PERSONAL CAREER DEVELOPMENT CHALLENGES: CULTURAL ASPECT

Juste GLINSKYTĖ
Vytautas Magnus University,
K. Donelaičio str. N 52, Kaunas, Lithuania
Email: juste.glinskyte@stud.vdu.lt
ORCID ID: 0009-0004-6968-3281

Nijolė PETKEVIČIŪTĖ
Prof. Dr. Vytautas Magnus University,
K. Donelaičio str. N 52, Kaunas, Lithuania
E-mail: nijole.petkeviciute@vdu.lt
ORCID ID: 0000-0002-3281-9411

Abstract. *The article analyses the challenges of personal career development in an organization that is operating in different cultures. The ever-changing global environment encourages development of personal careers with an appreciation of cultural contexts. In the context of globalization, organizations often develop their activities in different cultures. Undoubtedly, the personal career development of employees working in this type of organization depends in many aspects on the individual's ability to recognize and respond appropriately to cultural nuances. A frequent employee working in a cross-cultural organization experiences great stress at work due to the lack of proper knowledge and understanding of another culture. This text presents an analysis of personal career development and its expression in different types of cultures. The personal responsibility of the employee for the development of his personal career rests with the individual himself, who combines personal aspirations with the goals of the organization. The purpose of the article: to present and analyze employees' opinions about the concept, possibilities, similarities, and differences of personal career development in different cultures when working in an intercultural organization and to identify problem areas. The text reveals the theoretical aspects of the personal career development of employees at the levels of the individual and the cultural environment, examines the models of personal career development and their application possibilities in different cultures. The article presents the analysis of the results of quantitative (empirical) and qualitative (interview) research, which assumed the possibility of determining the main factors that either encourage or hinder the development of a personal career in an organization that operates in both Lithuanian and Swedish cultures; employee evaluations about the concept of personal career and development opportunities are listed and recommendations are presented for improving personal career development in intercultural organizations.*

Keywords: Personal career; personal career development; cultural context; cross-cultural organization.

Introduction

The process of globalization encourages most modern service providing organizations to operate in more than one cultural environment, thus crossing cultural boundaries and employing a diverse workforce, as in a new market's organizations have the opportunity to find new, specialized talent that is not available in their current market. Globalization process has significantly increased the popularity of outsourcing and offshoring activities of organizations, due to which organizations fully or partially transfer their production and service tasks, such as customer service, to countries, in which labor costs are lower (Grossman, Rossi-Hansberg, 2006). In such organizations, it is extremely important to take into account the career development of employees in a cross-cultural context, because representatives of different cultures must interact with each other in order to achieve the best results in personal and organizational contexts, and to harmonize different approaches to such work aspects as time

planning, information exchange, activity planning, decision-making, communication style, conflict resolution, leadership and motivation development (Petkevičiūtė, 2013). Due to the increased competition and the changing context of career development, now more than ever it is important for people to be pro-active in their personal career development process and adapt to the modern world context where different cultures interact with each other.

Scientific novelty and level of investigation of the researched problem. By analyzing literary sources, this text aims to define the concept of career and the assumptions of its formation. By examining the course of career development in modern society presented in literary sources this paper aims to determine which career development perspectives are most relevant today, how career development is affected by the cross-cultural aspect, what challenges employees working in an cross-cultural environment face and what is the role of organizations in career development. To determine the challenges of cross-cultural development that employees of service-providing organizations are faced with while operating in a cross-cultural context, quantitative and qualitative research was conducted and the analysis of the obtained results was presented, as well as the conclusions of the data collected and analyzed during the research together with the recommendations formed on their basis. Issues of personal career development are analyzed by various Lithuanian and foreign researchers (Petkevičiūtė, 2007; 2013; McDonal, Hite, 2023; Korsakienė, Smaliukienė, 2013 ; Greenhaus, Callanan, Godshalh, 2019; Adamonienė, 2017; Robertson, Hooley , McCach, 2021; Ekine -Ogunlan, 2021; Brown, 2020; Burtnett , 2019, etc.)

Research object. Challenges of employee career development in a cross-cultural context.

The aim. To determine what career development challenges are faced by employees developing their careers in a service-providing organization operating in a cross-cultural context.

In order to achieve the goal the following tasks were set: carry out an analysis of literary sources about the concept of career and relevance of career and career development in modern society; evaluate organizations employees' opinions about personal career development in an organization operating in a cross-cultural environment; determine what influence the cross-cultural context has on career development ; identify problem areas; provide personal career development recommendations suitable for organizations operating in various cultures.

The concept of career development and the formation process

Despite the fact that people have been involved in various work activities for many centuries, according to authors studying career development, career itself is a relatively new concept that was not used until the beginning of the 19th century, when society began to transition from an economy based on agricultural work and crafts to an industrial, machine-based economy and in turn in search of work, people began to move to urbanized areas, closer to industrial centers (McDonald, Hite, 2023). As the processes of industrialization, urbanization and democratization intensified in the countries of Western Europe and North America, the concept of career "<...> acquired the meaning of an advanced and developing path of work and professional activity." (Gražulis et al., 2015). In literary sources examining the origins of the concept of career, it is stated that before the industrial revolution, the prevailing view was that work is a set of certain activities that a person engages in throughout his life in order to earn a living (McDonald , Hite, 2023), and the emergence of the concept of career was influenced after the industrial revolution when a free-thinking individual with little dependence on the community emerged and was formed during the revolution and had to take care of himself (Gražulis et al., 2015). According to Donald and Hite (2023), with the Industrial Revolution

and the Reformation movement, work came to be seen as a means to grow and improve and to change one's position in society or one's social class. According to the authors, this is how the concept of career was born, which is described by the authors as personal involvement in the world of work, which is characterized by the exercise of will and determination of personal suitability, requiring preparation and specialization for continuous improvement throughout life (McDonald, Hite, 2023).

Greenhaus, Callanan and Godshalk (2019) present two dominant approaches to careers, where, according to proponents of one approach, a career is considered a structural part of a profession or organization, so that a career in a chosen field can be considered as a sequence of positions occupied by a typical or "ideal" representative of certain profession. The authors also provide a description of another basic approach to career, when career is viewed as a personal property, rather than a component of a certain profession or organization. According to this point of view, the authors assume that each person actually pursues a unique career, since during their lifetimes people accumulate a unique experience of jobs, responsibilities and experiences, which is considered to be their career (Greenhaus, Callanan, Godshalk, 2019). Other authors propose to examine the concept of career based on two aspects: individual - when talking about personal/individual career and specialty or organization, when talking about specialized or organizational career (Petkevičiūtė, 2007). According to Petkevičiūtė, every individual seeks both an individual and an organizational career, when an individual career includes not only a professional career, but also other types of careers that are related to other human activities, while an organizational career includes a professional career developed in an organization (Petkevičiūtė, 2013). When examining career development in a person's life Balčiūnaitienė, Barvydienė and Petkevičiūtė (2013) distinguished four main aspects of the career concept, when in one case the career is perceived as mainly a professional achievement, and in the other - a position a in the organization. Career, according to the authors, can also be perceived as the result of different duties and experiences in various fields and organizations, or as a lifetime accumulated experience with all the roles of an individual in his life, including such roles as family, social activities, lifestyle, etc.

Some authors tend to claim that career is everywhere around us and it is impossible to escape from it, as it can be considered as a fusion of individuals' life, learning and work activities (Robertson, Hooley, McCach, 2021).

In the literary sources published at the beginning of the 21st century, a change in the attitude towards career can be observed, when, according to the authors, it is more and more common to talk about a personal career managed by the individual himself, while in previous works the subject of career management was more often the organization (Petkevičiūtė, 2007). Traditional definitions of career were focused only on professional activity and the promotion that comes with successful professional activity, but now the concept of career is expanded to include aspects related to time and personal life (Korsakienė, Smaliukienė, 2013). In the literature that examines the concept of career in today's context, career is not limited to promotion, but also includes human development and learning as important components of a career.

The concept of career in literary sources is inseparable from career development analysis. Career development is a topic that spans many disciplines, including psychology, business, education, and human resources. The changing concept of career development in a challenging environment shows that individuals are increasingly expected to proactively manage and develop their careers, seeking opportunities to move seamlessly between different workplaces, take greater personal responsibility for their career development and take proactive actions that could help develop their career (Jian, Wang, Li, Peng, Wu, 2022). Contemporary literature

emphasizes the dynamism of careers due to people's changing skills, circumstances, and motivation, as these factors influence what people want from their professional lives (Coursera, n.d.). In contemporary literature, career development is often associated with the metaphor of a journey where an individual travels through education, work and other aspects of life while developing their career. Epstein (2019) defines career and career development as a personal journey in which one of the most important aspects is self-discovery, analysis of one's skills and career compatibility with personal values and interests. The author tends to argue that career development is not a linear process, giving career development the definition of an "exploratory process". When talking about personal career development in literary sources, the authors tend to state that, in principle, each individual is responsible for creating his own career, since his individual choices, actions and expectations shape the individual's career development path and how he seeks personal career development, and what he gets out of it. expectations are formed by an individual's subjective opinion about what constitutes a successful career (Ekine-Ogunlan, 2021).

McDonald and Hite (2023) state that career development can be considered a process of acquiring and experiencing planned and unplanned activities that help achieve life and work goals. According to the authors, the differences in the definition of career development highlight one of the interesting aspects of the field of career development, where in one case career development is evaluated based on an individual perspective, focusing on the individual's personal interests, abilities and goals, and in the other case, career development is evaluated through the perspective of organizational productivity, focusing attention to how employees can better meet the expectations of the organization and contribute to the achievement of the organization's goals (McDonald, Hite, 2023).

The concept of career defines that every person has only one career, that is , despite the fact that a person may change jobs or move to different industries during his life, all his accumulated experience contributes to the development of the same career, and the individual's career path develops in steps over time, which do not necessarily have to be linear and can include several professional areas and different organizations (McDonald, Hite, 2023). This concept of career development is supported by other authors who study career development in modern society, who state that career development is a dynamic and constantly changing and lifelong process that begins in childhood and includes formal and informal experiences during which skills are developed, talents are acquired and the values on which a person is based are formed. Career development, according to the authors, is further seen in the progression of a person's life when he begins to participate in work activities, progresses through the career ladder and ends when a person retires (Brown, Lent, 2020).

In the majority of literary sources published in recent decades, two main perspectives of modern career development are distinguished: Protean career and Boundaryless career. The definition of Protean career emphasizes the individuality of this career perspective, because according to this definition of the career perspective it is controlled and directed by the individual himself when individual makes decisions based on his inner values. A Protean career takes its name from the Greek sea god Proteus, who could change his form, and from a career perspective, it indicates a person who can adapt to a turbulent and ever-changing career environment and remain flexible (McDonald, Hite, 2023). Literary sources provide insights indicating that the individual and his inner values are at the center of this career perspective, so the authors examining this career perspective claim that the individual's role and initiative in making decisions related to career development are extremely significant, since the Protean career perspective emphasizes the active role of employees defining what is personally meaningful to them in their career and life (Greenhaus, Callanan, Godshalk, 2019)

Regarding Boundaryless careers and based on the information provided in the literature, it can be assumed that the concept of borderless careers has emerged as a result of changes in the workforce and organizations that have taken place over the past few decades, such as the aforementioned rapid technological advances, increasing globalization and changing economic conditions, which have led to career development paths have become more dynamic and less predictable. According to the authors examining the development of the perspective of Boundaryless career development, the concept of Boundaryless career was presented as an alternative to a career in an organization, that is, a career that is formed and developed in exactly one company (Korsakienė, Smaliukienė, 2013). McDonald and Hite (2023), while presenting the perspective of a Boundaryless career and analyzing the definition of a borderless career by other authors, emphasize the independence of this perspective from possible constraints of organizational structures and mobility, which can manifest itself in various forms, for example, easily moving from one organization to another or organizing one's work in such a way that it would better suit individual life needs and interests. (McDonald, Hite, 2023). Greenhaus, Callanan, and Godshalk (2019) also support this definition of a Boundaryless career when they define employees who pursue a boundaryless career as going beyond the boundaries of their current organization in pursuit of employment opportunities. According to the authors, employees seeking to develop a borderless career place a lot of emphasis on social contacts and the search for their identity, and move from traditional, linear career paths within one organization to more fluid and dynamic career movements outside the organization. (Greenhaus, Callanan, Godshalk, 2019).

The analysis of scientific sources enables us to assume that Protean and Boundaryless career approaches to career development emphasize the need for the workforce to be flexible, mobile and proactive in order to achieve good results in the modern career development environment, since in the modern labor market loyalty to one organization is no longer the only way of career development and being proactive and managing your career development based on your personal values is extremely relevant in today's society. Examining the topics of career, organizational culture and employee commitment, the authors summarize the insights made by career researchers in recent decades, according to which it is noticeable that careers in several organizations are becoming more common than careers in one company, and that employees of the organization are more likely to pursue careers outside the organization, but occupying more positions in order to develop skills that would help them become more attractive in the labor market, thus improving their employment opportunities (Surplytė, 2020). The concepts of Protean and Boundaryless career have a lot of similarities, but the authors examining these concepts note that the concept of Protean career is associated with psychological orientation, which indirectly determines a certain individual's behavior in the career, since the ability to adapt can be attributed to the individual's personal characteristics (Korsakienė, Smaliukienė, 2013).

When examining the concept of career development, in literary sources we can meet the division of the career development process into four main stages, which are based on the age of a person and the career tasks specific to the stage as he moves from one stage to the next. Each of these stages has its own characteristics, which are presented in Table 1, compiled according to the description of Greenhaus, Callanan and Godshalk (2019).

In the 21st century, a new approach began to take shape, which states that career stages, unlike their definitions established in the scientific literature, not only differ in duration, but also tend to repeat themselves at various moments of personal career development.

Table 1. Stages of career development

Career development stage	The stage is characterized by an age range	The main tasks of the stage
Occupational and organizational choice	Initially 18-30 years, then it can change	Create a professional self-image, evaluate alternative professions, develop an initial choice of profession, pursue the necessary education, receive job offer(s) from desired organizations.
Early career	25-45	Learn the job, learn the organization's rules and norms, adapt to the chosen profession and organization, increase competence, achieve career goals.
Mid-career	40-60	Assess early career and youth, confirm or change career goals, make decisions appropriate for middle of life, remain productive at work.
Late career	55 - retirement	Remain productive at work, maintain self-esteem, prepare for an effective retirement, both financially and psychologically.

Source: according: Greenhaus , Callanan , Godshalk , 2019

In the literature, the idea of career development as a cyclical process is raised, based on which the authors claim that the career development process is a series of stages during which the individual determines, chooses, prepares and finally enters a profession or career and makes progress in it (Burtnett, 2019). According to literally sources career development can be seen as a not linear process, because of that, in the course of their career development, people can return to the previous stage and repeat it, changing their access to this stage, thus influencing the results obtained.
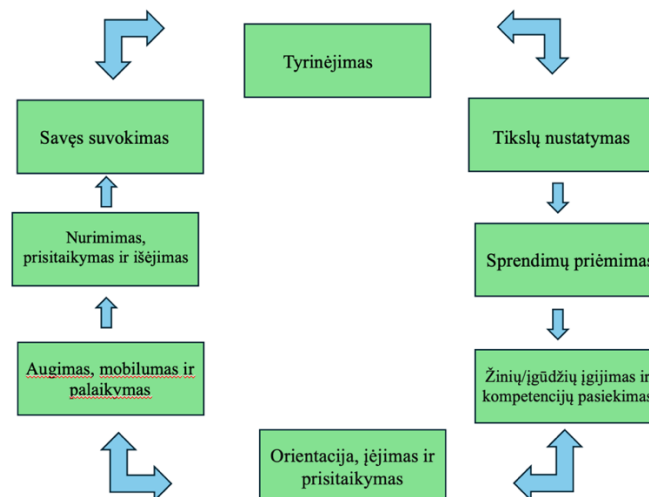

Figure 1. Career development cyclical process
Source: according to: Burtnett , 2019.

These stages and their cyclical movement are depicted in Figure 1, based on Burnett's (2019) cyclical career development process. As shown in Figure 1, eight different stages of

career development are distinguished, in which a person can enter, leave and return to them many times during his career development, constantly moving in a cyclical circle. The following stages of the career development process are distinguished in the literature: Self-awareness, exploration, goal setting, decision making, knowledge/skill acquisition and competence acquisition, orientation, entry and adaptation, growth, mobility and maintenance, termination, adaptation and exit.

Personal career development: A cross-cultural perspective

When examining the concepts of career and career development, it is important to assess the prevailing cultural differences in different regions, which, despite the strong development of globalization in recent decades and the ever-increasing availability of information, still have a significant impact on people's wishes and aspirations and their perception of a "successful career", because according to literary sources, the way an individual engages in a career can vary depending on the context (Arulmani, Bakshi, Leong, Watts, 2014). When considering career development in a cross-cultural context, it is first and foremost important to define what culture is. In literary sources, we can find many different definitions of the concept of culture. Usually culture is described as the attitudes, behavior, opinions and other features of a certain group of people in society (Cambridge Dictionary, n.d.) however, there is also a definition of culture as programming of the collective mind that distinguishes members of one group or category of people from another, when, according to the authors, culture determines the uniqueness of a group of people in the same way that personality determines the uniqueness of an individual (Hofstede, 2001; Dickman, Briscoe, Khapova, 2012)

In the modern world, the examination of career development in a cross-cultural context is becoming an increasingly relevant topic, due to the already mentioned factor of globalization, but the literature also distinguishes such factors as the rapid internationalization of companies, the increasing impact of the media on people's understanding of other cultures, opportunities for living abroad and international travel and tourism, when as a result, according to the authors, careers become geographically mobile (Petkevičiūtė, 2017). According to authors studying modern career development, changing demographics and global labor availability have created a highly diverse workforce with different career goals and interests. These changes have influenced the development or decline of some career fields due to changing needs, the growth of remote work and other aspects related to career development (Mc Donald, Hite, 2023).

When considering career development in an intercultural context, it is also important to take into account the fact that individuals from different cultural backgrounds can support the same values, but associate them with different expressions of behavior, so when developing a career in an intercultural context, it is important to take into account the expressions of behavior characteristics of another country, understand and accept them in order to function successfully in society (Hanel et al., 2018, Garbin, 2021). As already mentioned, despite the fact that cultures differ in regions, there is a noticeable trend of globalization affecting people's career choices and understanding of cultural values and behavior (Altan, 2021), so in order to successfully develop a career in a cross-cultural context, it is important to consider how best to adapt in the cultural context in which the career is developed and take into account the influence of the cultural environment on the personal career development of individuals. Literary sources claim that culture is an important factor in determining individual career goals and decisions as it influences people's values, attitudes and perceptions about work, success and what is considered a 'good' or 'desirable' career (Tutorchase, 2024). According to the information provided in literary sources, studies examining the influence of culture on career development show that

people's decisions are greatly influenced by their cultural values and emotions, and the behavior patterns that are very important in decision-making are shaped by the cultural environment. (Altan, 2021). The literature provides examples of the influence of culture on career development, where people in cultures that value the pursuit of achievement tend to pursue high-status and high-paying jobs, while in cultures that emphasize work-life balance and personal satisfaction, people tend to choosing more flexible careers that provide personal satisfaction and financial reward is not the most important aspect of career choice (Tutorchase, 2024).

In literature sources that examine career development in a cross-cultural context, career development is often examined based on the cultural dimensions identified in Hofstede's six cultural dimensions system. According to literary sources, this system is one of the most used models to understand the cultural and social attitudes that separate countries and with its help it can be revealed how cultural differences affect various aspects of life, including career management (Garbin, 2021). This framework includes such cultural dimensions as:

Power distance, *which,* according to the authors, reflects how members of society accept the distribution of power, when cultures with low power distance tend to believe that sometimes inequality is necessary, but their goal is to make relations as equal as possible, but then in high power distance cultures, inequality is the basis of society and is seen as a normal and natural phenomenon (Vinney, 2024). According to the authors, proactive management of career development is less common in high power distance cultures and employees often expect guidance from managers on what career development steps to take, as it is assumed that they know better what is best for the employee's career development (Kats , Emmerik, Blenkinsopp, Khapova, 2010);

Individualism / collectivism, which indicates whether individuals in the cultures in question prefer independence or group integration. According to some authors, an examination of individualistic and collectivistic societies' approaches to career development shows that highly motivated individuals in individualistic cultures may be frustrated by slow career advancement, while people in collectivistic cultures may be more accepting of promotions based on factors such as seniority rather than personal achievements (Khapova, Briscoe, Dickman, 2012). According to the results of research presented in the literature, examining career development in different cultural contexts, the main difference between employees working in collectivistic and individualistic environments is how they perceive career satisfaction, while people in individualistic cultures often focus more on personal development and tend to thrive in competitive environments, employees from collectivistic cultures usually draw inspiration from the achievements of the group of people around them (Kats, Emmerik, Blenkinsopp, Khapova, 2010). Some authors, based on Hofstede's system of six cultural dimensions, single out the Individualism/collectivism dimension, focused on individualistic values, as dominant among young people, which is closely related to the dominant tendencies of Boundaryless and Protean careers. Nevertheless, according to the authors, challenges related to modern career development paths affect individuals in all cultures, both those that prioritize community and those that emphasize individual achievement (Khapova, Briscoe, Dickman, 2012);

Masculinity/Femininity, when it is assessed whether society values perseverance and monetary success more than the quality of life, since in Hofstede's theory, self-confidence, competitiveness, power and monetary success are distinguished as masculine traits, and whereas such traits as fostering relationships, ensuring a good quality of life and caring for others are attributed to the female gender (Vinney, 2024);

Uncertainty acceptance/avoidance, which shows how individuals cope with the uncertainty of the future, while in cultures where uncertainty avoidance is valued, people try to make life as predictable and controllable as possible (Mindtools, 2024). Employees from cultures that avoid uncertainty, according to literary sources, are motivated by certainty and security, while people from cultures that tend not to avoid uncertainty tend to adapt more to unstructured situations and be more tolerant of different opinions (Kats, Emmerik, Blenkinsopp, Khapova, 2010). Long - term / Short-term orientation which determines whether society values traditional norms or promotes modern education adapted to prepare for the future. According to literature sources, this dimension considers the extent to which people are willing to give up short-term benefits in order to receive potentially greater rewards in the long-term (Vinney, 2024). According to the insights provided in literary sources, countries with a long-term orientation are usually pragmatic, modest and frugal (Mindtools, 2024), so these features can be reflected in the career development trajectories of the residents of these countries, which are not characterized by sudden jumps and changes;

Indulgence /Restraint, which indicates whether society allows its members to freely enjoy the pleasures of life, or restricts them with strict norms.

Some authors tend to claim that cultural factors influencing career development can be divided into two main types of influence: macro and micro level influence. Based on the insights presented by the authors, when examining cultural factors at the macro level, one looks at the influence of social and economic factors on the broader cultural environment of the country. At the micro level, it examines how the cultural context influences the careers of individual employees through their daily activities at work. According to the authors, when working on collaborative projects in a cross-cultural team, it is likely that some team members may not be promoted due to the use of a communication style specific to their culture, which may be unusual for representatives of other cultures (Khapova, Briscoe, Dickman, 2012).

According to the results of the survey, which aimed to define the prerequisites for career development in an intercultural environment, asking respondents to single out the most important factors for career development in a cross-cultural environment, the most important aspects in developing a career in a cross-cultural environment are intercultural awareness, solving complex problems and creativity. In the study, cross-cultural communication competence is singled out as the main component of international career development, the main development factors of which, according to the authors, are social skills, the ability to adapt to the environment, tolerance, cultural sensitivity, the desire to learn and grow, and a good command of foreign languages (Balčiūnaitienė, Barvydienė, Petkevičiūtė, 2013). When examining career development in relation to the cultural aspect, the authors also state: "In cultural situations, career development must be combined with understanding the impact of culture and the ability to communicate with people from other cultures. Various personal career development goals and intercultural communication competence must be interconnected and go hand in hand" (Petkevičiūtė, 2017)

Methodology of investigation

In the scientific literature analyzing career development in an intercultural context, it is stated that culture is an important factor determining individual career goals and decisions, so according to the authors, in cultural situations, personal career development must be combined with intercultural communication skills. According to the information provided in literary sources, studies examining the influence of culture on career development show that people's decisions are greatly influenced by their cultural values and emotions, and the behavioral

patterns that are very important in decision-making are shaped by the cultural environment. The purpose of this study was to determine the influence of the performance of organizational functions in a cross-cultural environment on organizational employees by examining such aspects as employee satisfaction with their personal career development, participation in career development programs, naming career development goals and defining a successful career, support received from employers, the influence of the cultural environment on their career development and barriers to career development in a cross-cultural context.

The object of the quantitative and qualitative research is the analysis of the personal career development of the employees working in a service-providing organization in a cross-cultural context.

The aim of the quantitative and qualitative research was to determine the challenges faced by employees belonging to different cultures while conducting cross-cultural research in an organization.

The tasks of the quantitative and qualitative research: to conduct a quantitative research on the career development of employees in a service-providing organization in a cross-cultural context and a qualitative interview with the head of the department of the service-providing organization; compare the results obtained during the questionnaire survey of employees with the information collected during the interview with the head of the department; present an analysis of the results of the research and identify problem areas; present the conclusions of the information collected during the analysis and form recommendations

During the data research, two tools were chosen for collection: Questionnaire survey - quantitative research. Qualitative (interview) research.

The survey was conducted electronically; the research results were processed using the Excell program.

Quantitative research. The survey was conducted according to a questionnaire prepared by the author, consisting of 25 closed questions. The questionnaire survey was intended only for employees of the aforementioned department working in Lithuania and Sweden. The questionnaire for filling was prepared on the Google Forms website and was presented to the employees using the internal communication channels of the organization. Respondents were asked to answer the specified questions depending on the way the question was presented, for example: choosing whether they agree with the specified statements, choosing all the statements that are acceptable to them from the presented options, evaluating how much they agree with the presented statements, indicating how they assess their attitude to certain aspects of the career development opportunities provided by the organization , evaluating the level of agreement with the statement from the lowest to the highest on a Likert scale. The purpose of the questionnaire was to determine employees' attitudes towards different aspects of career development in a cross-cultural context. Before participating in the study, the respondents of the questionnaire were informed about the course and objectives of the study.

Qualitative research - interview structure. Qualitative research was conducted using the semi-structured interview method. 10 questions were given to the head of the department of a service providing organization operating in a cross-cultural environment, who participated in the interview, based on the pre-arranged interview plan and the planned sequence of questions. The interviewer reserved the right to change the wording and order of presentation of the questions during the interview, in order to adapt to the situation, and to ask additional clarifying questions when necessary.

Questionnaire distribution procedure. The questionnaire was distributed from 04/01/2024 to 04/14/2024 and was sent to 46 employees of the organization's Insurance Operations Department. A total of 34 respondents filled out the survey, so based on statistical

calculations, a total of 73.91% of the population answered the survey. Based on the calculations, when the research population consisted of 46 people, the confidence level of the demand, in order to determine whether the research sample adequately reflects the opinion of the population, was set at the level of 95%, and the research sample based on the number of respondents who submitted answers to the survey was 34 respondents, the error in the statistical analysis was ±9%. Based on the Pareto principle, when it is assumed that approximately 80% of the consequences are caused by 20% of the causes, and when applying this principle to the analysis of survey statistical data, the minimum number of responses that would allow us to obtain a representative image of the population's opinion was 10, so this criterion for statistical analysis was achieved.

Analysis of research results

According to the data collected during the survey, out of the 34 respondents who participated in the study, women were the most active in the study, whose answers made up 76.47% of all answers, while men's answers made up 23.53% of all answers. This distribution of sample responses is representative of the research population, since out of 46 employees working in the department, 33 are female and 13 are male, so women make up 71.74% of all employees working in the department.

The distribution of respondents by age shows a concentration in the "26-35" age group, which accounts for about 30.30%, the "18-25" and "46-55" age groups respectively account for 24.24% of the sample, 12.1% of the respondents belong to in the "55 and over" age group and only 9.1% of the respondents indicated that they belong to the "36-45" age group. When asked to indicate the country of residence, 55.9% of the respondents indicated that they were from Lithuania, 44.12% of the respondents indicated that they were from Sweden, so the survey successfully collected insights from representatives of both countries, but the Swedes were more active, because considering the distribution of employees across the department.

After carrying out the method of statistical data analysis of cross-tabulation, it was found that the majority of younger respondents are based in Lithuania, while the employees of the organization in Sweden are older. In Lithuania, the majority of respondents belonged to the 18-25 and 26-35 age groups, respectively 44.44% and 55.56% of the respondents, while there were no respondents from the 36-45, 46-55 or 55 and older age groups in Lithuania. When examining the information provided by Swedish respondents, most respondents claimed to belong to older age groups: 20% of respondents from the 36-45 age group, 53.33% from the 46-55 age group and 26.67% from the 55 and older age group took part in the survey. There were no Swedish respondents in the 18-25 and 26-35 age groups. Considering the distribution of the department's demographic indicators, the majority of persons under the age of 35 work in Lithuania, while the majority of persons over the age of 35 work in Sweden, so it can be said that the survey indicators representatively reflect the distribution of respondents by age, when a similar number of respondents from Lithuania and Sweden filled out the survey.

The study showed that employees with more work experience work in Sweden: those working for more than 15 years (93.33% of respondents). Only one Swedish respondent, 6.67% of all Swedish respondents, said they had less than 15 years of total work experience. It can be assumed that this is due to the age difference of employees working in Sweden, thanks to which they are at a later career stage than employees in Lithuania. It can be assumed that in Sweden team leaders choose older employees and employees in the organization usually work longer, while in Lithuania there is a more dynamic labor market with a large concentration of entry-level or mid-level specialists who have just started their careers.

Overall, respondents' answers about satisfaction with their current career are dominated by a positive attitude towards their career. After cross-analysis of the collected data, it was determined how the answers about satisfaction with the current career were distributed among Swedish and Lithuanian respondents. The summarized information of the analysis allows us to state that the respondents from Sweden are more satisfied with their career, this was indicated by 73.33% of the respondents. Only 13.33% of the respondents stated that they were neither satisfied nor satisfied and 13.33% of the respondents stated that they were very satisfied with their current career. Not a single respondent from Sweden chose the "Unsatisfied" and "Very dissatisfied" answer options. Lithuanian respondents' answers were more divided, as all answer options, including "Not satisfied" and "Very dissatisfied", were selected at least once, but the majority of answers were either neutral, neither satisfied nor unsatisfied being selected by 36.84% of respondents, while the same amount, 36.84%, of Lithuanian respondents also indicated that they were satisfied with their current career and 15.80% of respondents stated that they are very satisfied with their current career. In both countries, the majority of respondents are satisfied or very satisfied with their current career, despite the fact that in Lithuania the share of neutral answers is higher, in general, the department has a positive assessment of the current career among the respondents.

A similar distribution of results was obtained when respondents were asked whether they are satisfied with the career opportunities provided by the organization in which they work and after conducting a cross-analysis of the answers provided by Lithuania and Sweden, during which the data obtained is presented in Table 2.

Table 2 Distribution of satisfaction with career opportunities in the organization among Lithuanian and Swedish respondents

Country	Very dissatisfied	Unsatisfied	Neither dissatisfied nor satisfied	Satisfied	Very satisfied
Lithuania	0%	15.79%	21.05%	47.37%	15.79%
Sweden	0%	0%	20%	53%	27%

According to the data presented in Table 2, it can be seen that in this case both Lithuanian and Swedish respondents tend to positively assess satisfaction with career opportunities in the organization where they work. Unlike in Sweden, a small number of respondents in Lithuania, 15.97%, evaluate career development opportunities in the organization negatively and are dissatisfied with them, while not a single Swedish respondent claimed to be dissatisfied with career opportunities in the organization. In both countries, there were respondents who indicated that they were neither satisfied nor dissatisfied with the organization's career development opportunities, 21.05% in Lithuania and 20% in Sweden, so it can be assumed that part of the workforce does not have a strong opinion on career development in the organization. Approximately the same number of respondents in both countries stated that they were very satisfied with their career opportunities, in Lithuania this number of respondents was 15.79%, while in Sweden it was 27%. Summarizing the obtained results, it can be assumed that the indicators of satisfaction with career development opportunities in the organization are high in the department where the study was conducted.

During the research, respondents were asked to name the direction in which their career has mainly developed up to now: horizontal or vertical. Survey respondents were given definitions of these concepts, so taking them into account, 41% of all survey respondents said that their careers mainly developed in a horizontal direction, and 52.9% of respondents indicated that their careers mainly developed in a vertical direction. Comparing these results with regard to the geographical location variable, the distribution of respondents' responses is presented in Table 3.

Table 3. Distribution of the direction of career development indicated by the respondents among Lithuanian and Swedish respondents

Country	Vertical Development (Promotions)	Horizontal Development (Transitional Positions)
Lithuania	78.95%	21.05%
Sweden	20%	80%

The majority of Lithuanian respondents, 78.95%, said that their careers have mainly developed in a vertical direction so far, and only 21.05% of respondents from Lithuania indicated that their careers have mainly developed in a horizontal direction so far. Meanwhile, in Sweden, trends in the direction of career development differ significantly, as the vast majority of respondents in Sweden, 80%, indicated that their career development was horizontal, and only 20% of respondents indicated that their career development trajectory was mainly vertical so far (Table 3). This contrast may reflect many different factors influencing career development in these countries, such as the cultural environment, the demographics of the respondents, and the economic situation of the countries.
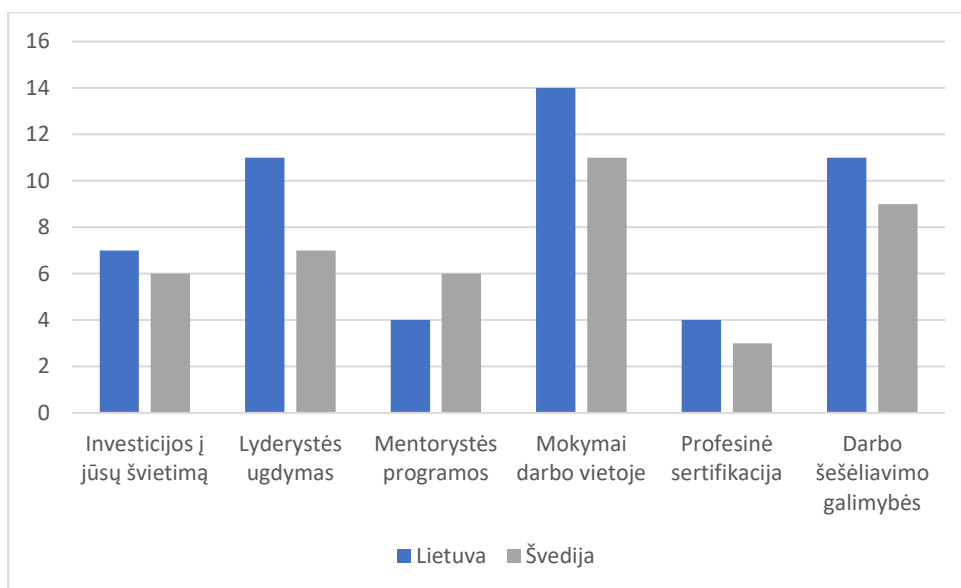

Figure 2. Lithuanian and Swedish respondents selected priority career development opportunities in the organization

In order to determine which career development opportunities in the organization are most valued by Lithuanian and Swedish respondents, survey respondents were asked to select all career development opportunities most relevant to them from the list provided. The following career development opportunities were listed: Investments in your education, leadership development, mentoring programs, on-the-job training, professional certification, work shadowing opportunities (Figure 2).

As can be seen from the data in Figure 2, respondents in both Sweden and Lithuania value workplace training the most. Lithuanians value this career development opportunity the most and it was chosen 14 times among Lithuanians. It is the most popular career development opportunity among Swedes as well, chosen by 11 respondents. Investing in education was chosen by 7 and 6 respondents from Lithuania and Sweden, respectively, so this career development initiative among the employees of the department is also evaluated positively in both countries. Leadership development and work shadowing opportunities are also favored in both countries, but slightly less popular are career development opportunities, while mentoring programs and professional certification are less valued compared to other opportunities, as both were chosen less than 5 times in different countries. Summarizing the data obtained during the survey, it can be assumed that both Swedish and Lithuanian respondents prioritize learning at the workplace and see the positive influence of practical experience and continuous learning on their personal career development.

In order to determine how the respondents themselves assess the influence of the cross-cultural context on their career development, the respondents were asked to indicate whether they encountered obstacles in pursuing educational or career opportunities in the cross-cultural context. Based on the results obtained during the survey, which are presented in Figure 3, we can see that 80% of the respondents who said that they encountered obstacles in their personal career development were from Lithuania, and 20% of the respondents who said the same were from Sweden. However, at the same time, the majority of respondents who said that they did not encounter obstacles were from Lithuania - 56%, while Swedes made up 44% of the respondents who chose this answer option. Examining the results obtained during the survey, presented in Figure 3, it can be seen that the answers of Lithuanian respondents are distributed.
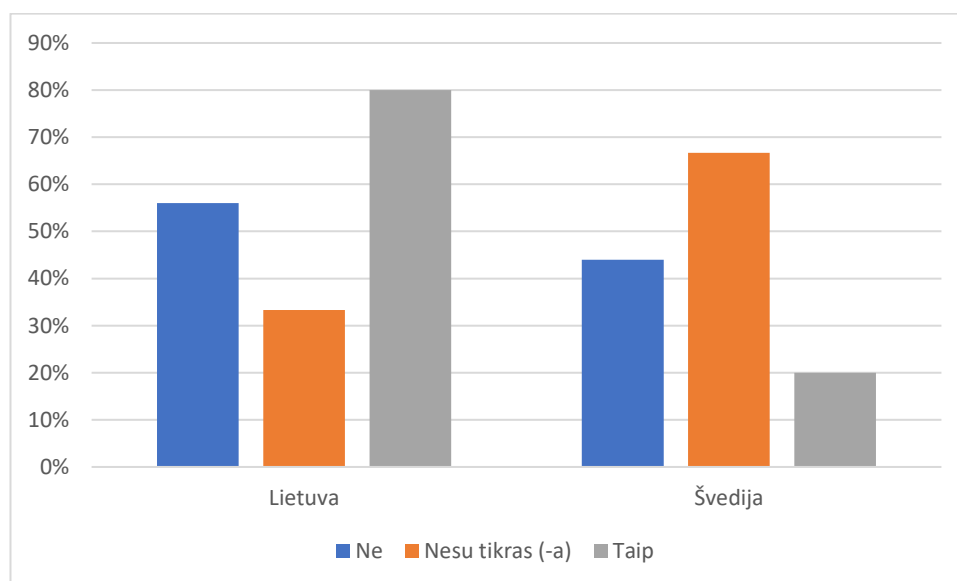

Figure 3. Assessing the influence of respondents' intercultural context on their career development

The majority of respondents from Sweden, 66.67%, were not sure whether they faced obstacles in pursuing education or career opportunities and chose the "I'm not sure" answer option, Lithuanian respondents made up 33.33% of the respondents who chose this answer option. Evaluating the overall results, the majority of respondents from Lithuania said that they encountered obstacles in developing their career in an intercultural environment, so it can be assumed that this is influenced by the fact that Lithuania is not the main country where the organization operates, as is the case with Sweden (Figure 3).

During the survey, the respondents were also asked to choose which of the statements best reflects their attitude towards career development. The study showed that more than 60% of respondents from Sweden tend to consider the interests of their family and community when planning their career development, giving priority to the statement "I balance personal interests with what is best for my family/community", while in Lithuania this statement was chosen by 33 ,33% of respondents. Meanwhile, Lithuanian respondents tended to give priority to the statement "I strive for high personal satisfaction in activities", which was chosen by 33.33% of respondents, while in Sweden only 6.67% of respondents supported this statement. Taking into account the results of this question, we can assume that in Sweden there are more manifestations of the culture of collectivist society, when people tend to give priority to the balance of career and family and community, and the attitude expressed by Lithuanian respondents indicates that manifestations of individualistic culture prevail in Lithuanian culture, since a larger part Lithuanians, compared to Swedes, said that the most important thing for them is high personal satisfaction instead of their individual well-being.

Next, during the survey, respondents were asked to rate how important career development opportunities are to them when looking for a job. Analyzing the answers of the respondents, there are also clear differences between Lithuania and Sweden, when career development opportunities in Lithuania are mostly assessed as "Very important" and "Important", both of these answers were chosen by 42.22% of the respondents. Meanwhile, in Sweden, career development opportunities are considered very important by a smaller percentage of respondents than in Lithuania, but 60% of respondents chose that career development opportunities are "Important", and 6.67% of Swedish respondents said that career development opportunities are "Completely unimportant" to them, while there were no respondents among Lithuanians who said so. Based on these results, it can be assumed that Lithuanian respondents, when looking for a job, tend to prioritize the availability of career development opportunities, which may indicate that professional growth is valued in Lithuanian culture and that could be influenced by the Lithuanian macro-economic context. Then, in Sweden, career development opportunities in the organization are not considered a very important factor, which we can see from the answers given by other Swedish respondents, which may indicate a different prevailing cultural attitude towards the need for active continuous personal career development.

In order to determine which support measures to help deal with cultural challenges would be most valued by survey respondents, the survey asked them to select all the support measures and resources that they found most useful in the cross-cultural context of the organization. The distribution of the respondents' answers after cross-analysis of the given answers with the indicated country of residence is presented in Figure 4 . In both Lithuania and Sweden, respondents named networking opportunities as a very important resource for successfully developing a career in an intercultural context, since in Lithuania this resource was named by 23.73% of respondents, and in Sweden by 22.22%, so creating professional connections is important for respondents from both countries.
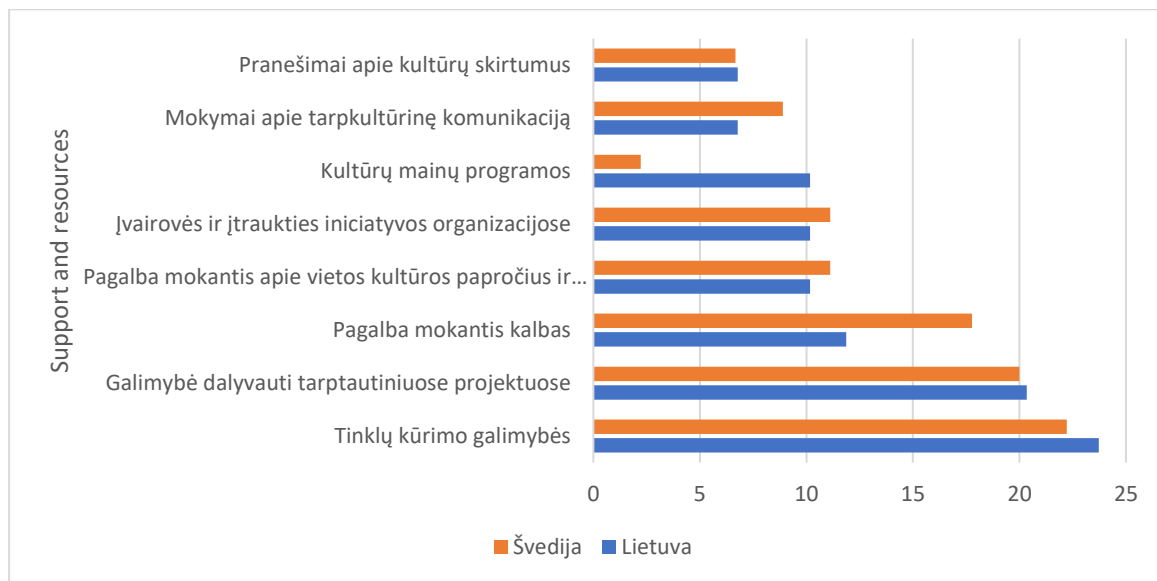
Figure 4. Intercultural resources and support named by Lithuanian and Swedish respondents

The opportunity to participate in international projects took the second place in both countries, so it can be assumed that direct integration into the cultural context of another country is seen as a useful resource both in Lithuania, where it was chosen by 20.34% of respondents, and in Sweden, where it was chosen by 20% of respondents. According to the information presented in Figure 4, we can see that help in learning the language was slightly more important in Sweden (17.78%) than in Lithuania (11.86%). 10.17% of respondents in Lithuania and 11.11% of respondents in Sweden named Help learning about local cultural customs and Diversity and Inclusion initiatives in organizations as important resources. In both countries, the fewest respondents said that they believe that the Communication on Cultural Differences is necessary as a support for career development in an international context, where it was chosen by approximately 7% (Lithuania – 4, Sweden – 3) of respondents in each country. In Lithuania, 10.17% (6) of respondents also named Cultural Exchange Programs as a possible useful resource, while in Sweden this resource was unpopular and was chosen by 2.22% of respondents (Figure 4). Taking into account the obtained results, it can be assumed that employees in both countries most value networking opportunities and the opportunity to participate in international projects, which may indicate the desire of employees to cooperate with each other in an intercultural context. Respondents from both countries also indicate that overcoming the language barrier and understanding local cultural norms is extremely important for career development in an intercultural context, but these aspects are somewhat more important for Swedish respondents.

After analyzing the data collected during the research, certain trends in the distribution of answers were discovered, indicating which intercultural challenges are the most relevant in the context of this organization among Lithuanian and Swedish employees. Respondents from both countries actively participated in the survey, so it can be said that the results of the conducted research are representative of the opinions of respondents from both countries. It can be assumed that, in principle, the employees of the organization where the research was conducted, both in Lithuania and in Sweden, are well adapted to the intercultural context in which they work, since the respondents' opinions differed significantly only in the case of a few questions. A slightly higher percentage of respondents from Lithuania stated that during their career development they encountered difficulties in adapting to cultural differences in Sweden, but this distribution of respondents' answers can be explained by the fact that the organization's

main country of operation is Sweden, which affects the adaptation of Swedish respondents to the characteristics of the organization's activities and requirements, and easier communication among Swedish respondents, since they are not affected by the language barrier.

One of the essential differences that was observed after analyzing the data was the different trajectory of career development in Lithuania and Sweden, when in Lithuania the majority of respondents said that until now their career developed in a vertical direction, while in Sweden, the majority of respondents said that their career basically developed in a horizontal direction. Evaluating the overall results, a slightly larger number of respondents from Lithuania said they faced obstacles in developing their career in an intercultural environment, so it can be assumed that this is influenced by the fact that Lithuania is not the main country where the organization operates, as is the case in Sweden. Also, from the answers collected during the research, it can be seen that there are significant differences between Lithuanian and Swedish respondents in their personal career development goals, when respondents from Lithuania tend to value financial results, and Swedish respondents - personal success and happiness, and satisfaction with the work performed In Sweden, it is seen as a more important goal than improved financial indicators, unlike in the case of Lithuania, where an individualistic approach to career development prevails in Lithuania and a higher individual well-being is sought.

Results of a qualitative study. As part of the qualitative research, a semi-structured qualitative interview was conducted with the head of a department of a service providing organization operating in a cross-cultural context, where the quantitative survey was conducted. During the interview, the manager answered questions about his approach to the important differences in career development between Lithuania and Sweden in an intercultural environment, about the career development programs implemented in the organization, the career development of employees in a cross-cultural context, as well as about the intercultural career development challenges identified by employees in the organization that he had encountered.

One of the main cultural differences identified by the interviewee during the interview is the demographic differences between the organization's employees in Lithuania and Sweden. According to the interviewee, in Sweden there are more older, experienced employees who work for a long time in the same position, while in Lithuania younger people are employed, usually also with higher education („*<...> Lithuania has a bigger pool of talents, of younger people, I would say, even sometimes with a higher degree of education <...>").* According to the interviewee, it can be assumed that the lower level of education among Swedish respondents can influence their career development ambitions, when in Sweden it is not such a common practice to change the organization in order to develop one's personal career faster, and Lithuanian employees have the usual drive and energy and desire to achieve more (*<...> But I would say that in Lithuania, since in my opinion, since we have a larger, let's say, number of people who have a higher university education or higher education, then I would say that their ambitions are also at a higher level"*). According to the interviewee, it does influence turnover of employees in the organization, when in Sweden the employees of the organization tend to stay longer in the same workplace, and employees in Lithuania are more inclined to look for new opportunities and compete with each other due to a higher level of education and younger age. These demographic differences and their impact on career development are also confirmed by the results obtained during the quantitative study, which reflect the concentration of younger workers in Lithuania and the number of Lithuanian respondents who claim that their careers basically developed in a vertical direction. Also, the interviewee stated that the part of the organization operating in Lithuania offers more entry level positions, which can also influence

the desire of employees working in Lithuania to climb the career ladder as quickly as possible and develop their career in order to reach higher level positions.

According to the interviewee, despite demographic differences, Lithuanians and Swedes face similar career challenges, but Swedes can be considered more conservative in their careers, while Lithuanians are more flexible and tend to change jobs more often (<...> " *These challenges are such that perhaps Lithuanians tend to be more mobile, to, move more because of their career, make changes"*). The interviewee said that one of the reasons why Swedish employees have less motivation to change their workplace is similar reward structures (in other organizations). In this regard, Lithuanians tend to have higher ambitions and experience greater challenges, since most employees in Lithuania, as already mentioned, have a higher education, it is often expected to reach higher positions in the organization faster and, as a result, more efforts are made. According to the interviewee, taking into account the macroeconomic differences between Lithuania and Sweden, the different economic situation and economic context of the countries also influences the fact that in Sweden employees tend to work longer at one workplace, since a lower-level position in a good company can ensure a sufficient standard of living for them, so there is no perceived need to constantly move up in career development in order to secure a higher financial reward.

As one of the main intercultural challenges that can influence career development, the head of the department named a different approach to publicizing their achievements and sharing achievements between the organization's employees in Lithuania and Sweden, that is, the desire of employees in Lithuania to emphasize their uniqueness (<...> " *I would say that the biggest challenge , if, say, a Lithuanian would like to make a career in Sweden, the biggest challenge is that we want to emphasize our uniqueness.")*. According to the interviewee, it is typical for employees in Lithuania to try to show the added value they create, while in Sweden, drawing attention to their achievements can be viewed skeptically, and this can be interpreted as excessive pride, which can be seen as a negative personality trait, as it is "immodest" according to the Swedish culture.

During the interview interviewee stated that in Lithuania it is common to be focused on the final result and to pay less attention to (employees') emotional state and feelings, while in Sweden employees are more focused on the work process and tend to "stop and think" more often. In Lithuania, the goal is also for employees to have a balance between work and free time, and environment that promotes improvement is facilitated, which allows them to make mistakes and learn from their mistakes. Efforts are being made in both countries to ensure that employees have equal opportunities for learning and development, regardless of their geographical location.

According to the interviewee, the organization, based on the good Swedish example, aims to provide employees with opportunities and the necessary tools to pro-actively develop their personal careers, since the culture of the organization itself allows making mistakes, asking questions and learning from mistakes through trials, and solving all emerging problems. The head of the department tends to say that the most important aspect of career development is the employee's personal expectations for his career, but the organization must also express its expectations in order to meet halfway between the organization and the employee. Therefore, it can be assumed that career development in the organization is defined as meeting the expectations of the employee and the organization at a common point.

Conclusions

During the quantitative research, the prevailing attitude towards career in Lithuania and Sweden was determined, according to which, taking into account the career development trajectories in the countries, it can be said that both Swedish and Lithuanian respondents prioritize learning at the workplace and see the positive influence of practical experience and continuous learning on their personal career development. Meanwhile, the data collected during the qualitative research allows a better understanding of the influence of different demographic indicators on career development expectations, such as the concentration of a younger and more highly educated workforce in Lithuania and the concentration of a more experienced but less formally educated workforce in Sweden.

The conducted quantitative and qualitative research revealed that Lithuanian respondents are ambitious and tend to take more initiative during their career development, and seek rapid progress, while respondents in Sweden prioritize stability and often work in one place for a longer period of time. Taking into account the results obtained during the research, Lithuanians tend to develop their careers vertically, while Swedes' careers develop more often in a horizontal direction, so these different approaches to career development show that representatives of different cultures face different challenges when developing their personal careers in an intercultural environment, where they need to adapt to expectations of representatives of another culture.

Since respondents in different countries value different aspects of career development in the organization, it is important for the organization to find culturally universal solutions for career development initiatives that encourage employees in each country to find the most acceptable options for them. Based on the answers given by the Swedish respondents, it can be assumed that in Sweden employees tend to value stability and loyalty to the organization and their culture has a collectivist approach to career success, where the benefits of the community and family are more important to employees than personal recognition and growing financial indicators. Among Lithuanian respondents, we can see more individualistic thinking, as respondents from Lithuania tended to indicate that the pursuit of personal goals and financial indicators is important to them in career development. Taking into account the data collected during research, it can be assumed that in Lithuania it is extremely important to nurture the individuality of employees, while in Sweden aspects of personal life and work balance can often be more important in order to develop a career.

In order to ensure that employees face fewer challenges in developing their careers in an intercultural context, it is also important to ensure the availability of intercultural communication training that could help employees understand and respect other cultures. It is also important to organize language training programs in order to reduce the language barrier currently experienced by some employees, providing opportunities to cultivate Swedish, Lithuanian and English language skills, in order to achieve comfortable communication between the members of the organization and better understanding of each other. Currently, international exchange and secondment initiatives carried out in the organization are identified in both quantitative and qualitative studies as a useful aspect of improving intercultural mutual understanding, contributing to successful career development and necessary to strengthen mutual cooperation between cultures. It would be beneficial for the organization to consider the possibility of additional cross-cultural initiatives and the organization of international projects, during which representatives of different cultures would get more opportunities to get to know each other and contribute to the creation of personal networks, which also, according to the survey respondents, positively affects career development. In order to successfully organize

work in a service-providing organization operating in an intercultural context, it is important to understand the importance of intercultural cooperation and to promote communication between representatives of different cultures, but not to forget to respond to the needs of individual employees working in different cultural environments, who are influenced by the culture in which they live. and the accompanying challenges of intercultural cooperation.

References

1. Altan, PS, (2021). Impact of Culture on the Career, *TOGU Career Research Journal* 2(1), 1-7

2. Arulmani, G., Bakshi, AJ, Leong, FTL, Watts, AG (2014). *Handbook of Career Development, International Perspectives,* Springer.

3. Balčiūnaitienė A., Barvydienė V., Petkevičiūtė N., (2013). Career Development in Cross-Cultural Enviroment, *Management of organizations: Systematic studies*, 7-17, Vytautas Magnus university.

4. Brown, DS, Lent, WR (2020). *Career Development and Counseling, Putting Theory and Research to Work,* John Wiley & Sons

5. Burtnett, F. (2019). *Career Errors. Straight talk about the Steps and Missteps of Career development,* Rowman & Littlefield.

6. Culot, G. (2023, April 5), Vertical vs. Lateral Career Growth: What's The Difference?, Deel [Accessed 2024-05-11] https://www.deel.com/blog/vertical-vs-lateral-career-growth

7. Dickman, Briscoe, Khapova (2012), *Understanding Careers Arounds the Globe*, Edward Elgar

8. Ekine-Ogunlana B. (2021). *The Career Success Formula,* TCEC Publishing

9. Epstein D. (2019). *Range. why Generalist triumph in a Specialized World,* Riverhead Books

10. Garbin, L. (2021). *Impact of Culture he Career Management,* School of Technology and Management of the Polytechnic Institute of Leiria

11. Grossman, MG, Rossi-Hansberg , E. (2006), The rise of offshoring : it's note wine for cloth anymore", *Proceedings , Economic Policy Symposium Jackson Hole,* p. 59 - 102

12. Gražulis, V., Adamonienė, R., Račelytė, D., Dačiulitė, R., Valickas, A., Sudnickas, T., and Raišienė, AG (2015). *Human resource management*, Mykolas Riomeris University

13. Gražulis, V., Valickas, A., Dačiulitė, R., Sudnickas, T., (2012) *Employee in the organization's coordinate system: perspectives on the development of human potential*, Mykolas Riomeris University

14. Greenhaus, JH, Callanan, GA, Godshalk, VM (2019). *Career Management For Life* (5th Edition), Taylor & Francis

15. Hofstede, G. (2001). Cultures and Organizations: Software of the Mind, McGraw-Hill

16. Jiang, Z., Wang, Y., Li, W., Peng, K. Z., Wu, C. (2022). Career proactivity: A bibliometric literature review and a future research agenda, *Applied Psychology, 72 (1), 144-284*

17. Kats, MS, Emmerik, Van H. Ij., Blenkinsopp J., Khapova, S. (2010). Exploring the associations of culture with careers and the mediating role of HR practices: A conceptual model, *Career Development International, 15 (4),* 401-418

18. Korsakienė, R., Smaliukienė, R., (2013), Contemporary career from the point of view of the individual: career models, their connections and significance. *Business: Theory and Practice, 15 (1), 84-92*

19. Little, W. (2023). *Introduction to sociology* (3rd Canadian edition), BCampus OpenEd

20. McDonald, S. K, Hite, M.L (2023). *Career Development: A Human Resource Development Perspective* (Second Edition), Taylor & Francis

21. Min Tools Content Team. (n.d.). Hofstede's cultural dimensions. *Min Tools.* Accessed [2024-03-30] https://www.mindtools.com/a1ecvyx/hofstedes-cultural-dimensions

22. Petkevičiūtė, N. (2017). *Career Development: Cultural Aspects*, Vytautas Magnus University

23. Petkevičiūtė N. (2013). *Career management: organizational perspective*, Vytautas Magnus University

24. Petkevičiūtė, N. (2006). *Career management: personal (individual) perspective,* Vytautas Magnus university

25. Robertson, JP, Hooley, T., McCach, P. (2021). *The Oxford Handbook of Career development,* Oxford University Press

26. Sugiarti, E. (2022), The Influence of Training, Work Environment and Career Development he Work Motivation That Has an Impact he Employee Performance at PT. Suryam Elsindo Primatama in West Jakarta. *International Journal of Artificial Intelligence Research*, 6 (1), n.d.

27. Surplyte, E. (2020, April 30), Career management in organizations, *LinkedIN*, Accessed [2024-03-30], https://www.linkedin.com/pulse/karjeros-valdymas-organizaciose-emilia-surplytė? trk=public_profile_article_view

28. Vinney, C. (2024, 22 March) Hefstede's Six Culture Dimensions - and Why They Matter, *Verywell mind* [Accessed 30/03/2024] https://www.verywellmind.com/hofstedes-cultural-dimensions-8583990

29. n.d., (2024, n.d.), What is the impact of culture he individual career choices and aspirations?, *Tutorchase*, Accessed [2024-04-30], https://www.tutorchase.com/answers/ib/psychology/what-is-the-impact-of-culture-on-individual-career-choices-and-aspirations