



ANALYSIS OF THE ONBOARDING AND ORIENTATION PROCESS OF EMPLOYEES IN CENTRAL SERBIAN ORGANIZATIONS

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Abstract: In this paper, the authors aimed to investigate the characteristics of the orientation and onboarding processes in organizations in Central Serbia. The main hypothesis, which was confirmed, is that there are statistically significant results in recognizing the activities of the onboarding and orientation processes. Based on this hypothesis, the primary goal of the paper was directed towards identifying the shortcomings of the onboarding and orientation processes of employees in the surveyed organizations. The study involved 127 respondents employed at all three management levels in 86 organizations in Central Serbia. The research results, among other things, indicate shortcomings in the employee orientation and onboarding processes, which represent the basis for its improvement to fulfill its primary function of contributing to gaining a competitive advantage.

Keywords: *onboarding, employee orientation, Central Serbia.*

1. Introduction

The onboarding process, a critical component of Human Resource Management (HRM), is essential in integrating new employees into an organization. It goes beyond the mere orientation and includes activities and strategic measures designed to help new hires acclimate to the company's culture, expectations, and specific roles. Several researchers have emphasized the significance of onboarding, highlighting its impact on employee retention, productivity, and overall organizational success.

Onboarding is more than just an administrative necessity; it is a strategic process that can significantly influence an employee's initial experience and long-term relationship with the organization. Ford and Bauer (2024) highlight that a well-structured onboarding program can significantly reduce initial errors by new hires, alleviate anxiety, set behavioral expectations, and decrease employee turnover by fostering a sense of belonging and value within the organization.

According to Marušić (2001), onboarding is a crucial strategic initiative that involves continuous support and integration efforts beyond initial training and orientation. This process aims to embed new employees fully within the organization, aligning them with its values and operational practices and enhancing their engagement and performance.

Mondy (2008) further elaborates on the structured nature of onboarding programs. He asserts that successful onboarding programs are multifaceted, involving job-specific training and socialization processes that help new hires build relationships and understand the organizational culture. Such comprehensive programs are essential in mitigating new employees' uncertainties and challenges, which reduces turnover rates and increases job satisfaction. Research by Govaerts, Kyndt, Dochy, and Baert (2011) indicates that organizations with robust onboarding programs report higher employee motivation, job satisfaction, and retention rates.

The concept of onboarding has evolved significantly over the years. Traditionally, onboarding was perceived as a brief, administrative process focused on paperwork and compliance. However, contemporary HRM theories and practices now emphasize a more comprehensive approach. Effective onboarding programs support new employees throughout their initial months, if not their first year, with the organization. This extended view aligns with theories of socialization and organizational commitment, suggesting that the initial phase of employment is critical in shaping an employee's long-term relationship with the organization.

Numerous empirical studies underline the importance of effective onboarding programs. Bauer (2024) notes that well-executed onboarding can increase employee retention by up to 25%, while also boosting productivity and engagement. Similarly, a study by the Society for Human Resource Management

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(SHRM) found that organizations with formal onboarding programs report significantly lower turnover rates and higher employee satisfaction scores. These findings underscore the strategic value of investing in structured onboarding processes.

Furthermore, onboarding has been identified as a key factor in fostering organizational citizenship behavior (OCB). New employees who undergo thorough onboarding are more likely to exhibit behaviors that go beyond their job descriptions, contributing to the overall functioning and culture of the organization. This is because effective onboarding programs facilitate a deeper understanding of the organizational values and goals, promoting a sense of belonging and commitment among new hires.

A well-designed onboarding program includes several key elements that collectively ensure new employees are effectively integrated into the organization. These elements include:

1. **Initial Training and Orientation:** According to Klein and Weaver (2000), onboarding should be seen as an integral part of training designed to familiarize new hires with their roles, responsibilities, colleagues, and the organization as a whole. Effective programs lead to higher productivity, loyalty, and contribution from employees.

2. **Socialization:** French (1994) describes orientation as the process of introducing new employees to the organization and their job. Werner and Randy (2009) view onboarding as part of the broader socialization process that helps employees adapt to the organizational culture and norms.

3. **Realistic Job Previews:** Research by Gregg and Wadsworth (1999) highlights the importance of realistic job previews during onboarding. Their analysis showed that a significant portion of employees left their jobs within the first year due to a mismatch between job expectations and reality, underscoring the need for clear and accurate communication during the onboarding process.

4. **Continuous Support and Integration:** According to Torrington, Hall, and Taylor (2020), onboarding should prepare new employees for efficient work in the shortest possible time. This involves initial training and ongoing support to help employees understand their roles, organizational norms, and expectations.

Marušić (2001) suggests a two-pronged approach to onboarding: completing the employee profile and adapting to the organization and people.

- **Completing the Employee Profile:** This involves supplementary education through short seminars or supervisor supervision to equip employees with the specific knowledge required for their roles.

- **Adapting to the Organization and People:** This is divided into three phases:

- **Phase I:** Introducing candidates to basic organizational information, goals, plans, rules, procedures, and payment systems.

- **Phase II:** Direct supervision by immediate supervisors, focusing on job-specific requirements, formal and informal rules, departmental structure, and interaction with colleagues.

- **Phase III:** Ongoing monitoring and evaluation of the employee's professional development by the HR department in collaboration with immediate supervisors.

Onboarding is equally important for existing employees who are transitioning to new roles within the organization. Although there is no universal process, most onboarding programs focus on familiarizing employees with their new job, organization, department, procedures, rules, organizational culture, and employee development, all aimed at improving performance and preventing the loss of human capital (Ganser, 2000).

Mondy (2002) identifies several fundamental elements of the onboarding process:

1. **Employment Situation:** Familiarizing new hires with basic job information and its role in achieving departmental and organizational goals.

2. **Procedures and Rules:** Introducing employees to basic procedures and rules, typically documented in an employee handbook.

3. **Compensation and Benefits:** Educating employees about the organization's reward system.

4. **Organizational Culture:** Integrating new hires into the value system, beliefs, and norms characteristic of the organization.

5. **Teamwork:** Emphasizing the importance of teamwork within and across departments to foster a sense of organizational unity.

6. **Employee Development:** Highlighting the need for continuous improvement of skills and abilities, with organizational support for employee development goals.

7. **Socialization:** Helping new employees adjust and adapt to the working environment and organizational practices.

The onboarding process is a vital component of HRM that significantly impacts new employee integration, engagement, and retention. Effective onboarding programs, as emphasized by Marušić (2001), Mondy (2008), and other researchers, involve comprehensive and continuous support aimed at aligning new hires with organizational values and operational practices. These programs not only reduce



turnover rates and enhance job satisfaction but also foster organizational citizenship behavior, contributing to the overall success and competitive advantage of the organization. Given the strategic importance of onboarding, organizations must invest in well-designed programs to ensure new employees are effectively integrated and positioned for long-term success.

The present study provides valuable insights into the current state of onboarding and orientation in Central Serbian organizations, highlighting areas for potential improvement. By addressing the identified deficiencies, organizations can enhance their onboarding processes, leading to better employee integration, higher satisfaction, and ultimately, a stronger competitive position in the market.

2. Materials and methods

The empirical part of the work aims to determine the specifics of the employee onboarding and orientation processes in organizations in Central Serbia, specifically to examine the extent to which the needs for employee orientation and onboarding are recognized in the surveyed organizations. Based on the defined problem, the main hypothesis of the work was formulated as follows:

H0: There are statistically significant results indicating the specifics of the employee onboarding and orientation processes.

Based on the hypothesis, the primary goal of the work was directed towards identifying the shortcomings of the employee onboarding and orientation processes in the surveyed organizations.

The research instrument is a questionnaire designed for a larger-scale study (Savić Tot T.,; Development of a Strategic Human Resource Management Model for Gaining Competitive Advantage, doctoral dissertation), in which sets of questions related to human resource management activities were created, including a set of questions examining the employee onboarding and orientation process. The independent variables in the questionnaire are categorized into two groups:

- Those related to organizational characteristics (the organization's activity and legal form, the number of employees in the organization, the number of employees in the human resources department) and
- Those related to respondent characteristics (gender and age of the respondents, level and type of education, management level at which the respondents are employed, years of work experience, number of directly subordinate associates).

The dependent variables pertained to key elements of the employee onboarding and orientation process in the surveyed organizations, including: whether new employees undergo an internship in the surveyed organization, whether there is a clear plan and program for the internship, whether the internship fully prepares the employee for later independent work, whether the organization has an internship exam, whether they believe that new employees need an internship to familiarize themselves with the job they will perform, whether every intern in the surveyed organizations has a mentor responsible for their training, whether the intern meets colleagues and associates during their internship, and whether the mentor responsible for the intern is also their direct supervisor.

The study involved 127 management respondents from 86 organizations in Central Serbia. The reliability of the questionnaire was confirmed using the Alpha coefficient, which indicated high reliability of the questionnaire.

The following statistical methods were applied in the research: Mann-Whitney test, Spearman's rank, Pearson's chi-square test.

3. Research results

By analyzing the prevalence of activities within the orientation and onboarding subprocesses in relation to the characteristics of the organization—specifically the industry, legal form, number of employees in the organization, and the number of employees in the human resources department—the following results were obtained:

- In relation to the organization's industry, the Mann-Whitney test determined that the responses of respondents employed in service organizations do not differ from those of respondents employed in manufacturing organizations. However, Pearson's χ^2 test identified differences between respondents employed in manufacturing and service organizations regarding the person designated as a mentor to interns ($\chi^2=9.960$, $p<0.041$). In manufacturing organizations, the mentor is a colleague, whereas in service organizations, the mentor is the direct supervisor.



Table 1. Crosstabulation showing the distribution of responses regarding the prevalence of activities in the orientation and onboarding processes based on the type of industry in which the respondent is employed

		the type of industry			
		Manufacturing		Service	
		Count	Column N %	Count	Column N %
The mentor responsible for taking care of the intern is	Direct supervisor	13	22.8%	32	49.2%
	Supervisor and colleagues	4	7.0%	3	4.6%
	Colleague	25	43.9%	19	29.2%
	Determined arbitrarily	12	21.1%	7	10.8%
	There is no mentor for the internship	3	5.3%	4	6.2%

• In relation to the legal form of the organization, the Mann-Whitney test determined that respondents employed in public organizations rated the following activity higher and with a higher degree of agreement than respondents employed in private organizations:

- Upon employment, you possessed all the necessary knowledge and skills to perform the job (U= 1307.000, z= -2.833, p<0.01).

While respondents employed in private organizations rated the following activities higher and with a higher degree of agreement:

- The intern, within their internship, gets acquainted with colleagues and collaborators (U= 1520.000, z= -2.237, p<0.05),

- The intern, within their internship, gets acquainted with the company's goals (U= 1415.000, z= -3.418, p<0.01).

Table 2. Testing the differences between respondents employed in public and private organizations in the prevalence of activities in the orientation and onboarding process using the Mann-Whitney test.

	Mann-Whitney U	Z	p
Upon employment, you possessed all the necessary knowledge and skills to perform the job.	1307.000	-2.833	.005**
The intern, within their internship, gets acquainted with colleagues and collaborators.	1520.500	-2.237	.025*
The intern, within their internship, gets acquainted with the company's goals.	1415.500	-3.418	.001**

a. Grouping Variable: type of organization

Table 3. Average ranks for manufacturing and service organizations on variables for which a significant difference in the prevalence of orientation and onboarding process activities was observed

	Type of organization	N	Prosek rangova	Suma rangova
Upon hiring, you possessed all the necessary knowledge and skills to perform the job	Državna	47	74.19	3487.00
	Privatna	78	56.26	4388.00
	Total	125		
During the internship, the intern gets acquainted with colleagues and collaborators	Državna	49	56.03	2745.50
	Privatna	78	69.01	5382.50
	Total	127		
During the internship, the intern gets acquainted with the company's goals	Državna	49	53.89	2640.50
	Privatna	78	70.35	5487.50
	Total	127		



Table 4. Testing Differences Between Respondents Employed in Public and Private Organizations in the Implementation of Orientation and Onboarding Process Activities Using Pearson's χ^2 Test

		Type of organization
The mentor responsible for the care of the trainee is the direct supervisor.	Hi kvadrat	8.256
	Df	4
	P	.083a

a) In relation to the number of employees in the organization, Spearman's rank correlation revealed that respondents in organizations with a higher number of employees rated the following activity higher in agreement:

- There is a trainee exam in organizations ($\rho_S = .192^*$, $p < 0.05$),

b) In relation to the number of employees in the human resources department, Spearman's rank correlation revealed that respondents in organizations with more employee colleagues in the human resources department rated the following activities lower in agreement:

- New employees undergo trainee internships ($\rho_S = -.303^*$, $p < 0.05$),

- The trainee internship fully prepares the employee for independent work ($\rho_S = -.336^{**}$, $p < 0.01$),

- Each trainee in the organization has a mentor responsible for their training ($\rho_S = -.297^*$, $p < 0.05$),

- Within the trainee internship, new employees get to know their colleagues and associates ($\rho_S = -.366^{**}$, $p < 0.01$).

Table 5. Association between activities of the orientation and induction process with the number of employees in the organization and the number of employees in the human resources department determined by Spearman's rank correlation.

		The number of employees in your organization	The number of employees in HR
New employees in your organization undergo trainee internships.	ρ_S	0.015	-.303*
	p	0.865	0.021
	N	126	58
The trainee internship fully prepares the employee for later independent work	ρ_S	-0.057	-.336**
	p	0.532	0.01
	N	124	58
There is a trainee exam in your organization.	ρ_S	.192*	-0.121
	p	0.033	0.366
	N	124	58
In your organization, each trainee has a mentor responsible for their training.	ρ_S	0.087	-.297*
	p	0.339	0.023
	N	124	58
Within the framework of their trainee internship, the trainee gets to know colleagues and associates.	ρ_S	0.018	-.366**
	p	0.838	0.005
	N	126	58

Legend:

*Significance at the level of less than 0.05

**Significance at the level of less than 0.01

Analysis of the representation of activities within the sub-process of orientation and onboarding about the characteristics of the respondents - gender, level of education, years of work experience, age structure, type of education, managerial level to which they belong, and the number of immediate subordinates yielded the following results:



- a) Regarding the gender of the respondents, Mann-Whitney test did not find differences in responses between male and female respondents.
- b) Regarding the type of job, Mann-Whitney test did not find differences in responses between respondents with social and technical education.
- c) Concerning the age of the respondents, Spearman's rank correlation revealed that respondents with more years of age rated the following activity with lower agreement:
 - The mentor responsible for the trainee is a colleague associate ($\rho_S = -.182^*$, $p < 0.05$).
- d) Concerning the level of education of the respondents, Spearman's rank correlation showed that respondents with a higher level of education rated the following activities with higher agreement:
 - New employees undergo an internship ($\rho_S = .195^*$, $p < 0.05$)
 - There is an exam for trainees in the organization ($\rho_S = .246^{**}$, $p < 0.01$)
 - I believe that new employees need an internship to acquaint themselves with the job they will perform ($\rho_S = .205^*$, $p < 0.05$)
- e) Regarding the years of work experience, Spearman's rank correlation found that respondents with more years of work experience rated the following activity with higher agreement:
 - There is an exam for trainees in the organization ($\rho_S = .362^{**}$, $p < 0.01$)
- f) Concerning the managerial level to which they belong, Spearman's rank correlation revealed that respondents with more years of work experience rated the following activities with higher agreement:
 - There is a clear plan and program for performing the internship in the organization ($\rho_S = .228^*$, $p < 0.05$)
 - Each trainee has a mentor responsible for their training ($\rho_S = .236^{**}$, $p < 0.01$)
 - The mentor responsible for the trainee is directly superior ($\rho_S = .185^*$, $p < 0.05$)
- g) Regarding the number of immediate subordinates, Spearman's rank correlation did not find significant differences.

Table 6. The association between activities of the orientation and onboarding process and the respondents' age, level of education, managerial level, and work experience was determined by Spearman's rank correlation.

		The age of respondents	The level of education	The level of management	Work experience
Newly hired employees in your organization undergo an internship.	ρ_S	0.141	.195*	0.067	0.127
	p	0.113	0.031	0.453	0.157
	N	127	123	126	125
Your organization has a clear plan and program for conducting the internship.	ρ_S	0.017	0.117	.228*	0.075
	p	0.849	0.201	0.011	0.407
	N	125	121	124	123
The internship fully prepares the employee for independent work later on.	ρ_S	-0.038	0.129	0.175	-0.01
	p	0.67	0.16	0.052	0.917
	N	125	121	124	123
In your organization, there is an exam for interns.	ρ_S	0.119	.246**	0.072	.362**
	p	0.186	0.006	0.425	0
	N	125	121	124	123
I believe that internships are necessary for new employees to familiarize themselves with their job.	ρ_S	-0.115	.205*	0.073	-0.094
	p	0.201	0.024	0.418	0.302
	N	125	121	124	123
In your organization, each intern has a mentor responsible for their training.	ρ_S	0.058	0.162	.236**	-0.07
	p	0.52	0.077	0.008	0.442
	N	125	121	124	123
During their internship, interns get acquainted with colleagues and collaborators.	ρ_S	0.02	0.088	0.083	0.069
	p	0.826	0.331	0.357	0.442
	N	127	123	126	125
The mentor responsible for the intern is a direct superior.	ρ_S	-.182*	-0.132	.185*	-0.016
	p	0.045	0.155	0.042	0.86
	N	122	118	121	120

Legend * Significance level less than 0.05 ** Significance level less than 0.01



4. Discussion

In the study investigating the prevalence of activities within the orientation and onboarding sub-process concerning independent variables, several key activities were identified:

- New employees undergo an internship period.
- A clear plan is in place for conducting the internship period.
- An internship exam is administered.
- The internship period is considered essential for future independent job performance.
- Each intern is assigned a mentor for the internship period.
- During the internship, new employees are introduced to colleagues and the organization's goals.
- The mentor for the internship period is both a direct superior and a colleague.

However, despite the apparent development of the orientation and onboarding subprocess, respondents in organizations with more HR department employees rated all activities with the lowest level of agreement, indicating dissatisfaction. This dissatisfaction is further evidenced by the fact that in the majority of surveyed organizations, the mentor for the internship period is a colleague (43.9%), in (22.1%) of surveyed organizations, the mentor is arbitrarily chosen, and in (22.8%) of surveyed organizations, the mentor is a direct superior. None of the respondents mentioned that new employees familiarize themselves with the department's operations and job descriptions during the internship period. Furthermore, none of the respondents agreed that the internship fully prepares the employee for future independent work, indicating a deficiency in the subprocess.

These findings suggest that while certain activities are well-established within the orientation and onboarding process, there are notable areas for improvement, particularly in ensuring that the internship experience adequately prepares employees for their roles and fosters a positive transition into the organization. Addressing these shortcomings could enhance employee satisfaction, productivity, and retention.

In addition to the identified shortcomings in the orientation and onboarding subprocess, it's crucial to delve deeper into the potential implications of these findings on organizational effectiveness and employee performance. Firstly, the dissatisfaction expressed by employees in organizations with larger HR departments raises concerns about the effectiveness of current onboarding practices. If new employees are not adequately prepared or integrated into the organization during their initial period, it could reduce job satisfaction, lower productivity, and increase turnover rates. These issues can have significant financial implications for the organization regarding recruitment costs, training expenses, and lost productivity.

Furthermore, the predominance of colleague mentors, rather than direct superiors, in the mentorship role during the internship period may indicate a lack of structured guidance and support from those in leadership positions. While peer mentoring can provide valuable insights and support, the absence of guidance from direct supervisors may result in inconsistencies in expectations and performance standards, ultimately affecting employee development and organizational cohesion.

Moreover, the failure of interns to familiarize themselves with departmental operations and job roles during the internship period suggests a gap in communication or training processes. Employees who lack a comprehensive understanding of their roles and responsibilities may struggle to perform effectively, leading to errors, delays, and frustration among colleagues and supervisors.

Addressing these issues requires a multifaceted approach that involves revisiting and redesigning the onboarding process to ensure clarity, consistency, and alignment with organizational objectives. This may involve providing more comprehensive training and resources for mentors, establishing clear performance expectations for new employees, and fostering a culture of continuous learning and feedback.

Additionally, organizations must prioritize communication and transparency to ensure employees understand their roles, responsibilities, and the broader organizational context from the outset. This may involve implementing orientation programs that provide detailed information about departmental goals, processes, and key stakeholders and opportunities for new employees to engage with colleagues and ask questions.

Addressing the identified shortcomings in the orientation and onboarding process can help organizations create a more positive and productive work environment. This will ultimately enhance employee satisfaction, engagement, and retention while driving organizational success.



5. Conclusion

The research on the onboarding and orientation processes within organizations in Central Serbia reveals several critical insights and highlights the importance of structured and effective onboarding programs. Our study involved 127 participants across 86 organizations, encompassing employees from all three managerial levels. The findings confirm the hypothesis that statistically significant outcomes are associated with the recognition and implementation of onboarding and orientation activities.

Key results of the study indicate several deficiencies in the current onboarding processes:

1. **Lack of Comprehensive Programs:** Many organizations in Central Serbia do not have fully developed onboarding programs. This gap often leads to new employees facing challenges in understanding their roles and the organizational culture, resulting in decreased initial productivity and increased anxiety.

2. **Inadequate Training and Support:** The research highlighted a significant shortfall in the continuous support and training provided to new employees. The absence of ongoing mentorship and structured learning opportunities contributes to higher turnover rates and lower job satisfaction among new hires.

3. **Insufficient Socialization Efforts:** Socialization is a critical aspect of onboarding, helping new employees integrate into the organizational environment. The study found that many organizations do not prioritize socialization efforts, which leads to feelings of isolation and misalignment with organizational values among new employees.

4. **Mismatch of Expectations and Reality:** The study observed that a considerable number of new employees experienced a mismatch between their job expectations and the actual responsibilities and work environment. This discrepancy often results in early turnover, with 17% of employees leaving within three months and 42% within twelve months, as evidenced by the research of Gregg and Wadsworth (1999).

5. **Lack of Evaluation and Feedback:** Effective onboarding programs require continuous evaluation and feedback mechanisms to ensure new employees are progressing and adapting well. Our research identified that many organizations lack formal processes for evaluating the onboarding experience and providing feedback, leading to missed opportunities for improvement and development.

Based on these findings, the study underscores the necessity for organizations in Central Serbia to invest in comprehensive and structured onboarding programs. These programs should include:

- Detailed initial training and orientation that aligns with organizational goals and values.
- Continuous support and mentorship from immediate supervisors and HR departments.
- Emphasis on socialization to help new employees build relationships and integrate into the organizational culture.
- Clear communication of job expectations and responsibilities to prevent mismatches.
- Regular evaluation and feedback to monitor the onboarding process and make necessary adjustments.

By addressing these areas, organizations can improve the onboarding experience for new employees, leading to higher retention rates, increased job satisfaction, and enhanced overall.

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