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The development of career competencies in the University

Abstract

The purpose of the presentation is to discuss social and economical transformations of society and their influence the formation of modern approach to the career managing and to present case study how the University could deal with those challenges by implementing Service Learning following the lead of the EU funded project KOOPERIA of Šiauliai University.

The presentation is divided in two parts. The first part contains the discussion on conceptions of career and career competences and their importance in the contemporary labor market, the significance of creating possibilities to develop career competencies in different stages of preparation for the labor market. The increasing market influence that gives universities impetus to render a range of more diverse intellectual services has been recently observed in higher education. So the creating possibilities to develop career management competencies are the way for University to correspond to new challenges

The second part reveals the case study on possibilities for career competence development in the Siauliai University by the implementing of Service Learning. The results and outcomes of the EU funded project, leading by Career centre are presenting. By implementing this method University create wide scale of opportunities for students to develop their career management competencies.

Key words:

Career, Career Competencies, Service Learning

Authors and/or co-authors short biographical statement

Vilma Tubutiene, head of Siauliai University Career centre (Lithuania) and lecturer at Public Administration department. Main areas of scientific interests – Human Resources Management, Career Management, Service Learning. Published more than 15 publications. Last four years worked also as head of EU funded project Cooperia in Siauliai University on implementing Service Learning that gives impact for this publication.

The development of career competencies in the University

Recent processes of globalization have greatly influenced the social and economical change of the society. The world of work has strongly changed due to occurring transformations. In recent period, a successful career seldom corresponds to the traditional concept of career when a person's activity is being related to the hierarchic organizational structure and stable economics. In the middle of the past century, the so called lifelong career, as an archetypal model, was still being realized successfully - a stable work situation in one organization was treated as an ideal type of career. However, in the modern society, we are watching a constant change of technologies, organizational structures and forms, thus career assumes a notably wider meaning. The conception of a traditionally assumed career is being changed by a notably more dramatic attitude. Presenting a traditional definition of the career, which defines career as the involving sequence of a person's work experience over time, Arthur at all (1989) emphasizes that work and all that work can mean for the ways in which we see and experience other people, organization and society. Actualizing this definition, Baruch (2004, 2006) extends the perception of career emphasizing that careers can indeed be seen as a sequencing of an individual's life, work roles and experiences. The majority of authors (Arthur, Baruch, Y. M., Cypers M.A.C.T., Schyns B., Scheerens J. etc) emphasize that careers take place in specified social environments and in particular in organizations. Thus, career involves a process of progress and development of individuals, provides the "moving perspective" along the time and unfolding interaction between person and society. This perspective offers a link between an individual's initial identity and final integrity over the course of his or her life.

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Methodological relevance and approach:

The purpose of the presentation is realized by analysing of scientific literature with the aim to reveal modern approach to career and career competences. On the basis of theoretical background the case study of implementing Service Learning following the lead of the project KOOPERIA by Šiauliai University Career centre is presenting.

Conceptions of Career and Career Competences

Career was traditionally related to an organization where the following issues were being solved: what investments would be made to an individual's development, what career paths were given the priorities. However, transformations and reorganizations of organizations together with the economic turbulence are becoming the main factors changing the career paradigm shift (Baruch, Y, 2004). The career paradigm shift is presented in table 1.

Table 1

Traditional and transformed career aspects

Aspects	Traditional deal	Transformed deal
Environmental characteristic	Stability	Dynamism
Career choice made	Once, at early stage in career	Series at different age stages
Main career responsibility lies with:	Organization	Individual
Career horizon (workplace)	Single organization	several organizations
Career horizon (time)	Long	Shorts
Employer expects/Employee gives	Loyalty and commitment	Long-time working hours
Employer gives /Employee expects	Job security	Investment in employability
Progress criteria	Advancement according to tenure	Advancement according to results and knowledge
Success means	Winning the tournament, i.e. progress on the hierarchy ladder	Inner feeling of achievement
Training	Formal programmes, generalist	On-the-job, company specific, sometimes ad hoc

Source: Baruch, Y. (2004). *Managing Careers: Theory and Practice*. Pearson Education

Yehunda Baruch (2004) compares the traditional and transformed career following several aspects: characteristics, how often career choice is made, with whom lies the main career responsibility, career horizon according to workplace and time, what employee expects and what employee gives, matching progress criteria, what means success and way of training. Here we can see that traditional and transformed approaches as if become opposite to one another. The traditional career determines the dependence of individual's career on organization, provides some kind of stability, however it requires person's loyalty to an organization. A career is chosen in an early age and for a long period, it is usually related to one organization or a field at least, and career success is measured by moving up the career ladder. This career conception is based on individual's learning by reflecting needs of an organization and usually in a formalized learning system. Such a career is possible when economic and social environments are stable.

Whereas in the recent epoch of changes, career has the characteristics of dynamism which means that an individual's choice may vary depending on age and situation of profession type. The duration of one or another kind of profession may not be stable; in addition, an individual may perform even at several organizations at the same time. This requires the individual not only to know the chosen professional field but also to be always able to learn, reflect and conceptualize his/her experience and to make appropriate career decisions.

The modern career conception distinguishes by “boundaryless” career approach, developed by Michael B Arthur at all (2000, 2001). It is common that organizations usually see an individual’s career and develop it thinking about its movement inside the organization, i.e. a career is usually related to one specific organization or a chosen professional field. However, in constantly changing economic and social situation, the competitive abilities of organizations are determined by openness, cooperation, networking with different operators of the market and not by separation or withdrawal. Thus an individual’s activity field or profession occupation field requires constant interaction with other individuals and organizations not only in your own professional field. Such an interaction may influence an individual’s career and the quality of organization activities as well. While explaining the concept of *boundaryless career*, Arthur at all (2000, 2001) presents an example when an accidental meeting of scientists may stimulate the creation of new knowledge, and this, in one or another way, influences their personal career as well, and through this the change of organization as well. “*Boundaryless*” organizations compete in the market by opening for new forms and ideas of interaction, at the same time, individuals in this kind of organization have the possibility to develop the boundaryless career. Boundaryless career unfolds unconstrained by clear boundaries around job activities, by fixed sequences of such activities, or by attachment to one organization (Arthur at all, 2001). As Greenhaus (2000), states the essence of *boundaryless career* is independence from a particular organization and its existing career paths.

Thus the new attitudes towards the development of a career emphasize that a career may develop in different ways and it may not necessarily depend on a specific organization or requirements raised by it. “Multiple” career concept (Greenhaus, 2000) distinguishes four different career patterns:

- 1) a traditional *linear* career that emphasizes upward mobility,
- 2) an *expert* career that focuses on stability in a speciality area (e.g., financial analysis) with little advancement,
- 3) a *spiral* career in which major career shifts occur periodically, perhaps every 7 or 10 years,
- 4) a *transitory* career, which is characterised by changes in career field as frequently as every 3 or 5 years.

As Greenhaus (2000) emphasizes, individuals need to take responsibility to understanding the type of career they wish to pursue and making career decisions that are consistent with these preferences. Therefore it is possible to claim that the career success depends not only on specific professional knowledge and abilities. Identified individual’s *career competences* help identifying frustrations arising in career situation and making appropriate decisions to solve that situation. As Arthur at all (1997) explains:

“...*career competencies* are typically framed in conventional schema of “*technical competencies*”, “*interpersonal competencies*” and “*conceptual*” or “*strategic competencies*”. In contrast, the “*career*” spans wider social roles, occupies a much longer time-frame than the “*job*” and provides a more complex framework for conceptualizing competencies and their accumulation.”

Greenhaus et al. (2000) distinguishes 5 main individual's abilities determining his/her career success:

- to gather relevant information about himself/herself and the world of work,
- to develop an accurate picture of his/her talents, interests, values and preferred life-style as well as alternative occupations, jobs and organizations,
- to develop realistic career goals based on this information,
- to develop and implement a strategy designed to achieve the goals,
- to obtain feedback on the effectiveness of the strategy and the relevance of the goals.

Analyzing what ensures the career success, Cypers M.A.C.T., Schyns B., Scheerens J. (2006) add these capabilities, expand by the further ones which are more oriented to the ability to recognize environment and to make a decision on the basis of this information:

- *Career-actualizing ability* is related with objective features of career. The authors claim that the realization of career goals is mirrored in increased salary and high status if we assume that the personal ambition level is high enough.
- *Career reflection* will result in career choices that coincide with existing capabilities. As authors claim, the ability to reflect own or other individual's competencies with respect to his/her career leads to realistic image of capabilities.
- *Motivation reflection* on one's desires and values according to career perspectives also will help with making realistic choices.
- *Work exploration* from the point of external appreciation of person's job in terms of salary and status, especially if the person is willing to explore how to use his/her competencies in the best way for the successful career paths will help understanding the possibilities for career development.
- *Career control* in the terms of goal-oriented-learning emphasizes the ability to reflect self-directed learning process and results. The lifelong learning has become increasingly important in the modern labour market, so individuals who are willing to learn about and train for their desired career will enhance their subjective and objective career success.
- *Networking* with various individuals, professionals etc. could help to achieve internal and external career success and understand the variety of career paths.

Arthur et al. (2001) mentions similar competencies; however, they are concentrated into 3 groups of competencies: *knowing-why*, *knowing-how* and *knowing-whom*. In Table 2, we can see the profiles of these bounded and boundaryless careers.

Table 2

Career profiles of bounded versus boundaryless careers

Competency	Career profile	
	Bounded	Boundaryless
<i>Knowing-why</i> Identity	Employer-dependent	Employer-independent
<i>Knowing-how</i> Employment context	Specialized	Flexible
<i>Knowing-whom</i> Locus	Intrafirm	Interfirm

Structure	Hierachic	Nonhierachic
Process	Prescribed	Emergent

Source: Arthur, M., Rousseau, D. (2001). *The Boundaryless Career: A New Employment Principle for a New Organizational Era*. Oxford University Press, USA

As Arthur at all (1997, 2001, 2005) explain that the *knowing-why* competencies help to answer the question Why? should one behave himself/herself in one or another way in a respective situation. This relates to the issues of personal identity and meaning and stimulates a person to recognize his/her motives stimulating his/her relevant behaviour. In addition, the authors emphasize that these competencies are significant while understanding the culture of the chosen occupation field or organization and seeking to adapt in this cultural environment. These competencies relate to the abilities to reflect the development of career, to foresee the goals of personal learning and to organize the self-defined learning. In Table 2, we can see that an employee's identity depends on the career path chosen – he/she becomes dependent on the employer or is able to perform individually.

Knowing-how competencies are accumulated in the professional occupation and while learning. These competencies help creating your own technical and managerial know-how in various spheres of performance, including the employment context and career. They may be successfully developed by purposefully choosing training programs, accumulating professional practise, the learning embodied within additional qualifications, and the growing of career wisdom through various social roles. However, employee's chosen bounded or boundaryless career path determines if the employee chooses a narrow, specialized path for development, or if he/she develops various competencies relating not only to the present employment situation.

Knowing-whom competencies reflect career-related networks. They could be revealed not just as abilities to relate to others and to develop contacts, but also the networks of people, and reputation with other peoples, which are built up as the career progresses (Arthur at all, 1997). Such communication and networking allows a person to learn, contact with various people, to know and understand the particularity of occupation in different professional fields constantly and in this way to open oneself to wider career opportunities. However, in bounded career profile, we can see that a person's communication is determined by internal structure of organization, hierarchy and field of occupation. Whereas the boundaryless career situation stimulates a person for a spontaneous, emergent communication, exceeding the boundaries of a company or even of a defined specialized occupation.

As we can see, the modern concept of career raises quite high requirements for a person who seeks a successful career and for organizations as well by influencing the process of a person's career by various phases of a human development. The development of career competences is inseparable from career management and it is a constituent of this process. Greenhaus (2000) claims that if individuals understand the developmental task associated with each career stage, they can develop goals and strategies that are most appropriate for their particular career phase. And looking from the organizational points of view, an organization, seeking for the results of effective human resource management and combining organization and employee's goals, can design developmental programs most relevant to an employee's stage.

Thus career development could be defined as “ongoing process by which individuals progress through a series of stages each of which is characterised by a relatively unique set of issues, themes and tasks” (2000). Career development implies more of a role for the individual and moves focus away from jobs, to progression within roles. As Yarnall, J. (2007) claims, it is more about means by which people achieve their career goals. The author equates the process of career development to the model of general shift management which is illustrated in Figure 1.

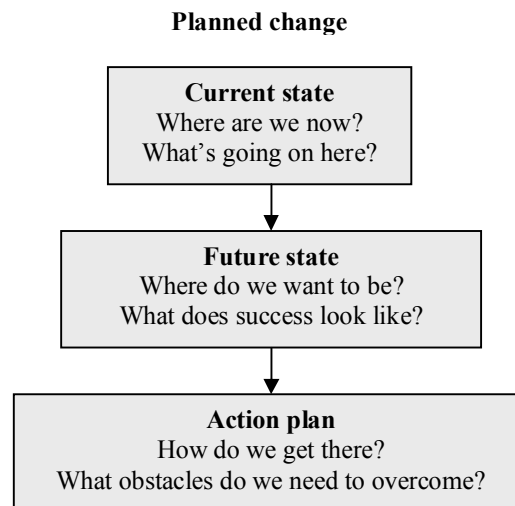


Figure 1. Planned change

Source: Yarnall, J. (2007). *Strategic Career Management: Developing your talent*. Butterworth-Heinemann, Elsevier Ltd, USA.

Thus at the beginning of career development the current situation is defined by finding inadequacies between the current and desirable career state. Then, we need to suppose the future state by finding where we want to be and what success looks like. Seeing a vision and raising a goal will allow us to make an action plan, i.e. to suppose actions that would help to change the current situation into the desirable one. This model emphasizes individual's efforts to plan actions taking into consideration individual abilities environmental (organization, professional occupation field, education possibilities etc.) conditions. Thus a purposeful career management requires overcoming the career competencies mentioned above in the article – to know oneself and the market in which one wishes to perform, make and evaluate career decisions. Greenhaus (2000) career management model (Figure 2) reveals us consistent steps that help realizing the career development plan.

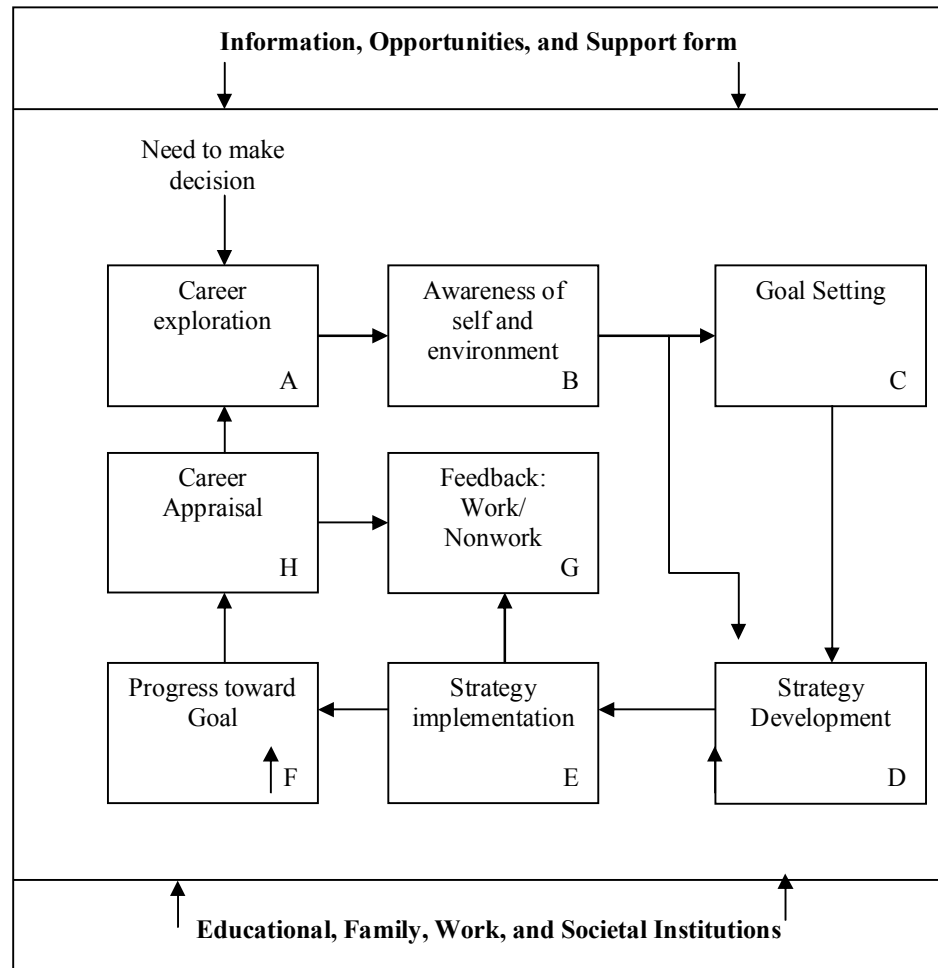


Figure 2. Model of Career management

Source: Greenhouse J., Callanan, G., Godshalk, V. (2000). *Career management*. The Dryden Press, Harcourt College Publishers.

We can see that career planning starts when a person wishes to change the career situation. The, the steps mentioned in Figure 2, boxes A-H, are consistently taken.

Career exploration – a person begins gathering information about her/himself, alternative jobs and about organization as a total system (Box A). Career exploration should enable a person to become more fully aware of her/himself and environment, job options, opportunities and obstacles in the environment (Box B). A greater awareness of her/himself and environment can help to choose *career goal to pursue* (Box C). The goal may be to attain or to move to specific position in a specific period of time or even remain in current position for the foreseeable future. The establishment of realistic goal or set of goals can facilitate *the development* (Box D) and *implementation* (Box E) of a *career strategy* (i.e a plan of activities designed to attain the desired career goal). The *implementation of reasonable career strategy* can produce progress towards the stated career goals (Box F) and useful *feedback* to the person. This feedback, in conjunction with

feedback from other work or nonwork sources (Box G), can enable a person to *appraise his/her career* (Box H). The career management cycle can be *continuing if additional information* derived from career appraisal becomes another vehicle for career exploration (see the arrow from Box H to Box A). Or, it is possible to *retain the goal*, but *revise the strategy* (see arrow from B to D).

Thus, as authors claim that such *career management cycle* is a *problem-solving, decision-making process*. It is influenced by various people and organizations. Individuals have to take responsibility for their career and be proactive in its development process. The success of career development is determined by possibilities to exchange information among different participants of the process – employee and employer, former employees, colleagues, friends, acquaintances, family members and etc. It is also influenced by individual's abilities to analyze information and make appropriate decisions on the basis of that information.

In conclusion, it is possible to state that career competences are not static, they need to be renewed taking into consideration a person's career goals and plans of actions needed to achieve them. This is determined by boundaryless career development process which is continuing and its success is determined by individual's personal characteristics, values and abilities and by organizations influencing this process or participating in this process in different career phases.

Case Study on Implementing Service Learning as Precondition for Students Career Development in Siauliai University

As it was mentioned above, the modern career approach emphasizes a person's abilities to make appropriate career decisions. Assessing career as a continuing and demanding for constant changes process, we may distinguish different career stages in which a person makes relevant decisions. One of the most important stages that carries a vital importance for the perspective of a person's career is initial professional training. Requirements to create assumptions for student career development are also raised for the university as a participant of this person's career stage.

Higher education's tendencies towards massiveness, that showed up in post modern knowledge society, set *new requirements to higher educational institutions*. Tjeldvoll (2004) suggests that the changes in the role of the university are determined by the society's expectations – the basic aims of the service university are oriented towards meeting demands of the society. Tjeldvoll (2004) further maintains that the modern conception of the service university emphasizes organizational ability to perceive its place in the context of the global market of educational services and to take action in competitive environment. Cheng (2003) indicates that in the centre of the quality evaluation there is the student - the main consumer. According to Tjeldvoll (2004) opinion the requirements of students and the ambitions of the establishment on the market of educational services make the university *satisfy the expectation of the consumers*.

The increasing market influence that gives universities and colleges impetus to render a range of more diverse intellectual services has been recently observed in higher education. Higher education is evidenced to be losing its elite position in the society, whereby its mission, formerly exclusively aimed at the education of societal elite, is also undergoing changes.

With recent slants showing up in the knowledge society and the conceptions of lifelong learning and successive training entrenching themselves in education, higher education is gaining the meaning of the individual's *permanent training* for a particular constantly changing workplace *in technological and social terms*. Universities, occupied with the implementation of the demands set by the knowledge society to them, should primarily actualize the *principle of dynamism that implies openness to the environment*, constant alternation and response to environmental challenges.

The university becomes *a participant in the learning market* providing individuals with learning conditions and, consequently, supporting *their competitiveness in the labor market*. Thus the development of career competences is becoming the most important mission of the university on purpose to help the process of students' successful integration into the labour market.

In the process of realization of this new mission, the Siauliai University performs actively establishing condition for purposeful development of career competencies. The Siauliai University has a Career Center on which initiative the EU funding project KOPERIA was being implemented in 2006-2008. This Project aimed at adaptation of *Service-learning*, a method of modern studies, in the Siauliai University.

For the last two decades, the method of *Service Learning (Citizenship and Service Learning, Cooperate Education)* has been developed in universities in the USA and implemented in educational institutions in Europe. It *involves a flexible and mobile subject or module of the study programme (different from students' traditional practice) combining theoretical subject lectures, seminars in auditoriums and purposeful activities as well as provision of free services in the local community, social organizations and potential workplaces in enterprises and institutions*. This method is aimed at balancing, concretizing and applying students' knowledge, competencies and attitudes to local demands and at adapting university courses to regional demands. Service-learning includes joint activities of lecturers, students as well as social and economical entities in particular local or regional educational institutions.

The given system of studies is based on *cooperation of various institutions*: higher educational institutions and their subdivisions, non-governmental organizations, enterprises, communities, municipalities, etc. Such kind of cooperation stimulates social-economical development of the region and assists to a more rapid integration of contemporary scientific achievements into practice. In addition, it influences the development of students' career competencies directly as students solving real problems in real environment not only check and apply their theoretical knowledge in practice, but also familiarize with the culture of professional occupation field chosen and of different organizations. While doing subject's tasks, they integrate into organization's performance naturally, which helps them watching and assessing various career perspectives.

Precisely this Service-learning perspective allows presenting the model as a good innovative experience of a higher school how to *establish assumptions for the development of students' career competencies*. Following this model, 32 modules and 8 bachelor study programs were adapted in 2006-2008. 663 students attend these modules.

Having used the model of career competences provided by Arthur at all (2001) every group was hypothetically given some certain career competencies development of which was influenced by the method of Service-learning.

The *Knowing-why* group contains the abilities to know oneself, and to identify oneself as a representative of a certain profession or occupation field. Whereas following the Service-learning the activating methods such as project, case studies and etc. were used, in order to do the module task, the student had to take different roles which studying in the usual environment of academic studies are typically understood in a narrow way. In the module “Preparation and Management of EU Projects, for example, the third year students of Public Administration educational program were given the task to prepare a social project for a specific organization. To this end, student groups were formed and various business, public sector and non-governmental organizations that had requested such voluntary help were offered. However, in order to do the task, theoretical knowledge about the processes of project preparation was not enough. The students had to find out by themselves the problems the organizations wanted to solve, how it could be done, to find out organization’s preparation for innovations or changes or one or another kind which are inseparable from project realization and etc. To this end, the groups not only had to organize activities inside the group, as for example, to spread roles, to *find out everyone’s abilities and tendencies for certain activities*.

The greatest challenge for them was to *find out the needs of organization*. And in order to do this, they needed to meet with representatives – managers of different levels, various specialists and etc. – of various organizations periodically. Thus, following the attitude that one can best know oneself in occupation, the students had the possibility to check *their tendencies, talents, to try themselves not only in the professional occupation*, which would be a requirement of a traditional educational program practice, but also such spheres as negotiation on goals and scope of occupation, representation of subject idea, communication with different employees of organizations, cooperation with coursemates, time management and alike.

In addition, it was an excellent possibility to familiarize with the fields of occupation of individual specialist of a specific organization (e.g., Municipality’s Vocational Schools), to understand hierarchic relations and spread of responsibilities. Or it was a possibility to go deep into the occupation particularity and possibilities of a non-governmental organization or public establishment. Such occupation way allows a student not only to know, reveal his/her own possibilities in a specific occupation, but also to understand the impact of organization’s culture on human relations, occupational peculiarities of different offices, responsibility and place in organization’s hierarchic system, requirements raised and etc. Thus, according to Greenhaus (2000), Service-learning helped a student to *gather relevant information about himself/herself and the world of work and to develop an accurate picture of his/her talents, interests, values and preferred life-style as well as alternative occupations, jobs and organizations*. The more especially as in the educational program mentioned above, there is an integrated module per semester taught following the method of Service-learning. This allows familiarizing with different occupation models and to know the variety of organizations.

The *Knowing-how* group contains the ability to perform professionally in the field chosen, knowledge of one’s own occupation and the ability to recognize qualification’s deficiencies and

to find out ways how to satisfy them. On the basis of problem-based learning concept, the method of Service-learning stimulates to switch from *teaching to learning paradigm*. Students, for instance, having heard the Marketing theory of Management educational program, select to perform surveys in a specific organization on new product's bringing into market. It goes without saying that when trying to perform a research, they face with knowledge deficiencies. They have to identify what knowledge is lacked, to understand they are necessary if they want to find solution for the problem and to independently look for theoretical and practical ways how to solve this problem. If the deficit of theoretical knowledge is solved by selecting appropriate literature with the help of the teacher, then they have to look for practical or know-how knowledge in specific organizations or to find out how other organizations solve this problem. Future managers, communicating in this way with professional marketingists, have a possibility to expand their knowledge about professional occupation of a specific field by solving a concrete case. Thus, according to competencies necessary for career development discussed by Greenhaus (2000), they help *students to develop realistic career goals based on this information and to prepare to make a strategy to achieve the goals*.

The *Knowing-whom* competencies include the abilities to create interpersonal networks. The method of Service-learning is oriented to the solutions of specific problems or analysis of cases in the wide context of labour market. Thus students in educational programs of which there are several such integrated subjects (and under the method requirements, there may be 1-2 such subject per semester starting from the second study year), have excellent preconditions to contact with different performers of professional occupation chosen. The students of Sciences and Philosophy of Society, a study program of the Siauliai University, for example, have event 7 modules adapted following the Service-learning method: The theories of propaganda, Social anthropology, Analysis of political parties in Lithuania, Religion studies, Politic anthropology, Applied Ethic, Political sociology. Thus we can see that they have quite wide possibilities to *know the peculiarities of professional occupational field chosen, to understand the variety of occupational fields, organization's differences and establish relations that might be useful in their career path*. In addition, students, doing the tasks of these subjects in organizations, understand the meaning of self-representation and presentation in market for the success of personal career. Thus conditions under which they can try the benefits *provided by personal marketing are established*.

As we can see, the Service learning method is not only a possibility for students as future members of market to lean solving specific problems in the professional occupational field chosen, but it is also *a way to understand the peculiarities of bounded and boudaryless career and to improve the competencies of career management*. However, this methods requires being proactive while panning your own career. The benefit of such proactive behaviour on career was revealed by Chiaburu at all (2006). They emphasized the direct link between proactive personality and career outcomes. Thus career development will be successful if individuals take responsibility at work by increasing their role breadth, self-efficacy and production ownership. In addition, the authors reveal such outcomes of proactive behaviour on career as: *proactive individuals are more adept in understanding organizational and environmental nuances, increased levels of performance are more proficient in anticipating changes than less proactive individuals, proactive individuals were likely to select or create situations that supported high levels of job performance*. Such individuals are also more likely to seek out professional

and organizational information, and career support, which lead to higher salary, promotions and career satisfaction, proactive personality along with other individual factors positively influence one's motivation to learn, the extent to which employees engage in developmental activities, and their career management strategies.

In conclusion, it is possible to state that the universities, as one of the participants of preparation for successful career process, influence the career success by establishing conditions under which career competencies are developed. And a person preparing to be a participant of labour market or to select a career path will be successful if he/she will be able or willing to behave in proactive way.

Conclusions

Specific requirements, changing the traditionally ordered mission of a higher educational institution, are set to universities in the making of knowledge society. The university becomes a participant in the learning market *providing individuals with learning conditions and, consequently, supporting their competitiveness in the labour market.*

Career competences are not static, they need to be renewed taking into consideration a person's career goals and plans of actions needed to achieve them. This is determined by *boundaryless career development process which is continuing* and its success is determined by individual's personal characteristics, values and abilities and by organizations influencing this process or participating in this process in different care phased.

Implementing of Service Learning make possible *to coordinate career education* with broad general university education in serving the society's interests and dealing with regional issues.

Service learning method is not only a possibility for students as future members of market to learn solving specific problems in the professional occupational field chosen, but it is also a way *to understand the peculiarities of bounded and boudaryless career and to improve the competencies of career management.*

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