

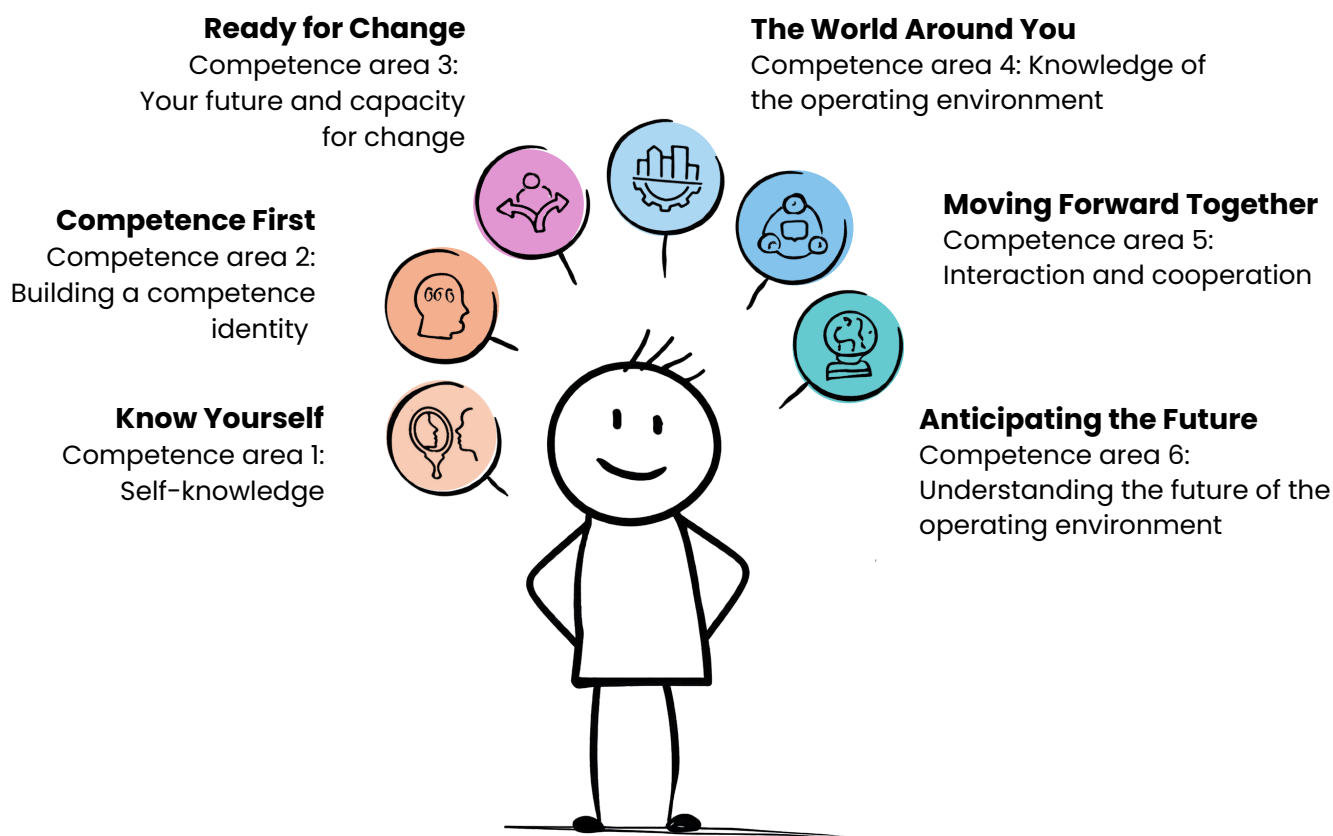


My Career Management Skills

WORKBOOK

Life can take you in many directions.

Career management skills help you think ahead.



What are career management skills?

Career management skills refer to the knowledge, skills, and attitudes that help individuals plan their education and career more effectively.

These skills also encompass personal growth.

The Finnish term used for this concept is "urasuunnittelutaidot", which literally means career planning skills, but in the international context, the more widely recognized term is career management skills.

What is career planning?

Career planning involves reflecting on and exploring one's own aspirations and goals, as well as the opportunities available in the world of work. The aim is to develop self-awareness, planning and decision-making skills, and responsibility. Career planning also helps in anticipating the future and adapting to changes.

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How to use the workbook



1. Self-Assessment

Evaluate your level of career management skills and identify your key areas for development.

INSTRUCTIONS

Complete the competence area self-assessment: circle or check the option that best describes your situation.

EXAMPLE

SUB-AREA 1.5 Motivational factors:

I know what excites me.

☐ NOT AT ALL ☒ SOMEWHAT ☐ A LOT ☐ ALWAYS



2. Exercises

Enhance your skills through the exercises.

INSTRUCTIONS

Choose exercises for each competence area based on your self-assessment responses. Each self-assessment question has a corresponding exercise tailored to your level of competence.

EXAMPLE

SUB-AREA 1.5 Motivational factors:

I know what excites me.

☐ NOT AT ALL ☒ SOMEWHAT ☐ A LOT ☐ ALWAYS



WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

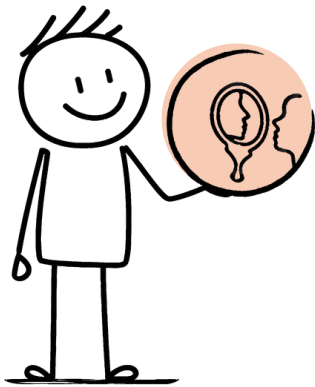
EXERCISE 1.5-AB

Learn to identify what motivates you

Write down 3–4 everyday situations that brought you excitement, joy or satisfaction. Answer the following questions for each situation:

Competence Area 1: Self-knowledge

KNOW YOURSELF



Self-awareness is the basis for effective career planning. When you know yourself, what you are interested in, what is important to you, what you are passionate about and how you feel about things, you will be better able to identify the right career path for you.

The competence area includes seven sub-areas:

1.1 My life story

Understanding your story and experiences will help you to better understand yourself and your choices.

1.2 Resources and working capacity

Resources are things that help you cope with everyday life and face life's challenges. They can be physical, psychological, social or spiritual. Working capacity refers to the balance between resources and work demands.

1.3 Feelings and ways of working

Emotions give us important information about the environment, other people and ourselves. Emotions guide action and are part of perception and thinking.

1.4 Values

When you know what is important to you, it is easier to focus on what matters. Knowing your values helps you make decisions and set and achieve goals.

1.5 Motivational factors

Motivational factors are things that inspire or encourage you to do something. They help you achieve your goals.

1.6 Interests

Being aware of your interests helps you plan your career. Being interested in something encourages you to learn new things and work towards your goals.

1.7 Attitudes to work and study

When work or study feels meaningful to you, it can improve your wellbeing. The importance of work and study may change over the course of your life. You can also find new ways to think about them and get more out of them!



Competence Area 1: Self-knowledge

KNOW YOURSELF**1. Evaluate your skills**

INSTRUCTION: Choose the option that best matches your current skills from each area below.

SUB-AREA 1.1 My life story:

I understand myself and can talk about the important experiences in my life.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 1.2 Resources and working capacity:

When I plan my career, I think about my life situation and health.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

I know how to make sure I have the energy to do my job.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 1.3 Feelings and ways of working:

I understand how my feelings influence what I do and the choices I make.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 1.4 Values:

I know what matters to me.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 1.5 Motivational factors:

I know what inspires me.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

I know how to improve my enthusiasm.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 1.6 Interests:

I know what interests me.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 1.7 Attitudes to work and study:

I have a positive attitude to work and study.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

**2. Do exercises based on your answers**

INSTRUCTIONS: The exercises for this competence area are on pages 7–21. Choose the exercises based on your answers to the self-assessment questions. For each self-assessment question, there is an exercise suitable for your skill level.



SUB-AREA 1.1 My life story

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 6. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following pages.

EXERCISE 1.1-AB

Learn to describe and structure your important life events

- Write down 3–5 important life events you have had.

For example: starting studies, graduating, starting a new job, moving to a new city, the ups and downs of life, an important relationship, starting a family.

- Choose one major life event and think about how it affected your life and the changes it brought.

For example: "Starting a new job made me excited and gave me new learning opportunities. It provided me with the opportunity to use and develop my skills. Changing jobs meant moving to a new city and adapting to a new working environment. New colleagues and new tasks also led to new networks."



SUB-AREA 1.1 My life story

WHEN YOU ANSWERED 'A LOT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 6. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot". Exercises for other skill levels are on the previous and next page.

EXERCISE 1.1-C

Learn how to assess the impact of major events on the present and identify your possibilities to make an impact

- Write down your main life events and stages below.

For example: studies, work, the ups and downs of life, an important relationship, a new family member.

- Highlight from your list, for example by circling the events that affect your current career plans and professional choices, i.e., the choices you are currently making at work or in studies.
- Select one of the events you highlighted and describe below how the event impacts your current situation. Is the impact positive or negative? Can you impact the situation yourself? Are there things about the situation that you have no control over, such as other people's feelings, decisions or external circumstances?



SUB-AREA 1.1 My life story

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 6. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "Fully". Exercises for other skill levels are on the previous pages.

EXERCISE 1.1-D

Use your life story to learn to predict how your choices will affect your future

- Write down, in chronological order, 5–10 significant life events or decisions that have shaped your life so far.

For example: stages in your studies, jobs, volunteering, the ups and downs of life, important relationships, other significant events.

- See if there are any recurring themes in your life events.
- Choose one significant life event and analyse it in more detail: How did the event influence your subsequent life events and choices? How did the event affect your goals and dreams? Did you learn something from the experience that can help you in the future? Write down your most important thought below.

Did the exercise help you recognize how analyzing your life story can help you predict how your choices will affect your future?



SUB-AREA 1.2 Resources and working capacity

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 6. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 1.2-AB

Learn to identify what creates stress and what reinforces your resources

• What makes you tired? From the list below, choose things that feel draining and burdening for you:

- | | | | | |
|--|--|--------------------------------------|---|---------------------------------------|
| ☐ Work Support | ☐ Series and movies | ☐ Responsibility | ☐ Use of time | ☐ Family |
| ☐ Reading | ☐ Plans | ☐ Emotions | ☐ Getting to know someone | ☐ Stopping |
| ☐ Exceeding yourself | ☐ Parties | ☐ Livelihood | ☐ Group | ☐ Art and culture |
| ☐ Resting | ☐ Creativity | ☐ Events | ☐ Freedom | ☐ Helping others |
| ☐ Expectations | ☐ News | ☐ Dreaming | ☐ Action | ☐ Humour |
| ☐ Loved ones | ☐ Calming down | ☐ Everyday life | ☐ Social media | ☐ Dreams |
| ☐ Conversations | ☐ Independence | ☐ People | ☐ Community | ☐ Nutrition |
| ☐ Health | ☐ Nature | ☐ Wellbeing | ☐ New situations | ☐ Seeing the good |
| ☐ Surprises | ☐ Music | ☐ Games | ☐ Hobbies | ☐ Compassion |
| ☐ Exercise | ☐ Friends and acquaintances | ☐ Animals | ☐ Home | ☐ Studying |
| ☐ Getting started | ☐ Combining studies and life | ☐ Being alone | ☐ Holiday | ☐ Something else? |
| | | ☐ Movement | ☐ Chores | |

• What makes you feel good? From the list below, choose things that give you strength and energy:

- | | | | | |
|--|--|--------------------------------------|---|---------------------------------------|
| ☐ Work Support | ☐ Series and movies | ☐ Responsibility | ☐ Use of time | ☐ Family |
| ☐ Reading | ☐ Plans | ☐ Emotions | ☐ Getting to know someone | ☐ Stopping |
| ☐ Exceeding yourself | ☐ Parties | ☐ Livelihood | ☐ Group | ☐ Art and culture |
| ☐ Resting | ☐ Creativity | ☐ Events | ☐ Freedom | ☐ Helping others |
| ☐ Expectations | ☐ News | ☐ Dreaming | ☐ Action | ☐ Humour |
| ☐ Loved ones | ☐ Calming down | ☐ Everyday life | ☐ Social media | ☐ Dreams |
| ☐ Conversations | ☐ Independence | ☐ People | ☐ Community | ☐ Nutrition |
| ☐ Health | ☐ Nature | ☐ Wellbeing | ☐ New situations | ☐ Seeing the good |
| ☐ Surprises | ☐ Music | ☐ Games | ☐ Hobbies | ☐ Compassion |
| ☐ Exercise | ☐ Friends and acquaintances | ☐ Animals | ☐ Home | ☐ Studying |
| ☐ Getting started | ☐ Combining studies and life | ☐ Being alone | ☐ Holiday | ☐ Something else? |
| | | ☐ Movement | ☐ Chores | |

• Take a moment to think about what brings you the most joy, i.e., what is your most important resource of all?



SUB-AREA 1.2 Resources and working capacity

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 6. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 1.2-CD

Learn how to assess the burden created by work, studies and everyday life, and make an action plan to reduce the burden

• What inspires you and makes you feel good? Write your answer below.

For example:

- "Importance and impact of work or studies"
- "Recognition and reward for achievements"
- "Opportunity to learn new skills and develop"
- "Positive and supportive work or study environment"
- "Opportunity to work independently and make my own decisions"
- "Clear and achievable goals"
- "Constructive and regular feedback"
- "Hobbies"
- "Travelling and new experiences"
- "Time spent with friends and family"
- "Volunteering and community"

• What burdens you or challenges you? Write your answer below.

For example:

- "Excessive strain and too much work or studying"
- "Unclear or conflicting expectations and goals"
- "Negative or stifling work or study atmosphere"
- "Insufficient support and guidance from supervisors or teachers"
- "Tight schedules and constant rush"
- "Difficulty in finding a balance between work/studies and free time"
- "Monotonous and repetitive tasks with no variety"
- "Excessive scheduling"
- "Social pressure"
- "Excessive screen time"
- "Hobbies becoming responsibilities"
- "Holiday stress"
- "Loneliness"
- "Financial pressures"
- "Lack of sleep"

• Choose one thing that burdens or challenges you and set at least one concrete goal to reduce your stress.

For example: "I want to learn how to schedule better", "I want to learn how to talk about my grievances", "I want to learn to tolerate uncertainty better", "I want to find more effective study techniques".

• Write down at least one measure or step you will take to reduce the burden.

For example: "I will learn to prioritise", "I will take a mindfulness course", "I will try new study techniques, such as mind maps."



SUB-AREA 1.3 Feelings and ways of working

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 6. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 1.3-A

Learn to recognise your feelings and how they affect your actions

- **Write down what you are feeling right now.**

Feelings can include: joy, love, affection, sadness, fear, anger, disgust, anxiety, gratitude, shame, hope, happiness, contentment, pleasure, courage, relaxed.

- **Choose one of the feelings you listed above and think about what made you feel this way.**

For example: "I feel stressed because I have a lot to do today", "I feel happy because I received positive feedback for my work".

- **Think about how this feeling affects your actions.**

For example: "Stress makes me feel like I cannot concentrate properly on my tasks", "Happiness makes me feel motivated and energetic".

- **Think about what you can do to process the feeling.**

For example: "Stress: I can make a list of my tasks and start with one thing at a time", "Happiness: I will continue to work with the same enthusiasm and keep in mind the positive feedback I received".

Did the exercise help you become more aware of your emotions and their effects? Repeat the exercise regularly!



SUB-AREA 1.3 Feelings and ways of working

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 6. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 1.3-CD

Learn to understand your feelings and anticipate their impact on your actions

- **Write down what you are feeling right now.**

For example: joy, love, affection, sadness, fear, anger, disgust, anxiety, gratitude, shame, hope, happiness, contentment, pleasure, courage, relaxed.

- **Choose one of the feelings and analyse it in more detail: Think about why you feel this way. What situation or thought triggered this feeling?**

For example: "I am excited because I received good feedback for my work and I feel that my contribution matters."

- **Think about and evaluate what the long-term effects of continuing to feel this way could have on you.**

For example: "The feeling: enthusiasm. If the enthusiasm continues in the long term, it can have a positive impact on my motivation and creativity. I will feel energised and motivated to take on new projects and goals. On the other hand, if I cannot control my enthusiasm, it can lead me to take on too much."

- **Write down your thoughts on how you will act on the basis of your reflection above.**

For example: "The feeling: enthusiasm. I will use this positive energy to start a new project. I will remember to balance everything so that the feeling remains a sustainable resource instead of a burden."



SUB-AREA 1.4 Values

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 6. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 1.4- AB

Learn to recognise your values

• What is important to you in life? Select the things that matter to you from the list:

- | | | | | |
|---|--|---|--|--|
| ☐ Accuracy | ☐ Dependence | ☐ Fun | ☐ Growth | ☐ Sober-mindedness |
| ☐ Adventurousness | ☐ Determination | ☐ Generosity | ☐ Originality | ☐ Speed |
| ☐ Ambition | ☐ Devoutness | ☐ Good condition | ☐ Participation | ☐ Spontaneity |
| ☐ Balance | ☐ Diligence | ☐ Goodness | ☐ Patriotism | ☐ Status |
| ☐ Being the best | ☐ Discipline | ☐ Gratitude | ☐ Perfection | ☐ Steadfastness |
| ☐ Belonging to | ☐ Discovering new | ☐ Happiness | ☐ Permanence | ☐ Strategic |
| ☐ something | ☐ things | ☐ Hard work | ☐ Perseverance | ☐ Strength |
| ☐ Calmness | ☐ Discretion | ☐ Health | ☐ Piety | ☐ Structure |
| ☐ Challenges | ☐ Distinguishment | ☐ High quality | ☐ Pleasure | ☐ Success |
| ☐ Cheerfulness | ☐ Diversity | ☐ Honesty | ☐ Positivity | ☐ Supportiveness |
| ☐ Circumspection | ☐ Dynamism | ☐ Honour | ☐ Practicality | ☐ Teamwork |
| ☐ Command | ☐ Economical | ☐ Humility | ☐ Preparedness | ☐ Thirst for knowledge |
| ☐ Compassion | ☐ Efficiency | ☐ Impact | ☐ Professionalism | ☐ Thoroughness |
| ☐ Competitiveness | ☐ Elegance | ☐ Independence | ☐ Relevance | ☐ Thoughtfulness |
| ☐ Comprehensiveness | ☐ Enthusiasm | ☐ Inner harmony | ☐ Reliability | ☐ Timeliness |
| ☐ Continuity | ☐ Equality | ☐ Intuition | ☐ Resourcefulness | ☐ Tolerance |
| ☐ Continuous | ☐ Excellence | ☐ Joy | ☐ Result-orientation | ☐ Toughness |
| ☐ improvement | ☐ Excitement | ☐ Leadership | ☐ Reticence | ☐ Traditionalism |
| ☐ Control | ☐ Expertise | ☐ Learning new things | ☐ Satisfaction | ☐ Truthfulness |
| ☐ Convenience | ☐ Expression | ☐ Legacy | ☐ Security | ☐ Usefulness |
| ☐ Courage | ☐ Fairness | ☐ Love | ☐ Self-Actualisation | ☐ Visionary |
| ☐ Courtesy | ☐ Faith | ☐ Loyalty | ☐ Self-Confidence | ☐ Vitality |
| ☐ Creativity | ☐ Faithfulness | ☐ Moderation | ☐ Self-Control | ☐ Wholeness |
| ☐ Curiosity | ☐ Family orientation | ☐ Observing the rules | ☐ Selflessness | ☐ Wit |
| ☐ Dedication | ☐ Focus | ☐ Openness | ☐ Sensitivity | ☐ Work |
| ☐ Democracy | ☐ Freedom | ☐ Order | ☐ Serving others | ☐ Something else? |
| | | | ☐ Smoothness | |

- **Take a moment to think about which of these are your top three values.** Write them down or in the notes app on your phone. Read them again from time to time, especially at a time of important decisions, to remind yourself of what matters to you.

1. _____
2. _____
3. _____



SUB-AREA 1.4 Values

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 6. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 1.4-CD

Learn to clarify the meaning of values in your life

- **Write down 5–10 of your values, i.e., things that are important to you.**

For example: honesty, equality, family orientation, health, hard work, modesty, naturalness, independence, creativity, responsibility, etc.

- **Rank your values in order of importance.**

Think about which values are the most important to you and which are slightly less important. You can use these questions to help you organise your values: How is this value reflected in my life? Why is this value important to me?

- **Choose a value you would like to reinforce or bring out more in your life. Write down some concrete actions and goals that will help you make your chosen value more visible in your daily life.**

For example: "Family orientation: Set aside time each week for family activities", "Health: Plan a weekly exercise programme and stick to a healthy diet", "Honesty: Practise open and honest communication in all relationships", "Friendship: Organise regular meetings with friends and keep in touch", "Learning: Set a target of reading one book a month and attending courses or seminars".



SUB-AREA 1.5 Motivational factors

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 6. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 1.5-AB

Learn to identify what motivates you

Write down 3–4 everyday situations that brought you excitement, joy or satisfaction. Answer the following questions for each situation:

- **Everyday situation #1 that brought you excitement, joy or satisfaction.**

What were you doing? _____

Who was with you? _____

Where were you? _____

Everyday situation #2 that brought you excitement, joy or satisfaction.

What were you doing? _____

Who was with you? _____

Where were you? _____

Everyday situation #3 that brought you excitement, joy or satisfaction.

What were you doing? _____

Who was with you? _____

Where were you? _____

Everyday situation #4 that brought you excitement, joy or satisfaction.

What were you doing? _____

Who was with you? _____

Where were you? _____

Did the exercise help you discover what inspires you, i.e. what motivates you?



SUB-AREA 1.5 Motivational factors

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 6. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 1.5-CD

Learn how to combine motivational factors with career planning

Look at the lists below and think about what motivates you internally and what motivates you externally.

- **What motivates you internally?**

For example:

- I want to help others.
- I enjoy learning new things.
- I get satisfaction from solving problems.
- I want to develop professionally.
- Work makes me feel like I matter.
- I enjoy the creativity that work brings.
- I want to realise my values and passions.
- Something else, what?

- **Below, reflect on your most important internal motivator.**

- **What motivates you externally?**

For example:

- I want financial stability.
- Rewards (bonuses, promotions).
- Good working conditions and benefits.
- I want to achieve professional status or prestige.
- Safety in the workplace.
- I want positive feedback and recognition.
- I work to support my family or loved ones.
- Something else, what?

- **Below, reflect on your most important external motivator.**

- **Write down one work or study-related goal, and think about how the motivational factors you have considered above can help you achieve this goal.**

Example: "I will choose an internship where I can help people and develop my skills for my career development."



SUB-AREA 1.6 Interests

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 6. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 1.6-AB

Learn to identify and share your interests

- Write down three things you like to do in your free time or at work/studies.

Example: "I like playing computer games", "I enjoy teamwork", "I like strategy games", "I like writing", "I enjoy being in nature", "I like fixing cars".

1. _____
2. _____
3. _____

- Choose one of these things and think about why it interests you.

Example: "I like playing computer games because they challenge me strategically and give me the opportunity to get better all the time", "I like writing because it helps me structure my thoughts and express myself."

- Write one sentence about your interest and what it means to you.

Example: "Playing computer games develops my problem-solving skills and challenges me, which inspires me to constantly improve my performance", "Writing is a way for me to structure my thoughts and express my creativity".

Did the exercise help you recognize the importance of your interests to you and share it to others?



SUB-AREA 1.6 Interests

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 6. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 1.6-CD

Learn to use your interests

- **Write down 3–5 things you enjoy the most in your free time.**

For example: "Reading, drawing, exercise, music, organising parties, handicrafts, travelling."

- **Then connect your interests to your skills: reflect on what kind of skills you use in the interests you wrote down.**

For example: "Reading - analytical skills, Drawing - creativity, Party planning - organisational skills, Exercise - teamwork."

- **Think about how you could use these interests and skills (more) at work, in your studies or in your everyday life? Write down ideas for each area of interest.**

For example: "Drawing - creativity: I can use my creativity to develop visual presentations, such as infographics or marketing materials that make complex information easier to understand", "Party planning - organisational skills: I can use my organisational skills to plan and coordinate events, meetings or projects at work or school, making sure everything runs smoothly and on time."

Did the exercise help you discover how you can use your own interests and skills more at work, studies or in your everyday life?



SUB-AREA 1.7 Attitudes to work and study

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 6. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 1.7-AB

Learn to identify and talk about your approach to work and study

Think of someone you respect or admire and who inspires you. The person can be real or fictional, for example, a movie character. **Answer the following questions on the basis of the person you have chosen:**

- **How do you think the person deals with challenges and adversity?**

For example: "The person accepts challenges with enthusiasm and sees adversity as an opportunity to learn."

- **What kind of a mindset or attitude does the person have towards work and studying?**

For example: "The person is motivated and puts their whole personality into their work. They are also always ready to help others."

- **Which characteristics or experiences do you share with the character? What kind of differences do you notice?**

For example: "We both have a desire to learn new things. The difference is that the person is calmer than I am in the face of adversity."

Did the exercise help you to better recognize how you feel about work and studying, and to talk about it?



SUB-AREA 1.7 Attitudes to work and study

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 6. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 1.7-CD

Learn how to analyse and develop your attitude to work and studying

- **Describe your attitude to work and/or studying.**

For example: "My work gives me enthusiasm and satisfaction. Sometimes it also stresses me because of the tight schedules."

- **Think about what your attitude to work and/or studying would be like in an ideal situation.**

For example: "Motivated and enthusiastic. I would be able to maintain a positive energy even in challenging situations."

- **Write down the goals you are currently working and/or studying towards.**

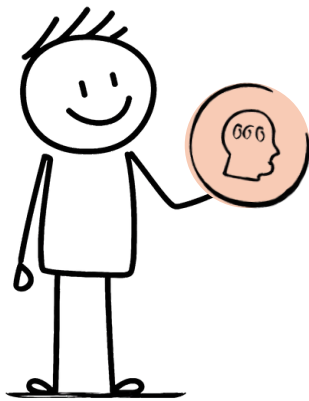
For example: "To complete a specific task or project within a deadline", "To complete a course or learn a new skill", "To develop time-management skills and reduce stress."

- **Write down the types of measures that would contribute to your wellbeing and the achievement of your goals.**

For example: "Take care of my work-life balance. Set aside time for hobbies and relaxation to recover and recharge my batteries", "Use to-do lists and a calendar to track my progress and prioritise the most important tasks."

Competence Area 2: Building a competence identity

COMPETENCE FIRST



Building a competence identity means identifying and using your strengths and skills in different situations. It will also help you realise what kind of new skills you might need and how to tell others about your skills to achieve your goal.

The competence area includes five sub-areas:

2.1 Competence and strengths

By identifying your strengths and skills, you can find life paths that suit you. Identifying your strengths will motivate and inspire you to develop your skills.

2.2 Application of skills

Applying your competence refers to using your knowledge and skills in different situations. When considering career opportunities, think extensively about where you could use your skills.

2.3 Areas for improvement

Once you know your areas of development, you can start working on them. Focusing on areas of development and continuous learning will often bring more enthusiasm and motivation to plan your life and career.

2.4 Perception of yourself as a learner

How you see yourself as a learner affects your learning and your attitude towards studying and working. Your perception changes and develops throughout your life. A positive perception of yourself as a learner is created through interaction with others.

2.5 Learning new skills

You develop your skills throughout your life, for example, to improve your wellbeing, develop at work or advance in your career. Learning new skills can be purposeful and structured, but also part of everyday learning.



Competence Area 2: Building a competence identity

COMPETENCE FIRST



1. Evaluate your skills

INSTRUCTION: Choose the option that best matches your current skills from each area below.

SUB-AREA 2.1 Competence and strengths :

I know my skills and strengths.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 2.4 Perception of yourself as a learner:

I am confident in my ability to learn and develop.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 2.2 Application of skills:

I know how to use my skills in different situations and tasks.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 2.5 Learning new skills:

I like learning new skills.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 2.3 Areas for improvement:

I know what I should develop to achieve my goals.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY



2. Do exercises based on your answers

INSTRUCTIONS: The exercises for this competence area are on pages 24–37. Choose the exercises based on your answers to the self-assessment questions. For each self-assessment question, there is an exercise suitable for your skill level.



SUB-AREA 2.1 Competence and strengths

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 23. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE: 2.1-AB

Learn to recognise your competence and strengths

It is easier to see your skills through concrete successes. **Think back to a time when you were successful, received good feedback or felt proud of yourself.**

- **Write down 2–4 of your successes or achievements.** Successes can be related to everyday life, studies, relationships, hobbies, work or anything else in life. Do not be shy or self-critical; list everything that comes to mind.

- **While you are at it, think about the strengths you used to achieve your successes.**
You can use the list on the next page as help.

- **List concrete examples of situations where you have used your own strengths. In what kind of situations do your strengths come out best?**

For example: "I am good at listening to others and I know how to use different communication tools. I can use these skills to improve my teamwork."



SUB-AREA 2.1 Competence and strengths

USE THIS LIST IN CONNECTION WITH ASSIGNMENT 2.1-AB IF YOU WANT.

Character traits and characteristics

Hard-working, Time-conscious, Active, Initiative, Generous, Critical, Open-minded, Helpful, Delegating, Diplomatic, Progressive, Vibrant, Pro-life, Energetic, Unprejudiced, Informal, Performer, Uninhibited, Forward-looking, Challenging, Accepting challenges, Dominating, Thoughtful, Sensitive, Sensitive, Slow, Sophisticated, Subtle, Quiet, Hill itty, Caring , Careful, Carefree, Careless, Careful, Considerate, Humorous, Good listener, Benevolent, Do-gooder, Good-natured, Cheerful, Impulsive, Inspiring, Zealous, Exciting, Self-restrained, Independent, Stubborn, Self-aware, Confident, Consistent, Leader, Flexible, Systematic , Sensible, Charismatic, Far-sighted, Resourceful, Resilient, Linguistically gifted, Competitive, Kind, Polite, Conservative, Ambitious, Decent, Disciplined, Mature, Inquisitive, Capable, Patient, Handy, Handy, Practical, Gentle, Easy-going, Logical, Strong-willed, Natural, Natural, Natural, Natural, Dependable, Confident, Creative, Seizing opportunities, Moderate, Imaginative, Pleasant, Versatile, Versatile, Nice, Compassionate, Determined, Clever, Witty, Quick,, Youthful, Clever, Manager, Fair, Insightful, Original, Learner, Optimistic, Organizational, Service-minded, Fearless, Personable, Thorough, Meticulous, Superficial, Long-suffering, Long-suffering, Contemplative, Talkative, Competent, Determined, Rational, Calm, Realistic, Honest, Lively, Relaxed, Independent, Courageous, Outspoken, Adventurous, Outspoken, Follower, Sociable, Cool, Persistent, Introverted, Uncommitted, Adaptable, Agreeable, Social, Messy, Spontaneous, Direct, Persuasive, Planned, Large-scale, Tolerant, Hearty, Sympathetic, Systematic, Temperamental, Thrifty, Tactful, Artistic, Economical, Accurate, Energetic, Even, Balanced, Unpretentious, Efficient, Author, Knowledgeable, Inquisitive, Scientific, Conscientious, Emotional, Safe, Inquisitive, Workaholic, Punctual, Perfectionist, Shy, Outgoing, Athletic, Daring, Religious, Credible, Diligent, Strong, Stable, Serious, Persuasive, Alert, Reserved, Cautious, Responsible, Lively, Sincere, Strong, Strong-willed, Immediate, Sparkling, Cooperative, Individual, Proud, Comprehensible, Understandable, Enterprising, Entrepreneurial, Friendly, Smart, Intelligent

Source: Osata.fi (in Finnish)



SUB-AREA 2.1 Competence and strengths

WHEN YOU ANSWERED 'A LOT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 23. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot". Exercises for other skill levels are on the previous and following page.

EXERCISE 2.1-C

Learn to structure your competence and strengths

- **Write down 5–7 of your strengths.**

Strengths include character traits or features. You can use the VIA strength test at www.viacharacter.org if you need help.

- **Write down 2–4 examples of the skills you have and how you have used them.**

Skills are gained through everyday life, work, studies and hobbies. For example, "I can cook or bake", "I can stream", "I can update social media", "I can work in a team", "I understand the needs of customers", "I can manage myself and my work".



SUB-AREA 2.1 Competence and strengths

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 23. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "Fully". Exercises for other skill levels are on the previous pages.

EXERCISE 2.1-D

Learn how to use your competence and strengths

Certain skills help us succeed, especially in the working life. Different sectors and jobs need slightly different skill sets, and competence needs are also changing.

- **Write down your five main strengths and how you have used them.**

You can use the VIA strength test at www.viacharacter.org if you need help.

- **Write down the skills/competencies that are your core competencies. Think about these skills in the context of a changing working life. Which skills do you need to develop?**



SUB-AREA 2.2 Application of skills

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 23. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 2.2-AB

Learn how to use your skills in different situations

Your strengths and skills can often be used in a variety of situations. You may have learned to be a good listener from friends, for example, but listening skills are also useful at work.

- **Think of a skill, competence or attribute that you have.**

Different kinds of skills and competencies may include, for example:

Creativity	Asking for advice	Speed Listening	Fairness
Systematicity	Self-control	Self-development	Drawing
Cultural competence	Cooperative skills	Cautiousness	Curiosity
Initiative	Self-management	Sporty	Keeping a schedule
Critical thinking	Playfulness	Working in a group	Entrepreneurial
Interpersonal skills	Dexterity	Accurate	Anticipation
Reading long texts	Digital skills	Sense of taste	Empathy
Leadership	Aesthetics	Bravery	Toughness
Perseverance	Communication skills	Good memory	Problem-solving
Integrity	Flexibility	Writing	Teamwork
Humility	Learning skills	Fairness	Project management

- **Write down examples of how you have used/could use your chosen skill or competence in different situations.**

For example, if you chose "project management", you could describe the use of the skill in the workplace in the following manner: "I led a team that developed new software on time and on budget." The same skill in volunteering could be: "I organised a local event with over 100 participants." In a hobby, this skill can be seen as follows: "I designed and implemented a garden project that required careful scheduling and resource management."



SUB-AREA 2.2 Application of skills

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 23. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 2.2-CD

Learn to see your skills from various perspectives

You can use your skills in various situations and jobs. Reflect on your skills from different perspectives.

- **Describe your professional, i.e., hard skills.**

Professional or hard skills refer to knowledge acquired through education and work experience that is related to one's profession or work.

- **Write down the generic skills you have.**

For example: knowledge of sustainable development principles, interaction and communication skills, problem-solving skills, creativity, the ability to learn, managing the big picture, multicultural skills, self-direction, ethical behaviour, information management and analytical skills.

- **Write down the general working life skills, i.e., transferable skills, you have.**

For example: digital skills, language skills, empathy, adaptability and critical thinking.

- **Choose one of the skills and write down how you could apply it in different situations. Briefly describe how you could use your chosen skill in three different situations.**



SUB-AREA 2.3 Areas for improvement

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 23. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 2.3-AB

Learn to identify your development areas

- **Write down 1–3 skills or competencies that, if developed, would help you achieve a specific goal.**

For example: "Time management: Improving my time management skills would help me do my job more efficiently and reduce stress."

- **Write down examples of the situations in which these developmental areas arise and how they affect your work.**

For example: "Time management: This development area is particularly important on busy days, when there are many tasks to do and tight deadlines. Better time management skills help me prioritise tasks and avoid last-minute rushes, which improves the quality of my work and reduces stress."

Did the exercise help you to become aware of your areas of development, and to notice why you should develop them?



SUB-AREA 2.3 Areas for improvement

WHEN YOU ANSWERED 'A LOT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 23. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot". Exercises for other skill levels are on the previous and following page.

EXERCISE 2.3-C

Set yourself an action plan to achieve your goals

- **List your development areas. Think about which skills are particularly important for your career.**

- **Set concrete goals to develop your skills.**



SUB-AREA 2.3 Areas for improvement

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 23. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "Fully". Exercises for other skill levels are on the previous pages.

EXERCISE 2.3-D

Find out your strengths and development areas with a SWOT analysis

Use the SWOT analysis to increase your self-awareness and plan your career. Set aside enough time to work with the SWOT analysis. The analysis is intended to be a positive process that benefits the implementation of change.

- **Make a SWOT analysis of your strengths and development areas:**

Strengths:

List your strengths, such as your competence, skills and achievements

Weaknesses:

Identify areas you want to improve. For example: time management, networking, performing, lack of a particular skill

Opportunities:

Think about what kind of career opportunities are out there. For example: growing and changing industries, rapid technological development

Threats:

Be aware of the factors that can affect your career. For example: economic changes or competitive situation



SUB-AREA 2.4 Perception of yourself as a learner

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 23. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 2.4-AB

Find out what you think of yourself as a learner

What kind of feelings and thoughts does learning evoke?

- **Find an image that describes your feeling. Browse magazines or use search engines. Write down what the picture says about your thoughts.**

- **Reflect on a situation in which you learnt a new skill or competence. What helped you learn?**

Did the exercise help you identify what kind of learner you are? A positive view of yourself as a learner promotes learning.



SUB-AREA 2.4 Perception of yourself as a learner

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 23. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 2.4-CD

Learn how to develop and maintain a positive perception of yourself as a learner

Think about some of your successful learning experiences and answer the following questions:

- What kind of feelings did learning evoke in you?

- What helped you learn the new concept?

- What are your strengths as a learner?

For example: "I am patient and persistent and do not give up easily when faced with difficulties", "I have the ability to apply what I learn in practice, which helps me understand things in more depth", "I am curious and motivated to keep learning new things, which keeps me up to date and develops my skills".



SUB-AREA 2.5 Learning new skills

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 23. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 2.5-AB

Learn to identify how you learn new skills

Think of a specific situation in which you learnt a new skill and answer the following questions:

- What inspired and encouraged you to learn something new?

- What is something around you that supported your learning?



SUB-AREA 2.5 Learning new skills

WHEN YOU ANSWERED 'A LOT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 23. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot". Exercises for other skill levels are on the previous and following page.

EXERCISE 2.5-C

Learn how to structure and advance your learning

- Think about a skill you would like to learn.

- Think about what might prevent you from learning the skill.

- Think about what can help you learn the skill.

Everyone has their own unique ways of learning and absorbing new skills. It is important to identify which method works best for you and how much time you can spend learning. There are many ways to learn new things, such as working on new projects or taking part in courses, coaching and training. Some people like to study independently and go deeper on their own, while others benefit more from learning in a group.



SUB-AREA 2.5 Learning new skills

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 23. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "Fully". Exercises for other skill levels are on the previous pages.

EXERCISE 2.5-D

Learn to assess your learning

Reflect on how you learn best: Evaluate a learning process that has taken place by answering these questions:

- **Did you meet your learning objectives? Why or why not?**

- **What helped and what hindered the learning process?**

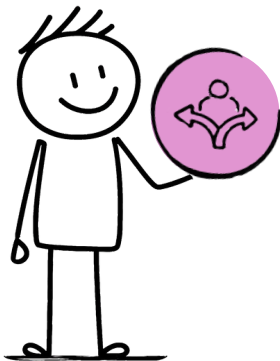
- **What kind of resources were available to you?**

- **What did you learn from the process? What worked? What did not work? What did you learn that you can use in the future?**

Everyone has their own unique ways of learning and absorbing new skills. It is important to identify which method works best for you and how much time you can spend learning. There are many ways to learn new things, such as working on new projects or taking part in courses, coaching and training. Some people like to study independently and go deeper on their own, while others benefit more from learning in a group.

Competence area 3: Your future and capacity for change

READY FOR CHANGE



Imagining and dreaming about your future is important in planning your life and career. Creativity will help you develop new ideas and solutions, and informed and justified decisions will support your long-term goals. Taking risks into account and making contingency plans will help you cope with unexpected situations and maintain a positive attitude in the face of change.

The competence area includes eight sub-areas:

3.1. Dreams

Dreams and aspirations are important in planning a life and career that suit you. Dreams and aspirations keep your thoughts positive and help you achieve your goals.

3.2 Problem-solving

Problem-solving skills help you overcome challenges. They help you to be creative and find solutions. Problem-solving skills make you more flexible and adaptable.

3.3 Creativity

Creativity is important when planning your career and your future. It helps you to be flexible when changes happen and find unique career paths. Creativity encourages people to try new things and see possibilities.

3.4 Decision-making

Decision-making skills help you evaluate different options and make informed choices.

3.5 Goals

Clearly defined objectives help you focus on what matters and make informed decisions. Sub-objectives help you outline concrete steps towards long-term goals.

3.6 Preparedness

Preparedness means preparing for different options and risks. This brings a sense of control.

3.7 Resilience

Resilience refers to the ability to adapt and cope with change and challenges. It is both mental flexibility and the ability to recover.

3.8 Tolerating uncertainty

Tolerance of uncertainty refers to the ability to withstand situations in which the outcome is uncertain. This skill helps you act even if you do not have all the answers.



Competence area 3: Your future and capacity for change

READY FOR CHANGE



1. Evaluate your skills

INSTRUCTION: Choose the option that best matches your current skills from each area below.

SUB-AREA 3.1. Dreams:

I have dreams and hopes for my future.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 3.5 Goals:

I can set clear goals for myself.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 3.2 Problem-solving:

I can find out and resolve issues related to my education and career choices.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 3.6 Preparedness:

I can assess whether my plans have a chance of success and make contingency plans.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 3.3 Creativity:

I can brainstorm and come up with different options when I think about my future.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 3.7 Resilience:

I can be flexible in the face of change and bounce back from adversity.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 3.4 Decision-making:

I can make choices and decisions that are relevant to my life and career.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 3.8 Tolerating uncertainty:

I have ways of tolerating uncertainty.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY



2. Do exercises based on your answers

INSTRUCTIONS: The exercises for this competence area are on pages 40–57. Choose the exercises based on your answers to the self-assessment questions. For each self-assessment question, there is an exercise suitable for your skill level.



SUB-AREA 3.1. Dreams

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 39. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 3.1-AB

Learn to identify your dreams and aspirations for the future

Think about the following questions and write down:

- What would you do if you had unlimited time and money?
- Which skills or abilities would you like to learn or develop?
- What would you like to change in your current life?

- What is your biggest dream?

Examples of dreams and aspirations: travelling, owning a home, starting a family, writing a book, landing your dream job, staying healthy, maintaining close friendships, making new friends, financial stability, developing at a hobby, starting a new hobby.

Did the exercise help you to identify your dreams and hopes for the future?



SUB-AREA 3.1. Dreams

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 39. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 3.1-CD

Learn to visualise your dreams and aspirations for the future and work towards them

- **Write down 3–5 things you would like to see in your future.** They can be related to your career, personal life, hobbies, travel or relationships.

- **From your list, choose one future dream that you would like to visualise. Then, close your eyes and imagine what your life will look like when this dream has come true.**
 - Where are you and what are you doing?
 - Who is around you?
 - How do you feel?
 - What have you achieved?

Write down the main ideas below.

- **Consider how you can maintain your motivation on your way towards the future you just visualised.** You can use the following questions to help you:
 - How can you reward yourself for small steps forward?
 - How can you keep yourself motivated when you face challenges?
 - How can you make use of your support network (e.g. family, friends, mentors)?

Write down the main ideas below.

Tip: You can also make a dream map that reflects your chosen future dream on a separate piece of paper. You can use, for example, newspaper clippings, pictures, drawings and inspiring words. Place the map where you can see it every day to remind you of your goals and motivate you.



SUB-AREA 3.2 Problem-solving

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 39. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 3.2-AB

Learn to develop your problem-solving skills

- **Choose a specific problem you often face and write it down.**

For example: "I am often late", "I often forget to do my homework", "I am nervous about performing", "I cannot find the time to exercise."

- **Think of three different solutions to your problem.**

Solution #1:

Solution #2:

Solution #3:

- **Choose the most feasible solution.**
- **After you have tried the solution for a few days, be sure to assess the situation: Has the problem been solved? What worked and what did not?**



SUB-AREA 3.2 Problem-solving

WHEN YOU ANSWERED 'A LOT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 39. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot". Exercises for other skill levels are on the previous and following page.

EXERCISE 3.2-C

Learn how to find solutions to questions about education and career choices

- **Choose a challenge you have encountered at work or in your studies. Choose a specific situation with a clear problem that you have not yet solved it in a fully satisfactory way.**

For example: "Lack of motivation: I have been struggling to find the motivation to study for a course that does not interest me. I have not yet figured out how to get myself excited about it."

- **Reflect on the challenge using the following questions and write your answers below: What exactly is the problem? When and where does it occur? Who is involved or contributes to the solution? Why is it important to solve the problem?**

For example: "Lack of motivation: I cannot find the motivation to study for a course that does not interest me. This makes it difficult to concentrate on studying and finish my homework. The problem occurs especially when I try to do course-related tasks at home. People involved in solving the problem can include: myself, the teacher, fellow students, family and friends. It is important to solve this problem, because due to a lack of motivation, I cannot complete the course or graduate. This also affects my self-esteem."

- **Come up with three different solutions.** Consider both traditional and unconventional approaches. You can list even some crazy ideas.

For example: "Lack of motivation: 1. I will reward myself for completing the project with something special, like a movie night or a weekend trip. 2. I will get support from fellow students: Studying together can make the subject more interesting. 3. I will read articles, watch videos or listen to podcasts related to the subject of the course."

- **Choose the most feasible option and think about what you need to implement this solution.**

For example: help from others, more time, money, space, equipment, etc.



SUB-AREA 3.2 Problem-solving

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 39. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "Fully". Exercises for other skill levels are on the previous pages.

EXERCISE 3.2-D

Learn to anticipate the consequences of your decisions

- **Select a problem relevant to your career that you have faced or may face in the future.**

- **Come up with least three different possible solutions to the problem.**

- **Choose one of the solutions. Imagine and write down the possible consequences of your chosen solution.** Think about the positive and negative effects the solution could have on your work, studies and everyday life.

- **Think about what could prevent you from implementing the solution you have chosen. Could you prepare for it in advance?**



SUB-AREA 3.3 Creativity

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 39. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 3.3-AB

Learn to develop alternatives

- List things you are interested in or passionate about.

Consider how your interests and passions could relate to different kinds of career opportunities:

- Write down the first profession or role that comes to mind. This is usually the most familiar and obvious option.

- Next, list as many new and different career possibilities as you can in five minutes. Do not judge or criticise ideas at this stage, focus on quantity and creativity.

- Go through the ideas you came up with. Did the exercise give you new ideas as you reflect on your career?



SUB-AREA 3.3 Creativity

WHEN YOU ANSWERED 'A LOT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 39. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot". Exercises for other skill levels are on the previous and following page.

EXERCISE 3.3-C

Learn to plan creatively for the future

- Write down 3–5 goals you want to achieve in the next five years.

- Select one of the goals. Write down any possible obstacles that could prevent you from achieving this goal.

- Next, imagine and write down various ways you can overcome or get around these obstacles. Use a creative method, such as a mind map, the six thinking hats or brainstorming, to help you come up with ideas.

The creative method used: _____



SUB-AREA 3.3 Creativity

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 39. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "Fully". Exercises for other skill levels are on the previous pages.

EXERCISE 3.3.-D

Learn to anticipate creatively

- Choose and write down one possible future change or phenomenon that has or may have an impact on your career:

- Next, imagine and describe three possible scenarios (= *alternative descriptions for the course of events*), that the phenomenon could develop into over the next five years:

a. Optimistic scenario where everything goes in the best possible way.

b. A realistic scenario based on current information and the most likely outcomes.

c. A pessimistic scenario where things do not go as desired.

- Finally, take a moment to think about what you can do now to prepare for each scenario.



SUB-AREA 3.4 Decision-making

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 39. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 3.4-AB

Learn to identify factors that influence your decision-making

- **Write down three decisions you have made recently.**

For example: "I chose what to eat for lunch", "I decided how to spend my free time", "I chose what to wear today", "I chose which task to do first", "I chose whether to attend a meeting remotely or in person".

- **Think about what influenced these decisions.**

For example: "I chose lunch based on the fact that it was the only vegetarian option in the workplace cafeteria", "I chose to spend my free time with a specific hobby because it relaxes me", "I chose these clothes because I know my friends wear the same style", "I chose the project based on its importance and deadline", "I chose to do my homework quickly so that I would have more free time", "I chose to attend a meeting remotely because I can concentrate better without the distractions of the office."

- **Examine your answer above: List the factors that stand out to you. Which factors influenced your decision-making?**

For example: "Health", "Comfort", "Time savings", "Mood", "Other people's opinions/expectations", "Schedules", "Priorities", "Personal energy level".

Did the exercise help you identify which factors influence your decision-making at work, study and everyday life, and how you can make more informed choices?



SUB-AREA 3.4 Decision-making

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 39. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 3.4-CD

Learn how to make informed decisions

- **Write down a decision relevant to your studies or career that you are currently facing or may face in the future.**

For example: "Choosing an institution or field of study", "Deciding on further studies, such as a Master's degree or PhD", "Decide which company or organisation to work for", "Choosing between different jobs or roles", "Deciding to acquire new skills or certificates that can contribute to my career", "Deciding to change my field of work or change to another profession", "Choice between remote work and office work", "Decision to participate in professional networking events and conferences", "Decide how much time and energy to devote to work versus personal life"

- **Think about the kind of information you need to make your decision and why.**

For example: "The decision to move to another city for work: The information I need: Cost of living and housing options in the new city, commuting distance and availability of public transport, quality of life and recreational activities in the new city. Why: I want to make sure that the move makes financial sense and that I can find a suitable apartment. I want to know that my commute is reasonable and that public transport works well. I want to ensure that the new city offers good quality of life and recreational activities."

- **Think about where you can find the information you need to support your decision-making.**

For example: "The decision to move to another city for work: Official city websites, housing portals, cost calculators, public transport route guides, map services, local news and events sites, social media and forums, local groups in which I can ask for advice and experiences."



SUB-AREA 3.5 Goals

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 39. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 3.5-AB

Learn how to set goals for yourself

- **Write down one goal that is important to you personally.**

For example: "I want to improve my physical fitness", "I want to improve my presentation skills", "I want to improve my test scores".

- **Write down why this goal is important to you and how it will improve your life.**

For example: "Being in better shape helps me cope better in everyday life and improves my general wellbeing", "Better presentation skills help me communicate the results of a project more effectively", "Better grades improve my chances of getting the job I want after graduation".

- **Define the objective in more detail and set a time limit.**

For example: "I want to run five kilometres without breaks in three months", "I want to be confident when I present the final report of the project in a seminar in one month", "I want to improve my grade in the next exam by one grade".

- **Break the goal down into smaller, more manageable parts.**

For example: "Performance skills: Weeks 1–2: Prepare the content of the presentation. Week 3: Practise my performance in front of a mirror. Week 4: Give the presentation to colleagues and ask for feedback", "Test scores: Weeks 1–2: Make a reading plan and divide the material into daily chunks. Week 3: Practise old exam questions. Week 4: Pick the hardest topics and give myself a practice test."

Did the exercise help you understand how you can create meaningful and motivating goals for yourself in your work and study life?



SUB-AREA 3.5 Goals

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 39. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 3.5-CD

Learn how to do career planning to support your goals

- Write down one concrete goal you want to achieve at work or in your studies.

For example: "I want to have a promotion at my current job."

- Write down why this goal is important to you and how it will improve your life.

- List the skills and resources you need to achieve your goal.

For example: "I need leadership skills", "I need more experience in project management".

- Write down the concrete steps you will take to achieve the goal.

For example: "I will attend management training next month", "I will apply for project management tasks at my current job".

- Set a time limit for each step and monitor your progress.

For example: "Management training completed by the end of the year," "First project management assignment completed within three months".

Remember that there are many paths to the finish line! Think about how you can adjust your plans if you encounter obstacles.



SUB-AREA 3.6 Preparedness

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 39. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 3.6-AB

Learn to identify risks

- List 3–5 potential risks you may face at work or in your studies.

For example: "Schedule management", "Technology malfunctions", "Health problems", "Conflicts with work colleagues or study friends", "Problems with data security"

- How likely are the risks to come true?
- Select two of the risks. Can you think of ways to manage or reduce them? Write at least one way to manage each below.

For example: "Schedule management – Use a calendar and set reminders for important tasks."

Did the exercise help you understand how to identify risks?



SUB-AREA 3.6 Preparedness

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 39. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 3.6-CD

Learn how to make a contingency plan

- Below, write down three possible changes or risks you might face in the next year. These can be related to your career, studies, personal life or finances, for example. For each risk, consider the questions below:

Risk #1

Why is the risk possible?

Potential consequences if the risk materialises:

Risk #2

Why is the risk possible?

Potential consequences if the risk materialises:

Risk #3

Why is the risk possible?

Potential consequences if the risk materialises:

- Choose one of the changes or risks you described above and think about how you can prepare for it. Below, think about possible measures you can take to reduce the likelihood of the risk materialising or its impact.



SUB-AREA 3.7 Resilience

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 39. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 3.7-AB

Learn how to develop resilience when life changes

- **Write down 1–3 changes in your life that have had a significant impact on you.**

For example: new job, change in job duties, dismissal or temporary lay-off, moving, graduation, new study programme, interruption of studies, new family member, illness, change in relationships, exchange abroad.

- **Select one of the changes you listed above and describe how you reacted to that change.**

For example: "New job: I felt excited about my dream job but, at the same time, I felt stressed and uncertain about the new tasks: I did not dare ask my superiors or colleagues for advice."

- **Think about what was useful in your reaction and what was not.**

- **Write down one way you could be more flexible in responding to similar changes in the future.**

For example: "I will seek more support and advice from colleagues", "I will network with other students".



SUB-AREA 3.7 Resilience

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 39. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 3.7-CD

Learn how to strengthen resilience

- **Write down five skills, strengths or character traits that support your resilience, i.e. your ability to cope with and adapt to changes and risks.**

For example: problem-solving skills, good time management skills, communication skills, adaptability, self-control, perseverance, empathy, optimism, creativity, self-confidence, flexibility, determination, critical thinking, self-compassion, networking.

- **How do you maintain and develop your resilience? Write your answer below.**

For example:

- Exercise
- Healthy diet
- Adequate sleep

- Social support
- Mindfulness and meditation
- Scheduling and prioritising
- Relaxation techniques

- Positive thinking
- Goal setting
- Rewarding myself



SUB-AREA 3.8 Tolerating uncertainty

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 39. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 3.8-AB

Learn to recognise how you deal with uncertainty

- Write down 1–3 situations in which you felt insecure in the last month.

For example: "Unclear job tasks", "Insecurities related to studies, such as exam results", "Changes in relationships", "Income/financial challenges".

- Choose one of these situations and describe below how you reacted to the uncertainty in question: What kind of feelings did you have (e.g. fear, anxiety, stress, confusion)? How did these feelings affect your behaviour?



SUB-AREA 3.8 Tolerating uncertainty

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 39. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 3.8-CD

Learn to develop your tolerance of uncertainty

- Describe one situation related to work or study in which you felt insecure recently.

For example: "Unclear job tasks", "Insecurities related to studies, such as exam results", "Job interview", "Personnel changes at work".

- Describe how you reacted when you felt insecure.

- Write down three ways for how you could react more flexibly in similar uncertain situations in the future.

For example: "I will discuss unclear work tasks openly with my team."

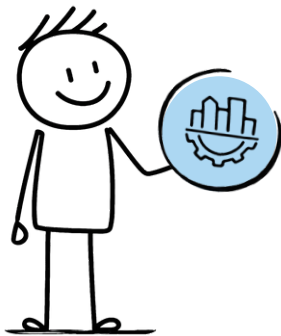
- Choose one of the new approaches you listed above and make a plan for how you will try it to see if it works in practice.

For example: "I am unsure what is expected of me in terms of the new work project. I will discuss the situation openly with my colleagues and ask my manager for clarification, if necessary."

Remember to evaluate after the experiment how well your new strategy worked. Think about what you learned from this process and how you can apply what you learned in the future.

Competence area 4: Knowledge of the operating environment

THE WORLD AROUND YOU



Knowing the operating environment will help you understand the opportunities and challenges around you. Knowing the requirements and trends in the labour market and in your field will help you keep your competence and objectives up to date in a changing world.

The competence area includes five sub-areas:

4.1 Opportunities and boundary conditions

Opportunities refer to alternative paths and opportunities offered by life. Boundary conditions are constraints that affect your decisions or plans. These can include your health, where you live and the labour market situation.

4.2 Labour market

Labour market data tell you what kind of job opportunities are available and what the job situation is like in different sectors. Knowing the labour market will help you direct your career in a goal-oriented manner.

4.3 Education and studying

At different stages of your life and career, you can train and study in different ways. This can mean learning new skills, further training or even learning a new field altogether. Continuous learning not only improves your professional skills, but also opens up new opportunities.

4.4 Structures of society

Societal structures, such as laws, policy-making, the economy, the education system, culture and the segregation and inequality of the labour market, can affect your career planning. For example, some professions are typically dominated by men and others by women, and this can consciously or unconsciously guide your career choices.

Eco-social factors

Being eco-social in career planning means that you strive to take into account the impact on the environment and the wellbeing of other people in your career choices. This can help you find a career that is meaningful and in line with your values.



Competence area 4: Knowledge of the operating environment

THE WORLD AROUND YOU



1. Evaluate your skills

INSTRUCTION: Choose the option that best matches your current skills from each area below.

SUB-AREA 4.1 Opportunities and boundary conditions:

I can seize opportunities that suit my situation and take into account any constraints.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 4.4 Structures of society:

I can identify societal and work structures that are relevant to my situation.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 4.2 Labour market:

I can identify changes and opportunities in the labour market that may affect my situation.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 4.5 Eco-social factors:

I can take into account sustainable development and human rights in career planning.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 4.3 Education and studying:

I can look for training and study opportunities that suit my situation.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY



2. Do exercises based on your answers

INSTRUCTIONS: The exercises for this competence area are on pages 60–71. Choose the exercises based on your answers to the self-assessment questions. For each self-assessment question, there is an exercise suitable for your skill level.



SUB-AREA 4.1 Opportunities and boundary conditions

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 59. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 4.1-AB

Learn to identify opportunities that suit your situation

- **Write a short description of your current situation or goals.**

For example, are you looking for a new job, wanting to develop a new skill or planning a new project?

- **List 1–3 possible ways to proceed in your situation.**

For example, attending courses, applying for jobs, meeting new people.

Choose one option from your list and answer the following questions:

How realistic is this possibility?

What resources or skills do you need to take advantage of it?

What are the next steps in reaching this possibility?

Consider the challenges you might face in implementing the plan.



SUB-AREA 4.1 Opportunities and boundary conditions

WHEN YOU ANSWERED 'A LOT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 59. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot". Exercises for other skill levels are on the previous and following page.

EXERCISE 4.1-C

Learn to compare the opportunities and constraints related to each option

- **Write a short description of your current situation or goals.**

For example, are you looking for a new job, wanting to develop a new skill or planning a new project?

- **List 2–5 possible ways to proceed in your situation.**

For example, attending courses, applying for jobs, meeting new people.

- **Compare these alternative ways. How do the options differ from each other?**

- **Which option would suit you best? What challenges might you face in implementing this plan?**



SUB-AREA 4.1 Opportunities and boundary conditions

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 59. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "Fully". Exercises for other skill levels are on the previous pages.

EXERCISE 4.1-D

Learn how to develop your career and future plans within the constraints

- **Select a future plan you want to think about in relation to the constraints.**

- **List the constraints that may affect your plan.**

E.g. location, education, skills, budget, schedule, resources, daily demands

- **Assess which constraints are most critical, and which ones you can and cannot influence.**



SUB-AREA 4.2 Labour market

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 59. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 4.2-AB

Learn to recognise changes in working life

Look at the below words related to work, working life and working.

- Choose the ones you want as part of your working life:

- | | | |
|---|---|--|
| ☐ Part-time work | ☐ I am willing to change my profession in my lifetime | ☐ I want to consider environmental factors in my work |
| ☐ Full-time work | ☐ Continuous updating of skills | ☐ Online work |
| ☐ Fixed-term work | ☐ Multiliteracy | ☐ Does not matter what the job is as long as there is work |
| ☐ Freelance work | ☐ Multilingual | ☐ Selling my skills |
| ☐ Zero-hour contract | ☐ Versatile digital skills | ☐ To get a job I have to move somewhere else |
| ☐ Agency contracts | ☐ Robotics skills | ☐ To learn updating my learning skills |
| ☐ Entrepreneurship | ☐ Self-employment | |
| ☐ My salary comes from several jobs | ☐ Internationalisation | |

- Choose the ones you do not want as part of your working life:

- | | | |
|---|---|--|
| ☐ Part-time work | ☐ I am willing to change my profession in my lifetime | ☐ I want to consider environmental factors in my work |
| ☐ Full-time work | ☐ Continuous updating of skills | ☐ Online work |
| ☐ Fixed-term work | ☐ Multiliteracy | ☐ Does not matter what the job is as long as there is work |
| ☐ Freelance work | ☐ Multilingual | ☐ Selling my skills |
| ☐ Zero-hour contract | ☐ Versatile digital skills | ☐ To get a job I have to move somewhere else |
| ☐ Agency contracts | ☐ Robotics skills | ☐ To learn updating my learning skills |
| ☐ Entrepreneurship | ☐ Self-employment | |
| ☐ My salary comes from several jobs | ☐ Internationalisation | |

Working life is always changing. The global economy, new technologies, robotisation, developing digitalisation and the ageing population are key changes in the working life. The ways of working and professions are changing.



SUB-AREA 4.2 Labour market

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 59. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 4.2-CD

Learn how to assess the development and demands of the working life and reflect them to your plans

Study the information available on the working life. Consider which skills and competencies are needed now and which will be needed in the future.

Use, for example, sitra.fi and www.osaamistarvekompassi.fi as well as industry reports.

Reflect the information you find to your situation and plans. Think about which changes in the working life will most affect your plans and how you can prepare for them.



SUB-AREA 4.3 Education and studying

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 59. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 4.3-AB

Learn to look for new learning opportunities

Lifelong learning means that people continue to learn new things throughout their lives, whether in the form of formal education, work or free-time activities.

- **Write down a skill or competence you would like to develop. It does not have to be directly related to working or studying – it can also be a personal or hobby-related skill.**

For example: time management skills, learning a new technology, communication skills, promoting wellbeing.

- **Write about some flexible ways in which you can develop your skill or competence.** Think about how you could acquire competence. Use these questions to help you:
 - Can you learn in short periods of time, such as 10–20 minutes, with e.g. YouTube videos, podcasts or mobile apps?
 - Can you participate in online courses that are self-paced and flexible according to your schedule?
 - Can you learn new skills at work (e.g. apprenticeship)?
 - Could you take courses organised by educational institutions or participate in training leading to a qualification?
 - Do you know someone who could teach you this?



WHEN YOU ANSWERED 'FULLY':

Choose an exercise based on your answer to the self-assessment question on page 59. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

Learn how to find study opportunities that suit your situation

- What kind of skills do you need more of and what are your goals?
- How well do the options meet your objectives, e.g. short courses, training programmes/degrees, online courses?
- What types of study options do they offer? E.g. day studies, hybrid learning, e-learning, apprenticeships.
- What is the content of the training?



SUB-AREA 4.4 Structures of society

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 59. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 4.4-AB

Learn to identify the social and work structures that affect you

- **Think about how the structures of society affect you. Choose one of the three imaginary situations below to reflect on or think about your own situation. Write your answer below.**

Examples of societal structures: legislation, political decision-making, economy, education system, culture, labour market, gender roles.

1. I want to learn a new profession for myself.

Examples of societal structures: legislation, political decision-making, economy, education system, culture, labour market, gender roles.

OR

2. I am exhausted at work and need a break from the working life.

For example: "The economic situation affects the labour market and the funding of education", "Student financial aid helps", "The needs of the labour market are changing".

OR

3. I have a good business idea and want to start a business.

For example: "Business legislation and start-up funds support the founding of a company", "The financial and competitive environment affect business operations".

OR

4. My own situation: _____



SUB-AREA 4.4 Structures of society

WHEN YOU ANSWERED 'A LOT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 59. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot". Exercises for other skill levels are on the previous and following page.

EXERCISE 4.4-C

Learn how to detect structural changes as you plan your career

- **Choose one societal structure that could influence your career plans.**

For example: Technological developments (automation, digitalisation); Changes in the labour market (remote work, freelancing); Education policy and accessibility; Legislation (labour law, working time regulation); Economic situation (inflation, salary trends)

- **Consider how the societal structure you chose currently affects your career opportunities.**

Include concrete examples.

For example: "With digitalisation, many jobs have become remote positions, which allows me to apply for jobs in different countries."

- **Also consider how this structure might change over the next 5–10 years and what kind of an impact it might have on your career.**

For example: "If automation and AI continue to develop, some manual tasks may disappear, while technological skills will become more important. This may mean that I need to acquire more technical skills."



SUB-AREA 4.4 Structures of society

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 59. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "Fully". Exercises for other skill levels are on the previous pages.

EXERCISE 4.4-D

Learn to anticipate the impact of changes in societal structures as you plan your career

- **Choose one societal structure that could influence your career plans.**

For example: Technological developments (automation, digitalisation); Changes in the labour market (remote work, freelancing); Education policy and accessibility; Legislation (labour laws, working time regulation); Economic situation (inflation, wage trends)

- **Consider how the societal structure you have chosen currently affects your career opportunities.** Include concrete examples.

For example: "With digitalisation, many jobs have become remote positions, which allows me to apply for jobs in different countries."

- **Also consider how this structure might change over the next 5–10 years and what kind of an impact it might have on your career.**

Example: "If automation and AI continue to develop, some manual tasks may disappear, while technological skills will become more important. This may mean that I need to acquire more technical skills."

- **Think about what you can do now to be ready for any upcoming changes.**

For example: "I could participate in further training or courses to improve my technology skills to be competitive in the labour market in the future."



SUB-AREA 4.5 Eco-social factors

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 59. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 4.5-AB

Learn how to promote eco-social wellbeing in the working life

Take a moment to reflect on your thoughts on sustainability and the green transition, which are already affecting many professions.

- **Choose one occupation or job and think about how it contributes to the wellbeing of people or nature.**

For example: doctor, machinist, teacher, engineer, social worker, master builder, forest machine business owner, business college graduate, sustainable development specialist.

- **Write a short description of the job and its impact: How does this job improve people's quality of life? How does it contribute to the wellbeing of nature?**



WHEN YOU ANSWERED 'FULLY':

Choose an exercise based on your answer to the self-assessment question on page 59. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

Learn how to consider eco-social factors in your life

- How is environmental sustainability visible in your everyday life?
- What role does social justice play in your life?
- How does sustainable development guide your choices?
- How does community influence your actions?
- What is the impact your current job/a job you are interested in has on eco-social wellbeing?

Competence area 5: Interaction and cooperation

MOVING FORWARD TOGETHER



Good interaction and cooperation skills will help you find new opportunities, discover new things and get help to further your situation. Interpersonal and cooperation skills are also reflected in how you show your appreciation to others and how you share your skills, goals and aspirations.

The competence area includes six sub-areas:

5.1 Articulating competence

Articulating your skills means clearly stating what you can do and what you are good at. This is important, for example, when you are looking for a job and want to tell others about your skills.

5.2 Communication

Communication refers to the way people talk or express things to each other. Communication can be verbal or non-verbal. Good communication helps you explain your goals and skills clearly. It is important when you want to network or collaborate.

5.3 Interaction at work, in studies and networks

Interaction refers to people exchanging ideas and opinions and working together. Good interaction is based on listening and working together. Networking refers to creating and maintaining useful relationships with other people.

5.4 Asking for help and using others' help

You are not alone in thinking about your career. You can ask for help from family, friends or various societal services, for example. Asking for help can help you move forward with your career plans.

5.5 Services provided by society

Society offers a wide range of services to help you plan your career. These include, for example, training and employment services.

5.6 Job search skills

Job search skills include, for example, being familiar with current job search practices as well as being able to communicate your skills clearly and write good job search documents, such as CVs and job applications.



Competence area 5: Interaction and cooperation

MOVING FORWARD TOGETHER**1. Evaluate your skills**

INSTRUCTION: Choose the option that best matches your current skills from each area below.

SUB-AREA 5.1 Articulating competence:

I can talk about my competence and give practical examples.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 5.2 Communication:

I can express myself in different communication situations.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 5.3 Interaction at work, in studies and networks:

I know how to act in various interaction situations.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

I know how networks can help me in my studies, work and life.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 5.4 Asking for help and using others' help:

I know how to ask for and get help with choices that are important to me.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 5.5 Services provided by society:

I can use the services provided by society in my life and career planning.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 5.6 Job search skills:

I can take advantage of employment opportunities that suit my situation and highlight my skills in job search situations.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

**2. Do exercises based on your answers**

INSTRUCTIONS: The exercises for this competence area are on pages 74–87. Choose the exercises based on your answers to the self-assessment questions. For each self-assessment question, there is an exercise suitable for your skill level.



SUB-AREA 5.1 Articulating competence

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 73. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 5.1-AB

Learn to identify your competence and put it into words

- **List 3–5 things you think you are good at.** They do not have to be professional skills. You can also think about skills acquired through hobbies and everyday life.

For example: "I am good at listening to others and understanding their points of view", "I learn new skills quickly", "I can work with different kinds of people".

- **Choose one of the skills and give a concrete example of when you used that skill.**

For example: "I know how to work with different kinds of people: I took part in a study project where the team members came from different backgrounds and had different strengths. I noticed that some of the team members felt that their ideas were not heard. I started a discussion, giving everyone a chance to share their ideas. This improved the atmosphere in the group, and the project was a great success thanks to the contribution of all participants."



SUB-AREA 5.1 Articulating competence

WHEN YOU ANSWERED 'A LOT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 73. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot". Exercises for other skill levels are on the previous and following page.

EXERCISE 5.1-C

Learn how to outline and describe your skills

- **Write down 3–5 skills you are good at.** They can be both professional and personal skills.

For example: languages, performance skills, customer service, listening, social skills, leadership, teamwork, ability to work independently, communication, problem solving, technical skills.

- **Choose one of the skills and write down how you could apply the skill in different situations. Briefly describe how you could use your chosen skill in three different situations.**

For example: "Skill: problem-solving skills. 1. At work, I notice that the team is behind schedule because one phase of the project has been delayed. I can use my problem-solving skills to suggest that we redistribute the work and focus on the most urgent tasks. 2. In group work at school, my team cannot find a suitable topic for a presentation. I can suggest that we each propose three ideas and vote on the best topic. 3. At home, I notice that the family members' schedules clash and chores get left undone. I will organise a list of tasks and suggest that everyone chooses one chore for the week."

Did this exercise help you recognize how the same skill can be used in different situations?

Tip: Here you can find various tools and exercises to help you notice your skills:
<https://www.jotpa.fi/en/about-us/projects/reveal-your-skills/tools>





SUB-AREA 5.1 Articulating competence

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 73. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "Fully". Exercises for other skill levels are on the previous pages.

EXERCISE 5.1-D

Learn how to communicate your skills effectively

Draft your elevator pitch. An elevator pitch is a short introduction about yourself and your skills. It is designed to express clearly and concisely what you can do and why it is important.

- **Write a few sentences about yourself. Think about what you are currently doing (e.g. studying or working) and what your strengths are.**

For example: "My name is Mari, and I study business administration at a university of applied sciences. I specialise in marketing and have good communication skills."

- **Next, think about your strongest skill that you want to highlight. It can be related to work, studies or hobbies.**

For example: "I am particularly good at social media marketing, and I can use it effectively to increase the visibility of businesses."

- **Next, briefly explain how your skills or competence can benefit, for example, your employer, team or customers.**

For example: "I have helped several companies increase their customer numbers through social media campaigns. I have experience of what works best for different audiences."

- **Combine everything into a short 30-second speech. Save your elevator pitch in the notes app on your phone, for example, and practise! Your elevator pitch should be clear and smooth.**

For example: "I am Mari, a business student specialised in marketing. I am particularly good at social media marketing and have helped businesses improve their visibility and increase their customer numbers. I am looking for opportunities to use these skills in a marketing team."

Did the exercise help you communicate your own expertise quickly and clearly?



SUB-AREA 5.2 Communication

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 73. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 5.2-AB

Learn to identify your communication skills

- **Think of two different communication situations in which you were involved.**

For example: an email conversation, messages or meeting in a study/work setting or a conversation with a friend or family member.



- **Below, reflect how the communication situations differed from each other. Do you communicate differently in different contexts, channels and settings? What kind of non-verbal communication (gestures, facial expressions, tone of voice) did you notice in these two situations?**



SUB-AREA 5.2 Communication

WHEN YOU ANSWERED 'A LOT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 73. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot". Exercises for other skill levels are on the previous and following page.

EXERCISE 5.2-C

Learn to assess your communication skills

- Think about a communication situation in which you were involved. Answer the questions below.

How did you prepare for the communication situation? (e.g. clarified your objectives, planned ahead, listened to the other party first)

How was the communication? (Were you understandable, fluent and clear?)

Which communication channels did you use? (e.g. face-to-face, telephone, email, video meeting, social media)

Were there any challenges? (e.g. misunderstandings, ambiguity, steering the conversation)

- Reflect on how successful the communication situation was. Did you manage to bring out your perspectives and take into account the other person's situation and points of view?



SUB-AREA 5.2 Communication

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 73. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "Fully". Exercises for other skill levels are on the previous pages.

EXERCISE 5.2-D

Learn to develop your communication skills

- Below, write down one goal you want to achieve by developing your communication skills.

For example: "I want to be able to present my ideas clearly and confidently in meetings."

- Which specific communication skills do you need to develop to achieve this goal?

For example: "I need to learn how to use visual aids, such as slides, and how to speak convincingly in front of a group."

- How will you practise these skills?

For example: "I will practise using PowerPoint and ask my colleagues for feedback on the presentation material. I also plan to practise performing at internal meetings with my department to become a better performer."

- When are you going to put your skills into practice?

For example: "I will be making a presentation to the management team in one month regarding my department's action plan."



SUB-AREA 5.3 Interaction at work, in studies and networks

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 73. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 5.3-AB

Learn to notice your interaction strengths

- From the list below, select five strengths that describe you and that come out when you work in a team, a study group or your network.

- | | |
|---|---|
| ☐ I am polite. | ☐ I take into account the feelings and perspectives of my discussion partner. |
| ☐ I am considerate of other people. | ☐ I can show empathy when needed. |
| ☐ I am trustworthy. | ☐ I use positive and constructive language. |
| ☐ I keep my promises. | ☐ I avoid using negative or offensive language. |
| ☐ I will negotiate if I have to go back on my promise. | ☐ I maintain eye contact. |
| ☐ I introduce myself the first time I meet someone. | ☐ I use body language to support my verbal communication. |
| ☐ I give everyone a chance to speak. | ☐ I give the other person space to speak and will not interrupt them. |
| ☐ I express my opinion. | ☐ I try to resolve any disagreements constructively. |
| ☐ I respect the opinions of others. | ☐ I am willing to learn and develop my interpersonal skills. |
| ☐ I play my part in creating a nice working atmosphere. | ☐ I respect my interlocutor's opinions, even if they differ from my own. |
| ☐ I actively listen to my discussion partner. | ☐ I strive to create an atmosphere of trust and openness. |
| ☐ I show interest in what the other person is saying. | |
| ☐ I can express myself clearly and understandably. | |

Did the exercise help you identify what interaction strengths you have?



SUB-AREA 5.3 Interaction at work, in studies and networks

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 73. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 5.3-CD

Learn how to use and develop your networks

- **List your current networks: write down all the people and groups with whom you regularly interact.**

For example: Family and friends; current and former colleagues; professional associations; social media networks

- **Think about how each network can help you in your career planning.**

For example:

- Can this person or group offer career advice or mentoring?
- Do they have information about vacancies or hidden jobs?
- Can they help you develop new skills or get training?
- Do they have contacts that could be useful in your career?

- **Review your list and your assessment. Is there an important network that is missing?**

For example:

- Do you have enough contacts in your industry?
- Do you have a mentor or coach?
- Are you a member of professional organisations or groups?

- **Think about how you can acquire new networks and expand existing ones.**

For example:

- Participate in professional events and seminars.
- Be active on social media.
- Join professional organisations and groups.
- Keep in touch with former colleagues and fellow students.



SUB-AREA 5.4 Asking for help and using others' help

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 73. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 5.4-AB

Learn to identify where you can find help for your career reflections

- List people, places and services that can help and support you with your career reflections.

Use these questions to help you make your list:

- Think about who you can contact in your network. This can include family members, friends and work community.
- Does your workplace or educational institution have a career counsellor/coach or guidance counsellor?
- Are you familiar with the employment services that are available in your area? For example, career guidance and counselling.
- Do you know what opportunities there are for further training or retraining?
- Do you know any useful service websites? Are you familiar with Job Market Finland and Studyinfo? What kind of help could you get through them?
- Are you familiar with Ohjaamo?
- Do you know what kind of support and guidance trade unions or professional organisations can offer?
- Are there any job search events or networking events in your area where you can get advice and expand your network?



SUB-AREA 5.4 Asking for help and using others' help

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 73. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 5.4-CD

Learn to find the right kind of help for you

- **List people, places and services that can help and support you in your career reflections.**

Use these questions to help you make your list:

- Think about who you can contact in your network. This can include family members, friends and work community.
- Does your workplace or educational institution have a career counsellor/coach or guidance counsellor?
- Are you familiar with the employment services that are available in your area? For example, career guidance and counselling.
- Do you know what opportunities there are for further training or retraining?
- Do you know any useful service websites? Are you familiar with Job Market Finland and Studyinfo? What kind of help could you get through them?
- Are you familiar with Ohjaamo?
- Do you know what kind of support and guidance trade unions or professional organisations can offer?
- Are there any job search events or networking events in your area where you can get advice and expand your network?

- **Analyse your list and think about the most important places for you to get help and support from as you reflect on your career right now. Which ones could be useful in the long term?**



WHEN YOU ANSWERED 'SOMEWHAT':

Choose an exercise based on your answer to the self-assessment question on page 73. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

Learn to identify the services offered by society that can support your life and career planning

- *Employment services*
- *Training and retraining programmes*
- *Health and welfare services*
- *Social services and financial assistance*
- *Entrepreneurship support services*



SUB-AREA 5.5 Services provided by society

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 73. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 5.5-CD

Learn how to find the right services for you

- **Start by taking stock of your situation: Below, describe your current life and career situation. Think about what your biggest challenges and needs are at the moment.**

- **Survey the services: Find out what kind of services society offers for various life situations. Use official websites, such as www.suomi.fi/citizen, to find information about the available services.**

For example:

- Employment services
- Training and retraining programmes
- Health and welfare services
- Social services and financial assistance
- Entrepreneurship support services

- **Assess the services: Make a list of services that could be useful in your situation. Assess how well each service meets your needs and challenges.**

- **Draw up a plan on how you will use these services.**



SUB-AREA 5.6 Job search skills

WHEN YOU ANSWERED 'NOT AT ALL':

WHEN YOU ANSWERED 'SOMEWHAT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 73. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

EXERCISE 5.6-AB

Learn to find different kinds of employment opportunities

Identify the most suitable job opportunities for you. Answer the questions below.

- Think about the kind of job you are looking for: type (full-time, part-time, freelance), sector (e.g. IT, healthcare, education) and location (local, remote, international).

- Think about your strengths, skills and interests.

- Make a list of the job search channels you could use to find suitable job opportunities for you.

For example:

- Job Market Finland and other job search sites
- Social media
- Company websites
- Networks

- Explore the channels you listed and write down where you found the most interesting job opportunities.



SUB-AREA 5.6 Job search skills

WHEN YOU ANSWERED 'A LOT':

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 73. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot" or "Fully". Exercises for other skill levels are on the previous page.

EXERCISE 5.6-CD

Learn how to expand your employment opportunities

- **Identify and write down 3–5 of your skills that could be applied at a wide range of jobs.**

For example, project management, accuracy, communication skills, language skills, customer service.

- **Think about the kinds of new jobs or industries these skills could take you to. Think about how you could apply your skills in different industries or jobs.**

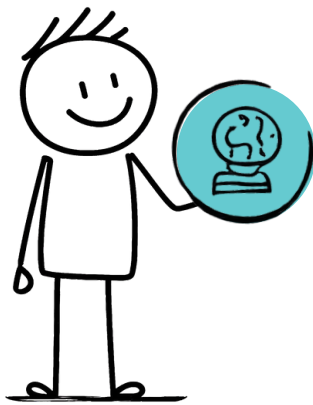
For example, if you have communication skills from marketing, can you transfer them to sales, training or consultancy?

- **Analyse at least two sectors in which you have not yet applied for a job. You can use job search sites, trade union websites or talk to professionals in these fields. Below, list the new job opportunities you found.**

- **Choose one of the job opportunities you found and think about how you would describe your skills in relation to that job.**

Competence area 6: Understanding the future of the operating environment

ANTICIPATING THE FUTURE



Understanding future trends and major changes will help you prepare for changes in the working life. This skill will help you anticipate the skills and competences you will need in the future and build purposeful paths to your future.

The competence area includes three sub-areas:

6.1 Alternative paths

Exploring alternative paths and decision-making will continue throughout life as work and personal circumstances change. Opportunities and chances may come your way that help you achieve your goals. You can contribute to building new, alternative paths through your actions.

6.2 Changes in society

Changes in society, such as digitalisation, artificial intelligence, the means used to combat climate change and the ageing population, can affect career planning.

6.3 Global changes

Global changes, such as climate change, economic cycles and regional conflicts, can affect your career planning.



Competence area 6:
Understanding the future of the operating environment

ANTICIPATING THE FUTURE



1. Evaluate your skills

INSTRUCTION: Choose the option that best matches your current skills from each area below.

SUB-AREA 6.1 Alternative paths:

I know how to look for alternative paths that suit my situation.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 6.3 Global changes:

I keep track of global changes that may affect my situation and can take them into account in my career planning.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY

SUB-AREA 6.2 Changes in society:

I keep track of societal changes that may affect my situation and can take them into account in my career planning.

☐ NOT AT ALL ☐ SOMEWHAT ☐ A LOT ☐ FULLY



2. Do exercises based on your answers

INSTRUCTIONS: The exercises for this competence area are on pages 90–98. Choose the exercises based on your answers to the self-assessment questions. For each self-assessment question, there is an exercise suitable for your skill level.



WHEN YOU ANSWERED 'SOMEWHAT':

Choose an exercise based on your answer to the self-assessment question on page 89. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

Learn how to identify alternative career paths

- **Write down one of your future goals.**

- **Think about the various alternative paths you can follow to achieve your future goal.**
- **Also consider the concrete steps and steps you need to take to achieve this goal. Describe these steps below.**

[illegible]



SUB-AREA 6.1 Alternative paths

WHEN YOU ANSWERED 'A LOT':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 89. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot". Exercises for other skill levels are on the previous and following page.

EXERCISE 6.1-C

Learn how to map alternative career paths

Alternative career paths provide different routes to professional development and progression, which do not necessarily follow a traditional, straightforward career path. Coincidence and unexpected situations can also shape the journey by opening up new opportunities and changes of direction that will further enrich your career development.

- **Think about how your decisions and chance events have impacted your life so far. Write down your main thought below.**

- **Make a mind map of the various alternative paths you could consider in the future. Include paths related to both your career and personal life. Below, list the most feasible alternative paths.**



SUB-AREA 6.1 Alternative paths

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 89. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "Fully". Exercises for other skill levels are on the previous pages.

EXERCISE 6.1-D

Learn how to build alternative career paths towards your future

Alternative career paths provide different routes to professional development and progression, which do not necessarily follow a traditional, straightforward career path. Coincidence and unexpected situations can also shape the journey by opening up new opportunities and changes of direction that will further enrich your career development.

- **Think about how your decisions and chance events have impacted your life so far. Write down your main thought below.**

- **Make a mind map of the various alternative paths you could consider in the future. Include paths related to both your career and personal life. Below, list the most feasible alternative paths.**

- **Think about how you can contribute to building new alternative pathways through your actions. Think about the skills and resources you need and how you can gain them.**



WHEN YOU ANSWERED 'SOMEWHAT':

Choose an exercise based on your answer to the self-assessment question on page 89. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

Learn how to identify changes in society that can affect your career opportunities

- **Consider whether the changes listed below are visible in your life:**
 - Technological development (e.g. growth of artificial intelligence, automation)
 - Activities related to climate change (e.g. green transition, sustainable development)
 - Changes in the labour market (e.g. remote work, number of freelancers)
 - Changes in occupations and jobs



INSTRUCTIONS: Choose an exercise based on your skill level

EXERCISE 6.2-C

- *Technological development (e.g. growth of artificial intelligence, automation)*
- *Activities related to climate change (e.g. green transition, sustainable development)*
- *Changes in the labour market (e.g. remote work, number of freelancers)*
- *Changes in occupations and jobs*
- *Ageing population*



SUB-AREA 6.2 Changes in society

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 89. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "Fully". Exercises for other skill levels are on the previous pages.

EXERCISE 6.2-D

Learn how to use forecasts and take account of societal changes in your career planning

- **Identify the main trends currently underway in Finland that will affect future career opportunities. What key changes are expected? What kind of opportunities and challenges will they bring?**

Make use of national forecasts, such as the Government's Reports on the Future, Sitra's website, the osaamistarvekompassi.fi website, Labour Force Barometer (tyovoimabarometri.fi) website or reports from the Ministry of Economic Affairs and Employment.

- **Think about how these trends and possible changes relate to your career. Write down your thoughts on how you can anticipate new skill requirements or jobs that may be important in the future.**



WHEN YOU ANSWERED 'SOMEWHAT':

Choose an exercise based on your answer to the self-assessment question on page 89. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area either "Not at all" or "Somewhat". Exercises for other skill levels are on the following page.

Learn to identify global changes in society that can affect your career opportunities

Reflect on how global changes affect your life.



Choose an exercise based on your answer to the self-assessment question on page 89. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "A lot". Exercises for other skill levels are on the previous and following page.



SUB-AREA 6.3 Global changes

WHEN YOU ANSWERED 'FULLY':

INSTRUCTIONS: Choose an exercise based on your skill level

Choose an exercise based on your answer to the self-assessment question on page 89. For each self-assessment question, there is an exercise suitable for your skill level. On this page, you will find an exercise that you should choose if you answered the self-assessment question in the area "Fully". Exercises for other skill levels are on the previous pages.

EXERCISE 6.3-D

Learn how to use forecasts and take global changes into account in your career planning

- **Examine future trends and forecasts: Identify the key global trends currently affecting future career opportunities. What key changes are expected? What kind of opportunities and challenges will they bring?**

Make use of national forecasts, such as the Government's Reports on the Future, Sitra's website, the osaamistarvekompassi.fi website or reports from the Ministry of Economic Affairs and Employment.

- **Think about how these global trends and possible changes relate to your career. Write down your thoughts on how you can anticipate new skill requirements or jobs that may be important in the future.**

**ALWAYS
A GOOD AGE
TO PLAN YOUR
CAREER**

**Life can take you in
many directions.**

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