



UNIVERSITY OF HELSINKI

DEVELOPING SUPPORT FOR STUDENTS' CAREER PLANNING IN MASTER'S PROGRAMMES

From Programme Identity to Pedagogical Practice

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21.4.2020.

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1. Introduction

How can a university master's programme support students in their individual career planning? This report details a development project conducted in the Faculty of Arts of the University of Helsinki during 2018-2019 that focused on this very question. I coordinated and facilitated this project, which was a part of my Career Counsellor Professional Specialization Program studies at University of Eastern Finland (2018-2019).

This topic was selected because both the Faculty of Arts and the Career Services of the University of Helsinki saw that developing career planning support for students at the master's degree level would be a good development project. The University of Helsinki had conducted a major degree reform in 2015-2017. As a part of the reform, it was decided in 2016 that all degrees (bachelor's, master's and doctorates) should include career planning support for the respective students (Helsingin yliopisto 2017). Much of the focus of implementing the career planning support was initially developing career planning support as part of the "the work-life window" of 10 study credits at the bachelor level.

The year leading up to the reform was very difficult for the University of Helsinki, as major public funding cuts for the budget year 2016 from the Finnish government led to major layoffs and restructuring in the spring of 2016. It can be argued that the initial focus on developing the bachelor's level career planning support was an understandable prioritization, because the mandatory working-life courses had to be developed in order for the new programmes to start in the beginning of the academic year 2017-18. At the master's and doctoral level, the implementation of career planning support was not directly connected to particular mandatory study modules, courses or study credits. This meant that programmes had more freedom to implement the decision but also no clear university-level instructions for operationalizing career planning support at the master's and doctoral level.

It is important to note, however, that the University of Helsinki introduced *working-life orientation studies* (*työelämäorientaatio-opinnot*) to bachelor's and master's level degrees as a mandatory part of the degrees during the degree reform of 2004. This reform was conducted as a part of the European-level Bologna process. The decision to include work-life orientation as a mandatory part of degrees was made by the University Senate in 2004 as part of a wider decision of guidelines and principles guiding the implementation of the degree reform and the Bologna process. The main objective of the work-life orientation decision was to improve employability and make the transfer to the labor market easier. (Aronen 2005; Carver, Itkonen & Kanninen 2014).

The 2004 University Senate decision left the implementation of work-life orientation to the faculties, departments and degree programmes. But the decision did include some specific guidelines. It was determined that there should be 2 study credits' worth of work-life orientation at the bachelor's level and 5 credits at the master's level. In many cases, the bachelor's level work-life orientation was operationalized as a career planning course and as a traineeship at the master's level. There were career planning and work-life orientation courses for master's and doctorate students as well, especially for English-language master's programmes. The particular focus of the latter courses was to support international students in planning their career and finding work in Finland. Often work-life orientation and/or career planning courses were developed in collaboration with the Career Services. Career Services counselors, academic faculty – and, in many cases administrative staff - from faculties and departments collaborated in planning, teaching, assessment and evaluation of these courses. Degree programmes, departments and faculties were ultimately responsible for the courses and for giving credits to students, but career counselors from the Career Services were heavily involved in the teaching of the courses. (Aronen 2005; Carver, Itkonen & Kanninen 2014).

In addition to career planning courses and internships, work-life orientation studies included project courses where students worked on actual problems and projects given by outside employers, group

mentoring, field research courses and other courses that were seen as supporting the work life orientation of students (Carver, Itkonen & Kanninen 2014).

Implementation of the work-life orientation decision of 2004 changed the way that the University of Helsinki Career Services operated. Before this decision, there was a strong emphasis on organizing events, training sessions and small groups as well as individual guidance and counseling that were *outside* of the curriculum. The integration of work-life orientation and career planning *into the curriculum* as degree courses (and often mandatory for students) meant that the Career Services became a major provider of career education and a direct partner to faculties, departments and degree programmes in supporting them in the implementation of work-life orientation (Carver, Itkonen & Kanninen 2014).

In addition to participating in the design, planning and teaching of work life-orientation and career planning courses, Career Services was instrumental in developing a new group-mentoring programme for the University of Helsinki (Carver, Itkonen & Layne 2012). The University of Helsinki group-mentoring programme is still coordinated by the Career Services and has been running since 2012 (Helsingin yliopiston ryhmämentorointisivut 2019; Kanninen, Nylund & Kupias 2017).

Furthermore, the Career Services coordinated the Science in Action network (*Tieteestä toimintaa – verkosto*) in 2014-2016 (Carver 2016). This network supported faculties, departments and degree programmes in developing new project courses that were organized in collaboration with employers. For example, the network published a Guide to Project Work (*Opas projektityöskentelyyn*, Kymäläinen, Lakkala, Carver & Kamppari 2016) which has been downloaded 38 000 times since its publication.

The 25-year history of the University of Helsinki Career Services can be analyzed using Watts' (1997) Models of Strategic Options for Embedding the University Career Services (see table 1). When the services were founded in 1994, the focus was on traineeship and job placements. First, the Finnish name of the services was *rekrytointipalvelut* (Recruiting Services). This era could be characterized as the age of the **Integrated Placement Model**. In the late 1990's and in the beginning of the millennium, there was a strong emphasis on developing career guidance and counseling services for students and to integrate career guidance into the overall guidance system of the University of Helsinki. The name of the unit was changed to *ura- ja rekrytointipalvelut* (Recruiting and Career Services). This era could be referred to as the era of the **Integrated Guidance Model**. The work-life orientation decision of 2004 began a process in which the University of Helsinki Career Services adapted the **Curriculum Model**. The name of the unit was changed to *urapalvelut* (Career Services).

However, it is very important to emphasize that all these models are in fact blended together in the University of Helsinki Career Services of 2019. Traineeships and job placements are a big part of the services in 2019, just as they were in the 1990's. Students have access to individual career guidance and counseling just as they did in 2000. Career guidance and counseling are seen as part of the overall guidance system at the University of Helsinki – just as before. But the post-2004 emphasis on the Curriculum Model sets the University of Helsinki Career Services apart in the context of university career services in Finland.

Strategic Options for Embedding the University Career Services (Watts 1997)

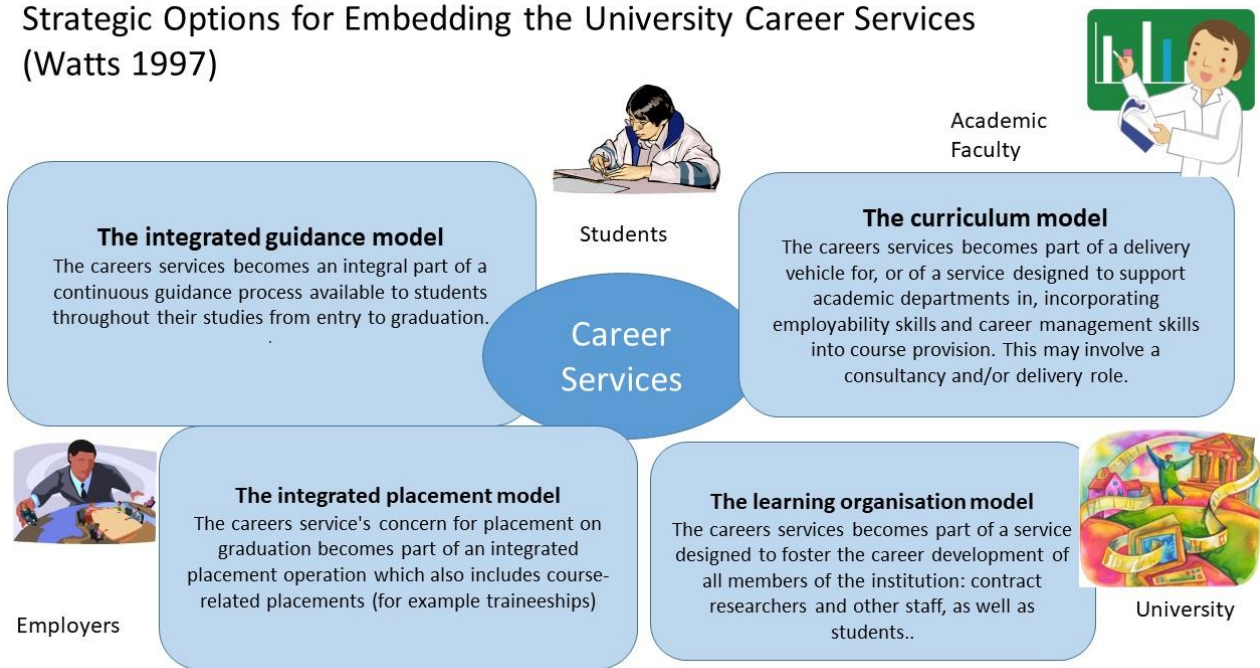


TABLE 1. STRATEGIC OPTIONS FOR EMBEDDING THE UNIVERSITY CAREER SERVICES. SOURCE: WATTS, A. G (1997): STRATEGIC DIRECTIONS FOR CAREERS SERVICES IN HIGHER EDUCATION. NICEC PROJECT REPORT.

In order to understand the context of this development project, it is important to recognize that the Career Services has a long history in supporting the work-life orientation and career planning of students prior to the degree reform of 2015-2017. The University of Helsinki had more than 10 years' worth of experience and expertise in operationalizing career planning support within the degrees and as part of the curriculum (Carver, Itkonen & Kanninen 2014). But as previously noted, much of the energy and focus during the degree reform of 2015-2017 was used in developing the bachelor's level career planning courses. By 2018, the Career Services saw a clear need to develop career planning support for the master's level as well. This same need was identified at the Faculty Council meeting of the Faculty of Arts in June 2018, when the Council was discussing the results of the 2017 career monitoring survey. I was present during these discussions as I was the one presenting the survey results.

In September 2018, I presented the Faculty of Arts career monitoring results to the leaders of the degree programmes at the Faculty. At the end of my presentation, I also inquired about the desire of the Faculty master's programmes to launch a joint development project focused on developing career planning support for master's programme students. Initially four programmes indicated that they might be interested. In the end, two programmes, the Master's Degree Programme in Regional and Cultural Studies (ALKU) and the Master's Programme in Finnish and Finno-Ugrian Languages and Cultures (SUKU), decided to participate.

This report is divided into four chapters. Chapter 2 focuses on the theoretical framework of the project. Chapter 3 is about the first part of the project, which is the Pedagogical Baseline Analysis conducted in the programmes. Chapter 4 describes the development processes of the participating master's programmes. Lastly, Chapter 5 offers a model for developing career planning support for students in a master's programme context.

1.1. Statistics: Career Services Participation in Career Planning Support in 2019

During the year 2019, University of Helsinki Career Services participated in designing and teaching of 53 different career planning and work life orientation courses. The vast majority of these courses and students participating in these courses were at the bachelor level. But Career Services also participated in several master's level courses. In addition, there was one doctoral level PhD Career Course that was organized together with the all the doctoral schools. The Career Services also did one session/guest lecture for Faculty of Social Sciences doctoral candidates.

	Courses	Bachelor level participants	Masters level participants	Doctoral level participants	Total participants	
University total	53	1622	367	37	2026	
Share of participants by educational level		80 %	18 %	2 %	100 %	
Faculty statistics						Share of participants by Faculty
Agriculture and Forestry	5	300			300	15 %
Arts	15	429	115		544	27 %
Biological and Environmental Sciences	5	226	25		251	12 %
Educational Sciences	1	87			87	4 %
Law					0	0 %
Medicine	1		26		26	1 %
Pharmacy	3	55	37		92	5 %
Science	9	268	9		277	14 %
Social Sciences*	2	50	20		70	3 %
Swedish School of Social Science*	4	100			100	5 %
Theology	4	107	42		149	7 %
Veterinary Medicine	2		93		93	5 %
Doctoral candidates (all faculties)	2			37	37	2 %

TABLE 2. UNIVERSITY OF HELSINKI CAREER SERVICES PARTICIPATION TO CAREER PLANNING/ WORK LIFE ORIENTATION COURSES IN 2019. SOURCE: UNIVERSITY OF HELSINKI CAREER SERVICES.

2. Theoretical Framework for the Development Project

The most influential theory in developing career planning courses at the University of Helsinki was initially the Cognitive Information Processing Theory (CIP) and the Florida State University Career Services Model (Sampson et. al 2004). The career management skills model of the CIP-theory was used together with DOTS model (Watts 2006) to develop the University of Helsinki Career Services *Career Skills Model* (also referred to more informally as the *Career Skills Triangle*). It is important to highlight that the cognitive career skills approach is by no means the only theoretical approach used in career education and career courses. Yet, it has been influential in the way the content of courses was and is designed and has been used as a tool to communicate the key goals and contents of career education and career planning courses to both students and academic faculty (Carver, Itkonen & Kanninen 2014).

Career Skills Model used in University of Helsinki (based on Sampson et. al 2004 & Watts 2006)

Skills described in Career Management Skills Self-evaluation Form
(Uni. Helsinki career services 2015)

1. Self-assessment skills

- knowledge of your skills and competences
- knowledge of your values, motivational factors, personal goals and personality

2. Opportunity awareness

- Knowledge of the needs, expectations and trends in the labor market
- Knowledge of different career opportunities and options after graduation
- Knowledge of the labor market situation in general and specifically in your own field.

3. Decision making and action planning

- The ability to make study and career related choices
- The ability to plan your own actions
- Knowledge of how you make decision and choices
- Knowledge of your own orientation and view towards planning your future

4. Job hunting skills/ Transition skills

- knowledge of job hunting strategies and channels
- the ability to write a cover letter and a CV
- the ability to prepare for a job interview & perform in a job interview
- the ability to use social media in job hunting



Based on Sampson, James P. & al. (2004) and Watts, A. G (2006)

TABLE 3. CAREER SKILLS MODEL USED IN UNIVERSITY OF HELSINKI (CARVER, ITKONEN & KANNINEN 2014; BASED ON SAMPSON ET. AL 2004 & WATTS 2006).

The Career Skills Model was also the theoretical starting point for the development project when I began a dialogue with interested master's programmes about the possibility of participating in the project. *The Career Skills Triangle* was already known to the programmes as it had been utilized in previous career planning courses for more than 10 years. The cognitive career skills approach has many merits when you approach the issue of career planning support in an educational setting as it enables degree programmes to see career planning support as a pedagogical question and as a skills-development question – as well as a guidance and counseling question. **Self-assessment skills, opportunity awareness, decision and action planning** and **job hunting skills** can be developed throughout studies – they are not innate abilities that student either have or don't have. Cognitive theories and approaches to career counseling and career education are not all-encompassing or conclusive but they serve the purpose of curriculum development well.

When I introduced the possibility of joining the development project, to the master's programme leaders of the Faculty of Arts in September 2018, one key concern raised by many programme leaders was related to the role of the academic faculty in relation to the topic of career planning. *We are not, nor do want to be, career counselors*, one programme leader said during the meeting. I replied that the idea of the development project is to help master's programmes to develop the career

skills of their students, not to make academic faculty into career counselors. This key clarification significantly influenced and guided the whole development project.

Another key decision made early on, was to limit the scope of the project to career planning support and career skills development. It was decided that a wider employability approach would not be pursued, as it would easily lead to a development project that would be too wide in scope and too ambitious in relation to the time and resources available. The third key decision made early in this process, was to make sure that the development project would produce actual and actionable results that could be implemented with current resources available in the participating programmes.

Career Services communicated early on that possible development project outcomes could not be implemented by the Career Services – which already had its resources fully committed to existing services and activities. That meant that any outputs that the development project would produce should be such that the participating master's programmes could implement them with their own resources. The Career Services did, however, commit to supporting the development project and participating in it, even after I moved from the Career Services to the Strategic Service for Teaching unit during the process.

After the decision was made to focus on development of the master's programmes own activities, teaching, guidance, pedagogy and curriculum, it was evident that the project needed a theoretical framework to fit the selected approach. The career skills approach was selected for the reasons already described. In addition, three other theoretical approaches were introduced to the project work.

Vehviläinen's (2014) *Allegories of Guidance* provided a tool for weighing different approaches on how to analyze the activities of programmes in relation to the career planning support of students. I presented the *Allegories of Guidance* to interested master's programmes in a meeting on January 2019 (see table 4). Faculty of Arts Vice-Dean Ulla Tuomarla, responsible for academic affairs, and Head of Academic Affairs Anu Holvikivi also participated in the meeting, as did Career Services representatives.

The Journey Approach¹ would have focused the development project on analyzing how the participating programmes identify and recognize the different stages of a student's journey and the key issues related to each of these stages from a career planning perspective. This approach would most likely have required a survey and/or interviews of both students and academic faculty. This approach would have probably provided valuable insights into how the programmes currently help and support their students in career planning – and how well programmes meet the needs of their students. This approach was not selected because interested programmes and as well as myself were worried about the time and resources needed to conduct such a fact-finding mission.

The State of Guidance Approach would have focused the development project on guidance practices in the programme; from the entry phase of the studies and drafting the personal study plan to the master's thesis and the completion of the degree. This wide scope could have provided interesting and important insight into guidance in the participating programmes. The drawback of the approach was that it would require substantial amount of time and a wide commitment and openness from the academic faculty to assess and develop their own guidance practices. Such a commitment and openness might have been possible to achieve but the very limited time frame of the project meant that selecting this approach did not seem plausible.

¹ It is worth noting that the Master's Programme in History was interested in this approach but they ultimately decided not to participate in the development project. The history students' association, Kronos, conducted a survey about career planning support to history students. The results of the survey have been used in the programme. But the results of that survey are not analyzed in this report, as the programme decided not to participate in this project.

The Environment Approach was ultimately selected because it was seen as the most effective and cost-effective approach, given the limited time and resources available. In the selected approach, the focus was to analyze how the programme guides and teaches students as **a community** and as **a pedagogical environment**. The focus was not on individual students and their journeys or individual teachers and their guidance and/or teaching practices, but rather the programme as an environment and as a community. The focus of the work would be to analyze how career planning support appears and is actualized in the master's programme environment and how the career planning support of students could be developed in the participating programmes – with the resources available.

Allegories of Guidance (Vehviläinen 2014, 218-219)

Allegory	Description	Focus
Journey (matka)	The student has a limited time in the master's programme. The experience is unique. The journey has a beginning and an end and certain intermediate stages	How well does the master's programme identify and recognize the different stages of the student's journey and the key issues related to them from a career planning perspective?
State/ space (tila)	How are students guided? What is the focus of the guidance?	What is the role of career planning support in guidance?
Environment (ympäristö)	The master's programme as a learning environment and operational culture. The curriculum of the program, the pedagogical objectives described (learning outcomes), but also the ethos, and the hidden curriculum.	How does the program guide and teach students as a community / environment? How does career planning support appear and become concrete in the master's programme environment?

TABLE 4. ALLEGORIES OF GUIDANCE. SOURCE: VEHVILÄINEN 2014.

The third theoretical approach used in the planning phase of the project, was the The Pedagogical Working Life Horizon Model (Penttinen, Skaniakos & Lairio 2013). The model is very useful for both analyzing and illustrating the different factors that affect the way students orientate toward the world of work and how they plan their careers. The master's programme environment is by no means the only environment that affects the development of career skills or the career or future-orientated thinking of students. Work experience, hobbies, positions of trust, previous educational experiences and degrees and certificates, possible studies and internships abroad all affect the way students approach and view their possible or plausible professional futures. It also important to note that many student organizations have work life or career-orientated events and activities, like alumni activities.

For the purpose of the development project it was, however, important to narrow the focus to the activities of the participating programmes. This choice did by no means belittle the effect of other factors and contexts that are relevant to students' career planning, but rather focused the conversations within the development project to issues that are within the programme environment and can be influenced by the programme community. Participating programme representatives agreed that "outsourcing" career planning support to other actors was not a responsible approach to the issue.

The Pedagogical Working Life Horizon in Higher Education & Career Planning Support

(adapted from Penttilä, Skaniakos & Lairio 2013)



TABLE 5. THE PEDAGOGICAL WORKING LIFE HORIZON IN HIGHER EDUCATION & CAREER PLANNING SUPPORT (ADAPTED FROM PENTTILÄ, SKANIAKOS & LAIRIO 2013).

The fourth theoretical approach used in the development project was the Community of Practice Theory developed by Etienne Wenger (1998). This theoretical approach was selected because the focus of the development project was to analyze and develop career planning support within the programme environment and community. Two dimensions of the theory proved particularly useful. Approaching learning from a social perspective was very useful in helping programme communities in identifying and analyzing practices and narratives present in the programme community that affect career planning of students.

Community of practice: A social approach to learning (Wenger 1998, 5)

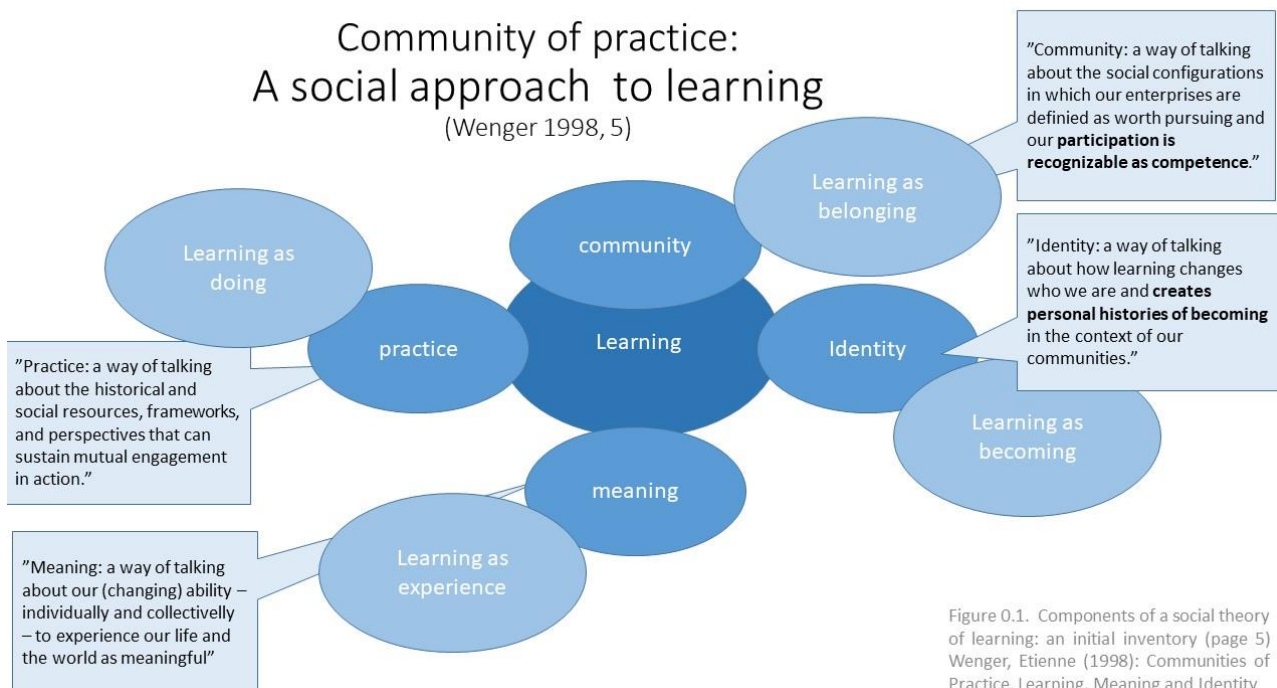


Figure 0.1. Components of a social theory of learning: an initial inventory (page 5) Wenger, Etienne (1998): Communities of Practice. Learning, Meaning and Identity

TABLE 6. COMMUNITY OF PRACTICE: A SOCIAL APPROACH TO LEARNING (WENGER 1998, 5).

Firstly, it is very important to analyze how pedagogical **practice** affects the way students see themselves professionally and how they connect (or fail to connect) their studies and skills and competences developed during their studies to different potential career opportunities. A major question for any degree programme is, what kind of **meaning** and purpose students attribute to their studies and their degree? Do they see a meaningful connection between what they study and what they want to do after graduation?

The **community** perspective was very much at the forefront of the development project because of the decision to focus on the community and environment perspective instead of the individual students and their journeys or the guidance practices of individual teachers. How does the programme as a community develop and recognize student's competences and skills and talk about the connection of these competences to the world of work? Discussing and analyzing the way programme **identity** or identities affect the development of students' professional identities became a major part of the development project – maybe a little unexpectedly. This topic was especially important for the Master's Programme in Area and Cultural Studies (*acronym ALKU*) which is a new programme founded in 2017. The ALKU programme community did not have a long shared history to draw from or to build upon – or so it seemed at the beginning of the process.

The Community of Practice Theory also provided useful tools to look deeper into the way programme communities operate and function as professional communities. The concept of duality of practice and reification offer an analytical framework to look into the operationalization of career planning support in a programme context. Firstly, programme communities could analyze how the **reification** of key concepts and principles or skills and competences in the curriculum or degree requirements affect student career planning. How well do the students understand the language used by the programme community and the histories and meanings of key concepts used in the programme environment? Secondly, programmes were invited to discuss and analyze how pedagogical **practice** and narratives produced within the programme environment affect the way students see their professional futures and plan their careers. What kind of professional futures for students are seen as likely, potential, plausible or desirable by the programme community? Does the “membership criteria” of the programme community, explicitly or implicitly, limit or open possible futures for students?

The Duality of Participation and Reification (Wenger 1998, 63)

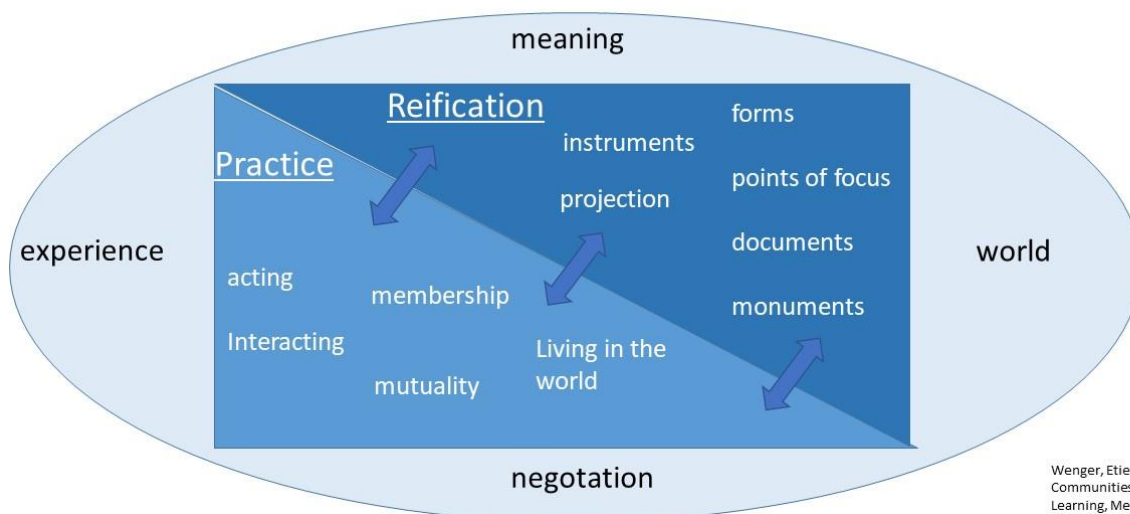


TABLE 7. THE DUALITY OF PARTICIPATION AND REIFICATION. SOURCE: WENGER 1998, 63

3. Researching the Master's Programme Context: Pedagogical Baseline Analysis

Three key principles were followed during the development project. The first principle was to **commit to the stated goals and selected approach** of the project, set out by the participating programmes. The focus of the project was to analyze the way the programmes support the career planning of students as a community and as a pedagogical environment. Outputs of the project should be such that they could be implemented with the current resources.

The second principle was **theoretical transparency**. Participating programmes were aware of the theoretical approaches used throughout the process. Conversations and conclusions were open, but selected approaches and questions used were based on theory.

The third principle was **respect** – respect for the participating fields of science, respect for the programme communities, their expertise, knowledge, skills and competence, histories, context – and respect for everyone's time. The goal was that the communities would only be asked to commit to tasks that would directly benefit their programme and their students.

The first phase of the process was an open dialogue with the programme representatives about their needs and their context. Why did they want to participate in the process?

The Master's Degree Programme in Regional and Cultural Studies (ALKU) indicated early on that it was interested in the development project. I visited the Steering Committee of the ALKU Programme in early October of 2018, soon after I announced the project at the Faculty of Arts programme leaders meeting in late September 2018. The ALKU programme was especially interested in identifying suitable places within the curriculum where it would be *natural and reasonable* to support students in their career planning. Initially, the following topics were discussed as possible targets for development: goal setting, study and career planning, self-assessments skills and finding sources for information about the world of work and careers.

Potential points of interest and focus *could be*:

1. developing the introduction course of the programme,
2. further integrating self-assessment skills and reflection to teaching,
3. better use of career monitoring survey results and knowledge of traineeships
4. developing alumni activities and supporting connections between students and alumni
5. strengthening the career planning perspective in personal study guidance and study planning

The ALKU steering committee also insisted that this process is not and should not be, about turning the academic faculty into career counselors. That role is, and should be reserved to actual career counselors.

The Master's Programme in Finnish and Finno-Ugrian Languages and Cultures (*acronym SUKU*) also indicated an interest in participating in the project. I met with Programme Director, Professor Jyrki Kalliokoski and Heli Tuominen, the Education Coordinator (*koulutussuunnittelija*²) of the Programme, in October 2018. The SUKU Programme was interested in developing career planning for students that were not studying to become teachers. At the time, this target group of the development project constituted about 40% of the students. The students which were not in the "teacher line", had 15 study credits worth of applied project studies (*soveltavat projektiopinnot*). This portion of the curriculum and degree requirements was seen as a potential target for development. As mentioned before, in January I organized a meeting with interested master's programmes. The Faculty of Arts leadership of Academic Affairs and Career Services representatives were also

² There are several different English translations for *koulutussuunnittelija*. I will use Education Coordinator in this report. Other option would have been Training Officer.

present. The purpose of the meeting was to review the goals of the interested programmes, the results of preliminary initial-mapping and statistical review of the programmes and to decide on the goals and approaches of the development project. I presented an initial project plan in the meeting. The first step would be to do a Pedagogical Baseline Analysis of the participating programmes. This analysis had already been started before the January meeting. Interested programmes had been asked to do an initial mapping and base-line analysis of their student population and the participation of students in the courses with a work-life orientation or career planning emphasis.

The next proposed step was organizing a Pedagogical Baseline Analysis workshop for each participating programme. After the workshops, programmes would selected their development goals and I would support them their processes. The initial project plan was accepted in the meeting. The ALKU and Suku Programmes decided to join the project. The Master's Degree Programme in History and the Master's Degree Programme in Nordic Languages and Literatures participated in the January meeting but ultimately decided against participation due to resource reasons.

The Pedagogical Baseline Analysis workshop design was based on the theoretical framework outlined in chapter 2. The workshops began with opening words from the programme directors who reflected why their programmes had decided to participate in the project and what the goals for participating were. The workshop structure took the form of a research plan. The first portion of the workshop focused on the theoretical approaches selected for the development project and the results of the initial statistical analysis of the programmes. After the introduction workshop, participants were asked to discuss the research questions outlined for the Pedagogical Baseline Analysis.

Pedagogical Baseline Analysis

Research plan	DATA	RESEARCH QUESTIONS
Pedagogical Baseline Analysis Eric Carver 2019 ©	1. INITIAL MAPPING Educational descriptions: degree requirements, curriculum, and described pedagogical objectives (Learning outcomes)	1. How has career planning support been described and what does it mean in terms of how support is concretized in the Master's program environment? 2. What is the location of career planning support (one place, a couple of places or throughout the degree)?
	2. Speech and discourses produced by the program community, in particular the ethos of the program (ethical attitude or special character) and the hidden curriculum	3. How is the program community (teachers and students) talking about the position of the program in the field of science and its' relationship to society? 4. What kind of expectations are there for the future careers of the graduates? 5. What kind of career paths are considered valuable and desirable?
	3. Practical teaching and guidance And the role of stakeholders: alumni, student associations, employers, trade unions	6. How does career planning support become concrete in the Master's program environment in teaching and guidance? 7. How does stakeholder activity affect career planning support in the program?

TABLE 8. PEDAGOGICAL BASELINE ANALYSIS.

The first portion of the research plan focused on analyzing formal educational descriptions: degree requirements, curriculum, and described pedagogical objectives (learning outcomes) – the reification of career planning support. This was mostly covered by initial mapping done by the programme education coordinators and directors. The initial mapping provided an introduction to the analysis on how career planning support was currently operationalized in the programme. The initial mapping included a statistical review of the student population and their participation in courses aimed at

supporting career planning and work-life orientation. The initial mapping was very valuable background for the following conversation.

The second portion of the workshop focused on speech and discourses produced by the programme community, the ethos of the programme and the so-called "hidden" curriculum. The focus was on the duality of reification and practice. In this portion, workshop participants were invited to analyze speech and narratives produced by the programme community (both teachers and students). How does the community talk about the position of the programme in the field of science and its' relationship to society? What kind of expectations are there for the future careers of the graduates? What kind of career paths are considered valuable and desirable?

The third portion of the research plan focused on the practice of teaching and guidance in the programme environment. Participants were asked to analyze how career planning support is actualized in the master's programme. What actually happens and how? The original plan was to also ask participants to evaluate how stakeholders (alumni, trade unions, employers, professional organizations) affect career planning support in the programmes. But due to lack of time, this question was not covered in the workshops.

The last portion of the workshop was identifying themes and targets for development. Participants were asked to list any ideas that they had. It was emphasized that actual decision-making on development actions or targets will be done after the workshop. Both participating master's programmes had an identical structure for their workshops. The following chapter will describe the analysis done in both programmes.

3.1. Master's Programme in Area and Cultural Studies (ALKU)

The ALKU Programme was the first master's programme that indicated that it was interested in joining the development project to strengthen student career planning support. As noted before, the programme had a wide scope of possible development themes or targets for the project.

The initial mapping phase revealed that quite a limited number of ALKU students had participated in courses that were focused on work-life orientation or career planning. Statistics on traineeships showed that on a yearly basis, only a handful of students did a university-supported traineeship. It is important to note that student traineeship statistics were incomplete because the statistics did not include traineeships done without university support. The analysis of existing ALKU students' statistics was made difficult by the fact that 80% of students were studying in the old degree structure and 20% in the new degree structure. These structures are very different in the way work-life orientation and/or career planning support was included in the degree. Yet, the statistics did raise concerns that students at the ALKU programme were not using the opportunities available for work-life orientation and career planning support in the ways that both the old and the new structures allowed. This underuse of potential and existing resources available within the current structure was seen as a real problem.

The Pedagogical Baseline Analysis workshop (February 18th 2019) raised several development themes and potential development targets that were listed in the workshop memo as follows:

Further Discussion about Programme Identity or Identities:

The master's programme is new and combines many different fields of science - many area/regional sciences and cultural sciences. This new shared programme is still emerging and developing, and discussions about the programme identity are in the early stages. The programme community is very diverse and thus the narratives about the programme and meanings given to the programme

and its identity are also very diverse. Every teacher might have his/her own narrative about the identity of the programme. The key issue from the career planning support perspective is to analyze how this diversity of narratives and identities effect the way students see their programme identity (or identities) and how that identity (or identities) effect the way they do their career planning and form their own identities.

Questions for further examination

1. *How is the plurality and diversity of programme identities discussed with students?*
2. *How does the programme support the individual identity work of students?*
3. *Where does the discussion of programme identity (or identities) take place? What spaces are reserved for it? Are the courses the best place to do this or would a more informal setting (an outing to Tvärminne for example) facilitate this process better?*
4. *What are the connection points or shared spaces of different identities in the programme? Is there or should there be connecting identity narratives or spaces that are shared in the programme?*
5. *How does the programme communicate the meaning and value of the programme to its students and to potential employers in a positive way?*
6. *Should the programme try to develop a brand (or brands) that summarize and highlight the role of the programme in society and in the labor market?*

Knowledge of Alumni Careers

The lack of knowledge of where prior graduates (alumni) have gone was seen as a problem. The University of Helsinki has an alumni register but that was seen as not enough. The programme should actively be in contact with its alumni and also create space for alumni-teacher and student-alumni interactions. National graduate tracking, career monitoring surveys (uraseurannat) and statistics provided by Statistics Finland can also be used more systematically to gain knowledge of graduate and alumni careers.

Questions for further examination

1. *How should alumni activities be organized in the programme?*
2. *What is the role of alumni in the support of student career planning?*
3. *How do teachers use career monitoring and Statistics Finland data about graduate careers and employment in their teaching and guidance work?*
4. *Should there be more support and/or training for teachers on the topic of alumni/graduate career information?*

Personal Study Planning Meetings (HOPS Meetings) Rethought

Personal study plans (*acronym PSP, or HOPS in Finnish*) are still a mandatory part of studies but there are no credits connected with making a personal study plan. The concern is that personal study plan discussions might not happen at all or at the right time (at the beginning of the programme studies). The personal study plan and the process in which it is made, is a space where discussions about career planning could take place between students and teachers. This could mean individual one-on-one meetings but also small group discussions.

Questions for further examination

1. *How are personal study plans made and discussed in the programme?*
2. *How could the personal study plan process include elements of career planning and what would that mean concretely?*
3. *Do teachers need support and/or training to develop their own study planning guidance practice in relation to the theme of career planning?*

Less-Crowded Introduction Course (johdantokurssi) – Career Planning Theme in Other Courses

Currently the introduction course is described as the place in the curriculum where career planning support is focused. The course is seen maybe as too content-heavy. Also, there was discussion about having the career planning theme integrated in other courses.

Questions for further examination

- 1. What kind of issues should be covered in the introduction course? What is the role of career planning in the course?*
- 2. What other course(s) should include career planning?*
- 3. Is the intro course the right place to create space for the discussion of the programme identity (or identities?) and to get students to think about why they chose the programme and what they hope to accomplish in the programme? (or to start the conversation about these topics?)*

Traineeships

According to statistics on university-supported traineeships, students in the programme use the university-supported internship grant a lot less than students in many other programmes in the Faculty of Arts. We do not yet know why that is. But it is seen as a real problem. All students have the right to use the internship grant once during their studies (for example, if they use it during bachelor's level studies, they cannot use it again at the master's level).

Questions for further examination

- 1. Why don't students use the internship grant opportunity in this programme? Is it because they lack knowledge of this opportunity or is it because they struggle to find internship opportunities? Or is there another reason why this option is not widely used?*
- 2. What would be the best way to support students in doing internships during their studies? Should there be more information about this in the intro course? Should the topic be a part of the personal study plan process?*
- 3. How should the information about previous traineeship placements be used in the guidance of students?*
- 4. Do students need help in finding traineeship placement opportunities? Should there be support for this and if so, by whom?*

Master's Thesis as a Project and the Integration of the Career Planning Theme into the Process

The master's thesis is the single biggest component of studies during the programme and it also has a major effect on the special expertise or specialization of the student. The thesis process is very much a project but it is not often seen that way. The thesis process could include more career planning components.

Questions for further examination

- 1. What would be the best way to get students to think about their thesis process as a project and also as a part of their career profile or expertise (or even personal brand)?*
- 2. How can the programme encourage and support students' reflections during and after the thesis process so that students can better explain what skills and competences they have developed during the thesis process?*

Support of Reflection Throughout the Study Process

A key component in career planning is self-assessment skills, the ability to articulate skills and competences, but also personal values and preferences. The programme could do more to help

students to develop their self-assessment skills. Issues that were discussed include: feedback to students, course reflection (what did we learn and why). One tool mentioned was the portfolio.

Questions for further examination

1. *How could teachers best support and help students to reflect what they are learning throughout their studies?*
2. *How should reflection be included and/or supported in the curriculum?*
3. *What kind of personal feedback do students get during their studies? How could that feedback best help to develop the self-assessment skills of students?*
4. *Should students be required to do a portfolio during their studies and if so, how would the portfolio work be supported and integrated into the curriculum? Should the portfolios be assessed and graded?*

Should the Programme have a Project Course or Project Courses?

One way to support students career planning and connections to the working life is to develop project courses where students work on and/or solve problems given by employers or outside stakeholders.

Questions for further examination

1. *Should the programme develop a project course (or project courses) to strengthen the connections of the programme to employers and also the connections or networks of the students?*
 2. *What kind of a project course would best work for the programme?*
 3. *How would such a course be developed and by whom?*
-

After the February 18th workshop the ALKU Programme Leader, Professor Hannu Juusola, Vice-Leader, Professor Mikko Saikku, University Lecturer Sylvia Akar, Education Coordinator Jani Penttilä and I reviewed the outcomes of the workshop. The group selected 4 themes from the Pedagogical Baseline Analysis for further discussion. These themes were seen as the most relevant for the Programme.

- Programme identity or identities
- Knowledge of alumni careers
- Traineeships (internships)
- Support of reflection throughout the study process

A special working group was set up to organize an ALKU Teaching Development Day (August 26th) that would be focused on the topic of career planning. The working group would prepare concrete proposals for the programme community to consider. In addition, it was also decided that a substantial part of the development day would be reserved to discuss ALKU Programme identity or identities.

The working group members were Assistant Professor Andrew Logie, University Lecturer Sylvia Akar, Education Coordinator Jani Penttilä, University Pedagogy Lecturer Marjo Vesalainen and myself. The group met a few times during the spring and the summer to plan the teaching development day.

3.2. Master's Programme in Finnish and Finno-Ugrian Languages and Cultures (SUKU)

The Pedagogical Baseline Analysis workshop (March 15th, 2019) raised several development themes and potential development targets that were listed in the workshop memo as follows (the original memo was in Finnish, this is a translation):

Analysis and Redefinition of the Concept of Language Expert

In the speech produced by the master's programme community, the concept of language expert (*kielen asiantuntija*) is central. It acts as a kind of overarching concept for the skills developed in the programme (and also in the bachelor's programme). However, the challenge with using the concept is that at least some students find it too abstract and ambiguous, and they cannot actually translate it into concrete words describing skills and competences. Thus, at present, the concept may not serve at least all students in describing their own skills.

Another related challenge, is that the concept of language expert has developed and evolved over time. Using the same concept from year to year without systematic definition, redefinition, or opening up the concept in the programme community can be problematic. The risk is that a language expert becomes a concept that has no clear shared meaning in the programme community and therefore does not serve (at least not all) students in expressing their own skills and competences or to build their professional identity.

One way to support students' ability to perceive the content of the concept of a language expert, would be to link the use of the concept strongly to both course descriptions and teaching. For example, the beginning of the course could more clearly describe how the learning objectives relate to language expertise.

Questions for further examination

I. Should the concept of a language expert be analyzed in the programming community and redefined? This analysis could include a review of the historical development of concept as well as an analysis of what linguistic expertise might mean in the future (e.g., a time horizon of 10 or 20 years).

II. If analysis is to be undertaken, it is good to consider which actors will be involved in the discussion to define the concept of language expert. What is the role of the programme community (teacher and students)? What about alumni or employers and organizations that offer traineeships to students?

III. How does the concept of a language expert appear and take form as part of the pedagogy and learning outcomes and objectives of the various courses at the moment? What about in the future?

Clarification, Possible Development of the Role of Personal Study Plan

Guidance related to a student's personal study plan (*Finnish acronym HOPS*) was seen as a key place to support career planning for students in the programme. Personal student plan-related guidance (acronym HOPS guidance) has played this role for a long time, but now it might be useful to further analyze how HOPS guidance currently supports student career planning and how it can be developed in the future.

The discussions at the beginning of the graduation seminar (supervisor-student) were also seen as an important place for reflecting on a student's future plans. The role of the graduate seminar and master's thesis in supporting career planning could be explored in the future.

A central part of the equation is also the end-of-bachelor's HOPS guidance, which is done by at least some of the bachelor's programme teachers. This so-called transition-phase guidance supports the start of master's studies, also from the perspective of career planning support. HOPS guidance for

master's students at the University of Helsinki was identified as a specific issue that deserves further consideration. How do you ensure that all students, also the ones who have completed a bachelor's degree somewhere else, receive the same support as the vast majority of students who have completed a bachelor's degree at the University of Helsinki?

Questions for further examination

I. How can the current implementation of HOPS guidance be documented and analyzed in the programme community?

II. How does guidance related to a graduation seminar, connect with career planning support?

III. How would it make sense to develop HOPS guidance? Are we seeking common guidance models, or training for teachers doing HOPS guidance? Should models of peer support and mutual learning be built between teachers giving guidance? Should we develop individual and / or group guidance for students?

Development of the Project Studies

At the moment, non-teacher students have a total of 15 credits of master's degree project studies. The aim has been to create space for students to enhance work-life relevance and get career planning support (such as internships, project courses, etc.).

The concern is that not all students currently benefit from the full range of project studies. For example, students may fill the 15 credits window with other studies before applying for a traineeship. This can lead to a situation where the student may not receive university support for the traineeship (unless the issue is solved creatively using other study units).

The statistics on traineeships are complicated by the fact that unsupported internships do not produce such a clear overall statistics as the university-supported ones. With regard to supported traineeships, it would appear that the number of traineeship have been falling since the year 2016, when traineeship coordination was moved from the departments and faculties to the University Services and the Career Services.

Thus, the project studies unit should be developed in one way or another so that it would be clearer for students and would also be understood as an opportunity to direct their own studies for the future career.

Questions for further examination

I. Should the module of 15 credits be separated into parts of 5 credits that would be clearly named, such as traineeship, project course or other optional project studies? Even this clearer naming could help students. Should the name of the module be changed to e.g. Career Studies (uraa tukevat opinnot)?

II. Should the 15 credit module have a guidance component to it, such as portfolio work and/or discussion with your HOPS teacher and/or thesis supervisor before and after completing the 15 credits?

III. How can the information about student traineeships be better used in guidance given to students but also in development of the programme?

Portfolio Work in the Programme?

Portfolio work through the master's programme could support students' ability to identify and express their skills. Portfolio work has been introduced in several degree programmes at the University of Helsinki after the degree reform of 2015-2017. Different models and experiences could be used to create a portfolio model for a possible SUKU programme.

Questions for further examination

- I. Should the programme introduce portfolio work, and if so, should it apply to all students or only to non-teacher students? Should the portfolio be completed throughout the studies or only as part of the 15 credits project studies module?*

Other Themes Emerging from the Discussion

- Identifying student desires and needs for career planning support
 - How do you support students' career planning without forcing them into ready-made models or killing enthusiasm for the field?
-

After the SUKU Programme workshop, the Programme Director, Professor Jyrki Kalliokoski communicated that four specific themes would be investigated in further discussions. They were:

- Analysis and redefinition of the concept of language expert
- Clarification, possible development of the role of personal study plan
- Development of the project studies
- Possible introduction of portfolio work

After the workshop, the SUKU programme also communicated that they would be continuing their conversations about the topics selected as part of renewing their curriculum. I indicated that I would be willing to support this effort if the programme wished so, but the decision to continue the collaboration would be based on the needs of the programme.

4. Selecting Development Goals and Tasks

After the ALKU and the Suku programme workshops, I made an analysis of the similarities and the differences between the workshop outputs and the potential development goals identified in the workshops. The hypothesis was that similar workshop structures and theoretical approaches would generate similarity in the conversations and maybe also in the outputs. That hypothesis was partly right. But there were notable differences in the conversations between the workshops and in the outputs.

Differences between the programmes reflected their different historical, cultural and organizational contexts. The Suku programme was built upon a very similar degree programme structure. Teachers in the programme had a shared history and knew each other well. The ALKU situation was different. The ALKU Programme is a fusion of many fields of science, many of which did not have strong existing historical ties or connections to each other. Some teachers had met each other only a few times before the development project – if at all. That is why the programme identity question or the question of identities was seen as very important for ALKU. It is interesting, however, that also the Suku Programme community saw a need to clarify a key concept, the concept of language expert, and to dig deeper into the language produced in the programme community. A shared history and familiarity doesn't mean that there is no need to analyze the programme identity and/or key concepts used in the programme community.

The issue of supporting reflection and self-assessment skills throughout the study process was seen as important in both programmes. There was at least some interest from both programmes to look into the possibility of introducing a portfolio into the programmes. Luckily, the Career Services organized a workshop on this very topic in the spring 2019. Representatives from both programmes participated in the workshop.

The third similarity was the focus on the issue of traineeships. Both programmes were worried that their students were not fully using the opportunity of doing traineeships and “missing out” on the university-supported traineeship option. University-supported traineeships allow employers a 1800 euro voucher if they hire a student trainee from University of Helsinki for at least 2 months and pay at least the minimum wage of 1 211 euros per month defined by Kela (for the year 2019), The (Finnish) Social Insurance Institution. A student can receive the traineeship voucher only once. So if a student has received the voucher at the bachelor's level, he or she cannot receive it again at the master's level. As part of the development project, the Career Services decided to organize a workshop on developing traineeships for the Faculty of Arts degree programmes at the end of May.

The Suku Programme was at least initially interested in looking at how personal study plan related guidance, or HOPS guidance, could be developed. This topic was also discussed in the ALKU workshop but ultimately it was not chosen as a development target. Rather, the ALKU Programme saw a need to develop its alumni activities and also knowledge of alumni careers and employment.

The research plan for the Pedagogical Baseline Analysis was successful in fostering a deep dialogue that led to identification and selection of potential career planning support-related development themes and targets for the participating programmes. The conversations were able to capture the duality of reification and practice in the programme communities. The feedback from the workshops was very positive.

Potential Development Targets for the ALKU and SUKU Programmes (March 2019)

ISSUE	ALKU Programme	SUKU Programme
Identity and the expertise profile of the degree program	Further discussion about program identity <i>or identities</i>	Analysis and redefinition of the concept of language expert
Information on graduates' employment and career paths, alumni activities in the program	Knowledge of alumni careers, alumni activities in the program	
Career planning support as part of personal study plan guidance, HOPS guidance		Clarification, possible development of the role of personal study plan
POTENTIAL SHARED THEMES		
Development of traineeships (Guidance and support for applying for internships, information on previous internships)	Traineeships development	Development of the project studies
Support for self-assessment skills development, reflection, possible roll-out of portfolio work	Support of reflection throughout the study process	Possible roll-out of portfolio work?

TABLE 9. POTENTIAL DEVELOPMENT TARGETS FOR THE ALKU AND SUKU PROGRAMMES (MARCH 2019).

The following chapters will look at the selection of development targets and themes more closely.

4.1. Focus on Traineeships

The Career Services organized a workshop on developing study-related traineeships as part of the development project on May 27 2019. The workshop was open to all Faculty of Arts degree programmes. Here is the workshop memo that highlights on key issues discussed during the workshop. The memo was written by myself and Marika Jokioja from the Career Services.

Limited Resources for the Coordination of University Supported Traineeships

After the foundation of University Services (YPA) in 2016, the coordination of university-supported traineeships was mostly centralized into the Career Services (excluding Faculty of Medicine, Faculty of Theology³, teaching traineeships and practical pharmacy training).

Before YPA, coordination was decentralized and mostly organized at the faculty, department or programme level – in co-operation with the Career Services. Previously about 80-100 people were involved in the traineeship coordination process. Now there are only 2 people working on this topic at the Career Services.

Limited resources unfortunately limit and restrain the possibilities to develop the traineeship system at the university level. However, the workshop participants were able to name several issues where the traineeship system could be developed at the programme and faculty level – in collaboration with the Career Services.

Traineeships in the Study Requirements and Curriculum

Marika Jokioja from Career Services highlighted the need for clarity in the way traineeships are described in the study requirements and curriculum. It is important that students know where a possible traineeship fits into their degree and that all students understand that receiving university support for a traineeship requires that the traineeship is part of the degree.

Workshop participants discussed how well the current study requirements are in line with Jokioja's recommendations. Some programmes saw a need to focus on this issue to clarify the place of traineeships in the study requirements and curriculum.

Some participants had seen a change in the way students have completed traineeships after the requirements of traineeship were changed from mandatory to optional. Students still very much want to do a traineeship but might decide against doing one if they struggle to find a suitable traineeship placement opportunity. Is it now too easy to stop looking?

Questions for further discussion

- 1. Are programmes content in the way traineeships are described in their study requirements and curriculum? Is there need to clarify some things for students and teachers?*
- 2. Has making traineeships optional at the master's level affected student behavior and if so, how big has the change been? If there indeed has been a decline in traineeship participation, should traineeships be made a mandatory part of a degree – again?*

³ Faculty of Theology students studying in The Master's Programme in Intercultural Encounters are in the centralized traineeship grant system – other Faculty of Theology students are not.

Support and “Role Clarity” for Teachers Responsible for Traineeships

Programmes have different approaches when it comes to pedagogical roles and responsibilities in relation to traineeships. Some programmes have teachers that have specialized and focused on traineeship, career and work-life orientation issues and are motivated to be in a coordinating and/or responsible role for these issues. However, in many cases, the role of career planning, work-life orientation, traineeship coordinator and/or responsible teacher is rotated yearly. This means that there is little continuity at the programme level. There is a real risk that this rotation policy makes it more difficult to develop traineeship activities and other career planning and work-life orientation support activities in the medium and long term. Teachers can also feel uncomfortable in a role for which they have not received any starting orientation, support or training. The role might just have been given to them.

Workshop participants discussed the role expectations that teachers responsible for traineeships, career planning and work-life orientation support have. Many emphasized that such a role cannot and should not be seen as role that requires deep specialization and/or knowledge about traineeships and career and work-life issues. Rather the focus should be on supporting and encouraging students and helping them to find relevant information and help – whether it is in finding a traineeship placement or seeking the help of a career counselor. A teacher in a coordinating or responsible role should know the basics and where more information and support can be found. The right attitude is the most important thing.

Questions for further discussion

- 1. What is the best way to organize the role(s) of the career planning, work life orientation, traineeship coordinator or responsible teachers? Specialization or rotation (or a mix of the two)?*
- 2. Should responsible teachers at a programme form a working group that meets regularly (1-2 per semester for example)? Should responsible teachers receive training or support from the programme in relation to their role?*
- 3. What help and support can the Career Services offer these teachers?*
- 4. Should the Faculty of Arts do more to support these teachers?*

Traineeship Support and Information as Part of Orientation and Personal Study Planning

Workshop participants said that the possibility of doing a traineeship as part of the studies is discussed during personal study planning discussions (HOPS) and during orientation courses. However, there is a lot of diversity in the way students enter programmes and start their master level studies – and do their personal study plans. Study lines within programmes also have a lot of diversity in the way personal study planning is done. Planning the orientation period is easier in international master’s programmes where students tend to start their studies together as group in the fall semester.

Questions for further discussion

- 1. Should each programme and/or study line have standardized (or commonly agreed-upon way) of introducing the topic of traineeships (and/or career planning) to students during the orientation and personal study planning phase in order to make sure each student receives the relevant information and support?*
- 2. Should teachers that are responsible for personal study planning meet yearly or a few times a semester to coordinate the way they support student personal study planning (if they do not already do so)?*

Collecting and Utilizing Traineeship Knowledge in a Systematic Way

One major theme of the workshop was how programmes collect and utilize data on traineeships in their activities. The Career Services has statistics and feedback information about university-supported traineeships from 2017 and 2018 but Career Services has not previously had enough resources to do reports about this data on the programme level data. The problem with the Career

Services traineeship data is that it only covers university-supported traineeships and is not representative of all traineeships.

Programmes have traineeships reports from all the traineeships that students have done as part of their degree but these reports are not usually processed in a systematic way. Teachers read the reports and give the credits but there is no time to systematically analyze the reports. Some programmes maintain a list of organizations where students have done traineeships. This kind of a list is useful for both students and teachers. The problem with using traineeship reports relates to the way these reports are collected (emails and word attachments) but also to the fact the reports themselves contain information that is confidential and personal and not meant to be shared with other students or other teachers.

Workshop participants saw the need to develop a systematic way to collect, analyze, process and use data that is generated from the traineeships. This approach should include both Career Services data on university-supported traineeships and data generated by traineeships reports.

One possible approach is to develop a Faculty of Arts level e-form for collecting traineeship reports. This would include numerical/statistical and basic qualitative information that could be shared to other students, teachers and the programme but also private/confidential information that would only be reviewed by the responsible teacher.

Systematic data collection is not enough, if the data is not used. Programmes should develop ways to systematically analyze and utilize the data collected. Moodle course pages for traineeships can be used to store information and guide students in the process. Blog pages could be set up to market traineeships to students, teachers and potential employers.

Questions for further discussion

- 1. Many programmes are interested in developing a systematic way of collecting, processing, analyzing and utilizing traineeship data. Should this work be done at the Faculty level or at the programme level (or between interested programmes)? Can the Career Services help in this work?*
- 2. What information about traineeships is most relevant for students, teachers and programmes? What data is truly needed?*
- 3. What is the best way to analyze and process traineeship information at the programme level? Yearly review or report? Programme steering committee discussion? Yearly traineeship info?*

4.2. ALKU Programme Process: Teaching Development Day and Steering Committee Decisions

After the ALKU Programme Pedagogical Baseline Analysis workshop in February, a special working group was set up to organize a Teaching Development Day for the Programme on August 26 2019. Career planning was selected as the theme of the day. The working group prepared 3 initiatives for the Programme to consider, and a workshop focused on the question of programme identity or identities.

The working group members were Assistant Professor Andrew Logie, University Lecturer Sylvia Akar, Education Coordinator Jani Penttilä, University Pedagogy Lecturer Marjo Vesalainen and myself. The group met a few times during the spring and summer to plan the teaching development day. Akar and Vesalainen prepared a proposal of using a portfolio as a tool of supporting reflection. Penttilä prepared initiatives relating to the development of traineeships. Logie and I prepared ideas for developing alumni activities. These proposals were evaluated, discussed and further developed by the participants. All the proposed initiatives received support from the participants. It was decided that the ideas would be further developed for actual decision making in the Programme Steering Committee later in the fall.

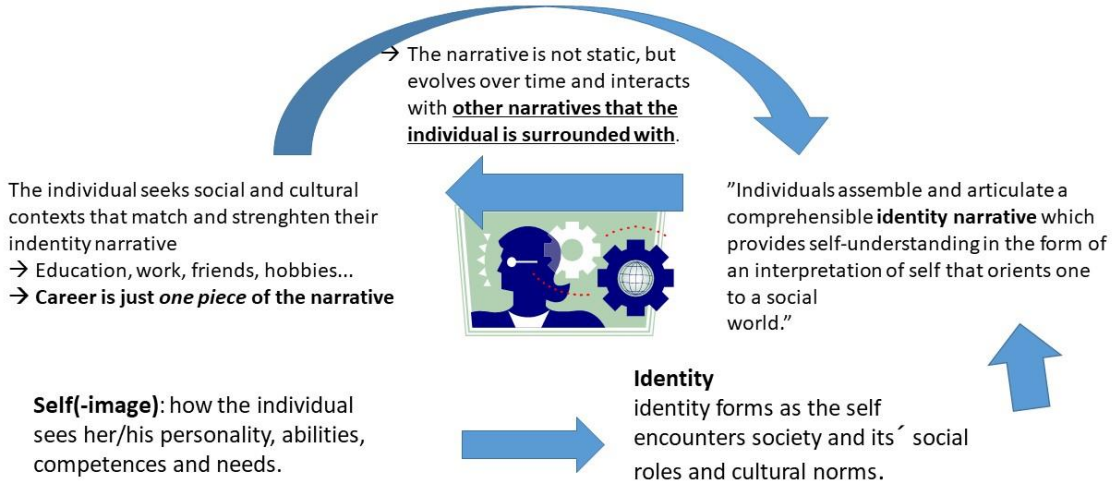
The afternoon was reserved for a workshop focused on the ALKU Programme identity or identities. For the purpose of this discussion, I introduced a fifth theoretical approach into the conversations – in addition to the theoretical approaches already mentioned in chapter 2. The concept of **Identity Narrative** from the Life Design Theory (Duarte at al. 2010) was introduced as a tool of connecting the student career skills development approach (Carver, Itkonen & Kanninen 2014; Sampson et. al 2004; Watts 2006) to the social learning approach within the community of practice theory (Wenger 1998).

The concept of Identity Narrative is helpful to recognize that the reasons why students choose a particular degree programme actually is very much “identity-related”. The approach stipulates that the individual seeks social and cultural contexts that match and strengthen their identity narrative, their **constructed self-understanding** and **interpretation of self** (Duarte at al 2010). Choice of programme degree is of course by no means the only identity narrative marker nor does it explain a person’s identity by itself. Other factors like family and social-economic and cultural background, work, hobbies, interests and friends are important as well. But being aware of what draws a particular group of students to study in a particular programme is worthwhile. It is worth noting that students can naturally also be unhappy with the choice of programme. Exploring why that is, is also important.

Identity Narrative & Programme Identity Narratives

Life Design Theory

(Duarte, Lassance, Savickas, Nota, Rossier, Dauwalder, Guichard, Soresi, Esbroeck & van Vianen (2010).



10

TABLE

10. IDENTITY NARRATIVE & PROGRAMME IDENTITY NARRATIVES. LIFE DESIGN THEORY. DUARTE, LASSANCE, SAVICKAS ET AL. (2010).

Another insight in the concept of identity narrative is to recognize and appreciate the fact that identity narratives that students are surrounded by, influence the writing and re-writing of their own identity narrative. The interplay of the writing of the personal identity narrative in a context of other identity narratives is a subtle and very personal process and can be implicit, or even subconscious (Duarte et al. 2010). Being aware and knowledgeable of influences, influencers and societal and cultural structures that affect the way a person sees him or herself, and his or her potential, and possible and plausible futures, is a very important but also a very difficult issue in career counseling. That is why I introduced Fouad & Bingham's (1995) Spheres of Influence of Cultural Variables to the conversation as well.

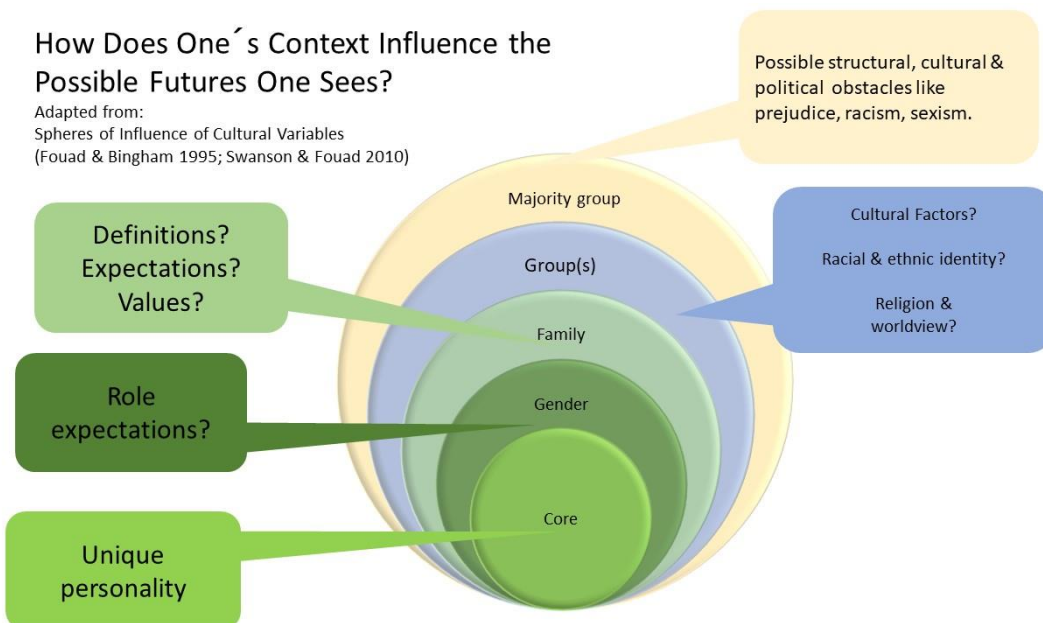


TABLE 11. HOW DOES ONE'S CONTEXT INFLUENCE THE POSSIBLE FUTURES ONE SEES? (ADAPTED FROM: FOUAD & BINGHAM 1995; SWANSON & FOUAD 2010)

During the ALKU Programme Pedagogical Baseline Analysis workshop, participants were already asked to analyze career planning related narratives and speech produced by the programme community. During that conversation, many participants challenged the premise of talking about ALKU Programme as a single community with a shared identity. Rather, the focus should be on understanding and identifying the different identities within the programme environment.

The degree programme reform of 2015-2017 had created the fusion of different fields of science and their existing degree programmes “top-down”. Many were still unsure whether such a fusion was a good idea to begin with. The complex history of the creation of the ALKU programme was the reason why the theme of programme identity or identities was selected as the most important topic of the Teaching Development Day. There was clear need to talk about it, even if the topic was a rather difficult one to approach.

The working group and the ALKU Programme leadership wanted to focus the conversation on what combines and connects the programme community. The question asked from the participants was the following:

What kind of shared narratives, spaces, artifacts or practices does the programme community currently have, for example: research topics & methodology pedagogical style and culture ethical principles, traditions or histories in the participating fields of science?

This question was introduced with three key components from the Community of Practice theory: **dimensions of practice as the property of community** (Wenger 1998, 73), **modes of belonging** (Wenger 1998, 174) and **participation and reification as connections** (Wenger 1998, 105). I did not want to take a position on whether or not the ALKU Programme was in fact a community of practice or not but rather asked the participants to analyze in what ways the community meets or does not meet the criteria for a community of practice. The dimensions of practice as property of community perspective was introduced to get the participants to look at how much the ALKU Programme had **mutual engagement**, **joint enterprise** and **shared repertoire**.

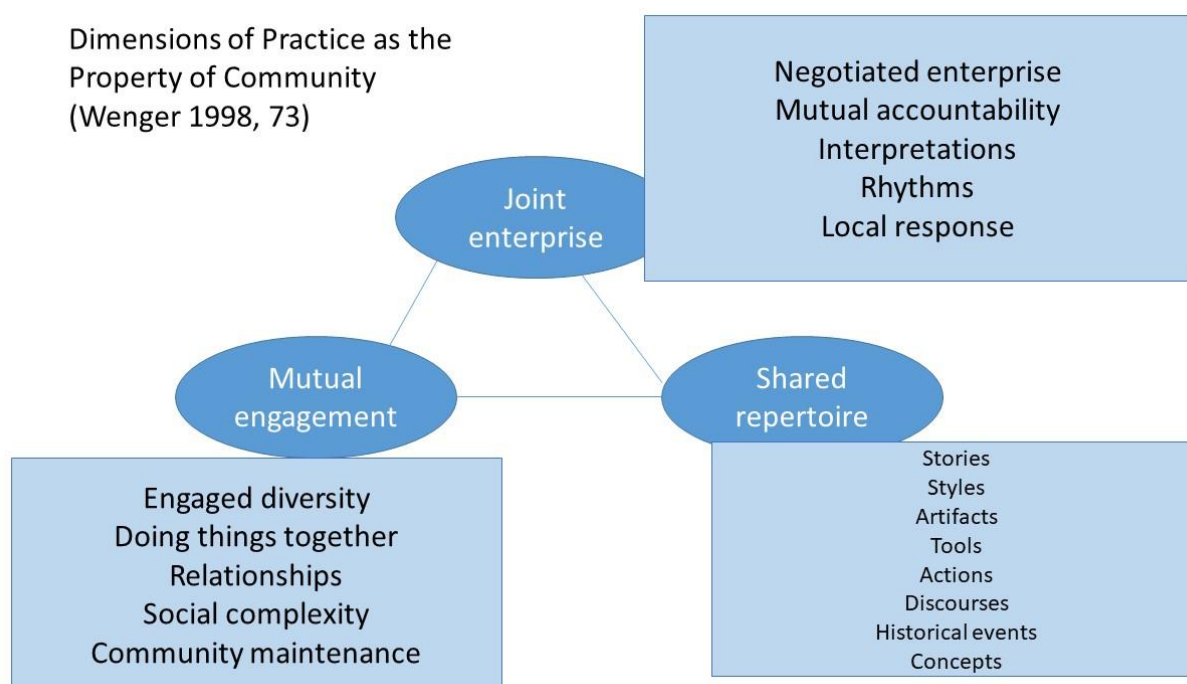


TABLE 12. DIMENSIONS OF PRACTICE AS THE PROPERTY OF COMMUNITY (WENGER 1998, 73)

For the purpose of the discussion of programme identity or identities in relation to students' career planning, the Modes of Belonging Approach was relevant as it invited participants to look at to what extent the ALKU programme community has shared **engagement**, **imagination** and **alignment**. They are all important factors in determining whether the programme functions as a recognizable community in the eyes of the teachers or students. Does the programme have recognizable shared practices, ways of interacting, talking, teaching and shared images of the world, past and present, the future – as well as shared images of what the programme is? Are discourses within the programme environment in enough alignment for there to be a reconcilable ALKU ethos?

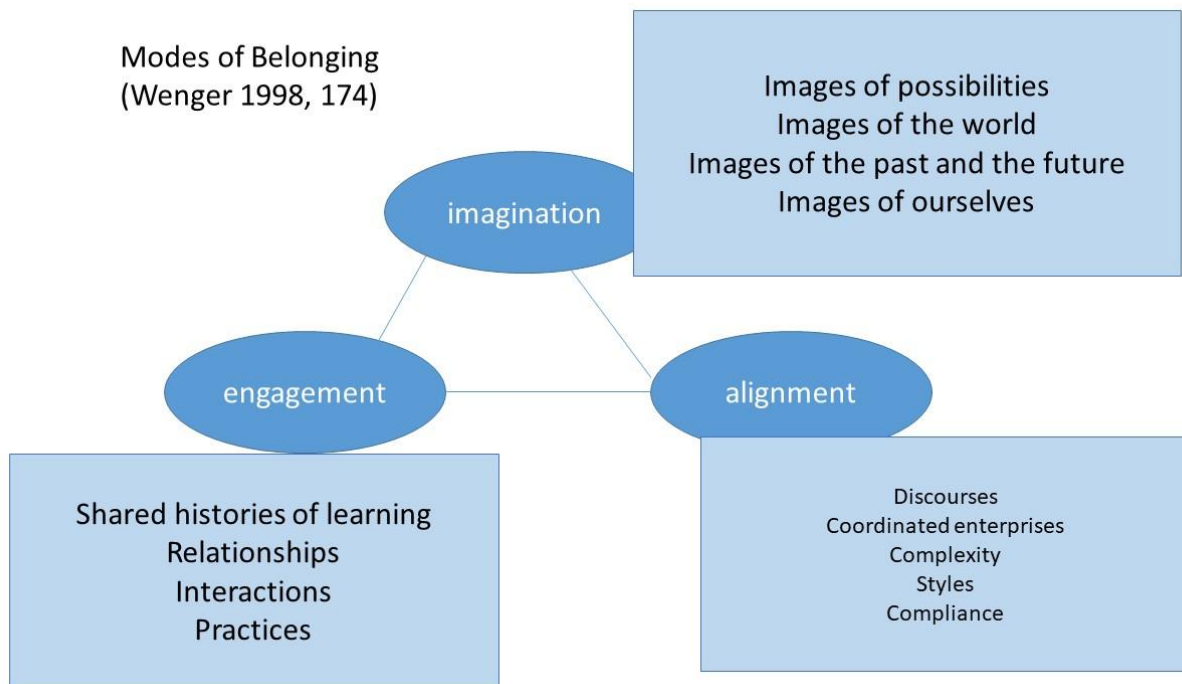


TABLE 13. MODES OF BELONGING (WENGER 1998, 174).

At the ALKU Programme Pedagogical Baseline Analysis workshop, many participants said that approaching the Programme as a single community was not warranted. If this indeed was the case and the ALKU Programme was actually formed from separate communities of practice, the question of the ALKU identity could be approached from the participation and reification as connections perspective. This approach invited the participants to identify **boundary objects**, like *artifacts, documents, terms, concepts and other forms of reification around which communities of practice can organize their interconnections* and **brokering**, *connections provided by people who can introduce elements of practice into another* (Wenger 1998, 105).

The workshop participants accepted the proposed workshop question and theoretical approach as the basis of the conversation. Groups formed from different participating fields of science went to work together to answer the question *what shared narratives, spaces, artifacts or practices does the programme community currently have, for example: research topics & methodology, pedagogical style and culture ethical principles, traditions or histories in the participating fields of science?*

Participation and Reification as Connections
(Wenger 1998, 105)

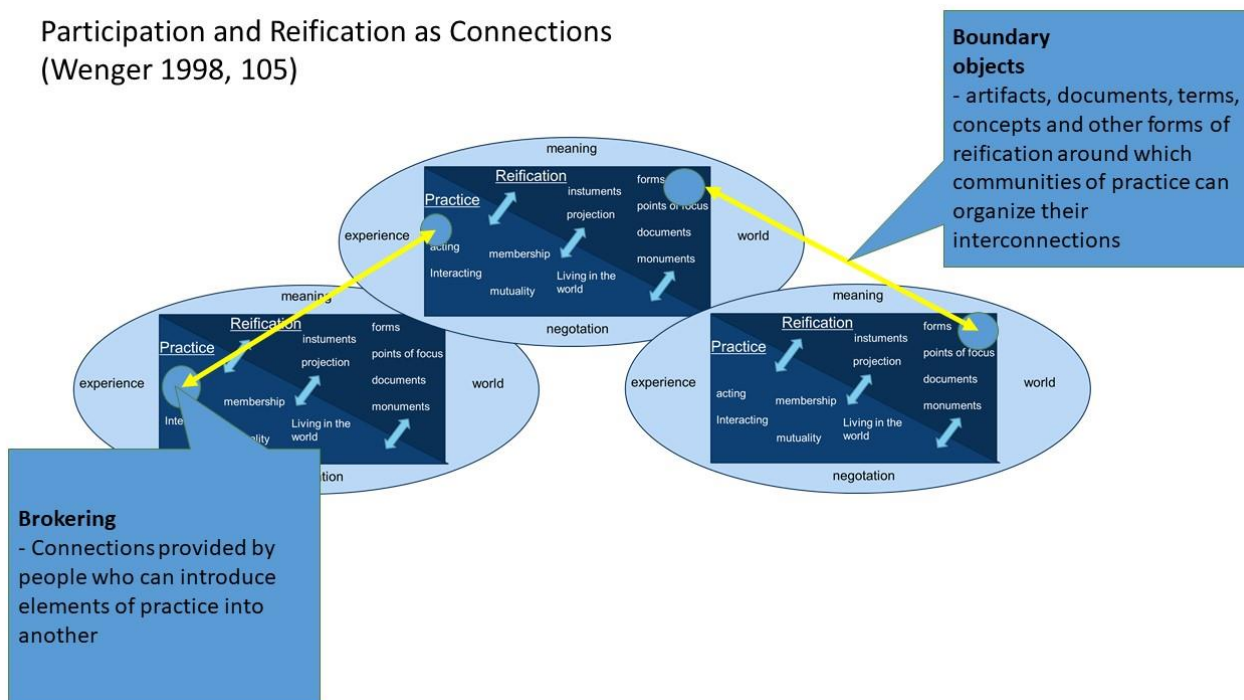


TABLE 14. PARTICIPATION AND REIFICATION AS CONNECTIONS (WENGER 1998, 105)

Luckily, the interdisciplinary working groups did not struggle in answering the question. In fact, many participants said that finding shared *narratives, spaces and artifacts* was not difficult but rather easy. Participants found shared pedagogical practices, a shared value base and ethos, and many shared research interests and topics. The workshop participants identified some action points that could strengthen the ALKU Programme identity in a responsible and an open way – in a way that does not require conformity in a negative way. It was agreed that these action points would be presented to the ALKU Programme Steering Committee later together with the other proposals discussed earlier during the day.

The ALKU Programme Vice-Lead, Professor Mikko Saikku, Assistant Professor Andrew Logie, University Lecturer Sylvia Akar, Education Coordinator Jani Penttilä and I met after the Teaching Development Day to discuss the proposal made to the ALKU Programme Steering Committee who met in early October. The proposals were:

1. Introducing the portfolio to the Programme as part of ALKU-301 and ALKU-306 courses

Why?

- The portfolio is an Instrument of reflection, setting goals, developing professional identity & career planning, identifying and communicating own skills and knowledge, and making non-formal and formal learning visible. It is about past, present and future!

What and how?

- Moodle page with structured questions and tasks: CV, job application, internship, international exchange, relevant working experience during studies.
- Planning during summer 2020, implementation in autumn 2020

Open questions to be answered during planning

- Basic portfolio and/or display portfolio?
- How ULearn, compulsory part of MA?
- Who will read the portfolios?

1. Traineeships

2.1. Traineeship Reports

The traineeships reports will be submitted to a new Moodle area. The report will include a short public description of the traineeship, but the detailed report will only be available to the teacher(s).

To be decided:

- Who decides that traineeship can be included in a degree?
- Who reads and approves the report? A coordinating teacher for all reports of the programme (työharjoitteluvastaava) or the coordinating teachers of the study tracks (like today)?
- Programme-specific questions to be added to the report instructions?

2.2. Promoting Traineeships

Info session for students (during ALKU-301) including Career Services, Mobility Services (traineeships abroad) and students who have already taken a traineeship.

Traineeship Moodle area, where students can read short descriptions of previous traineeships.

Further ideas:

- Traineeships to be discussed in the PSP (HOPS) meetings (group and/or individual meetings).
- Support for the search of traineeships; employer contacts of the ALKU programme.

2.3. Impacts on the Curriculum

A separate code for the traineeship (ALKU-322). How many credits are given? (Today: 5 credits for a traineeship of 2-3 months)

Traineeship can be included in the Optional Studies, not obligatory but strongly supported.

Timing of the traineeship.

2. Starting Alumni Activities for Area and Cultural Studies

3.1. Alumni interview/ information interview as part of the ALKU introduction seminar/ course

- This assignment is used in many of the career planning and labour-market orientation courses, of which the Career Services is a partner.
- In the assignment, the student finds someone with a similar educational background and whose current work and/or career the student finds interesting.
- The student is responsible for finding the person, setting up and planning the interview (questions/ topics) and writing a report about the interview.

- After the person interviewed has read and approved the report, the report is shared in Moodle with the rest of the course.
- Many programmes use these interview reports or shorter/edited versions of them (with the permission of the people interviewed) in the guidance of students and in some cases, in the marketing of the programme for potential students.

3.2. ALKU Alumni Event Organized in Spring 2020

- All graduates of ALKU “predecessor programmes” should be included, as well as actual graduates of the current programme. That is why the right brand for alumni activities is Area and Cultural Studies alumni activities, not ALKU programme alumni activities.
- The plan is to first invite all relevant student organizations to sit down with the programme leadership to discuss which organizations would be willing to participate in organizing an alumni event for ALKU in the spring 2020.
- Several options for organizing the event were discussed. One option, mentioned by Jussi Pakkasvirta, was to organize the event as part of the department Friday meetings that are organized monthly. One option is to select a group of students to organize the event as a working-life project (and give study credits for it).

3. Strengthening the ALKU Identity

4.1. ALKU Programme “Handbook”

As a new programme, one challenge has been the lack of knowledge of what kind of background, research topics and expertise ALKU teachers have – and share. This lack of knowledge about who is who makes collaboration harder.

One way to build connections and also to highlight and promote the programme would be to make a handbook (or a website) that would introduce the teachers in more detail to both students and their colleagues.

4.2. Strengthen HELCultureclub

One way to highlight research done within the ALKU community and to build connections between different participating fields of science would be to restart or/and strengthen the HELCultureclub research seminar.

Involving and encouraging the participation of all the teachers and master’s level students in the seminar could also foster the ALKU identity and possibly build more interdisciplinarity in research done in the ALKU community.

One example, which was mentioned in the development day, was master’s thesis supervision. In the future, the main supervisor should still be selected based on area expertise but another supervisor could bring research methodology expertise without being an expert in the area/culture that the thesis focuses on.

4.3. Fostering ALKU Ethos in Teaching

Participants of the Teaching Development Day saw a strong and shared value base that connects the participating fields of science and teachers.

The ALKU community shares a critical approach toward existing power structures and cultural hegemonies and foster an emancipatory approach to groups that are underrepresented (and misrepresented), marginalized or made to be “other”.

One way to build on these shared values and approaches would be to create thematic courses where teachers from different participating sciences would team up to approach a phenomenon from different perspectives and cultural and regional points of view.

The ALKU Programme Steering Committee discussed all the proposals and accepted them as the basis for developing the programme, except for the 4.2. *Strengthen HELCultureclub* proposal. The Steering Committee saw that the existing HELCultureclub research seminar has already an existing function and brand and it cannot act as a research seminar for the ALKU Programme only. But the ideas presented in the proposal could be adapted in a formation of setting up an annual or bi-annual ALKU seminar that would be aimed at the ALKU community.

4.3. SUKU Programme Process

In the beginning of the fall semester 2019, I contacted SUKU Programme representatives, Programme Leader, Professor Jyrki Kalliokoski and University Lecturer Johanna Komppa about the possible continuation of collaboration. Kalliokoski indicated that the programme did not require further support from me at the time. The programme would continue their internal discussions at a traditional two-day Finno-Ugric and Nordic Department Student and Teacher Planning Seminar organized at the Lammi Biological research station.

The following memo details the decisions made regarding developing students' career planning support in the SUKU Programme (the original memo is in Finnish, this is a translation).

Career Planning to be Taken Seriously in New SUKU Curriculum (Degree Requirements)

The SUKU Programme will improve the career planning support and guidance of students based on discussions at the workshop facilitated by Eric Carver (March 15th), Master's Programme's Staff Meetings (spring and fall semester 2019) and the Finno-Ugric and Nordic Department Student and Teacher Planning Seminar organized at Lammi (October 2019) in the following ways:

Career planning support will focus on supporting non-teacher students.

- The description of the content of the master's programme (in opintopolku.fi) will define language expertise more precisely and with more detail. Results from the most recent career tracking survey will be used in making the description.
- Descriptions of how career planning support works in practice will be included in the descriptions of advanced studies in each field of study. The primary responsibility for this is first with the person in charge of advanced studies and, after the master's thesis seminar has started, with the teacher of the seminar, who is also the supervisor of the master's thesis.
- Descriptions of applied project studies, will also support career planning. Students will be supported in planning their applied project studies by their master's thesis supervisor and the teacher responsible for the applied project studies. Work-oriented courses are offered each semester in conjunction with the Bachelors of Arts in Languages and Literature programme.
- As part of the applied project studies (SUKU-400), a distinct course for traineeship (SUKU-404) is offered.

The Bachelors of Arts in Languages and Literature Programme introduces a portfolio that covers the entire bachelor's phase. When sufficient experience has been gained, the portfolio will also be introduced in the SUKU Master's Programme.

5. How to Straighten Career Planning Support in Master's Programmes?

The previous chapters have outlined the background and theoretical approach selected for the development project and the actual development project process and its outcomes in the participating master's degree programmes. Because the outcomes are decisions made by the programmes, actions planned in the future, the final impact of the development project remains to be seen.

Based on the outcomes so far it looks like the key goals of the project were reached: programmes were able to identify and analyze the way they support career planning of students as a community and as a pedagogical environment. The programmes were able to identify and select development targets that would straighten career planning support in the future and that could be implemented with the current resources.

Feedback from the participating programmes was positive throughout the process. However, no formal feedback survey was conducted. The reason for not doing a survey was simple: answer-rates to such surveys tend to be low – especially if not conducted right after a particular event or workshop. Participating programmes will give formal feedback on December 13th when the results of the project are presented to the Faculty of Arts degree programme leaders. Feedback from the programmes will be included at the end of this report in the appendixes.

This final chapter will elaborate on the outputs of the development project. The aim of this chapter is to make a proposal to the Faculty of Arts and also to other interested faculties at the University of Helsinki. The purpose is to offer a strategic approach to strengthening career planning support of students in the master's programmes. The proposal is a set of recommendations, many of which are interconnected. However, this is not a one-size-fits-all kind of proposal that is meant to be implemented word-by-word and point-by-point, but rather, it is a list of recommendations for each faculty and programme to consider and to implement in way that fits with the educational profile and mission, needs, context, history and resources of the programme. This chapter also includes recommendations to the Career Services.

5.1 Recommendation 1: Complete Pedagogical Baseline Analysis Periodically

Experiences of this development project indicate that programmes clearly benefit from a systematic **Pedagogical Baseline Analysis**. It cannot be a yearly exercise, of course. Such an analysis should be conducted every 3-9 years, in connection with curriculum planning or review of degree programmes or external audits.

Key issues that should be covered as part of the programme analysis:

- Programme profile, educational mission and purpose
- Skills and competence goals
- Key concepts and research methodologies
- Ethos and values
- Career narratives: Where the previous graduates are, and where students are expected to go after graduation?

It is crucial for the programme communities to openly describe these things to potential future students and to current students. It is also very important to talk about these issues and build shared understanding. Conformity or full agreement on everything is not required, but open dialogue is necessary. Teachers and students should widely be included in these conversations. This will strengthen student's **membership in the programme community** and help them in **constructing**

meaning into their studies and connecting the **programme identity narratives with their own identity narratives and potential futures** (see chapter 4.2; Wenger 1998).

The Pedagogical Baseline Analysis framework developed during this project offers a working foundation for such analysis. That is not to say that the model cannot be adapted and further developed – on the contrary, it should. However, it is important to emphasize that any systematic analysis should be grounded in relevant theory and be **theoretically transparent** to all participants. The selected theoretical approach (see chapter 2) proved useful in this project, but it could be further developed and complemented with other relevant theoretical approaches.

Any degree programme analysis should also be **respectful and inclusive** to the whole programme community (teachers and students). Inclusiveness is especially important if the degree programme consists of several fields of science.

Pedagogical Baseline Analysis

Research plan	DATA	RESEARCH QUESTIONS
Pedagogical Baseline Analysis Eric Carver 2019 ©	1. INITIAL MAPPING Educational descriptions: degree requirements, curriculum, and described pedagogical objectives (Learning outcomes)	1. How has career planning support been described and what does it mean in terms of how support is concretized in the Master's program environment? 2. What is the location of career planning support (one place, a couple of places or throughout the degree)?
	2. Speech and discourses produced by the program community, in particular the ethos of the program (ethical attitude or special character) and the hidden curriculum	3. How is the program community (teachers and students) talking about the position of the program in the field of science and its' relationship to society? 4. What kind of expectations are there for the future careers of the graduates? 5. What kind of career paths are considered valuable and desirable?
	3. Practical teaching and guidance And the role of stakeholders: alumni, student associations, employers, trade unions	6. How does career planning support become concrete in the Master's program environment in teaching and guidance? 7. How does stakeholder activity affect career planning support in the program?

TABLE 15. PEDAGOGICAL BASELINE ANALYSIS.

The **Environment Approach** (Vehviläinen 2014) selected in this project proved effective, but it should be complemented with other approaches. Student representatives from programme steering committees were involved in this process. Yet, a thorough Pedagogical Baseline Analysis should also include a more systematic analysis of students' experiences and needs than was done during the process described in this report. The **Student Journey Approach** is a valid approach to the Pedagogical Baseline Analysis, either as the starting point or as a complementary to the environment approach. Any analysis of students' needs should also be rooted in relevant theory and research. There are several research and theory based approaches that could be used to research and analyze students' needs in relation to career planning support. The questionnaire currently developed in the Työpeda project (of which the University of Helsinki Career Services is a partner) offers interesting prospects for degree programmes to better understand their students' needs and support their career planning.

The third approach discussed, the **State or Space of Guidance Approach** is also relevant and potentially very effective, but it does require a systematic analysis of guidance practices of individual teachers within a programme community – in addition to analysis of the shared guidance practices.

If selected, this approach should be built on a strong commitment and openness from all or most teachers to participate and develop their guidance practices together.

Allegories of Guidance (Vehviläinen 2014, 218-219)

Allegory	Description	Focus
Journey (matka)	The student has a limited time in the master's programme. The experience is unique. The journey has a beginning and an end and certain intermediate stages	How well does the master's programme identify and recognize the different stages of the student's journey and the key issues related to them from a career planning perspective?
State/ space (tila)	How are students guided? What is the focus of the guidance?	What is the role of career planning support in guidance?
Environment (ympäristö)	The master's programme as a learning environment and operational culture. The curriculum of the program, the pedagogical objectives described (learning outcomes), but also the ethos, and the hidden curriculum.	How does the program guide and teach students as a community / environment? How does career planning support appear and become concrete in the master's programme environment?

TABLE 16. ALLEGORIES OF GUIDANCE. SOURCE: VEHVILÄINEN 2014.

How should the processes of Pedagogical Baseline Analysis be conducted in the programmes in the future? This is a relevant question to degree programmes, faculties but also to the Career Services and maybe also to the Strategic Services for Teaching. This development project was facilitated by a specialist, career counselor working in the Strategic Service for Teaching and supported by Career Services career counselors and university pedagogy lecturers from the Centre for University Teaching and Learning (HYPE). The processes were led by programme leaders and by academic faculty from the programmes. Education coordinators played a crucial role in facilitating the processes. In essence, the processes were collaborative multi-professional teamwork. Such collaborative approaches to Pedagogical Baseline Analysis would probably be the most effective way of conducting such analysis in the future as well – at least when such a process is done for the first time in a programme. But the decision to commit to such a process should always come from the programme, not from the outside, or “top-down”. The Career Services should consider whether it could provide Pedagogical Baseline Analysis facilitation and consulting services for the degree programmes as a service by itself or together with the Strategic Services for Teaching. University pedagogy lecturers from Centre for University Teaching and Learning should be invited to participate and bring their expertise to the process when possible.

5.2. Recommendation 2: Career Planning Theme in the Introduction Courses and as Part of Personal Study Planning

Master's programmes often have an introduction course and or orientation module as part of the degree and curriculum. Students also plan their studies and prepare a personal study plan (HOPS). Career planning should be included this **entry phase** that includes introduction, orientation and personal study planning phase of the studies. The career skills approach is useful a tool for planning the orientation phase (Carver, Itkonen & Kanninen 2014; based on Sampson et. al 2004 & Watts 2006). As noted in chapter 2, the cognitive career skills approach to career planning is not by any means conclusive but it has proven to be useful in curriculum design.

In particular, students should be invited to reflect on why they chose the particular programme and what they hope to learn during their studies. How does their choice reflect their **identity narrative**? What topics would they like to develop expertise in, for example, in their master's thesis? What kind of a traineeship would be interesting for them? What kind of interests do they have post-graduation? What values are important to them? What kind of issues do they want to be involved in and work with? Asking students to make a specific career plan at the entry phase of master's studies is not a good idea, but asking them to think about potential and interesting professional futures is. Developing **self-assessment skills** and **decision and action planning skills** should be learning outcome goals for the entry phase of the studies.

The entry phase should also develop **opportunity awareness** and include information about the employment, placement and careers of previous graduates from the programme or its predecessor programmes and/or fields of science. Students should also have direct contacts to previous graduates. The alumni can visit the orientation or introduction courses, they can be interviewed for career learning purposes or the alumni can invite students to visit their places of work. The alumni activities are discussed in more detail later. It is important to emphasize that sharing information about employment, placement or careers of alumni is not and should not be seen as deterministic exercise (this is what you will become), but rather an opportunity to create space for students to reflect about what they are interested in and what they *might want to do in the future*. **Job hunting skills and transition skills** are also important to master, but the entry phase might not be the right place to focus on them.

Career Skills Model used in University of Helsinki (based on Sampson et. al 2004 & Watts 2006)

Skills described in Career Management Skills Self-evaluation Form (Uni. Helsinki career services 2015)

- 1. Self-assessment skills**
 - knowledge of your skills and competences
 - knowledge of your values, motivational factors, personal goals and personality
- 2. Opportunity awareness**
 - Knowledge of the needs, expectations and trends in the labor market
 - Knowledge of different career opportunities and options after graduation
 - Knowledge of the labor market situation in general and specifically in your own field.
- 3. Decision making and action planning**
 - The ability to make study and career related choices
 - The ability to plan your own actions
 - Knowledge of how you make decision and choices
 - Knowledge of your own orientation and view towards planning your future
- 4. Job hunting skills/ Transition skills**
 - knowledge of job hunting strategies and channels
 - the ability to write a cover letter and a CV
 - the ability to prepare for a job interview & perform in a job interview
 - the ability to use social media in job hunting



Based on Sampson, James P. & al. (2004) and Watts, A. G (2006)

TABLE 17. CAREER SKILLS MODEL USED IN UNIVERSITY OF HELSINKI (CARVER, ITKONEN & KANNIAINEN 2014; BASED ON SAMPSON ET. AL 2004 & WATTS 2006)

How should this recommendation be implemented? The career skills development and career education teaching has traditionally been seen as work done by or at least with career counselors as part of career planning or work life orientation courses (Carver, Itkonen & Kanniainen 2014). As discussed earlier, the current Career Services resources do not allow for career counselors to be involved in all entry phase studies at *all the degree programmes* at the University of Helsinki. Existing resources have mostly been allocated to the bachelor's level career planning courses. Master's programmes participating in the development project clearly stated that the academic faculty does

not want to act as career counselors. Yet, programmes want to support the career planning of their students, just like the degree reform 2015-2017 decisions require them to do.

One solution to this paradox is to create permanent structures that support the teachers responsible for career planning support in their work in designing courses and guidance practices that develop student career skills. These structures could be faculty or department level working groups or annual or bi-annual forums or training organized by the faculties in collaboration with the Career Services.

Commitment to permanent structures for supporting career planning in the degree programmes – where career counselors do not directly work with students – would mean that training and consulting of degree programmes would be an increasingly important role for career counselors. As noted in chapter 1, the “in-house-consultant” role is not by any means new for career counselors. The Career Services has organized events, seminars and training for teachers responsible for career planning courses or work life orientation courses in the past and plans to do so in the future.

The Career Services has already decided to develop a material bank for teachers. The material bank is scheduled to be ready for use in spring 2020. It will include video lectures, assignments designed to be used with students, in individual guidance or with groups, access to latest career development and career counseling research and other resources that teachers supporting students’ career planning can use in their work.

5.3. Recommendation 3: Support Reflection Throughout the Study Process

Ability to describe one’s knowledge and skills is seen as the most important factor affecting employment by University of Helsinki graduates, 5 years after graduation (Carver & Kangas 2019). According to Tarja Tuononen’s recent doctoral thesis research (Tuononen 2019) graduates’ ability to recognize, verbalize and communicate about their skills is also connected to employment outcomes. Both programmes participating in the development project saw the need to strengthen support for reflection throughout the study process. Both programmes saw portfolio work as a potential tool for this. The ALKU Programme Steering Committee decided to introduce the portfolio to the programme in the beginning of the academic year 2020-2021. The SUKU Programme decided to see how the portfolio works at the bachelor’s level first before introducing it to the master’s level.

The portfolio is been used to support reflection in many programmes before and after the degree reform of 2015-2017. The Career Services has supported the development and use of portfolios at the university. As mentioned earlier, the Career Services organized a workshop focused on portfolios in spring 2019.

Using the portfolio as a living, evolving process throughout the master’s programme studies, offers many benefits for both students and programmes. Portfolio work can be started at the entry phase of the studies or it can be based on possible previous portfolio work done at the bachelor level. The portfolio can be further enriched with reflections from the traineeship experience and the master’s thesis process and other key learning experiences during the studies. For students who have meaningful and important learning experiences outside their studies (work, hobbies, positions of trust) the portfolio offers a way to reflect and connect “in-studies learning” with “outside-studies learning”.

The portfolio is not a magic bullet, however. Implementation matters and the devil is in the details. Career Services Career Counselor Leena Itkonen has consulted degree programmes in the development of portfolio work. Itkonen (2019) has a useful list of questions for the programmes to consider. Programmes should have answers to particular *why*, *what*, *when* and *how* questions.

Issue	Questions to consider
WHY? GOALS.	
Learning outcomes, purpose and key contents of the portfolio	Is it reflective? Like a learning diary? A story of a journey or of reaching goals or a story of personal growth? Alternatively, is it a collection of one's skills and competences? Or a mixture of all of these?
WHAT? CONTENT.	
Type of portfolio	Is it a basic portfolio or a living, updated archive or a public "display" portfolio?
Private or public?	Is it for the individual student and his or her teachers only (<i>private</i>) or is the portfolio shared with other students and within the programme community (<i>semi-public</i>) or is the portfolio <i>publicly</i> available for employers to see as well? Or do students have different versions of their portfolios (private, semi-public and public?)
WHEN? PORTFOLIO IN THE CURRICULUM.	
Place in the curriculum	Is the portfolio part of particular courses and/or study modules or is it a separate entity? Do students get credits for doing it? Is the portfolio updated and revisited throughout the study process or is it done just once. Is the portfolio linked to other contents like study guidance, career planning support etc?
HOW? FORMAT AND IMPLEMENTATION	
Format and structure.	What contents are included (text, visual and audiovisual materials, displays of skills and competences)? What is the balance between different contents? How does text interpret, explain and connect the other materials? Do the materials and the reflective text form a comprehensive personal story or a narrative or is the portfolio mostly just a collection of relevant materials?
System	What system or technological solution is used (Moodle, LinkedIn, or tools specifically design for portfolio work)?
Pedagogical support and resources	Who reads and comments the portfolio? Who guides and supervises? What is division of labor between teachers, tutor teachers, teachers doing personal study plan guidance (HOPS) and master's thesis supervisors? What is the role of teachers and of other students (peer support)?
Feedback	What does feedback focus on? The outcomes or the process? What criteria is applied in feedback and assessment?

TABLE 18. PORTFOLIO IMPLEMENTATION QUESTIONS FOR DEGREE PROGRAMMES. ADAPTED FROM ITKONEN 2019.

These questions should be answered when degree programmes consider and design the roll-out of portfolio work. There should be continued support in developing the portfolio pedagogy at the University of Helsinki. Relevant actors for this support are the Educational Technology Services, the Career Services, and the Centre for University Teaching and Learning (HYPE).

Using a portfolio is naturally not the only way of supporting reflection throughout the study process. Having clearly defined learning outcomes for degree programmes and for individual modules and courses is important. It is as important to have pedagogy and assessment that is in line with the stated learning outcomes. These topics have been discussed a lot during the past 20 years and programmes have already worked hard to improve learning outcomes based curriculum design, pedagogy and assessment. But there still is room for improvement.

Another key issue is feedback that students get from teachers. Research shows that students need personal feedback on the progress of their studies. Yet it seems that students do not get it as much as they need. Feedback contributes to deeper learning, achievement of learning goals, engagement with the university community, and thus overall well-being. A transparent feedback culture is important. Students need to understand why feedback is given. Once the student knows what the feedback is intended to do, he or she will be able to make better use of it and appreciate it. Creating spaces and practices that foster connections between teachers and students benefit students and supports their well-being. (Räihä, Mankki & Samppala 2019).

5.4. Recommendation 4: Develop Traineeships Systematically

Both participating programmes emphasized the value of traineeships for students' career planning. The high interest in this topic led the Career Services to organize a workshop on developing traineeships as part of the development project (see chapter 4.1.) Four distinct development targets were identified in the workshop.

A. Clear Place in the Study Requirements and Curriculum

Degree requirements should have a clearly stated place or identifiable course for the traineeship, even if doing a traineeship it is not mandatory. Having a clear identifiable place for the traineeship in the degree requirements, guides students to think actively about doing a traineeship.

B. Traineeship Support and Information as part of Orientation and Personal Study Planning

The possibility of doing a traineeship as part of the studies should be discussed during the entry phase of the studies (orientation, introduction course and personal study planning discussions (HOPS)).

C. Collecting and Utilizing Traineeship Knowledge in a Systematic Way

When programmes have a clearly stated place and identifiable course for traineeship, gathering reliable statistics on traineeships becomes possible. Programmes already collect traineeships reports from all the traineeships that students have done as part of their degree. These reports should be processed and analyzed in a systematic way. Students doing a traineeship should be asked to make a "public version" of their traineeship report also. These public versions of the reports could be shared in Moodle with other students as well as teachers within the programme community. In addition, Career Services should provide yearly statistics on university-supported traineeships on the faculty level and the programme level. The programme steering committees should review the traineeships statistics and reports every year or every two years and develop traineeship practices within the programme.

D. Support Teachers Responsible for Traineeships

Teachers responsible for traineeships in a degree programme should have a clearly defined role and receive support in this role from the Programme Steering Committee and the Career Services. Responsible teachers need to have basic information about traineeships and the university-supported traineeship system and access to previous traineeship reports. Creating a traineeship Moodle page for each programme is a start. Career Services should consider providing training for teachers responsible for traineeships.

E. Systematic Pedagogic Design and Development of Traineeships

One key insight from the development project is the need for developing traineeships systematically in relation to the goals of the degree programmes and in a way that supports students in their career planning. A systematic pedagogic approach to traineeship development requires degree programmes to look at four key components together. The **place and role of the traineeship in the curriculum** is the first theme to look into. Do students understand the role of the traineeship in the programme and in their skills and competence development – and in their career planning? The second issue relates to **goals setting**, both on the programme level and on the level of individual students. What are the expected learning outcomes for traineeships? What are individual students expected to learn during the process? How is learning supported by the programme, by teachers and by supervisors of the traineeships before, during and after the traineeship? That sums up the third theme which is **support for reflection**. The fourth overarching theme is **traineeship as part of professional growth**. How well do the traineeships reach the learning outcome goals? Do students feel that their skills and competences are valued at their traineeship place? Does the experience support the development of professional, expert identity?

The Role of Traineeships as part of Education, Skills Development, Professional Growth and Career Development

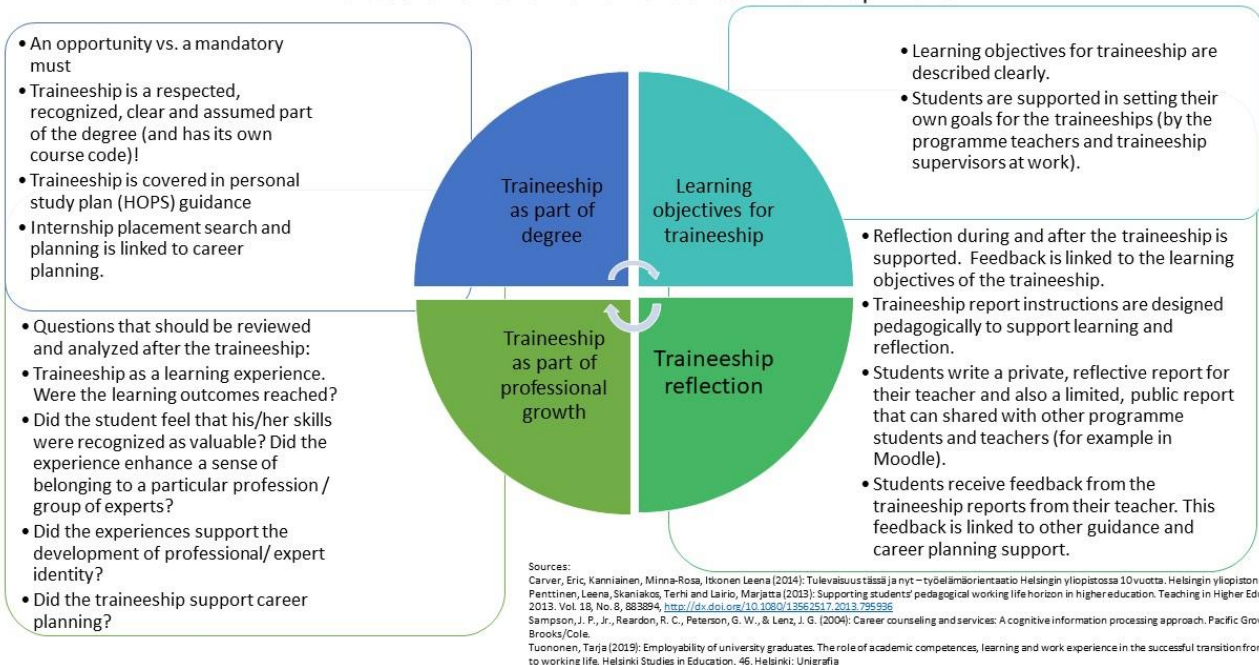


TABLE 19. THE ROLE OF TRAINEESHIPS AS PART OF EDUCATION, SKILLS DEVELOPMENT, PROFESSIONAL GROWTH AND CAREER DEVELOPMENT.

5.5. Recommendation 5: Develop Alumni Activities

The University of Helsinki Alumni help and support students' career planning in many ways. Perhaps their biggest yearly contribution to career education is giving information interviews to students that are on a career planning or work-life orientation course. The information interview assignment requires students to find someone (most often a graduate of the University of Helsinki) who is doing interesting work. They contact that person and set up an interview (45 min to 1 hour). Students plan the interview questions based on their interests and write a report about the interview. After they have the person interviewed, read and comment on the report, they then share the report in the course Moodle (e-learning platform for the course). Students of the course then discuss the interview reports. Some programmes ask the interviewed alumni for permission to publish a public (often edited) version of the report in a Moodle page or intranet for students of the programme. In some cases the material is also used for marketing the programme (again with permission from the interviewed alumni). The alumni also give lectures and talks about their career story, either as part of a career planning course or in separate events. Some programmes invite the alumni to teach students about their field of expertise or ask visiting alumni lectures to talk about the way they use the skills and competences developed during studies at their current work. The alumni also act as mentors, in the University of Helsinki Group Mentoring Programme and other mentoring programmes. (Carver, Itkonen & Kanninen 2014).

Many faculties also have advisory boards where the alumni contribute their time and expertise in developing the faculty, its research, teaching and societal interactions and collaboration. Alumni associations contribute their time and sometimes their money, to help their "home" degree programmes, departments and faculties. Having alumni activities is thus very helpful in many ways. Career planning support for students is one good reason to develop alumni activities.

Degree reforms are difficult from the alumni activities perspective, as new degree programmes replace old ones and the academic home of previous alumni generations change or in some cases disappear altogether. Sometimes these changes require that degree programmes, departments and faculties rethink, reorganize and restart alumni activities as the ALKU programme plans to do. Inviting previous generations of graduates to new communities can yield major benefits to students and teachers alike. As mentioned before, student-alumni connections can help the development of career skills, especially opportunity awareness. It is important, however, to think carefully and pedagogically about the use of alumni career stories or narratives. The repertoire of alumni should be inclusive and representative of different career paths and directions. "Superstar alumni" are nice, but they do not represent the full alumni story.

The planning, designing, developing and maintenance of alumni activities should include participation from the degree programmes, departments, faculties, students organizations and the alumni themselves, represented through an alumni association, advisory board or other form of representation. The Alumni Relations team at Communications and Community Relations unit support faculties, departments and degree programmes in developing alumni activities.

5.6. Recommendation 6: Approach Developing Career Planning Support Strategically

The list of recommendations is for the Faculty of Arts master's programmes and for Career Services and other mentioned units to consider and to implement selectively in a way that fits their goals and helps their students best – within the resources available. Each recommendation can be assessed, applied and implemented individually. However, together the previous 5 recommendations form a strategic approach to strengthen career planning support of students in a master's programme. Pedagogical Baseline Analysis, when done properly, helps the programme community to design and develop pedagogical practices that support the development of career skills. The entry phase support for career planning is important, as is supporting reflection throughout studies. Traineeship

is an important phase in the study process in relation to career planning and to professional growth and skills and competence development. Information from traineeships experiences is helpful for students' career planning. Alumni activities support student career planning and connects the programme community to a wider societal context.

Strategic Approach to Straighten Career Planning Support in Master's Programmes

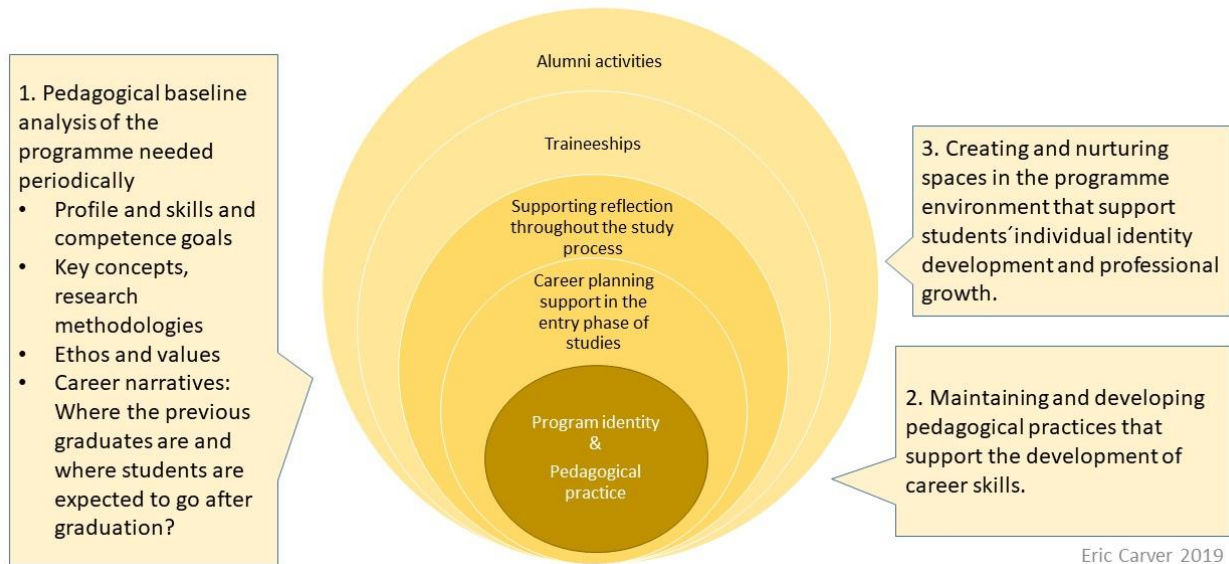


TABLE 20. STRATEGIC APPROACH TO STRAIGHTEN CAREER PLANNING SUPPORT IN MASTER'S PROGRAMMES.

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7. Appendixes: Feedback Statements

7.1. Feedback Statement from Master's Programme in Area and Cultural Studies (ALKU)

Starting Point

The ALKU Programme Steering Committee saw a need for this project. As a rule, the disciplines represented in the programme do not lead directly to any profession. Each student must build his or her own career path. As the importance of the work life orientation and career planning support grows in education, so does the role of teachers regarding these topics. Students' aspirations to emphasize work life orientation have also become stronger. However, students are a rather heterogeneous group in terms of their aspirations and interests toward world of work, which further complicates guidance. At the same time, the degree reform of 2015-17 (often referred to as *Iso pyörä*, "Big Wheel") has caused a great deal of change in the disciplines related to areas and cultures. Due to this, there is a lot of confusion and uncertainty among the teaching staff where they actually belong. As a result of these factors, the experience of inadequacy among teachers has been quite significant. It was also a common finding among the teaching staff that students poorly recognize their skills and may not know what they want.

Pedagogical Baseline Analysis

We conducted a useful Pedagogical Baseline Analysis exercise in the winter of 2019. Based on the discussion, we decided to focus on improving communication on student skills, highlighting the importance of traineeships, developing alumni activities, and strengthening our own identity. Eric Carver emphasized that our insecurity about our own identity might also be reflected in students' insecurity about their own identity, skills and competences. Our teaching staff comes from a wide variety of disciplinary and academic backgrounds, which affects the diversity of our identities. Quite a few also come from outside Finland.

Actions Taken

In August 2019, we organized a Teaching Development Day to specifically discuss our identity. Discussions were generally found to be useful and, despite our diversity, they also highlighted the connecting factors. I see that the process has also helped us on the road to a new identity after the Big Wheel turmoil. We also decided to introduce portfolio work to our programme and organize an alumni day later this spring.

Benefits and Problems

The project has been beneficial to us: we have strengthened our identity and tentatively agreed on other measures that we hope to respond to the issues identified during this project. However, the main concern is how we keep the process alive after the initial phase. The details of portfolio work and alumni activities in particular are still in the air. As far as traineeships are concerned, we have become concerned about the limited opportunities for master's students to take university-funded traineeships, as the Big Wheel reform concentrated the work life orientation studies and traineeships on the Bachelor's degrees. This reduces opportunities for master's level students, and the desire to do internships during the master's programme, however beneficial they may be. This issue should

be discussed at faculty and perhaps university level as well as together with other programmes. The third concern is how we get all the teaching faculty to work on the development projects and, in general, to be active in the process. This project, too, faced the same problem as it often did before. Only part of the community is ready to be fully involved in joint projects.

The experience we have gained from our project and Eric's recommendations will certainly help but it is nevertheless worth considering whether more permanent structures could be created for the continuity of such projects. All in all, however, the process has been a rewarding one for us and a good starting point for the future. Eric Carver, who led the project, and Marjo Vesalainen, University Pedagogy Lecturer, have helped us significantly. Much now depends on our own ability and willingness to continue this development.

Professor Hannu Juusola, Programme Director, Master's Programme in Area and Cultural Studies (ALKU).

7.2. Feedback Statement from Master's Programme in Finnish and Finno-Ugrian Languages and Cultures (SUKU)

This process prompted the teachers in our Master's Programme to reflect on students and graduates career paths at the Master's level. The development project triggered an important debate that otherwise would not have taken place, because all the other issues that we have to focus on in our everyday lives. The timing was perfect: the planning of new curriculum began in the spring semester of 2019. Of course, the information given to the Programme Directors from career monitoring survey reports had helped to focus on these issues in the past. Also, messages asking for help in informing alumni about career monitoring questionnaires had appropriately prepared for reflection on career planning support issues. The fact that the major fields of study in our Master's Programme (Finnish & Finnish language and culture) are well reflected in these reports also makes these issues concrete.

The March 2019 workshop was participated by a representative group of teachers in the SUKU Programme community that were interested in the topic. The discussion of the content of *language expertise* that emerged at the workshop was important to everyone. This question is especially relevant to the target group of the development project, the students who are not in the subject teacher lane.

Language expertise has long been a concept used to describe learning outcomes and objectives, graduate employment and career prospects in our field, but the content of the concept has not been thoroughly analyzed. It has also not been updated so that its significance can be recognized in the linguistic diversity and language policy environment of the 2020s. Thanks to the development project and especially the spring 2019 workshop, the issue of language expertise and processes of becoming a language expert emerged - at the right moment when it comes to curriculum design. The debate was important and still continues. During the fall 2019, we have been observing how we use that concept in courses and guidance situations. It has been easy to see that, from a student's point of view, language expertise is a concept that is unstructured and at least partly devoid of content. The purpose is to describe language expertise in the Instructions for Students website in more detail.

The structuring of career planning support in master's studies was another issue highlighted in the workshop. One of the goals of the project from our point of view is how to better harness existing structures for better career planning support. The current curriculum in our Master's Programme provides a structural framework for this. Those students who are not planning to become subject teachers (ie the target group of the project) have ample room for work-related training and courses, internships, etc. However, during the project, it has become clear that implementing career planning support does not require so much separate courses, but finding the right places or checkpoints in the degree. The following were identified: Personal study plan (HOPS), master's thesis seminar and thesis guidance. At these points the student has several, intensive discussions with his / her thesis supervisor, possibly also with the person responsible for advanced studies. The project also increased the consensus that traineeships should be a more prominent part of the degree requirements, as a separate course. The usefulness of the portfolio was recognized, but it was decided to introduce it first at the bachelor level.

On a more general level, the development project has provided a wonderful - and unfortunately unique - experience at our university today, that guidance, career planning and teaching can be developed in partnership between teachers and the administration. The development project, its opportunities and the "outside" perspective and expertise we have received through it have been valuable to us.

Professor Jyrki Kalliokoski, Programme Director, Master's Programme in Finnish and Finno-Ugrian Languages and Cultures (SUKU)

7.3. Feedback from the Career Services

All in all Carver's project has been a welcome and sorely needed undertaking, blazing the trail towards new ways of integrating the themes of career planning in the students' study paths at the Master's level. The theoretical framework Carver has chosen for his project is something we share and largely base our current activities on, and we hope to utilise Carver's findings and recommendations as tools for supporting the academic staff in intertwining career planning and education in their curricula and other degree programme activities even better than before.

Furthermore, Carver's take on career planning bridges the gap between career management skills and identity. While developing career management skills will remain an important goal of careers education, the questions of identity, motivation and wellbeing must come into play with newly added gravitas. The increasingly fast-paced and polemical zeitgeist and the students' growing worry over the future (both individually and globally) require new outlooks, ways of working, and shifts in paradigm as the Career Services along with the rest of the world takes on the new decade.

For the Career Services this means shifting focus from the traditional cognitive approach to career management skills to one that addresses the sociocultural aspects of career development as well. The theoretical foundation for this progression is provided by Michael Tomlinson's Graduate Capital Model (2017), a framework in which Tomlinson outlines five different forms of "capital", ie. key resources that constitute employability: human, cultural, social, identity and psychological. The advantage of the Graduate Capital Model is that it recognizes the possible positional differences and disadvantages that graduates may have in relation to one another. As said, this is an increasingly crucial aspect to take into account if we want to support the students' (expert) identity formation processes and facilitate their early career management.

Jarkko Immonen and Leena Itkonen, Career Counselors, University of Helsinki Career Services

7.4. Acknowledgements

When I embarked on my Career Counsellor Professional Specialization Program journey in September 2018, I was excited for many reasons. As the President Career Counsellors and Coaches in Finland (Uraohjaajat ja -valmentajat ry), I had worked for years to establish such a specialization program in Finland. Having the privilege to participate in the first ever program organized by University of Eastern Finland, University of Turku and University of Tampere was truly rewarding.

I had high expectations for the studies. The 1,5 year program met and exceeded those expectations. I want to thank all my teachers, especially Sanna Vehviläinen, Anna-Mari Souto, Päivi Rosenius and Leena Penttinen for their expertise and guidance during the process. Penttinen guided my work during this development project with great expertise and commitment and helped me to build a theoretically grounded and goal-oriented process that would develop my expertise and skills but most importantly focus on the needs of the participating programmes. I could always trust on her support and expertise. Thank you, Leena.

I also want to thank my fellow students in the Career Counsellor Professional Specialization Program. Our study group, *Helsinki 3*, became a close-knit community and a safe environment for professional growth during our shared journey. I learned so much during our conversations during the 1,5 years. So thank you. You are amazing. I miss you already.

This development project was one of the most rewarding professional projects I have ever had the opportunity of doing. I was able to focus on working with specific degree programmes for a sustained period, which is a rare occasion in today's university world. Both programme communities welcomed me and trusted me to help them research, analyze and improve their programmes. I value your trust and commitment to our shared project immensely.

I want to thank both the ALKU and SUKU programme communities and the Faculty of Arts. I especially want to thank the Programme Directors Professor Jyrki Kalliokoski and Professor Hannu Juusola, Education Coordinators Jani Penttilä and Heli Suominen and Faculty of Arts Vice-Dean Ulla Tuomarla and Head of Academic Affairs Anu Holvikivi for their leadership and support during the project. I also want to thank Professor Mikko Saikku, Assistant Professor Andrew Logie, University Lecturer Sylvia Akar, University Lecturer Johanna Komppa and University Pedagogy Lecturer Marjo Vesalainen for their strong commitment and valuable participation during this project.

This project would not have been possible without the support of University of Helsinki Career Services, and especially Head of Career Services Laura Teinilä, Planning Officer Marika Jokioja and Career Counselors Jarkko Immonen and Leena Itkonen. I am truly grateful for the opportunity to work with you and learn from you. In a way, this project became a sort of "a long goodbye" for me as I had worked in the Career Services for 9 years and moved to another unit during this project. I am glad that our collaboration will continue as part of my current duties at the Strategic Services for Teaching.

I also want to thank my colleagues at the Strategic Services for Teaching for welcoming me to their community and supporting me throughout this process. Especially I want to thank my supervisor Päivi Pakkanen for her support during this journey.

Finally, I want to thank my sister Hanna for reading and commenting the language of this report and improving it greatly. And I want to thank my wife Johanna and our boys for their love and support throughout my studies.

Eric Carver, Specialist, Strategic Services for Teaching