

Career Planning of Scientific-Pedagogical Personnel in Higher Education Institutions

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ABSTRACT

The article systematizes approaches to the interpretation of the concepts "career" and "career planning" of scientific-pedagogical personnel in higher education institution. The structural-logical scheme for the step-by-step career planning of higher education institutions' scientific-pedagogical personnel is developed in the article. It is proposed to use 6 consecutive stages for planning the career of scientific-pedagogical personnel: making a management decision on the feasibility and necessity of organizing the career planning of scientific-pedagogical personnel in higher education institution, developing a plan-schedule for planning the career of scientific-pedagogical personnel of higher education institution, formation of initial database of individual data of higher education institutions' scientific-pedagogical staff, assessment of professional and personal qualities of scientific-pedagogical staff of higher education institution, development of individual career planning maps of scientific-pedagogical staff of higher education institution, formation of favorable social and psychological conditions of successful career advancement of scientific-pedagogical staff of higher education institution. In addition, at each stage, it is absolutely necessary to monitor the implementation of the career plan of scientific-pedagogical personnel.

With the help of correlation analysis, the conformity indicators of scientific-pedagogical personnel (which must be used at the stage of evaluating their professional and personal qualities) are determined.

Keywords: Career; Planning; Education, Conformity Indicators; Correlational Analysis.

1. Introduction

Despite the war in Ukraine, a significant part of higher education institutions continues to work. The priority direction is the preservation of personnel, especially scientific-pedagogical workers. Accordingly, personnel work, which consists in the analysis and development of the personal interests of employees, is of increasing importance in the management of personnel of higher education institution, that is, a significant part of the

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attention is paid to the career planning of scientific-pedagogical personnel, and this becomes one of the most important tasks of services dealing with personnel issues. The need to develop a career planning process for scientific-pedagogical workers comes to the fore, and this, in turn, will lead to the rapid professional development and increase of the labor potential of the scientific-pedagogical staff of higher education institution.

Thus, taking into account the above, it can be argued that the career planning of scientific-pedagogical personnel occupies a dominant place in the system of HR engineering of personnel of higher education institution, however, in Ukraine, the process of career planning of scientific-pedagogical personnel in higher education institutions remains unexplored. This, in turn, requires an analysis of existing and effective foreign approaches to the career planning of scientific-pedagogical personnel and the corresponding development of an effective step-by-step career planning scheme for scientific-pedagogical workers in higher education institutions.

The aim of the study is to develop methodological and scientific approaches to the career planning of scientific-pedagogical personnel in institutions of higher education.

In accordance with the specified goal, the following tasks are set in the article:

- to determine the content of the main definitions of the study "career", "career planning of scientific-pedagogical personnel" due to the analysis of scientific literature;
- to develop a step-by-step structural and logical scheme for planning the career of higher education institutions' scientific-pedagogical personnel;
- with the help of correlation analysis, to determine the conformity indicators of scientific-pedagogical personnel, which must be used to evaluate their professional and personal qualities.

2. Literature review

For today, the concept of "career" has been studied for a long time by foreign and domestic scientists, who have developed and substantiated the concept of a career in management in sufficient detail (Bazelyuk, 2019; Kriskovets et al., 2014; [Morozova, 2011](#); Singh, 2018; Vasylieva, 2015).

In addition, the analysis of researchers' scientific works makes it possible to come to the conclusion that career planning is a key element of the system of development of scientific-pedagogical personnel of higher education institution, which has to find actual solutions for its development and improvement in connection with new assignments that arise before the education system, due to the development and improvement of the career management mechanism of higher education institutions' scientific-pedagogical personnel in the conditions of higher education modernization (Ilna & Buley, 2020).

It is determined that mentoring has an important impact on the planning and career development of scientific-pedagogical personnel (Abodunde, 2018; Baruch & Maury, 2000).

The process of career formation is partially possible due to the interaction of the professional self-concept in the activity and career of the individual under the influence of various factors, considering various aspects of the personality (Onufrieva & Renke, 2011; Berezovska & Tangel, 2015).

The significant scientific output of domestic and foreign scientists on the issues of career planning of scientific-pedagogical personnel testifies to the multifaceted nature of career concepts and defines a number of conceptual components that are necessary for the development of a career planning model (De Vos & Nicky, 2013; Martin *et al.*, 2014).

Career development is a fundamental strategy for educational institutions and is crucial for the achievement and sustainability of national priorities (Colin *et al.*, 2014). Thus, due to the lack of a comprehensive science-based approach to career planning, which would provide a basis for successful career management of scientific-pedagogical personnel at various career stages, there is a need for further research into this issue.

In addition, the analysis of scientific literature has shown the absence of an effective step-by-step career planning scheme for scientific-pedagogical personnel in institutions of higher education. Accordingly, the career planning of teaching staff should be considered in the context of developing new approaches to the career advancement of scientific-teaching personnel.

3. Methodology

Methods used in the research process are: theoretical – analysis and generalization of conceptual provisions of scientific literature to determine methodological and theoretical foundations of research, its conceptual and categorical apparatus and the state of the theoretical development of the problem; survey, content analysis, systematization and generalization when analyzing the reasons for the lack of career planning of scientific-pedagogical personnel and the interest of staff in planning their career; empirical methods (survey, conversation, direct and indirect observation, self-observation, self-evaluation, expert evaluation) – in the development of a structural-logical scheme for step-by-step career planning of scientific-pedagogical personnel in institutions of higher education; correlational analysis and questionnaires – when determining conformity indicators for evaluating the professional and personal qualities of scientific-pedagogical staff.

4. Results

Career planning of scientific-pedagogical personnel occupies a dominant place in the HR-engineering system of personnel of a higher education institution, however, the process of career planning of scientific-pedagogical personnel in higher education institutions remains unresearched in Ukraine. This, in turn, requires an analysis of existing and effective approaches to the career planning of scientific-pedagogical personnel and the corresponding development of an effective step-by-step career planning scheme for scientific-pedagogical workers in higher education institutions.

For a detailed and complete understanding of the career phenomenon, it is appropriate to systematically analyze various approaches to the study of this phenomenon and clarify its meaning.

The career phenomenon is in the field of view of representatives of many sciences, including psychologists, economists, pedagogues, and sociologists. In addition, "career" is one of the central concepts of management, specialists in the field of personnel management, corporate culture, etc. (Marcinkovska, 2012; Kolomiets & Fomova, 2014).

According to scientific literature's analysis, the following conclusions can be drawn:

- a career is a personal, individual promotion through the hierarchy of vertical ascent;
- career covers the advancement of an individual through a hierarchical hierarchy in any field of activity;
- career is related to personal mobility;
- career is characterized by such concepts as: "path to success", "advancement by steps", "labor mobility";
- career is related to labor activity.

Based on the above, career should be considered as a step-by-step promotion along the service hierarchy, which occurs in conformity with the growth of a person's personal and professional qualities throughout his working life.

Accordingly, there is a need to plan the career of scientific-pedagogical workers. This concept should be considered as a definition of employee development goals and ways of their implementation. The implementation of the career development plan involves, on the one hand, the professional development of a scientific-pedagogical employee, i.e. the acquisition of the necessary qualifications for holding the desired position through professional training, internships, advanced training, and on the other hand, the successive holding of positions in which work experience is required to work in the target position.

The career planning of a scientific-pedagogical worker is based on the fact that, starting from the moment of the employee's admission to the institution of higher education and ending with his dismissal from a certain position, it is necessary to organize his systematic promotion in accordance with the career plan. Career development planning requires efforts from the institution of higher education and scientific-pedagogical personnel, and at the same time provides a number of advantages for both the employee and the institution.

Thus, the career planning of scientific-pedagogical personnel in higher education institution should be understood as the development of a target program for the step-by-step promotion of scientific-pedagogical employees of higher education institution according to the service hierarchy, which determines the prospects for their professional growth for a set time in the specified conditions of the institution's functioning and allows every employee to reveal his professional and personal qualities in the most effective way. Research on the need for career planning of higher education institutions' scientific-pedagogical staff has shown that a large part of respondents are interested in planning and developing their career (Table 1).

Table 1 shows that the share of scientific-pedagogical employees of higher education institutions of Khmelnytskyi region who are interested in planning their career advancement ranges from 73.64% to 88.57% of the entire number of scientific-pedagogical employees surveyed. This indicator is sufficient to assert that scientific-pedagogical workers of higher education institutions are interested in career planning and are convinced that career planning will contribute to increasing their work productivity and effective work.

Table 1. Characteristics of the interest of higher education institutions' scientific-pedagogical personnel of Khmelnytskyi region in career planning

Name of higher education institution	The share of scientific-pedagogical personnel interested in career planning, %
1. Khmelnytskyi National University	83,64
2. Khmelnytskyi Humanitarian and Pedagogical Academy	86,67
3. Khmelnytskyi Cooperative Trade and Economic Institute	88,42
4. Podilsk State University	89,31
5. Kamianets-Podilskiy National University named after Ivan Ohienko	89,84
6. Khmelnytskyi University of Management and Law named after Leonid Yuzkov	94,37
7. National Academy of the State Border Service of Ukraine named after Bohdan Khmelnytskyi	95,37
8. Khmelnytskyi Institute named after Blessed Volodymyr, Metropolitan of Kyiv and All Ukraine, PJSC "HEI "MAUP"	98,57

All of the above makes it possible to assert that the planning of career advancement of personnel in institutions of higher education is not given due attention.

To determine the cause of this situation, the respondents were asked the following question: "What is the main reason for the lack of career planning for scientific-pedagogical personnel in higher education institution?" The results are shown in Table 2.

Table 2. Main reasons for lack of career planning for scientific-pedagogical personnel in higher education institution

Question: what is the main reason for the lack of career planning for scientific-pedagogical personnel in higher education institution?	Specific weight, %
1. The inertia of thinking of the most modern managers by the value categories of the past directive and planned economy	8,49
2. Unsatisfactory financial and economic condition of the institution of higher education	7,76
3. Absence of an effective domestic methodology for planning the career advancement of scientific-pedagogical personnel	41,08
4. Absence of the necessary special structural divisions for planning the career advancement of scientific-pedagogical personnel	9,05
5. Negative consequences for the functioning of higher education institutions due to the COVID-19 pandemic, the war in Ukraine	33,62

The data in Table 2 make it possible to draw a logical conclusion that the main reason for the lack of career planning of higher education institutions' scientific-pedagogical personnel is the lack of effective methods of career planning of scientific-pedagogical personnel in the institution of higher education in the modern theory and practice of

personnel career management. At the same time, the negative consequences for the functioning of higher education institutions due to the COVID-19 pandemic and the war in Ukraine also have a significant impact on the career planning of scientific-pedagogical staff.

Thus, the organization of career planning of higher education institutions' scientific-pedagogical personnel requires the development of a step-by-step career planning scheme for personnel.

Figure 1 shows a structural and logical diagram of the step-by-step career planning of scientific-pedagogical personnel in higher education institutions. It is proposed to use 6 consecutive stages for planning the career of scientific-pedagogical personnel. In addition, at each stage, it is absolutely necessary to monitor the implementation of the career plan of scientific-pedagogical staff.

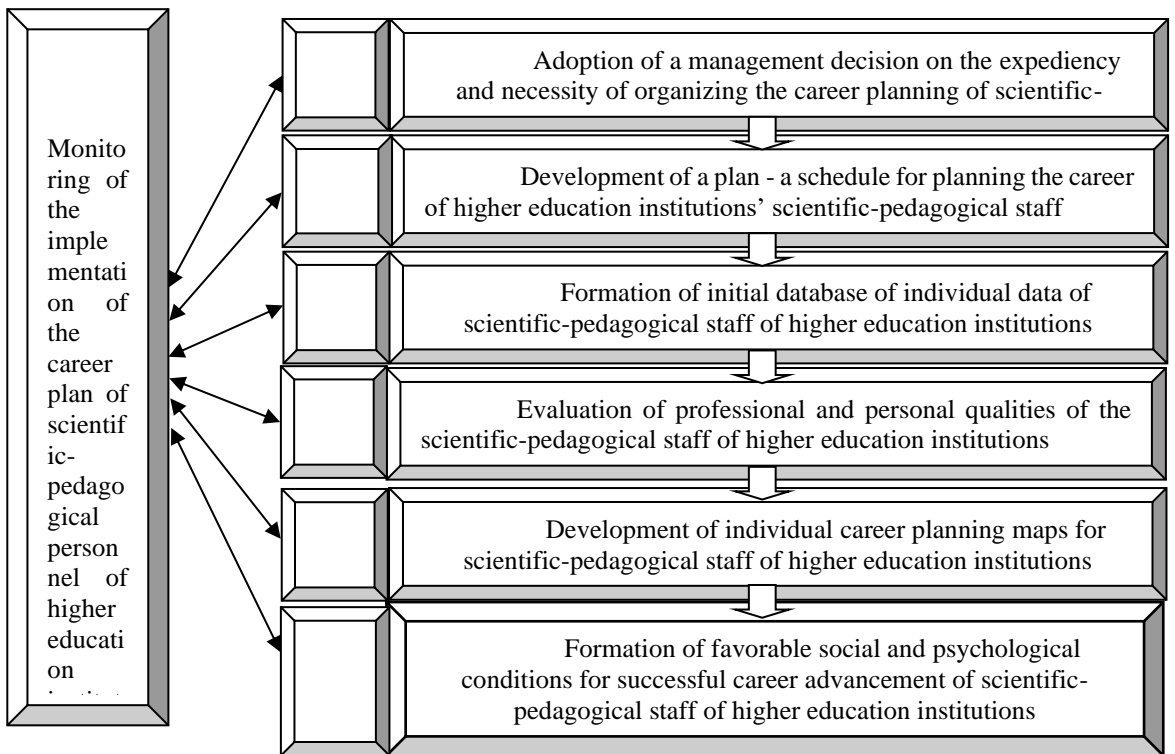


Figure 1. Structural and logical scheme of step-by-step career planning of scientific-pedagogical personnel in higher education institution
* developed by the authors

At the first stage of career planning of scientific-pedagogical personnel in institutions of higher education the following tasks are advisable to perform:

- making a management decision on the feasibility and necessity of organizing the career planning of scientific-pedagogical personnel;

- determining the goals of the career planning organization of scientific-pedagogical personnel. The goals must be clear and correspond to the purpose of the functioning of the institution of higher education;
- a detailed analysis of financial and economic activity of the institution of higher education;
- determination of the most effective methods of career planning of scientific-pedagogical personnel in higher education institutions;
- generalization of various information, summarizing and making a final decision regarding the importance, necessity and expediency of career planning for scientific-pedagogical personnel;
- formation of a set of recommendations regarding the organization of career planning of scientific-pedagogical personnel;
- issuance of an order on the organization of career planning for scientific-pedagogical personnel.

The second stage of planning the career of the company's personnel – the development of a plan-schedule for planning the career of scientific-pedagogical personnel of higher education institution involves:

- determination of organizational, economic and other measures and works necessary for full-scale implementation of career planning of scientific-pedagogical personnel;
- establishment of a clear sequence of implementation of planned activities and specified works;
- appointment of persons responsible for the implementation of planned activities and specified works;
- setting deadlines for the implementation of planned activities and specified works;
- development of a reporting system and ongoing control over the progress of planned activities and specified works;
- approval of the plan-schedule for planning the career of scientific-pedagogical personnel.

The third stage of planning the career of scientific-pedagogical personnel is the formation of a database of individual data of scientific-pedagogical personnel.

The content of this stage is the formation of a database of individual data of scientific-pedagogical personnel, which displays professional and personal data of scientific-pedagogical workers. The database of individual data should contain the following sections: "Personal data", "Education", "Employment activity", "Special skills".

In the "Personal data" section, the following points are indicated: surname, first name, patronymic of the employee; sex; date and place of birth; marital status; number of children; contact information (postal and e-mail address, telephone).

The "Education" section should contain information about diplomas, certificates, copyright certificates; published articles; participation in conferences, scientific seminars, workshops, symposiums; availability of patents. It is also mandatory to indicate the dates of the start and end of training, advanced training courses; name and location of the institution where the employee studied; faculty; specialty; date of issue of the diploma.

In the "Employment" section, the following points are indicated: the position held; work experience; previous places of work and positions, results of certifications.

The "Special skills" section should contain information on the availability of: knowledge of foreign languages, special knowledge, skills and experience in certain areas of human activity, mastery of other professions and specialties, other additional information about the scientific-pedagogical worker.

In addition, when forming a database of individual data of scientific-pedagogical personnel, it is necessary to use modern automated information systems for data processing, which will provide an opportunity to more effectively manage the process of career advancement of higher education institution' scientific-pedagogical personnel.

At the fourth stage of career planning of scientific-pedagogical personnel, it is necessary to evaluate the professional and personal qualities of scientific-pedagogical personnel.

At this stage, it is required to carry out the procedure of compliance of scientific-pedagogical personnel with conformity indicators. Thus, a corresponding study was conducted, which involved conducting a questionnaire among scientific-pedagogical staff of Khmelnytskyi National University, in which 321 employees participated. From the list of proposed conformity indicators, using the approach of prospective modeling of invariant components, pairs of conformity indicators were selected and a study was conducted to establish their interdependence. In prospective modeling, pairs of conformity indicators are selected not on the basis of statistical data, but on the basis of the forecasted information of experts.

Table 3 presents the pairs of conformity indicators (CIs) proposed for the study of their correlational dependence.

Pairs of indicators, presented in Table 3, were used to study correlational dependencies of conformity indicators. The process of excluding some conformity indicators will be carried out using correlation analysis ([Dybach, 2020](#)).

Table 3. Investigated interdependent pairs of conformity indicators

The number of conformity indicator pair	Designation of conformity indicators	The name of conformity indicators
Pair 1	b ₁	Interaction and relationships with students
	b ₂	Social and psychological contact with the audience
Pair 2	b ₅	Interest in the discipline and relevance of existing problems
	b ₇	Satisfaction with the work done
Pair 3	b ₈	Openness
	b ₉	Tact
Pair 4	c ₂	Availability of published lectures on the discipline
	c ₃	Availability of issued teaching and methodical manuals

The number of conformity indicator pair	Designation of conformity indicators	The name of conformity indicators
Pair 5	c ₅	Availability of publications in periodical scientific publications included in the list of specialized publications of Ukraine
	c ₈	Participation in international and all-Ukrainian competitions, conferences
Pair 6	c ₅	Availability of publications in periodical scientific publications included in the list of specialized publications of Ukraine
	c ₉	Availability of articles included in Scopus or Web of Science Core Collection scientometric databases
Pair 7	d ₁	Willingness and ability to learn and develop
	d ₅	Responsibility
Pair 8	d ₂	Orientation towards the success in higher education institution
	d ₃	The desire for career growth

The main task of correlation analysis is to answer the question of whether there is a relationship between indicators. In the most general form, the task of statistics in the field of studying relationships is to quantify their presence and direction (direct or inverse relationship), as well as the characteristics of strength (weak, medium or close relationship) and the form of influence of some conformity indicators on others.

The study of pair correlation is carried out on account of correlation analysis, which involves sequential solution of a number of tasks:

- connection detection;
- description of the connection in tabular and graphic forms;
- measurement of connection density;
- formulation of conclusions about the nature of the existing relationship.

Solving the tasks is based on appropriate methods, algorithms, indicators, the use of which gives reason to talk about the statistical study of relationships.

The correlation coefficient r is used only in cases where there is a linear relationship between the phenomena. The correlation coefficient is a measure of the closeness of the relationship only for the linear form of the relationship, and the correlation index – for both linear and curvilinear forms.

The correlation index takes values in the range from -1 to +1. It is assumed that if $|r| < 0.30$, then the connection is weak; at $|r| = (0.3-0.7)$ – average; at $|r| > 0.70$ – strong or tight. When $|r| = 1$ – the connection is functional. If r takes a value close to 0, then this gives reason to say that there is no connection between Y and X.

The interdependence of conformity indicators of the scientific-pedagogical personnel of higher education institutions is determined by the method of correlation analysis using the correlation coefficient.

To obtain, in advance, the average value of the *i*-th conformity indicator of the scientific-pedagogical personnel with the known value of the *j*-th conformity indicators, it is advisable to determine the equation of the connection of the pairs of conformity indicators of the scientific-pedagogical personnel of higher education institution.

The results of research on the interdependence of conformity indicators of scientific-pedagogical personnel of higher education institution are presented in Figures 2–9.

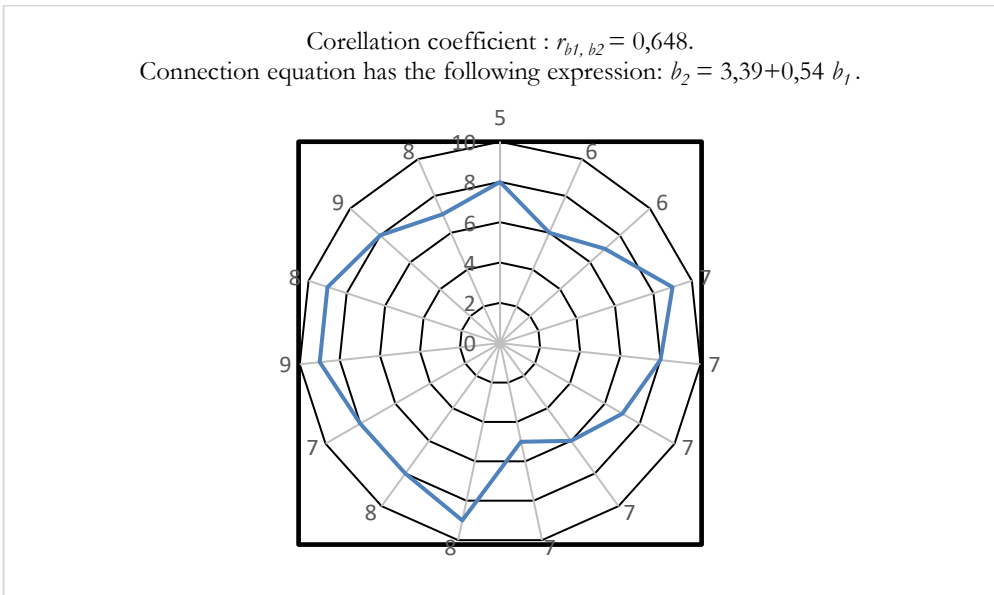


Figure 2. Dependence of conformity indicator b_2 on b_1

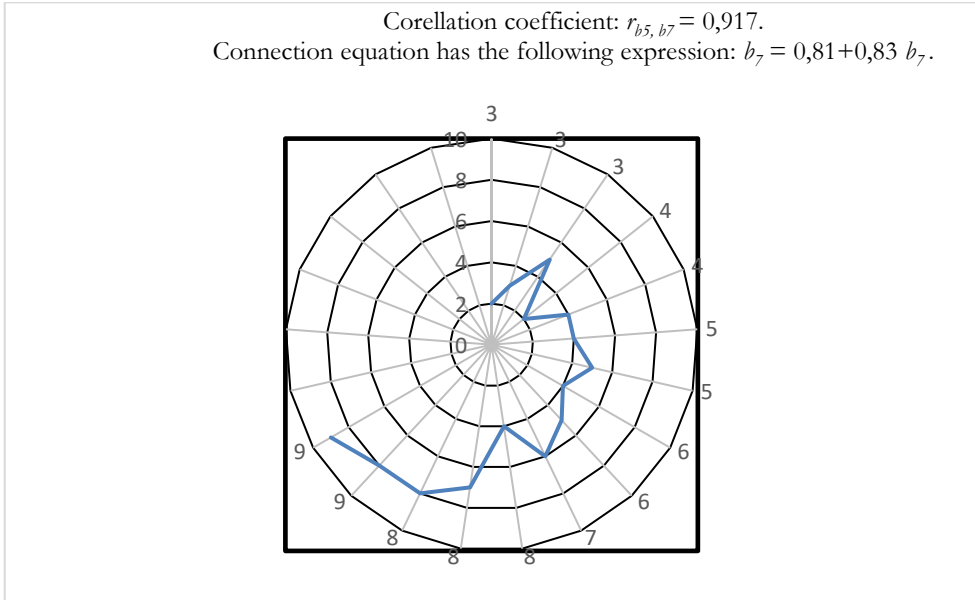


Figure 3. Dependence of conformity indicator b_7 on b_5

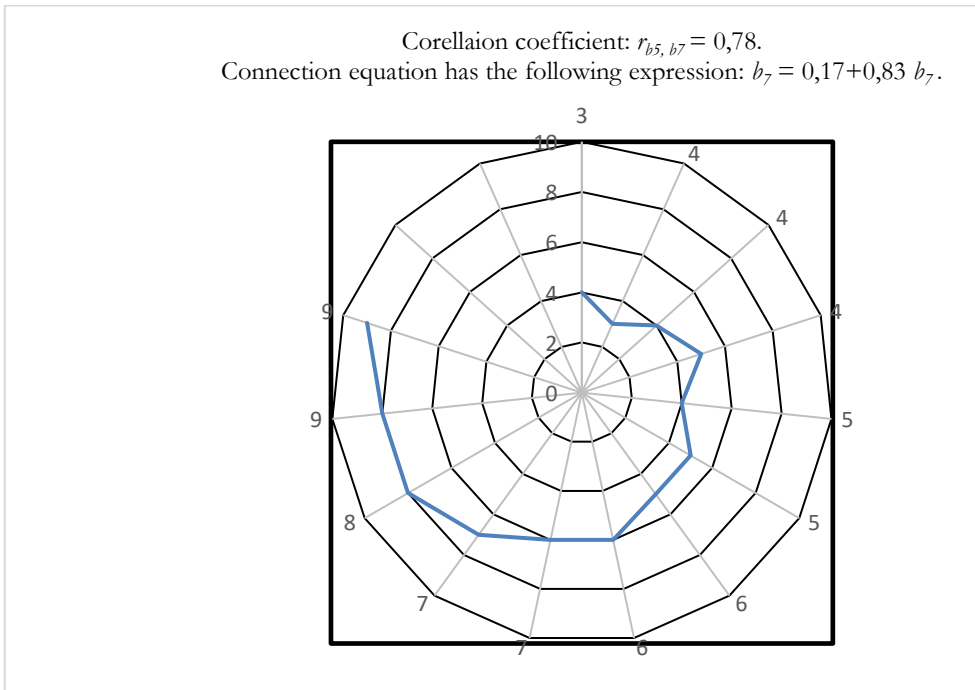


Figure 4. Dependence of conformity indicator b_9 on b_8

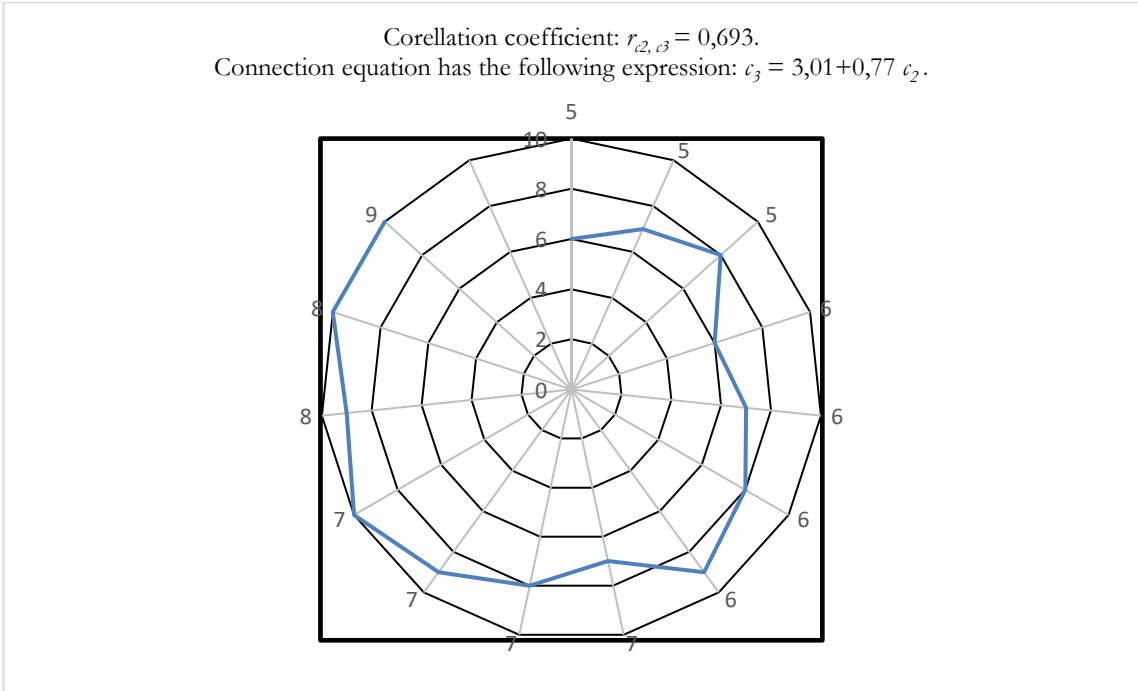


Figure 5. Dependence of conformity indicator c_3 on c_2

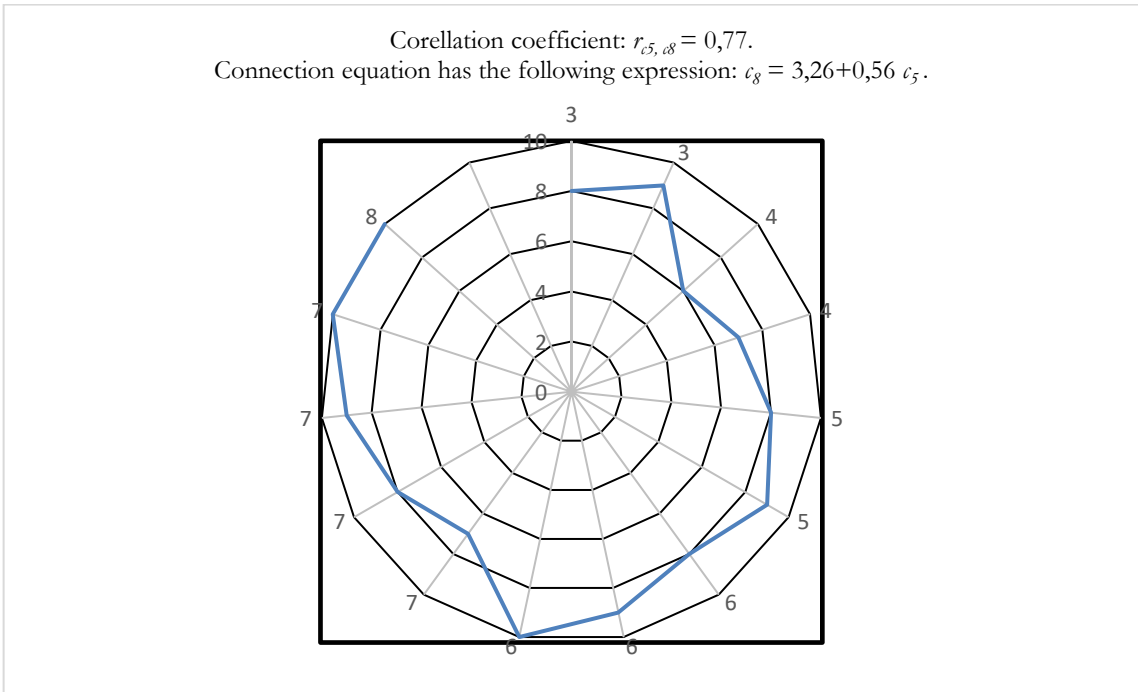


Figure 6. Dependence of conformity indicator c_8 on c_5

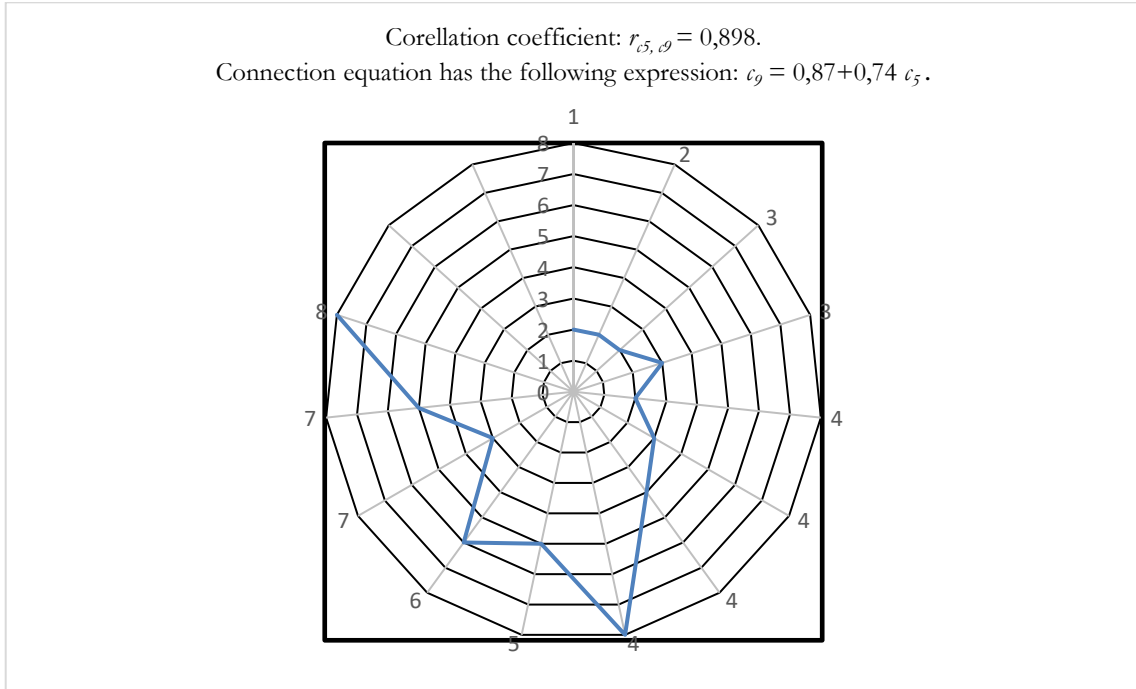


Figure 7. Dependence of conformity indicator c_9 on c_5

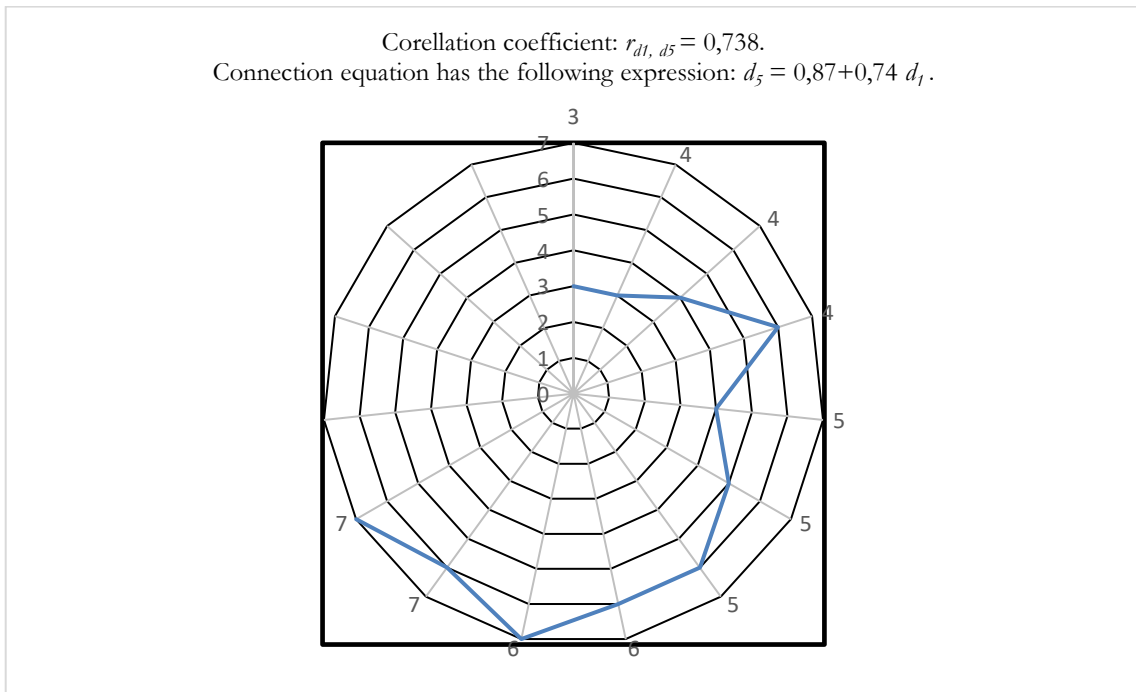


Figure 8. Dependence of conformity indicator d_5 on d_1

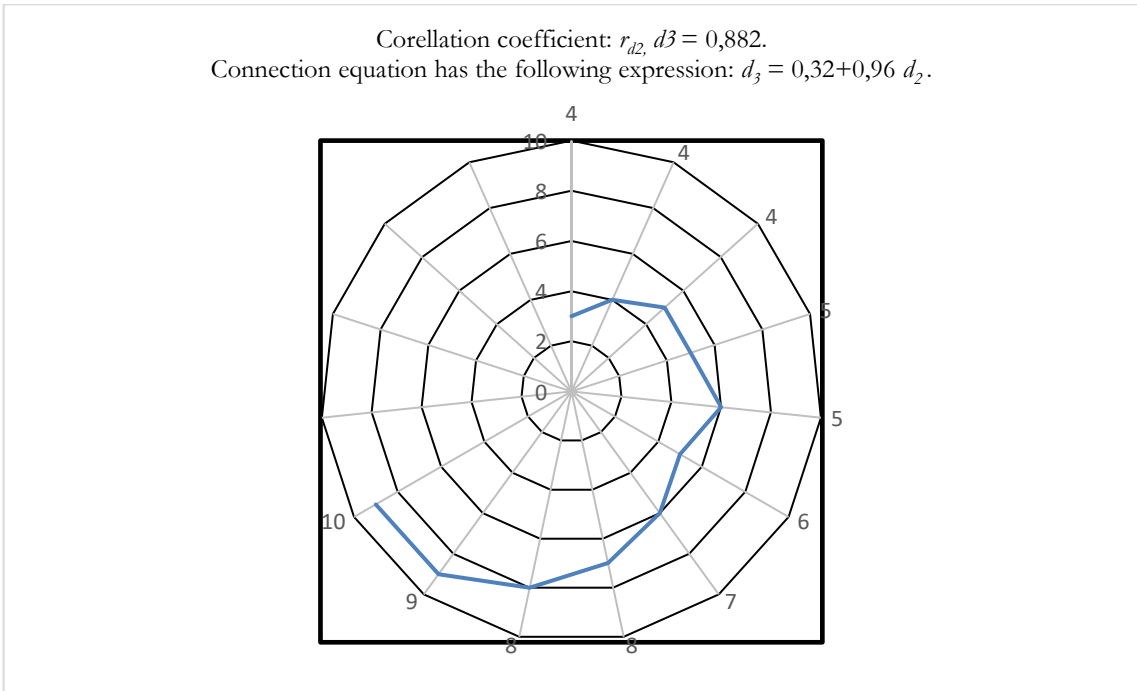


Figure 9. Dependence of conformity indicator d_3 on d_2

On the basis of the conducted studies of correlation dependences of conformity indicators of scientific-pedagogical personnel, the values of correlation coefficients of pairs of conformity indicators were determined, which indicate the presence of a positive correlation between these indicators.

As can be seen from the research, all pairs of conformity indicators have a dependence close to linear one. So, the linear probabilistic dependence of the random values of the conformity indicators is that when one parameter of the indicator increases, the other has a tendency to grow according to a linear law.

When improving the procedure for certification of conformity indicators, it is advisable to take into account the identified interdependent pairs of indicators that allow reducing the number of conformity indicators.

Therefore, it is advisable to minimize the number of indicators by reducing the total number of conformity indicators by seven indicators: "Orientation towards the success of higher education institutions", "Responsibility", "Availability of publications in periodical scientific publications included in the list of specialized publications of Ukraine", "Availability of published lectures on discipline", "Openness", "Interest in the discipline and relevance of existing problems", "Interaction and relationships with students".

Conducted studies of correlation dependence and obtained estimates of correlation coefficients (Figures 2–9) allow us to conclude that all studied pairs of conformity indicators have a positive correlation.

The fifth stage of the career planning of the company's personnel – the development of individual career planning maps of scientific-pedagogical personnel involves the development of a career planning map for each employee of higher education institution.

To develop an individual career planning map for scientific-pedagogical personnel, it is necessary to fill out the following sections: "Description of the life cycle", "Career stages", "Assessment of professional and personal qualities of scientific-pedagogical personnel", "Counseling of scientific-pedagogical personnel".

The section "Description of the life cycle" should contain information about the personal life of scientific-pedagogical personnel (marriage, birth of children, creation of their families).

The section "Career Stages" provides a description of the stages of scientific-pedagogical worker's career (full-time, initial, adjustment, approval, promotion, retention, retirement).

The section "Assessment of professional and personal qualities of scientific-pedagogical personnel" contains information about the terms of conducting an assessment of professional and personal qualities of scientific-pedagogical staff.

The section "Consulting the company's personnel" provides information on the provision of consultations to scientific-pedagogical personnel on the development of their careers and work activities.

The sixth stage of career planning of scientific-pedagogical personnel is the formation of favorable social and psychological conditions for the successful career advancement of scientific-pedagogical personnel, which involves the analysis of social and psychological conditions in the workforce.

Thus, the following issues are resolved:

- determination of the method of analysis of social and psychological conditions in the workforce;
- establishment of indicators of assessment of social and psychological conditions in the workforce;
- determination of the optimal number of indicators for assessing social and psychological conditions in the workforce;
- direct assessment of social and psychological conditions in the workforce;
- summarizing the results of the assessment of social and psychological conditions in the workforce and developing measures to create favorable social and psychological conditions in the workforce;
- development of a set of favorable social and psychological conditions in the workforce, which is a guarantee of successful career advancement of scientific-pedagogical personnel (Domunco, 2018; Enache et al., 2021).

As evidenced by the results of the questionnaire conducted among scientific-pedagogical personnel of higher education institutions in the city of Khmelnytskyi, the socio-psychological conditions in the workforce were most successfully assessed by the following indicators: the state of collective consciousness (85.4%); awareness of members of the labor team about the real state of affairs in the team (83.2%); presence of conflicts between team members (80.7%); the possibility of expressing opinions by members of the work team regarding common matters (67.9%); mutual relations between members of the labor team (60.4%); the attitude of members of the labor team towards new members of the team (56.4%).

Thus, career planning of scientific-pedagogical personnel ensures the most complete and effective use of the most valuable resource of any institution of higher education – the labor potential of scientific-pedagogical personnel.

5. Discussions

The authors of the article agree with the statements of such scientists as: Dybach, 2020; Kolomiets & Fomova, 2014; Marcinkovska, 2012 regarding the fact that the career planning of scientific-pedagogical personnel is possible only if there are scientific and methodological foundations for the successful professional development of employees. Therefore, the authors' approach to interpretation of the concept of "career planning of scientific-pedagogical personnel" is proposed, according to which the career planning of scientific-pedagogical personnel in higher education institution should be understood as the development of a target program for the step-by-step promotion of scientific-pedagogical employees of higher education institution according to the service hierarchy, which determines the prospects of their professional growth for a set time in the specified conditions of the institution's functioning and allows each employee to reveal his professional and personal qualities in the most effective way.

However, the authors critically evaluate the views of Bazelyuk, 2019 regarding the fact that the content of the career planning of scientific-pedagogical personnel in institutions of higher education should be considered in accordance with the functions of management, namely: planning, organization, motivation and control. Thus, a step-by-step structural and logical career planning scheme for scientific-pedagogical staff in institutions of higher education has been developed by the authors. It consists of six consecutive stages of career planning for scientific-pedagogical personnel. In addition, at each stage, it is absolutely necessary to monitor the implementation of the career plan of scientific-pedagogical personnel.

At the same time, the authors fully agree with the opinion of Morozova, 2011 and Vasylieva, 2015 that the possibility of career advancement at various stages of the career hierarchy depends on the effectiveness of the career planning process of scientific-pedagogical personnel, namely on their conformity indicators. With the help of correlation analysis, the conformity indicators of scientific-pedagogical personnel (which must be used at the stage of evaluating their professional and personal qualities) are determined by the authors. Such indicators are: "Orientation towards achieving the success in higher education institution", "Responsibility", "Availability of publications in periodical scientific publications included in the list of professional publications of Ukraine", "Availability of published lectures on the discipline", "Openness", "Interest to the discipline and the relevance of existing problems", "Interaction and relationships with students".

6. Conclusions

Despite the fact that the war negatively affects the life and work of all citizens of Ukraine without exception, especially those people who were in difficult life situations even before the war, effective career planning of personnel ensures the fullest and the most effective use of the most valuable resource of any institution of higher education – the workforce of employees.

In general, career planning of scientific-pedagogical staff is a guarantee of effective use of the labor potential of higher education institution, and therefore contributes to improvement of all areas of work of scientific-pedagogical staff.

Thus, career planning of scientific-pedagogical personnel under modern conditions is a rather important and integral part of personnel management of higher education institution.

The application of the proposed step-by-step structural and logical career planning scheme for scientific-pedagogical staff ensures:

- formation of high labor potential of scientific-pedagogical personnel;
- rational use of professional and personal qualities of scientific-pedagogical personnel;
- the most complete and effective application of knowledge, abilities, experience and skills of scientific-pedagogical personnel;
- improving the quality of work of scientific-pedagogical personnel;
- increasing the productivity of scientific-pedagogical personnel;
- decrease in the turnover rate among scientific-pedagogical personnel, etc.

The further scientific research's prospect will be the development of an effective system of motivation for the career growth of scientific-pedagogical personnel in higher education institutions.

Acknowledgement

The authors' contribution to the paper was as follows: documentation: Valentyna Litynska, Liudmila Romanovska, Tetiana Kravchyna; data gathering: Valentyna Litynska, Ludmyla Kondratska, Alla Chagovets; data processing: Ludmyla Kondratska, Alla Chagovets, Svitlana Kalaur; English translation and proofreading: Tetiana Kravchyna.

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