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National Competency Framework for Career Professionals: Assessment Forms



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INTRODUCTION TO THE PUBLICATION

This publication contains assessment forms designated to enable guidance professionals, teams, multidisciplinary networks, and organisations to assess their guidance competencies effectively. The forms are based on and complement the National Competency Framework for Career Professionals (Vuorinen, Kasurinen, Kettunen et al., 2023, 2024).

The competency framework has been prepared as part of a national development project for lifelong guidance, which is funded by the EU's Recovery and Resilience Facility and coordinated by the Ministry of Economic Affairs and Employment, and the Development and Administrative Services Centre (KEHA Centre).

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Content

INTRODUCTION	4
THE COMPETENCY FRAMEWORK AS A BASIS FOR COMPETENCY	
ASSESSMENT AND DEVELOPMENT	5
Competency Framework for Career Professionals	6
ASSESSMENT FORMS	7
Form 1: Competency Assessment Table.....	8
Form 2: Competency map.....	12
Form 3: Competency Development Planning Form	14
ATTACHMENTS	16
Appendix 1: Competency Framework for Career Professionals	16
Appendix 2: General competency descriptions for career professionals	17
REFERENCES.....	22

INTRODUCTION

As part of the development project on lifelong guidance, coordinated by the Ministry of Economic Affairs and Employment, and the Development and Administration Centre (KEHA Centre), the Finnish Institute for Educational Research of the University of Jyväskylä has prepared a proposal for the competency descriptions of guidance professionals as presented in the National Strategy for Lifelong Guidance (Valtioneuvosto, 2020). These competency descriptions have been published separately in *A Proposal for a National Competency Framework for Career Professionals* (Vuorinen, Kasurinen, Kettunen et al., 2023, 2024).

The present assessment forms are based on and complement *the National Competency Framework for Career Professionals*. Assessment forms enable guidance professionals, teams, multidisciplinary networks, and organisations to concretely assess their guidance competence against the specified competence descriptions. The use of assessment forms facilitates the systematic planning and monitoring of competence development and allows for a more precise allocation of resources and measures essential for competence development at any given time.

Several hundred guidance professionals participated in co-creation of the competence descriptions, including practitioners from all levels of education, public and private employment services, youth services, guidance professionals' organisations, student organisations, training units, ministries, regional and public administrations, and expert bodies.

The authors would like to warmly thank everyone who took part in the co-creation workshops and commented on the competence descriptions for their important contributions to the development of the competency framework and these assessment tools.

THE COMPETENCY FRAMEWORK AS A BASIS FOR COMPETENCY ASSESSMENT AND DEVELOPMENT

The Competency Framework for Career Professionals (Vuorinen et al., 2023, 2024) provides several opportunities for utilisation. For example, it can be used to assess the professional qualification requirements, as well as competency in various guidance tasks. A professional does not need to have deep knowledge of all the areas of expertise. Combinations of different competency areas form the required specific competency for career professionals and organisations, which can be developed as a whole or deepened as necessary for the relevant area.

The assessment forms presented here allow guidance professionals, teams, multidisciplinary networks, and organisations to assess their own guidance competencies in relation to the specific descriptions. In a group, team, or network, insights from group assessment can help to identify collective strengths and areas in need of development. Organizations can use forms as part of a broader strategic planning process. With the systematic planning and monitoring, the resources and measures needed for competence development at any given time can be allocated more precisely.

Competency Framework for Career Professionals

The *National Competency Framework for Career Professionals* consists of three main areas: professionalism, client work, and systemic competency. Together these provide a strong foundation for the competency of professionals working in different lifelong guidance settings. The descriptions consist of 12 competence areas (Figure 1), which are divided into more detailed smaller parts (see Appendix 1). In these descriptions, the term 'client' refers to all users of guidance services, whether individuals or groups (Vuorinen et al., 2023, 2024).

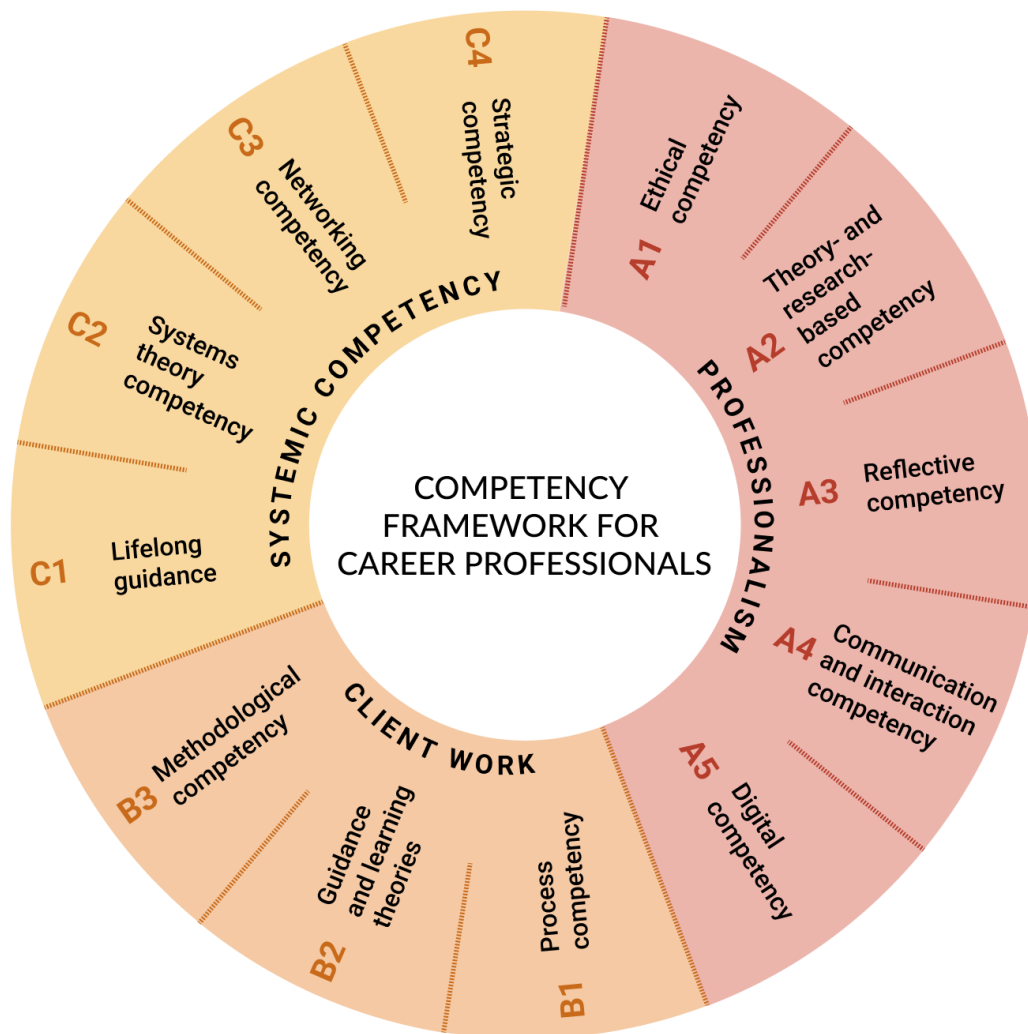


Figure 1 Competency areas of career professionals (Vuorinen et al., 2023, 2024)

ASSESSMENT FORMS

These assessment forms are designed to support guidance professionals, teams, networks, and organisations in two key areas of competency development: *self-assessment* and *planning and monitoring*. The package comprises of three separate forms: an assessment table, a competency map, and a competency development planning form. The competency assessment table (Form 1) can be used to assess the level of competency against the specified competency descriptions. The competency map (Form 2) provides a visual presentation of the current competency level in various competency areas. If so desired, the same competency map can be used to set competency goals. The competency development planning form (Form 3) provides a structure for setting goals, planning concrete development measures, and monitoring their implementation over time.

Form 1: Competency Assessment Table

In the assessment table below, please read the competence statements associated with the competency descriptions. For each competency area, select the number (0-3) that best describes your level of competence at the time of assessment (see Figure 2). You may use the general competency descriptions for career professionals (Appendix 2) to evaluate your levels. Mark your assessment in the table below for each competence statement.

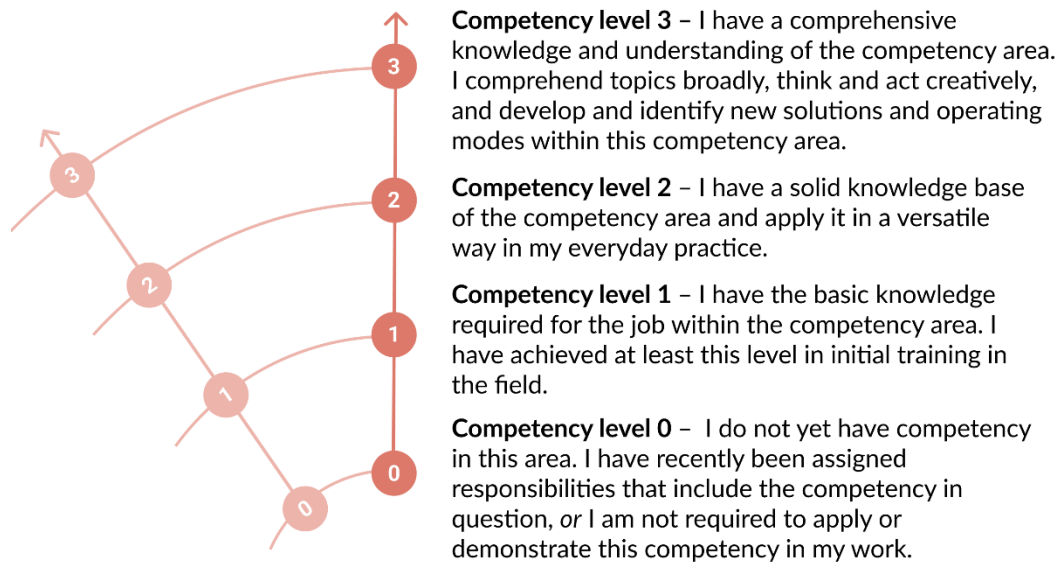


Figure 2 General descriptions of the competency levels

COMPETENCY AREA	Competency level			
A PROFESSIONALISM				
A1 Ethical competency	0	1	2	3
A1.1 I carry out guidance work in accordance with legislation and administrative instruction of my field.				
A1.2 I am aware of the boundaries of my profession and competency and act accordingly.				
A1.3 I act in accordance with the ethical principles of my field.				
A1.4 In guidance relationship, I act in accordance with the ethical principles of my field.				
A2 Theory- and research-based competency	0	1	2	3
A2.1 I base my work on key theories and research data in the field.				
A2.2 I apply a wide range of theories in guidance work.				
A2.3 I follow research and other literature in the field of guidance, as well as publications by collaborative partners and disciplines relevant to my work.				
A3 Reflective competency	0	1	2	3
A3.1 I evaluate and develop my guidance work together with clients, colleagues, various actors in guidance and stakeholders.				
A3.2 I am committed to identifying my own development goals and pursuing continuous professional development.				
A4 Communication and interaction competency	0	1	2	3
A4.1 I use oral, written, and visual communication in a clear and understandable manner.				
A4.2 I utilise different channels, methods and tools in communication and interaction.				
A4.3 I master spoken and written communication, both real-time and delayed, creating and maintaining dialogues with the client/groups.				
A4.4 I communicate as a professional in client work and as a representative of the guidance sector in different networks and working groups.				
A5 Digital competency	0	1	2	3
A5.1 I utilise technology in guidance efficiently and appropriately.				
A5.2 I utilise technology seamlessly in the guidance process.				
A5.3 I promote the collaborative use of technology in the guidance process and professional cooperation.				
A5.4 I utilise new technological solutions and promote their use in the guidance process.				

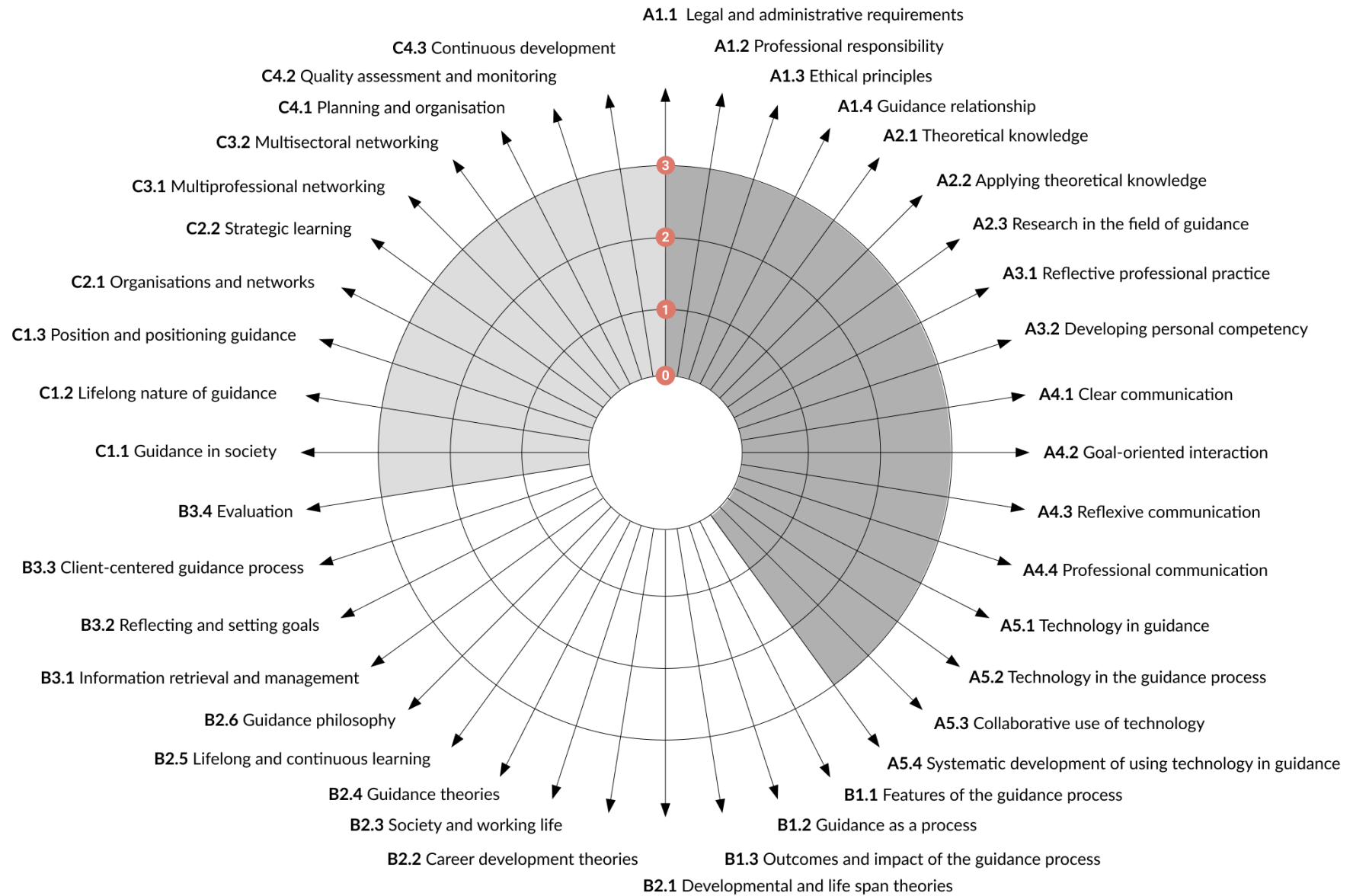
COMPETENCY AREA	Competency level			
B CLIENT WORK				
B1 Process competency	0	1	2	3
B1.1 Alongside the individual's own development, I regard guidance as a service process and social activity.				
B1.2 I take into account the information, interaction, and process dimensions of guidance.				
B1.3 Together with the client, I systematically evaluate the results and impact of the guidance process.				
B2 Guidance and learning theories	0	1	2	3
B2.1 I examine guidance from the individual's perspective separately as a development process, life situation and its contexts.				
B2.2 I examine career development within the framework of an individual's characteristics, interests, and values, and context.				
B2.3 I examine my work as part of the social and cultural reality affecting the client's situation.				
B2.4 I apply guidance theories, taking into account of the individual and their context in a client-oriented manner.				
B2.5 I ensure that clients and groups learn to assess and develop their strengths and competency in relation to the opportunities provided by the operating environment.				
B2.6 I examine my own and the client's worldview as conceptualisation, awareness, and as structuring one's interpretation of reality.				
B3 Methodological competency	0	1	2	3
B3.1 I ensure that clients, groups, and I myself have access to up-to-date sources of information to support plans and decisions concerning life, studies, and work.				
B3.2 I screen the client's or group's readiness and guidance needs and set the goals of the guidance process together with the client or group members.				
B3.3 I plan and implement together with clients a guidance process that meets their readiness and needs.				
B3.4 Together with the client, I evaluate the results and impact of the guidance process.				

COMPETENCY AREA	Competency level			
C SYSTEMIC COMPETENCY				
C1 Lifelong guidance	0	1	2	3
C1.1 In my work, I take into account phenomena, relationships, trends and changes between education, working life and society.				
C1.2 I ensure that lifelong guidance services form a continuum at the core of lifelong and continuous learning.				
C1.3 I follow current research and participate in societal discussion related to the field.				
C2 Systems theory competency	0	1	2	3
C2.1 I apply organisational and networking theories in defining jointly agreed objectives of guidance and in planning, implementing, and evaluating services.				
C2.2 I develop guidance as part of a broader societal context and the service structure of different organisations.				
C3 Networking competency	0	1	2	3
C3.1 I cooperate multiprofessionally with other professionals.				
C3.2 I cooperate with various organisations.				
C4 Strategic competency	0	1	2	3
C4.1 I plan and organise guidance work in accordance with local needs and operating conditions, and with administrative guidelines and regulations.				
C4.2 I promote the systematic assessment of the quality and impact of guidance.				
C4.3 I examine the underpinning principles, values, perceptions, structures, policies, and practical operating conditions for guidance.				

Form 2: Competency map

Mark the assessment made in the assessment table (Form 1) on the competency map below for each competency vector. Once all competency levels have been marked on the map, connect the results with a line; the resulting figure is the competency profile. Look at the pattern. Which areas are the strongest? Which areas have the greatest potential for development?

The same competency map can be used to mark competency goals; for example, the colour blue might represent current competence, while green represents the set target level. Look at the resulting patterns and compare them. Use the resulting visualisation to consider which competency areas have the most potential for development. Use the observations to support the planning of your own competency development (Form 3).



Form 3: Competency Development Planning Form

This form supports competency development planning and monitoring. To begin, look at the findings from the first and second forms.

Then, in the form below, list the competency areas with the most potential for development. Formulate clear goals that you wish to achieve in selected areas. Identify and record which measures support the achievement of those goals. Set a realistic timetable for achieving your goals. Plan how and at what intervals progress will be monitored and evaluated.

Competency Development Plan

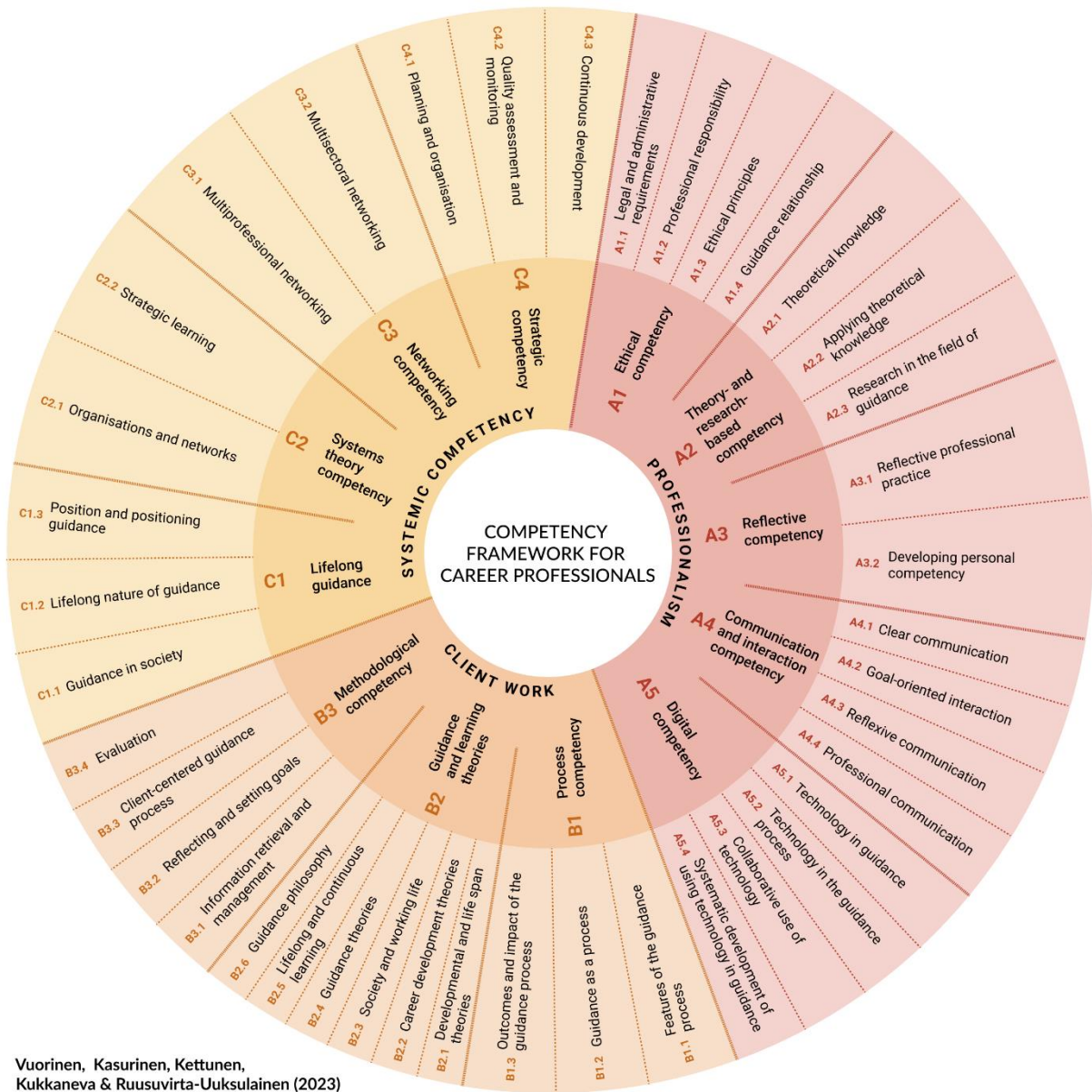
.....

Name of the person or group

Areas to be de-veloped	Development goals	Development methods and measures	Timetable	Evaluation and monitoring

ATTACHMENTS

Appendix 1: Competency Framework for Career Professionals



Appendix 2: General competency descriptions for career professionals

Competency areas (A1–C4) have been divided into more detailed sections (e.g. A1.1–A1.4) to make them easier to understand.

A PROFESSIONALISM		
A1	Ethical competency	Career professional
	A1.1 Legal and administrative requirements	carries out guidance work in accordance with legislation and administrative instructions in its field.
	A1.2 Professional responsibility	is aware of the boundaries of their profession and competency and acts accordingly.
	A1.3 Ethical principles	acts in accordance with the ethical principles of its field.
	A1.4 Guidance relationship	acts in a guidance relationship in accordance with the ethical principles of its field.
A2	Theory- and research-based competency	Career professional
	A2.1 Theoretical knowledge	bases their work on key theories and research data in the field.
	A2.2 Applying theoretical knowledge	applies a wide range of theories in guidance work.
	A2.3 Research in the field of guidance	follows research and other literature in the field of guidance, as well as publications by collaborative partners and disciplines relevant to their work.

Table A Professionalism continues on the next page

A3	Reflective competency	Career professional
	A3.1 Reflective professional practice	evaluates and develops one's guidance work together with clients, colleagues, various actors in guidance and stakeholders.
	A3.2 Developing personal competency	commits oneself to identify personal development goals and continuous professional development.
A4	Communication and interaction competency	Career professional
	A4.1 Clear communication	uses oral, written, and visual communication in a clear and understandable manner.
	A4.2 Goal-oriented interaction	utilises different channels, methods and tools in communication and interaction.
	A4.3 Reflexive communication	manages spoken and written communication, both real-time and delayed, between the career professional and the client/groups.
	A4.4 Professional communication	communicates as a professional in client work and as a representative of the guidance sector in various networks and working groups.
A5	Digital competency	Career professional
	A5.1 Technology in guidance	utilises technology in guidance efficiently and appropriately.
	A5.2 Technology in the guidance process	utilises technology seamlessly in the guidance process.
	A5.3 Collaborative use of technology	promotes the collaborative use of technology in the guidance process and professional cooperation.
	A5.4 Systematic development of using technology in guidance	utilises new technological solutions and promote their use in the guidance process.

B CLIENT WORK		
B1	Process competency	Career professional
	B1.1 Features of the guidance process	regards guidance alongside the individual's own development as a service process and social activity.
	B1.2 Guidance as a process	takes into account the information, interaction and process dimensions of guidance.
	B1.3 Outcomes and impact of the guidance process	together with the client, systematically evaluates the result and impact of the guidance process.
B2	Guidance and learning theories	Career professional
	B2.1 Developmental and life span theories	examines guidance from the individual's perspective separately as a development process, life situation and its context.
	B2.2 Career development theories	examines career development within the framework of an individual's characteristics, interests, and values, as well as context.
	B2.3 Society and working life	examines their work as part of the social and cultural reality affecting the client's situation.
	B2.4 Guidance theories	applies guidance theories, taking into account the individual and their context in a client-oriented manner.
	B2.5 Lifelong and continuous learning	ensures that clients and groups learn to assess and develop their strengths and competency in relation to the opportunities provided by the operating environment.
	B2.6 Guidance philosophy	examines one's own and the client's worldview as conceptualisation, awareness, and structuring of the interpretation of reality.

Table B Client work competency continues on the next page

B3	Methodological competency	Career professional
	B3.1 Information retrieval and management	ensures that I myself, clients and groups have access to up-to-date sources of information to support plans and decisions concerning life, studies and work.
	B3.2 Reflecting and setting goals	screens the client's or group's readiness and guidance needs and set the goals of the guidance process together with the client or group members.
	B3.3 Client-centered guidance process	plans and implements together with clients a guidance process that meets their readiness and needs.
	B3.4. Evaluation	Together with the client, evaluates the result and impact of the guidance process.

C SYSTEMIC COMPETENCY		
C1	Lifelong guidance	Career professional
	C1.1 Guidance in society	takes into account phenomena, relationships, trends and changes between education, working life and society.
	C1.2 Lifelong nature of guidance	ensures that lifelong guidance services form a continuum at the core of lifelong and continuous learning.
	C1.3 Position and positioning guidance	follows current research and participate in social debate related to the field.
C2	Systems theory competency	Career professional
	C2.1 Organisations and networks	applies organisational and network theories in defining jointly agreed objectives of guidance and in planning, implementing, and evaluating services.
	C2.2 Strategic learning	develops guidance as part of a broader societal context and the service structure of different organisations.
C3	Networking competency	Career professional
	C3.1 Multiprofessional networking	cooperates multiprofessionally with other professionals.
	C3.2 Multisectoral networking	cooperates with various organisations.
C4	Strategic competency	Career professional
	C4.1 Planning and organisation	plans and organises guidance work in accordance with local needs and operating conditions, and with administrative guidelines and regulations.
	C4.2 Quality assessment and monitoring	promotes the systematic assessment of the quality and impact of guidance.
	C4.3 Continuous development	examines the underpinning principles, values, perceptions, structures, policies, and practical operating conditions for guidance.

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