

KUDIN

CAREER COUNSELLING CARDS

KUDIN career counselling cards are designed to support students' career capabilities, and they can be used to further process KUDIN self-assessment in different counselling situations.



CAREER COUNSELLING CARDS (15)

Career counselling cards cover all areas of the KUDIN self-assessment. On the first side of the cards, you can find an indicator-specific theoretical description of career capabilities and, on the other side, working ideas for counselling. The description illustrates the career readiness in question and any related challenges included in the student's self-assessment. Working ideas offer counselling questions and tasks that can support student career planning. In addition, the cards offer tips on how to learn more about the subject (Ways to identify the situation and Deepening the perspective).

TASK CARDS (14)

Task cards include tasks corresponding to each area of career readiness, with instructions. Each task card specifies which area it is linked to, what career capabilities the task promotes and what the task can be used for. Tasks can be utilised in various counselling and teaching situations, as individual and group assignments. Students can carry out tasks independently and as part of portfolio work. The ideal situation is that students are able to reflect on their individual processes in individual or group counselling with the help of the tasks. In group counselling, it is important to pay attention to respect for others and the confidentiality of discussions

CAREER READINESS

HUMAN CAPITAL

- Degree skills and abilities
- Job-seeking skills

SOCIAL CAPITAL

- Opportunities of the job market
- Networking skills

CULTURAL CAPITAL

- Engagement with extra-curricular activities
- Fitting into the labour market

IDENTITY CAPITAL

- Personal significance
- Clarity of career plans

PSYCHOLOGICAL CAPITAL

- Adapting to change and ability to cope with uncertainty

- Recognition of skills 1
- Job application
- Opportunities of the job market
- My own networks

- Recognition of skills 2
- Operators in the field

- Personal significance
- Career paths

- Circle of resources

STRENGTHS DURING CHANGE AND TRANSITION

CONSCIOUS AWARENESS OF THE FUTURE

- Navigation to the future

INFLUENCING YOUR FUTURE

- Map of the future

EXPLORING NEW OPPORTUNITIES

- Job Shadowing

TRUSTING IN YOUR OPPORTUNITIES

- Success story

CAREER CHOICES AND DECISION-MAKING

DIFFICULTY IN MAKING DECISIONS

- Getting started in decision making

DIFFICULTY IN COMMITTING TO A CHOICE

- 2x2 matrix of a choice

HUMAN CAPITAL / Degree skills and abilities

Employment is primarily promoted by competence or qualifications in the respective field. Human capital represents the expertise, skills and knowledge that are acquired throughout studies. Identifying the competence acquired during studies and linking it to practice are important skills in career planning. This area also represents the understanding of the content of the field being studied and the level of competence required in working life.

Advanced

The student understands the significance of the competence acquired during studies in working life and the key skills required in the field. Next, the student may consider what kind of added value their competence could offer.

Developing

The student has gained skills to identify their competence. However, it may still be difficult for the student to perceive what competence is essential in terms of employment and the development of expertise.

Starting out

The student may have difficulties in identifying the competence acquired during studies. The student may consider what working life skills they have gained from their studies and how they can be seen in practice.

HUMAN CAPITAL / Degree skills and abilities

Questions to be considered during counselling

- What competence can be acquired from studying?
- What competence is significant in employment and working life?
- What strengths do you have as an expert in your field?



Ways to identify the situation

- Building expertise in one's own field
- Defining competence goals for in curriculum



Deepening the perspective

- Assessment of study strategies

Task card

Recognition of skills 1



HUMAN CAPITAL / Job-seeking skills

General and transferred working life skills that play an important part in promoting employment are also gained during university studies. Job-seeking skills are part of human capital. Such skills include finding job opportunities, demonstrating transferable working life skills using practical examples, managing job application documents, and succeeding in the recruitment process. Job-seeking skills develop throughout studies and are usable in different working environments.

Advanced



The student recognises and manages key employment skills. The student has an understanding of job opportunities in their field. At this stage, the student may already consider the following concrete steps in job search.

Developing



The student has a developed understanding of the job market and job seeking methods available to university graduates. The student may need more confidence to succeed in personal assessment processes during recruitment, or they may need more concrete support in practising job search skills.

Starting out



The student's employment skills are still at a starting out level. The student may still consider how and where to find job opportunities and how to obtain more information about them.

HUMAN CAPITAL / Job-seeking skills

Questions to be considered during counselling

- How can you find information about the job market and opportunities in your field?
- What experiences have you gained regarding job search processes?
- How should you develop your job search skills?
- What kinds of questions do you have regarding job search?
- What type of support do you need?



Ways to identify the situation

- Job search experiences



Deepening the perspective

- Recruitment and personal assessment

Task card

Job application



SOCIAL CAPITAL / Opportunities of the job market

Identifying different alternatives builds social capital, which is associated with networks, social ties and relationships. These resources help an individual to make use of their human capital, that is, the acquired knowledge, skills and competence. This area describes the capabilities that help to identify alternatives, examine existing career paths, and identify key operators and influencers in the field. Knowledge of alternatives makes it possible to identify jobs that match one's education and personal goals.

Advanced



The student's understanding of the job market is excellent. The student identifies suitable jobs, key organisations in the field and has knowledge of how the job market in the field develops.

Developing



The student has the ability to perceive some suitable jobs matching their education. A more extensive identification of key employers and career paths in the field makes the understanding of various alternatives more concrete.

Starting out



The student may have difficulties in perceiving the job market available to university graduates. The student does not recognise key operators or possible jobs in the field.

SOCIAL CAPITAL / Opportunities of the job market

Questions to be considered during counselling

- What kinds of jobs do graduates in your field find?
- Which organisations employ specialists in your field?
- How could you learn more about jobs that interest you?
- What paths lead you to the career of your dreams?



Ways to identify the situation

- Monitoring job placement



Deepening the perspective

- Career stories of university graduates

Task card

Opportunities of the job market



SOCIAL CAPITAL / Networking skills

Building networks, using them and engaging in them are linked to social capital. Social capital is based on strong ties (such as people important to you) and weak ties (such as work-related contacts). The social network is a source of information for career planning and acts as a facilitator for personal development. It is important to find natural ways to create different contacts. Starting to build networks is important already during studies.

Advanced



The student has strong contact networks and has the confidence to expand their networks as necessary. The student can utilise the opportunities of their networks for personal development.

Developing



The student has the ability to build networks and identify some opportunities for development. The student may not have built contacts with employers in their field, but they may consider how networking should be started.

Starting out



The student's networks may appear small. Approaching new people may seem like a discomfort for the student and, as a result, career opportunities may remain unnoticed.

SOCIAL CAPITAL / Networking skills

Questions to be considered during counselling

- What concerns you about networking?
- Where or from whom could you find help in finding information related to your field?
- How could you expand your social network from the perspective of your expertise?
- How could you identify locations for networking during the course of your study path?



Ways to identify the situation

- Existing networks
- Identifying locations for networking during the course of the study path



Deepening the perspective

- Methods of professional networking: trade unions, associations and groups of experts

Task card

My own networks



CULTURAL CAPITAL /

Engagement with extra-curricular activities

This area represents the significance of extra-curricular competence and activities in career planning. Gaining experience in different environments improves the understanding of culturally shaped knowledge, capabilities and behaviour. It also helps to build links with extra-curricular organisations and the people who are engaged in them. Training, work experience, volunteer activities and various events accumulate cultural capital, and an active involvement brings students close to opportunities.

Advanced ★★

The student is able to describe the experiences, skills and competence acquired outside their studies. The student also understands their significance in supporting career planning.

Developing ★★

The student is able to provide some examples of skills acquired outside of their studies and describe the benefits of these skills in relation to employment. The student can accumulate experiences that may open up meaningful operating environments

Starting out ★

The student's experiences of extra-curricular environments may be minor. The student is not actively involved in tasks or is not aware of different opportunities.

CULTURAL CAPITAL /

Engagement with extra-curricular activities

Questions to be considered during counselling

- What experiences do you have of different operating environments outside your studies?
- What skills have been gained in these operating environments?
- What have you learned from different operating cultures?
- What kinds of challenges and strengths do you have in operating in different environments?



Ways to identify the situation

- Cultural differences in operating environments
- Individual achievements and strengths



Deepening the perspective

- Volunteer work, associations and hobbies in building a cultural understanding
- Traineeships as a window towards working life cultures

Task card

Recognition of skills 2



CULTURAL CAPITAL / Fitting into the labour market

The goal of meaningful career planning is to identify interesting work roles or organisations. Cultural capital supports the adaptation of competence with suitable careers, jobs and organisations. This area describes the capabilities to identify and recognise what type of competence is valued in working life. This also increases the understanding of the expectations of working life, the skills required, qualities and working methods.

Advanced



The student is able to assess the operating culture of key organisations in the field and the role they are interested in. Students can also assure employers with their abilities and talk about their achievements.

Developing



The student recognises the skills needed in working life and the needs to develop their own skills. However, the student's expertise is still developing.

Starting out



It may be difficult for the student to recognise different expectations in working life and the skills, qualities or practices required in working life.

CULTURAL CAPITAL / Fitting into the labour market

Questions to be considered during counselling

- What qualities and skills are valued in your field?
- What interesting work roles and organisations can you recognise in your field?
- How could you find out what kinds of skills, qualities and working methods are required in different jobs?



Ways to identify the situation

- Getting to know different work roles and organisations
- Information interviews



Deepening the perspective

- Values in working life

Task card

Operators in the field



IDENTITY CAPITAL / Personal significance

Personal significance consists of the individual's strengths, competence, motives, areas of interest and values. They comprise the identity capital, which is built in the course of life and accumulates from experiences and choices. Developing concepts of self reflect personal significance, and a strong identity capital guides towards meaningful activities. When planning an individual career path, strengths, motivating factors and values act as resources throughout the process.

Advanced



The student has a strong understanding of themselves and what is significant to them. The student recognises their strengths, values and motivating factors, and knows how to use them in their career plans.

Developing



The student's understanding of their qualities and what is significant to them is in the process of shaping. Considering the significance of these and putting it down into words deepen the student's understanding.

Starting out



The student's understanding of the future or their identity may be disorganised which may be reflected in the career planning process. The values, strengths and motives affecting the student's life may be unclear.

IDENTITY CAPITAL / Personal significance

Questions to be considered during counselling

- What is important to you?
- What motivates you?
- What values do you want to cherish in your life?
- What strengths do you have and how would you like them to be realised in your life?



Ways to identify the situation

- Self-knowledge



Deepening the perspective

- Meaningful experiences

Task card

Personal significance



IDENTITY CAPITAL / Clarity of career plans

Through their identity, an individual defines themselves relative to potential future career paths and career plans. The accumulation of a strong identity capital supports an individual's ability to move towards their goals on a meaningful career path. This area describes ways to monitor professional development, capabilities to test career plans by taking various steps and the ability to organise career goals. This can be seen as a systematic approach and clear career plans.

Advanced



The student is clearly oriented towards the future. The student has a clear picture of suitable jobs. The student may have already implemented their career plans in practice and tested different alternatives.

Developing



The student still has slightly unclear plans for the future. The student may be considering the next steps in career planning and may be looking for support to organise their plans or encouragement to test them.

Starting out



The student has no clear career plans, and the future may seem unclear to them. It may also be challenging to organise what has been experienced or learned.

IDENTITY CAPITAL / Clarity of career plans

Questions to be considered during counselling

- How do you plan your career?
- How could you test your career plans?
- What alternative plans can you make?
- What kinds of milestones could you set for your study or career path?
- How do you monitor your personal development?
- What type of support could you need to consider your career plans?



Ways to identify the situation

- Considering and clarifying one's own goals
- Organising what has been learned



Deepening the perspective

- Portfolios

Task card
Career paths



PSYCHOLOGICAL CAPITAL /

Adapting to change and ability to cope with uncertainty

Finding a job may not be a straightforward process, and uncertainties in working life call for a variety of adaptation and management skills. Psychological capital is a range of individual psychosocial resources that help to cope with transitions and changes. These resources help to adapt to new situations and manage setbacks. They help to prepare career plans during changes and transitions, and are also key to stress control.

Advanced

The student relies on their ability to adapt to changes and tolerate uncertainty. The student has strategies to face new situations and overcome adversity.

Developing

The student has some confidence in facing uncertainties and changes. The student may need more information and support to expand their strategies, as well as their trust in their capabilities

Starting out

The student is concerned about how to adapt to changes. Career planning and preparing plans for the future may seem stressful, as the student may feel that their ability to face new situations is insufficient.

CAREER READINESS

PSYCHOLOGICAL CAPITAL /

Adapting to change and ability to cope with uncertainty

Questions to be considered during counselling

- How do you look on new situations and changes?
- How do you tolerate uncertainty?
- What kinds of strategies have you used when facing adversity?
- What supports your coping?
- What situations have strengthened your self-confidence?



Ways to identify the situation

- Reflection on previous transitions



Deepening the perspective

- Stress and time management

Task card

Circle of resources



STRENGTHS DURING CHANGE AND TRANSITION

CONCERN / Conscious awareness of the future

The foundation of career planning is an individual's orientation towards the future, on the basis of which the individual can prepare and plan for the next steps on their study and career path. Attitudes and a conscious awareness of the future are visible as the individual's systematic approach and interest in their professional future. This area includes strengths, such as a conscious preparation for the future, proactivity and planning capabilities.



A major strength

Can be seen as the student's strong interest in their professional future. The student consciously thinks about their future and organises different alternatives relative to their needs and experiences.



A minor strength

Is an indication of the student's ability to consider their professional future. The student has capabilities to anticipate the future, but they may need support in developing their systematic approach and operating strategies.



Not a strength

Can be seen in difficulties in preparing for the future. The student's attitude towards career planning may manifest in indifference with regard to the future, or the student may feel that future planning is irrelevant. It is difficult for the student to perceive the impact of choices on their future.

STRENGTHS DURING CHANGE AND TRANSITION

CONCERN / Conscious awareness of the future

Questions to be considered during counselling

- What do you think about your future after your studies?
- What future alternatives do you have?
- What choices that affect your future can you identify on your study path?
- What actions can you take to influence your future (during a term/year/study path)?



Ways to identify the situation

- Conscious reflection on the future



Deepening the perspective

- Alternative action plans

Task card

Navigation to the future



STRENGTHS DURING CHANGE AND TRANSITION

CONTROL / Influencing your future

Career planning is supported by experience of opportunities to influence one's future. This area can also be examined as responsibility for one's own actions and choices. Strengths in this area are manifest in the ability to make independent decisions, but also in resilience and determination regarding future plans.

A major strength

Can be seen as the student's resilience and determination in changing situations. In career planning, the student's strengths include the ability to take responsibility for their own actions and choices, as well as confidence in the decisions made.

A minor strength

Is an indication of the student's ability to make decisions independently. However, the student may need support or encouragement during transitions and more self-confidence in the decision-making process.

Not a strength

Can be seen as hesitation or postponement in decision-making situations. It is difficult for the student to make independent decisions and assume responsibility for their own actions.

STRENGTHS DURING CHANGE AND TRANSITION

CONTROL / Influencing your future

Questions to be considered during counselling

- How can you influence your future?
- What factors influence your decision-making processes?
- How have you acted when facing important choices?
- How do you take responsibility for your studies and your future?



Ways to identify the situation

- Examining one's own actions when making choices and decisions



Deepening the perspective

- Self-regulation skills

Task card

Map of the future



STRENGTHS DURING CHANGE AND TRANSITION

CURIOSITY / Exploring new opportunities

In career planning, curiosity is a special strength when exploring alternative futures. Curiosity is an activity that helps to try something new and find opportunities related to the future. A curious attitude can be seen as a thirst for knowledge and as interest in different alternatives in working life.



A major strength

Can be seen as the student's joy when experimenting and learning. The student's strengths include personal development and the study of future opportunities.



A minor strength

Is an indication of the student's curiosity about their future. The student may have explored different alternatives to some extent but needs support in examining them more closely.



Not a strength

Can be seen as minor interest in examining alternative futures. The student is not interested in or comfortable with exploring different operating models. The student does not examine alternatives enough before decision-making which may lead to unrealistic goals.

STRENGTHS DURING CHANGE AND TRANSITION

CURIOSITY / Exploring new opportunities

Questions to be considered during counselling

- What opportunities could you have for your future?
- What interests or inspires you at this moment?
- Is there something that you could learn or test?
- How could you challenge yourself and test yourself and your own limits?



Ways to identify the situation

- Identification and investigation of alternatives



Deepening the perspective

- Learning opportunities in different environments

Task card
Job shadowing



STRENGTHS DURING CHANGE AND TRANSITION

CONFIDENCE / Trusting in your opportunities

Trust in one's opportunities strengthens meaningful career planning and the ability to build an individual career and life. It can be seen as resilience and success when facing new tasks and choices. Trust in one's abilities helps to stand behind the goals set, to try regardless of uncertainty and to find suitable solutions.



A major strength

Can be seen as sense of self-efficacy, resilience and determination. The student has confidence in their development opportunities and ability to learn.



A minor strength

Is an indication of the student's ability to make choices, succeed in tasks and develop their skills. The student's self-confidence may need to be reinforced, and the student may need strategies for problem solving.



Not a strength

Can be seen as uncertainty. The student may have a limited view of their abilities, opportunities and performance when facing choices.

STRENGTHS DURING CHANGE AND TRANSITION

CONFIDENCE / Trusting in your opportunities

Questions to be considered during counselling

- What do you act in new situations?
- What supports your capabilities when facing situations that cause uncertainty?
- What makes you try and do your best?



Ways to identify the situation

- Action strategies and experiences of success



Deepening the perspective

- Insight through experiences

Task card
Success story



DIFFICULTY IN MAKING DECISIONS

Career planning and career choices require information about oneself, one's strengths and future opportunities, as well as an understanding of decision-making capabilities. The decision-making process starts by identifying the situation and needs. However, various factors often make the process more difficult. Difficulties in decision-making are manifest in unclear future scenarios, difficulties in making choices and uncertainty over potential educational and career alternatives. A smooth decision-making process is based on a critical examination of the factors behind the alternatives and the development of decision-making skills.

Little or no difficulty

The student is able to process information related to career alternatives and compare it with their areas of interest, skills and values. The student adopts a positive approach to career planning and is able to perceive different alternatives for the future

Some difficulty

Concerns over difficulties in making choices makes the student's decision-making process more difficult. The student cannot perceive suitable alternatives or does not have a sufficient knowledge of their strengths so as to plan their direction towards the future. This may be manifest in hesitation or uncertainty regarding opportunities when starting to make choices.



DIFFICULTY IN MAKING DECISIONS

Questions to be considered during counselling

- What kind of a decision-maker are you?
- How have you made decisions before?
- What feelings does decision-making raise?
- What decelerates your decision-making processes? What accelerates them?
- If nothing would stop you, what would your future be like?



Ways to identify the situation

- Strengthening self-esteem



Deepening the perspective

- Examination of alternatives

Task card

Getting started in decision-making



DIFFICULTY IN COMMITTING TO A CHOICE

Committing to a choice includes the valuation of alternatives, considering the advantages and disadvantages of the choice and its importance. An action plan and a few contingency plans are built around the primary alternative. At the same time, the commitment required to implement the plan can also be considered. Difficulties in committing to the choice are manifest in challenges to choose and implement plans. It may be that there are many plans and it is difficult to find the best alternative and commit to it. This may be based on a variety of underlying factors, such as experiences of failure in previous choices. Identifying the factors that affect choices helps to build a career path and follow it in practice.

Little or no difficulty

The student is able to define their career choices and prioritise them. The student identifies the decision-making capabilities they have when facing different choices and is able to perceive their future study and career path in the long term.

Some difficulty

The student may have challenges in assessing and evaluating their possible alternatives. There may be several alternatives, and finding the best one is difficult. Previous choices that have been experienced unsuccessful may have an impact on decision-making and make it more difficult to make choices.

DIFFICULTY IN COMMITTING TO A CHOICE

Questions to be considered during counselling

- What alternatives do you have?
- How do they relate to factors that are meaningful to you?
- What kind of thoughts and feelings do the different alternatives raise?
- What should you do next to make your choice?
- What should you give up to commit to a specific alternative?



Ways to identify the situation

- Previous choices



Deepening the perspective

- Evaluation of alternatives

Task card

2x2 matrix of a choice



RECOGNITION OF SKILLS 1 and 2

HUMAN CAPITAL / Degree skills and abilities

CULTURAL CAPITAL / Engagement with extra-curricular activities

Working

The task can be started together with a counsellor or a pair by discussing what kinds of meaningful experiences in terms of working life the student has gained from studies and leisure time. The student works independently, after which they can reflect on the questions and ideas raised by the task in a portfolio, under individual or group counselling.

Career readiness goal

The student understands what kinds of skills and strengths they have gained from different experiences, both in and outside education. Identifying and illustrating one's own skills helps the student to use their skills in finding a job.

Implementation

The task consists of two parts.

1. The student identifies the skills gained during their studies through study experiences. Course descriptions and learning goals set in the curriculum can be used in the task. (Degree skills and abilities)
2. The student identifies the skills gained from outside their studies. (Engagement with extra-curricular activities)

The tasks can be completed in succession, or only one of the tasks can be completed, depending on the skills to be identified.

RECOGNITION OF SKILLS 1 and 2

1. Consider a few experiences of success related to your studies.
2. Consider what experiences you have gained from outside the studies, such as work, hobbies and other areas of life.

Prepare a table or other similar chart as shown in the example. Start by writing down a meaningful experience (from studies or leisure). Then, consider what competence or skills you have gained from the experience. Finally, consider how the gained skills can be put down into words as a special strength.

Experience	Gained skills	Strengths and successes
Salesperson at a kiosk	For example, customer service, working with the cash register	Good interaction skills
Child care	For example, responsibility, creativity, problem-solving abilities	Calmness in unexpected situations
Floorball	Cooperation, team spirit, taking care of my own physical condition	Cooperation skills, encouraging others.
Photography during leisure time	For example, photography skills, composition, use of social media	A recognition at a photography competition

Adapted from: WorkSmart (2017)

JOB APPLICATION

HUMAN CAPITAL / Job-seeking skills

Working

The student prepares a job application independently, after which the application will be discussed and reflected on with a counsellor or in pairs or small groups.

Career readiness goal

The student can practice how to prepare a job application and has an opportunity to have their application examined and assessed by others. Reflection on job applications increases the student's understanding and skills to develop their job seeking skills, particularly in preparing job seeking documents.


Implementation

When carrying out the task, it may be useful if the student has previously completed the Recognition of skills 1 and 2 task.

JOB APPLICATION

- a) Find positions or job advertisements that interest you and select one of them. Prepare a job application for this position. You can use various job seeking guides and online tips on how to prepare a good job application.

Instead of a written job application, the student may prepare a video application that is discussed in the same way as a written job application with the counsellor or in pairs or groups.

- b)  Read your application together with your counsellor or another student or in a group. For example, consider the following questions:

- What kinds of thoughts and questions were raised when you prepared your job application?
- What is good and distinctive about the application?
- How could the application be modified further?
- What does the application look like from a recruiter's point of view?

OPPORTUNITIES OF THE JOB MARKET

SOCIAL CAPITAL / Opportunities of the job market

Working

The task can be carried out independently or in groups. The student must complete the area related to personal reflection independently, and the ideas that have arisen can be reflected on in a portfolio, under individual or group counselling. In particular, a group of students from the same field can carry out the information-gathering section together.

Career readiness goal

Identifying different alternatives helps the student to understand the labour market, and key operators and organisations in their field. The student's understanding of different alternatives in working life becomes concrete and advanced.

Implementation

In this task, the student identifies what kinds of jobs graduates in their field have found and what people in their field do. The student builds a list of alternatives.

OPPORTUNITIES OF THE JOB MARKET

- a)** Use different media and online services to identify what people in your field do, where they work and what the key operators in the field are.
- b)** On the basis of the identification, make a list various expert tasks (such as job titles, job descriptions or roles, and placement in different organisations).
- c)** Learn more about the listed alternatives. Write a brief description of each alternative and assess how interesting each expert task you have described is to you. Give the alternatives a score (1–3):
 - (1) I could work in this position.
 - (2) Working in this position would be a great opportunity for me.
 - (3) The position would be a dream come true.
- d)** Think about why the alternatives that interest you are so interesting right now?

MY OWN NETWORKS

SOCIAL CAPITAL / Networking skills

Working

The student completes the task independently, after which they can reflect on the questions and ideas raised by the task in a portfolio, under individual or group counselling.

Career readiness goal

The student perceives their social network and understands its significance and connections.

Implementation

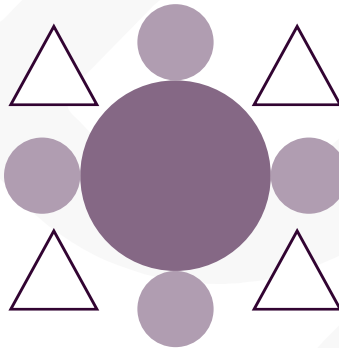
Many students experience pressure from networking and often consider it to be more complex than it is.

In this task, the student makes their social networks visible and becomes aware of the opportunities offered by their own networks.

MY OWN NETWORKS

In this task, you identify your social network, people connected to it and any gaps in it by drawing circles (people in your network) and triangles (gaps in your social network) as shown in the example. Proceed as follows:

- a) First, draw a circle in the middle of a piece of paper and place your most important and closest people inside it.
- b) Draw individual circles around the middle circle, and place people who are not very close to you but who you know from somewhere, inside these circles. You can also name a link that connects you (such as hobbies, summer job, training).
- c) Add triangles that depict any gaps in your network. Name these gaps by describing what kinds of contacts you might need from a professional point of view.



Issues to consider:

- How could your network help you to find a job?
- In which fields are the members of your network working or studying?
- Who could give you more information about your own field or job opportunities?
- How could you expand your network, in particular, from the perspective of your expertise?



Share your own tips for networking in your groups!



OPERATORS IN THE FIELD

CULTURAL CAPITAL / Fitting into the labour market

Working

The task can be carried out independently or in groups. The student must complete the area related to personal reflection independently, and the thoughts and ideas that have arisen can be reflected on in a portfolio, under individual or group counselling. In particular, a group of students from the same field can carry out the information-gathering section together.

Career readiness goal

The student's knowledge and understanding of operators in their field expands, and the student is able to assess their interest, suitability and eligibility in working life in their field.

Implementation

The task can be linked with the Opportunities of the job market task as a subsequent task.

The student familiarises themselves with interesting operators in their field using various online services and considers the information they have acquired in relation to their thoughts and ideas about their future role.

OPERATORS IN THE FIELD

- a) Select a few operators that interest you (organisation, area of employment, field of business) in your field. If you have already completed the Opportunities of the job market task, select alternatives that you consider to be important for a closer examination in this task.
- b) Learn more about each operator using various online and social media services:
 - What factors are valued in the field?
 - What are the operating methods and cultures in the fields?
 - What skills and qualities are expected from operators in the field?
 - Add your findings to a table.
- c) On the basis of your findings, consider certain locations that are attractive to you in your field.

Field/Organisation		
Values:	Operating methods and cultures:	The skills and qualities required:

Issues to consider:

- How would these opportunities offered by different operators be suitable for you?
- How do your values and the values conveyed by different parties meet?
- What kinds of findings can you make of practices and culture?
- How could you find a job in the field?
- What qualities and skills do you need?
- What types of recruitment methods are used by different operators?



PERSONAL SIGNIFICANCE

IDENTITY CAPITAL / Personal significance

Working

The student mainly works independently. Before working independently, the student can discuss the theme together with the counsellor.

Career readiness goal

The student recognises their strengths, skills, values, areas of interest and factors that motivate them, which helps to identify and implement personal significance in career plans. On the basis of these, the student learns to put a meaningful career down into words.

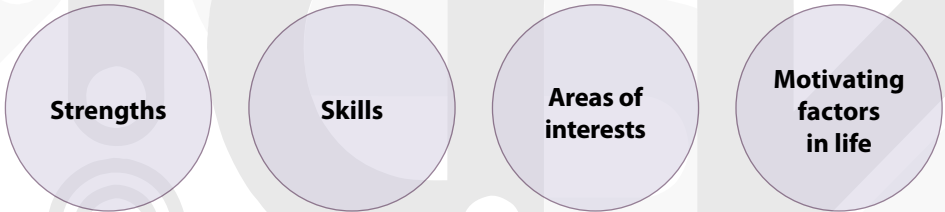
Implementation

The task consists of two parts. In the first part, the student lists their strengths, skills and areas of interests, what motivates them and what kinds of values they have in their life.

In the second part, the student describes themselves in the form of a brief story.

PERSONAL SIGNIFICANCE

- a) Consider what values you have built and want to build in your life. What motivates you? What strengths and skills do you have? What interests you, and what do you want to invest in? List as many factors as you can.



Reflect on the factors you have written and consider:

- How are these factors expressed in your life?
- How has your personal significance changed during different stages of life?
- What factors have remained the same for a long time?
- What would you like the content of the circles to be in the future?

- b) Write a description of how you see yourself. Start by writing your own name and continue:

_____ is a person who...

Write in the third person, and do not use the pronoun I. This helps you to maintain an objective distance and write more directly and openly.

After writing, stop to consider:

What did the writing feel like? What observations did you make about yourself?



CAREER PATHS

IDENTITY CAPITAL / Clarity of career plans

Working

The student completes the task independently, after which they can reflect on the questions and ideas raised by the task in a portfolio, under individual or group counselling.

Career readiness goal

The task supports the student's future orientation and planning regarding career issues.

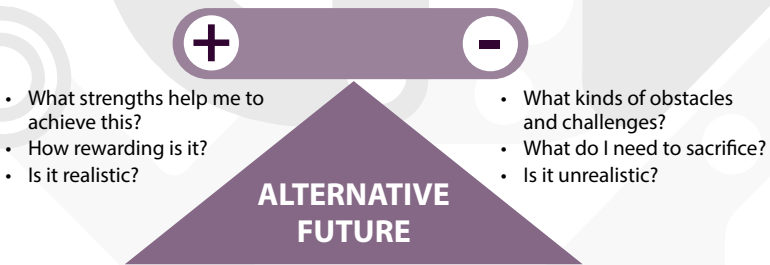
Implementation

In this task, the student structures their career goals and tests their different career plans. The task consists of two parts. In the first part, the student considers alternative future scenarios. In the second part, the student selects one of these future scenarios for a closer examination, and considers what steps they need to take to reach this future path.

CAREER PATHS

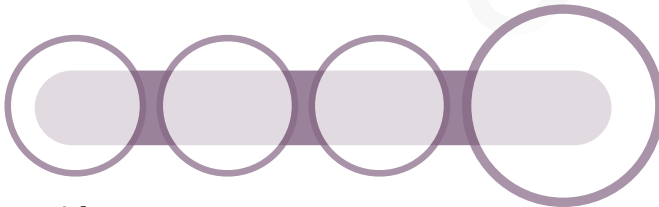
a) Possible futures in scales

Consider a few alternatives for your future and prepare a scale for each alternative as shown in the example. Write a name for each scale, describing one alternative future scenario. For example, you can name an alternative as a specific role or task. After naming, examine each scale separately in the light of the questions presented in the example and make a list of things on the positive and negative sides of the scale.



b) The future I am hoping to achieve

Select one future scenario from the previous task, which you currently consider the most important. Consider why it is the most important. Write down this future scenario in the largest circle. Consider what steps will take you there and write them down in the small circles.



Issues to consider:

- What kinds of obstacles do you have on your path?
- How can you overcome them?

CIRCLE OF RESOURCES

PSYCHOLOGICAL CAPITAL / Adapting to change and ability to cope with uncertainty

Working

The student works independently, after which the task can be discussed in pairs or groups. The task can also be completed in pairs, with both taking turns as the counsellor and counsellee.

Career readiness goal

The student perceives their psychosocial resources that can be used to adapt to new situations and in different transitions.

Implementation

Available resources contribute to the achievement of goals when plans fail to meet the expectations. In this task, the student is instructed to list their resources in a circle of resources. If students work in a group, a group discussion can be held between different stages.



CIRCLE OF RESOURCES

First, define a goal toward which you are aiming.

- 1) In the circle of Abilities and positive qualities as a resource, write down the abilities, skills and positive qualities that you have. How could you utilise these qualities in achieving your goals?



Discuss each other's qualities as resources. Another person can help you to see your own qualities in a new light.

- 2) In the circle of Other people as resources, write down the names of people who are resources in your life. How does each of them act as a resource in your life?



Consider how other people can act as resources.

- 3) In the circle of Other factors as resources, write down other significant factors (art, religion, culture, hobbies, animals, etc.) that are your resources. How can they help you to achieve your goals?

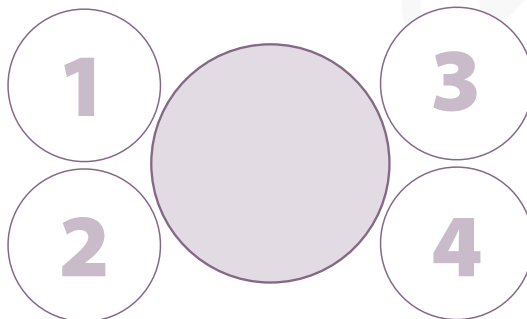


Think of more different factors that can act as resources.

- 4) In the circle of Obstacles as resources, write down 2–4 obstacles on your way towards your goals.



Help each other to find positive aspects from obstacles.



NAVIGATION TO THE FUTURE

CONSCIOUS AWARENESS OF THE FUTURE (CONCERN)

Working

The student works independently, after which the task can be reflected on with the counsellor or in groups.

Career readiness goal

The task encourages the student to consciously think about their future and orientation.

Implementation

When carrying out the task, the student stops to consider and examine their ideas about their future. Through the questions, the student organises their current situation and makes their own professional direction visible.

NAVIGATION TO THE FUTURE

When carrying out this task, you can stop to consider your future orientation. Consider the following questions and write down your thoughts and ideas on a timeline.

- a) Where am I? Where would I want to be in the future?
- b) Where did I start and what has my journey been like so far?
- c) Where am I going?
- d) What choices do I have to make?
- e) What kinds of obstacles can there be on my path?

Issues to consider:

- What issues concern you the most about your future and in planning your future?
- How can you prepare for the future?
- What kinds of choices will you have to make and how can you affect them?



MAP OF THE FUTURE

INFLUENCING YOUR FUTURE (CONTROL)

Working

The task can be started together with the counsellor or a pair by discussing individual goals for the future. The student prepares the map of the future independently, after which the questions and ideas raised by the task can be reflected on in a portfolio, under individual or group counselling.

Career readiness goal

The student perceives what concrete steps can be used to achieve their goals and how they can influence their own future.

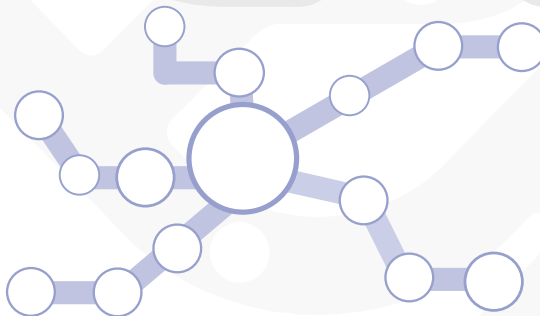
Implementation

The task uses the remembering the future method, moving retrospectively from a defined future situation towards the present. First, the student considers a concrete future situation which they want to achieve. After this, the student perceives what has happened between the future and the present through different perspectives. Helpful questions include: What kind of learning has been needed? What has happened at work? What has happened with regard to family members and friends? How has leisure time changed? How have our own actions changed? What impact have we had on our own future?



MAP OF THE FUTURE

- a) Imagine a concrete situation which you would like to achieve in the future. It can be a desirable life situation, the next training position or job, or another milestone in front of you. Describe the future situation in a few words in the middle of the map of the future.
- b) What concrete steps or things have taken place before the desirable situation? Describe these steps in your map of the future. Place any factors in a more distant future in the middle of the map and factors in the near future in the outer circle in the map. Different factors are described as separate “routes”, which you can add freely to your map. These include work and income, family and friends, leisure and hobbies, me, personality, identity, interests, education and learning.



Issues to consider:

- How do the future situation and the current situation differ?
- What steps have there been on the future path? Why have they been necessary?
- What have you had to do to achieve the future situation?
- How can you affect your own future?
- What people and what kinds of people do you need to support you and how do you utilise their help?
- What environments help you to build your desirable future?

JOB SHADOWING

EXPLORING NEW OPPORTUNITIES (CURIOSITY)

Working

The student may complete the task independently. The task is also suitable for small groups. Experiences can be reflected on during counselling discussions, in pairs or groups or in a portfolio.

Career readiness goal

The student is encouraged to explore, learn something new and test different factors that support career planning and learns new perspectives to career planning.

Implementation

Job shadowing offers an opportunity to learn more about different jobs at a practical level. Through shadowing, the student obtains an understanding of the job or career opportunities they wish. The student selects an interesting workplace independently, contacts it and agrees on practical implementation. What is also important is to reflect on how shadowing was experienced and what was learned.

It may be useful if the student has previously completed the Opportunities of the job market and Operators in the field tasks.

JOB SHADOWING

What job would you like to learn more about? What would you like to know, learn and find out about the job you have chosen?

- 1. Contact an operator that interests you and ask for an opportunity to see how they work.**
 - Prepare to tell more about yourself and why you would like to learn more about the operator's work.
 - You can mention the task is part of your studies.
- 2. Agree on practical arrangements.**
 - How will the familiarisation be arranged (tour, visit, following a working day, interview, etc.)?
- 3. Do your groundwork.**
 - Find out as much as you can about the work, sector and organisation.
 - Think about questions you want to have answered.
- 4. Practical implementation: Job shadowing.**
 - Listen, ask, observe and take notes.
 - Be brave and approach the people you may meet in the working community.
- 5. Reflection on experiences in a portfolio or in groups**
 - What kinds of thoughts did the experience raise?
 - What did you learn about your method of acquiring information and familiarising yourself with the work environment?
 - Did your ideas of the work in question change? What did you learn?
 - What added value did the experience bring to your career planning?
 - How can you use the contacts built through this experience as a source of career planning information?

SUCCESS STORY

TRUSTING IN YOUR OPPORTUNITIES (CONFIDENCE)

Working

The task can be carried out independently, supported by the counsellor or in groups.

Career readiness goal

The task helps the student to identify their own skills and resources and to build trust in coping with situations that involve challenges and uncertainties.

Implementation

When carrying out the task, the student stops to consider and examine their actions in challenging situations. The success story also activates positive experiences in one's own activities and coping. Listing the skills used in the story supports the identification of one's own strengths.

This task is particularly empowering when implemented in a group.

NOTE: The assignment can also be fictitious, directed towards the future, imagining how to cope with a challenging situation. An imaginary success story activates the identification of hidden skills and potential.

SUCCESS STORY

1. Your success story

- a) Try to remember a challenging situation where you felt that you succeeded or you were satisfied with your own actions. The situation can be from any part of life, and it can also be very small and mundane.
- b) Write down as detailed a description as possible or a story of this situation on paper. Describe the situation and your own actions in detail: What did you do at each stage? How did you react? What did you think and feel? What were the consequences of your actions?
- c) Examine your story and consider what abilities and skills you used in the situation. List these skills as precisely as possible on paper, and try to identify even the smallest acts and actions in the situation.
- d) Examine the list and consider what your characteristic ways of coping with challenges are and how you can utilise these skills in any future situations.
- e) What kinds of skills are particularly important when you need resolve and how could you develop them?



2. Sharing success stories in groups

- a) Read your success stories to other members of your group (everyone has 2–3 minutes).
- b) While listening, others recognise and list the skills, strengths and qualities used by the reader. The list should be written on paper.
- c) The lists are used to give feedback on the skills and strengths of each group member. The written lists are given to each reader after each round of feedback.

The group may also discuss, in general, the skills and qualities that are needed to cope with challenging situations and that support resilience in spite of uncertainty. In addition, ideas on how to develop such skills can be shared.

GETTING STARTED IN DECISION-MAKING

CAREER CHOICES AND DECISION-MAKING /

Difficulty in making decisions

Working

The student works independently, after which the questions and ideas raised by the task can be reflected on under individual or group counselling.

Career readiness goal

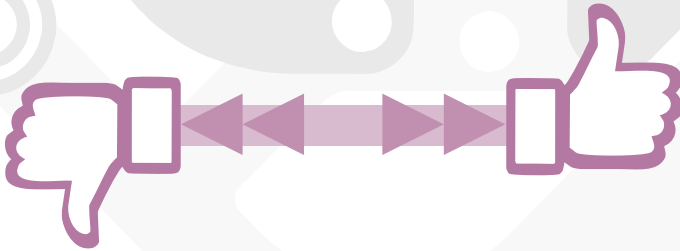
To help the student to identify factors that affect their decision-making processes and that possibly make it more difficult. Assessing them and writing them down helps the student to take the next step in decision-making.

Implementation

In this task, the student examines the decision-making process and factors that affect it. At the beginning of the task, the student names a relevant question related to the study or career choices, after which the student considers and assesses factors affecting the decision-making process.

GETTING STARTED IN DECISION-MAKING

- a) Name a relevant question or choice related to your studies or career plans.
- b) Make a list of as many thoughts, feelings, conditions, people or events as possible that have an impact on the decision-making process related to your question (5–10 factors). Then, assess whether these factors have a negative, neutral or positive impact on the decision-making process.



- c) Select three factors that have the highest impact on your decision at the moment, and consider the following (describe in a few sentences if you wish):
 - Why do they seem so significant to you?
 - What do they have to do with other factors on your list?

2×2 MATRIX OF A CHOICE

CAREER CHOICES AND DECISION-MAKING /

Difficulty in committing to a choice

Working

The student works independently, after which the questions and ideas raised by the task can be reflected on in a portfolio, under individual or group counselling.

Career readiness goal

This task supports the student's decision-making process and the assessment of alternatives, as well as their commitment to a choice.

Implementation


Commitment to a choice includes the valuation of alternatives. The student considers a few alternatives for a current career question and assesses the suitability and opportunity of the alternatives for themselves. The questions at the end of the task help the student to further process their ideas in decision-making.

2×2 MATRIX OF A CHOICE

What kinds of choices related to your studies and career are you currently considering? What kinds of choices do you need to possibly make in the near future? What alternatives do you have?

In this task, examine and assess your alternatives. For the assessment, draw a 2×2 matrix of a choice for 3–4 alternatives as shown in the example. In each 2×2 matrix, write down the positive and negative impact of your choice, the factors that help you to make the choice (accelerators) and what make the choice more difficult (decelerators).

What are the advantages of the alternative?	What are the disadvantages of the alternative?
What factors contribute to the alternative?	What factors decelerate the alternative/ make it more difficult?



Issues to consider:

- What do your alternatives look like relative to each other?
- Which of the alternatives attracts you the most, why?
- How will you start to realise this alternative?

DEVELOPMENT OF CAREER COUNSELLING IN THE WORKPEDA PROJECT

The KUDIN self-assessment tool and career counselling cards were developed in the Work-integrated Pedagogy in Higher Education (WORKPEDA) spearhead project (2018–2020), funded by the Ministry of Education and Culture. The goal was to promote career counselling, support access to employment and provide university students with equal opportunities on education and career paths. The KUDIN self-assessment tool and career counselling cards were developed in cooperation between the University of Helsinki (UH), the University of Eastern Finland (UEF) and the University of Jyväskylä (JYU) (project team: Leena Penttinen (JYU), Leena Itkonen (UH), Kirsi Vallius-Leinonen, Nadja Marjomaa, Olivia Moorrees and Janne Antikainen (UEF).

THEORETICAL BACKGROUND OF THE CAREER COUNSELLING CARDS

CAREER READINESS

The examination of career and employment capabilities is based on the Tomlinson Graduate Capital Model (2017). The model consists of five career and employment capitals (human, social, cultural, psychological and identity capital). They form a dynamic array of experiences, knowledge and skills that accumulate and are accrued throughout studies and life. The capitals form the basis of career planning, and they are used in different transitions. The development of career and employment capabilities is a process intersecting the entire study path, where different areas are activated at different stages. The model helps to identify and recognise any development needs in students' career and employment capabilities and to perceive how they can be supported at different stages of studies.

STRENGTHS DURING CHANGE AND TRANSITION

The strengths required during changes and transitions are based on the concept of career adaptability (Savickas & Porfeli 2012), which refers to psychosocial resources that represent individual navigation skills in changes, transitions and uncertainties in working life. The four dimensions of career adaptability are concern (conscious awareness of the future), control (influencing your future), curiosity (exploring new opportunities) and confidence (trusting in your opportunities). These dimensions help to identify students' strengths in their self-regulation skills and resilience to uncertainties and how consciously they approach the future, make choices, investigate new opportunities or develop their abilities. Career adaptability is particularly needed when a career does not proceed in a straight line or when a student faces adversity.

CAREER CHOICES AND DECISION-MAKING

The indicator of career choices and decision-making is based on the model of thoughts that hinder decision-making processes (Sampson, Peterson, Lenz, Reardon & Saunders 1999; Lerkkanen 2002) and represents a cognitive approach to career choices and decision-making processes, particularly as difficulties in being committed to decision-making and choices. This approach helps to understand factors related to decision-making and thought patterns that hinder different stages. The identification of any problems in students' thought processes promotes independent decision-making and supports problem-solving related to choices.

READ MORE ABOUT THE THEORETICAL BACKGROUND

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*) The tasks have been applied with the permission of the original authors

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