

POSSIBILITIES OF EMPLOYEES' CAREER DEVELOPMENT IN STATUTORY INSTITUTIONS

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Abstract. *The article analyzes career development possibilities in statutory institutions. The scientific literature presents various aspects of career planning and management of employees in organizations. The concept of career can be described as a joint effort between an individual and an organization to achieve employee satisfaction in performance, together with appropriate criteria for the organization's competitiveness. Employee's responsibility for his personal career has more to do with planning, organization and management. Meanwhile, employee career management is more attributed to the organization itself. Purpose of the article: to analyze career development possibilities of employees, identify problem areas and provide career development guidelines in statutory institutions. The article discusses the issue of career concept, examines the peculiarities of career development in statutory institutions. The conducted quantitative empirical research assumed the possibility of determining the main factors that encourage and hinder career development in statutory institutions; problem areas and solution options are identified, and a model of career management and implementation options is presented.*

Keywords: *career; career development; statutory institution.*

Introduction

An employee's career is becoming more and more relevant both for the person himself and for the organization. In the 21st century, workers are increasingly focused on pursuing careers that provide satisfaction in their professional activities. When a person is firmly aware of his goal, he becomes a persistently striving to “see“ more possibilities for career development. It can be stated that a person's career is a sequence of continuous diverse development that lasts throughout his life. There are still cases when career is associated only with a profession, but they are getting smaller and smaller. In order for a person to achieve the set goals, he must expand the boundaries of his capabilities, constantly learn and not be afraid of new experiences (Green, 2020). People working in statutory institutions are characterized by certain differences, as their work activities are regulated according to the statute and other legal acts, which may have quite strict employment requirements and career possibilities.

In Lithuania, the issues of career development possibilities of employees in statutory institutions are still poorly studied, and very little research is carried out on career possibilities in these organizations. A fair and honest career in a statutory institution can be prevented by

certain negatively influencing circumstances, and there are no detailed ways, actions, methods or measures preventing this (Adamonienė, Kuveika and Petkevičiūtė, 2022). An individual, starting to work in a statutory institution, taking an oath to faithfully fulfill his duties and serve the good of society and the state, must understand the meaning of his professional development and career possibilities. The field of career management in the Lithuanian civil service, and especially in the statutory civil service, is still far from spread (Muravjova, 2010). Most civil servants are limited in their career possibilities because the state government does not provide them with the necessary conditions to pursue higher positions. Also, certain processes began to create an internal conflict between lower and higher officials, due to unfair activities that affect career development. The topic is relevant both in terms of science and practice. The topic of career in scientific literature is considered both among Lithuanian authors such as Sakalas, Šalčius, 1997; Stanišauskienė, 2016, Petkevičiūtė, 2006, 2013 ; Laurinavičius, 2003; Valickas, 2014, etc., and foreign authors such as Heijden, Davie, Bozionelos, De Vos, 2022 ; Hall, 1995; Greenhaus, 2015, etc.

Scientific novelty and level of investigation of the problem under study. The study on career development possibilities of employees of statutory institutions is characterized by a peculiar novelty in this topic. Researcher A. Laurinavičius conducted a study on the problems of career management of the country's police and customs officers, but many aspects that are relevant today have not been analyzed (Laurinavičius, 2003). Legislation, documents and quantitative research were analyzed for the study.

The article analyzes following problem areas: what factors determine the possibilities of career implementation and what complicates the management and implementation of career in a statutory institution. *Purpose of the study.* To discuss issues of career development possibilities of employees in theoretical and practical aspects. *Research tasks:* to present the results of analysis of the scientific literature on the career and its development possibilities in the theoretical aspect; to conduct a study of career development possibilities of employees in the statutory institution, to name problem areas; to present a model of career development possibilities of employees, which can be applied in statutory organizations.

Career development as an essential factor in personal identity

The 21st century is characterized by the fact that workers are looking for meaning and identity in their professional activities. (Guillen, 2021). In this way, the career acquires a much broader context than before and includes many more factors. Today, the so-called "Millennial generation" is everywhere looking for meaning and self-realization (Howe, 2018). Many authors describe a career as a path of professional development, constantly setting new goals, challenges, achieving new positive results (Katkonienė, Ustinavičiūtė and Žemaitytė, 2011). Analyzing the origin of the concept, it can be found that the concept of career is derived from the Latin word "carraria", which means a person's running, the course of actions and the path of life, or from the French word "carriere", which designates a field of activity or a profession. In English, the meaning of "career" is to define race. Later, the use of the word was developed to "an intense flow like the sun through the clouds" and "a person's professional progress throughout his life" (Čiutienė, 2006). According to Kučinskienė R. (2003), career lies in the historical changes of people's work and relationship with life to satisfy growing desires, both higher and lower life needs. Strive to realize medium and long-term goals and aspirations.

Before the industrial revolution, a career, understood as stability in an organization or profession, almost did not exist. In the society of the time, any change in social roles or duties was not so much related to the will or initiative expressed by a person, but to his position in the

social or organizational structure. All changes were conditioned by clearly defined social norms. As Giddens (2000) states, "... each person has special possibilities that can be implemented...", which was alien to modern culture. Gender, lineage, social status, and other identity-relevant attributes were relatively constant. In modern society, it was necessary to go through various stages of life, but these transitions were due to institutional processes (Valickas et al., 2015).

In the 19th century, the concept of career acquired the meaning of professional activity and work path. As organizations developed, the need arose to properly direct the careers of employees. One of the first to describe the importance of career for the organization was Weber, who was convinced that such a career management system should exist in the organization, where employees, gaining more and more experience and knowledge, could occupy positions requiring more responsibility (Inkson, 2009).

At the beginning of the 20th century, career phenomena were dealt by Parsons (1909), who is considered a pioneer in career development, his research has had a lasting impact on career theory. Parsons was one of the first to point out that people differ in their abilities and skills, interests, personal characteristics and values.

A career lasts a lifetime, but its success depends on each individual personally. If a person feels fullness in work activity, no other person can claim that a career has failed. Not all employees are eager for leadership positions, some associate a career advancement with a development in a particular field or personal growth (Sakalas and Šilingienė, 2000). In the time of Frank Parsons (1909), who is considered the pioneer of career development, the term "career" was often used synonymously as "occupation", "profession" (Patton ir McMahan, 2006).

One of the earliest career concepts was presented by Erving Goffman (1961), which states that traditionally the term "career" is associated with successful professional growth, but that the concept should be used in a broader sense, pointing to any social sequence of any person's entire life (Hall, 2002).

Thus, for most of the 20th century, the traditional organizational view of career prevailed throughout the world, which can be described as a successful career that is associated with individual achievements, the most important of which are higher positions, achieved status and higher wages (Valickas et al., 2015).

The Universal Lithuanian encyclopedia (2023) defines the concept of career as a quick and successful rise in the service, in society, as well as a certain success in life. In one aspect, career is a certain activity, and in another, it has to do with the planning and implementation of a whole life (Stanišauskienė, 2015).

A career is an individual's motives, results, abilities, needs, when goals are pursued not only for recognition in society or monetary reward, status. Most often, it is aimed at the possibility to improve, self-realization, self-expression and improvement in a certain area (Valickas et al., 2015). The career approach includes not only goals, abilities, motives, but also changing duties in order to accumulate work experiences that are meaningful for the individual and the organization, which would ensure the required level of knowledge and career satisfaction. (Korsakienė, Smaliukienė, 2014; Poon, Brisco, Abdul-Ghan, Jones, 2015). Some researchers describe the concept of career as professional experience gained over a period of time, others define it as achievement in the field of work, and still others argue that it is learning

to act individually to achieve the goals set (Rosinaitė, 2010). Each person's understanding of career is individual, for some the term "career" means a chance to receive desired training that would reveal a person's goals, desires and expectations about a professional role. In the 21st century, the responsibility for career development is directed towards the individual, not the organization. This formation is influenced by: gender, education, age, character, and so on. It is not easy to describe what experience has the most impact on this process, since formation begins in early childhood and continues throughout life. It is not for nothing that it is said that every man is the blacksmith of his life (Lamanauskas ir Augienė, 2015).

Summing up the ideas of the authors examined about a career, it can be said that a career is a sequence of human roles throughout life.

For fulfillment, work and career development can be among the most important and satisfying activities in life. In the scientific literature, authors (Petkevičiūtė, 2013) distinguish two career models:

- *Personal* (modern, alternating, horizontal). This model is characterized not only by vertical, but also by horizontal career movement, individual work space and subjectivity of the relationship with professional success, flexibility and professional mobility, less responsibility, a sense of stability and social security.
- *Organisational* (traditional, bureaucratic, vertical). In the organizational career model, the role of a person depends mainly on the goals, expectations of the organization, and this includes only a part of the employees. In this model, there is a dominant upward or downward movement in positions within the organization, with the greatest responsibility for an individual's career being borne by the organization itself.

When talking about a personal career, we can use Hall's definition that an individual's personal career is differently perceived and understood, that a career is usually related to the professional experience that an individual is engaged in throughout his life (Baginskas, 2021). Personal career is related to the activities of each employee, which are influenced by the individual values, aspirations and behavior of a person. In modern society, a career depends on the goals, aspirations and capabilities of a person. For successful career development and implementation, proper career management, self-knowledge, appropriate career decision-making and, above all, career planning and career plan implementation are essential. Self-realization is closely related to personal career, i.e., greater inner satisfaction, material reward, motivation and sense of meaning are obtained (Rosinaitė, 2010).

The second distinguished career model is an organizational career (traditional, bureaucratic, vertical). In the work of researchers, a traditional approach to career often prevails, which is characterized by "<...when employees are not involved in the process of making career plans, but are limited to executive roles" (Valickas et al., 2015, 18). This model is not characterized by flexibility in relation to the person, but allows the employee to ensure the career future and social security (Raudeliūnas and Valickas, 2018). Petkevičiūtė (2006) provides the following five main force changes to the organizational career model:

1. *High expectations*. Employees have expectations that do not correspond to reality and are not directly related to work experience;
2. *Autonomy*. In today's society, freedom at work and independence are important for employees, as well as ability to make their own decisions;

3. *Gender*. Reduction of separation between female and male positions and salary;
4. *Taking care of lifestyle*. Fullness both in the workplace and in the family and balance between work and personal life.
5. *Career perception*. Most people understand the concept of career differently, so the needs, goals and personal values are also different.

The goal of a person in an organization is not only to secure financial well-being, but also self-realization and discovery of a vocation. It can be stated that these five aspects are important in the 21st century. For employees of the organization who value freedom of speech, are confident, want to ensure equal possibilities and are rapidly climbing the career ladder. Modern organizations need to work harder to maintain human capital, adapt and pay attention to these five fundamental changes in strength.

Career development and choice of profession in an organization are determined by subjective and objective factors (Valickas, 2014):

- Subjective factors (internal) are perception of the situation, family life of a specific person, his circumstances, goals, plans, change of aspirations.
- Objective factors (external) are visible, real environment where the situation and possibilities to achieve the goal set for a person prevail, i.e., career management, knowledge development.

In the scientific literature, various career factors and their groups are distinguished, but most often two groups are indicated, i.e., internal and external. A person, guided by his personal needs and taking into account the need for the environment, chooses a profession and forms his career path. A person tends to prioritize work that provides possibilities to take advantage of the skills and abilities available. Equally important is fair remuneration that meets expectations and a working environment, in other words, a comfort zone that must satisfy the employee so that motivation does not decrease. Everyone has a need for communication, so a good team can raise the level of trust at work (Dromantaitė, 2012).

Although there are a number of factors that relate to subjective and objective career success, the most common theoretical distinctions are combination of three theoretical distances: human capital, social capital and motivational factors. Human capital is a success that depends on the individual himself, his education, skills, knowledge. On the contrary, benevolence in social connections allows people to get jobs and competitive results, i.e., promotion or higher wages. And finally, the success of motivation in a career is a person's own effort to achieve a career (Paradnikė, Bandzevičienė, Endriulaitienė, 2016; Hirschi, etc., 2018).

Four groups of factors that influence a successful career are also distinguished (Hirschi, et al., 2018):

1. Human capital – general and professional knowledge, skills that are needed in the labor market.
2. Environment – work challenges, career possibilities and social support in the career.
3. Motivation – clear goals and interest in achieving them, self-confidence.
4. Career management behavior - learning and gathering information about career possibilities, social networks (Figure 1).

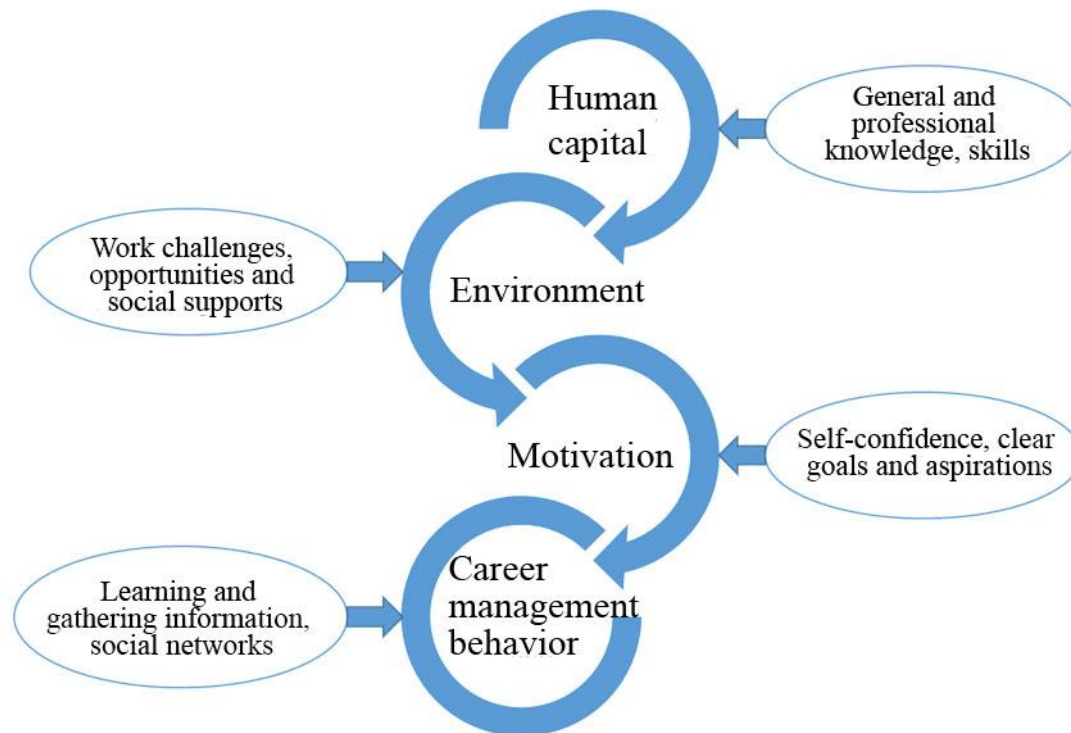


Figure 1. Four groups of factors influencing career

Source: compiled by the author, according to Hirschi, A., Nagy, N., Baumeler, F., Johnston, C. S., Spurk, D. (2018). Assessing Key Predictors of Career Success: Development and Validation of the Career Resources Questionnaire. *Journal of Career Assessment*.

Thus, although career is continuous, it is based on the sequence of work and learning experiences that the person acquires through learning and working in processes. Just like objective, subjective factors and their perception are necessary and equally important in planning your career.

The first scientist to describe the career in the organization was Weber, who was convinced that there should be such a system in the organizational career that employees could occupy higher and higher positions as they gain more experience and have the opportunity to develop their career in a vertical direction. This work model has been implemented in large Japanese organizations (Raudeliūnas and Valickas, 2018).

The scientific literature also describes models of three-dimensional organization as a career space. The model distinguishes three organizational career directions (Valickas, 2014):

- *Vertical career* is a person's rise to a higher position in an organization that provides higher pay and status. The individual is given greater privileges.
- *Horizontal functional career* - the transition of an individual to work at the same level, equivalent position, that is, to another project or program. This allows the employee to show knowledge and develop in the profession. This career model is most suitable for people looking for adventures and challenges at work, as this is often encountered in this model.
- *Radial career* - movement within the organization, when an individual can move towards or away from the circle of the organization by increasing or decreasing his influence (Figure 2).

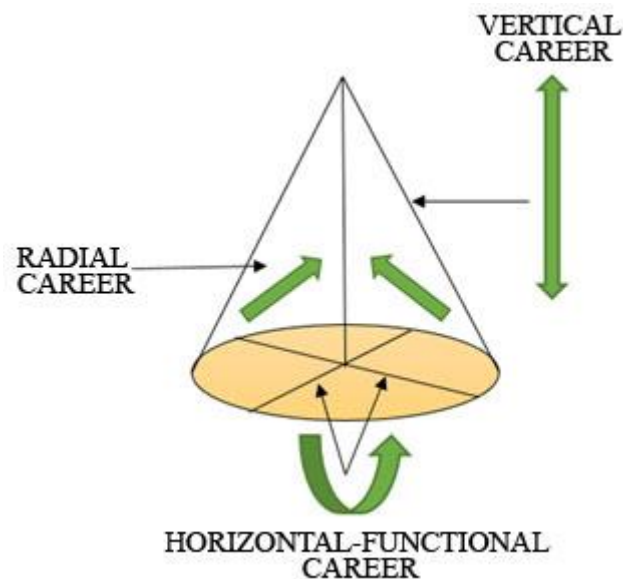


Figure 2. Three directions of organizational career

Source: compiled by the author, according to Valickas A., Chomentauskas G., Dereškevičiūtė E., Žukauskaitė I., Navickienė L. (2014). *Asmeninės karjeros valdymo vadovas dėstytojui*. Vilnius: Vilniaus universiteto Karjeros centras.

Most often, several career models are relevant and applicable, i.e., vertical and horizontal career. Vertical career offers possibilities to rise to the top tier of the hierarchy, which provides a visible assessment (provided by status and higher pay), motivational measures (encourages focus on work) and more complex tasks (prevents work from becoming monotonous) (Petkevičiūtė, 2013). Another career model, horizontal, involves moving to another area. This model allows you to demonstrate the accumulated knowledge, encourages improvement, acquiring new knowledge and getting to know different activities.

Organizational approach to career that existed in the past, also known as vertical, in which career was perceived as a ladder of hierarchy, and success was measured by moving up this ladder and by the signs of human achievements, i.e., social status, higher salary, various awards. However, it has been observed that in order to occupy higher positions, employees have to compete more with their co-workers. Although this career is characterized by rigid structures, stability allows an increasingly clear understanding of career paths. In modern career, an employee is less and less limited to work in a specific company, people are flexible, often learn, constantly develop their abilities and strive to use their abilities to the maximum (Valickas, etc., 2014).

In summary, it can be stated that nowadays personal career, which depends on one's own possibilities and goals, aspirations, becomes more important, while organizational career, which depends on the organization's values and plans, becomes less and less relevant. People feel less and less uncommitted to one organization. It is much more important to fulfill their personal aspirations. However, in today's society, with an organizational approach to a career, the desire to meet expectations of both the organization and the employee is not difficult to implement, since organizations are increasingly focused on human resources and their retention in the organization.

Research methodology

A quantitative study was conducted on career development possibilities for employees of the statutory institution. To conduct the study, a questionnaire consisting of 25 questions was prepared. The questionnaire compiled by the authors was placed on the website www.apklausa.lt, with the respondents being chosen from the officers of the statutory institution. This method was chosen due to the fact that using the advantages of the internet, people can be interviewed regardless of their geographical location, and the obtained data are easier to process and analyze. The first 7 questions of the questionnaire were submitted to statutory officials in order to clarify their general characteristics, i.e., age, gender, length of service, qualification level, available education, etc., which may play a role in assessing career possibilities for officers. Other questions were about the clarity of the career system and ways to pursue career in a statutory institution. In order to find out what career development options are available while working in the statutory institution, respondents were asked how their career developed while working in the statutory institution; how they were promoted or rewarded in the service during the last 3 years of work. Questions about professional development and career development possibilities, conditions and wishes were asked with the aim of finding out the opinion of officials. A separate question aimed to find out the opinion of officials about the obstacles to career development.

The research sample size was determined by the Paniotto formula (Kardelis, 2017). The research was participated by 129 respondents. The obtained research data were processed using the Microsoft Excel computer program.

Research results and their analysis.

The research was participated by 129 respondents, majority of them were women - 51.2% (66) and men - 48.8% (63). According to the age distribution of the respondents, the majority are 35-45-year-olds and make up 29.5%, 25-35-year-olds make up 28.7% and, respectively, 45 and over, persons working in the institution make up 23.3%, and young people up to 25 make only 18.6% of the age group work. It can be assumed that the age of statutory officers is increasing and the system is dominated by older people, while the number of young people choosing this profession is decreasing, which could become an acute problem in the future.

Statutory civil servants may receive a state pension based on their internal service seniority. It is granted if the official has served for 25 years or more. According to the internal service seniority indicator, almost a third of respondents serve over 20 years in the internal service system, so some of the officers may already retire from service or will be able to do so in the near future. It is important to mention that individuals may choose to continue to serve until a certain age, depending on the link established in Article 73 of the VTS Statute of the Internal Service of the Republic of Lithuania, 2018). The smallest part of the respondents - 13.2%, has been working in the internal service system for 10-15 years, while the newly started service respondents with up to 5 years of experience make up 25.6%. The rest of the respondents, i.e., the most active in the survey were the persons serving in the internal service system for over 20 years, who have the most experience.

According to the level of education, more than two thirds of respondents have a university degree, 14% of respondents have a professional degree, 12.4% have a higher non - university degree, and 5.4% of respondents have a higher level of qualification.

The choice of statutory civil servants to work in a statutory institution was largely determined by social and other guarantees, which were noted by 39% of respondents. It was mainly identified as a vocation or a dream, an intrinsic motivation, and a desire to help others: (*„the set goal of being a police officer, other criteria only as an addition to the goal and*

aspiration, when I chose this profession neither pay nor social guarantees were important, the more important desire was to be a representative of this profession, the work seemed respectful and important for the good of the people“). One of the respondents based his choice to work in a statutory institution on the fact that: (“working in a statutory institution did not have to serve in the soviet army“). Some of the respondents also said it was a spontaneous choice: (“just got an offer, and since I was not working, I agreed“, „work that happened at the time“, „I just came up with that.“, „I didn't know what to study so I chose this direction. “.) 2 respondents stated that their choice was determined by („desire to work in the criminal police“, “ work with criminal cases“).

Favorable career possibilities and conditions for training and qualification as a choice to work in a statutory institution are assessed by 12.7 and 11.7 percent of respondents, respectively.

Answers to the question: *“Do you have a clear career system in the statutory institution?“*. 112 respondents (86.8 percent) chose the answer option that the career system in the statutory institution is clear, but 13.2 percent of respondents did not find the career system clear. It can be assumed that 13.2 percent of respondents may not be familiar with the legislation establishing a career system in a statutory institution.

In order to find out what career development options are available while working in a statutory institution, respondents were asked how they developed their career while working in a statutory institution. In response to this question, statutory officials could choose more than one answer option. The vast majority of officers, about 50 percent, have moved to higher positions throughout their service life. About 15 percent gained a higher qualification, and 14 percent were transferred to a vacant equivalent position.

The results of the study indicated that employees are subject to both personal, horizontal career model (rotation) and organizational, vertical career model when moving to higher positions. 16.2 percent of respondents said they had not met any of the expected factors, but it should also be noted that 33 people have been in the internal service for up to 5 years, so it is likely that the person has just “joined” the ranks of officers and has not had much possibilities to develop a career. About 7 percent of respondents chose the answer option “other” and commented that their career developed through selection: („I started working in the middle link, after passing the selection I moved to the higher link“, „participation in the selection process (transfer to all new positions took place by selection)“) (Figure 3). One study participant stated that (*“reforming the police system forced me to change positions”*), while another respondent distinguished that his career developed both in the vertical career model of moving to higher positions and in the horizontal career model of working in the same positions: (*“I started working as an interrogator, after the abolition of the interrogation department I became “only” an investigator of the criminal police, later a chief investigator, after the abolition of the criminal police in the districts I transferred to the public police as the same chief investigator“*).

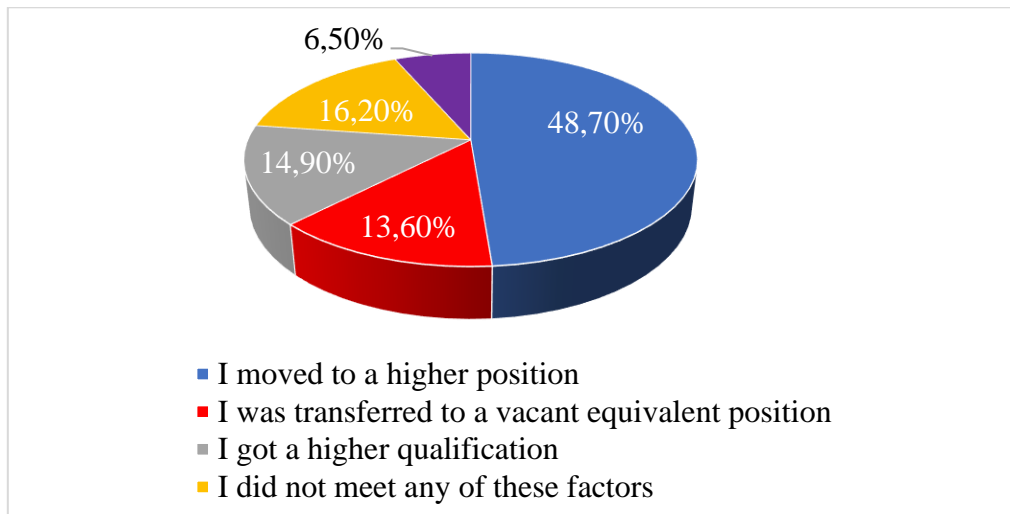


Figure 3. Career development possibilities while working in a statutory institution.

When assessing the main obstacles to career development, officials could choose more than one answer option. As one of the main obstacles to career development, about 15 percent of respondents singled out a lack of motivation. Also, 12.1% of respondents singled out unwillingness to take on more responsibility as an obstacle to career development. According to the research participants, gender and age have the least influence on career development (Figure 4).

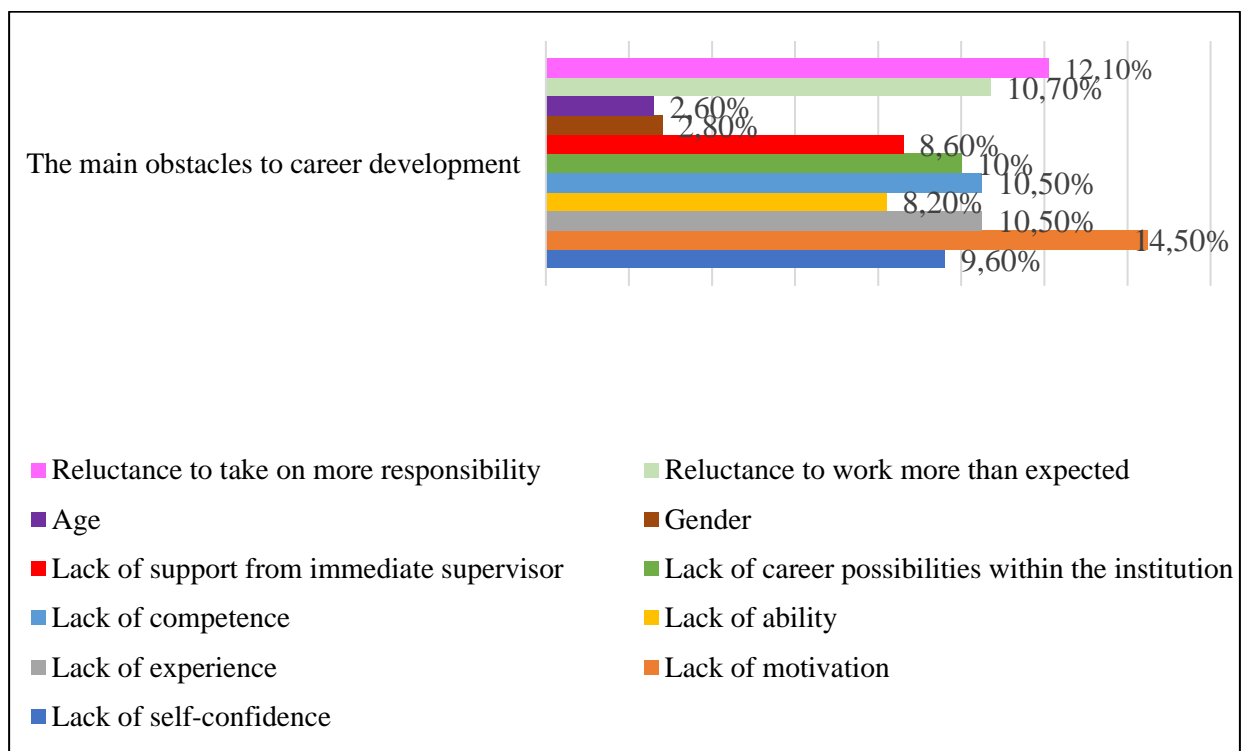


Figure 4. The main obstacles to career development.

The research participants were asked whether they are interested in improving themselves in refresher courses. The vast majority of respondents (about 88 percent) said they were interested in improving their qualifications, but about 12 percent said they were not interested in improving their qualifications.

The research participants were also asked a question: *is the training to which they were sent useful and if it helped in the current position?* In this regard, it was sought to clarify whether the training carried out is useful for the current position in the statutory institution. More than 2/3 of the respondents (76%) found the training useful and helpful to perform their current duties, while 21.7% of the respondents did not see the benefits of the training. The research participants were also asked to comment on the optional answer option, resulting in various opinions about the training: (*"Helps to deal with work-related matters faster and more accurately, to qualify for violation and to be useful."*, *"Not related to my direct work. Training is most often dismissively "retold" theory."*). According to the opinion of the study participants, we can see that most respondents are dissatisfied with the fact that part of the training is not related to the functions performed, as well as the low competence of the teachers is distinguished (*"Because the teachers had less experience and knowledge. The questions asked were not answered."*), a small selection of training (*"The training is mostly for incident response officers, or specialist officers. What concerns pre-trial officers (not working with serious crimes) training is a small choice."*), inefficiency of training and lack of practice (*"Because organized courses do not bring the planned benefits. A tick is placed that the training took place, but there is no meaning from it and, in most cases, you have to learn through practice."*, *"If information is presented through practice - perfect, but if only dry theory is presented - zero benefit."*) However, one of the study participants noted that: (*"All trainings, without exception, give new knowledge or update old ones, and it depends only on the person how and to what extent they will apply them in the work. A motivated person always works proactively, is not afraid to make mistakes and tries innovations, which ultimately leads to success in the results of work. Conversely, some employees (colleagues) are basically lazy and do not apply new knowledge, as a result they do nothing, do not know how to do anything, do not improve, poor work results, and as a result career possibilities are extremely limited, and usually such "non-doers" are the most dissatisfied with salary and management, system, etc. (they don't see their faults, this type of colleagues think that they are paid a salary only for coming to work), it's a good thing that there are only a few of such people in the departments, but they always "shout" the loudest."*).

It is important to find out whether the officials have the right conditions for career advancement, so they were asked to assess the conditions for career development. The results of the survey showed that 54 percent of the respondents thought the conditions for career development are created or more created than not created, about 5 percent of the respondents do not have an opinion, and about 42 percent of the respondents indicated that the conditions are not created or more not created than created. Such distribution could be due to the fact that some of the respondents are not interested in developing a career in a statutory institution.

In order to find out how many officials want to pursue a career in general, the question *"Do you want to pursue a career in a statutory institution?"* was asked. Almost half of the research participants said that they really want to pursue a career. Only about 5 percent of the respondents are convinced that they do not want to pursue a career in a statutory institution. In summary, it can be said that the vast majority of the respondents are ready to pursue a career, but another significant part is undecided and doubts whether a career is necessary for them. The respondents were asked how they assess their career possibilities while working at this institution. About 57 percent of the respondents believe that a career can only be developed

while already in a certain position. 36 percent of the research participants believe that the institution has excellent conditions for pursuing a career at all levels, and only 7 percent of the respondents believe that it is impossible to develop a career (Figure 5). Summing up the results of the research, it can be said that more than half of the research participants working in the statutory institution believe that the conditions for career development are not the same and fair for everyone.

When explaining whether all statutory officials are given equal career possibilities, more than half of the respondents expressed the opinion that equal career possibilities are not given to everyone, and about a third of the respondents said that possibilities are the same for everyone. According to the responses of the respondents, it can be assumed that not all officials are guaranteed equal career possibilities.

In order to find out what career possibilities exist, the research participants were asked how long they had worked in a statutory institution before reaching the first step of their career. The highest percentage of the respondents (27.1%) worked from two to five years before the first career achievement. 22.5% - did not have such possibility yet. 12.4% of the respondents worked up to one year before the first career achievement, and also 12.4% of the respondents worked from one to two years. From the research data, it can be seen that it is easier and faster for some to develop their career, while for others it takes longer than 11 years, but this may depend on the individual's desire and efforts. It can be assumed that although not everyone is given equal career possibilities according to officials, it is possible to develop a career depending on the desire and efforts made.

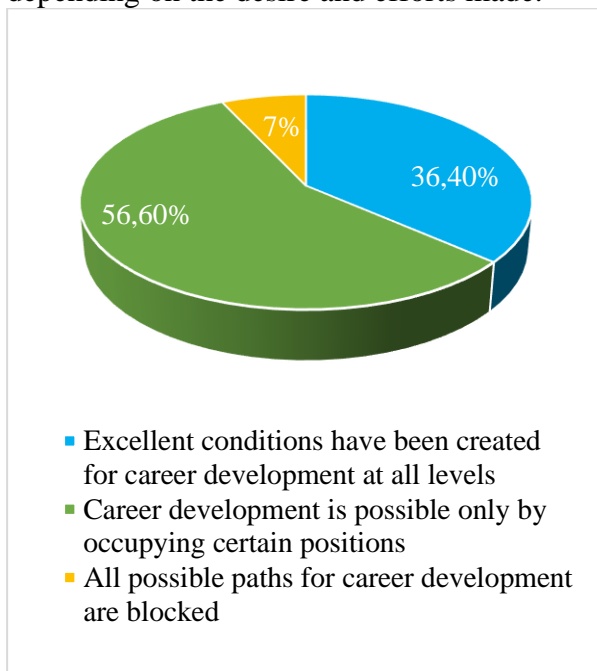


Figure 5. Opinion of respondents about personal career development possibilities

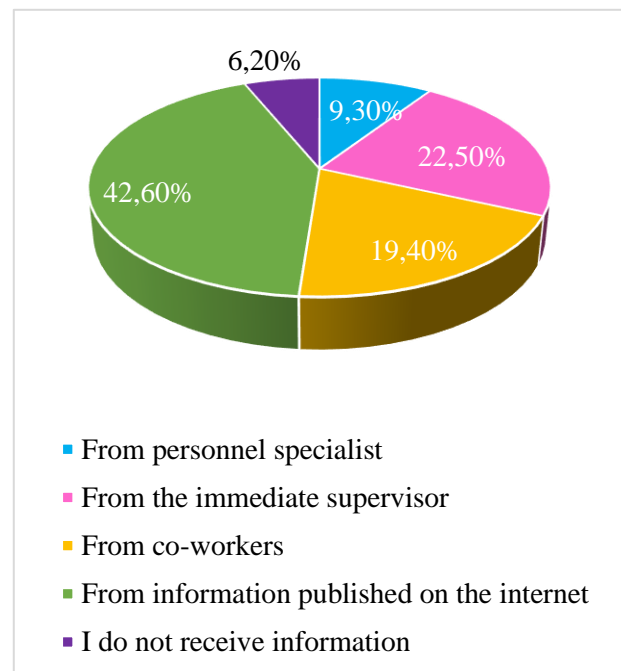


Figure 6. Most commonly received information about the development of career possibilities

The study participants were asked the question of where most often they receive information about the development of career possibilities. More than a third of the study participants responded that the information comes from information posted on the internet, about 20 percent of respondents get the information from their immediate supervisor, and 19

percent of those surveyed get this information from their colleagues (Figure 6). It can be stated that both the immediate supervisor and the co-workers in the institution are interested in the person pursuing a career because they inform their colleagues about such possibilities.

The aim of the research was to find out whether the level of education has influence on career development in a statutory institution. More than 2 thirds said education has an impact on career development possibilities, while 15 percent said education has no impact. In a statutory institution, when applying for certain positions, one of the special requirements is a certain qualification level, for example, higher university or equivalent education in the field of law. Thus, it is impossible to develop a career without the necessary level of education to certain positions, which is also supported by the overwhelming majority of survey respondents.

Knowing about the influence of the level of education on career development, the next aim was to find out whether the immediate supervisor of the statutory officers has an influence on the officers' career possibilities, i.e., whether career possibilities depend on the relationship with the immediate supervisor. 72.9% of the respondents answered that their career possibilities depend or depend more than not on the relationship with their immediate supervisor. The rest of the respondents (27.1%) believe that the relationship between their career possibilities and their immediate supervisor does not affect or have no opinion. The study suggests that having a bad relationship with your immediate supervisor can limit career possibilities and make it more difficult to develop a career than having a good relationship with your supervisor, which leads to dishonesty towards other officials.

Research data on respondents' opinion on who is responsible for career development indicated that 69% of the respondents believe that it is the responsibility of both the individual and the organization, 19.4% of the respondents believe that it is the responsibility of the organization, and only 11.6% of officials believe that it is the individual's own responsibility. Summarizing the available data, it can be stated that this is the responsibility of both the individual and the organization, because only by combining the goals and values of the organization with the goals, values and abilities of the individual a successful career implementation can be achieved.

The respondents were asked if they were familiar with the legislation determining their career options. It turned out that 81 percent are familiar with this legislation, and 19 percent have not read the legislation governing career possibilities in a statutory institution.

In the last question of the completed questionnaire, we wanted to find out the opinion of the officials whether the career and career development possibilities are sufficiently clearly regulated in the normative legal acts. About half of the research participants replied that they had no opinion, a third of the subjects said that career and its development options were clearly regulated, and 24 percent of officials said that the regulation of career and its development was not clear. Such a high percentage could have formed the opinion of the overwhelming majority, due to the fact that some of the respondents are not familiar with this legislation and therefore do not have an opinion.

In summary, it can be stated that the statutory institution has created suitable conditions for the career development of employees. It should be noted that both the immediate supervisor of the officers and other colleagues willingly share about career development possibilities. During the research, it was found that according to the working time until the first career achievement, 25% of the officers worked for up to 2 years, and for 50% of the officers it lasted up to 5 years, and it was also revealed that almost half of the research participants have moved on to work in higher positions. However, the study found the problem that not all officers are considered to have equal career possibilities, and the fact that career possibilities depend on relationships with the immediate supervisor, making it easier for those with acquaintances to

pursue a career that is not fair to other officials. Also, the results of the study indicated that not all officials working in the statutory institution are interested in pursuing a career. The main obstacles to career development are lack of motivation and unwillingness to take on more responsibility.

Career development possibilities model the statutory institution

After conducting the analysis of the scientific literature in the theoretical part and receiving the results of the research of career management and implementation possibilities, the proposed model of career management and implementation possibilities was adapted to the statutory institution (Figure 7).

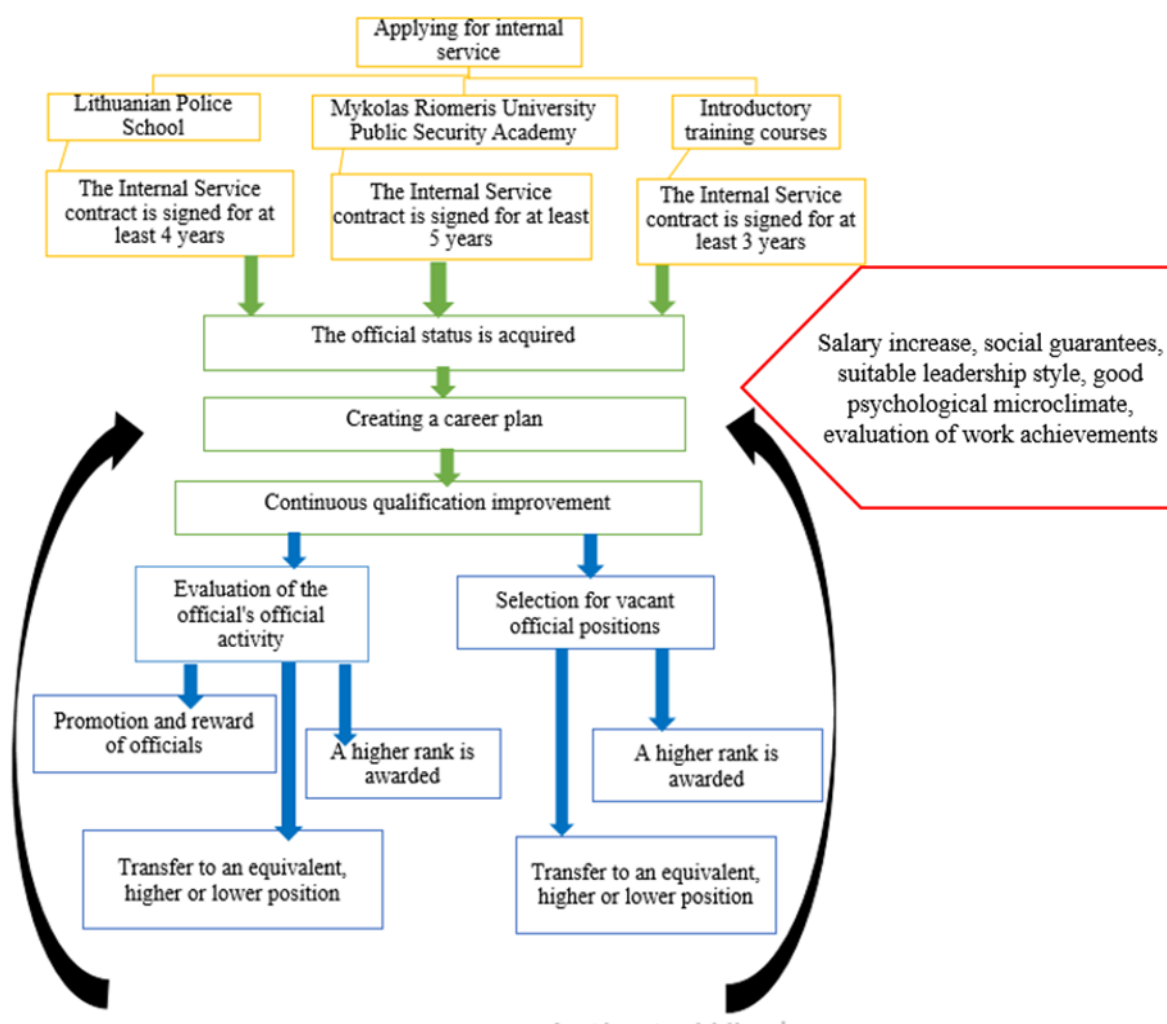


Figure 7. Model of career development possibilities.

Source: compiled by the authors, based on the theoretical aspects of career management and the study of career management and implementation options

In the statutory institution, the career path begins with admission to the statutory vocational training institution. When applying for internal service, a person also has certain requirements: age from 18 to 60 years; at least secondary education; impeccable reputation and

loyalty to the state of Lithuania, etc. The person's physical fitness and health status are also checked.

The official should discuss the personal career plan drawn up by the official when starting work in a particular statutory institution together with his immediate supervisor. It proposes to provide for how much and in what training a person plans to participate and what knowledge and skills he would like to acquire in order to achieve career possibilities. Also, the immediate supervisor should provide the necessary advice to individuals, and the organization should conduct seminars on career management and implementation. The drawn up plan should be updated every year before the official performance evaluation. If the officer succeeds in implementing the career plan, but there are no possibilities at the time to give the person a higher rank or to promote the person in positions (e.g., there are no vacant positions), in order to maintain motivation, the person should be encouraged by other means: e.g., a one-time cash payment, providing additional paid holidays, etc.

The individual, having a developed career plan, would continue to constantly improve his competence. Currently, many trainings are organized remotely (in 2022, 81% of the training participants advanced their qualifications remotely), but it would be appropriate to organize more live training. This need was also indicated by the respondents in the study. It is appropriate to review the variety of training offered so that appropriate training can be selected by officers at various levels. To ensure the effectiveness of training, it is appropriate to test the knowledge gained by officials at the end of each training. After receiving a rating of less than 7 points on a ten-point scale, the training should be repeated and the prepared test should be carried out again.

In the model compiled and proposed by the authors (Figure 7), it can be seen that persons in higher positions could pursue a career by participating in selections for vacant official positions and according to annual evaluations of official performance ("very good") at the initiative of the immediate supervisor. Selection for the vacant position of an official should be carried out by organizing interviews with applicants.

The conducted research found that a third of statutory police officers are promoted or rewarded only once during the last 3 years in the service, therefore, in the model of career development possibilities presented by the authors, the promotion and reward of officers, following the evaluation of the officer's official performance, is singled out. By encouraging officers with external motivation factors, such as gratitude, verbal praise, one can expect higher quality work results and individual job satisfaction, which will motivate him to further raise his qualifications and pursue a career. (Figure 7).

In conclusion, it can be stated that a person who wants to pursue a career in a statutory institution must first of all acquire the status of an official by applying for the internal service system, signing an entry contract for internal service, studying in one of the educational institutions. After obtaining the status of an officer, in the opinion of the authors, the officer should draw up a personal career plan and coordinate it with the immediate supervisor. By continuing to improve his qualifications, an individual could seek higher positions through selection or evaluation methods.

Conclusions

There is a variety of definitions of career in the literature, but most often the literature presents career in four main senses: career as achievements, career as a profession, as a permanent job, and career as a lifelong sequence of different roles. The scientific literature also distinguishes 2 main career models: personal, which can also be called modern or horizontal,

and organizational, which is also called traditional or vertical. The personal career model is dominated by horizontal career movement, where the transition to equivalent positions and the career is the responsibility of the individual himself, while the organizational career model is dominated by vertical career movement, where the ascent or descent to higher or lower positions and greater responsibility for the person's career is assumed by the organization. Also in the scientific literature, various career factors and their groups that affect career development are distinguished. Most often, two groups are distinguished, i.e., internal factors – goals, plans, education of a particular person, and external factors – career management, knowledge development. Motivation is also one of the most important words in management and implementation of officer's career. It has been established that officials can be motivated by external and internal motivation factors.

During the research, it was established that not all officers are guaranteed equal career possibilities. Often, career development depends on relationships with the immediate supervisor and acquaintances with high-ranking persons in the police. It was found that the level of education affects career development, while gender does not affect career development. The research also found that not all employees in the institution are interested in developing a career. The respondents identified a lack of motivation and unwillingness to take on more responsibility as the main obstacles to career development. The most motivating reasons for officials to refuse job offers in the private sector and remain working in a statutory institution are salary increases, social guarantees, appropriate management style, good psychological microclimate, etc.

The authors developed and proposed a model of career development possibilities for employees, with an emphasis on creating a career plan. With proper career planning and goals set, the need for career development arises. Qualification improvement is also singled out, since during the research it was found that during the entire period of service, qualifications were improved quite rarely. In this way, it can be stated that the range of professional development programs needs to be expanded, the number of compulsory training participation per month is determined and more attention is paid selection of lecturers and problems of training topics.

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