

# Transformative Competencies in the Big Five Personality Taxonomy: Literature Review of Individual Development through Guidance and Counseling

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## Abstract

This study aims to analyze the relationship between transformative competencies and the Big Five personality taxonomy through a systematic literature review and explores its implications for guidance and counseling services. Data were collected from scholarly journals relevant to the Big Five personality and their associations with transformative competencies. Transformative competencies involve reconciling tensions and dilemmas, taking responsibility, and creating new value—critical skills for students navigating the digital era and Society 5.0. The Big Five personality model classifies traits into five dimensions: extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience, each influencing cognitive, emotional, and behavioral responses. Findings indicate that each Big Five dimension contributes uniquely to transformative competencies. Conscientiousness and openness to experience are linked to structured problem-solving and innovation, while agreeableness fosters empathy and conflict resolution. Extraversion enhances collaboration and leadership, whereas neuroticism, when managed effectively, supports resilience and emotional regulation. Strengthening specific personality traits through targeted guidance and counseling interventions can optimize transformative competencies development. By integrating personality-based counseling strategies, educators can foster holistic student growth, ensuring adaptability for academic, personal, and professional success.

## 1. Introduction

Education plays a crucial role in shaping individuals who are not only knowledgeable but also adaptable to rapid technological and societal changes. Efforts in education are essential to improve the quality of human resources in a country (Sodirjonov, 2020). In Indonesia, this aligns with the mandate of Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, which emphasizes that education must be rooted in religious values and national culture while being responsive to the evolving demands of globalization and technological advancement. In the digital era and the Fourth Industrial Revolution (Ismadi & Sylvia, 2022), these demands have become increasingly urgent, requiring the education system to not only preserve national identity but also equip learners with future-ready competencies. As Indonesia transitions into Society 5.0, the role of education extends beyond knowledge transmission to fostering individuals who are socially responsible, technologically proficient, and psychologically resilient. In this context, education priorities in Indonesia are studied based on history and values that develop to the socio-economic conditions of society. In 2015, the Organization for Economic Cooperation and Development (OECD) formulated the main priority of Indonesian education as improving quality and ensuring that every individual has the skills needed to succeed in work and life (OECD, 2015). This aligns with comprehensive guidance and counseling thinking in three aspects: learning, work, and life (Kartadinata, 2020).

In connection with the demands of changing times, the challenges of education in the era of technological and information disruption are increasingly complex. The Indonesian education system is currently striving to adapt to the concept of Society 5.0, where technology is not only a tool for efficiency but also a means to enhance human well-being. This transformation necessitates the development of a future workforce capable of integrating human intelligence with advanced digital systems, artificial intelligence, and big data. Human resources must navigate this era by becoming smarter (super smart society) than computers that distribute information (Fukuyama, 2018). Human resources with the character of a super smart society like that is called society 5.0 in the 21st century. To ensure individuals are equipped for this transition, the development of transformative competencies becomes essential, emphasizing critical thinking, adaptability, problem-solving, and collaboration in a technology-driven world. As global educational priorities evolve, the Organization for Economic and Community Development (OECD, 2018) emphasizes the importance of transformative competencies, which include reconciling tensions and dilemmas, taking responsibility, and creating new value.

In mastering transformative competencies, students must have several skills, both cognitive and non-cognitive (OECD, 2019a). To recover from dilemmas or tensions, students must have cognitive flexibility, perspective-taking skills, empathy, respect, creativity, conflict-resolution skills, resilience, tolerance for complexity and ambiguity, and the ability to be responsible (responsibility). In taking responsibility, students must have self-control (locus of control), integrity, compassion, respect, critical thinking, self-awareness, self-regulation, reflective thinking, and trust. In creating new values, students must have a sense of purpose, curiosity, an open mindset, critical thinking, creativity, collaboration, agility, risk management, and adaptability.

In schools, students' cognitive development is pursued through teaching (Sylvia, 2019). Concerning transformative competencies, their development cannot only be accommodated through teaching areas that focus on academic abilities. Students' self-development is pursued through guidance and counseling activities, which, in principle, help students help themselves choose and make decisions to achieve their goals (Yusuf & Nurihsan, 2016). Guidance and counseling play a fundamental role in bridging academic learning with the development of personal and social competencies, ensuring students acquire both knowledge and the ability to navigate real-world challenges. School counselors need to choose the right approach to optimize students' best potential. The best potential of students is not identical. Students' interests, talents, and personal tendencies determine the right field for students to study according to their characteristics. For this reason, guidance or individual services provided by school counselors must be per the characteristics or personality of each student who, in the process, goes through the stages of psychological development (McAdams et al., 2019) to be optimal in reaching their potential.

With the development of psychology, education is a forum for building students' character to develop their existence and become individuals who achieve optimal growth (Lamont, 1997). This basis is known as humanistic education, which is in line with the goals of national education and the goals of implementing guidance and counseling in schools (Naskah Akademik Penegasan Bimbingan Dan Konseling Dalam Sistem Pendidikan Nasional, 2021). For this reason, the approach taken by school counselors must start with an introduction to the characteristics of students with the specific aim of preparing students to become ready and efficient individuals amid current developments. From the perspective of education experts, school counselors must strive to develop transformative competencies in students following the characteristics of students and approaches that suit these specific characteristics (OECD, 2018).

There are many previous studies regarding guidance in schools. The guidance model developed focuses on developing students' character, such as character or personality (Atamimi, 2015) and academic and social problems (Nurmalasari & Widiyanti, 2018). Studies on character development are general or partial and do not explore students from a complete perspective - as humans, with psychological processes, and with special uniqueness. Guidance models that adapt to the characteristics or personality of students have been found in reading guidance activities to see the impact on self-encouragement, self-efficacy, and sociality (Paek & Han, 2014), as well as on attitudes, tendencies, and results achieved (product). However, these two studies used basic personality types (Han et al., 2012) and enneagram personality (Paek & Han, 2014), different from the Big Five concept based on personality traits. Studies on personality traits have been carried out by examining their relationship with personal values. However, the individual values raised are only associated with negative traits such as machiavellianism, narcissism, and psychopathy (Luiz et al., 2022). In counseling theory, a traits-based approach has been used to identify individual characteristics that suit career or job needs (Kosciulek et al., 2015). However, trait factors in counseling do not yet view humans as a whole concept or personality that is comprehensively connected to work and life (Kartadinata, 2020).

Despite the extensive research on personality traits and their implications for education and guidance, there remains a gap in understanding how the Big Five Personality Traits can holistically support the fulfillment of individual potential. Existing studies often focus on specific personality traits or their influence on narrow aspects of development, leaving a need for a comprehensive exploration of how all five dimensions interact in shaping transformative competencies. This study aims to fill this gap by examining the interconnectedness between the subdimensions of the Big Five and the sub indicators of transformative competencies, recognizing that both represent inherent characteristics that contribute to individual growth. By analyzing this relationship, this research seeks to provide empirical insights that strengthen the role of guidance and counseling in helping students achieve their optimal potential. The fulfillment of individual potential is a core function of guidance and counseling, ensuring that every student receives the support needed to develop their unique strengths while addressing areas that require improvement.

## 1.1. Big Five Personality as Students' Actual Characteristics

The study of individual characteristics has a long history, particularly in the field of psychology, which has sought to explain how people think, feel, and behave in various contexts. Personality theories attempt to capture these differences systematically, with one of the most widely recognized frameworks being the Big Five Personality Traits or Five-Factor Model (FFM). This model emerged as a result of extensive research in lexical studies and psychometric analysis, providing a robust and empirically validated classification of human personality traits (Goldberg, 1993; McCrae & Costa, 2008). The Big Five Personality Traits describe personality

through five broad, universal dimensions that account for a wide range of individual differences. These five dimensions are:

- a. **Extraversion:** This dimension reflects the extent to which individuals are sociable, energetic, assertive, and outgoing. People high in extraversion tend to seek social interactions, enjoy engaging in stimulating activities, and are often described as talkative, enthusiastic, and dominant. Conversely, individuals low in extraversion, often referred to as introverts, prefer solitude, are more reserved, and may find social interactions draining (John & Srivastava, 1999).
- b. **Agreeableness:** This trait pertains to an individual's tendency to be compassionate, cooperative, and trusting in their interactions with others. Highly agreeable individuals are often empathetic, warm, and altruistic, valuing harmonious relationships and collaboration. On the other hand, those low in agreeableness may be more competitive, skeptical, and even antagonistic, preferring to prioritize personal interests over group cohesion (Gosling et al., 2003).
- c. **Conscientiousness:** This trait measures the degree of organization, responsibility, and dependability in an individual. Those who score high in conscientiousness exhibit strong self-discipline, careful planning, and goal-oriented behavior. They tend to be methodical, hardworking, and reliable. In contrast, individuals with low conscientiousness may be more spontaneous, disorganized, and less diligent in fulfilling commitments (McCrae & Costa, 2008).
- d. **Neuroticism:** This dimension captures emotional stability and the tendency to experience negative emotions. Individuals high in neuroticism are prone to anxiety, mood swings, stress, and emotional instability. They may experience frequent worries and have lower resilience to psychological distress. Conversely, those with low neuroticism, often described as emotionally stable, tend to be calm, secure, and less reactive to stressors (Balgiu, 2018).
- e. **Openness to Experience:** This trait represents intellectual curiosity, creativity, and a preference for novelty. People with high openness are imaginative, open-minded, and interested in exploring new ideas, cultures, and experiences. They often engage in creative thinking and enjoy artistic or intellectual pursuits. In contrast, individuals with low openness may prefer routine, practicality, and traditional ways of thinking, showing resistance to change or abstract concepts (Gosling et al., 2003).

## 1.2. Transformative Competencies as the Expected Characteristics

Transformative competencies is a set of cognitive and non-cognitive elements that individuals need to adapt and be competent in changing times in society 5.0 (OECD, 2019a). These aspects can be formed in students through education, especially guidance and counseling, focusing on knowledge and social aspects. Emotional, as well as other non-cognitive elements. Transformative competence includes the following three parts.

- a. **Reconciling tensions and dilemmas:** Students understand opposing positions or unequal perspectives, develop arguments to support their positions, and find practical solutions to dilemmas and conflicts. Students consider the relationship between conflicting or incompatible ideas, logic, and argumentative positions and consider the consequences of an action from both short-term and long-term perspectives (OECD, 2019b).
- b. **Taking responsibility:** Students can reflect and evaluate actions based on their experience and education and consider personal, ethical, and community goals. Learners who can be responsible for their actions have a strong moral compass that allows them to reflect, cooperate with others, and respect the environment (OECD, 2019b).
- c. **Creating new value:** Students ask questions about the current situation (status quo), collaborate with others, and think "outside the box" to find innovative solutions by combining creative and critical thinking. Creating new value also means innovating to shape a better life, such as creating new jobs, businesses, and services, developing new knowledge, insights, ideas, techniques, strategies, and solutions, and applying them to old and new problems (OECD, 2019b).

The three aspects of transformative competence can be used in contexts and situations that vary according to human nature and the realities humans face in the current digital era. These aspects help students navigate the varied conditions and experiences in their lives. Transformative competence also emphasizes unique human skills that the role of artificial intelligence cannot replace. The ability to face uncertainty, develop new attitudes and values, and act productively and meaningfully is developed through specific indicators. Indicators in the three aspects of transformative competence are described in the Table 1.

**Table 1. Aspects and Indicators of Transformative Competencies**

Aspect	Reconciling Tensions and Dilemma	Taking Responsibility	Creating New Value
Indicator	1. Cognitive flexibility 2. Perspective-taking skills 3. Empathy 4. Respect 5. Creativity in problem-solving 6. Conflict resolution 7. Resilience 8. Tolerance for complexity and ambiguity	1. Locus of control 2. Integrity 3. Compassion 4. Respect 5. Critical thinking 6. Trust	1. A sense of purpose 2. Curiosity 3. Open Mindset 4. Critical thinking 5. Creativity in finding different approaches 6. Collaboration 7. Agility 8. Risk management 9. Adaptability

Source: (OECD, 2019a)

## 2. Method

This study employs a systematic literature review approach to analyze scholarly journals that examine the relationship between the five dimensions of the Big Five personality traits and the three core aspects of transformative competencies. Relevant literature was gathered from various academic databases using predefined keywords related to the Big Five personality taxonomy and each transformative competency indicator. A comprehensive search strategy was implemented to ensure the inclusion of studies that provide empirical insights into the interplay between personality traits and transformative competencies.

The selection process involved multiple stages. First, studies were screened based on their relevance to the research objective, focusing on whether they explicitly addressed personality traits and transformative competencies. Next, the collected journals were filtered according to criteria such as accessibility, methodological rigor, and completeness of reported findings. Only studies that included clear discussions of objectives, results, and implications for research on transformative competencies within the framework of the Big Five personality taxonomy were retained for further analysis.

Data analysis was conducted by synthesizing findings from the selected studies, comparing methodological approaches, and identifying recurring themes in the literature. This process enabled a structured examination of how different personality dimensions contribute to transformative competencies and the implications for guidance and counseling practices. By integrating insights from various studies, this review provides a comprehensive understanding of the relationship between personality traits and the development of transformative competencies in educational and counseling contexts. The journal literature map is depicted in the following table.

**Table 2. Literature-Map of Transformative Competencies in the Big Five Personalities**

Aspect	Indicators	Studies on the Big Five
Reconciling tensions and dilemma	Cognitive flexibility Perspective-taking skills Empathy Respect Creativity in problem-solving Conflict resolution Resilience Tolerance for complexity and ambiguity	(Ferah, 2019) (Song & Shi, 2017) (Guilera et al., 2019) (Fagley, 2018) (Jirásek & Sudzina, 2020) (Igbo et al., 2015) (Oshio et al., 2018) (H. Xu, 2020)
Taking responsibility	Locus of control Integrity Compassion Respect Critical thinking Trust	(von der Heiden & Egloff, 2021) (Made Putrawan, 2019) (Volk et al., 2023) (Shorey & Chaffin, 2018) (Kao, 2016) (Riedl, 2022)
Creating new value	Sense of purpose Curiosity Open mindset Critical thinking Creativity in finding different approaches Collaboration Agility Risk management Adaptability	(Pfund et al., 2022) (Silvia & Christensen, 2020) (Yalch & Sklar, 2022) (Kao, 2016) (Zare & Flinchbaugh, 2019) (Jolić Marjanović et al., 2023) (Connolly, 2001) (Nicholson et al., 2005) (Li et al., 2015)

### 3. Results and Discussion

#### 3.1. Results

A total of 23 peer-reviewed articles were analyzed to examine the relationship between transformative competencies and the Big Five personality traits. Each indicator of transformative competence was evaluated based on the context and findings of previous studies. The analysis identified 8 articles focusing on reconciling tensions and dilemmas, 6 articles on taking responsibility, and 9 articles on creating new value. The findings from these studies demonstrate varying degrees of association between transformative competencies and the five dimensions of personality, reinforcing the role of personality traits in shaping cognitive, emotional, and behavioral development.

The mapping of transformative competencies within the Big Five personality framework provides a structured perspective on how individual personality traits influence specific competencies. The results highlight distinct patterns of association, offering insights into the potential of personality-based interventions in guidance and counseling. The following table presents a detailed summary of the associations identified in the reviewed studies.

**Table 3. Description of Transformative Competencies in the Big Five Personalities**

Transformative Competencies Indicator	Big Five Personality				
	Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness to Experience
<b>Reconciling Tensions and Dilemmas</b>					
1. Cognitive flexibility	•	•	•	•	•
2. Perspective-taking skills			•		•
3. Empathy		•		•	
4. Respect					
5. Creativity in problem solving			•		•
6. Conflict resolution	•	•	•	•	•
7. Resilience		•		•	•
8. Tolerance for complexity and ambiguity		•	•	•	•
<b>Taking Responsibility</b>					
1. Locus of control	•		•	•	
2. Integrity	•				•
3. Compassion	•	•	•	•	
4. Respect	•		•	•	
5. Critical thinking					•
6. Trust	•	•	•	•	•
<b>Creating New Values</b>					
1. Sense of purpose	•	•	•	•	•
2. Curiosity					•
3. Open mindset				•	
4. Critical thinking	•	•	•	•	•
5. Creativity in finding different approaches	•		•		•
6. Collaboration	•			•	
7. Agility			•		•
8. Risk management	•	•	•	•	•
9. Adaptability	•	•	•	•	•

The table presents a mapping of transformative competencies with the Big Five personality traits based on previous studies. The presence of a dot indicates a correlation between a specific transformative competency and a personality dimension, suggesting that these competencies can be further developed based on individual personality characteristics. This relationship highlights the potential for tailored approaches in education and counseling to enhance personal and professional growth.

A clear trend emerges from the data, showing that certain transformative competencies are universally relevant across all personality traits, such as cognitive flexibility, conflict resolution, risk management, and adaptability. These competencies appear to be crucial for navigating complex and rapidly changing environments, regardless of an individual's personality type. On the other hand, some competencies show a stronger correlation with specific personality traits. Openness to experience is closely linked with critical thinking, curiosity, cognitive flexibility, and creativity in problem-solving, indicating that individuals who are more open to new experiences tend to be more innovative and adaptable in their approach to learning and problem-solving. Agreeableness, in contrast, is primarily associated with social and interpersonal skills, including empathy, perspective-taking skills, compassion, and conflict resolution. This suggests that individuals

with high agreeableness are more likely to excel in roles that require strong emotional intelligence and cooperative engagement. Conscientiousness shows a strong connection with self-regulation and perseverance-related competencies, such as integrity, trust, locus of control, and agility. This implies that individuals who are highly conscientious tend to exhibit strong discipline, goal orientation, and adaptability in achieving long-term objectives. Neuroticism, often associated with emotional instability, has notable correlations with resilience, tolerance for complexity and ambiguity, and risk management, suggesting that individuals with high neuroticism may benefit from strategies that enhance emotional regulation and stress management. Extraversion, on the other hand, is linked to leadership and communication skills, including sense of purpose, trust, locus of control, and collaboration. This indicates that extraverted individuals are more likely to thrive in environments that require social engagement, teamwork, and proactive decision-making.

### 3.2. Discussion

The relationship between personality traits and transformative competencies underscores the importance of tailoring educational and professional development strategies to individual differences. Transformative competencies, which encompass cognitive flexibility, resilience, adaptability, and creativity, can be effectively cultivated when aligned with an individual's personality strengths. Research has shown that the Big Five Personality Traits play a crucial role in shaping cognitive, emotional, and behavioral responses to challenges, directly impacting the development of transformative skills (Marengo et al., 2021). This suggests that personality traits not only shape how individuals learn but also influence how they approach complex problem-solving, interpersonal relationships, and career development (Goldberg, 1993; McCrae & Costa, 2008). The ability to develop these competencies in individuals can be enhanced through personalized learning and counseling approaches that focus on strengthening natural dispositions while addressing areas requiring further development.

Openness to Experience has been consistently linked to creativity, critical thinking, and problem-solving abilities, indicating that individuals with this trait are naturally inclined towards innovative and adaptive thinking. This aligns with findings from affective neuroscience, which suggest that individuals high in seeking—a trait related to curiosity and motivation—exhibit strong connections to Openness to Experience (Marengo et al., 2021). Consequently, educational and professional training programs can leverage this natural predisposition by encouraging exploratory learning and problem-based learning methodologies. Individuals high in openness also tend to be more adaptable to technological advancements, making them more responsive to the evolving demands of Society 5.0 (Gosling et al., 2003). Similarly, Agreeableness is associated with strong interpersonal competencies such as empathy, compassion, and perspective-taking, which are essential for conflict resolution and collaboration. Studies indicate that individuals with high agreeableness are more likely to develop care-related emotional responses, facilitating effective teamwork and social harmony (Marengo et al., 2021). These competencies can be enhanced through peer collaboration, mentorship programs, and experiential learning approaches.

Conscientiousness, which is linked to self-discipline, organization, and goal-directed behavior, is crucial for competencies such as locus of control, integrity, and adaptability. Individuals high in conscientiousness are better at setting and achieving long-term goals and managing risks effectively. The meta-analysis by (Alderotti et al., 2023) confirms that conscientiousness has a strong positive correlation with professional and educational success, reinforcing the need for structured training programs that develop strategic thinking and responsibility. Students with high conscientiousness also exhibit stronger self-regulation skills, allowing them to maintain focus and persist through academic and professional challenges (DeNeve & Cooper, 1998). In contrast, while Neuroticism is often associated with negative emotional tendencies, it also plays a role in resilience and risk management. Studies suggest that individuals with high neuroticism can develop resilience when provided with appropriate coping mechanisms and support systems (Vize et al., 2023). This indicates that transformative competencies related to emotional regulation can be nurtured through guided reflection, stress management training, and cognitive behavioral interventions. Moreover, neuroticism can be mitigated through structured intervention strategies such as mindfulness training, which has been shown to improve emotional stability and stress management in educational settings (Steel et al., 2008). Meanwhile, Extraversion is closely linked to leadership skills, collaboration, and a strong sense of purpose. Individuals who are highly extraverted tend to excel in environments that require engagement, communication, and teamwork. Research has shown that extraversion is a strong predictor of trust-building and effective communication, which are key competencies in leadership development (J. Xu et al., 2021).

Given these insights, integrating psychological research into education and workforce training is essential for fostering transformative competencies. By aligning learning methodologies with individual personality traits, educators and employers can enhance personal and professional development outcomes. Moreover, the growing application of artificial intelligence in predicting personality traits through facial recognition (J. Xu et al., 2021) suggests that future interventions could become more personalized, offering tailored educational and career guidance based on personality assessments. Advancements in machine learning algorithms have further enabled accurate personality profiling, allowing guidance and counseling services to refine their intervention strategies (Balgiu, 2018). These findings suggest that guidance and counseling services can be tailored to

strengthen specific personality traits, enhancing students' transformative competencies. For instance, interventions that encourage self-reflection may be beneficial for individuals with high neuroticism, while experiential learning approaches may be effective for those with high openness to experience. Additionally, individuals with high conscientiousness may benefit from structured goal-setting programs that reinforce discipline and perseverance. Those with high agreeableness can further develop their interpersonal skills through collaborative learning environments, while extraverted students may thrive in leadership training initiatives that promote confidence and social engagement.

The development of transformative competencies in school settings is pursued through guidance and counseling services. Guidance and counseling aim to help students achieve optimal growth according to their potential and characteristics (Yusuf & Nurihsan, 2016). This approach is crucial in preparing students to be competent and adaptable in the digital era, aligning with the societal framework of Society 5.0, which requires competencies beyond digital intelligence to navigate rapid technological and societal changes (Harahap et al., 2023). In Indonesia, guidance and counseling services are designed holistically to align with national education goals, which emphasize the preparation of well-rounded individuals (Undang-Undang Republik Indonesia No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, n.d.) and respond to evolving global educational trends (OECD, 2015).

Comprehensive guidance and counseling consider individual development across personal, academic, and career dimensions. This approach shifts from a rigid behavioral perspective to a more holistic understanding of students as developing individuals. The Indonesian national framework for guidance and counseling aligns with these principles, prioritizing moral development and student well-being (Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 111 Tahun 2014, n.d.). Structured into four key service types—essential guidance services, responsive services, individual planning services, and system support—this model provides a multidimensional approach to student support (Yusuf & Nurihsan, 2016). Integrating the Big Five Personality Traits into these services allows counselors to better understand students' strengths and challenges, ensuring a more customized approach to personal and professional development (John & Srivastava, 1999).

Furthermore, the integration of transformative competencies into guidance and counseling services enhances the holistic development of students by strengthening both preventive and curative support mechanisms. By incorporating the Big Five personality framework into counseling services, educators and counselors can provide tailored interventions that stimulate personality-based competency development. The knowledge of an individual's personality profile enables a more targeted approach in developing transformative competencies essential for adapting to societal and technological changes.

These findings suggest that developing transformative competencies through personality-based guidance and counseling strategies can be an effective method for preparing individuals to face the complexities of modern life. Future research should explore more precise methodologies for measuring the impact of personality-based interventions on competency development. Additionally, incorporating cultural and situational contexts in personality studies will enhance the applicability and effectiveness of these strategies as it is one of differentiated aspects within individual (Sylvia, 2022; Sylvia & Yustiana, 2024). Given the increasing reliance on personality assessments in career and educational counseling, future research should also investigate how digital personality profiling tools can be integrated into holistic counseling approaches (Goldberg, 1993; Ziegler et al., 2019). The ongoing advancement of artificial intelligence in personality assessment also presents new opportunities for optimizing educational and career guidance services. By continuing to bridge psychological research with practical counseling applications, transformative competencies can be cultivated in a way that aligns with both individual needs and broader societal challenges.

## 4. Conclusion

The findings of this study highlight that the integration of transformative competencies within the framework of the Big Five personality traits provides an effective approach to individual development through guidance and counseling. Strengthening specific personality traits or managing unique individual characteristics allows counselors to tailor interventions to help students achieve their full potential. Transformative competencies and the Big Five personality dimensions share a strong association, indicating that personal development and counseling strategies can be implemented simultaneously. The use of the Big Five personality model as a foundation for guidance and counseling services allows for a more personalized approach, aligning with individual student characteristics and ensuring meaningful competency development.

To further enhance the effectiveness of guidance and counseling services, future research should focus on empirical validation using robust quantitative methodologies. A more comprehensive examination of the relationship between transformative competencies and personality traits will help refine counseling strategies to better meet individual needs. Additionally, expanding research into cultural and situational influences on personality-based competency development will provide deeper insights into optimizing guidance practices. By advancing empirical research in this area, educational institutions can enhance the quality and impact of

guidance and counseling services, ultimately fostering well-rounded individuals prepared to navigate the challenges of an evolving digital and socio-economic landscape.

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