INTERACTION OF AN ORGANIZATION AND AN EMPLOYEE IN CAREER MANAGEMENT: CASE OF ŠIAULIAI UNIVERSITY

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Abstract

The first part of the article includes the review of career management conception and career management in the strategy of human resources management and common strategy of organization, an overview of organizational and personal career management in the organization. In the other part of the article, an interview was carried out in order to find out the responsibility scale of the worker and the organization in the career management in the departments and services of Šiauliai University and to detect whether the University fulfils the workers' career expectations. It helped to clear out the dominant opinion that career perspectives of staff of Šiauliai University administrative divisions mostly depend on their initiative and activity in planning and realizing their career in organization, but also unclosed insufficiently used organizational tools (information on vacant workplaces, activity assessment procedures, career plans), which could help a worker to understand, measure his or her possibilities and combine them with the needs of organization.

Keywords: career, career management, human resource management.

Introduction

Novelty and relevance. Establishment in market economy, restructuring, globalization, machinery and technology development, formation of information society, establishment of knowledge economy, change of society's economical status and democratic processes raise challenges to organization. A new attitude towards organization as an activity system, where human resources become the most important active part of the system, determining the efficiency of seeking of organization's goals, is developing in a constantly changing organization. Environmental changes require from employees fast acquisition of new skills, development of those skills, flexibility, continuing learning, increasing responsibility, ability to manage their careers by themselves. Thus, ongoing processes affect an organization controversially. On one hand, organization's flexibility, requirements for employee's qualifications, one's continuing improvement are increasing, new career opportunities are arising for a constantly improving and learning employee; on the other hand, vertical career opportunities are decreasing, the conception of loyalty to organization is changing, employees' movement in an organization becomes hardly predictable among qualified human resources. This sets out new requirements for organizations in career management.

In an organization, career management allows combining organizational and individual actions, satisfying an employee's career interests and enables an organization to be provided with necessary personnel. When an employee knows his perspectives in an organization, he/she works more efficiently, unfolds his/her abilities and experience in seeking organization's goals. Every organization that wishes to retain skilled and competent employees has to organize a systematic career management based on satisfaction of employees' career interests.

Although in recent years quite a great number of works analyzing the theme of career appeared, there is an increasing lack of empirical researches into career management in organizations. In addition, the majority of authors analyze the stages of career realization in an organization; however, they do not pay sufficient attention neither to find out the responsibility of an organization and an individual in career management, nor to the satisfaction of employees' career interests. Therefore career management in an organization is a relevant problem on purpose to align the goals of an organization and an individual.

The aim of this article is to reveal the interaction of an organization and an employee in career management on purpose to align the goals of an organization and an individual.

The subject of this research is the interaction of an organization and an employee in career management of Šiauliai University services and departments.

Research objectives:
1. To reveal the features of modern career management in organizations.
2. To find out the significance of career management in modern organizations.

3. To present a theoretical model of career management in an organization, having analyzed several works on the interaction of an organization and an employee in career management written by different authors.
4. To find out the interaction of an organization and an employee in career management of Šiauliai University Services and Departments and to find out if Šiauliai University as an organization satisfies employees' career interests.

Research methods: the analysis of scientific literature, which allowed identifying theoretical aspects of career management in organization, a semi-structured interview with the directors of Šiauliai University Services and Departments and with employees, which helped evaluating the interaction of an organization and an employee in career management.

Level of research done into this scientific problem. The problem analyzed in this article has not been sufficiently analyzed in the scientific literature. Foreign authors Arnold (1997), Schuler (1995), Beach (1985), Sullivan (1999) analyzed the concepts of career. Berthel, Koch (1995) researched the organizational career model and aspect of its practical application. In scientific works by Sakalas (1996), Stanišauskienė (2004) problems of preparation for professional career are revealed. Valackienė (2001, 2003) analyzes the problems of professional career that are faced by women of different generations, Petkevičiūtė (1998, 2003) analyzes personal career management, Baršauskienė (2006) analyzes the problem of career in the public sector and Sakalas, Šalčius analyze the stages of career realization in an organization.

Theoretical substantiation of the research

The conception of career is developed by various authors and it is approached very differently. The representatives of different sciences analyze career from different perspectives and this allows forming a wide and integral attitude towards career. While analyzing the conception of career, basic aspects of organizational career and personal career emerge. A personal career is individually realized, understood sequence of attitudes and behaviours relating to present experience and activity during the whole period of personality and life (Hall, Ritcher, 1990, p.16), and an organizational career management is defined as constant organization's efforts directed towards the management of human resources evaluating and combining the needs of organization and expectations of employees (Arthur et al., 2004, p.24). This conception includes various aspects: employee's personal career goals, organizational career management, responsibility of an employee and an organization in the process of career management. In this article, when analyzing the career management at services and departments of Šiauliai University, career will be understood as the combination of the interests of employees and organization. Taking into consideration such a conception of career, the role of human resources management emerges while deciding on how to organize an employee's career properly and what means to select to implement personal career so that the needs of an employee and an organization are fully satisfied.

Career may be assumed as a complex means for matching interests of an organization and employees that includes: finding out the interests of employees and an organization, making individual career plans, predicting means for the implementation of individual career plan, creating and developing motivation system and so on (Greenhaus et al., 2000, p.56). *The main feature of modern career is the objective to match the interests of an employee and an organization.* The interests of an organization are determined by its goals and they usually reflect the goals of organization's directors and owners and their goals are usually the economical goals. Employees' interests are determined by a number of personal, social and economic factors. According to Thom and Ritz (2004, p. 154), *coordination of interests in a modern organization appears when individual career is planned for all employees and organization, depending on the need, employees are permitted to raise their qualification, improve, proceed from one work to another and to hold a higher office.* The objective of modern career models is to satisfy the needs of an organization and of employees as well by enabling the development of their competencies. It is possible to distinguish ten principles pursuant to which a modern career in an organization is formed:
- all organization's employees are included,
- personnel's education is a part of a long-time work with personnel,
- it is oriented towards the structure of individual needs and the economical needs as well,
- contradictory goals are solved by coordinating the interests of different groups and individuals,
- employees are directly involved in the process of planning and organizing on purpose to evaluate the individual interests,
- the plan on employees' education is integrated into the strategy of company's development,
- basic education and qualification raising is coordinated with career plan,
- an employee is by oneself responsible for the implementation of the plan,
- it is oriented towards long-time goals,
- on purpose to select the methods for proper implementation of plans, the plans have to be defined clearly and specifically (Ronald R. Sims, 2002, p. 45).

In conclusion, it is possible to state that in the modern organizational career model, an employee is by oneself responsible for the means of forging the individual career. An organization does not initiate, but allows an employee to improve, predicts financial sources and therefore, on purpose to realize the conception of modern organizational career, it is necessary to realize that an employee is by oneself responsible for qualification and its improvement and he/she needs to plan his/her time, to look for and to follow advanced learning methods. This may be illustrated by the following scheme (see Figure 1).
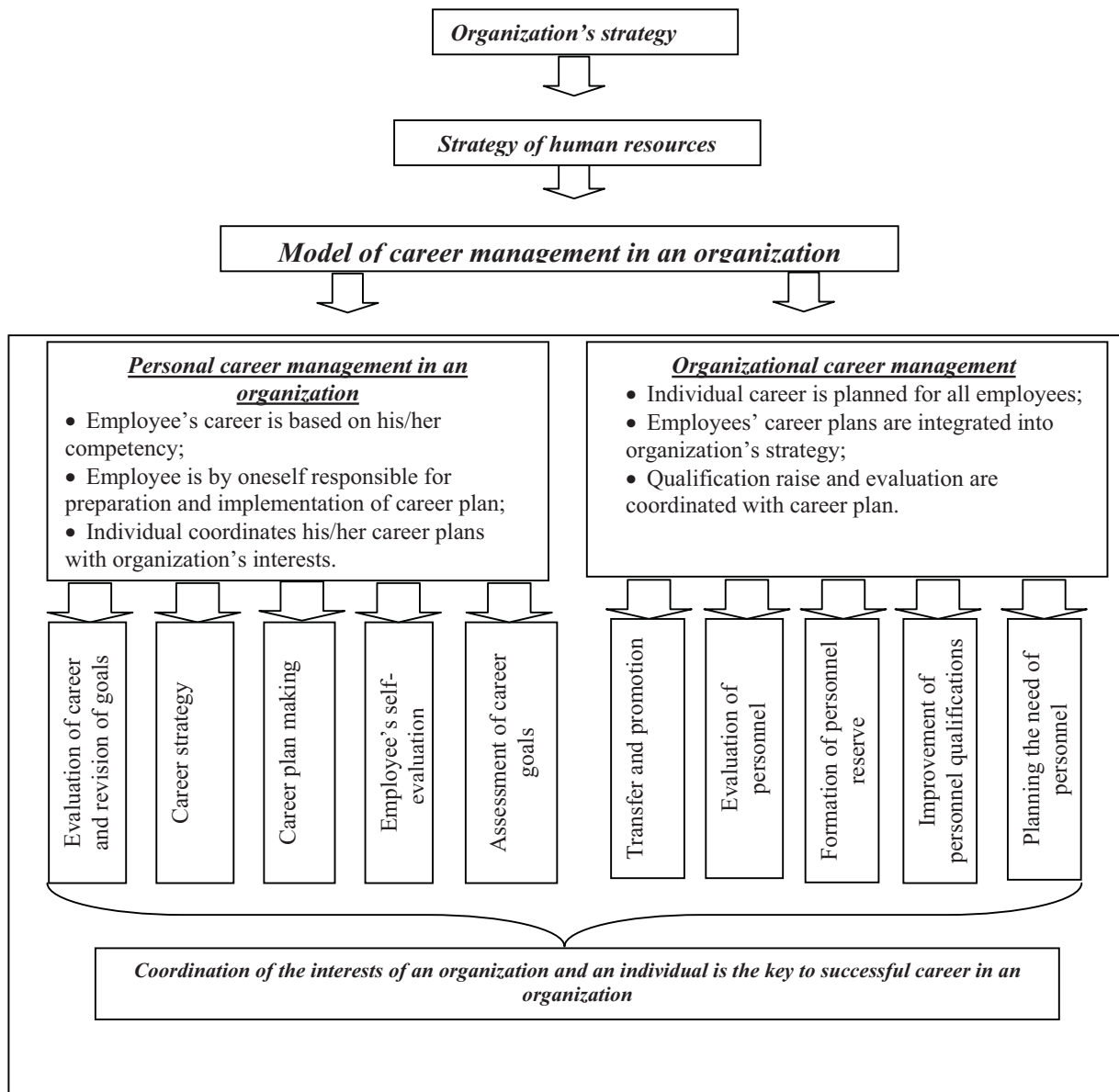
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Personal career management in an organization
- Employee's career is based on his/her competency;
- Employee is by oneself responsible for preparation and implementation of career plan;
- Individual coordinates his/her career plans with organization's interests.

Organizational career management
- Individual career is planned for all employees;
- Employees' career plans are integrated into organization's strategy;
- Qualification raise and evaluation are coordinated with career plan.

Evaluation of career and revision of goals

Career strategy

Career plan making

Employee's self-evaluation

Assessment of career goals

Transfer and promotion

Evaluation of personnel

Formation of personnel reserve

Improvement of personnel qualifications

Planning the need of personnel

Coordination of the interests of an organization and an individual is the key to successful career in an organization

Figure 1. Model of career management in an organization
Source: a model created by authors having systemized scientific literature on career management issues.

Results of the research

Semi-standardized questions for the directors of administration staff of Departments and Services of Šiauliai University were made on the basis of a "Model of Career Management in an Organization" made by the authors, which consists of two parts: personal career management in an organization and organizational career management. In order to find out the responsibility of an employee and an organization in the process of career management and to reveal whether Šiauliai University satisfies employees' career interests, directors and employees of Šiauliai University Services and Departments were questioned using the method of expert interview. 18 experts were questioned using this expert interview method: 9 directors of Šiauliai University Services and Departments and 9 (one employee from a department) employees having the longest work experience in the department (form this point of view they are considered to be experts) who are able to represent the general attitude towards the satisfaction of employees' career interests in Šiauliai University Services and Departments.

Responsibility of an employee and an organization in the process of career management. Employee's immediate director, specialist of personnel staff or both of them help planning his/her career in an organization by close cooperation with an employee. When an immediate director helps an employee to plan his/her career, he/she may perform the functions of a communicator, a teacher, an evaluator, a trainer, an "educator", an advisor, a relation organizer, a director or an advocate (Sakalas, Šalčius, 1997, p. 43). In this research, respondents were given a question with a view to find out what the roles of directors of Šiauliai University subdivisions are in helping their employees to plan their career. The main help provided by the immediate directors while planning career in the University is presented in Table 1.

Table 1

Help of directors of subdivisions in the process of employee's career planning in Šiauliai University services and departments. Categories and supporting quotations

Immediate director's function	Help
Coordinator	Organizes formal and informal conversations with his/her employees. During these conversations, he/she is seeking to find out his/her employees' interests and career goals. *"I am trying to keep warm relations with employees, to care of how their work activity is going on."*
Teacher	The majority of subdivision directors additionally oblige an employee to perform different tasks, in this way they seek to develop the skills relating to future career which might be necessary in future when they wish to change their workplace or hold a higher position. *"I am trying to expand the work content so that an employee does not limit oneself to a narrow activity and constantly improves.*
Evaluator	Although all subdivision directors state that they have no official evaluation form, the majority of them indicated that evaluation was always present. *"Evaluation takes place during a direct conversation with an employee by indicating mistakes noticed during work time, lack of knowledge, the purpose of this method is to help an employee evaluate his/her spheres in which he/she should improve his/her skills." "Employee's competency may be noticed following the quality of work performed by him/her."*
Trainer	Other directors specify that they allow their employees to reveal their competencies during projects, cooperation with other subdivisions and while expanding the content of work. *"I encourage my employees to participate in projects implemented not only by the University, but by other institutions as well, because during additional activities and projects employees become more intelligent and are able to perform their work more effectively."*
"Educator"	All subdivision directors allow their employees to increase their competency by directing them to trainings, seminars, courses for qualification improvement and motivate employees by evaluating their worthiness for the general effectiveness of subdivision activity. *"I provide employees with information about possibilities of studies so that an employee selects studies purposefully, improves in the field he/she is working and, of course, improves his/her professional skills."*
Relation organizer	The director encourages looking for additional knowledge while discussing with colleagues (experiential training). *"I advice an employee to ask other co-workers for help when a problem that he/she is not able to solve occurs."*

Generalizing the table, it is possible to state that the directors of subdivisions help their employees in planning their career in different ways. Some directors help more, while others help less. In the process of employee's career planning, almost all directors perform the functions of evaluator, teacher and "educator". Following Sakalas and Šalčius (1997, p.53), in the process of employee's career planning, the functions of these roles are very important as they help an employee to acquire skills relating to future career, allow an employee to expand his/her view and motivate to work more effectively. Other directors of subdivisions, who seek to help their employees to plan their career, use other specific ways in a subdivision. As the director of Department of Studies claims, *"in the Department of Studies, an annual questionnaire survey of employees, in which an employee indicates competencies acquired in a year and his/her career goals in the University, is performed; then, in an individual conversation with an employee, it is tried to find such a work field where he/she will have the greatest possibilities to improve. Career opportunities are related to the group director's position which gives an employee more responsibility and expands his/her work content."* According to the director of Career Centre, *"In Career Centre, an employee is additionally obliged to perform different tasks during projects, while organizing different events, and this requires new competencies which are improved in activity or specialized trainings."*

Dalton (1996, p. 65) claims that the success of career management in an organization is determined by collective efforts of an employee, immediate director and organization: an employee plans his/her career, a director helps by evaluating career opportunities in an organization and organization provides necessary resources. Experts had different opinions on this issue; some of them claimed that an employee had to be responsible for his/her career management at the University, while others claimed that responsibility was equal.

Table 2

Responsibility of an employee and an organization in career management of Šiauliai University services and departments. Categories and supporting quotations

Subdivision director	Employee
The responsibility of an organization and an employee is the same	
• *The University allows an employee to learn, raise his/her qualification; however, employee's inner motivation, initiative and wish for improvement are also very important.* • *A successful career management at the University is possible only when collective efforts of an organization and an individual are present: the director has to evaluate employee's work, to motivate to analyze his/her abilities and help to overcome the lack of competence.* • *Employee's competence is not the only thing that is important, director's understanding about employee's perspectives, motivation to learn not only in the narrow field relating to direct office are also important.*	• *Has to be on the basis of collective cooperation between an organization and an individual.* • *Depends on director's strategy, on how much he/she wants to support an employee and on employee's personal wish to improve.*
Employee's responsibility is greater than organization's	
• *Career depends on an employee more; everything is determined by employee's wish to improve, and the director can only advise, help.* • *A person has to take responsibility for his/her career management as it is impossible to plan a career for another person.* • *Career management depends on employee's ability to know himself/herself, his/her competency and wish to improve; an organization is only a means to achieve one's goals.* • *The University has to provide conditions for an employee to improve, to motivate him/her constantly; however, a decision concerning employee's career has to be made by the employee.*	• *An employee is by oneself responsible for one's career in an organization, and an organization should motivate its employees to pursue career and help them in different ways.* • *The greatest part depends on an individual; however, the University allows raising qualification.* • *An employee has to know what he/she is seeking in his/her life – to have a long-time and short-time career plan. An organization is only a means to achieve one's career goals.* • *An employee has to take care of his/her career by oneself, not to wait for director's help, everything depends on a person's objective to improve, and in addition, career does not have to be entrenched in one organization.* • *An employee has to wish and an organization has to allow him/her to learn and raise qualification.*

The table shows that the majority of directors and employees think that the responsibility of an employee in the process of career management at the University is greater. Almost all the respondents claim that an employee has to take care of his/her career by oneself. It is possible to confirm the claim that employee's career in Šiauliai University depends on employee's activity, ability to manage career by oneself, continuous improvement that ensures professional flexibility. The assumption of employees' responsibility for career management at the University was encouraged by the fact that a horizontal career dominates Šiauliai University Services and Departments: in the administrative subdivision of the University, hierarchic levels practically do not exist. The positions of director and deputy are distinguished only in the subdivisions of Studies, Science and Art and in International Relations and Programmes, in other subdivisions a director has several employees. In addition, although offices formally have a distinguished level allowing predicting the possibilities of the horizontal career (e.g. general supervisor in Career Centre), it is a formal title of office, it is not a regulated horizontal career development: starting from simple supervisor and becoming a general supervisor. It might have also been influenced by the fact that a modern career model dominates Šiauliai University Services and Departments; in this model, the role of organization in

managing an employee's career is remarkably smaller in comparison to organization which features a hierarchic career. The article revealed that horizontal career requires the employees to acquire new skills and develop them quickly, to be flexible, to continuously learn, to increase responsibility, to be able to manage their careers by themselves. Other directors of subdivisions think the career management is the responsibility of the University and an employee. According to the director of Project Management Group, *"A successful career management at the University is possible only when collective efforts of an organization and an employee are present: the director has to evaluate employee's work, motivate to analyze his/her abilities and help to overcome the lack of competency."*

Another aspect is to find out if employees plan their career by themselves. One of the ways for such a planning is individual career plans. An individual career plan defines interests and abilities of an individual; names a professional activity that satisfies their abilities and talents best, what knowledge or practical skills one lacks to be able to practice a certain work activity, predicts means that would allow reaching due goals, helps in developing present abilities or acquiring necessary qualities (Sakalas, 2003, p. 162). Thus, it was attempted to find out if this method was applied for career planning in the administrative subdivisions of the University. Questioning of the employees revealed that only three of nine questioned employees had made individual career plans. The following reasons why employees do not have their individual career plans may be distinguished:

- they do not plan their individual career as they lack information about career opportunities at the University,
- they do not see career perspectives in their sub-

division and therefore they do not make career plans,
- the director of subdivision does not help making an individual career plan,
- they lack information about the process of making an individual career plan.

Generalizing this section, it is possible to claim that while planning one's career, the help of subdivision directors of the university to employees usually emerges when the employees are directed to trainings, seminars, courses for career improvement. It was also revealed that only three subdivision directors think that a successful career management in an organization depends on an individual and on an organization as well, the majority of directors and employees think that employee's ability to manage one's career and realization of professional perspectives have the greatest influence. It is possible to make an assumption that in some cases the fact that individual career plans, which are discussed with the director and corrected, are not made aggravate the career management in the administrative subdivisions of the University as the subdivision director finds it harder to understand employee's career goals.

Link of career perspectives with qualification raise. The theoretical section of the article revealed the basic feature of modern career: an employee is becoming more and more responsible for his/her career. According to Sakalas (2003, p. 67), employee's professional and personal competency usually determines employee's ability to plan one's career, a specific attention is paid to learning process, continuing employee's improvement. In this stage of the interview, it is tried to find out what significance is given to organization's (the one that the subdivision director is representing in the interview) and employee's initiative.

Table 3

Responsibility of an Employee and Director while Making a Decision Concerning the Need for Employee's Learning. Categories and Interview Quotations

Directors	Employees
Director's initiative	
• *Employees do not show initiative for learning; I select a seminar or a course that satisfies one's work functions so that the effectiveness of subdivision's activity is ensured.* • *I select a seminar following the particularity of my work.*	• *It is the director who usually shows initiative.* • *It is the director who informs about the available courses.*
Employee's initiative	
• *An employee has to be responsible for one's own continuing improvement and therefore the decision on whether it is needed to learn or not has to be made by an employee oneself.*	• *No one will serve a course on a silver plate – everyone needs to be initiative, organized and to look for places and ways to raise one's qualification.* • *A wish for improvement depends on employee oneself, and a director just advices what trainings may be selected.* • *I find a course by myself and then I am looking for a possibility that the department would pay.*

Employee and director's initiative	
• Decisions concerning an employee's learning needs are always coordinated with the employees in order to find out the benefit of training and the value of result for the department, for a specific office, employee's personal career. • A decision concerning employee's need for learning is made together with an employee. • An employee demonstrates one's initiative by selecting a seminar if it is free of charge and asks if it is paid, discusses the benefit of that seminar for the general activity of subdivision. • An employee demonstrates one's own initiative by selecting several courses; however, the final decision is made by director.	• The director usually provides information about courses, trainings, seminars available at the University; however, it is me who makes the decision on whether it is necessary to learn or not. • The decision concerning the need for learning is made together with the director. • The director informs about available courses; however, I make the decision to learn by myself.

The scientific literature on the issues of career management emphasizes that an employee is by oneself responsible for one's continuing improvement, and a director usually supports him/her, motivates to learn. The answers show that quite a modern attitude towards the share of responsibilities for an employee's improvement dominates at the University. As we can see, no respondent emphasized that the decision on learning is made by directors or employees unilaterally, the answers reveal the features of coordination of interests, needs between organization's goals and employee's needs. The process of coordination is described as follows: *"An employee demonstrates initiative by selecting a seminar, if it is free of charge, and asks if it is paid, discusses the benefit of that seminar for the general activity of subdivision." "The director usually provides information about courses, trainings, seminars available at the University; however, it is me who makes the decision on whether it is necessary to learn or not."* This may also show that the understanding of an alternating or modern career as a unilateral satisfaction of subdivision's needs is not followed. *"Decisions concerning an employee's learning needs are always coordinated with the employees in order to find out the benefit of training and the value of result for the department, for a specific*

office, employee's personal career." However, some thoughts (e.g. *"I select a seminar following the particularity of my work."*) allow making an assumption that an employee and a director (representing organization's interests) in any case orient towards trainings satisfying professional competence and almost do not orient towards the general abilities which determine making creative decisions: the ability to adapt in a changing situation fast, the knowing of wider context in which the University functions. This also confirms that while answering the questions, almost no respondent interpreted learning as participation in different activity – for example, learning while preparing projects or participating in other activity that in not named in the official instructions or in workplace, joint activity with other subdivisions by participating in scientific activities, quality clubs and alike.

Further, the ways how new competencies condition the changes of employee's career are analyzed. That is done on the basis of statement discussed in the theoretical part: the improvement of qualification has to relate to the employee's individual career plan and it has to have influence on the changes of employee's career. The term "raise of qualification" is used because in the ŠU regulations on employees' qualification raise, this process is named exactly in this way (Šiauliai university...., 2005).

Table 4

**Influence of Qualification Raise on the Changes of Employee's Career.
Categories and Quotation Examples**

Directors	Employees
Positive experience	
Extension of responsibility • New competencies are related only to the assignment of tasks requiring more responsibility; however, there is always a possibility to take other position vertically and horizontally as well in the University. • Provides a work with a respective level of responsibility. • Gives more responsibility, assigns tougher tasks.	*Extension of responsibility* • Assigns a tougher task. • Qualification raise is related to a greater responsibility, the director gives more freedom while accomplishing different tasks. • Gives more responsibility. • Changes should not be expected to come just after qualification raise, but one really gets tougher tasks and more responsibility.

Material motivation	*Material motivation*
• When employee's competency increases, a bonus is paid for good work. • An employee is motivated by extra pay, lump sum benefit. ***Expansion of work content*** • Selects a work of relevant content and expands it constantly. • When employee's qualification increases, it is tried to incorporate his/her work into the project activity. • Expands work content. • Allows acquiring new professional skills by expanding employee's work content.	• An additional works is given for which one gets an extra pay. ***Expansion of work content*** • When the director notices that my competency has increased, he/she expands the work content. • Expands work content.
Negative experience	
• When an employee's qualification is raised, there is no possibility to raise salary. • Unfortunately, there is no possibility to change the level of office following the existing order of office distribution.	• Qualification raise has no influence on higher position in the University.

After generalization of the interview answers, it is possible to distinguish the following categories: expansion of work content, extension of responsibility, material motivation and negative experience when directors and employees said that raise of qualification was not related to career changes at the University. The answers of both responding groups (directors and employees) are categorized in the same way. As it was mentioned in the theoretical section, career changes very often are determined by a changed competency. Having analyzed respondents' opinions, it is possible to claim that an expanded qualification determines the assignment of other tougher tasks and the expansion of work content. It is a joy to state that wider competency allows employees feeling more significant, more evaluated by being assigned tougher tasks at least. As respondents' statement *"the director gives more freedom when accomplishing different tasks"* indicates, an employee becomes responsible, the director relies on him/her more not only for the quality of result, but for the ways of working or the choice of ways for purpose seeking. In addition, such a new responsibility and complexity of tasks determine a changed financial reward as well and this motivates an employee to work more efficiently. However, both responding groups indicated that not always the financial possibilities of a subdivision allow motivating an employee after his/her activity content or complexity changes. This is determined by the non-existence of a horizontal career system at the University, when an inexperienced employee starts working in an office of a lower category or level (e.g. supervisor), and his/her enlarged competency allows transferring him/her to a higher level (e.g. general supervisor), relating this to the financial reward and social status in the University as well.

Link of career perspectives to evaluation. Evaluation of employee's activity helps an employee understand what he/she has to do so that his/her professional qualification increases; it also allows determining the spheres in which an employee lacks knowledge or skills (Dessler, 2001, p. 254). This interview stage will reveal what influence the evaluation of employee's activity in Šiauliai University Services and Departments has and will disclose if the employees evaluate themselves. According to Bakanauskienė (2008, p. 203), it is possible to distinguish formal and informal evaluation. The basic difference between the formal and informal evaluation is that in the latter one the results are not registered in any documents. The informal evaluation means a constant employee's watching and daily evaluation of employee's behaviour and work results. When directors use informal evaluation, they must remember to give constant feedback and to inform employees about their work quality. The informal evaluation is performed by the immediate director.

As the research revealed, the informal evaluation is mostly used in the Šiauliai University subdivisions, there are no generally accepted standards and regulations for evaluation of employees' activity. Evaluation is performed by the subdivision director.

Table 5

Ways of Informal Evaluation in Šiauliai University Services and Departments.
Categories and Quotation Examples

Director	Employees
Evaluation during the work process	
• *I do not evaluate by using special methods, the lack of employee's activity and his/her competency is revealed during work.* • *An employee is evaluated by the quality of works performed by him/her.* • *I have no official document for employee's evaluation; however, during work I check if an employee performs one's work with high quality.* • *I do not have a formalized way of evaluation; however, I watch employee's daily activity and his/her ability to accomplish tasks with high quality.*	• *My work activity is not evaluated directly – the director knows what work and how I do. An indirect, non-periodic evaluation is always performed.* • *Evaluation is performed during the work process by the way I carry out works.* • *There is no formal process; however, the director checks if I perform works on time.*
Evaluation by reports on the activities of a subdivision	
• *At the end of the year, when reports on subdivision's activities are being done, employees list the achievements of their spheres by themselves. An actually performed activity is compared to the plan of works made at the beginning of the year.* • *At the end of the year, on purpose to evaluate an employee's activity, forms for employee's evaluation are made. An employee is evaluated by one's co-workers and by oneself.*	• *In our subdivision, each employee has to present an annual report on his/her activity.* • *At the end of the year, my activity is evaluated by the director and co-workers.*
Evaluation by official regulations	
• *At the end of the year, I check if an employee performs the functions assigned by his/her office.*	• *There is no formal process of evaluation; however, the director evaluates how much the functions I perform correspond to the official regulations.* • *During an internal audit, he/she evaluates if the activity that I perform corresponds to the functions that are ascribed to my office.*
Evaluation after a project activity, an event	
• *The results of an employee's activity are evaluated after every greater activity (project, event). General and individual mistakes, general and individual achievements and their reasons are discussed; the possibilities to avoid mistakes are analyzed.*	• *In the subdivision, after a project activity, we discuss the mistakes that were made and who is responsible for those mistakes.*

All directors claim that the results of employees' activity, the very process of activity are always watched: *"I do not have a formalized way of evaluation; however, I watch employee's daily activity and his/her ability to accomplish tasks with high quality"* and evaluated *"I have no official document for employee's evaluation; however, during work I check if an employee performs one's work with high quality."* Thus it is possible to claim that subdivision directors perform a constant supervision of employees and daily evaluation of employee's behaviour and results. However, speaking about the significance of evaluation to employee's career, it is possible to state that only one respondent noted that the results of evaluation are being discussed with employees and the reasons of success or failure are being analyzed. Exactly this way of evaluation when employees can analyze the reasons of a failure by themselves motivates them to think over competencies they lack and helps predicting the possibilities for one's improvement and further career perspectives. The nonexistence of feedback may prevent an employee from understanding the lack of one's competency, work processes and making appropriate decisions concerning improvement. However, it pleasant to note that some of the respondents (employees and directors as well) noted that the circle of evaluators was expanded, i.e. activity processes were evaluated not only by the director, but by other co-workers as well. In this way, cooperation is motivated, understanding about responsibility not only to the immediate director, but also to other co-workers participating in activity processes is formed.

Directors are not the only ones who have to evaluate, an employee has to evaluate his/her activity as well. An employee, who evaluates himself, knows himself better, evaluates his abilities and work objectives more objectively, has a greater possibility to achieve his career goals in an organization when analyzing one's activity quality (Petkevičiūtė, 2006, p. 57). The majority of the questioned employees indicated that they were constantly evaluating their activity:

Senior Manager of Project Management Department states that *"An official evaluation system does not exist at the University and therefore an employee has to evaluate himself, analyze his mistakes, possibilities constantly."*

The Editor of Public Relations emphasizes:

"The analysis of employee's activity by himself is very important. Self-analysis, critical evaluation, collective's references, director's praises for perfectly performed works help me understand what abilities and skills I lack for my work activity to be of higher quality."

Career Consultant of Career Centre:

"I evaluate myself by the quality of my activity and this is shown by the results of work performed. If the result is good, it means that the work was performed well, on time and with high quality; if the result is average, one must always think over where a mistake occurred – in time planning, organization of works, due to the lack of responsibility."

Specialist from Personnel Office:

"I usually evaluate myself after seminars, qualification improvement on purpose to find out the ways I was able to absorb new knowledge and apply it at work."

An interesting understanding of self-evaluation was mentioned during the interview. Some of respondents related self-evaluation to the detection of needs for further learning: "*I usually evaluate myself after seminars, qualification improvement on purpose to find out the ways I was able to absorb new knowledge and apply it at work on purpose to find out if I need further learning."* One respondent mentioned that self-evaluation improved the ability to realize the quality of activity result and analyze its reasons: "*If the result is good, it means that the work was performed well, on time and with high quality; if the result is average, one must always think over where a mistake occurred – in time planning, organization of works, due to the lack of responsibility."*

The importance of employee's self-evaluation was emphasized by the directors of Šiauliai University Services and Departments. According to the directors, *"Employees' self-evaluation is very important not only for the employee, but for the whole activity of the subdivision and the University."*

Generalizing this section, it is possible to state that subdivision directors evaluate their employees in various informal ways: during the work process, by subdivisions' reports of activities, by official regulations, after a project activity or an event. The results of evaluation are not registered in any documents. The employees of the University are not familiarized with the results received while evaluating and therefore they could not reasonably express their opinion on whether the evaluation had any influence on the changes of their career at the University. According to the director of Career Centre, *"Due to the stringency of funds, there is no possibility to motivate the employees financially, and unfortunately, no penalty system exists at the University."* When the directors of subdivisions evaluate informally, it is necessary to remember to always provide their employees with a feedback, discuss the changes in employee's competency and reveal the lacks. The means of personnel management that would motivate cooperation not only between the director and an employee, but also among other employees of the subdivision, would help knowing another work particularity, understanding one's possibilities, evaluating one's competency in comparison to other employees and predicting the perspective of improvement.

Satisfaction of employees' career interests. In the beginning of the article, it was revealed that the changing organizational structure (decreasing hierarchic levels) changed the attitude towards career possibilities, a successful career was assumed not only as objective signs (increase of responsibilities and payment), but also as employee's subjective understanding and satisfaction with the results or process (professional experience gained, abilities acquired, greater responsibility, learning of secondary professions, self-feeling in organization, satisfaction with work content, etc.). The last stage of interview aimed to find out whether the Šiauliai University satisfied the employees' career interests.

While analyzing respondents' answers, it is possible to distinguish the following employees' career interests satisfied by Šiauliai University:

Professional improvement and possibility to raise qualification. According to the respondents, in the subdivisions of the University, employees' initiative to learn is supported and conditions to improve one's qualification are established. This is confirmed by the statements of the respondents, e.g. a specialist of Personnel Department states that *"The University decreases the tuition if an employee studies at Šiauliai University."* According to the Senior Manager of Personnel Management, *"it is possible to raise not only the professional qualification, but the scientific one as well."*
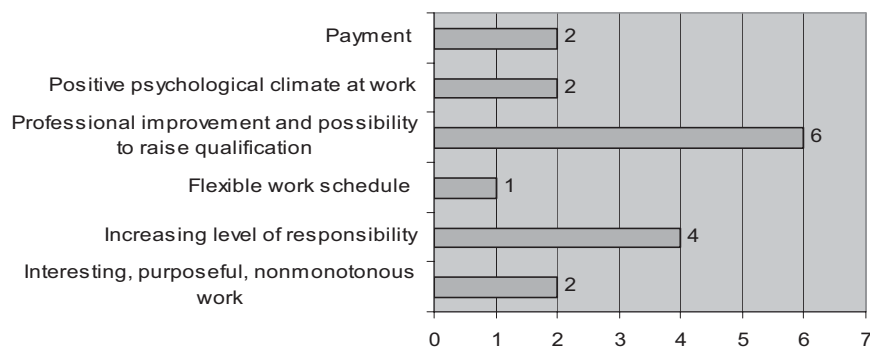
Figure 2. Satisfaction of Career Interests of Šiauliai University Services and Departments (N = 9)

Increasing level of responsibility. The respondents understand this satisfaction of career interests as high evaluation of their work results and assignment of tougher tasks requiring more responsibility. A consultant of Career Centre states that *"For an employee, it is important to know his/her activity is evaluated, to receive support and motivation from the director for work well done."* The secretary of Economy Service emphasizes that greater responsibilities motivate loyalty for the University. *"A greater responsibility gives me moral satisfaction, I feel evaluated and this also motivates me to help seeking the goals of the University."*

Positive psychological climate at work. The respondents note that one of the career interests includes director's flexible attitude towards employees, team work and warm work atmosphere. As the editor of Public Relations claims, *"Director's understanding, interest in my personal affairs, motivation sometimes motivates to work well in the organization more than the material benefit."*

Interesting, purposeful, nonmonotonous work. The majority of respondents claim that at the University the greatest attention is paid to creativity, creative solutions and therefore it is always possible to improve and satisfy the needs of self-realization. The consultant of Career Centre emphasizes that *"Work in various activities, involvement into the project activity give a lot of transferable competencies that provide regularity."*

Payment. As it was mentioned above, payment is a very important career interest. According to the senior manager of Project Management Department, *"When you work at the University, you are guaranteed to be paid and therefore you can be materially safe."*

Flexible work schedule. A flexible work schedule was distinguished by the respondents as one of career interests. According to the specialist of Career Department, *"The University allows combining studies and work."* The Head of Department of Studies emphasizes that *"it is very important that in the Uni-*

versity I can combine my scientific activity and administrative work."

After analysis of the respondents' answers, it is possible to make an assumption that the following career interests are satisfied in the administrative subdivisions of Šiauliai University: the possibility to improve professional competency, flexible work schedule, interesting, purposeful, nonmonotonous work, positive psychological climate at work, increasing level of responsibility. The respondents do not distinguish financial reward as the most significant feature of successful career (only two respondents indicated that they were not satisfied with their payment). They evaluate the possibilities of self-realization, social security and professional improvement. Respondents' opinions allow stating that employees' needs are taken into consideration, they are understood, it is tried to satisfy them and this motivates people to accomplish the assigned tasks well. However, the results could have been influenced by the fact that at the University there is no possibility to motivate employees by a payment corresponding to their abilities and therefore employees emphasized the nonfinancial feature of a successful career more.

Conclusions

Having analyzed the theoretical basis and generalized the results obtained by a qualitative research, in the case of career management in the administrative subdivisions of Šiauliai University, it is possible to make an assumption that:

1. The objective to combine the interests of an employee and an organization is the main feature of modern career management. The success of career management in an organization is determined by collective efforts of an individual and an organization: an individual plans his career, an organization helps evaluating career opportunities in an organization and provides necessary resources.
2. The development of career opportunities is understood as a combination of future needs for personnel's qualification raise and planning of resour-

ces. The process of career management allows employees predicting their future career and for an organization it ensures that it will have human resources prepared to take vacancies.

3. The results of the interview revealed that both the directors of the administrative subdivisions and employees of Šiauliai University are concerned about career development in an organization; however, this process is limited by the system for ascription of different service levels to employees (e.g. senior – general specialist) that exists in the University and that does not allow relating the increase of employee's competency to the possibility to expand horizontal career. Therefore, the following means that help combining increased employee's competency and higher social status in an organization are used: more important, responsible tasks are assigned, work content is expanded, employee is motivated financially as possibilities permit.

4. The results of the research on respondents' attitudes towards career management evidence that career perspectives of employees from the administrative subdivisions of the University mostly depend on their own initiative and activeness while planning and realizing their career in an organization; however, the following organizational means that were not fully used are also revealed: information about vacancies, procedures on activity evaluation, career plans that would help an employee understand and evaluate his possibilities and combine them with the needs of the organization.

5. The research revealed that the employees of administrative subdivisions appreciate conditions provided by the University that have influence on the perspectives of their personal career – professional improvement and the possibility to raise qualification, increasing level of responsibility, positive psychological climate at work, interesting, purposeful, nonmonotonous work, flexible work schedule.

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Organizacijos ir darbuotojo sąveika karjeros valdyme: Šiaulių universiteto atvejis

Santrauka

Straipsnyje aptariamos teorinės darbuotojo ir organizacijos interesų derinimo prielaidos analizuojant karjeros valdymo funkciją. Pristatoma idėja, kad karjeros valdymas organizacijoje leidžia suderinti organizacinius ir individualius veiksmus, patenkinti darbuotojo karjeros interesus ir organizacijai apsirūpinti reikiamu personalu. Vertinant iš darbuotojo pozicijos, tokia organizacijos žmogiškųjų išteklių valdymo strategija leidžia teigti, kad darbuotojas, žinodamas savo perspektyvas organizacijoje, dirba efektyviau, atskleidžia savo gebėjimus ir patirtį siekdamas organizacijos tikslų. Straipsnyje laikomasi prielaidos, kad kiekviena organizacija, norėdama išlaikyti gabius ir kompetentingus darbuotojus, turi organizuoti sistemingą karjeros valdymą, paremtą darbuotojų karjeros interesų tenkinimu.

Siekiant išsiaiškinti darbuotojo ir organizacijos atsakomybę karjeros valdymo procese bei atskleisti, ar Šiaulių

universitetas patenkina darbuotojų karjeros interesus, taikant ekspertų interviu, apklausti Šiaulių universiteto tarnybų ir skyrių vadovai ir darbuotojai. Apklausoje dalyvavo 18 ekspertų: 9 Šiaulių universiteto tarnybų ir skyrių vadovai, 9 (po vieną darbuotoją iš skyriaus) didžiausią darbinę patirtį skyriuje turintys darbuotojai (šiuo požiūriu jie laikomi ekspertais), galintys reprezentuoti bendrą požiūrį apie darbuotojų karjeros interesų patenkinimą Šiaulių universiteto tarnybose ir skyriuose. Išanalizavus teorinius pagrindus ir apibendrinus gautus kokybinio karjeros valdymo Šiaulių universiteto administraciniuose padaliniuose tyrimo rezultatus, daromos tokios išvados:

- šiuolaikinės karjeros valdymo pagrindinis bruožas – siekis suderinti darbuotojo ir organizacijos interesus. Karjeros valdymo sėkmę organizacijoje lemia bendros individo ir organizacijos pastangos: individas planuoja savo karjerą, organizacija padeda įvertinti karjeros galimybes organizacijoje, suteikia reikiamus išteklius;
- karjeros galimybių plėtra suprantama, kaip būsimųjų personalo kvalifikacijos kėlimo poreikių ir išteklių planavimo derinys. Karjeros valdymo procesas leidžia darbuotojams numatyti savo būsimą karjerą, o organizacijai užtikrina, kad ji turės žmogiškųjų išteklių, pasirengusių užimti laisvas darbo vietas;
- interviu rezultatai atskleidė, kad tiek Šiaulių universiteto administracijos padalinių vadovai, tiek darbuotojai yra suinteresuoti karjeros plėtojimu organizacijoje, tačiau šį procesą riboja universitete egzistuojanti įvairių pareigybių lygių priskyrimo darbuotojams sistema (pvz., vyresnysis – vyriausias specialistas), kuri neleidžia susieti darbuotojo kompetencijos augimo su galimybe plėtoti horizontaliąją karjerą. Todėl naudojamos kitokios priemonės, padedančios suderinti išaugusią darbuotojo kompetenciją ir aukštesnį socialinį statusą organizacijoje: skiriamos svarbesnės, atsakingesnės užduotys, plečiamas darbo turinys, pagal galimybę paskatinama finansiškai;
- Universiteto administracijos padalinių darbuotojų karjeros perspektyvos labiausia priklauso nuo jų pačių iniciatyvos bei aktyvumo planuojant ir realizuojant savo karjerą organizacijoje, tačiau kartu atskleidė ir nepakankamai išnaudojamas organizacines priemones: informavimas apie laisvas darbo vietas, veiklos vertinimo procedūros, karjeros planai, kurios padėtų darbuotojui suprasti, įvertinti savo galimybes ir derinti jas su organizacijos poreikiais;
- administracijos padalinių darbuotojai vertina universiteto sudarytas sąlygas, turinčias įtakos jų asmeninės karjeros perspektyvoms – profesinis tobulėjimas ir galimybė kelti kvalifikaciją, didėjantis atsakomybės lygis, teigiamas psichologinis klimatas darbe, įdomus, turiningas, nemonotoniškas darbas, lankstus darbo grafikas.

Pagrindiniai žodžiai: karjera, karjeros vadyba, žmogaus išteklių vadyba.