



Autoethnography of Professional Development During Onboarding in IT Sector

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Abstract: Onboarding in companies is an important process in the integration of new employees, especially in the aspect of Information Technology (IT) sector. This paper uses analytic autoethnography with the aim of presenting the experience of the first author during his onboarding process in the position of Integration Specialist. Autoethnography allows researchers to combine personal reflection and theory-based analysis to gain a deeper understanding of the emotional and cognitive challenges experienced by new hires. Using paper notes, digital notes, internal communication, and mentor communications, we construct narrative episodes that trace emotional and cognitive transitions. The contribution of this paper is reflected in the fact that an authentic approach to informal learning processes and identity formation on the business path is presented. Also, this paper indicates practical guidelines for improving the onboarding model in companies that want to develop a structured and empathetic approach to the integration of new employees during the process.

Keywords: autoethnography, company, onboarding, professional development, reflection

1. INTRODUCTION

Onboarding, which is viewed as a process of organizational socialization, plays a central role in the professional integration of new employees into the work environment [1, 2]. The purpose of onboarding is to start from getting to know the technical procedures in the company, understanding the values, to building a sense of belonging and character. Research shows that the onboarding process does not work as a structured process, but is highly dependent on the sector, context, and individual segments in the company [3, 4].

In the IT sector, onboarding takes many forms. This includes quickly acquiring knowledge and skills about new technologies and documentation, navigating complex software architectures, and adapting to remote work practice, etc. [5, 6]. The IT sector is characterized by a high level of uncertainty, the speed of solving tasks and projects, and the need for a new employee to quickly adapt to the physical environment or work remotely. When formal procedures are limited, mentorship and informal learning often determine how quickly and effectively newcomers contribute [7].

Contemporary literature on the onboarding process relies on qualitative methods and Human Resource (HR) analysis, while the personal experiences of new employees, i.e., their reflections insufficiently explored. An autoethnographic approach that combines personal experience with theoretical analysis provides an option to look at the onboarding process from a different angle, i.e., from the perspective of a new employee going through it [8, 9]. This approach enables understanding on a different level, both through daily challenges, mistakes, support, and reflection.

The goal of this research work is to apply analytic autoethnography to present the personal experience of onboarding from the perspective of an employee in the IT sector. Through structured narrative episodes, this paper explores the emotional and cognitive challenges of the

process to provide insight into understanding and improving the onboarding process.

2. RELATED WORK

Onboarding researchers, i.e., with the onboarding process in the last few years, they increasingly include qualitative and narrative approaches in their companies or scientific works. Autoethnography occupies a special place by linking personal experience with organizational, cultural, and professional contexts.

Foundational contributions by Bochner & Ellis [8] position autoethnography as a method that documents lived experience to surface patterns and identities.

Wall [10] points to the level of emotion and academic demands when it comes to writing an autoethnographic scientific paper, where the importance of creating a balance between introspection and academic analysis is highlighted. Chang [11] used autoethnography for organizational and educational purposes, where she emphasized its methodological value as research.

In the onboarding process, Suveges & Kurucz [12] emphasized that the presence of a mentor in the IT sector is very important. It was concluded that mentoring is a very important factor in that process, because such a person plays a key role in imparting knowledge to new employees as well as integrating employees into their new work environment.

Cable et al. [13] conducted research in the Wipro company where they compared approaches to onboarding, the classic and personalized approach to onboarding. The results indicated that when new employees went through personalized onboarding, they were 32% more likely to

stay in that job compared to the classic approach, as well as having higher levels of satisfaction and engagement. The study indicated that when a new employee “expresses himself” through personal values, then there is a stronger sense of belonging and loyalty to the work.

Mazari et al. [14] proposed to shift the focus from traditional onboarding to onboarding that will develop the professional identity of employees and support their growth, because onboarding would be treated as an area of personal values and the long-term integration of the new employee into the culture of the organization.

3. METHODOLOGY

This study applies analytic autoethnography. This methodological framework combines the personal integration of the researcher into the company with a theoretical and systematic approach to the analysis of experience [15]. Autoethnography is a suitable approach for researchers who wish to explore personal and emotional experience, especially in situations where reflection and practice are connected in a business environment [8, 9, 10].

The first author joined a 50-60 employee software company as an Integration Specialist and completed a multi-week remote onboarding process. During that process, he was in constant interaction with the mentor, the team, and the internal software for training and documentation that he had to go through for a certain period, and with the help of internal software and documentation to solve certain tasks in one project that he received from his mentor. Anderson [15], as a “complete member”, had full insight into the business processes and actively participated in the projects during the onboarding process phase. During the onboarding period, notes were kept in paper and digital form, correspondence with the mentor was archived (Slack and e-mail), as well as reflections were presented on paper in the form of records. These reflections were supplemented and reorganized, and after that, a structured narrative was formed that will represent the basis for the analysis. In the process of forming the narrative, internal documentation was used, such as certain instructions for using the software and technical documentation that served as a tutorial.

Narrative episodes were selected after close reading of notes and message threads, using four criteria: emotional salience, professional dynamics, event significance, and theoretical interpretability. Each episode is analyzed through: (1) context and personal experience, (2) analytic reflection, (3) link to theory and literature, and (4) learning and growth.

Figure 1 presents the process that shows the interconnectedness of the data sources, the way in which the data was processed, and the very conceptualization of the narrative. This type of display aims to make the research transparent.

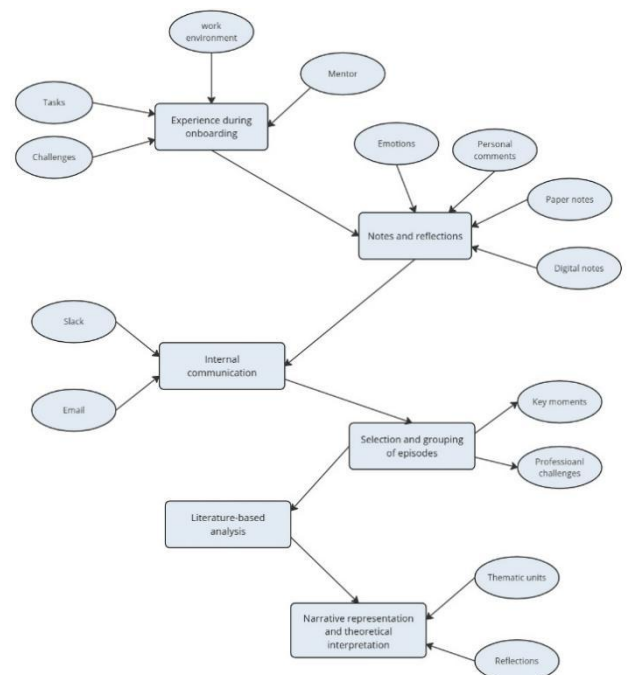


Figure 1 The process of forming a narrative through an autoethnographic framework

The diagram shows how the personal experience is shaped during the onboarding process and where it is represented through a narrative analysis that has a series of phases. The process begins with a work environment with assignments, challenges, and mentorship that together shape the experience. That experience further resulted in various forms of notes and reflections that consisted of various supplemented comments and emotions. Communication was conducted via Slack and e-mail, which contributed to the formation of deeper insights into the process. Based on those items, certain ones were selected, i.e., key phases, professional challenges that are thematically analyzed by the relevant literature. The result of the process is a theoretically based narrative, which is primarily structured in the form of thematic units and personal reflections of the first author.

Validation and research ethics are based on the principles of confidentiality and integrity. The name of the company was not mentioned, and the identity of the mentioned persons was not explicitly disclosed. The first author relies exclusively on the data he generated, having a complete overview of all layers of interaction. The validity of the research is based on the concepts of reflective self-examination that are characteristic of the autoethnography approach [8, 15]. Despite not including a research diary or interviews with third parties, self-validation was achieved through the use and reliance on authentic sources, such as: (1) paper notes created in the onboarding process, (2) digital notes created in the onboarding process, and (3) internally documented communication with the mentor. Validity from the point of view of knowledge is ensured by the inclusion of multiple sources of data and their triangulation [16], which ensures compliance with the principles of trustworthiness with qualitative research.

4. NARRATIVE EPISODES

The narrative research part of this paper is structured through four episodes, which represent key moments of development during onboarding. The episodes were carefully selected to represent the emotions and process points of the first author's learning, adaptation, and role transformation. Each episode aims to present the personal point of view, internal conflicts of the first author, as well as the support of a part of the environment.

The four episodes represent the result of the methodological striving for a balance between the presentation of narrative depth and the precision of analysis. A smaller number of episodes would be insufficient to show the complexity of an onboarding process, while a larger number would lead to an easier focused analysis. For these reasons, four thematic units were chosen that will cover aspects such as: (1) the simultaneous appearance of a large number of emotions, (2) the relationship with the mentor, (3) the first sign of validation and recognition in the team, and (4) stabilization and belonging in the company.

Each episode is processed through four analytic components:

- Context and personal experience - represents the situations and environment in which the first author is located, as well as their development. It includes the specific tasks, the interaction that he had with the employees, and the emotions that were present. The goal of this component is to provide a clear insight into the circumstances in which certain changes and visible obstacles occurred.
- Analytic reflection - represents a focus on personal interpretation of situations, dilemmas that are present, decision-making, and emotional reactions. In this component, both the event and the meaning assigned by the first author to those experiences are described.
- Theoretical framework and connection with literature - this component enables the positioning of narrative episodes within relevant theoretical concepts such as social-cognitive theories [17], communities of practice [18], and professional identity [19]. This component enables a deeper understanding of the concrete experience.
- Learning and growth – presents how a certain episode contributed to the personal and professional development of the first author. This component aims to present a bridge between the personal narrative and general conclusions about the onboarding process in the company.

4.1 Episode 1: Stepping into the Unknown - Confusion and fear in the process

4.1.1 Context and personal experience

The onboarding took place remotely. Working remotely meant that the first author didn't meet people face to face. Daily Google Meet check-ins were scheduled, but no formal welcome protocol or task list was provided. From the first moment, he was expected to independently explore Representational State Transfer (REST) Application Programming Interface (API), understand internal software environments and schemas, and work with JavaScript Object Notation (JSON) structures and pagination. The situation felt like being thrown into deep water without knowing how to swim.

Compared with the mentor and other team members, he felt he knew very little and was unsure where to start or what was appropriate to ask. He relied on the mentor to clarify ambiguities, and a strong sense of incompetence marked the first day. By the end of that day, sitting in front of the monitor, he felt overwhelmed, the pressure to master many new technologies quickly, the fear of failure, and uncertainty about expectations.

4.1.2 Analytic reflection

The first day at work was not only a technical challenge, but it can also be said that it was partly a psychological shock. The remote setting intensified isolation. Informal interactions were absent, and work was reduced to a screen and silence. The first author knew that he could ask the mentor about anything, but he didn't know how it would affect the overall result. What affects the most is self-doubt. That feeling that everyone knows more, that maybe the expectations are too high for such a short period. That inner feeling became a key point of change in the later phases of this process.

4.1.3 Theoretical framework and connection with literature

The initial shock is characteristic of the manifestation of the phenomenon in the process of identity change, which is called liminality [20]. According to Ashforth [21], the early phase of assuming a role in a company is marked by intense uncertainty, expressed by emotional stress and impaired self-confidence. Also, Bandura [17] concluded that the feeling of incompetence affects the resilience of the emotion in the business environment and motivation. In situations where the new employee has no previous experience or a certain model of behavior, the beginning of the onboarding process can seem shocking to the person. In the case of the first author, this was reflected through the internal struggle between the will to succeed and the fear of failure.

4.1.4 Learning and growth

This narrative episode does not end with solving the problem, but with confronting oneself for the first time in this specific situation. Based on this situation, the first author learned to feel such a degree of overload, not as if a certain persona is the culprit here, but that there must be a better structure to this process. Although the first author did not have a strategy for how to push this to the end, this moment marks the beginning of a kind of change in the approach to the execution of tasks that is expected of him,

the organization of both time and data at his disposal, and course reliance on a certain support from the mentor.

4.2 Episode 2: The mentor's role in the process: learning through present support

4.2.1 Context and personal experience

From the beginning of the onboarding process, the first author met a manager and a developer who was later recognized as an onboarding mentor. She had many years of experience in the same position, Integration Specialist. The first contact was well-directed, relaxed, informal, and at the same time very professional. There was no aloofness; moreover, the mentor immediately let the first author know that he was not bothering and that he could contact her regarding any problem or ambiguity.

The meetings were daily, usually once or twice. Also, she was always available via messages, i.e., on Slack. If the first author ran into a problem working with the internal software or didn't know how to access a certain item, He knew he could count on her for help. She was very patient, but not too detailed with explanations, probably so he could come up with a certain answer on his own.

4.2.2 Analytic reflection

The very presence of a mentor in the initial phases of the onboarding process represented a form of security. When the first author encountered chaos in the sea of new technologies, ambiguities in the documentation and the fear of making a fatal mistake, mentor represented a kind of security figure, not only in the form of technical support, but as a person who did not see mistakes as some kind of writing minuses in her diary and looking for what was not done well, but as an opportunity to learn. That kind of balance between task and support is very important. The first author knew that he had to tinker to solve something, but that he wouldn't be in trouble if he got stuck somewhere or took the wrong approach. That feeling changed his attitude and the very experience in contact with the employees, because he felt that there was a certain support in this whole challenge.

4.2.3 Theoretical framework and connection with literature

The role of mentoring in the onboarding process has been repeatedly documented in the literature, i.e., Ragins & Kram [22] emphasized that a very effective mentor should not only be able to transfer knowledge, but also to provide a certain type of emotional support and a new type of identity to the new employee. In the context of autoethnography, this view sees the mentor not only as a technical guide but also as someone who aims to strengthen the emotional resilience of the new employee.

In the context of the IT sphere, Suveges & Kurucz [12] emphasize that the figure of the mentor is very important for understanding informal knowledge, internal tools, and logic in the field of work, which additionally describes the situation of the first author, that the mentor was someone who stood between formal onboarding and objective challenges in project tasks.

4.2.4 Learning and growth

The mentor's role proved to be something that cannot be read from any book or documentation, namely: (1) How to correctly ask a question, (2) How to research certain items and arrive at an answer, (3) How to organize in the best way. In cooperation with the mentor, he began to develop confidence in his own decisions when it came to making decisions about a certain step in solving a task. He had a feeling that even if he made a mistake, there would be someone there to help me understand why.

Thanks to the mentor, the process of onboarding in the company was not only the development of technical skills, but also some kind of transformation into a professional who becomes aware of exactly where he is, what he needs to do, what his ultimate goal is, and who he can turn to when something goes wrong.

4.3 Episode 3: Team as confirmation of belonging

4.3.1 Context and personal experience

During the onboarding process, a good part of the time, the first author was focused on the creation of the project that he received and on the communication with the mentor. The team was more like "in the background". That means he was present in Slack channels and meetings, but for him, it meant that he was still distant. He had contact with a couple of colleagues and the team leader, but nothing that he would call a real conversation.

The first time he felt like he was part of their team was when he completed one component of the integration. It was a technical task that required an understanding of internal software, data structures, and connecting to an external API. The mentor and manager reacted very positively. This was felt in the tone, words, and energy. Then he felt that he was a part of all this.

4.3.2 Analytic reflection

Belonging to the team was not granted by employment alone. It had to be earned through knowledge, hard work, and contribution. Before solving the task, the first author felt like an observer. Team members knew far more and communicated in a "team language" that he struggled to understand, given his limited experience, despite sustained effort to keep up. When he managed to solve a certain part, he felt that he was not a passive participant who just observes what is happening around him, but someone who can contribute. He received feedback, an emotional response that what he does has its place and its weight.

4.3.3 Theoretical framework and connection with literature

The process of belonging is related to the concept of "legitimate peripheral participation" developed by Wenger [18]. New employees enter the environment (community) by primarily observing what is happening around them, and after that, they will take on a specific task that will lead them to joint activities. The entry of the first author just followed this type of pattern.

Cable et al. [13] point out that the sense of belonging is not built through a formal structure, but it is built through

small interactions that have emotion, such as a thank you note, validation, or contribution. In the case of the first author, the feedback for a particular task represented a small change that transformed his status from an observer to a person who is part of the team.

4.3.4 Learning and growth

This entire situation showed the first author that technical skill development and emotional validation can go hand in hand. After successfully solving the task, the first author, in addition to having overcome one type of technical challenge, already felt that he was part of a smaller community (team). That moment was no longer about “getting through the onboarding process”, but about entering a professional environment where he truly belonged.

4.4 Episode 4: Professional transformation

4.4.1 Context and personal experience

After completing the onboarding, everything changed. From a person who at the beginning of the onboarding was insecure, confused, and overwhelmed by a drop in self-confidence, ignorance, huge unknown technologies, the first author became the type of person who knows what needs to be done, how to ask a question, where to look for a solution to a certain problem, and how to understand a certain issue.

Completing the onboarding process was much more than a formality for the first author. It can be seen as a form of validation. The first author completed the project assigned to him. After that, he had to present his solution, i.e., to explain how he arrived at the solution, what each component means, and what technologies were used. Then, for the first time, he could say that he knew what he did, he understood completely, and he could pass this knowledge on to another person.

4.4.2 Analytic reflection

The transformation is not only a technical development of skills, but also a change of identity from “newbie” to “professional”. At the beginning, the first author thought about himself in terms of entering the company. While in the end, he was part of such a system. Then it can be said that not only is the first author confident, but that he has been part of it for a long time.

The time it took to complete the task would now be cut in half. The knowledge that the first author needs to “conquer” now represents the form of a tool. How the task was solved, which represented a kind of chaos, now represents a form of structure by which work is done. What was once a challenge has become a routine.

4.4.3 Theoretical framework and connection with literature

The phase of professional transformation of the first author is something that Pratt et al. [23] described as “professional identity formation”, i.e., the process where an individual internalizes the roles, values, skills, and

behavior that are characteristic of his position. Also, Ibarra [19] concludes that new employees experiment with different “provisional selves” before finding a version that works for them. The first author changed his internal narrative during the onboarding process, from insecurity and fear to absolute security and confidence in his role in the company.

4.4.4 Learning and growth

The big lesson from this kind of professional transformation is not the development of technical skills. This can be seen as the first author learning how to learn in the right way, how to organize in the right way, and how to use what he was given. The first author understood that if he did not know how to perform a certain task, that ignorance is not a weakness, but a certain point from which he must start learning. Upon completion of the onboarding process, i.e., solving the first project, the first author continued to contribute to the team by developing new integrations. What was motivating was the sense of value in the team. The first author no longer felt that he had to “survive” until he completed a certain task but looked to use every moment to be a better version of himself.

5. DISCUSSION

The process of professional development in the company that lasted during the onboarding represents a layered experience that comes from reflection on personal records, experience, analysis, emotional transformation, and personality development at work. The discussion refers to previously narrated narrative episodes to gain a deeper understanding of the process of progress through an autoethnographic framework. Also, the discussion includes a contribution to the contemporary literature on the experience of the onboarding process in the IT sector, concrete ways in which this research can be applied in practice, decision-making, further development of the system, and consideration of research boundaries.

5.1 Emotional progress during onboarding

During the onboarding process, the first author went through different emotional phases that affected his understanding of the role and position in the team assigned to him. These phases that change according to certain tasks, the learning process, and interactions with employees are:

- Phase 1: State of anxiety and adaptation - upon entering the company, the first author encountered new contexts such as software that he had not used until now because they were internal, his expectations were not clearly defined, and he felt overwhelmed by how much he still had to learn. This phase is marked by feelings of fear and cognitive overload.
- Phase 2: Uncertainty and seeking support - during implementation in the work environment, the mentor represented an increasingly significant

figure of security to the first author. Although he had the feeling of complete isolation from the team and the business environment, he finally got the feeling that there is a person who has the role of a mentor and can “lead” through this process. This phase represents a kind of curiosity because the first author started to take “small steps” in progress, but he was also cautious because he still didn't know much, and he got over the initial fear he had.

- Phase 3: First validation and growth of self-confidence – completion of a specific task and positive validation and feedback from mentors and managers marked a key moment. The first author felt that for the first time in this process, he had a certain contribution, and that he understood what was expected of him. That kind of relief and personal kind of validation changed a lot.
- Phase 4: Affiliation and stability – after the successful completion of onboarding in the company, the first author contributed to the team through real projects. The feeling of acceptance and belonging was most pronounced then. In those moments, there was no longer any doubt about knowledge and coping skills. The first author entered the phase when he could be part of a team that contributes equally, but also as the type of person who knows how to solve a certain problem and how to learn something.

5.2 The role of reflective and written notes

During the process of analytic autoethnography, the notes represented one of the key tools in the direction of self-observation that depicted the experience of the experience and later the possibility of analysis. During the onboarding process, the first author used paper and digital notes in Microsoft Word and a Miro board to facilitate learning, organization, and tracking of what was done. The notes included the larger goal of the implementation of the tasks and the project, micro-tasks, questions he had, ambiguities that he would regulate with the help of a mentor, technical problems, emotional reactions to situations such as frustration, confusion, problem-solving, motivation, and mini achievements. The notes were not pre-structured but developed as the onboarding process progressed. It can be concluded that everything was recorded spontaneously. Notes were created in the form of daily records, short comments, and diagrams. Later, in the course of writing scientific papers, the first author concluded that all those records, as well as the entire situation he went through, represent a kind of framework where narrative episodes can be created and thus enable the grouping of data for analysis. In addition to writing notes in paper and digital format, there is also internal documentation that is documented with the mentor. This includes messaging through Slack and e-mail. This opened the door to reconstruct the principle of the learning flow, certain points of emotion, and moments when something was done, i.e., positive feedback.

According to the authors Chang and Bochner & Ellis [8, 11], in writing autoethnography, notes represent evidence of validity through reflection. Their presence enabled a higher level of interpretation where events were not observed and analyzed chronologically but through emotional, cognitive, and social contexts of meaning. It was those notes that were kept in that process that enabled a deeper understanding of the behavior patterns of the first author, i.e., how much he doubted himself, how he should have sought help and problem-solving in order to progress, and in which situations he was self-critical.

5.2 Professional templates and insights

Although the onboarding process was primarily aimed at acquiring technical knowledge, solving problems, and getting to know the company's system, its purpose is more reflected in the review of behavior patterns, reactions in certain situations, and the thinking of the first author. Such reviews cannot be formulated without moving away from the situation, notes, and reflection.

One of the patterns visible in this is perfectionism. It was reflected in the detailed review of each task, the fear of making mistakes or complicating the process, and the need to have everything in the best order before seeking validation and confirmation from superiors. This pattern cannot contribute to the current quality because in the initial phase of onboarding, the emotion of anxiety for good and efficient work was felt. In the moments when questions were asked to the mentor or solutions for certain parts of the task were presented, relief was felt because the processes of learning and progress imply that there is a first version for everyone, that it will not be the best solution from the first.

What is still noticeable about the patterns is the excessive mental questioning, where the first author constructed the skeleton of the solution in his head even before the implementation of the project was started. This type of approach led the first author to a block because he did not know how the system worked, and this, in a way, unconsciously blocks progress until the phase “everything makes sense now” is reached. This perception helped to develop a more flexible approach to work that contributes to solving a particular problem step by step.

At the end of the process, a significant consideration is the perception of authority over the employed person. At the beginning of the onboarding process, the mentor was viewed as an unattainably competent person, and thus, the first author fed himself a sense of inferiority. After he managed to reach certain interactions, solved mini-tasks, and received positive feedback, he realized that maybe even they don't know every solution in advance, but things are solved step by step, gradually, in a structured way. In this way, he began to build a more normal attitude towards himself and his current level of knowledge.

5.4 Contribution to literature and industrial practice

This research work is a continuation of previous research using an autoethnographic approach [24] where, through detailed analysis and documented reflection, initial and final models of onboarding were developed. The initial

model was based on notes that were taken daily and represented a semantic framework with basic entities such as mentor, team, resources, and learning objectives. The final model was created after the reorganization of the data and the introduction of new entities, such as manager, evaluation, and where there is more precise semantics in the form of relations between entities. This reflects the systematicity of the process and creates a starting point for wider applicability in different spheres of business. In this paper, the models are not only recognized as the result of previous scientific work but are also used as a kind of basis for further elaboration of the onboarding process. This type of upgrade enables a better formulation of the theory, but also a practically applicable approach to the onboarding process.

In the practical part, this work contributes to a better understanding of how new employees (individuals) deal with the challenges of unknown technologies, pressures, uncertainty, and emotional transitions in the initial phases of the process. Insights such as those already mentioned can be of great benefit to employees who work in the position of HRs, mentors, and managers who want to create or optimize the onboarding process. Such processes should be viewed not only as a functional structure of the process, but also that they are reflectively designed based on the internal dynamics of informal learning, a sense of belonging in the company, patterns of adaptation in specific situations, and in moments of solving problems in the process of integrating new employees into the company.

6. LIMITATIONS AND VALIDITY

This paper relies on an autoethnographic approach. It is a method that implies the direct participation of the individual in the environment he deals with. Although this approach offers the ability to gain a deeper understanding of the dynamics at work, it can at the same time bring a limitation in the direction of subjectivity and generalization of the results. No other participants are involved in this work, nor is there any external validation, such as interviews or by a third party.

Validation was performed through multiple sources, such as paper notes, digital notes, communication that took place via Slack or e-mail with the mentor, as well as technical documentation that was used during the entire onboarding process. These sources enabled a reflexive check of the data and thus enabled consistency in the analysis. The approach used corresponds to the trustworthiness criteria proposed by Lincoln & Guba [16], mostly in the domains of credibility and verifiability. In addition, the first author relied on his reflective assessment, whereby notes, reflections, and narrative episodes were used as a basis for depicting the experience. This approach to validation is in accordance with the principles of autoethnography, where the reliability of the narrative is based on introspection, honesty, and interpretation of real experience [8]. What is important to note is that no research diary was kept, the notes were taken during the onboarding process and not reconstructed afterwards. This segment increases the authenticity of the given data. Also, methodological recommendations related to narrative

richness, ethical honesty in autoethnographic writing are included [25, 26].

7. CONCLUSION

This paper used an analytic autoethnography approach and presented the experience of the onboarding process in the IT sector from the perspective of a new employee. Through structured narrative episodes, essential challenges faced by the employee were identified. This includes working with new, unfamiliar technologies, time constraints that create pressure, uncertainty, and technical complexity of the project. A very important role was played by the mentor, access to diverse documentation, and the gradual process of fitting into the team and work pace.

Based on the notes taken, reflection, and internal communication, an analysis was performed that enabled a deeper level of understanding of professional development during the onboarding process. The contribution of this work is reflected in the combination of personal experience and relevant literature, which builds the basis for further theoretical and practical research in the onboarding process.

In future research, further development and validation of the onboarding model is planned, where additional research methods will be applied that will include third-party analysis and opinions.

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