing consistent information on the availability, quality, effectiveness and results of guidance services. Current international discussions, research and development work are monitored and utilised in the development work.



1

ACCESSIBLE & CUSTOMER-ORIENTED 1/2

MAIN QUESTIONS:

Who are (your organisation's or area's) key clients of guidance?
What are their needs?

How could guidance work be further developed from the perspective
of these needs?

MORE DETAILED QUESTIONS:

In which channels, in what ways and in what kinds of spaces are
individuals best reached and encountered? What is the preferred
method for them/the identified target groups?

How could the guidance arrangements be developed so that the
needs of individuals are taken into account (resources, customer
guidance, facilities, marketing, etc.)?

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1

ACCESSIBLE & CUSTOMER-ORIENTED 2/2

MAIN QUESTIONS:

How to support all individuals' career planning skills?

How could training and career planning be supported at workplaces, taking into account young and older employees, for instance?

MORE DETAILED QUESTIONS:

How could the physical, psychological and social accessibility of guidance be increased? In what ways could the organisation increase the customer's sense of security and trust?

How can we ensure that individuals' own resources for planning their own education and career paths improve?

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DIGITALLY

MAIN QUESTION:

What kinds of digital tools and systems are currently available to support guidance work? How could their use be supported and promoted?

MORE DETAILED QUESTIONS:

How have guidance practitioners' digital knowledge and skills and digital interaction skills been developed and could be developed in relation to today's needs?

What kinds of observations have been made about the tools, exercises and tools given to individuals or told about? Which area of guidance would need better tools?

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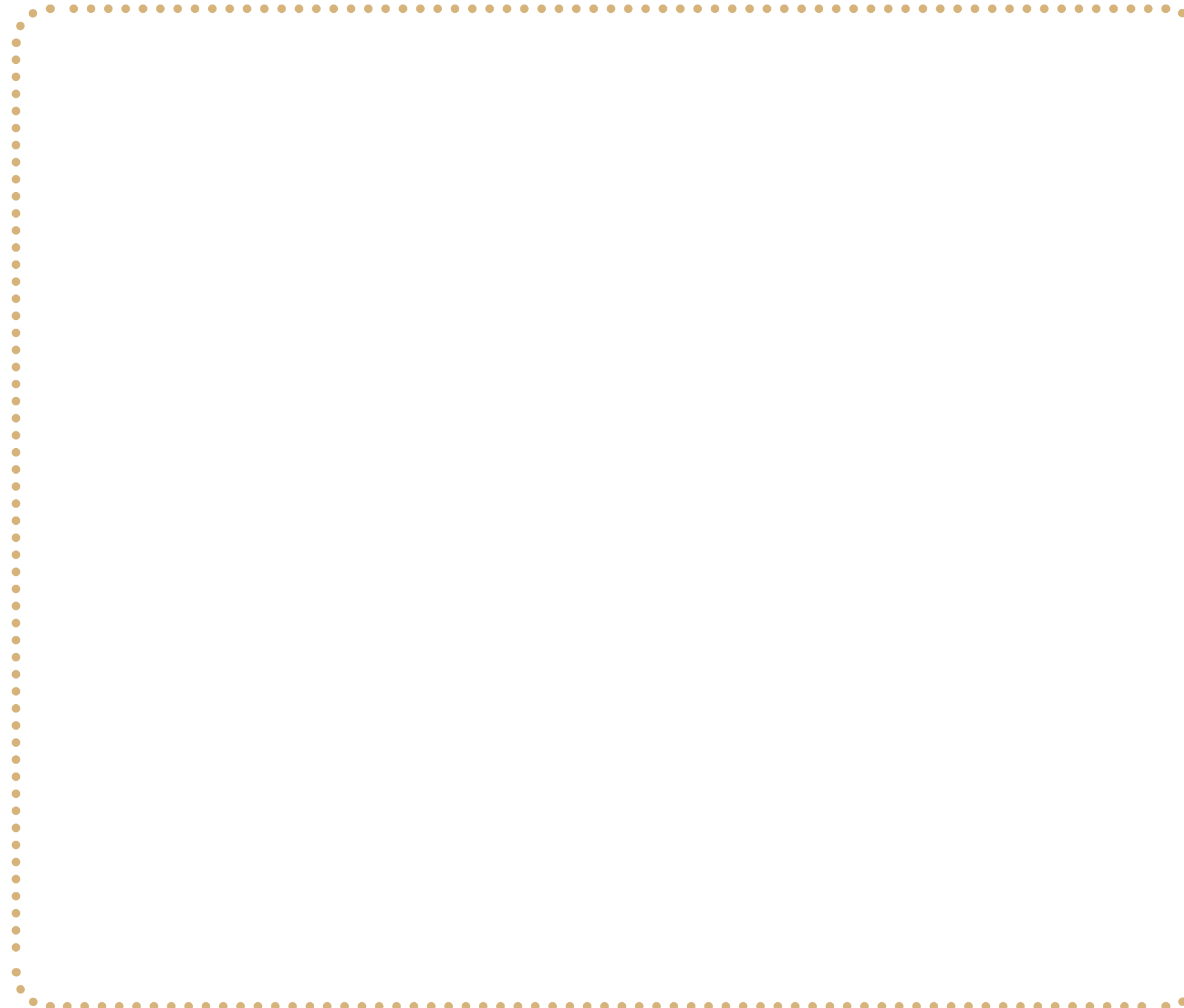
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HIGH QUALITY

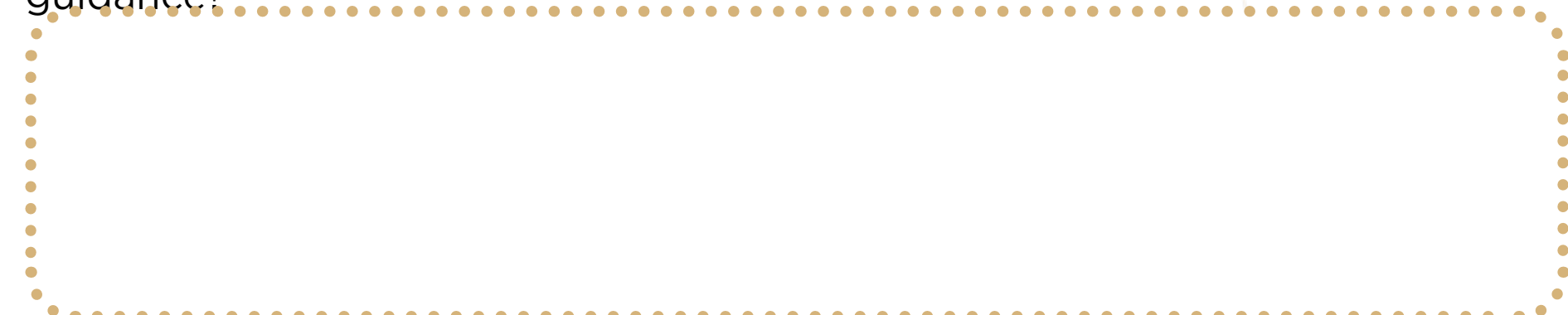
MAIN QUESTION:

How to ensure that the competence of guidance practitioners is identified and supplemented?



MORE DETAILED QUESTIONS:

What are your strengths as a guidance practitioner? What knowledge and skills could be supplemented from the perspective of the operations of your organisation and in relation to the competencies/requirements in the field of guidance?



Which opportunities for further training are currently available for guidance practitioners? Where can I find information about them? How is applying for them supported?



How is the surveying of the individual's situation, interests and competence implemented in guidance work? What about the use of foresight and labour market information?



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EQUALLY & SUSTAINABLY

MAIN QUESTIONS:

How to ensure a) responsibility b) ethics and c) the needs of special groups?

How does guidance take into account a) gender-based career choices, b) prejudices relating to groups of people or sectors, c) internationalism and multiculturalism, and d) sustainable development?

MORE DETAILED QUESTIONS:

What ethical principles are followed in guidance? Are they known to everyone?

How are the ethical principles reflected in day-to-day work?

What key ethical problems or challenges to sustainability have been identified in the guidance work related to individual situations or the arrangements of guidance work?

How to identify target groups that cannot find guidance or for whom it does not work due to special needs (e.g. disability/learning difficulty, language skills, family background)? How could these special needs be better addressed?

How could guidance promote a) a sense of community and b) a sense of belonging?

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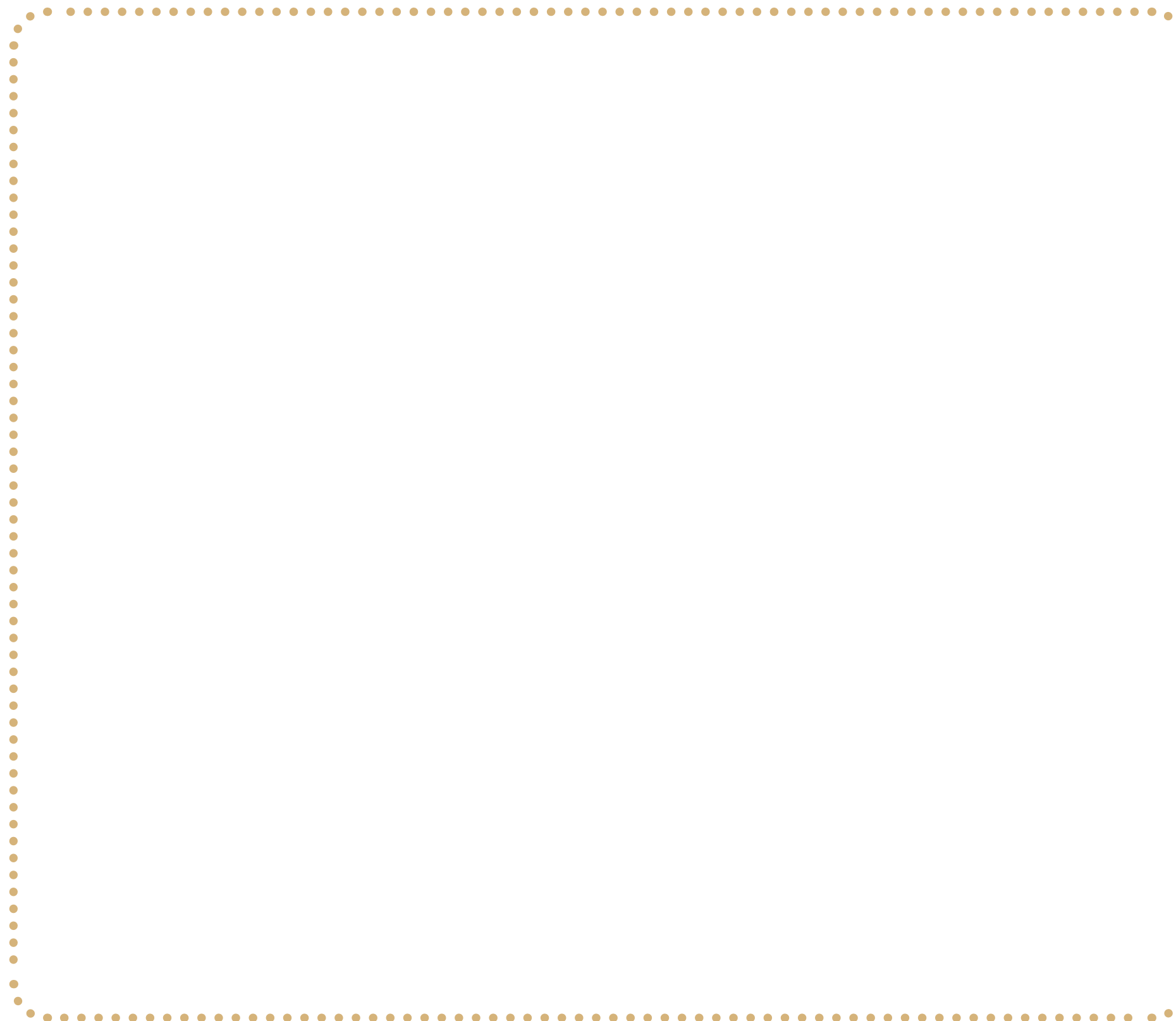
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CROSS-SECTORAL & COORDINATED

MAIN QUESTION:

How could cooperation between colleagues, organisations and actors in the area be developed? How is cross-sectoral work supported?



MORE DETAILED QUESTIONS:

Who are the key partners? What are the situations in which networks or cooperation are needed – either from the organisation's or client's perspective?



How can the guidance practitioner promote a multidisciplinary and cross-sectoral approach in their own work and activities? And when are permanent cross-sectoral structures (truly cross-sectoral guidance services or one-stop-shop services) required that are the responsibility of the organisations?



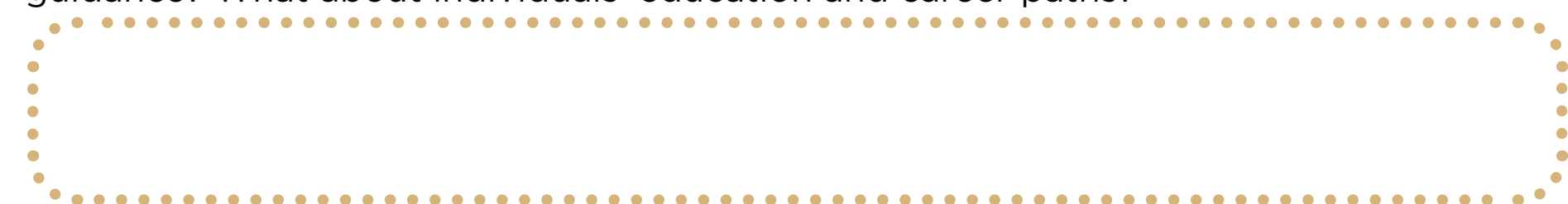
What does a genuinely multi-sectoral approach require? How are multi-sectoral approach and network cooperation supported a) in the organisation b) in the region and c) nationwide?



What kind of cooperation can best support individuals' ability to study, work and function?



How do you perceive the role and significance of your organisation in lifelong guidance? What about individuals' education and career paths?



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EVIDENCE-BASED

MAIN QUESTIONS:

How is the guidance work a) quality measured and monitored, b) availability monitored and measured and c) effectiveness and results measured and monitored?

How are operations developed based on information?

MORE DETAILED QUESTIONS:

Who and which parties will participate in the production of information?

How is information created? And where is it accumulated?

Who uses the information and how? How could information be smartly gathered and used even more in the management and development of operations?

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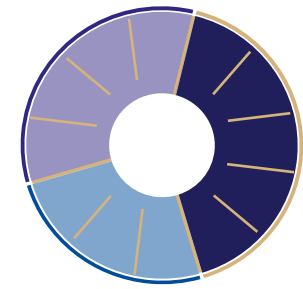
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Competency Framework summaries



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- Professionalism refers to activities that comply with the legislation and regulations concerning the field and the ethical principles of the profession and the field. Those seeking guidance must be able to trust that the persons providing these services have the necessary knowledge and professional skills and that they comply with appropriate ethical principles. Professionalism covers competency through which the career professional positions and evaluates their activities and renews their work and operating environment.
- Professionalism includes ethical competency, theory- and researchbased competency, reflective competency, communication and interaction competency, and digital competency.
- This area of expertise lays the foundation for guidance work. It outlines competency areas that are integrated into practical guidance work. Based on the competency descriptions, it is possible to determine the minimum requirements for guidance work in accordance with one's core task and local operating conditions, either in a public sector or as a private service provider.

A1 Ethical competency

Knowledge of the ethical principles of the industry and the ability to apply them in guidance work.

A2 Theory- and research-based competency

Knowledge of key research, theoretical knowledge and concepts in the field of guidance and the ability to apply them in guidance work.

A3 Reflective competency

The skill of recognising and critically evaluating basic ideas, values, attitudes and own thinking and operating models related to acting as a guidance professional.

A4 Communication and interaction competency

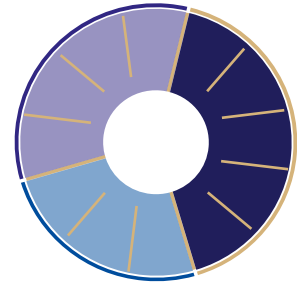
Skills and knowledge needed in client work, communication and networking.

A5 Digital competency

The skill to use digital technology in guidance work.

THE SECTIONS ARE EXPLAINED IN
MORE DETAIL ON THE NEXT PAGES





A1 | ETHICAL COMPETENCY

Knowledge of the general and ethical principles of the field and the ability to apply them in guidance work

A1.1 Legal and administrative requirements

The career professional has knowledge and understanding of

- the essential legislation concerning guidance and its operational context
- legislation on equality and non-discrimination
- the up-to-date content of the legislation, administrative regulations, and basic concepts in their field
- internal policies and operating instructions of their organisation
- international agreements which Finland is committed to and which relate to the organisation of guidance

The career professional is able to

- carry out guidance work and provide guidance services in accordance with up-to-date legislation and administrative regulations concerning their field
- act in accordance with the ethical principles of their field
- document client processes appropriately while ensuring the protection of client data

A1.2 Professional responsibility

The career professional has knowledge and understanding of

- the boundaries of their profession, professionalism, and competency
- possible situations and factors in which the boundaries of one's profession and one's competency might be reached
- the importance of one's own working ability and well-being

The career professional is able to

- act in accordance with ethical principles in their work
- maintain a professional interaction between career professional and client
- describe their expertise and its boundaries to the client
- operate within the boundaries of their profession and competency (see also sections B3.2 Reflecting and setting and C3.1 Multiprofessional networking)
- consult representatives of other professional groups when the client's situation so requires
- refer the client to the services provided by another professional group if necessary
- document the procedures and decisions agreed with the client
- clearly state in communication when they're acting in their capacity as a professional and when as a private person
- take care of their well-being and ability to work

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A1 | ETHICAL COMPETENCY

Knowledge of the general and ethical principles of the field and the ability to apply them in guidance work

A1.3 Ethical principles

The career professional has knowledge and understanding of

- the ethical and philosophical principles of guidance
- the ethical essence of guidance work
- the content of the work, service channels and situations where ethical questions may arise
- their personal values, concepts of humanity and ethicality
- key international and national ethical guidelines and principles in their field
- the time and context constraints of theories, approaches and forms of work and their applicability to the respective guidance process
- factors influencing ethical consideration from the perspectives of different parties
- bias issues related to the job and the operating environment

The career professional is able to

- act professionally in accordance with international and national ethical principles in the field
- critically evaluate their activities as career professionals and acknowledge how their values, understanding of humanity and ethical thinking are impacting their work

- assess the applicability of the theories, approaches and forms of work used to the respective guidance process (see also section B2.4 Guidance theories)
- work in a way that the client's interests are at the centre of operations
- act in their work promoting equity, equality and justice
- use collegial discussions to support ethical considerations
- consult the appropriate experts in case of solution requiring ethical considerations
- examine the risks and benefits of different options
- independently make ethically justified decisions in their work
- bring forward ethically justified perspectives in organisation's guidance work
- make initiatives to promote ethical reflection and action within their professional networks

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A1 | ETHICAL COMPETENCY

Knowledge of the general and ethical principles of the field and the ability to apply them in guidance work

A1.4 Guidance relationship

The career professional has knowledge and understanding of

- the diversity of clients and their different backgrounds (needs, functional capacity, abilities, competency, circumstances, values, culture, gender identity, religion, etc.)
- conflicts of interest that may affect the objectivity of the career professional during a guidance process
- legislation regarding the recording and storage of client-related data as well as their organisation's directives and operational policies

The career professional is able to

- ensure that their client is aware of their legal rights and responsibilities
- act in accordance with the ethical professional principles in situations of conflicts of interest
- act accordingly in situations where a client raises concerns that the career professional is not adhering to ethical principles in their work
- promote accessibility and equality in their work
- explain to clients the rationale and basic principles of storing their information

- inform clients where their information is stored, how it is protected and how long it is going to be preserved
- ensure that the client gives their permission to store the necessary information
- ensure that the client gives their permission for their information to be shared between different actors if necessary

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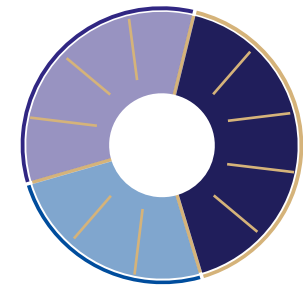
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A2 | THEORY- AND RESEARCH- BASED COMPETENCY

Knowledge of the key research, theoretical knowledge and concepts of the field of guidance

A2.1 Theoretical knowledge

The career professional has knowledge and understanding of

- the multidisciplinary knowledge base in the field of guidance that includes different disciplines and perspectives
- key theories in the field of guidance and their different approaches
- key theories and approaches of disciplines related to guidance work

The career professional is able to

- describe the multidisciplinary knowledge base of the field of guidance
- describe the basics of the key theories in the field of guidance and their application in guidance work,
- describe the key theories of different disciplines related to the field of guidance and their significance in guidance work
- be informed about developments regarding the theoretical research in the field

A2.2 Teoriatiedon soveltaminen

The career professional has knowledge and understanding of

- the key theories and approaches in the field and their underpinning principles based on research
- the theoretical basis of chosen forms of work, approaches, and interventions and how to apply them in client work

The career professional is able to

- integrate the theoretical frameworks of guidance seamlessly into their work
- describe how they apply theoretical knowledge in their work
- describe the basis of the fundamental theories in their field from which to choose the most appropriate working methods for the client's situation
- use their theoretical knowledge to form an applicable theory of use on which to base their work
- collect sufficient information about the situation of their clients and the groups to choose the most appropriate approaches and forms of work
- choose the most appropriate theory-based approaches and forms of work
- evaluate and, if necessary, update their approaches and working methods based on the latest research

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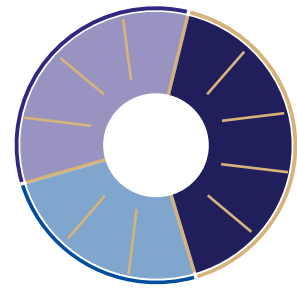
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A2 | THEORY- AND RESEARCH- BASED COMPETENCY

Knowledge of the key research, theoretical knowledge and concepts of the field of guidance

A2.3 Research in the field of Guidance

The career professional has knowledge and understanding of

- the most relevant and comprehensive sources of information in the field of guidance, as well as research organisations and communities that produce relevant information to the field

The career professional is able to

- obtain research-based information relevant to their work
- assess research-based information's applicability to their work
- apply research-based information in their work and in the planning, implementation and evaluation of guidance services
- promote the production, planning and implementation of relevant research material concerning their work and its operating conditions (see also section C1.1 Guidance in society)
- apply research-based approach and basic research methods in developing their work
- share the acquired research-based information with colleagues and collaborative partners

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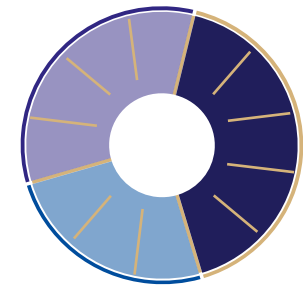
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A3 | REFLECTIVE COMPETENCY

Ability to identify and critically evaluate the basic conceptions, values and attitudes related to working as a career professional, as well as thinking and operating models

A3.1 Reflective professional practice

The career professional has knowledge and understanding of

- underpinning principles and features of critical reflection
- underpinning conceptions, values and attitudes as well as thinking and operating models related to working as a career professional (see also section B2 Guidance and learning)
- the boundaries of their profession and competency (see also A1.2 Professional responsibility)
- the background and societal basis for organising guidance (see also section C1.1 Guidance in society)
- the systemic nature of guidance (see also section C SYSTEMIC COMPETENCY)

The career professional is able to

- evaluate the ethical, theoretical, and philosophical principles behind their activities and their impact on guidance work (see also section B2.6 Guidance philosophy)
- critically examine their activities in different guidance relationships and guidance-related processes in accordance with the ethical guidelines and principles of the field
- assess the development of their competency and professional identity, and identify their strengths and areas for development

- identify and evaluate the outcomes and impact of their activities from the perspective of the individual, the guidance process, their organisation, and the wider society
- critically evaluate and renew their work in cooperation with clients, various collaborative partners and stakeholders
- describe the role and locus of guidance as part of the basic task of their own organisation and policy sector

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A3 | REFLECTIVE COMPETENCY

Ability to identify and critically evaluate the basic conceptions, values and attitudes related to working as a career professional, as well as thinking and operating models

A3.2 Developing personal competency

The career professional has knowledge and understanding of

- the importance of lifelong learning and continuous professional development in their work
- goals, contents and areas related to their work as well as competency requirements (see also section C4.1 Planning and organisation)
- the potential of current and future technologies in guidance work
- further education and training relevant to their professional development
- funding opportunities that allow focusing on developing their competency
- factors affecting their work ability and well-being

The career professional is able to

- critically evaluate their and the work community's guidance activities in relation to changes and megatrends in their operating environment
- assess the impacts of legislation, the operating environment and the organisation's policies and operating instructions from the perspective of their work
- update their job description and competency to meet any changes affecting their work

- assess the potential of current and future technologies and their use in their work
- evaluate their performance and identify their strengths and areas for development
- create and maintain a personal development plan
- apply for further education and training that supports the development of their competency
- develop their work based on feedback from clients and other professionals
- assess the development of their competency and professional expertise
- share their experiences within their professional networks and participate in professional discussions in the field
- assess and promote their work ability and well-being

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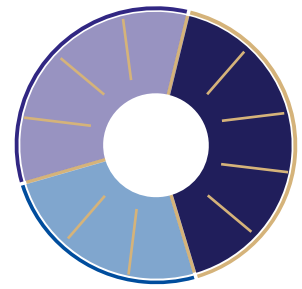
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A4 | COMMUNICATION AND INTERACTION COMPETENCY

Knowledge needed in multichannel client work, communication of guidance issues, and working in multisectoral cooperation and networks

A4.1 Clear communication

The career professional has knowledge and understanding of

- the importance of accessibility in communication
- factors promoting and limiting effective communication
- the importance of multiliteracy in their work
- possibilities and limitations of different communication channels
- the potential impact of varying background factors of career professionals and clients (e.g. language, values, culture, life experiences, ability to study) on communication
- the principles for culturally conscious communication
- the importance of verbal and nonverbal communication
- an appropriate and clear writing style and the importance of text formatting
- the importance of visual communication in guidance work

The career professional is able to

- use appropriate language and communication channels with clients and groups
- take into account the interaction skills and readiness of clients of different ages
- adjust the tone, speed and intensity of their use of language

- ensure that non-verbal communication, such as gestures and facial expressions, supports and complements verbal communication
- avoid using difficult-to-understand language, abbreviations or professional terms in communication

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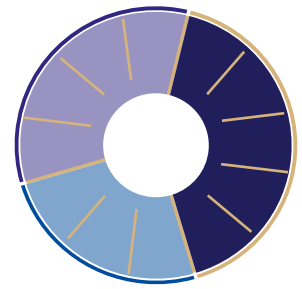
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A4 | COMMUNICATION AND INTERACTION COMPETENCY

Knowledge needed in multichannel client work, communication of guidance issues, and working in multisectoral cooperation and networks

A4.2 Goal-oriented interaction

The career professional has knowledge and understanding of

- the differences between professional interaction and informal communication
- the possibilities and limits of professional interaction in guidance
- that their orientation (see also section B3.2 Reflecting and setting) to the interaction and communication situation lays the foundation for a goal-oriented guidance process
- factors that either promote or limit active message reception
- the potential impact of different backgrounds of career professionals and clients (e.g. language, language register, values, culture, life experiences) on mutual communication and interpretation of the meanings of messages
- the importance of verbal and nonverbal communication
- the importance of using different types of questions throughout the guidance process

The career professional is able to

- create a multichannel, accessible, functional, and efficient guidance situation, process and environment according to the client's needs (see also section A1.4 Guidance relationship)
- act in an interactive situation where the goals of the guidance process are at the core

- create a confidential guidance relationship and maintain it through interaction
- actively receive messages from another person or group members
- clarify spoken and written language where necessary
- form an understanding of the communication of the client or group members
- reflect on what the client or group wishes to communicate
- avoid making interpretations based on assumptions
- ensure that their verbal and non-verbal communication remains consistent
- convey sensitivity, interest and attentiveness in individual guidance and group situations
- enhance interaction and joint knowledge formation
- promote the formation of shared understanding, as well as mutual trust and acceptance
- take into account the non-verbal communication of the client or the group and react to it accordingly
- respect the personal physical space of others and maintain the necessary distance in the interaction

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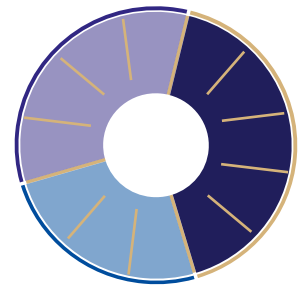
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A4 | COMMUNICATION AND INTERACTION COMPETENCY

Knowledge needed in multichannel client work, communication of guidance issues, and working in multisectoral cooperation and networks

A4.3 Reflexive communication

The career professional has knowledge and understanding of

- the importance of reflexive communication in processes involving reflection, change and development of clients and groups
- the effects of different question formats on the guidance process, the activities of clients and groups, and experiences in guidance situations
- the effects of different interventions on the guidance process and the achievement of goals
- the significance of their and the client's thinking, actions, emotions, and background assumptions in guidance
- the impact of culture, growth environment and the surrounding society on an individual's way of thinking and actions
- the importance of critical reflection in interaction situations

The career professional is able to

- interpret the changing world around them and perceive its cultural diversity
- utilise appropriate questions and means of interaction with the client or group
- confirm to the client that they have understood their message and perspective
- summarise the content of dialogue with the client

- provide guidance in interaction with clients to examine their thoughts, feelings and behaviour and to promote their self-knowledge
- use guidance-related methods and tools of interaction, such as clarification, mirroring, feedback, targeting and summarising in addition to different question forms
- appropriately use confrontation in situations where it can promote reflection and achievement of goals by the client or group
- focus on the interaction situation and take into account factors that may encourage or disturb the client's or group's focus

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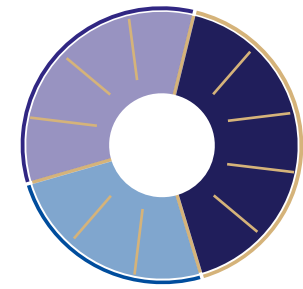
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A4 | COMMUNICATION AND INTERACTION COMPETENCY

Knowledge needed in multichannel client work, communication of guidance issues, and working in multisectoral cooperation and networks

A4.4 Professional communication

The career professional has knowledge and understanding of

- the importance of appropriate presentation style and content for-matting depending on the context and target audience
- the significance of the backgrounds and different perspectives of the people in interaction
- the significance of societal interaction for the core task of guidan-ce

The career professional is able to

- work with diverse people and maintain professional relationships and networks
- act as a representative of their professional field and organisation in communication situations
- summarise both the guidance process and joint discussions
- choose the main priorities of the issue they are presenting
- define the goal and content of their message according to the target audience
- present issues in a convincing way in different public contexts
- actively participate in collaborative work in accordance with the agreements made with the parties involved

- promote and develop their communications so that working in groups in their work community and multisectoral networks is goal-oriented, functional and efficient



LEARN MORE

[Ohjausalan ammattilaisten osaamiskuvaukset, s. 28-30](#)
[Kontekstiin liittyvä osaaminen A4.4 Asiantuntijaviestintä \(Perusopetus, lukiokoulutus, ammatillinen koulutus, kor-kea-aste, työvoimapalvelut, ohjaamo\)](#)

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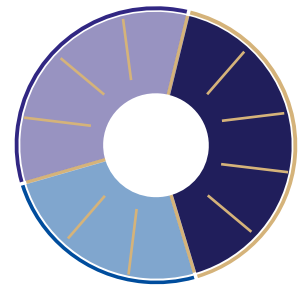
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A5 | DIGITAL COMPETENCY

Knowledge and skills that enable the safe, reliable, and critical use of technologies and systems in guidance work

A5.1 Technology in guidance

The career professional has knowledge and understanding of

- the role of digital technology in guidance work and its impact on the guidance process
- different digital tools and solutions that are relevant to the guidance process
- clients' varying needs and capabilities to use digital technology in guidance
- the importance of digital guidance materials' accessibility
- opportunities and limitations of digital technology in guidance work
- the importance of data protection and privacy when using digital technology in guidance work
- the role of digital technology in supporting their professional development and its impact on expanding and updating their competency

The career professional is able to

- choose the most appropriate digital tools and solutions for different guidance situations based on the client's or group's needs
- select and use digital guidance resources that are accessible

- use digital technology to store data and protect client data in compliance with applicable data protection regulations and practices
- assess the impact of digital technologies in the guidance process and, if necessary, make changes to the technologies used to improve the quality of the guidance process
- use digital technology in the development of their professional expertise, for example, by participating in online training, following online content related to the field and participating in professional networks
- comply with the principles of data security and privacy in the use of digital technology and ensure the secure storage and protection of client data
- continuously develop their competency and keep up to date with technological development and its impact on guidance work by adapting their activities and methods to meet the opportunities and challenges posed by technology

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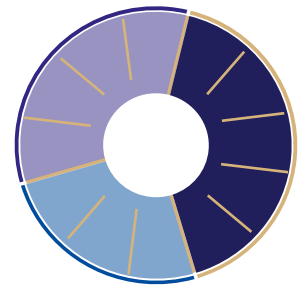
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A5 | DIGITAL COMPETENCY

Knowledge and skills that enable the safe, reliable, and critical use of technologies and systems in guidance work

A5.2 Technology in the guidance process

The career professional has knowledge and understanding of

- how different digital tools and applications can support different guidance phases, such as data collection, goal setting and monitoring
- the special features and suitability of different digital interaction channels, such as video calls, chats and email, in guidance situations
- the importance of accessibility of digital guidance materials
- clients' different needs and preferences in the use of digital technology in guidance
- potentials and challenges of digital technology during the guidance process
- how to integrate digital technology seamlessly into guidance so that it supports the guidance process and the achievement of the client's or group's goals

The career professional is able to

- select and utilise appropriate digital tools and applications for different phases of the guidance process, guidance situations and client groups
- select and use digital guidance materials that are accessible

- use digital technology in data collection and analysis to better understand the client's situation and design the guidance process
- provide clients with support and guidance in using digital technology if it is new or challenging for them
- apply good interaction skills and practices in the digital environment, such as clear and easy-to-understand communication, active listening and empathy
- assess the impact of digital technology in the guidance process and, if necessary, make changes to its use, content and methods
- create and maintain a digital environment that supports the guidance process and the achievement of client goals
- keep digital technologies as part of the continuous development of their guidance process and adapt to technological changes

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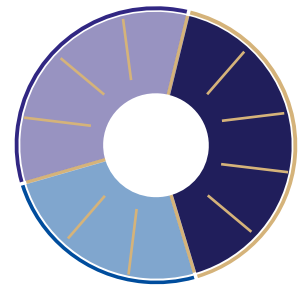
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A5 | DIGITAL COMPETENCY

Knowledge and skills that enable the safe, reliable, and critical use of technologies and systems in guidance work

A5.3 Collaborative use of technology

The career professional has knowledge and understanding of

- how digital technology can be used to support collaborative guidance and peer learning, and how different technologies enable group-based interaction and information sharing
- how to create a safe and supportive environment for group-based use of digital technology
- how to take into account the varying capacities and needs of participants in the use of digital technologies
- how digital technology can progress group dynamics and community building during the guidance process
- the potential of digital technologies for professional collaboration to achieve jointly agreed goals

The career professional is able to

- plan and implement collaborative guidance activities with the help of digital technology, selecting tools and methods according to the needs of the group
- provide guidance with the group in the use of digital technology and provide support to participants when needed
- create a safe and open atmosphere that encourages participants to share their experiences and learn from each other

- apply good interpersonal skills and practices in the digital environment, such as clear and easy-to-understand communication, active listening and empathy
- utilise different facilitation methods to promote interaction in digital environments
- take different learning approaches into account and offer diverse learning opportunities utilising digital technology with a group
- monitor and evaluate the effects of the use of community-based, group-based digital technology on the guidance process and, if necessary, make changes in accordance with the set goals and the needs of the group
- take advantage of the possibilities and tools afforded by technology for professional collaboration to achieve jointly agreed goals

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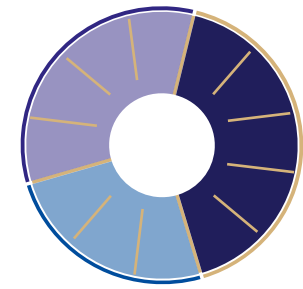
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A5 | DIGITAL COMPETENCY

Knowledge and skills that enable the safe, reliable, and critical use of technologies and systems in guidance work.

A5.4 Systematic development of using technology in guidance

The career professional has knowledge and understanding of

- the rapid development of digital technology and its impact on guidance work
- how digital technology can enhance the guidance process and improve the quality of client service
- how to monitor and evaluate the impact of the use of digital technologies and make changes if necessary
- how integrating digital technology into guidance work can impact their professional development opportunities

The career professional is able to

- monitor the development of digital technologies and stay aware of new technological solutions that can support the guidance process
- assess in their work how digital technology could improve the availability and quality of services
- develop their competency and actively acquire new technological skills, tools and applications
- listen to and take into account feedback from clients and colleagues on the use of digital technology and develop their work based on it

- keep up to date with the best practices in their field and share information about the efficient use of digital technology in guidance work with their colleagues

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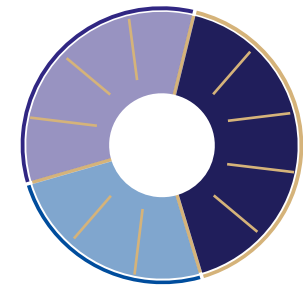
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B | CLIENT WORK COMPETENCY

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- Client work competency refers to the ability to work professionally with clients in different situations and environments. Client work includes providing up-to-date information, guidance, solving individual questions and carrying out deeper counselling processes between career professionals and client groups. It covers multichannel interaction competency and building a confidential client relationship. Multichannel information, advice and guidance services may include on-site visits, real-time or delayed remote services, video conferencing or telephone services.
- Client work competency includes process competency, guidance and learning theories, and methodological competency.

B1 Process competency

the ability to design and implement guidance processes that focus on individual situations or longer-term learning goals of clients and groups.

B2 Guidance and learning theories

the ability to critically examine guidance activities and their goals from different theoretical bases

B3 Methodological competency

the ability to plan, implement, evaluate, lead, develop and transform guidance taking into account the context, diversity and background of different client groups

THE SECTIONS ARE EXPLAINED IN
MORE DETAIL ON THE NEXT PAGES





B1 | PROCESS COMPETENCY

The ability to design and implement guidance processes that focus on individual situations or longer-term learning goals of clients and groups.

B1.1 Features of the guidance process

The career professional has knowledge and understanding of

- the different starting points and capabilities of individuals and groups to plan and make decisions concerning their future
- the different life experiences, life phases and different social and economic situations of individuals and groups as the starting point for guidance processes
- factors, preconditions and resources affecting the organisation and provision of guidance services
- the key stakeholders behind the organisation of guidance
- the role of guidance as part of education, economic, youth and social and health policies (see also C1.3)
- common goals of different government sectors and policies concerning the organisation of guidance
- different service channels for the guidance provision

- conduct guidance work and produce guidance services through multiple channels in individual and collaborative processes that meet client needs

The career professional is able to

- consider guidance as part of individuals' and groups' life processes
- consider guidance as goal-oriented interaction situations
- consider guidance-related incidents in the context in which they occur
- consider guidance as an individual's subjective right

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B1 | PROCESS COMPETENCY

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The ability to design and implement guidance processes that focus on individual situations or longer-term learning goals of clients and groups.

B1.2 Guidance as a process

The career professional has knowledge and understanding of

- the process nature of guidance in clients' independent work, staff-assisted work, individual and group guidance facilitated by career professionals, and collaborative processes in different contexts
- the importance of the content, interaction, and process dimensions of guidance
- the particular situation, readiness and needs of the client and groups as a whole as the starting point for guidance
- the difference between individual guidance sessions and long-term guidance processes
- the significance of the overall structure of the guidance process and its different phases
- the differences in power dynamics between a career professional and their client and variation in their role depending on the forms of guidance

The career professional is able to

- assess their clients' and groups' situation and service needs together with them
- assess the client's initial situation and choose an appropriate approach and working method based on the situation, context and

- service needs of the client and the groups
- structure the client's situation and possibilities for action during the guidance into an understandable whole
- plan, implement, evaluate, manage, develop and renew guidance processes, taking into account the context, diversity of different client groups and backgrounds as an underpinning resource for guidance
- agree with the client and the groups on a process for defining the goals and boundaries of guidance
- assess, together with the client and the groups, whether the guidance process is appropriate in relation to their situation, context and need for service
- work with the client and groups to create a shared understanding of the guidance process and how to achieve goals



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[Ohjausalan ammattilaisten osaamiskuvaukset, s. 36-44](#)
[Kontekstiin liittyvä osaaminen B1.2 Ohjaus prosessina \(Perusopetus, lukiokoulutus, ammatillinen koulutus, korkea-aste, työvoimapalvelut, ohjaamo\)](#)





B1 | PROCESS COMPETENCY

The ability to design and implement guidance processes that focus on individual situations or longer-term learning goals of clients and groups.

B1.3 Outcomes and impact of the guidance process

The career professional has knowledge and understanding of

- the significance of evaluating the outcomes and impact of individual guidance processes from the perspective of developing their work
- the significance of the evaluation of the result and impact of guidance processes from the individual's perspective
- factors having an impact on the outcomes of the guidance process, such as context, the client's life situation, social networks and available services
- methods and criteria for evaluating the outcomes and impact of the guidance process
- how to define assessment targets and criteria for verifying the outcomes and impact of guidance processes
- the outcomes of the guidance process, the development of the client's skills and changes in the situation

The career professional is able to

- define the goals of the guidance process together with the clients/groups and monitor their realisation
- gather feedback from clients/groups both during and at the end of the guidance process
- provide guidance with clients/groups to evaluate their develop-

ment and the development of their skills and competency during the guidance process

- specify or redefine the goals of guidance based on feedback and information gained from evaluation
- improve their activities as a career professional based on the outcomes and feedback
- analyse and evaluate guidance processes and methods, their professional practices and their quality and impact (see also sections B3.4 Evaluation and C4.2 Quality assessment and monitoring)

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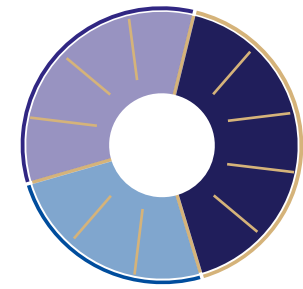
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6 CAREER MANAGEMENT SKILLS

+ PRACTICAL TOOLS





B2 | GUIDANCE AND LEARNING THEORIES

The ability to critically examine guidance activities and their goals from different theoretical bases

B2.1 Developmental and life span theories

The career professional has knowledge and understanding of

- the context of the interconnectedness of theories of individual development and the course of life and the era in which they were developed
- how theoretical knowledge related to individual development and life span is applied in the guidance process
- the influence of context, client's life situation, interpersonal relationships and personal factors in the guidance process and the achievement of goals
- the knowledge base of factors affecting inclusion and social exclusion
- factors affecting well-being, functional capacity and agency
- factors that influence emotional, social, cultural, and cognitive development
- factors affecting learning and the development of one's competency

- take individual phases of development and individual differences in mental, physical and social development into consideration
- apply research and theoretical knowledge on inclusion and social exclusion in guidance work
- utilise research and theoretical knowledge on individual learning, behaviour, identity, physical, mental and social well-being and agency in guidance work

The career professional is able to

- choose an appropriate theoretical approach for the situation
- apply key theories related to individual development, life span and context in guidance work

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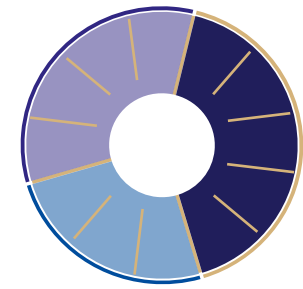
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B2 | GUIDANCE AND LEARNING THEORIES

The ability to critically examine guidance activities and their goals from different theoretical bases

B2.2 Career development theories

The career professional has knowledge and understanding of

- time and context constraints of career theories
- essential career development theories
- the connection of career development with the course of human development and life
- factors influencing career development in an individual's social relationships, life situation and networks
- areas of career management skills and the significance of their acquisition in the client's life and career planning
- the variety and significance of transitions and transitional phases in an individual's life course
- factors affecting employability and employment

- provide guidance during and through transitions
- provide guidance in acquiring employability skills

The career professional is able to

- critically examine the approaches and applicability of different career development theories to the guidance process
- apply career development theories appropriate to the needs of an individual or group
- take into account contextual, relational and individual factors related to career planning during the guidance process
- provide guidance in acquiring career management skills

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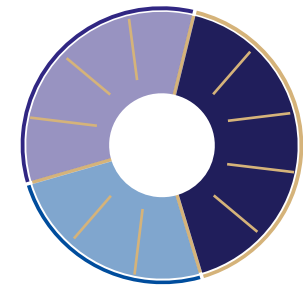
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B2 | GUIDANCE AND LEARNING THEORIES

The ability to critically examine guidance activities and their goals from different theoretical bases

B2.3 Society and working life

The career professional has knowledge and understanding of

- essential operating principles of society and the labour market
- the impact of societal structures and operating systems on their work
- the impact of global economic factors on the labour market
- the importance of anticipation and futures' literacy in their work
- various signals that anticipate changes (see also B3.1 Information retrieval and management)
- the impact of changes in their operating environment
- the interface between client interests and the labour market
- the social functions of the education system and the role and function of guidance in it
- the impact of current international and national trends on the functional capacity of clients and organisations, as well as on life and career planning
- the importance of guidance in the realisation of equity and equality in society
- the importance of guidance in the realisation of social inclusion and a sustainable lifestyle in society

The career professional is able to

- critically examine the societal trends
- consider how economic and other factors affecting people's lives are impacting their plans regarding their life and career
- examine socially constructed differences and power relations in education and working life
- take into account the impact of changes in working life on individuals' careers, skills needs and mobility
- utilise anticipation and future literacy in their work
- promote the realisation of equity and equality
- take factors that strengthen a sustainable lifestyle into account in guidance
- provide their clients with guidance when planning their education and careers in international contexts

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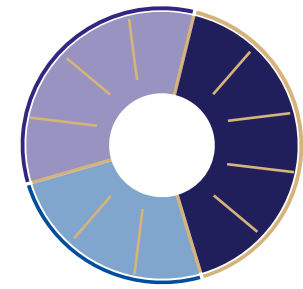
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B2 | GUIDANCE AND LEARNING THEORIES

The ability to critically examine guidance activities and their goals from different theoretical bases

B2.4 Guidance theories

The career professional has knowledge and understanding of

- the underpinning theories of the methods and tools used in guidance, and their time and context constraints (see also section A1.3 Ethical principles)
- approaches to building and maintaining a guidance relationship
- approaches and methods to help clients strengthen their agency, well-being and career management skills
- theories related to individual guidance
- theories related to group formation, group membership and group activities
- the importance of screening clients' readiness and guidance needs from the perspectives of the outcome and impact of the guidance process
- the client's career management skills are influenced by individual, relational and contextual factors
- the importance of clients' cultural background in career planning and the guidance process

The career professional is able to

- describe and justify how they plan, implement and evaluate guidance and guidance processes by applying guidance theories and models

- evaluate the suitability of the chosen theory of use in relation to the client's needs and situation
- evaluate the applicability of their theory of use to the respective guidance process (see also section A1.3 Ethical principles)
- provide guidance in acquiring career management skills by utilising various guidance methods and tools in a versatile way
- provide guidance in finding employment and at different phases of job search by utilising various methods and tools in a versatile way

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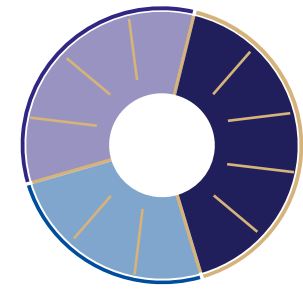
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B2 | GUIDANCE AND LEARNING THEORIES

The ability to critically examine guidance activities and their goals from different theoretical bases

B2.5 Lifelong and continuous learning

The career professional has knowledge and understanding of

- the importance of lifelong competency development and lifelong learning in an individual's lifespan
- career planning as a lifelong continuum and as a learning process
- career management skills as independent, learnable transversal competency
- the importance of career management skills in different life situations and transitions
- essential theoretical knowledge and research related to learning
- factors and operating models related to the recognition and validation of prior learning
- factors affecting clients' learning ability, resilience and well-being, neuropsychological challenges and their impact on learning, competency development, career planning and the implementation of plans
- the impact of the client's previous study experiences on career planning and the implementation of plans
- the importance of general working life skills in career planning and employment

The career professional is able to

- apply functional and problem-based working methods in guidance
- create functional and problem-based learning situations that enable clients to acquire their career management skills and provide guidance with clients in acquiring their self-assessment skills so that they are able to describe their strengths, competency and areas for development
- provide guidance with the client in acquiring their study and self-regulation skills
- support clients in using digital technology and developing information retrieval skills
- identify common problems related to learning and study skills and, if necessary, refer the client to learning support services
- provide guidance with clients to act to achieve their plans and goals
- provide guidance with clients to acquire self-reflection and self-assessment skills so that they are able to analyse their learning process and the development of their transversal skills

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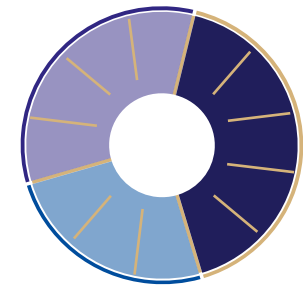
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B2 | GUIDANCE AND LEARNING THEORIES

The ability to critically examine guidance activities and their goals from different theoretical bases

B2.6 Guidance philosophy

The career professional has knowledge and understanding of

- the connections between guidance philosophical perspectives and their guidance orientation
- different worldview dimensions and contents
- the connection between philosophical questions of guidance and ethical principles

The career professional is able to

- define one's worldview and concept of humanity and their impact on one's guidance orientation
- respect the client's worldview and values
- provide guidance with the client in defining their values and thereby improving their self-knowledge
- critically examine the world and the future, as well as the values prevailing in society
- provide guidance with the client in acquiring critical reflection skills

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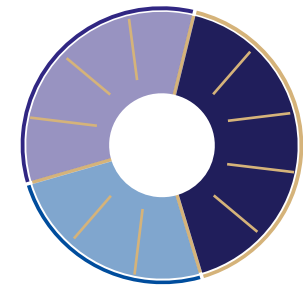
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B3 | METHODOLOGICAL COMPETENCY

The ability to plan, implement, evaluate, lead, develop and transform guidance taking into account the context, diversity and background of different client groups

B3.1 Information retrieval and management

The career professional has knowledge and understanding of

- up-to-date and reliable sources of information that they can utilise in their work
- quality criteria with which to evaluate the reliability of the information and information sources being used
- the importance of up-to-date labour market information in guidance (see also B2.3)
- sources of information containing up-to-date information on education and employment options
- sources of information on entrepreneurship
- sources of information on available forms of support
- essential sources of information on other services available

The career professional is able to

- choose up-to-date, reliable and suitable resources
- seek information on training opportunities and related enrolment procedures
- seek information on employment options and different forms of work as well as procedures regarding job-seeking
- seek information on entrepreneurship
- seek information on existing forms of support available to clients

- provide guidance with the client in information retrieval, evaluation and use of information

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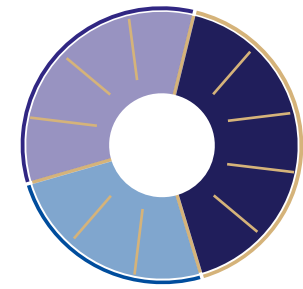
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B3 | METHODOLOGICAL COMPETENCY

The ability to plan, implement, evaluate, lead, develop and transform guidance taking into account the context, diversity and background of different client groups

B3.2 Reflecting and setting goals

The career professional has knowledge and understanding of

- the importance of building a guidance relationship in the early phases of the guidance process and screening the need for guidance
- the multidimensional nature of career management skills
- the client's personal goals that are having an impact on the guidance situation and the instructions and objectives related to the core task of their organisation
- the guidelines and statutory documents used in the organisation for drawing up the client's development plan
- the importance of multiprofessional and multisectoral cooperation during the guidance process

The career professional is able to

- identify the client's personal goals as well as the normative and administrative objectives related to the organisation's core task that apply to all client groups
- assess the client's or group's career management skills, competency level and areas for development
- utilise various tools and methods in screening the readiness and guidance needs of clients and groups
- build a confidential guidance relationship

- provide guidance with the client or group in acquiring self-knowledge and self-assessment skills
- provide guidance with the client in identifying and articulating their competency
- set goals for the guidance process together with the client or groups
- negotiate with clients and groups about the ways of working, methods and service channels to be used during the guidance process
- engage in multiprofessional and multisectoral cooperation when necessary
- identify and articulate the boundaries of their profession and competency (see also sections A1.2 Professional responsibility and C3.1 Multiprofessional networking)

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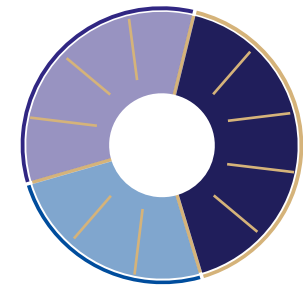
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B3 | METHODOLOGICAL COMPETENCY

The ability to plan, implement, evaluate, lead, develop and transform guidance taking into account the context, diversity and background of different client groups

B3.3 Client-centered guidance process

The career professional has knowledge and understanding of

- the individual background and readiness of clients and groups to plan their future and career
- the nature of the process related to career planning and decision-making, its phases and related factors
- client-centered approach in guidance
- the importance of monitoring and evaluating the objectives set for the guidance process and the progress of their implementation
- the importance of utilising diverse and appropriate interventions, activities, and methods
- the importance of gathering feedback at the end of the guidance process

The career professional is able to

- provide guidance with the client or group by applying appropriate methods, tools and service channels
- document the progress of the guidance process (see also section B3.4 Evaluation)
- apply career development theories appropriately during the guidance process
- assess how the guidance process is progressing in order to achieve the objectives
- assess whether the objectives set should be reviewed during the

guidance process

- choose forms of work in which clients are active participants
- choose interventions and tools that help clients and groups strengthen their agency and skills for independent work
- cooperate, where appropriate, with educational institutions, working life and other parties and stakeholders
- ensure that the used resources and sources of information are up-to-date and reliable
- provide guidance with the client and groups to broaden their perspectives and perceptions of existing options available to them
- provide guidance with clients and groups to assess the applicability of different options available for them
- provide guidance with clients and groups to develop their decision-making skills
- provide guidance with clients and groups to implement their plans and take the necessary concrete measures
- provide guidance with clients and groups to develop skills needed in transitions
- complete the guidance process and gather feedback on the client's or group's experiences during the process
- develop their working methods based on feedback and information gained from evaluation

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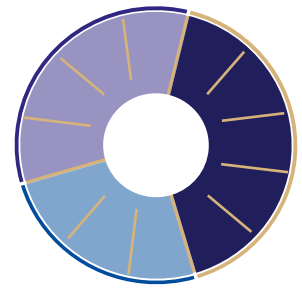
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B3 | METHODOLOGICAL COMPETENCY

The ability to plan, implement, evaluate, lead, develop and transform guidance taking into account the context, diversity and background of different client groups

B3.4 Evaluation

The career professional has knowledge and understanding of

- the qualitative and quantitative outcomes of guidance and its impact on the individual
- the principles of documenting a guidance process
- the importance of evaluating the guidance process and the realisation of its goals
- evaluating the outcomes of individual guidance processes as part of the monitoring of the overall quality and impact of the organisation's operations (see also sections B1.3 Outcomes and impact of the guidance process and C4.2 Quality assessment and monitoring)

The career professional is able to

- identify the qualitative and quantitative outcomes and impact of the guidance process, as well as the evaluation targets, data sources and criteria needed to demonstrate these
- document the progress of the guidance process and utilise documentation as evidence for evaluation of the guidance process
- use the necessary qualitative and quantitative forms and methods to assess the result and impact of an individual guidance process
- identify how clients and groups have achieved their goals

- provide guidance with clients and groups to evaluate the changes and outcomes they have experienced during the guidance process and the career management skills they have acquired (see also section B3.3 Client-centered guidance process)
- develop their working methods based on information gained from evaluation

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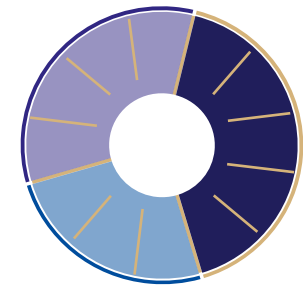
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C | SYSTEMIC COMPETENCY

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- Systemic competency refers to the ability to plan and organise one's guidance work as part of regional guidance services in accordance with local needs and operating conditions. In addition to the individual's personal development and the interaction process inherent to guidance, the organisation of guidance is examined as a multiprofessional, multisectoral and multi-administrative service process and as a societal activity. The organisation of services requires dialogue between employee and client groups that extend across administrative boundaries. As a whole, guidance is a continuously evolving systemic entity that responds proactively to changes.
- Systemic competency includes lifelong guidance, systemic theory competency, networking competency and strategic competency.

C1 Lifelong guidance

the ability to understand guidance and its lifelong nature as a social service

C2 Systems theory competency

the ability to recognise guidance as part of an individual's life planning and as a part of a broader social context

C3 Networking competency

the skills to identify and utilise guidance networks and the ability to work in multisectoral and multiprofessional cooperation networks

C4 Strategic competency

the ability to assess the current situation, set goals, plan activities and monitor outcomes and impact

THE SECTIONS ARE EXPLAINED IN
MORE DETAIL ON THE NEXT PAGES



C1 | LIFELONG GUIDANCE

The ability to understand guidance and its lifelong nature as a social service

C1.1 Guidance in society

The career professional has knowledge and understanding of

- the phenomena, relationships, trends, changes and foresight in-formation between education, working life and society
- guidance as part of society's service structures
- the systemic significance of guidance for individuals, communi-ties, service providers and societal development
- the importance of guidance for education policy, labour market, social inclusion, economic development, and a sustainable future

- promote the planning and implementation of research related to their work and its operating conditions (see also section A2.3 Re-search in the field of guidance)
- participate in the formulation of policies concerning their work and its operating conditions

The career professional is able to

- obtain and evaluate up-to-date information on education, wor-king life and social issues
- take into account, in guidance processes, anticipation and fore-casts on the future of working life and society
- promote guidance that is aware of societal structures and an equal, fair and diverse society
- follow research and public discussion related to the organisation of guidance
- locate the position and role of guidance services as part of the national guidance ecosystem

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C1 | LIFELONG GUIDANCE

The ability to understand guidance and its lifelong nature as a social service

C1.2 Lifelong nature of guidance

The career professional has knowledge and understanding of

- guidance as a continuum at all phases of an individual's life
- the systemic significance of guidance for individuals, communities, service providers and societal development
- the status and significance of guidance as part of the lifelong learning and competency development of individuals, groups and communities
- the role of guidance as a theme that permeates and unites different administrative sectors
- the special contexts of different administrative sectors and the rationales for organising guidance
- the national and international principles for organising multi-administrative and multisectoral guidance
- the principles and forms of guidance services of different administrative sectors, which create a foundation for mutual cooperation and peer learning
- their task as part of local and national lifelong guidance services

- work with various client groups in different life situations
- ensure a seamless service chain during client transitions

The career professional is able to

- take into account the life situation of the client and groups as part of lifelong learning

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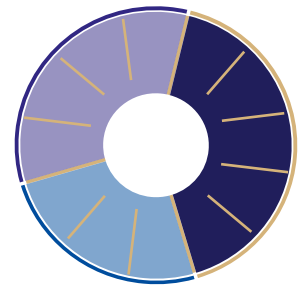
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C1 | LIFELONG GUIDANCE

The ability to understand guidance and its lifelong nature as a social service

C1.3 Position and positioning guidance

The career professional has knowledge and understanding of

- the systemic significance of guidance for individuals, groups, communities, service providers and social development locally, nationally and internationally
- the importance of guidance in promoting equity and equality and a sustainable lifestyle
- decision-making processes concerning the guidance systems and policy development
- key policy-makers responsible for guidance systems and policy development and their areas of responsibility
- the significance of evaluation and research data on guidance and its outcome and impact as a basis for decision-making on guidance systems and policy development

The career professional is able to

- identify the features of the guidance process in order to describe the position and core task of guidance to clients, collaborative partners, different stakeholders and policy-makers (see also section B1.1 Features of the guidance process)
- actively follow societal developments and current debate as well as multidisciplinary research from the perspective of guidance (see also section A2.3 Research in the field of guidance)

- take into account the promotion of equity, equality and a sustainable lifestyle in guidance
- take into account the personal goals set by individuals for their lives and activities, as well as the objectives of the functional education system and working life
- demonstrate to policy-makers and service financiers the added value of guidance and the social return of investments in the implementation of guidance services
- identify evidence-based key targets for guidance systems and policy development
- identify the necessary measures and solutions to support evidence-based guidance systems and policy development
- participate in public discussion on guidance systems and policy development
- include research-based information and evaluation findings as a basis for decision-making on lifelong guidance systems and policy development
- participate in the development of a regional operating model for guidance

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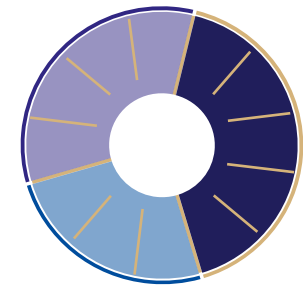
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C2 | SYSTEMS THEORY COMPETENCY

The ability to recognise guidance as part of an individual's life planning and as a part of a broader social context

C2.1 Organisations and networks

The career professional has knowledge and understanding of

- the communal nature of entities and organisations providing guidance services
- factors that promote or limit the activities of the organisation, networks and different actors in achieving jointly agreed goals
- how the tasks of the organisation and the network are divided between different actors
- how the structures of organisations and networks (power, leadership, division of responsibilities) affect the organisation of guidance
- how the operating cultures of the organisation and networks (operating methods, values, rules, language and relationships between actors) affect the organisation of guidance
- how organisations create the conditions for the provision of guidance services and the social interaction required in their operations
- how organisations and networks are a part of the lifelong guidance ecosystem (objectives, regulations, resources, activities and rationale)

The career professional is able to

- understand both their and their organisation's role and position in networked guidance provision
- understand the effects of organisational and network structures and operating methods on the organisation of guidance
- apply organisational and network theories in defining jointly agreed goals for guidance as well as for planning, implementing and evaluating guidance

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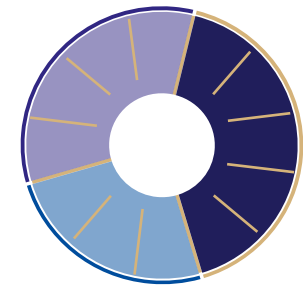
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C2 | SYSTEMS THEORY COMPETENCY

The ability to recognise guidance as part of an individual's life planning and as a part of a broader social context

C2.2 Strategic learning

The career professional has knowledge and understanding of

- the principles and significance of systemic thinking for the planning and implementation of guidance services
- the role and significance of strategic learning for the continuous development of their work and their cooperation networks
- the essential approaches to strategic development

The career professional is able to

- the principles and significance of systemic thinking for the planning and implementation of guidance services
- the role and significance of strategic learning for the continuous development of their work and their cooperation networks
- the essential approaches to strategic development

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C3 | NETWORKING COMPETENCY

The skills to identify and utilise guidance networks and the ability to work in multisectoral and multiprofessional cooperation networks

C3.1 Multiprofessional networking

The career professional has knowledge and understanding of

- various parallel perspectives and background factors that are affecting guidance situations
- different concepts used by different organisations to describe guidance work
- guidance as a continuum and a networked service
- operational plans for the guidance provision both in their organisation and in collaborative partner organisations, as well as jointly agreed overall goals for guidance
- the responsibilities, resources, competency areas and tasks of different career professionals in local collaborative networks
- their role and position in networking at different phases of the guidance process for individuals or groups
- boundaries of their profession and competency in guidance work (see also sections A1.2 Professional responsibility and B3.2 Reflecting and setting)

The career professional is able to

- examine client situations from multiple perspectives
- interact with career professionals working in different administrative sectors as peers

- respect different perspectives in guidance and tolerate ambiguity in the guidance situations
- articulate underpinning concepts and principles concerning their work
- compile a common understanding from different perspectives as a foundation for multiprofessional work
- establish appropriate collaborative relations
- work in various multiprofessional working groups and cooperation networks and agree upon referring their client to another service provider in their network if necessary
- during multidisciplinary cooperation ensure that responsibility for the client's guidance process is clearly defined between the actors (see also section C3.2 Multisectoral networking)
- identify the significance of multiprofessional cooperation for the development of guidance activities in their organisation (see also section C4.3 Continuous development)

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C3 | NETWORKING COMPETENCY

The skills to identify and utilise guidance networks and the ability to work in multisectoral and multiprofessional cooperation networks

C3.2 Multisectoral networking

The career professional has knowledge and understanding of

- the importance of the jointly agreed overall goals for regional guidance services
- the importance of mutual agreement and knowledge formation
- regional service user groups and region-specific demand and need for guidance
- partners and stakeholders and their possible expectations regarding the outcomes of guidance
- key stakeholders and service providers responsible for organising guidance and their areas of expertise
- special characteristics of local guidance service providers in the need for referrals
- their organisation's core tasks and its boundaries in a regional multidisciplinary guidance service network

The career professional is able to

- contribute to the formation of the cooperation network for the organisation of regional guidance services
- contribute to the organisation of regional collaborative or working groups to achieve jointly agreed goals for the services

- plan and implement their work in a multisectoral network, taking into account the objectives of both their organisation and the region's multisectoral network for guidance provision
- create an action plan for guidance work in their organisation as part of a regional cooperation network (see also section C4.1 Planning and organisation)
- agree on the responsibilities of each actor in the network
- ensure sufficient mandate to operate in the network
- agree on underpinning principles for mutual communication and exchange of information
- agree with the client about transferring them to another actor within the service network if necessary
- ensure that responsibility for the client's guidance process is clearly defined between the actors in multisectoral cooperation (see also section C3.1 Multiprofessional networking)
- improve their competency in networking and cooperation skills
- promote communal activities in networks (see also section C4.3 Continuous development)

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C4 | STRATEGIC COMPETENCY

The ability to assess the current situation, set goals, plan activities and monitor outcomes and impact

C4.1 Planning and organisation

The career professional has knowledge and understanding of

- the importance of strategic competency in guidance work
- legislation, regulations and administrative instructions that impact professional practice
- various user groups of services
- guidance as part of the organisation's overall operations and its operating culture
- their work as part of the regional and local lifelong guidance ecosystem
- available resources and multisectoral overall resources for the provision of services
- the basis for the most appropriate and efficient use of existing multisectoral overall resources

The career professional is able to

- draw up an action plan as a basis for their work (see also section C3.2 Multisectoral networking)
- identify the essential user groups for guidance services in their administrative sector
- carry out an assessment of service needs among different user groups

- plan guidance and guidance services as part of their organisation's operations
- plan guidance and guidance services as part of the services of regional cooperation networks
- create a culture of trust and openness in their work community as a basis for cooperation
- proactively develop guidance and guidance services

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C4 | STRATEGIC COMPETENCY

The ability to assess the current situation, set goals, plan activities and monitor outcomes and impact

C4.2 Quality assessment and monitoring

The career professional has knowledge and understanding of

- the outcomes, impact, and quality of guidance from the perspectives of society, service providers and clients
- key quantitative and qualitative approaches and tools for quality assessment
- various user groups and their needs for guidance services
- how well guidance meets demand and the needs of individuals, groups and different stakeholders
- how well individuals and groups are progressing towards the set goals (see also sections B1.3 Outcomes and impact of the guidance process and B3.4 Evaluation)
- how accessible guidance services are for all user groups
- the effectiveness of client relationships
- how clients experience the service
- how the services are being managed
- key criteria for high-quality guidance
- how to act in collaborative networks to develop guidance and its quality
- how to document guidance processes and their outcomes as evidence for knowledge-based management
- how competency and activities impact the overall quality of guidance

The career professional is able to

- identify the key outcomes of their work from the perspectives of the individual, their organisation and society
- identify the necessary quantitative and qualitative criteria, as well as the necessary evidence to demonstrate the outcomes of guidance
- design forms of work in which the possible outcome of guidance can be documented
- document the effectiveness and impact of their own work
- systematically collect quantitative and qualitative data on the implementation of guidance
- interpret information on the guidance provision from the perspective of the quality and impact of services
- combine information on the guidance provision with other available research and evaluation data
- develop their work on the basis of the evaluation results
- disseminate evaluation data to be used as a basis for the systematic development of guidance work to colleagues, researchers and policy-makers
- follow research in the field, which can be applied to the development of their own work

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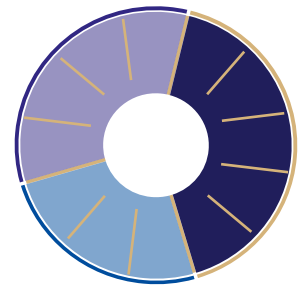
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C4 | STRATEGIC COMPETENCY

The ability to assess the current situation, set goals, plan activities and monitor outcomes and impact

C4.3 Continuous development

The career professional has knowledge and understanding of

- the impact of global and societal trends and changes on the economy and working life
- how changes in society determine the guidance systems and policy development
- the needs of different client groups and stakeholder expectations that affect the guidance systems and policy development
- key theories, values, national policies and regulations related to guidance systems and policy development
- key stakeholder groups involved in the organisation of guidance
- policy-making and decision-making processes concerning the organisation of guidance
- the overall resources available for the organisation of guidance
- key elements of multisectoral guidance systems

The career professional is able to

- take into account the key elements and mechanisms of the guidance process in their development work (see also section B1.1 Features of the guidance process)
- obtain and evaluate up-to-date information on education, working life and social issues
- prepare an assessment of the current situation in their operating environment
- critically evaluate and utilise anticipation data

- identify the key trends and external drivers for change related to guidance systems and policy development
- understand their own and their community's role in building the future
- identify the strengths and development areas of their own and the collaborative network's operations
- use client feedback and evaluation findings in replanning and developing their own and their cooperation network's operations
- draw up an action and development plan for their work as well as measurable indicators for its goals
- participate in the continuous development of the cooperation network and in the construction of a joint action plan
- contribute to the organisation of the work of the cooperation network with a view to achieving jointly agreed goals
- act proactively to ensure overall collective resources and mandate
- systematically document and report the outcomes of networking in accordance with jointly agreed principles (see also sections C3.1 Multiprofessional networking and C3.2 Multisectoral networking)
- establish new forms of work and their systematic evaluation as a basis for their own continuous learning and professional development

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Career Management Skills Matrix

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COMPETENCE AREA 1

SELF-KNOWLEDGE

The aim of this competence area is to develop and increase your self-knowledge. This means exploring and verbalising your life story, resources, working capacity, feelings, ways of working and values. Self-knowledge also means being aware of and identifying your motivation and interests, and understanding the importance of your attitude in the context of work and study.



SUB-AREA	COMPETENCE:	DEEPENING OF SKILLS:	PERCEPTION (OBSERVATIONS, RECOGNITION, IDENTIFICATION)	ANALYSIS AND STRUCTURING (COMPARISON, ORGANISATION, GROUPING)	SENSEMAKING (SCANNING, POSITIONING, INDIVIDUALISATION)	INTERNALISATION AND UNDERSTANDING (SUMMARISATION, SELF-MANAGEMENT, ANTICIPATION)
1.1 MY LIFE STORY	- I can outline my life story so far. - I understand the importance of my life story in career planning. - I feel that I can influence the course of my life.		I can describe events in my life.	I can outline the major events in my life.	- I can assess the impact of major events, achievements and challenges in my life on the present. - I can distinguish between those events in my life that I have and have not been able to influence.	I know how to utilise my understanding of my life story and to predict how my choices will affect my future.
1.2 RESOURCES AND WORKING CAPACITY	I know my limits and resources, and I know how to maintain my working capacity if necessary.		I know that I have tools and strengths that help me cope in everyday life and/or I notice if I do not have enough of them.	I can articulate how my resources support my working capacity and how the lack of resources affects my working capacity.	I can assess what reduces/consumes my resources and what increases them.	- I can anticipate the burden of work, study and everyday life and take measures to reduce it if necessary. - I understand the impact of my resources on my working capacity, both in the short and long term.
1.3 FEELINGS AND WAYS OF WORKING	- I understand the importance and impact of my feelings on my actions. - I stay on track with my goals, even when my feelings may lead me away from my goals.		I recognise my different feelings and understand how they affect my thoughts and actions.	- I can distinguish between feelings and actions. - I can compare my feelings, thought patterns and ways of working in different situations.	- I can consciously regulate my feelings and adapt my behaviour flexibly in different situations. - I can bring things up for discussion.	- I can anticipate change by planning for situations where my feelings, thought patterns and ways of working may lead me away from my goals. - I have ways to keep myself on track with my goals.
1.4 VALUES	- I know what is important to me. - I know how my values guide my decisions and actions.		I recognise what is important to me and what I value.	- I can articulate how my values manifest themselves in different situations. - I know that my values influence my choices about my studies and career and other life choices.	- I know what has shaped my values (e.g. family background, culture, life experiences). - I can assess how well my values manifest in my everyday life, studies, work, leisure and relationships. - I can assess how my values guide my decisions and actions.	- I understand that values ultimately become meaningful through everyday choices and actions. - I can outline the main values I want to work towards. - I know how to live up to my values.
1.5 MOTIVATIONAL FACTORS	- I know what motivates me. - I know how motivation affects my actions.		I can identify things that motivate me.	I can articulate my motivational factors related to work and study and their impact on my actions and choices.	- I can examine the impact of different motivational factors on my actions at different stages of my life. - I can assess which things have the biggest impact on my motivation in different situations. - I can use my motivational factors to achieve my goals.	- I can anticipate the importance of my motivational factors in achieving my long-term goals. - I understand how I can use motivational factors to motivate myself and others to achieve goals.
1.6 INTERESTS	- I know what I am interested in. - I understand how I can use my interests to guide my career.		I know what I am interested in and what I like to do.	- I can structure my interests. - I can articulate what kind of things I am interested in in my working life.	I know what career options are available to me that meet my interests.	- I can use my interests as an asset. - I understand how my interests can help me profile and focus my skills in the changing world of work.
11.7 ATTITUDES TO WORK AND STUDY	- I know how my attitude to work and study affects my actions. - I can improve my attitude if necessary.		I recognise my attitude and approach to work and learning.	I can articulate how my attitude to work and learning affects my actions and choices.	- I can explore how my attitude to work and learning affects my satisfaction and success. - I know how my personal experiences, beliefs and attitudes influence my approach to work and study.	I can anticipate the potential impact of my attitude to work and learning on my future and develop it if necessary.

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COMPETENCE AREA 2

BUILDING A COMPETENCE IDENTITY

The aim of this competence area is to help you identify, articulate and express your set of applicable skills and strengths. A competence identity is also the ability and willingness to continuously learn and develop your skills.



ALWAYS
A GOOD AGE
TO PLAN YOUR
CAREER

SUB-AREA	COMPETENCE:	DEEPENING OF SKILLS:	PERCEPTION (OBSERVATIONS, RECOGNITION, IDENTIFICATION)	ANALYSIS AND STRUCTURING (COMPARISON, ORGANISATION, GROUPING)	SENSEMAKING (SCANNING, POSITIONING, INDIVIDUALISATION)	INTERNALISATION AND UNDERSTANDING (SUMMARISATION, SELF-MANAGEMENT, ANTICIPATION)
2.1	COMPETENCE AND STRENGTHS	- I know what I am already good at and what my strengths are. - I can identify which of my skills will be useful in the future.	I recognise the skills and strengths I have.	I can structure my skills and strengths.	- I can see how my skills and strengths relate to my areas for improvement. - I can monitor the development of my skills.	- I can summarise my core competences and strengths that are most relevant to the changing world of work. - I set goals to maintain and develop my competences and continuous learning practices.
2.2	APPLICATION OF SKILLS	- I know how to apply my skills in the changing world of work. - I use my skills in different contexts and environments.	I can identify practical situations or tasks where I have used my skills.	- I can outline how to apply my skills across educational and professional boundaries. - I can give concrete examples of how I use my skills and strengths in different contexts.	I can show how my skills can be applied and used in different situations by combining and adapting my competence.	I can apply and use my skills in a flexible and open-minded way in the changing world of work.
2.3	AREAS FOR IMPROVEMENT	- I know where I need to improve. - I know how I want to improve myself. - I take steps to improve my areas for improvement.	I can identify my areas for improvement.	I can outline my areas for improvement and areas where I want to improve my competence.	- I can assess how my areas for improvement relate to my competence and strengths. - I can set myself realistic and achievable goals that focus on my areas for improvement and the skills I want to acquire.	- I can make an action plan for improving myself. - I understand the challenges I may face because of my areas for improvement, and see them as opportunities for development and learning.
2.4	PERCEPTION OF YOURSELF AS A LEARNER	- I know what influences my perception of myself as a learner. - I know how my perception of myself as a learner affects my learning. - I am developing and maintaining a positive perception of myself as a learner.	I recognise some of the things that influence my learning.	- I know that learning is individual and that everyone learns in their own way. - I can outline the factors that help and hinder my learning. - I can structure the feedback I receive.	I know the importance of a positive approach to learning for my learning.	- I remain open to new opportunities. - I believe in my ability to learn and improve continuously. - I understand that my perception of myself as a learner can change and develop over time through experience and learning.
2.5	LEARNING NEW SKILLS	- I know how to learn new skills. - I can learn new skills in a goal-oriented way.	- I recognise the way I learn things. - I can identify how and where I have learned new skills in the past.	I can analyse what helps and/or hinders my learning of new skills.	I know how to use different approaches to find the most appropriate way for myself to learn according to the skill I am learning.	- I can set myself learning objectives and plan and evaluate my learning process. - I can identify the resources I need to learn new skills. - I can use failures and setbacks as learning opportunities.

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COMPETENCE AREA 3

YOUR FUTURE AND CAPACITY FOR CHANGE

The aim is to learn to imagine your future, to dare to dream and to identify and analyse your actions in changing situations; to understand the decision-making process and the factors influencing it, and to assess the impact of decisions; to be able to set goals, creatively identify different possibilities and be able to identify and solve problems; to be able to tolerate uncertainty and prepare for change, and to strengthen your resilience.



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3.1 DREAMS	- I can imagine my future. - I am making choices that will lead me towards a future of my own making.		I recognise my dreams.	I am aware of the different dimensions of my dreams, their impact on my motivation, and the scope and achievability of my dreams.	I can search for and evaluate information and opportunities that will help make my dreams come true.	- I can envision my future. - I know how to make choices that lead me towards my dreams.
3.2 PROBLEM-SOLVING	- I know different ways of solving problems. - I can find creative solutions to problems.		I know which of my skills help me solve problems.	- I can identify and structure information and opportunities that could be useful for problem-solving. - I can outline the steps of problem-solving.	- I can search for and evaluate information and opportunities that are relevant to problem-solving. - I can compare the consequences of different options. - I can choose my own perspective.	- I can use different problem-solving approaches to solve complex problems. - I can anticipate the consequences of different options, their potential benefits and drawbacks, and their feasibility.
3.3 CREATIVITY	I can come up with ideas and develop new possibilities and solutions.		I can recognise options other than the familiar and obvious ones.	- I can structure solutions that are different from the norm. - I can see new opportunities.	- I can see the connections and opportunities beyond the obvious options. - I can make a conscious effort to produce creative ideas and solutions.	- I can take advantage of unforeseen situations and opportunities. - I can envision, develop and promote new opportunities and solutions.
3.4 DECISION-MAKING	- I can make informed and justified decisions. - I understand the factors that influence the decision-making process.		I can identify the factors that influence my decision-making.	- I can identify and structure information that I can use to support my decision-making. - I understand how my preconceptions and attitudes can influence my decisions. - I can analyse different perspectives and the advantages and disadvantages of different options.	- I can look at alternatives from different perspectives and question norms, practices and opinions. - I can search for and evaluate information that is relevant to decision-making. - I can assess the possible consequences of different options. - I can choose my own perspective.	- I can justify my decisions. - I can anticipate my career decisions and their impact on myself, my family and community, and society at large. - I understand that career and professional reflections, choices and decisions continue throughout life – as work and personal circumstances change.
3.5 GOALS	My goals guide my actions.		I recognise that there are benefits to setting goals.	- I can set realistic and clearly defined goals. - I can identify the factors that help or hinder the achievement of my goals.	I can plan a career that supports my goals and work towards achieving them.	- I can set sustainable and concrete goals for my personal development. - I can find and create opportunities that fit my goals.
3.6 PREPAREDNESS	I can take risks into account and make backup plans and move on.		I can identify ways to prepare for change and risks.	I can articulate ways and means to prepare for different changes and potential risks.	I can assess how I have coped with change and risks in the past, make use of the information available and choose a course of action accordingly.	I am able to make alternative plans to support my longer-term objectives and ensure that I can move forward with my plan.
3.7 RESILIENCE	- When I face challenges, I keep pushing and do not give up easily. - I think I deal well with change.		I can identify practices and agencies that have helped me through change and challenges.	I can articulate the knowledge, skills and attitudes as well as practices and agencies that can help me in times of change and setbacks.	I can use appropriate practices and my past experiences to prepare for changes in my studies, work or life.	- I am able to act purposefully in change situations. - I am open to new perspectives and solutions. - I see challenges as an opportunity to develop and strengthen resilience.
3.8 TOLERATING UNCERTAINTY	- I have ways of tolerating uncertainty. - I can maintain my motivation and positivity when faced with challenges.		I know how I feel about uncertainty and incompleteness.	I can outline ways to cope with uncertainty.	I can use a variety of tools to help me deal flexibly with difficult or uncertain situations.	- I can maintain my motivation and positivity in difficult times. - I can make decisions even if not all the information is available.



COMPETENCE AREA 4

KNOWLEDGE OF THE OPERATING ENVIRONMENT

The aim is to understand, assess and compare the situation of the labour market, education and studies in the field of your interest; explore professions and the skills they require and identify opportunities that suit you; identify and be able to critically examine the impact of structures and eco-social factors on career planning.



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4.1 OPPORTUNITIES AND BOUNDARY CONDITIONS	- I can identify, build and seize opportunities that match my resources. - I can take into account the boundary conditions when comparing my options.		I recognise some of the opportunities and boundary conditions that affect my life and career development.	I can identify my main opportunities and the boundary conditions that affect them.	I can assess the different opportunities and boundary conditions and choose the ones that suit my situation.	I can plan for the future in relation to different opportunities and boundary conditions.
4.2 LABOUR MARKET	- I can identify the changes and opportunities in the labour market. - I can anticipate labour market trends and requirements.		- I am aware that the number of different jobs and workplaces varies. - I recognise different ways of doing work.	I can assess the labour market situation in terms of the opportunities that interest me.	I can assess my situation in relation to the labour market, and make an action plan to keep my skills up to date.	I can anticipate labour market trends and requirements and take them into account in my long-term plans.
4.3 EDUCATION AND STUDYING	- I develop and update my skills at different stages of my life and career. - I know what kind of skills I will need in the future.		I am aware that at different stages of your life and career you can train and study in different ways.	I can identify different opportunities for training and learning.	I can examine my training needs and assess which form of study would be most appropriate for my situation.	- I can develop and update my skills at different stages of my life and career. - I can use different forms of learning in a variety of ways to focus my skills in a flexible and open-minded way in the changing world of work.
4.4 STRUCTURES OF SOCIETY	I can outline the effects of social structures, and take structures and changes into account when making plans.		I recognise that social structures such as laws, political decision-making, the economy, the education system, culture and the segregation and inequality of the labour market can influence my career planning.	I can analyse the structures of society and understand how they work.	I can examine and assess the role of social structures in my career planning and what I can and cannot influence.	I understand how social structures and their changes relate to my life, studies and work, and I can take their impact into account when advancing my plans.
4.5 ECO-SOCIAL FACTORS	I make choices that are ecologically and socially meaningful.		I am aware that there are different roles in society that can contribute to the well-being of people and nature by making responsible choices.	I can articulate how to promote eco-social well-being in society and at work in different roles.	I can look at the phenomena of sustainability, well-being and economy of ecosystems and their interrelationships and understand what they mean to me.	I take into account eco-social factors in my actions and make choices that are ecologically and socially meaningful.

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COMPETENCE AREA 5

INTERACTION AND COOPERATION

The aim is to be able to communicate about yourself and your skills; to network in work and study and to use the networks you already have in your life; to work confidently in networks and maintain cooperative relationships; to receive constructive feedback; to ask for help in problem situations and to use the services provided by society; to be able to prepare the necessary documents for job search.



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5.1 ARTICULATING COMPETENCE	I can articulate and make my skills visible in a convincing way.		- I recognise my competence and I can tell others about my skills. - I know the levels of communication; verbal and non-verbal.	- I can structure and describe the skills I have acquired in different ways (school, work, hobbies, etc.). - I can use tools to help me identify and articulate my competence.	- I can show how my skills can be used and applied in different situations. - I can give practical examples of my skills in different situations.	- I can show how my skills can be used flexibly in the changing world of work. - I can communicate my skills both orally and in writing in different situations.
5.2 COMMUNICATION	I can communicate purposefully, effectively and with respect for others.		- I recognise that I use different forms and channels of communication. - I recognise that I communicate in different ways in different contexts and environments. - I can listen and be present in interaction situations.	I can articulate the key advantages and challenges of different communication styles, forms and channels.	- I can define communicative objectives and translate them into actions. - I know how to use tools to make my message more effective. - I can express my views. - I can take people from different backgrounds into account in my communication.	- I can communicate purposefully and effectively to different target groups. - I can express myself fluently in different communication environments and situations.
5.3 INTERACTION AT WORK, IN YOUR STUDIES AND IN YOUR NETWORK	I can cooperate and network with others purposefully.		I know how to work in a team, in a study group and in my network.	- I can structure my ways of interaction for different situations and assess their impact. - I can articulate how to take other people into account in different situations.	- I can discuss and give my reasoned point of view in different interaction situations and with people from different backgrounds. - I can give and receive feedback constructively. - I know the importance of networks.	I can create, use, maintain and develop professional partnerships and networks.
5.4 ASKING FOR HELP AND USING OTHERS' HELP	I can ask for and use help.		I recognise that I am not alone in my career reflections, but can ask others for help.	- I can identify the different types of help I might need. - I can identify the people, agencies and networks that may be relevant to me.	- I know how to ask for help before things become insurmountable. - I can define and specify my needs and find the right services.	- I have the flexibility to use different services and make sure I get the help I need. - I can use, maintain and develop my networks.
5.5 SERVICES PROVIDED BY SOCIETY	I know how to use the digital and local services provided by society in my life and career planning.		I am aware that society provides services such as social welfare and health care services, education services and employment services.	I can identify the digital and local services provided by society that can be useful in my life and career planning.	I can use the services society offers to find solutions to develop my career.	I can anticipate my career-related service needs and make long-term plans, using the services provided by society in a meaningful and goal-oriented way.
5.6 JOB SEARCH SKILLS	I know how to find interesting job opportunities and how to stand out positively from other applicants.		- I am aware that there are different ways to find job opportunities. - I know that there are several stages in the job search process.	- I can articulate the benefits and challenges of different job search services and forms in finding job opportunities. - I can identify the information and documents needed to apply for a job.	- I can search widely for job opportunities. - I can draw up a plan, timetable and objectives for my job search. - I can assess and articulate my skills in relation to the job applied for. - I can prepare job application documents and tailor them to the job applied for.	- I can showcase my skills in a way that gets the attention of recruiters. - I can articulate clearly and effectively the types of situations in which my skills and knowledge can be used in the changing world of work. - I can make it visible that I can update my skills in a flexible and open-minded way.



COMPETENCE AREA 6

UNDERSTANDING THE FUTURE OF THE OPERATING ENVIRONMENT

The aim is to be able to assess future changes in the field of your interest, to understand what career paths are available and what skills are required to cope with these changes, and to identify and anticipate societal and global changes.



SUB-AREA	COMPETENCE:	DEEPENING OF SKILLS:	PERCEPTION (OBSERVATIONS, RECOGNITION, IDENTIFICATION)	ANALYSIS AND STRUCTURING (COMPARISON, ORGANISATION, GROUPING)	SENSEMAKING (SCANNING, POSITIONING, INDIVIDUALISATION)	INTERNALISATION AND UNDERSTANDING (SUMMARISATION, SELF-MANAGEMENT, ANTICIPATION)
6.1 ALTERNATIVE PATHS	I am imagining and building paths towards my future purposefully.		I recognise that there are different paths towards my goals.	- I can identify the main paths through which I can achieve my goals. - I am aware that my actions can contribute to building new alternative paths.	- I can assess alternative paths from different perspectives and promote the most suitable ones for me. - I am aware of the opportunities and challenges of changes in work.	- I am choosing and building paths towards my future purposefully. - I can seize opportunities and options that come my way, by chance or by surprise, that lead me towards my goals. - I understand that exploring alternative paths and making decisions will continue throughout life as work and personal circumstances change.
6.2 CHANGES IN SOCIETY	I can use foresight and critically evaluate my choices in relation to changes in society.		I recognise that there are changes in society, such as the ageing population and digitalisation.	I can articulate the main changes in society that may have an impact on my life and career planning.	- I can use and evaluate national foresight data on the future. - I can analyse the phenomena and cause-and-effect relationships between education, working life and society. - I can analyse the impact of social changes on the economy and working life.	- I can critically evaluate my choices in relation to changes in the operating environment. - I can anticipate and prepare for changes in competence needs in the fields that interest me. - I can anticipate national developments that will affect the future and think about how I want things to change and how I can influence them.
6.3 GLOBAL CHANGES	I can use foresight and critically evaluate my choices in relation to global changes.		I recognise that changes are taking place globally, such as climate change, economic cycles and regional conflicts.	I can identify the global changes that can affect my life and career planning.	- I can use and evaluate international foresight data on the future. - I can assess the relationships between different possibilities, phenomena, practices and structures. - I can assess the impact of global phenomena on the economy and working life.	- I can critically evaluate my choices in relation to global changes. - I can anticipate global developments that will affect the future and think about how I want things to change and how I can influence them.

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Competence requirements of career management skills

Me as an individual

COMPETENCE AREA 1: SELF-KNOWLEDGE

The aim of this competence area is to develop and increase your self-knowledge. This means exploring and verbalising your life story, resources, working capacity, feelings, ways of working and values. Self-knowledge also means being aware of and identifying your motivation and interests, and understanding the importance of your attitude in the context of work and study.

SUB-AREA-SPECIFIC GOALS

1.1 My life story

- I can outline my life story so far.
- I understand the importance of my life story in career management.
- I feel that I can influence the course of my life.

1.2 Resources and working capacity

- I know my limits and resources, and I know how to maintain my working capacity, if necessary.

1.3 Feelings and ways of working

- I understand the importance and impact of my feelings on my actions.
- I stay on track with my goals, even when my feelings may lead me away from my goals.

1.4 Values

- I know what is important to me.
- I know how my values guide my decisions and actions.

1.5 Motivational factors

- I know what motivates me.
- I know how motivation affects my actions.

1.6 Interests

- I know what I am interested in.
- I understand how I can use my interests to guide my career.

1.7 Attitudes to work and study

- I know how my attitude to work and study affects my actions.
- I can improve my attitude, if necessary.

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Me as an individual

COMPETENCE AREA 2: BUILDING A COMPETENCE IDENTITY

The aim of this competence area is to help you identify, articulate and express your set of applicable skills and strengths. A competence identity is also the ability and willingness to continuously learn and develop your skills.

SUB-AREA-SPECIFIC GOALS

2.1 Competence and strengths

- I know what I am already good at and what my strengths are.
- I can identify which of my skills will be useful in the future.

2.2 Application of skills

- I know how to apply my skills in the changing world of work.
- I use my skills in different contexts and environments.

2.3 Areas for improvement

- I know where I need to improve.
- I know how I want to improve myself.
- I take steps to improve my areas for improvement.

2.4 Perception of yourself as a learner

- I know what influences my perception of myself as a learner.
- I know how my perception of myself as a learner affects my learning.
- I am developing and maintaining a positive perception of myself as a learner.

2.5 Learning new skills

- I know how to learn new skills.
- I can learn new skills in a goal-oriented way

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Me as an individual

COMPETENCE AREA 3: YOUR FUTURE AND CAPACITY FOR CHANGE

The aim is to learn to imagine your future, to dare to dream and to identify and analyse your actions in changing situations; to understand the decision-making process and the factors influencing it, and to assess the impact of decisions; to be able to set goals, creatively identify different possibilities and be able to identify and solve problems; to be able to tolerate uncertainty and prepare for change, and to strengthen your resilience.

SUB-AREA-SPECIFIC GOALS

3.1 Dreams

- I can imagine my future.
- I am making choices that will lead me towards a future of my own making.

3.2 Problem-solving

- I know different ways of solving problems.
- I can find creative solutions to problems.

3.3 Creativity

- I can come up with ideas and develop new possibilities and solutions.

3.4 Decision-making

- I can make informed and justified decisions.
- I understand the factors that influence the decision-making process.

3.5 Goals

- My goals guide my actions.

3.6 Preparedness

- I can take risks into account and make backup plans and move on.

3.7 Resilience

- When I face challenges, I keep pushing and do not give up easily.
- I think I deal well with change.

3.8 Tolerating uncertainty

- I have ways of tolerating uncertainty.
- I can maintain my motivation and positivity when faced with challenges.

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Me as part of my communities and society

COMPETENCE AREA 4: KNOWLEDGE OF THE OPERATING ENVIRONMENT

The aim is to understand, assess and compare the situation of the labour market, education and studies in the field of your interest; explore professions and the skills they require and identify opportunities that suit you; identify and be able to critically examine the impact of structures and eco-social factors on career planning.

SUB-AREA-SPECIFIC GOALS

4.1 Opportunities and boundary conditions

- I can identify, build and seize opportunities that match my resources.
- I can take into account the boundary conditions when comparing my options.

4.2 Labour market

- I can identify the changes and opportunities in the labour market.
- I can anticipate labour market trends and requirements.

4.3 Education and studying

- I develop and update my skills at different stages of my life and career.
- I know what kind of skills I will need in the future.

4.4 Structures of society

- I can outline the effects of social structures, and take structures and changes into account when making plans.

4.5 Eco-social factors

- I make choices that are ecologically and socially meaningful.

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Me as part of my communities and society

COMPETENCE AREA 5: INTERACTION AND COOPERATION

The aim is to be able to communicate about yourself and your skills; to network in work and study and to use the networks you already have in your life; to work confidently in networks and maintain cooperative relationships; to receive constructive feedback; to ask for help in problem situations and to use the services provided by society; to be able to prepare the necessary documents for job search.

SUB-AREA-SPECIFIC GOALS

5.1 Articulating competence

- I can articulate and make my skills visible in a convincing way.

5.2 Communication

- I can communicate purposefully, effectively and with respect for others.

5.3 Interaction at work, in your studies and in your network

- I can cooperate and network with
- others purposefully.

5.4 Asking for help and using others' help

- I can ask for and use help.

5.5 Services provided by society

- I know how to use the digital and local services provided by society in my life and career planning.

5.6 Job search skills

- I know how to find interesting job opportunities and how to stand out positively from other applicants.

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Me as part of my communities and society

COMPETENCE AREA 6: UNDERSTANDING THE FUTURE OF THE OPERATING ENVIRONMENT

The aim is to be able to assess future changes in the field of your interest, to understand what career paths are available and what skills are required to cope with these changes, and to identify and anticipate societal and global changes.

SUB-AREA-SPECIFIC GOALS

6.1 Alternative paths

- I am imagining and building paths towards my future purposefully.

6.2 Changes in society

- I can use foresight and critically evaluate my choices in relation to changes in society.

6.3 Global changes

- I can use foresight and critically evaluate my choices in relation to global changes.



LEARN MORE

The Career Planning Skills Framework serves as a tool for examining the deepening of skills in each area.

[Competence Framework for Career Planning Skills \(p. 175\)](#)

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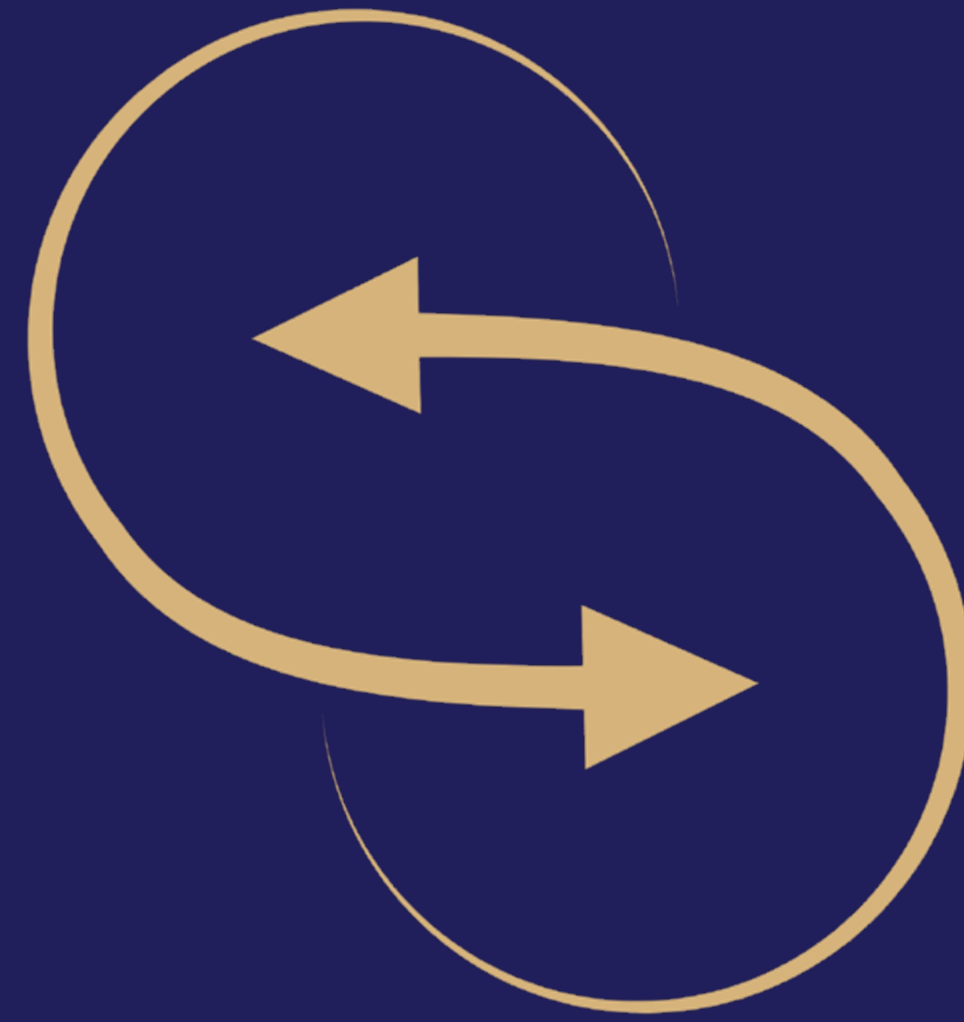
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