

Organisational Determinants of Employee Training and Development

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Abstract

In today's rapidly evolving, technology-driven business environment, companies must continuously enhance workforce competencies through training and development to remain competitive. However, in many organisations, employee training is either absent or conducted in an ad hoc and unsystematic manner. The purpose of this paper is to examine which organisational factors influence firms' decisions to engage in employee training. The research uses correlation analysis on a sample of Serbian companies drawn from the World Bank Enterprise Surveys conducted in 2019 and 2024. It examines the relationship between selected organisational factors and the incidence of employee training. The results show that organisations characterized by higher levels of management maturity and more developed strategic management practices are more likely to provide employee training in a regular and systematic manner. These findings support organisational transformation efforts aimed at establishing employee training and development as a continuous organisational activity.

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Introduction

The Fourth Industrial Revolution has profoundly transformed the labor market through accelerated automation, digitalization, and the application of artificial intelligence. This has reduced the demand for certain routine occupations while simultaneously creating new roles in high technology, data analytics, and the management of complex digital systems (Vrchota et al., 2019; Sony & Mekoth, 2022). Skills related to data management, programming, artificial intelligence, cybersecurity, and problem-solving in unpredictable contexts are particularly emphasized. Alongside technical competencies, so-called “soft skills” – such as creativity, emotional intelligence, teamwork, and adaptability – are gaining importance, as they enable employees to complement and enhance the role of technology in business processes (Hecklau et al., 2017; Vrchota et al., 2019; Beke et al., 2020; Saniuk et al., 2021; Kowal et al., 2022; Sony & Mekoth, 2022). Whereas the Fourth Industrial Revolution primarily emphasized digital and technical competencies, the transition to the Fifth Industrial Revolution is reshaping the skills profile by placing stronger emphasis on humanistic and socially responsible aspects of work. It is expected that, in addition to digital literacy and technical knowledge, interdisciplinary skills that bridge technology with ethics, sustainability, and social values will play an increasingly central role (Tomašević, 2023; Rial-Gonzalez et al., 2024).

Marimer et al. (2021) and Sony & Mekoth (2022), based on numerous empirical studies, found that a lack of skills may slow the benefits of advanced technologies and consequently affect company performance. Hortense et al. (2018) further highlighted the importance of skills in the modern

environment, emphasizing workforce development as one of the four key drivers of successful digital transformation. In addition, Pitić & Vučković (2021), in their study on a sample of enterprises from Serbia, unequivocally demonstrated that organisations which regularly implement employee training and development are also more likely to introduce innovations in both products and business processes.

Small open economies often face limited resources and investment capacity, which constrain their industrial development and long-term competitiveness. In an increasingly complex and turbulent business environment, these countries should strategically promote knowledge-based reindustrialization as a key driver of economic transformation (Vlačić, 2021). However, the successful implementation of such strategies depends largely on human capital, particularly the development of employee competencies, which enhance organisational performance (Stanton & Pham, 2014) and innovativeness (Capozza & Divella, 2019). Therefore, it is important to examine the organisational factors that encourage firms in small open economies to invest in employee training and development, thereby strengthening their long-term competitiveness and growth.

The subject of this research is the impact of organisational factors on decision-making regarding the implementation of employee training and development programs within a company. The study examines whether firm characteristics, human capital, strategic management practices, managerial and governance mechanisms, innovation activities, and sustainability-oriented practices are associated with the likelihood that an enterprise provides formal training to its employees. Specifically, the main hypothesis is that

organisations with a higher level of management maturity, a well-developed practice of strategic management, and a strong orientation toward innovation implement employee training more frequently. This research aims to emphasize the importance of internal organisational factors, particularly with regard to strategic management. The research was conducted using correlation analysis on a sample of enterprises in Serbia covered by the World Bank Enterprise Surveys carried out in 2019 and 2024. These are two datasets, one from 2019 and the other from 2024, and both are available online on the World Bank platform (The World Bank, 2019a; 2024a).

The first chapter of this paper provides an overview of previous research on organisational factors influencing the incidence of employee training within companies. This is followed by the presentation of empirical findings, where the authors conducted a correlation analysis on a sample of Serbian companies that participated in the World Bank Enterprise Survey in 2019 and 2024.

Literature Review

According to Susomrith and Coetzer (2015), factors within the internal work environment, rather than the industry sector, constitute the major barriers to training and development. Therefore, this chapter aims to identify existing findings regarding the role of organisational factors in the implementation of training and to reveal opportunities for further empirical research.

Anlesinya (2018) indicates that organisational culture, poor management commitment to training, inadequate promotion prospects, and a lack of transparency and fairness in trainee selection are among the most common barriers to employee

training and learning. These findings are further supported by Piperkova et al. (2021), who argue that the lack of applicants with adequate skills during the recruitment process, employees' low motivation to upgrade their skills, and insufficient employee training are among the most significant barriers to employee skills development. Coetzer and Perry (2016), in their study on a sample of small firms, identified four main categories of factors shaping employee learning: (1) elements of the external business environment; (2) characteristics of the work environment; (3) the learning potential inherent in the job itself; and (4) employees' learning orientations. Regarding work environment factors, the authors point to the organisation of work, employee workload, the complexity of knowledge and skills required in job performance, and the extent to which managers support and encourage learning. The importance of managerial influence is also emphasized by Al-Harthy and Yusof (2016), who argue that transformational leaders play a critical role in providing training opportunities, thereby improving both individual and organisational performance. Rida-E-Fiza et al. (2015) further add that managers who fail to interact regularly with their teams may struggle to identify training needs. The same authors note that a lack of team spirit and poor communication can undermine learning and development, as most forms of workplace learning occur through interaction between managers and employees.

Ganah & Rennie (2009) emphasize the importance of strategic management for employee training and development. According to these authors, in order to maximize the impact of training, organisations of all sizes must establish an effective training strategy that is explicitly linked to organisational objectives. Kulkarni et al. (2020), in their study conducted on a sample of 121 Indian startups, found that vision and

mission play a crucial role in shaping employee training. The authors conclude that it is important for company founders and management to create awareness among employees of the organisation's vision and mission, as well as of the importance of developing appropriate skill sets for the effective achievement of startup goals. Turcotte et al. (2003) highlighted a strong relationship between business strategy and employee training. Their findings indicate that firms that emphasize a human resources strategy or a research and development strategy are significantly more likely to invest in employee training than firms without a clearly defined strategy. Baldwin & Johnson (1995) found that firms that engage in innovation, are more technologically advanced, emphasize quality management, and implement human resources strategies are more likely to support employee training initiatives. According to Rabemenanjara & Parsley (2006), business strategy not only shapes the organisation of work but also determines the level of competencies within human capital required for firm performance. Across small enterprises, a consistent positive relationship is observed between the incidence of employee training and the strategic importance attributed to innovation and expansion, quality improvement, and human resources-based strategies.

Methodology

Employee training in companies operating in small open economies needs to become a continuous activity to help firms adapt to rapidly changing markets and maintain competitiveness despite limited resources. This paper presents a correlation analysis of fourteen organisational factors and the incidence of employee training programs, with the aim of identifying which factors influence this process. The aim of the analysis is to identify which

of these factors positively contribute to the decision to conduct training within enterprises. The analysis was carried out using two samples of companies in Serbia that were included in the World Bank Enterprise Survey (WBES) on the business environment in Serbia, conducted in 2019 and 2024. The WBES in Serbia covers a wide range of topics, including general firm information, infrastructure and services, sales and procurement, management practices, competition, innovation, capacity, management time allocation, land and permits, crime, finance, business-state relations, labor force, business environment, performance, and the green economy. The survey sample consists of firms divided into six industry categories: manufacturing, retail trade, wholesale trade, construction, hospitality, and services. The WBES sample was selected using stratified random sampling, with stratification based on industry, firm size, and region. Data were collected through face-to-face interviews with managers, owners, or directors of enterprises, using standardised questionnaires developed by the World Bank (The World Bank, 2019; 2024).

The 2019 and 2024 WBES datasets are used as complementary cross-sectional sources rather than for direct comparison of changes over time. The 2024 dataset was prioritised for variables covered in both survey rounds, as the more recent data provide a more current representation of organisational practices and are therefore more relevant to the objectives of this study. However, several factors relevant to the study were included in the 2019 questionnaire but were not available in the 2024 dataset. These factors were therefore retained from the 2019 dataset to provide a broader assessment of the internal organisational factors relevant to training decisions. The correlation analysis for 2024 was conducted on a sample of 502

firms, while the analysis for 2019 was carried out on a sample of 361 firms. For the purposes of this study, two WBES samples were analysed, as the questionnaires differed between 2019 and 2024, and several important questions included in the 2019 survey were omitted in 2024. These factors were therefore retained from the 2019 dataset in order to provide a broader assessment of organisational characteristics relevant to employee training. Given that the World Bank Enterprise Survey covers data on numerous factors related to both the internal and external organisational environment, the authors selected fourteen factors for the purposes of the correlation analysis, focusing on general organisational characteristics as well as contemporary strategic management practices. The selection of these organisational factors was guided by the theoretical and empirical literature reviewed in this study and by their relevance to the organisational context in which employee training decisions are made. The factors cover several complementary dimensions: firm characteristics and human capital, strategic management and organisational formalisation, managerial and governance practices, innovation, and sustainability. This selection reflects the premise that training is not determined by a single organisational characteristic, but is embedded in the broader way in which firms plan, manage, develop capabilities, and respond to organisational change. The selected variables therefore provide a focused empirical representation of the organisational dimensions identified in previous

research as relevant to employee learning and development.

The correlation analysis was performed in SPSS 13 using the Chi-square coefficient and Cramer's V test. Fourteen organisational characteristics, serving as independent variables, were selected from the questionnaires based on a review of relevant literature (similar studies) and the assumption that these factors may influence the implementation of training and development programs. The dependent variable was whether or not the enterprise conducted training and development activities for employees in the past year. All variables included in the correlation analysis were categorical, since all survey questions were closed-ended.

Analysis of Results

This chapter presents the results of the correlation analysis between selected organisational factors and the incidence of employee training organised by firms. In addition, the results are interpreted and discussed. Table 1 presents the results of the correlation analysis based on data collected through the World Bank Enterprise Survey conducted in Serbia in 2024. In Table 1, an asterisk (*) denotes correlations with a statistical significance level below 0.05, while a double asterisk (**) indicates correlations significant at the 0.01 level. Brackets indicate the response options provided in the questionnaire for each organisational characteristic.

Table 1

Results of the correlation analysis between organisational factors and the incidence of employee training, based on data from the 2024 World Bank Enterprise Survey (WBES)

Incidence of employee training Organisational factors	During the past year, did this establishment have formal training programs for its permanent, full-time workers? (Yes / No)	
	Chi-square	Cramer's V
How many permanent, full-time individuals work in this establishment? (1 to 19 employees / 20 to 99 employees / more than 100 employees)?	7.025*	0.122
During the past year, what was this establishment's main activity, that is, the activity that represented the largest proportion of annual sales? (Manufacturing / Retail trade / Wholesale trade / Construction / Hotel / Restaurant / Services)	14.486*	0.175
What percentage of this firm is owned by each of the following? (Private domestic individuals, companies or organisations / Private foreign individuals, companies or organisations / Government or State / Other)	8.548**	0.130
Does this establishment have an internationally recognized quality certification? (Yes / No)	14.938**	0.172
During the past year, did this establishment have production targets? (Yes / No)	0.886	0.052
Who was aware of those targets at this establishment? (Only senior managers / Most managers and some production workers / Most managers and most production workers / All managers and most production workers)	19.354**	0.249
During the past year, what best describes what happened at this establishment when a problem in the production process arose? (We fixed it but did not take further action / We fixed it and took action to make sure it did not happen again / We fixed it and took action to make sure that it did not happen again, and had a continuous improvement process to anticipate problems like these in advance / No action was taken)	3.085	0.103
During the past year, how many performance indicators were monitored? (1-2 indicators / 3-9 indicators / 10 or more indicators)	7.031*	0.161
Over the last three years, did this establishment adopt any energy management measures to reduce emissions, waste, or pollution? (Yes / No)	30.193**	0.246
During the last three years, has this establishment introduced new or improved products or services? (Yes/No)	23.472**	0.216
During the last three years, has this establishment introduced any new or improved process? (Yes/No)	51.994**	0.322

Source: The World Bank, 2024a; Authors' calculation

The correlation suggests that company size is an important determinant of investment in employee training. Larger enterprises are more likely to implement formal training programs, likely due to greater financial resources, structured HR departments, and a higher need for standardised skill development across a diverse workforce. In contrast, smaller firms may rely on informal, on-the-

job learning, reflecting both resource constraints and less formalized organisational structures.

The results indicate that service-oriented companies are more likely to implement formal training programs compared to firms in other sectors. This may stem from the service sector's reliance on human capital as a primary driver of value creation, where employee knowledge, skills, and customer interaction directly affect performance outcomes. Unlike manufacturing or construction, where productivity is more equipment-driven, service industries depend heavily on continuous skill upgrading to maintain competitiveness and service quality.

The analysis shows that enterprises with foreign ownership, even when partial, are more likely to provide formal training programs compared to fully domestic firms. This tendency may reflect the transfer of managerial practices from foreign parent companies, particularly those from Western economies where structured employee development is more established. Foreign investors often emphasize standardised skill development to ensure alignment with global quality and performance standards, while domestic firms may face financial or organisational barriers to implementing similar programs.

The correlation indicates that establishments holding internationally recognized quality certifications are more likely to conduct formal training programs. This relationship is expected, as maintaining certification standards typically requires continuous employee upskilling and adherence to standardised procedures. Certified firms face stronger external pressures to document competencies and ensure compliance, which fosters a culture of systematic training.

The absence of correlation between the presence of production targets and the provision of formal training suggests that goal-setting practices and employee development initiatives are not systematically linked in Serbian enterprises. This may indicate that firms view production targets primarily as short-term performance management tools, while training is perceived as a longer-term investment not directly tied to immediate output objectives.

The results show that establishments where production targets are widely communicated among managers and workers are more likely to implement formal training programs. Broad awareness of goals reflects a participatory management style, where transparency and employee involvement are prioritized. In such environments, training serves as a complementary tool to align workforce skills with organisational objectives, ensuring that employees not only understand targets but are also equipped to contribute effectively to their achievement.

The absence of correlation between problem-solving approaches and the implementation of formal training suggests that Serbian enterprises do not systematically link continuous improvement practices with employee development. Even firms adopting proactive or preventive measures in production processes did not necessarily invest more in training, indicating that problem resolution may rely on managerial interventions, technical adjustments, or external expertise rather than workforce upskilling. This points to a gap in integrating training as a strategic component of organisational learning and process improvement.

The analysis reveals that firms monitoring a larger set of performance indicators are more likely to conduct formal training programs. Tracking 10 or

more indicators reflects a higher level of organisational sophistication and commitment to systematic performance management, which often requires employees to possess broader skills and adaptability. Training in such contexts becomes essential to ensure that workers can meet diverse performance expectations and contribute to continuous improvement.

Companies that adopted energy management measures over the last three years were also more likely to conduct formal employee training. This correlation suggests that both practices are part of a broader ESG (Environmental, Social, and Governance) approach, in which firms committed to sustainability also prioritize human capital development. By linking environmental responsibility with workforce training, these companies demonstrate an integrated strategy that aligns ecological goals with employee empowerment and organisational learning.

The correlation analysis indicates that establishments which introduced new or improved products, services, or processes over the last three years are more likely to have formal training programs for their permanent, full-time employees. Innovation in products and processes typically requires the adoption of new technologies, methods, or organisational routines, which in turn necessitates the continuous upgrading of employee skills and knowledge. Formal training becomes a critical mechanism through which firms ensure that their workforce can effectively implement innovations, adapt to change, and maintain operational efficiency. At the same time, this relationship can be interpreted in the opposite direction: companies that already invest in structured training programs tend to innovate more

frequently because a skilled, knowledgeable, and adaptable workforce is better equipped to generate new ideas, absorb external knowledge, and successfully execute innovation initiatives. In this sense, training and innovation may reinforce each other, forming a mutually supportive cycle in which employee development enables innovation, and innovation further increases the demand for systematic training.

As previously noted, the questionnaires used in the WBES surveys for 2024 and 2019 contain certain differences. Accordingly, the 2019 survey was additionally used to examine organisational factors that were relevant to the research framework but were not included in the 2024 questionnaire. Table 2 presents the results of the correlation analysis based on data collected through the World Bank Enterprise Survey conducted in Serbia in 2019, with the results presented in the same format as in Table 1.

Companies with a formalized, written business strategy that includes clear key performance indicators were more likely to conduct formal training programs. This correlation suggests a close connection between strategic planning and employee development, as firms with structured strategies recognize the need to align workforce skills with long-term objectives. In such organisations, formal training is part of a systematic approach designed to ensure that employees have the skills and competencies required to achieve strategic goals.

Companies that are members of business associations were more likely to conduct formal training programs.

Table 2

Results of the correlation analysis between organisational factors and the incidence of employee training, based on data from the 2019 World Bank Enterprise Survey (WBES)

Incidence of employee training Organisational factors	During the past year, did this establishment have formal training programs for its permanent, full-time workers? (Yes / No)	
	Chi-square	Cramer's V
Does this firm have formalized, written business strategy with clear key performance indicators? (Yes / No)	14.270**	0.206
Is this firm part of a business membership organisation, trade association, guild, chamber of commerce, or other business support group? (Yes / No)	7.862**	0.153
What percentage or how many of this establishment's permanent full-time employees have a university degree? (Less than 20% / more than 20%)	8.550**	0.228

Source: The World Bank, 2019a; authors' calculations

This correlation indicates that participation in such networks exposes firms to best practices, knowledge exchange, and external pressures that encourage workforce development. Membership often provides access to training resources, industry standards, and collaborative initiatives, which can lower barriers to implementing structured employee development.

Companies with more than 20% of employees holding a university degree were more likely to conduct formal training programs. This correlation suggests that a more highly educated workforce creates both the demand for and the capacity to benefit from structured employee development. Firms with skilled human capital may prioritize continuous learning to maintain competitiveness and foster innovation, while employees with higher education levels are more receptive to advanced training opportunities.

Discussion

The results of the correlation analysis provide valuable insights into the determinants of employee

training and development in Serbian enterprises. Namely, in small open economies, employee training tends to be unevenly distributed across firms and strongly conditioned by organisational and institutional characteristics, as well as management practice.

First, the likelihood that enterprises implement formal employee training programs varies systematically with key organisational characteristics. Factors such as firm size, sectoral orientation, ownership structure, and the educational profile of the workforce define the broader organisational context in which decisions about training are made. Larger firms, service-oriented industries, the presence of foreign ownership, and a higher educational level of employees jointly signal a greater degree of organisational maturity, formalization, and long-term performance orientation. Such firms possess stronger financial and organisational resources, more developed HR functions, and face a greater need for the standardisation of knowledge and skills, whether due to scale, customer requirements, or integration into international business networks. At the same time, the service sector and a highly

educated workforce further reinforce the importance of human capital as a key source of competitive advantage, making investment in training a necessity rather than an option. In contrast, smaller, domestically oriented firms operating in less knowledge-intensive sectors tend to rely more on informal learning practices, reflecting resource constraints, shorter decision-making horizons, and a lower level of institutionalization of human resource management. Overall, training emerges not as an isolated HR practice, but as an outcome of a broader organisational configuration in which structural, sectoral, ownership-related, and human capital factors jointly shape firms' ability and willingness to invest systematically in competence development.

Second, the adoption of formal employee training programs is also shaped by managerial and governance-related organisational practices that reflect how firms plan, coordinate, and control their activities. Enterprises with written business strategies, clearly defined performance indicators, quality certifications, and advanced performance monitoring systems exhibit a more deliberate and systematic approach to management, within which training emerges as a complementary mechanism for achieving organisational objectives. In such firms, employee development is closely aligned with long-term strategic goals, standardised procedures, and external requirements, making training an integral part of organisational coordination rather than an ad hoc activity. Participation in business associations further reinforces this orientation by exposing firms to shared norms, best practices, and institutional pressures that legitimize and facilitate investment in structured workforce development. At the same time, the importance of how managerial practices are enacted becomes evident: while the mere

presence of production targets does not increase the likelihood of training, their broad communication across organisational levels is associated with a higher incidence of formal training programs. This suggests that inclusive and transparent management practices foster environments in which training supports collective goal achievement. Conversely, the lack of association between problem-solving approaches and training provision points to a fragmented understanding of learning and improvement, where operational issues are addressed through technical or managerial interventions rather than systematic skill development. Overall, these findings indicate that formal training is most prevalent in organisations characterized by strategic clarity, external embeddedness, standardised governance mechanisms, and participatory communication practices, whereas its absence reflects a weaker integration of human resource development into broader systems of performance management and organisational learning.

Third, the propensity to implement formal employee training programs is further influenced by firms' engagement in innovation and sustainability-oriented practices. Enterprises that introduce new or improved products, services, or processes tend to operate in more dynamic and knowledge-intensive environments, where continuous adaptation and learning are essential. In such contexts, formal training functions as a key organisational mechanism that enables employees to acquire the skills and competencies required to implement innovations effectively, absorb new technologies, and adjust to evolving operational demands. At the same time, investment in structured training strengthens firms' innovative capacity by fostering a skilled, adaptable, and knowledge-oriented workforce, suggesting a mutually reinforcing

relationship between employee development and innovation. A similar pattern emerges with respect to sustainability practices: firms that adopt energy management measures are more likely to provide formal training, indicating that environmental responsibility and workforce development are often embedded within a broader ESG-oriented managerial logic. Rather than being isolated initiatives, innovation, sustainability, and training appear to form an integrated strategic bundle in which organisational learning supports both technological advancement and responsible resource management. Overall, these findings highlight that formal training is most prevalent in enterprises that pursue continuous improvement, innovation, and sustainability as interconnected elements of long-term organisational development.

Taken together, the findings are broadly consistent with the theoretical and empirical perspectives presented in the literature review. The positive association between formalised business strategy and employee training supports the argument that training is more effective when linked to organisational objectives and strategic priorities (Ganah & Rennie, 2009; Turcotte et al., 2003; Kulkarni et al., 2020; Rabemenanjara & Parsley, 2006). Similarly, the association between innovation and training is consistent with findings that firms oriented towards innovation, technological development and quality management are more likely to invest in employee development (Baldwin & Johnson, 1995; Pitić & Vučković, 2021). The results concerning communication of organisational goals and managerial practices are also compatible with research emphasising management support, communication and interaction as important conditions for workplace learning (Coetzer & Perry,

2016; Al-Harthy & Yusof, 2016; Rida-E-Fiza et al., 2015). At the same time, the absence of significant associations for some operational practices, such as production targets and problem-solving approaches, indicates that individual management practices do not necessarily lead to systematic training. This distinction is important: the findings suggest that training is more strongly associated with an integrated organisational orientation towards strategy, learning, innovation and continuous development than with isolated operational practices.

Conclusion

The findings indicate that employee training creates substantial value only when embedded within a broader process of organisational transformation. Training implemented as an isolated HR activity is unlikely to enhance competitiveness. Instead, organisations that integrate training with strategic management, governance, innovation, and ESG practices are better able to align workforce competencies with long-term objectives, adapt to changing environments, and sustain competitive advantage. The results also reveal a mutually reinforcing relationship between organisational transformation and employee training. Mature organisations are more likely to invest in structured training, while training itself strengthens their ability to implement strategic change by developing the skills and adaptability needed for innovation, quality improvement, and sustainability. Thus, training should be viewed as a strategic enabler rather than a standalone HR practice. For smaller enterprises, limited training opportunities often reflect resource constraints rather than a lack of awareness. Collaboration through business associations, clusters, and other networks can help overcome these barriers by providing access to

shared knowledge and training resources.

Overall, the findings suggest that formal training reflects an organisation's strategic orientation and managerial maturity rather than isolated managerial decisions. The main hypothesis was confirmed: organisations with more developed strategic management, higher managerial maturity, and stronger innovation orientation implement employee training more frequently. Therefore, managers should approach employee training as a strategic organisational issue rather than merely as an operational or short-term HR activity, or as a response to immediate technological changes. Training should be incorporated into long-term business strategy and linked to organisational objectives, performance management, innovation, sustainability, and the systematic development of organisational capabilities. In this perspective, managers should identify future competency needs and develop training programmes proactively, rather than relying primarily on training when a new technology, process, or immediate skills gap emerges. Policymakers can support this approach through sectoral training initiatives, collaborative programmes and measures that encourage continuous skills development and organisational capability building. Such measures can help

position employee training as an element of long-term productivity, innovation and competitiveness rather than simply as a response to short-term operational needs.

This study has some limitations that should be considered when interpreting the findings. First, the cross-sectional nature of the data provides a snapshot of organisational factors and employee training at the time of the survey. Second, the analysis identifies associations between organisational factors and employee training, rather than causal relationships. Nevertheless, the findings provide useful evidence on the organisational factors associated with employee training in Serbian enterprises. Future research could extend these findings in several directions. Longitudinal studies could examine how organisational changes influence training decisions over time and provide stronger evidence regarding the direction of the observed relationships. Further research could also incorporate organisational culture, leadership styles, human resource practices, and the quality and intensity of training, which were not captured by the present analysis. Comparative studies across industries and countries would provide additional insight into whether the identified relationships are specific to particular institutional and economic contexts.

Data Availability: Findings in this paper are based on publicly available databases: The World Bank (2019a) and The World Bank (2024a).

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Organizacijski dejavniki usposabljanja in razvoja zaposlenih

Izvleček

V današnjem hitro spreminjajočem se, tehnološko usmerjenem poslovnem okolju morajo podjetja za ohranjanje konkurenčnosti nenehno izboljševati kompetence delovne sile prek usposabljanja in razvoja. Vendar v mnogih organizacijah usposabljanje zaposlenih bodisi sploh ne obstaja bodisi poteka ad hoc in nesistematično. Namen tega članka je preučiti, kateri organizacijski dejavniki vplivajo na odločitve podjetij o izvajanju usposabljanja zaposlenih. Raziskava uporablja korelacijsko analizo na vzorcu srbskih podjetij, izbranih iz raziskav Svetovne banke o podjetjih, izvedenih v letih 2019 in 2024. Preučuje razmerje med izbranimi organizacijskimi dejavniki in pogostostjo usposabljanja zaposlenih. Rezultati kažejo, da organizacije, za katere so značilne višje ravni zrelosti managementa in bolj razvite prakse strateškega managementa, pogosteje zagotavljajo usposabljanje zaposlenih na redni in sistematični način. Ti izsledki podpirajo prizadevanja za organizacijsko preobrazbo, usmerjeno v uveljavitev usposabljanja in razvoja zaposlenih kot stalne organizacijske dejavnosti.

Ključne besede: usposabljanje in razvoj zaposlenih, strateški management, organizacijski dejavniki, podjetja, raziskava, korelacijska analiza.