

## **TRAINING AND DEVELOPMENT OF EMPLOYEES AS HUMAN RESOURCE MANAGEMENT ACTIVITIES USING THE EXAMPLE OF COMPANY "GORENJE" LLC BELGRADE**

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**Abstract:** This paper focuses on the human resource management function and employee training, representing the organization's strategic effort to enhance employees' performance in their workplace. The emphasis is particularly on research regarding training and development in the company "Gorenje LLC Belgrade." Traditionally, employee training has been seen as a tool to teach employees specific skills and behaviors necessary for performing the job at a standard level of performance. However, in modern organizations, the focus of training is shifting towards aligning it with business needs and using it as a tool for knowledge creation and sharing. Employee development has become an increasingly significant activity within the human resource management function due to the globalization of the world economy, the growing need for leadership, the increasing importance of knowledge, the need to attract talented individuals, a stronger focus on quality, and rapid changes. Effective training must have clearly defined objectives, align with identified needs, be planned, and ensure the application of learning experiences. The ideal situation is when training meets both the organization's needs and the individual needs of employees. The goal of training is to eliminate any performance deficits on the employees' side in a short period.

**Key words:** HR functions, training, development, employee performance

### **Introduction**

Global Competition and the pronounced dynamics of changes in an unstable and uncertain environment, like never before, emphasize the importance of human capital. In this way, development, the speed, and opportunities for acquiring knowledge as the fundamental value are brought to the forefront. The traditional approach to employee education, even in developed systems, has been seen as a cost rather than an investment. Such a perception has long expressed serious limitations. Today, in the conditions of increasing competition pressure in the global market for knowledge, goods, and services, human resources have become the most significant development factors. Therefore, careful attention is given to all human resource management activities, such as job analysis, planning the supply and demand for human resources, recruiting candidates for vacant positions, candidate selection, employee training, employee development, performance evaluation, employee rewards, labor relations, employee health and safety protection, and managing the organization's exit process.

The company's concern for the development of its employees becomes a necessary condition for survival, covering the overall potential of employees from their entry into the company to retirement. For this reason, powerful companies have established their universities, and others within human resource management work intensively on training and development. People's abilities for creativity are only

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partially conditioned by predispositions and can be stimulated by new knowledge and training.

Employee training contributes to increasing the vitality and success of the organization. Many newly employed people have already acquired knowledge, skills, and developed their abilities. However, the organization requires intensive training of employees before they are involved in tasks because there is a need for them to adapt to specific work methods. The main reason for organizing training for new employees is to align their knowledge, abilities, and skills with the specific job requirements. For those already employed, additional training provides an opportunity to acquire new knowledge and skills. In the end, as a result of training, employees can be much more successful, become qualified for other tasks in different areas, or at higher levels.

To ensure the constant development of organizations, human resource management must constantly insist on continuous development, i.e., education and learning of employees. Education is a universal social process, as it is a component and an active factor of social existence and social development, to the extent that human consciousness is a significant characteristic of human and societal activities. Learning is a continuous life process of acquiring new knowledge and reactions. Training is part of the development process through which employees' knowledge and skills needed for efficient job performance are innovated and is always an investment, providing competence for future tasks.

This paper aims to explore and define the significance of employee training and development in modern organizations. The significance of training in the organization is to improve the performance of employees for the efficient performance of tasks, ultimately leading to increased company profits. The social goal of the paper is contained in its usefulness both from the perspective of employees, i.e., participants in the training process, and from the perspective of the company or human resource management as a function in the company organizing the training.

Considering the importance of training for the business of each economic entity, the subject of research in this paper will be the training and development of employees as human resource management activities using the example of the company "Gorenje" LLC Belgrade. Therefore, it is necessary to study the role and phases of training design.

The paper will use the entire set of methods to help prove or disprove the hypotheses. The deductive and dialectical logical method will go from the theoretical setting of employee training to the importance of employee training in a specific company in practice. The analytical-synthetic method will be used because the importance of employee training is first analyzed globally, broken down into parts, follows the factors influencing the company's business, and then synthesizes. Additionally, the case study method will be used, i.e., field research on this topic through a survey conducted in the company "Gorenje" LLC Belgrade. When drawing conclusions based on previously performed analyses, presentations, and descriptions, the synthesis method will be used.

This paper consists of four parts, with an introduction, conclusion, and references used. The first part of the paper relates to employee training as a human resource activity, which consists of four phases: preparation for employee training, training program design, training implementation design, and training evaluation design. The third part of the paper will describe development as a human resource management activity, within which employee development as a human resource management activity will be studied, where education and learning as a condition for employee development will be described, and the development of leaders and managers in the organization. The fourth part relates to the case study, describing the research of employee training and development in the company "Gorenje" LLC Belgrade, followed by a conclusion derived from the study of this topic.

## **Employee Training as an Activity of Human Resource Management**

### Definition of the Concept and Process of Employee Training

The intensive development of science and technology, intense competitive pressure, and changing market demands necessitate companies to respond to what the market requires. This requires employees to constantly acquire new skills, knowledge, and abilities to meet these demands.

Employee training can be defined as the organization's planned effort to improve the performance of employees in their current positions or in some related positions. "Training represents a planned and executed effort to acquire new knowledge, skills, abilities, or behaviors by employees, aiming to enhance organizational performance and achieve the professional interests of the employees themselves" (Milojević, Đorđević, 2018). Training involves changes in specific knowledge, abilities, skills, attitudes, or behavior of employees. "The need for continuous training and development of employees in the knowledge economy arises not only from their characteristics but also from the need of the knowledge economy to engage highly trained employees who will be able to efficiently create, preserve, share, and apply knowledge in their organizations" (Đorđević-Boljanović, 2022).

Numerous learning theories provide input for organizing employee training. The most well-known include need theories, operant conditioning theories, social learning theories, goal theories, expectancy theory, adult learning theories, and information processing theory (Petković et al., 2020).

The training process begins with identifying organizational, group, and individual training needs and defining training objectives. Afterward, the type of training program is selected based on the goal and content of the training. Learning-friendly environments and improving training quality are facilitated by learning organizations and the acceptance and implementation of the knowledge management concept.

Designing an employee training project in an organization is a complex, dynamic, synchronized, and coordinated system of interconnected and conditioned scientific and professional, mainly creative and complex activities that take place in stages. Designing primarily expresses a system of objectified assumptions about specific

knowledge and perception, shapes certain attitudes and assumptions about the training process and its factors, assigning them specific meanings and forming a specific whole.

Designing is a dynamic system of activities, mutually coordinated and synchronized. All activities must be essentially consistent with each other, as they are directed and subordinated to the same goal. They proceed in a predetermined functional order, and each of them has a specific place in the employee training project development process. The process of creating an employee training project includes the following basic activities (Goldstein, 1993): observation and understanding of changes, i.e., all manifestation forms and impacts on the organization; preliminary identification, extraction from the overall social reality and awareness of it, i.e., what makes the change special, new, and for which there are no given solutions; preliminary determination and classification, based on criteria of similarity, likeness, and difference from other problems, phenomena, as well as in terms of significance; analysis and definition of a specific phenomenon and conceptualization of the problem, subject, situations, and their elaboration.

A fundamental feature of the modern world is the ever-faster reduction of time between scientific discoveries and their implementation. This means that the need for people to upgrade their skills throughout their working lives is imperative for development. The response to this need is a qualitatively new relationship between education and work. Therefore, it can be said that a "learning society" must be a "working society," and vice versa.

Human resource management and training management are closely related in all developed companies through their activities. They can occupy different positions in the organization's hierarchy, depending on numerous factors. The roles and responsibilities of human resource management and training management often overlap. Thus, the responsibility for employee development lies with both human resource management, training management, and the employees themselves.

Designing employee training involves processes of planning, programming, organizing, implementation, evaluation, and immediate care for the development of the organization's human potential to preserve and increase the knowledge and skills of employees. Training contributes to increased vitality and success in a modern organization.

Designing employee training, as a segment of the educational process, represents a complex activity that involves the involvement and coordination of various factors. These are primarily the requirements and changes in the environment, complex, and often radical changes in the work process and the ability of employees to respond to current changes while being prepared for the future. Hence, the primary requirement for designing employee training is flexibility. As employee training design consists of four phases: preparation for employee training, program design, training implementation design, and training evaluation design, more will be said about them in the following work.

## Evaluation of Employee Training Quality

The evaluation of the quality of employee training is a process in which data necessary to determine the effectiveness of training is collected—benefits that the company and participants gain from training activities. The evaluation of the quality of training uses five basic criteria: knowledge, skills and behavior, attitudes and motivation, results, and return on investment.

In conclusion, organizations strive to be successful through various training programs. However, such programs need to be well conceived, developed, implemented, and maintained. Human resource managers in the company are responsible for this (Rodrigues, Walters, 2017).

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## Development of Employees as an Activity of Human Resource Management

Employee development is a continuous process that involves formal education, work experience, relationships with others, and the assessment of personality and abilities that enable an employee to prepare for future tasks. Employee development should be distinguished from employee training. "Training refers to preparing the employee to perform the current job, while employee development refers to preparing the employee for future jobs, for work in other positions, and even for jobs that do not

yet exist. The employee development process is usually the result of employee initiative" (Noe, 2002).

The process of employee development planning includes identifying employees' development needs, selecting development goals, defining activities necessary to achieve the set goals, defining quantitative indicators of progress in achieving goals, and formulating a schedule of activities. The role of managers is to assist employees in assessing their abilities and weaknesses, interests and aspirations, defining development goals, and progress measurement indicators, providing conditions for development, and continuously assessing employee progress and adherence to defined deadlines.

An organization can choose one of two possible strategies for involving employees in development programs: one where development programs are intended only for higher levels of management, or the other where all employees are included in development programs. In employee development, four approaches are used in practice: formal educational programs, assessment of employees' developmental potentials, work experience, and interpersonal relationships.

A career can be defined as a series of related or unrelated jobs, behaviors, attitudes, and aspirations throughout one's life. Career development aims to connect employees' needs, knowledge, and skills with current and future organizational needs – the right people at the right time in the right place. Career management is the organizational process of preparing, implementing, and controlling employee career plans.

Global competition and the pronounced dynamism of changes in an unstable and uncertain environment emphasize the importance of human capital. In this way, development, or the speed and opportunities for acquiring knowledge as the basic value, come to the forefront. Traditional approaches to employee education, even in developed systems, have been seen more as a cost than as an investment. Such an understanding has long expressed serious limitations.

Recognizing the importance of a key condition for development, education, is a revolutionary novelty in modern human resource management doctrine (Bogićević, 2003). Developing abilities can significantly contribute to achieving business goals but can also be the foundation of competitiveness. Thus, the created climate of cultural change supports the strategic process itself, permanently transforming it into a learning process.

It is essential to emphasize the importance of knowledge acquisition for all employees. The ability to learn is crucial for the organization. Despite the highly emphasized competence value in terms of individual development, experience should not be neglected. Its significance is enormous for the development of fundamental, organizational competencies that are key to achieving uniqueness.

For organizational development in the modern environment, continuous management activity is necessary to affirm the knowledge and abilities of all in the system. This is achieved through properly designed and implemented employee training.

Modern organizations, faced with the most serious challenges to date, express new forms of work, competitiveness, restructuring of systems as a whole, entirely new

directions of movement, and the availability of investment capital. As a consequence, due to largely unexpected and increasingly dynamic changes, the perception of the organization as an entity is gradually giving way to the understanding of the organization as a flexible and dynamic system. This is precisely why personnel management appropriate to the outdated structure must unconditionally and rapidly give way to modern human resource management, built on entirely new foundations (Petković et al., 2020).

The effectiveness of an organization in the demanding process of management, in an environment highly susceptible to changes, is no longer possible without a clear and firm commitment to continuous learning. In other words, a modern organization must identify learning with changes and treat it as an integral part of management. Successfully managing the development process is equally important for the individual, the organization, and the system as a whole. Development in the organization is synonymous with progress, efficiency, and better performance.

Training in the organization represents a specific form of continuous education primarily aimed at improving the quality of work and is vital for the organization. It always has a clear purpose and value. Individual training needs are oriented towards helping improve job performance on their current job and preparing for a different or higher position in the company. The company expresses the need for training to respond to changing environmental factors that change the company's goals and managerial tasks and to respond to changing technologies or changes in the environment.

The driving force behind the development of modern organizations is the needs of employees, realized through the process of education and training, as well as direct work activity and interpersonal relationships. Employee development in the organization involves progress in the skills needed to perform the current job or acquire new skills. The increasingly rapid organizational changes dictate a change in staff characteristics, or rather a change in the knowledge and abilities of people. As social development conditions social reproduction, it can only be achieved by its bearers, i.e., educated and prepared people for social changes. The transformation of overall social processes, especially business activities based on modern technology, is rich in new knowledge and standards, and accordingly, new methods of employee training. This inevitably leads to drastic changes in the approach, selection, and methods of employee education and learning (Đorđević-Boljanović, 2022).

## **Research on Training and Development at "Gorenje" Company LLC Belgrade**

### **Subject and Research Problem**

The research problem is focused on examining the attitudes toward training and development of employees at Gorenje LLC Belgrade.

The subject of the research is to determine the attitudes of employees at Gorenje LLC Belgrade regarding training and development.

### Research Objective

- To determine the attitudes of employees at Gorenje LLC Belgrade regarding training and development.
- To examine the influence of gender on the respondents and their attitudes toward the process of development and training of employees at Gorenje LLC Belgrade.
- To assess the impact of the respondents' years of work experience on their attitudes toward the process of development and training of employees at Gorenje LLC Belgrade.
- To evaluate the influence of the education level of the respondents on their attitudes toward the process of development and training of employees at Gorenje LLC Belgrade.

### Research Hypotheses

In the research on training and development of employees as a human resources management activity at Gorenje LLC Belgrade, the study starts with a null hypothesis and three additional hypotheses.

H0 - There is a statistically significant difference between the demographic characteristics of the respondents and their attitudes toward the development and training of employees at Gorenje LLC Belgrade.

H1 - There is a statistically significant difference between the gender of the respondents and their attitudes toward the process of development and training of employees at Gorenje LLC Belgrade.

H2 - There is a statistically significant difference between the years of work experience of the respondents and their attitudes toward the development and training of employees at Gorenje LLC Belgrade.

H3 - There is a statistically significant difference between the education level of the respondents and their attitudes toward the development and training of employees at Gorenje LLC Belgrade.

### Research Instruments

The study used the method of surveying employees in the company to answer the question of whether employee training is conducted in the company. The research will be conducted using the survey method through a questionnaire. The questionnaire consists of questions related to the training and development of employees as human resources management activities. The data were processed using quantitative statistical methods, and the interpretation of the data was based on qualitative analysis. Two techniques were used in the research: surveying and scaling. Statistical data analysis was performed using GraphPad Prism version 7 (GraphPad, San Diego, CA, USA) and Microsoft Office Excel 2016 (Microsoft Corp., Redmond, WA, USA).

## Sample of Respondents

The research was conducted from February 1 to February 15, 2023. The researcher personally sent questionnaires to the respondents in the company "Gorenje" LLC Belgrade. The participants were given instructions on how to fill out the questionnaires. The questionnaires were not signed and remained anonymous. The time given for completing the questionnaire was 30 minutes. The researcher collected the questionnaires and proceeded to organize the data. Descriptive statistics and inferential statistics procedures were used for data processing. The study included 65 respondents in the company, and the respondents for the survey were selected using the random sampling principle. The research instrument is a questionnaire consisting of questions related to the training and development of employees at "Gorenje" LLC Belgrade.

Based on the results, 69.30% of the respondents were female, while 30.70% were male.

The results indicated the following distribution based on age groups:

Up to 25 years: 24.60% of the respondents

26 to 35 years: 15.30% of the respondents

36 to 45 years: 33.80% of the respondents

46 to 55 years: 13.80% of the respondents

Over 56 years: 12.50% of the respondents

Regarding education levels:

52.30% of the respondents had completed high school.

33.80% of the respondents had a university degree.

13.90% of the respondents had a master's degree.

In terms of work experience:

Up to 5 years of work experience: 27.60% of the respondents

6 to 10 years of work experience: 36.90% of the respondents

11 to 20 years of work experience: 21.50% of the respondents

21 to 30 years of work experience: 7.90% of the respondents

Over 31 years of work experience: 6.10% of the respondents.

## Results of the Research

### Respondents' Attitudes Toward Employee Development and Training at Gorenje LLC

The results indicate a relatively high level of satisfaction related to training and development within the organization. Respondents positively evaluated factors such as well-planned training programs, sufficient program duration, periodic evaluation and improvement of training, adequate importance given to employee training, and the existence of a well-thought-out training policy. However, there is room for improvement in areas such as employee involvement in determining training, selection of external training programs, and the seriousness with which employees approach programs funded by the organization (Table 1).

**Table 1**

| Questions   | N  | Mean |
|---|----|------|
| Training helps increase employee productivity and achieve organizational goals.   | 65 | 3,85 |
| Training programs are well-planned.   | 65 | 3,71 |
| Training programs have sufficient duration.   | 65 | 3,98 |
| Training is periodically evaluated and improved.  | 65 | 3,54 |
| Adequate importance is given to employee training in your organization.   | 65 | 3,63 |
| Employees in the organization participate in determining the training they need.  | 65 | 3,37 |
| The quality of training programs in your organization is excellent.   | 65 | 3,49 |
| External training programs are carefully selected after gathering enough information about their quality and suitability.   | 65 | 3,42 |
| The company has a well-thought-out and widely shared training policy.   | 64 | 3,89 |
| Emphasis is placed on the development of both technical and managerial skills of employees in employee development.         | 65 | 3,48 |
| Employees are sponsored for development programs after their development needs have been carefully identified.              | 65 | 3,37 |
| Employees whose development programs are financed by the organization take these programs seriously and are more motivated. | 65 | 3,29 |

Gender of respondents and attitudes towards the development and training of employees at Gorenje LLC

We attempted to determine whether there is a statistically significant difference between the gender of respondents and their attitudes towards the process of development and training of employees using an independent samples t-test. The results showed statistically significant differences for certain statements (Table 2).

**Table 2: Gender**

| Pitanje   | Pol    | N  | Mean | p value |
|---|--------|----|------|---------|
| Training helps increase employee productivity and achieve organizational goals. | Male   | 19 | 4,00 | 0,881   |
|   | Female | 46 | 3,78 |         |
| Training programs are well-planned.   | Male   | 19 | 4,00 | 0,303   |
|   | Female | 46 | 3,59 |         |
| Training programs have sufficient duration.                                     | Male   | 19 | 4,84 | 0,000   |
|   | Female | 46 | 3,63 |         |
| Training is periodically evaluated and improved.                                | Male   | 19 | 3,11 | 0,132   |
|   | Female | 46 | 3,72 |         |
| Employee training is given adequate importance in your organization.            | Male   | 19 | 2,26 | 0,000   |
|   | Female | 46 | 4,20 |         |
|   | Male   | 19 | 2,53 | 0,000   |

|   |        |    |      |       |
|---|--------|----|------|-------|
| Employees in the organization participate in determining the training they need.  | Female | 46 | 3,72 |       |
| The quality of training programs in your organization is excellent.   | Male   | 19 | 3,11 | 0,246 |
|   | Female | 46 | 3,65 |       |
| External training programs are carefully selected after gathering sufficient information about their quality and suitability. | Male   | 19 | 3,21 | 0,327 |
|   | Female | 46 | 3,50 |       |
| The company has a well-conceived and widely shared training policy.   | Male   | 18 | 4,00 | 0,777 |
|   | Female | 46 | 3,85 |       |
| In the development of employees, emphasis is placed on developing both technical and managerial skills.                       | Male   | 19 | 2,26 | 0,000 |
|   | Female | 46 | 3,98 |       |
| Employees are sponsored for development programs after carefully identifying their developmental needs.                       | Male   | 19 | 4,00 | 0,000 |
|   | Female | 46 | 3,11 |       |
| Employees whose development programs are financed by the organization take these programs seriously and are more motivated.   | Male   | 19 | 2,89 | 0,116 |
|   | Female | 46 | 3,46 |       |

In response to question 3 - "Training programs are of sufficient duration," male respondents gave a high rating of 4.84, while female respondents gave a slightly lower rating of 3.63. The p-value is low (0.000), indicating a statistically significant difference between men and women in evaluating the duration of training programs. Regarding question 5 - "Adequate importance is given to employee training in your organization," male respondents gave a relatively low rating of 2.26, while female respondents gave a high rating of 4.20. The p-value is low (0.000), indicating a statistically significant difference between men and women in assessing the importance of training for employees.

In response to question 6 - "Employees in the organization participate in determining the training they need," male respondents gave a low rating of 2.53, while female respondents had a slightly higher rating of 3.72. The p-value is low (0.000), indicating a statistically significant difference between men and women in their attitude toward employee involvement in determining training. These results suggest the need for greater employee involvement in the decision-making process regarding training to consider their needs and preferences.

Concerning question 10 - "Emphasis is placed on developing technical and managerial skills of employees during development," male respondents gave a low rating of 2.26, while female respondents gave a high rating of 3.98. The p-value is low (0.000), indicating a statistically significant difference between men and women in their attitude toward emphasizing the development of specific skills. These results suggest the need for a more balanced focus on technical and managerial skills in the employee development process to ensure balanced support and encouragement for both genders.

In response to question 11 - "Employees are sponsored for development programs after carefully identifying their development needs," male respondents gave a high rating of 4.00, while female respondents had a lower rating of 3.11. The p-value is

low (0.000), indicating a statistically significant difference between men and women in their attitude toward sponsoring employees for development programs. These results point to the need for better tailoring of employee development programs to identified needs, with particular attention to gender differences.

Regarding question 12 - "Employees whose development programs are funded by the organization take these programs seriously and are more motivated," male respondents had a rating of 2.89, while female respondents had a slightly higher rating of 3.46. The p-value is low (0.116), indicating a statistically significant difference between men and women in their attitude toward the serious consideration and motivation of employees regarding funded development programs.

Our research results have shown statistically significant differences between the gender of respondents and their attitudes toward the employee development and training process, confirming H1 (There is a statistically significant difference between the gender of respondents and their attitudes toward the process of development and training of employees in the examined organization).

#### Work Experience of Respondents and Attitudes Toward the Development and Training of Employees in Gorenje Ltd.

We sought to determine whether there is a statistically significant difference between the work experience of respondents and their attitudes toward the process of development and training of employees using one-way analysis of variance. Since we identified statistically significant differences in certain statements, we conducted subsequent comparisons using Tukey's Honestly Significant Difference (HSD) test to determine which groups exhibit differences.

The results of this research indicate significant differences in the attitudes of employees regarding training and development based on their work experience. These differences can provide insights into the perception of training and development at different stages of employees' careers. (Table 3)

**Table 3: Work Experience**

| Question   | Work Experience     | N  | Mean | P value |
|--|---------------------|----|------|---------|
| Training contributes to increasing employee productivity and achieving organizational goals. | up to 5 years       | 17 | 4,00 | 0,000   |
|  | from 5 to 10 years  | 25 | 3,08 |         |
|  | from 11 to 20 years | 14 | 4,79 |         |
|  | from 21 to 30 years | 5  | 4,40 |         |
|  | over 31 years       | 4  | 4,00 |         |
| Training programs are well-planned.  | up to 5 years       | 17 | 4,00 | 0,000   |
|  | from 5 to 10 years  | 25 | 2,80 |         |
|  | from 11 to 20 years | 14 | 4,79 |         |
|  | from 21 to 30 years | 5  | 4,00 |         |
|  | over 31 years       | 4  | 4,00 |         |

|   |                     |    |      |       |
|---|---------------------|----|------|-------|
| Training programs have sufficient duration.   | up to 5 years       | 17 | 4,76 | 0,000 |
|   | from 5 to 10 years  | 25 | 3,32 |       |
|   | from 11 to 20 years | 14 | 4,21 |       |
|   | from 21 to 30 years | 5  | 4,00 |       |
|   | over 31 years       | 4  | 4,00 |       |
| Training is periodically evaluated and improved.  | up to 5 years       | 17 | 2,88 | 0,023 |
|   | from 5 to 10 years  | 25 | 3,92 |       |
|   | from 11 to 20 years | 14 | 3,43 |       |
|   | from 21 to 30 years | 5  | 3,80 |       |
|   | over 31 years       | 4  | 4,00 |       |
| Adequate importance is given to employee training in your organization.   | up to 5 years       | 17 | 2,29 | 0,000 |
|   | from 5 to 10 years  | 25 | 4,08 |       |
|   | from 11 to 20 years | 14 | 4,07 |       |
|   | from 21 to 30 years | 5  | 3,60 |       |
|   | over 31 years       | 4  | 5,00 |       |
| Employees in the organization participate in determining the training they need.  | up to 5 years       | 17 | 2,59 | 0,014 |
|   | from 5 to 10 years  | 25 | 3,56 |       |
|   | from 11 to 20 years | 14 | 3,57 |       |
|   | from 21 to 30 years | 5  | 4,00 |       |
|   | over 31 years       | 4  | 4,00 |       |
| The quality of training programs in your organization is excellent.   | up to 5 years       | 17 | 3,24 | 0,522 |
|   | from 5 to 10 years  | 25 | 3,44 |       |
|   | from 11 to 20 years | 14 | 3,57 |       |
|   | from 21 to 30 years | 5  | 4,00 |       |
|   | over 31 years       | 4  | 4,00 |       |
| External training programs are carefully selected after gathering sufficient information about their quality and suitability. | up to 5 years       | 17 | 3,35 | 0,000 |
|   | from 5 to 10 years  | 25 | 4,04 |       |
|   | from 11 to 20 years | 14 | 2,79 |       |
|   | from 21 to 30 years | 5  | 2,60 |       |
|   | over 31 years       | 4  | 3,00 |       |
| The company has a well-conceived and widely distributed training policy.  | up to 5 years       | 16 | 4,00 | 0,000 |
|   | from 5 to 10 years  | 25 | 3,24 |       |
|   | up to 5 years       | 14 | 4,50 |       |
|   | from 5 to 10 years  | 5  | 4,20 |       |
|   | from 11 to 20 years | 4  | 5,00 |       |
| When developing employees, emphasis is  | from 21 to 30 years | 17 | 2,29 | 0,000 |
|   | over 31 years       | 25 | 4,04 |       |

|   |                     |    |      |       |
|---|---------------------|----|------|-------|
| placed on the development of technical and managerial skills.   | up to 5 years       | 14 | 3,57 |       |
|   | from 5 to 10 years  | 5  | 4,00 |       |
|   | from 11 to 20 years | 4  | 4,00 |       |
| Employees are sponsored for development programs after carefully identifying their developmental needs.                     | up to 5 years       | 17 | 4,00 | 0,000 |
|   | from 5 to 10 years  | 25 | 3,16 |       |
|   | from 11 to 20 years | 14 | 3,21 |       |
|   | from 21 to 30 years | 5  | 3,00 |       |
|   | over 31 years       | 4  | 3,00 |       |
| Employees whose development programs are financed by the organization take these programs seriously and are more motivated. | up to 5 years       | 17 | 2,65 | 0,000 |
|   | from 5 to 10 years  | 25 | 2,88 |       |
|   | from 11 to 20 years | 14 | 4,29 |       |
|   | from 21 to 30 years | 5  | 4,20 |       |
|   | over 31 years       | 4  | 4,00 |       |

When it comes to the perception that training contributes to increasing employee productivity and achieving organizational goals, employees with work experience between 11 and 20 years have the highest mean score (4.79), while those with 5 to 10 years of experience have the lowest mean score (3.08). This difference is statistically significant (p-value = 0.000), indicating diverse perceptions of this relationship among employees in different career stages.

Regarding the planning of training programs, employees with work experience between 11 and 20 years have the highest mean score (4.79), while those with 5 to 10 years of experience have the lowest mean score (2.80). This difference is also statistically significant (p-value = 0.000), indicating a varied perception of training program planning depending on work experience.

Similar patterns emerge in the assessment of the duration of training programs and the evaluation and improvement of training. Employees with work experience between 11 and 20 years have the highest ratings in both categories, while those with 5 to 10 years of experience have the lowest ratings. These differences are statistically significant (p-value < 0.001), suggesting diverse perceptions of training duration and the process of evaluation and improvement based on work experience.

Concerning the importance given to employee training, employees with over 31 years of work experience have the highest rating (5.00), while those with 5 to 10 years of experience have the lowest rating (2.29). This difference is statistically significant (p-value = 0.000), indicating different importance assigned to employee training depending on work experience.

Similar patterns are observed in attitudes towards employees' participation in determining the training they need, as well as attitudes about the quality of training programs. Employees with work experience between 11 and 20 years tend to give higher scores in these categories, while those with 5 to 10 years of experience give lower scores. However, statistical analysis indicates that these differences are not statistically significant.

Regarding the selection of external training programs after gathering sufficient information about their quality and suitability, employees with work experience between 11 and 20 years have the lowest rating (2.79), while those with over 31 years of experience have the highest rating (3.00). This difference is statistically significant ( $p$ -value = 0.000), suggesting diverse perceptions on this matter depending on work experience.

When it comes to the existence of a well-conceived and widely distributed training policy in the company, employees with over 31 years of work experience and those with work experience between 11 and 20 years give the highest scores, while those with 5 to 10 years of experience give the lowest scores. These differences are statistically significant ( $p$ -value = 0.000), indicating different attitudes regarding the existence of a training policy depending on work experience.

Concerning the emphasis on the development of technical and managerial skills of employees, employees with work experience between 11 and 20 years give the highest scores, while those with 5 to 10 years of experience give the lowest scores. This difference is statistically significant ( $p$ -value = 0.000), indicating a different perception of the emphasis on skill development depending on work experience.

Also, when it comes to sponsoring employees for development programs after carefully identifying their developmental needs, employees with over 31 years of work experience give the highest scores, while those with 5 to 10 years of experience give the lowest scores. These differences are statistically significant ( $p$ -value = 0.000), indicating a diverse perception of sponsoring employees.

The results of our research have shown that there are statistically significant differences between the years of work experience of respondents and their attitudes toward the process of development and training of employees, so we can conclude that H2 (There is a statistically significant difference between the years of work experience of respondents and their attitudes toward the process of development and training of employees in the surveyed organization) is confirmed.

#### Education of Respondents and Attitudes Toward the Development and Training of Employees in DOO Gorenje

We attempted to determine whether there is a statistically significant difference between the education of respondents and their attitudes toward the process of development and training of employees using one-way analysis of variance. Considering that we found statistically significant differences in certain statements, we conducted subsequent comparisons using the Tukey HSD test to determine where differences exist (Table 4).

**Table 4 - Education**

| Questions  | Education          | N  | Mean | P value |
|--|--------------------|----|------|---------|
| Training contributes to increasing employee productivity and achieving organizational goals. | high school        | 33 | 4,39 | 0,000   |
|  | college/university | 23 | 2,91 |         |
|  | master's degree    | 9  | 4,22 |         |
| Training programs are well-planned.  |                    |    |      |         |

|   |                    |    |      |       |
|---|--------------------|----|------|-------|
| Training programs have sufficient duration.   | high school        | 33 | 4,39 | 0,000 |
|   | college/university | 23 | 2,61 |       |
|   | master's degree    | 9  | 4,00 |       |
| Training is periodically evaluated and improved.<br>Importance is given to employee training in your organization.  | high school        | 33 | 4,48 | 0,000 |
|   | college/university | 23 | 3,26 |       |
|   | master's degree    | 9  | 4,00 |       |
| Employees in the organization participate in determining the training they need.  | high school        | 33 | 3,12 | 0,001 |
|   | college/university | 23 | 4,00 |       |
|   | master's degree    | 9  | 3,89 |       |
| The quality of training programs in your organization is excellent.<br>External training programs are carefully selected after gathering sufficient information about their quality and suitability.          | high school        | 33 | 3,21 | 0,024 |
|   | college/university | 23 | 4,00 |       |
|   | master's degree    | 9  | 4,22 |       |
| The company has a well-designed and widely shared training policy.  | high school        | 33 | 3,09 | 0,072 |
|   | college/university | 23 | 3,52 |       |
|   | master's degree    | 9  | 4,00 |       |
| When developing employees, emphasis is placed on developing their technical and managerial skills.<br>Employees are sponsored for development programs after carefully identifying their developmental needs. | high school        | 33 | 3,42 | 0,177 |
|   | college/university | 23 | 3,39 |       |
|   | master's degree    | 9  | 4,00 |       |
| Training contributes to increasing employee productivity and achieving organizational goals.  | high school        | 33 | 3,09 | 0,000 |
|   | college/university | 23 | 4,13 |       |
|   | master's degree    | 9  | 2,78 |       |
| Training programs are well-planned.   | high school        | 32 | 4,28 | 0,000 |
|   | college/university | 23 | 3,09 |       |
|   | master's degree    | 9  | 4,56 |       |
| Training programs have sufficient duration.<br>Training is periodically evaluated and improved.   | high school        | 33 | 2,94 | 0,000 |
|   | college/university | 23 | 4,04 |       |
|   | master's degree    | 9  | 4,00 |       |
| Importance is given to employee training in your organization.  | high school        | 33 | 3,61 | 0,078 |
|   | college/university | 23 | 3,17 |       |
|   | master's degree    | 9  | 3,00 |       |
| Employees in the organization participate in determining the training they need.  | high school        | 33 | 3,42 | 0,002 |
|   | college/university | 23 | 2,78 |       |
|   | master's degree    | 9  | 4,11 |       |

The results of this study indicate significant differences in the attitudes of employees regarding training and development based on their education. These differences can provide insight into the perception of training and development at different stages of employees' careers. When analyzing the differences in ad hoc tables, several significant aspects are observed:

Training helps increase employee productivity and achieve organizational goals:  
There is a statistically significant difference in the perception of this statement between employees with college/master's education and those with high school education.

Employees with college/master's education have a significantly more positive attitude toward this statement compared to employees with high school education.

Training programs are well-planned:

Similar to the previous case, there is a statistically significant difference in the perception of this statement between employees with college/master's education and those with high school education.

Employees with college/master's education have a significantly more positive attitude toward well-planned training programs compared to employees with high school education.

Training programs are of sufficient duration:

There is a statistically significant difference in the perception of this statement between employees with college/master's education and those with high school education.

Employees with college/master's education rate the duration of training programs more positively compared to employees with high school education, but this difference is not statistically significant.

Training is periodically evaluated and improved:

Once again, we observe a statistically significant difference in the perception of this statement between employees with college/master's education and those with high school education.

Employees with college/master's education have a more positive attitude toward the periodic evaluation and improvement of training compared to employees with high school education.

Adequate importance is given to employee training in your organization:

In this case, there is a statistically significant difference in the perception of this statement between employees with college/master's education and those with high school education.

Employees with college/master's education have a more favorable attitude toward giving adequate importance to employee training compared to employees with high school education, but this difference is not statistically significant. This may indicate that while employees with college/master's education generally have a more positive opinion about the importance of employee training, there is diversity of opinions within that group. Additionally, employees with high school education may have a less positive attitude due to a lack of higher education or less experience in the field of training and development.

The results of our research have shown that there are statistically significant differences between the education of respondents and their attitudes toward the process of development and training of employees, so we can conclude that H3 (There is a statistically significant difference between the education of respondents and their attitudes toward the process of development and training of employees in the surveyed organization) is confirmed.

## Discussion

The results of our research have shown statistically significant differences between gender, years of work experience, and education of the respondents and their attitudes toward the process of development and training of employees. Therefore, we can conclude that hypotheses H1, H2, and H3 are confirmed. Considering that hypotheses 1, 2, and 3 are confirmed, we can also conclude that the null hypothesis, which states that there is a statistically significant difference between the demographic characteristics of the respondents and their attitudes toward the process of development and training of employees in the surveyed organization, is confirmed.

The research on training and development of employees at Gorenje doo Belgrade has provided us with insights into the importance of continuous employee improvement and the role of training in enhancing their skills and competencies. The focus on training and its role in increasing employee productivity and achieving organizational goals has given us an understanding of the significance of training in the business context. This topic is crucial because all major organizations, including Gorenje doo Belgrade, recognize that investing in employee training can have a positive impact on their productivity, motivation, and ability to achieve goals.

Considering the results of this research, differences in attitudes between men and women regarding training and development at Gorenje doo Belgrade are evident. These results indicate the need to tailor training and development strategies to ensure balance, employee involvement, and support for their development, regardless of gender. Further research and analysis can help gain a deeper understanding of factors contributing to differences in attitudes between men and women regarding training and development at Gorenje doo Belgrade. These differences may result from varying expectations, experiences, or perceptions of training and development between genders. In future research, it is recommended to involve a larger and more diverse sample to obtain a more comprehensive picture of attitudes toward training and development. Additionally, conducting additional interviews or focus groups can help explore differences in attitudes and identify specific factors influencing them. Based on the results of these analyses, concrete steps can be taken to improve training and development strategies, including the development of personalized training programs, strengthening employee participation in decision-making about training, and empowering a transparent and fair training policy for all employees.

The education of employees influences their attitudes toward training and development. Individuals with higher education levels (college, master's) tend to give lower ratings regarding most aspects of training compared to individuals with high school education. This suggests a potential need to adjust training and development programs to better meet the needs and expectations of employees with higher education.

Statistically significant differences in employee attitudes indicate variability in the perception of different aspects of training and development. For example, differences in ratings regarding periodic evaluation and improvement of training, the importance given to employee training, and the serious consideration of

development programs suggest the need to understand and address diverse attitudes and expectations of employees to improve the effectiveness of training programs.

Results also suggest the need for improvement in certain aspects of training and development within the company. For example, ratings related to training programs that are periodically evaluated and improved are relatively low, especially among employees with shorter work experience. This may indicate the need for greater engagement in monitoring and improving existing training programs.

The company should consider the diverse needs and expectations of employees at different career stages when planning training and development programs. This may involve adjusting training programs, involving employees in the decision-making process about training, and ensuring that adequate importance is given to employee training.

In conclusion, we can state that the hypotheses in the study are partially confirmed. To explore the existence of a statistically significant difference between the demographic characteristics of respondents and their attitudes toward the process of development and training of employees at Gorenje doo Beograd, we conducted appropriate data analyses. Our research hypothesis was that there is a statistically significant difference between the gender of respondents, years of work experience, and education and their attitudes toward the process of development and training of employees. During data analysis, we used appropriate statistical methods, with the aim of determining whether there is a statistically significant difference in attitudes toward the process of development and training of employees in accordance with the demographic characteristics of the respondents.

The results of our research show that there is a statistically significant difference between the gender of the respondents and their attitudes toward the process of development and training of employees at Gorenje doo Beograd. This indicates a divergence in attitudes between male and female respondents regarding the perception and evaluation of the process of development and training of employees. A more detailed analysis of this difference can provide insight into potential factors influencing these attitudes and allow us to allocate resources and training strategies to specific groups of employees.

Furthermore, our results indicate that there is a statistically significant difference between the years of work experience of the respondents and their attitudes toward the process of development and training of employees. This suggests that experience and length of work experience can influence employees' attitudes about the importance of training and their perception of the effectiveness of development programs. Analyzing this difference can help us adjust training and development programs to better meet the needs of different groups of employees based on their experience.

Regarding the education of the respondents, our results show that there is a statistically significant difference between the education of the respondents and their attitudes toward the process of development and training of employees. This suggests that the educational level of the respondents can influence their attitudes and perceptions of the importance of training and development. It can be concluded that respondents with higher levels of education may have a greater awareness of the

importance of continuous development and training, as well as the benefits they bring to both individuals and the organization. On the other hand, respondents with lower education may have a lower perception of the importance of training and development, which may be due to a lack of information, insufficient access to educational resources, or other factors.

These results indicate the need to adjust training and development programs based on the educational level of employees. Gorenje doo Beograd should consider different approaches and strategies to ensure that training is tailored and accessible to all employees, regardless of their educational level. This may include adapting the content of training, providing additional resources for education or the development of basic skills, and actively involving employees with lower education in the planning and decision-making processes related to training.

It is important to note that while this study identified statistically significant differences between the demographic characteristics of respondents and their attitudes toward the process of development and training of employees, these differences do not necessarily imply essential or deterministic differences. In other words, individual differences in attitudes may result from various factors not covered in this study, such as personal values, motivation, or work experience. Therefore, further research can be useful for a deeper understanding of these factors and their impact on employee attitudes towards training and development.

#### Proposal of Measures for Improving Employee Training

It is important for the company to continue monitoring and evaluating the effectiveness of training programs to identify any shortcomings and enhance the training process. Additionally, continuous involvement of employees in decision-making regarding training and development can ensure that training programs adapt to changes in the organization and meet the needs of employees. Employees are often the best source of information about their needs and challenges in their work environment. Therefore, their active participation in the training selection process can result in more relevant and effective programs. It is also crucial for Gorenje doo Beograd to persist in monitoring and evaluating the effectiveness of training programs to identify any deficiencies and improve the training process. This includes collecting feedback from employees about the utility and applicability of learned skills, as well as measuring achieved results at both individual and organizational levels. Based on these results, the company can adjust and enhance future training programs to make them even more effective.

To maintain a high-quality training offering, Gorenje doo Beograd should carefully select external training programs after gathering sufficient information about their quality and suitability. This may involve research, reviews of feedback from other organizations, or consultations with experts in specific fields. This approach enables the company to choose training programs that are relevant and tailored to the specific needs of employees and the organization.

The introduction of a well-thought-out and widely shared training policy is also a crucial factor for the success of training programs. Clearly defined guidelines and

expectations facilitate the implementation of training programs, ensuring consistency and compliance in the approach to training. This policy should be accessible to all employees to provide them with information about different training opportunities and to ensure that training is in line with the training policy.

Furthermore, research has indicated the importance of developing technical and managerial skills among employees. This type of development can have a far-reaching impact on the organization, enabling employees to perform their tasks more efficiently, take on responsibilities, and lead teams. Therefore, it is essential to continuously invest in training that supports the development of technical and managerial skills. This may include internal training, workshops, seminars, or even engaging external experts. It is important for training to be relevant to the business requirements and goals of the organization, as well as the individual needs of employees. This ensures that employees acquire the knowledge and skills necessary to perform their job roles efficiently.

In addition, it is crucial to identify employees' development needs through performance evaluation systems, career discussions, or other assessment methods. Based on the identified needs, the organization can provide support to employees in selecting appropriate development programs. This personalized support ensures that employees receive training that is relevant to their specific needs and enables them to achieve their professional goals.

It is also important to emphasize that employee motivation and engagement are key factors for the success of training and development programs. When employees see that the organization values their development and invests in them, it can increase their motivation to engage in training and actively apply learned skills in the workplace. Gorenje doo Beograd can further encourage employee motivation through recognition and rewards for achieved results, mentorship support, or advancement opportunities after completing development programs.

Continuous investment in training that supports employee development, identification of development needs, employee motivation, and personalized support are key factors for the success of training and development programs in the organization.

The research also indicates room for improvement in certain aspects of training and development at Gorenje doo Belgrade. For instance, ratings regarding the emphasis on the development of technical and managerial skills among employees are relatively low, especially among those with a high school education. This may indicate the need to pay more attention to the development of specific skills relevant to employees' jobs.

There is a recognizable perception that there is a well-conceived and widely distributed training policy in the company. Employees with a master's degree express the highest rating in this aspect. This underscores the importance of a clear training policy widely accepted and understood by employees.

In light of these results, it is recommended that Gorenje doo Belgrade pay special attention to adapting training and development programs to the needs of employees with higher education. Efforts should also be made to improve aspects that received lower ratings, such as the periodic evaluation of training and the emphasis on the

development of technical and managerial skills. This will help create more effective training and development programs at Gorenje doo Belgrade.

The research results on training and development at Gorenje doo Belgrade suggest several important conclusions. Attitudes toward training and development of employees vary based on years of work experience. Employees with longer work experience (11 to 20 years and over 31 years) tend to give higher ratings regarding most aspects of training and development compared to those with shorter work experience (up to 10 years). This indicates the existence of generational or experiential differences in the perception and valuation of training.

There is a statistically significant difference in employee attitudes regarding different aspects of training and development, such as training program planning, program duration, importance given to training, employee participation in determining training, selection of external programs, the existence of a training policy, and the emphasis on the development of specific skills. These differences suggest that employees at different career stages have different priorities and expectations regarding training and development.

The results also suggest the need for improvement in certain aspects of training and development in the company. For example, ratings regarding training programs that are periodically evaluated and improved are relatively low, especially among employees with shorter work experience. This may indicate the need for greater engagement in monitoring and improving existing training programs.

The company should consider the diverse needs and expectations of employees at different career stages when planning training and development programs. This may involve adjusting training programs, involving employees in the decision-making process about training, and ensuring that adequate importance is given to employee training.

In conclusion, the hypotheses in this study are partially confirmed. To explore the existence of a statistically significant difference between the demographic characteristics of respondents and their attitudes toward the process of development and training of employees at Gorenje doo Belgrade, we conducted appropriate data analyses. Our research hypothesis was that there is a statistically significant difference between the gender of respondents, years of work experience, and education and their attitudes toward the process of development and training of employees. During data analysis, we used appropriate statistical methods with the aim of determining whether there is a statistically significant difference in attitudes toward the process of development and training of employees in accordance with the demographic characteristics of the respondents.

The results of our research show that there is a statistically significant difference between the gender of the respondents and their attitudes toward the process of development and training of employees at Gorenje doo Belgrade. This indicates a divergence in attitudes between male and female respondents regarding the perception and evaluation of the process of development and training of employees. A more detailed analysis of this difference can provide insight into potential factors influencing these attitudes and allow us to allocate resources and training strategies to specific groups of employees.

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Regarding the education of the respondents, our results show that there is a statistically significant difference between the education of the respondents and their attitudes toward the process of development and training of employees. This suggests that the educational level of the respondents can influence their attitudes and perceptions of the importance of training and development. It can be concluded that respondents with higher levels of education may have a greater awareness of the importance of continuous development and training, as well as the benefits they bring to both individuals and the organization. On the other hand, respondents with lower education may have a lower perception of the importance of training and development, which may be due to a lack of information, insufficient access to educational resources, or other factors.

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