

Guiding others towards the future of working life

– The toolkit for project OSATA educator training, spring 2019

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Training hand-outs

1. Project OSATA

The goal of project OSATA – Osaamispolkuja tulevaisuuteen (Paths to the future) is to create an operations model that vocational schools can use to support the development of students' competence identity from an early stage of their studies all the way to the selection of further education and transition to work life. Students are given means to support their activity. They also receive training for creating self-guiding study and career paths and building their competence identity.

The project is organised by Finland Futures Research Centre/University of Turku (coordinator), Häme University of Applied Sciences, Oulu University of Applied Sciences, Foundation for Studies and Education Research (OTUS), Raahe Vocational Institute Brahe, Seinäjoki Vocational Institute Sedu, and Education and Vocational College Lappia. Cooperation partners are: National Union of Vocational Students in Finland (SAKKI), the Finnish national union for students in vocational upper secondary schools (OSKU) and the National Union of Students in Finland (SAMOK).

OSATA – Osaamispolkuja tulevaisuuteen (Paths to the future) (S20812) is organised during the period from 1/9/2016 to 31/12/2019. The total budget of the project is 746,213 euros. The project is partly funded by the ELY Centre of North Ostrobothnia / Sustainable growth and jobs 2014-2020. www.osata.fi

Development results of project OSATA

All the realisers of the project contributed to the preparation of the project materials. The institutes of SEDU, BRAHE and Lappia tested the exercises and assignments on different groups of students of various educational fields in 2018–2019. The project has produced:

1. Guidance site Sampo

Sampo is a material bank for teachers and educators. The materials support the development of students' competence identity from an early stage of their studies all the way to their transition to work. The content conforms to the requirements of Study and career planning capabilities (1 competence point, compulsory common unit) and supports the updating of the PCDP. www.osata.fi/sampo

2. Path to competence concept

Path to competence (Osaamismatka) is a coherent module and controlled process consisting of various exercises. In this module, students process their relationship with their field and profession and consider how these are linked to their plans for the future. Path to competence supports the updating of the PCDP.

The exercises available on Sampo and Path to competence are also suitable for other degrees of education and guidance situations outside vocational training.

Examples of Path to competence: www.osata.fi/materiaalit/osaamismatka/

2. The structure and preparation materials of the training

The training programme and this toolkit consist of exercises available on the guidance site Sampo and exercises the educators, Laura Halonen and Sanna Wenström (OAMK/AOKK), have developed for the training. The exercises and assignments have been tested on groups of vocational students of various educational fields in 2018–2019.

The key results of project OSATA were examined at the educator training: the concept of competence identity, exercises supporting the competence identity, and the concept of path to competence. The duration of the training was six hours. The participants took part in short lectures and had plenty of time to get to know the exercises.

In spring 2019, the educator training of project OSATA was held in six cities: Jyväskylä, Oulu, Turku, Helsinki, Kuopio, Rovaniemi, and Kotka. The sessions were mainly organised by Laura Halonen and Sanna Wenström from Oulu School of Professional Teacher Education. In some cities, the training was arranged by Sari Miettinen, Johanna Ollila and Anne Nieminen from Finland Futures Research Centre/University of Turku. Nearly 200 professionals and students of counselling and education participated in the OSATA training in spring 2019.

The participants were asked to read the following preparation materials (available only in Finnish) before attending the training:

Competence identity

- Milka Grekula: Osaamisidentiteettiä rakentamassa: <https://osata.fi/osaamisidentiteettia-rakentamassa/>
- Sanna Wenström: Osaamisidentiteetti ja positiivinen psykologinen pääoma: <https://www.linkedin.com/pulse/osaamisidentiteetti-ja-positiivinen-psykologinen-p%C3%A4%C3%A4oma-wenstr%C3%B6m/>
- Sanna Wenström: Työskenteletkö sinä voimavyöhykkeelläsi? <https://www.linkedin.com/pulse/ty%C3%B6skenteletk%C3%B6-sin%C3%A4-voimavy%C3%B6hykkeell%C3%A4si-sanna-wenstr%C3%B6m?published=t>

Questions on the preparation materials:

- What were your key observations on competence identity?
- What kind of thoughts or feelings the materials evoked in you?
- What kind of role competence identity has in your job?
- What kind of concrete actions can you use to support the development of a student's competence identity?

Learn more about the topic:

- Tulevaisuuden työelämä tarvitsee innostuneita osaajia (only in Finnish): <https://www.linkedin.com/pulse/innostu-ja-innosta-ope-sanna-wenstr%C3%B6m/>
- Competence based learning: <https://www.youtube.com/watch?v=9m3eGWpVM-c> (English subtitles) and <https://www.youtube.com/watch?v=GtJyw6YIW7g> (no subtitles)

My career story

Prepare to tell the story of your career and title it: "How I became a professional of this field". This assignment invites discussion on different career paths and the role of interests in choosing one's line of work.



3. Competence identity

Project OSATA is based on the idea that people are continuously gaining competence from all walks of life and not just via education. We believe that individuals and educational institutions should be made aware of the whole spectrum of competence. In project OSATA, this comprehensive understanding of competence is called competence identity.

In a nutshell, competence identity is a developing idea of oneself as a skilled person: of what they know and can do, how they can improve, and how to express their competence. The ability to recognise and express your competence does not come to you naturally. It is a skill that can be and needs to be practised. When you recognise your skills and strengths and what needs to be improved, they can be taken into account when planning your studies and career.

Education should help students' develop a strong competence identity, in addition to their professional identity. Read more about competence identity (in Finnish): <https://osata.fi/material/julkaisut/>

XAMK's video on competence identity as part of the Uusille urille project (in Finnish): <https://youtu.be/o32PosQfsZo>

Competence identity:

- Develops throughout life
- People are continuously acquiring competence from all walks of life and not just via formal education
- Important: recognising and expressing competence, learning these skills
- Recognising competences as opportunities: same skills might be required in various professions and jobs



4. Themes and exercises

Four thematic parts were discussed at the educator training of project OSATA. All four parts support the development of competence identity. Various exercises have been developed for each thematic part. Educators can select exercises that suit their interests, the needs of their group or students, and the goals of the training best. More exercises for each theme are available on project OSATA's guidance site Sampo: www.osata.fi/sampo

1. What am I interested in and good at?

The goal of this part is to consider one's starting point and interests related to their field of study. The strengths and existing skills of the participants are surveyed and identified at the beginning of their studies.

Exercises:

I am competent and excited about my job: fourfold figure exercise

The goal is to make the students think about what their degree contains as well as consider the jobs in their field in relation to their excitement and perceived competence. When one is very excited and competent, they can feel stimulated by work. This kind of experience is connected to well-being at work and work performance.

The students can cut and paste their goals for competence. Comprehensive school students can also search for jobs related to various professions and discuss them, for example, in relation to TET.

Materials: Ready-made hand-out: I am competent and excited about my job

Recognising strengths

The goal is to help the students recognise and express their strengths and consider how these strengths could be utilised in their studies and working life.

The participants name their top three strengths by using the provided tools (word cards, picture cards, word lists). In groups of 2 or 3, the participants discuss how they have utilised these strengths in different jobs during their career. The students think about how they could utilise their strengths in jobs of their studied field/TET (or their previous work/practical training experience).

Materials: Ready-made hand-out: Recognising strengths. In addition, word cards, picture cards, word lists: strengths and common working life skills

More exercises are available on Sampo:

My competence and strengths: <https://osata.fi/materiaalit/sampo-osaaminen/>

2. Factors hindering and supporting my studies

The goal of this part is to discuss one's ability to study and work: challenging factors, such as ergonomics, and supporting factors, such as time management, stress management and resources.

Exercises:

Time management clock

The goal is to help the students understand the importance of time management in maintaining their ability to study and work. The key point is to discuss and make observations of the two sides of the clock. The clock exercise can be conducted separately or as a basis for the resource scale exercise.

Materials: Ready-made hand-out: Time management clock

Resources and requirements of work: resource scale

The goal is to make the students think about resources and requirements related to their field and their personal resources. The exercise examines factors and resources that challenge well-being at school and work by field. There might be similarities and differences between fields. Having enough resources for work is connected to the feeling of being simulated by work and, therefore, well-being at work. (More information for the teacher/instructor: <https://www.ttl.fi/tyontekija/tyon-imu/>)

Materials: Ready-made hand-out: Resources and requirements of work

More exercises are available on Sampo:

My competence and strengths: <https://osata.fi/materiaalit/sampo-osaaminen/>

Choices concerning vocational training: <https://osata.fi/materiaalit/sampo-koulutus/>

3. What kind of competence is required in working life?

The goal of this part is to discover what kind of competence and qualities employers expect from their employees. This part also discusses where one can gain competence from and how to concretely express one's competence.

Exercises:

Employers' expectations for employees

The goal is to help students imagine what kind of qualities employers from various fields value in their employees. The students also learn if they already have these qualities and, if not, how to develop and improve them. The students also think up concrete ways to express their qualities, for example, in a job application, job interview, portfolio, and during their on-the-job learning/TET period.

Employers' expectations for employees can be gathered from various sources. The students can examine the websites of employment and economic development services and various employers or interview employers. The students can also be assigned random qualities, which are then used as a discussion point. The students discuss in pairs what these qualities actually mean in practice. How can they express these qualities in practice at work?

Materials: Ready-made hand-out: Employers' expectations for employees and lists or word cards drawn up together with the students.

See also:

The 10 skills you need to thrive in the Fourth Industrial Revolution. Future of Jobs, 2016, World Economic Forum: <https://www.weforum.org/agenda/2016/01/the-10-skills-you-need-to-thrive-in-the-fourth-industrial-revolution/>

Prospective requirements for employees that have the biggest influence on achieving goals. The campaign-accompanying research Made by Finland 2017, commissioned by the Association for Finnish Work: <https://suomalaintyo.fi/2017/05/23/tutkimus-talta-nayttaa-suomalaisten-mielesta-tulevaisuuden-tyoelama/>

How to acquire skills – Mind map of competence

The goal is to help the students identify their skills and recognise how they have acquired these skills. The exercise aims to highlight the kind of competence the students have gained informally (everyday life learning) or nonformally (structured learning that is not associated with organisations of education) that could be useful in their future profession.

Materials: Ready-made hand-out: The mind map of competence, A3 sheets and markers or a digital mind map software (e.g. [Flinga](#)).

More exercises are available on Sampo:

My competence and strengths: <https://osata.fi/materiaalit/sampo-osaaminen/>

4. Professional future

The goal of this part is to make concrete goals out of plans for the future. The students also think about what kind of skills they need to meet these goals. This part also helps the students picture different employment opportunities and alternative career paths.

Exercises:

Dream map for professional future

The goal is to help the students imagine their professional future: dreams and goals. The students also think about how their strengths and skills could help them achieve these dreams and what they still have to do.

The students choose picture cards to describe a working day of their dreams. This exercise aims to transform dreams into goals. The students think about their skills, strengths and resources in relation to their dream. The exercise is done independently and then discussed with a partner.

Materials: Ready-made hand-out: The dream map for professional future, A3 sheets, picture cards, other visual material OR word processing/photo editing software

Future combinations of competence: competition

The goal is to help the students think up prospective jobs or projects that combine different skills. This exercise aims to encourage students to acquire skills that cross the limits of degrees and industries and to help them recognise the potential of their existing competence and networks.

In this exercise, the students try to vision prospective jobs and work skills required in the future. They also identify potential networks and projects (resources) used to perform work (not always under an employment agreement). In the beginning, the students choose an industry they will examine. The students form teams of four and try to come up with as many jobs/projects as possible that combine at least two competences (e.g. security guard/cashier, edible piece of art, interior design of a café) and employ people either currently or in the future. The competence combinations are written down on Post-it notes; one combination per note. The team with most competence combinations wins!

Materials: Ready-made hand-out: Future combinations of competence, Post-it notes or other small pieces of paper, markers

More exercises are available on Sampo:

Career planning: <https://osata.fi/materiaalit/sampo-urasuunnittelu/>

5. Path to competence

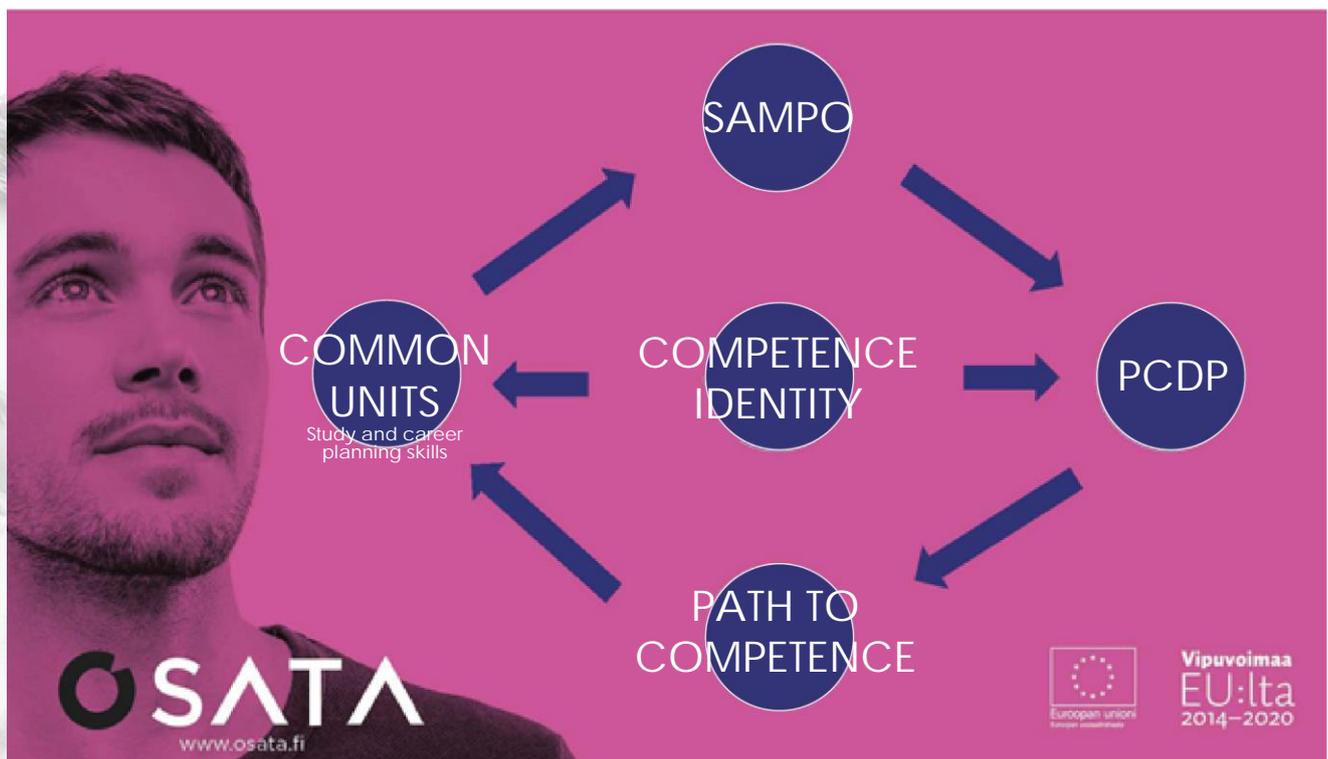
The aforementioned four themes form Path to competence, which is a process for teaching and guiding study and career planning skills. Path to competence was introduced in the educator training in spring 2019, and it consists of four different themes and related exercises. However, Path to competence can be customised to the needs of each institution. Various themes, exercises, and methods can be included in the process.

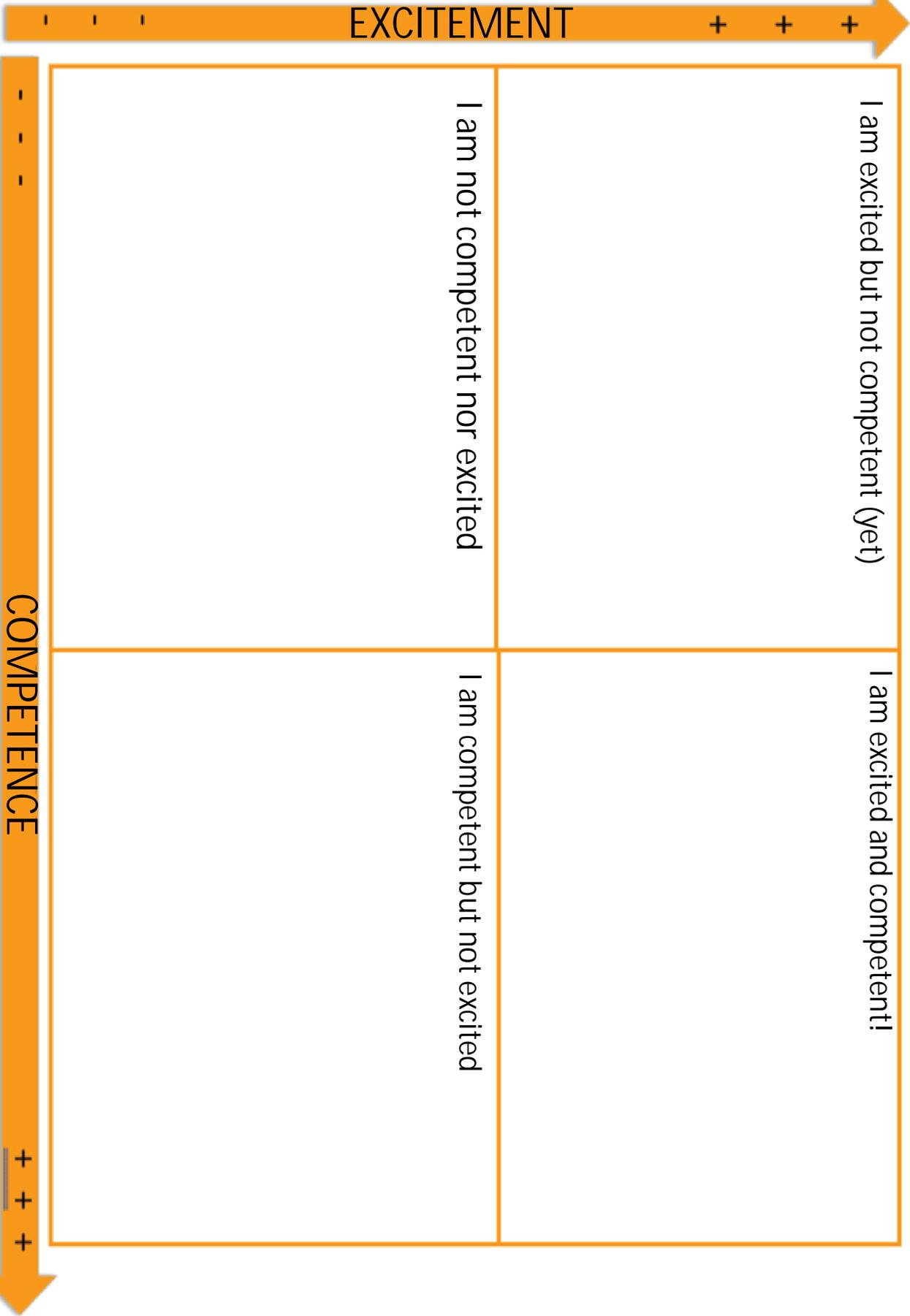
Ideally, students are on their Path to competence throughout their studies with the discussed themes being connected to different study stages and their needs. Students should participate in the theme-related exercises with other students, and the results could be utilised in updating their PCDPs.

Although the themes and related exercises of Path to competence were specially developed to support the career and student counselling of vocational training, they have proved to be a great success also in comprehensive schools and upper secondary schools (lukio). Vocational schools can select a group of OSATA exercises to their liking to organise the study unit Study and career planning capabilities (1 competence point). All the exercises meet the objectives of this unit.

Examples of organising Path to competence are added to the website of OSATA in autumn 2019.

<http://osata.fi/materiaalit/osaamismatka/>





Recognising strengths

DURATION

30 minutes

Suitable for independent and group work

SUPPLIES

Various strength cards or word lists with strengths and qualities. See for example www.viacharacter.org, Huomaa hyvä -activity cards (Finnish) (Kaisa Vuorinen & Lotta Uusitalo-Malmivaara), Hyvän mielen taidot book and accompanying cards (Finnish) (Maaretta Tukiainen), Sparks strengths cards (Minna Kattelus).

GOAL

Help students recognise and express their strengths and consider how these strengths could be utilised in their studies and working life.

INSTRUCTIONS

The participants name their top three strengths by using the provided tools. The students form groups of two or three and discuss the ways their strengths are apparent in their lives. They also discuss how they could utilise their strengths in jobs of their studied field. How to utilise one's strengths in their studies? The exercise can be conducted by talking, writing, drawing, or utilising the table on page 2.

Strength 1	
How is it visible in my life?	
How can I utilise it in my studies?	
How can I utilise it in working life?	

Strength 2	
How is it visible in my life?	
How can I utilise it in my studies?	
How can I utilise it in working life?	

Strength 3	
How is it visible in my life?	
How can I utilise it in my studies?	
How can I utilise it in working life?	

This exercise was created as part of the OSATA project by Laura Halonen and Sanna Wenström, Oulu University of Applied Sciences/School of Professional Teacher Education

Strength 1	
How is it visible in my life?	
How can I utilise it in my studies?	
How can I utilise it in working life?	

Strength 2	
How is it visible in my life?	
How can I utilise it in my studies?	
How can I utilise it in working life?	

Strength 3	
How is it visible in my life?	
How can I utilise it in my studies?	
How can I utilise it in working life?	

Common working life skills

Initiative
Customer service skills
Driving licence
Organisation skills
Analysing skills
Will to help
Digital skills
Presentation skills
Managerial skills
Aesthetic taste
Good memory
Motivation skills
Knowledge of human nature
People skills
Management skills
Creation of team spirit
Orderliness
Innovation
Concentration skills
Conversation skills
Language skills written/oral
Writing
Seeing and managing the big picture
Machine/device know-how
Repairing and renovation
House work
Listening
Independent working
Questioning
Craftsmanship

Practicality
Child care
Baking
Sportiveness
Logicity
Creativity
Marketing spirit
Mathematical skills
Imagination
Musicality
Sales skills
Negotiation skills
Speed
Sharp with numbers
Spontaneity
Problem solving
Teaching
Learning
Organisational skills
Service-minded
Drawing
Talking
Decision making skills
Building
Risk taking
Cooking
Group leading skills
Group work skills
Quick-wittedness
Cleaning
Business drive

Adaptability
Dexterity
Mediation skills
Social network
Planning skills
Systematic
Artistic skills
Economy
Precision
Goal-oriented
Efficiency
Technology know-how
Writing on a computer
Information acquirement
Productivity
Research
Sense of style
Entrepreneurship skills

PERMITS AND LICENCES

Driving licence, class _____
Alcohol Passport
First-aid training
Hygiene Passport
Security licence
Road safety training
Hot work permit
Occupational safety card

This is the example list used in the training. You can also put together lists from different sources and do it together with the students.

Characteristics and qualities

Hard-working
Productive
Thoughtful
Active
Initiative-oriented
Generous
Discerning
Broadminded
Helpful
Delegating
Diplomatic
Innovative
Lively
Positive
Emphatic
Energetic
Open-minded
Selfless
Untidy
Informal
Performer
Uninhibited
Forward-striving
Challenging
Challenge-accepting
Dominating
Cautious
Sensitive
Perceptive
Slow
Dignified
Considerate
Quiet
Composed
Caring
Careful
Carefree
Careless
Immaculate
Courteous
Attentive
Having sense of humour
Good listener
Benevolent
Benefactor

Happy
Cheerful
Impulsive
Inspiring
Excited
Inspirational
Self-controlled
Independent
Stubborn
Self-assertive
Confident
Consistent
Leader
Flexible
Orderly
Sensible
Charismatic
Far-sighted
Inventive
Enduring
Verbally gifted
Competitive
Kind
Polite
Conservative
Ambitious
Decent
Disciplined
Mature
Questioning
Skilled
Patient
Dexterous
Good with their hands
Practical
Gentle
Jovial
Logical
Strong-willed
Genuine
Nature-loving
Natural
Natural
Trustworthy
Trusting

Creative
Chance-taking
Moderate
Imaginative
Pleasant
Versatile
Multi-skilled
Nice
Compassionate
Determined
Resourceful
Clever
Fast
Youthful
Deft
Director
Fair
Insightful
Original
Quick to learn
Optimistic
Organising
Service-oriented
Fearless
Unique
Thorough
Meticulous
Shallow
Persevering
Forbearing
Reflective
Talkative
Competent
Resolute
Rational
Calm
Realistic
Honest
Vigorous
Easy-going
Self-determining
Brave
Quick-witted
Adventurous
Articulate



www.osata.fi



Vipuvoimaa
EU:lta
2014–2020

Follower
Sociable
Tidy
Persistent
Introvert
Uncommitted
Adaptable
Amicable
Social
Messy
Spontaneous
Direct
Persuasive
Methodical
Imprecise
Tolerant
Kind-hearted
Sympathetic
Systematic
Precise
Frugal
Tactful
Artistic
Economical

Fastidious
Spirited
Even-tempered
Well-balanced
Sincere
Efficient
Actor
Knowledgeable
Curious
Scientific
Diligent
Emotional
Safe
Scrutinising
Workaholic
Punctual
Perfectionist
Shy
Extrovert
Athletic
Daring
Religious
Credible
Assiduous

Strong
Stable
Serious
Convincing
Alert
Reserved
Prudent
Responsible
Vivacious
Earnest
Powerful
Strong-minded
Open
Smart
Cooperative
Individual
Proud
Understandable
Understanding
Enterprising
Entrepreneurial
Friendly
Intelligent
Intellectual

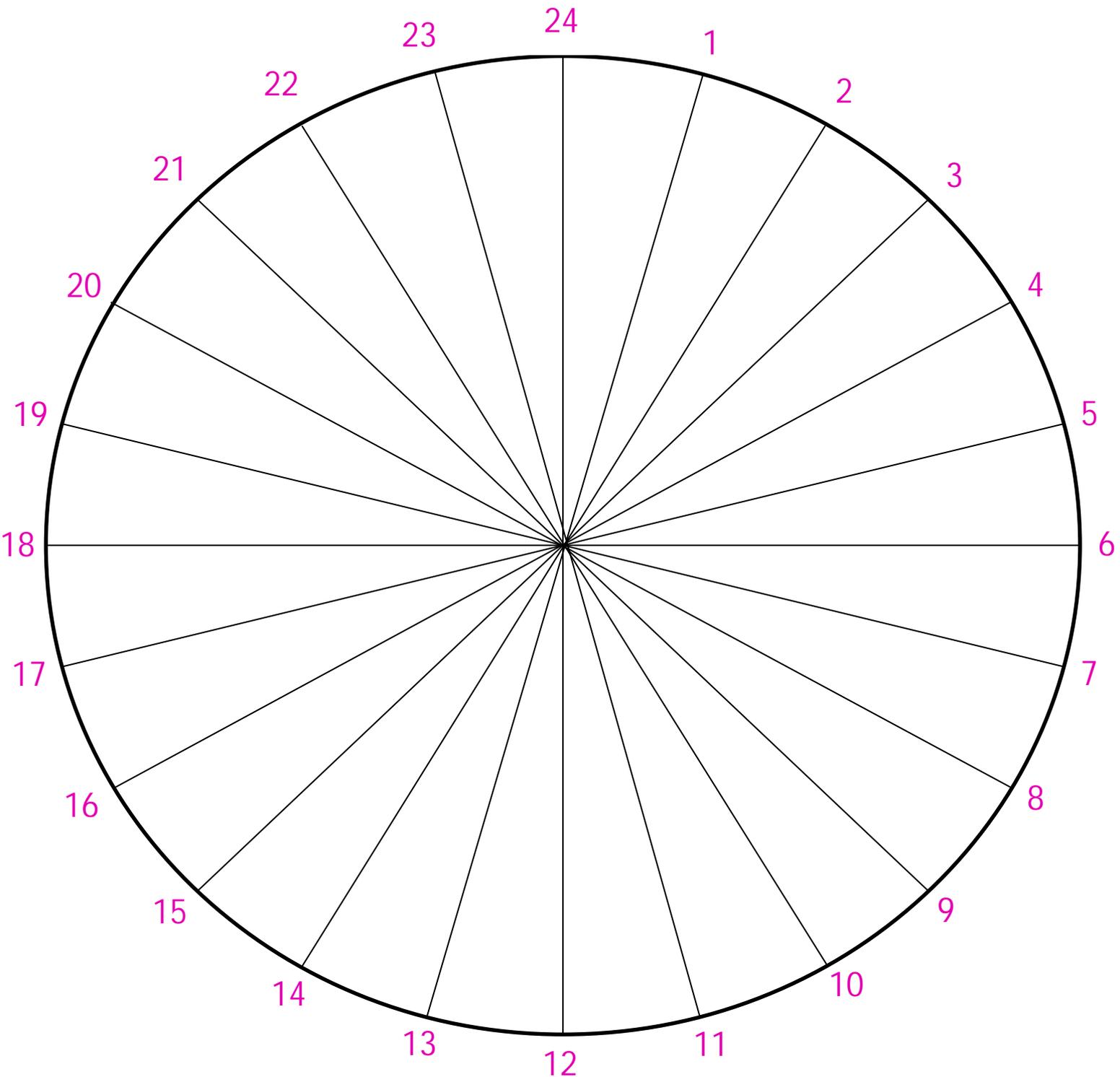


This is the example list used in the training. You can also put together lists from different sources and do it together with the students.

Time management clock

How do you spend your time?

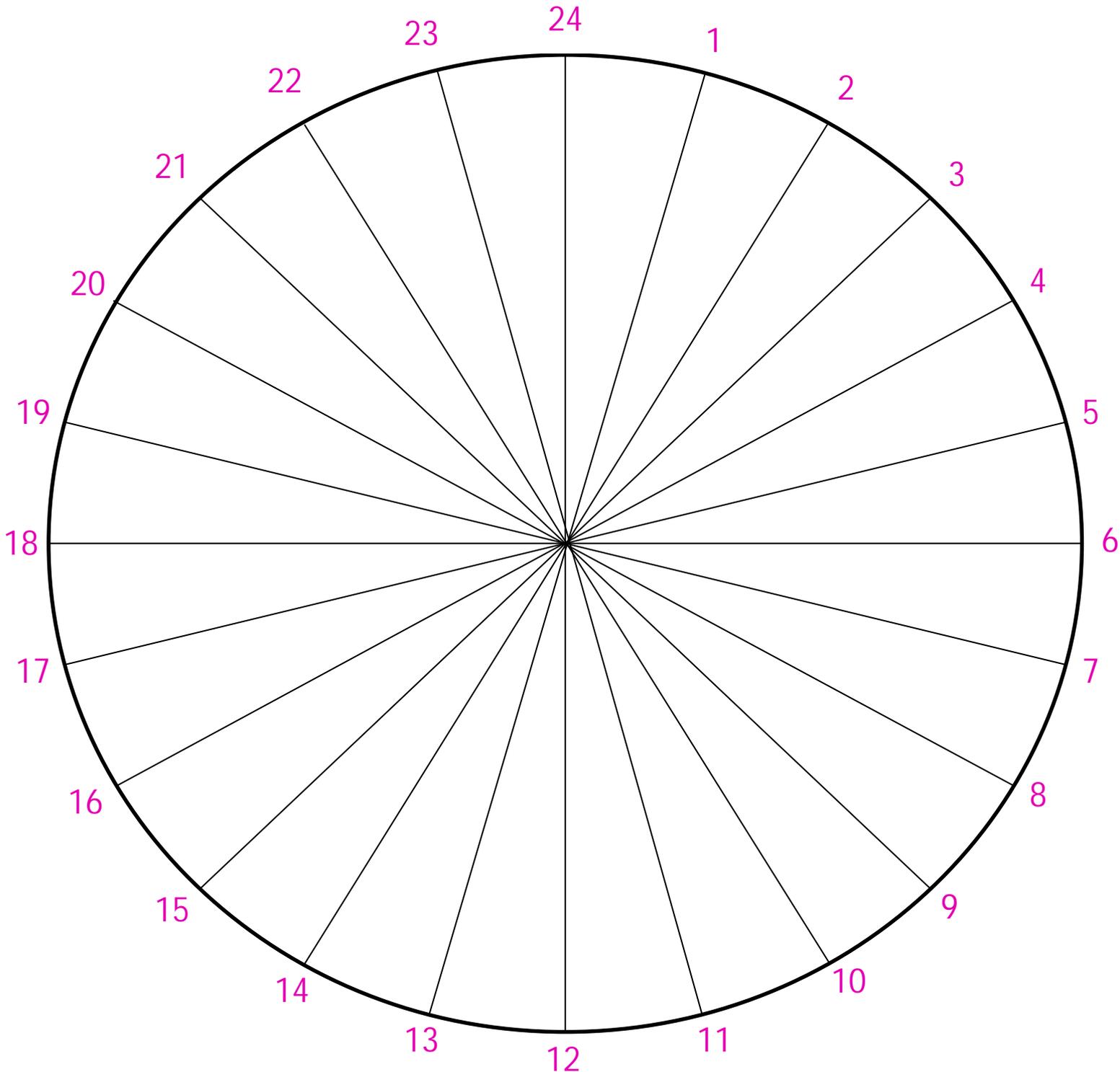
Use the clock face to picture your time management. Write down truthfully how you spend your time during a day. How much time do you spend on, for example, sleeping, eating, exercising, studying or work, hobbies, hanging out with friends, and relaxing?



Time management clock

My ideal clock

Write down how you wish to spend your time.



Resources and requirements of work

DURATION

30 minutes

Suitable for independent and group work

SUPPLIES

Printable material (page 2.) and/or paper, markers

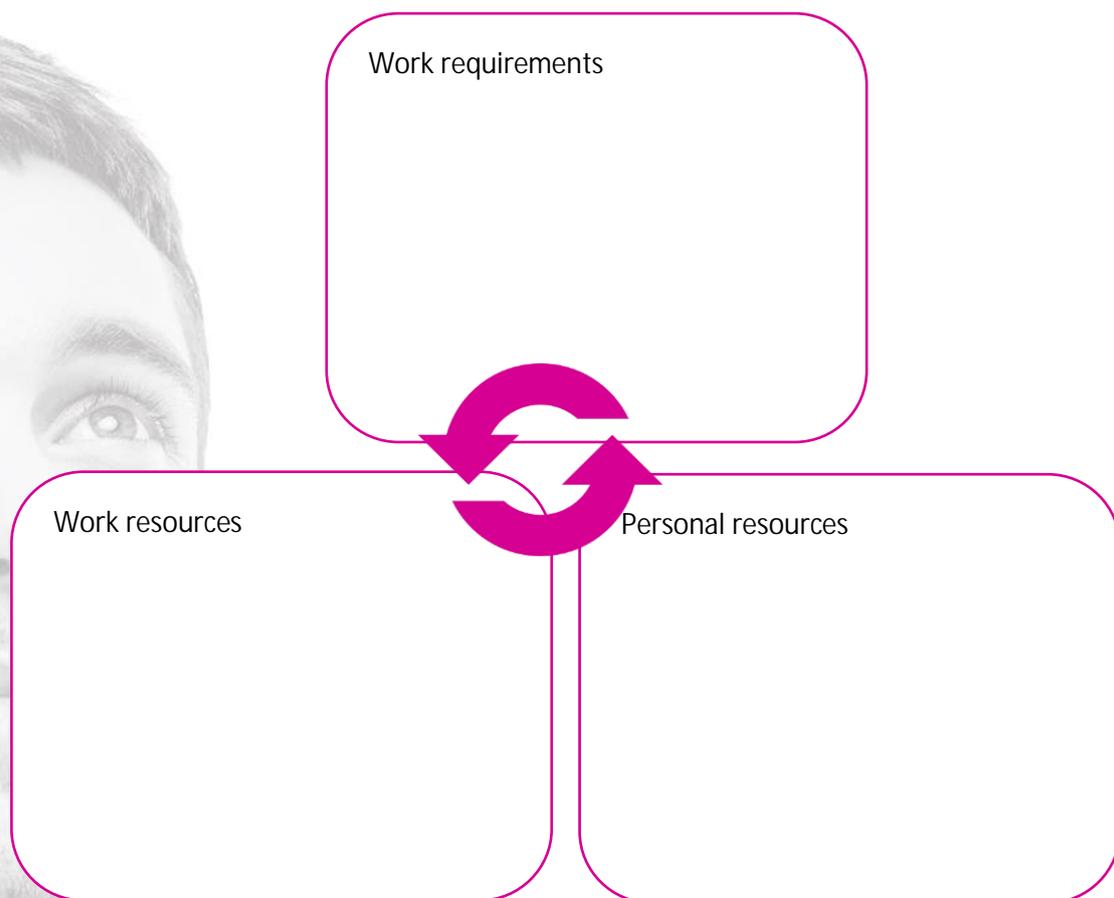
GOAL

Make the students think about resources and requirements related to their field and their personal resources. Having enough resources for work is connected to the feeling of being simulated by work and, therefore, well-being at work. (More information for the teacher/instructor:

<https://www.ttl.fi/tyontekija/tyon-imu/>)

INSTRUCTIONS

First the students think about work resources and then work requirements. This can be done in groups with a teacher of the field or someone from working life participating. Finally, everyone considers their own resources and how to find strength to work from their personal lives. You can also utilise other exercises, like the time management clock, with this exercise.



This exercise was created as part of the OSATA project by Laura Halonen and Sanna Wenström, Oulu University of Applied Sciences/School of Professional Teacher Education

Work resources

Personal resources

Work requirements



www.osata.fi

Employers' expectations for employees

DURATION

30 minutes – depends on the selected working method

Suitable for independent and group work

SUPPLIES

- Information about employers' expectations (word lists for skills and competence, job advertisements, interviews, visits, etc.)
- Questionnaire for research/interviews and self-reflection (page 2)

GOAL

Help the students imagine what kind of qualities employers from various fields value in their employees. The students also learn if they already have these qualities and if not, how to develop and improve them.

INSTRUCTIONS

The students get to know employer expectations by examining prepared lists or job applications, or by interviewing employers. They can also utilise employer or company visits in completing this exercise. Please note that the expectations of employers can vary greatly between industries (e.g. the media–security).

This exercise was created as part of the OSATA project by Laura Halonen and Sanna Wenström, Oulu University of Applied Sciences/School of Professional Teacher Education

QUESTIONNAIRE FOR RESEARCH/INTERVIEWS AND SELF-REFLECTION

What is the field and/or job in question? _____

Name of the employer and the interviewee _____

Which qualities does the employer expect from its employees?

Quality: _____

How is this quality apparent in the job? How can you bring this quality forward in your job? Give concrete examples!

Evaluate how well this quality fits you.

1 = not at all, 5 = very well

1 2 3 4 5

How can I improve this quality?

Mind map of competence

DURATION

30–45 minutes

Suitable for independent and group work

SUPPLIES

- Paper, different coloured markers
- You can also utilise electronic tools like [Tex2mindmap](#), [FreeMind](#), [Mindmup](#), [Canva](#)

GOAL

The student identifies their strengths and skills and recognises how they have acquired these skills. The exercise aims to highlight the kind of competence the students have acquired informally (everyday life learning) or nonformally (structured learning that is not associated with organisations of education). The competence survey can also be utilised in writing job applications and CVs.

INSTRUCTIONS

First ask the student to draw a mind map of their life. The student writes their name in the middle of the paper and adds the areas of their life around it like bushes. The areas could be, for example, family, friends, hobbies and work.

Then the student thinks what kind of competence they have acquired from these areas of life and writes them down on the map. What they have learned at home, hobbies, or courses outside school. They can also add how the learned things connect to their field of study or how they could benefit from these things in their studies.

It is highly recommended to use lots of colours, different shapes and drawings when creating a mind map. The visuality of the map helps the student picture the relations between things and remember the mind map better.

An example of a mind map made with the Text2mindmap app



Dream map for professional future

DURATION

30 minutes – depends on the selected working method
Suitable for independent and group work

SUPPLIES

- Picture cards OR
- Magazines for cutting images and A3 sheets OR
- word processing/photo editing software

GOAL

This exercise aims to help the students imagine their professional future: dreams and goals. The students also think about how their strengths and skills could help them achieve these dreams and what they still have to do.

INSTRUCTIONS

Group work with picture cards: The participants choose picture cards that reflect their future dream working day, for example, 20 years from now. The images are used to discuss the following questions with partners

- What is the actual dream?
- How do your strengths and skills help you achieve this dream?
- What kind of skills and resources you still need to acquire to achieve this dream?
- What are the three most important steps towards this dream?

If the students work independently, they cut images from magazines or use word processing/photo editing software. The students answer the questions by attaching text to the images as they see fit. This way they can create an electronic/physical visual dream map.

This exercise was created as part of the OSATA project by Laura Halonen and Sanna Wenström,
Oulu University of Applied Sciences/School of Professional Teacher Education

Future combinations of competence

DURATION

20 min

Group work

SUPPLIES

- Post-it notes
- Markers

GOAL

The goal of this exercise is to help the students think up prospective jobs or projects that combine different skills. This exercise aims to encourage the students to acquire skills that cross the limits of degrees and industries and utilise their existing competence and various networks.

INSTRUCTIONS

Form groups of four (4). Try to include students from various fields or with different work experience or interests in the same group.

The groups have 15 minutes to come up with as many jobs/projects as possible that combine at least two competences (e.g. security guard/cashier, interior design of a café) and employ people either currently or in the future.

The competence combinations are written down on Post-it notes; one combination per note. The team with most competence combinations wins. Award them in a fun way.

This exercise was created as part of the OSATA project by Laura Halonen and Sanna Wenström, Oulu University of Applied Sciences/School of Professional Teacher Education