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Revealing the Human Resource Development Discourse: A Mixed Methods Study of Similarities and Differences in Academic and Practitioner Language, or Labels-in-Use

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A dissertation submitted in partial fulfillment of the requirements for the degree of
Doctor of Philosophy at Virginia Commonwealth University.

by

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Abstract

REVEALING THE HUMAN RESOURCE DEVELOPMENT DISCOURSE: A MIXED METHODS STUDY OF SIMILARITIES AND DIFFERENCES IN ACADEMIC AND PRACTITIONER LANGUAGE-IN-USE

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Woven within the pages of HRD's historical literature, a variety of scholarly voices can be found drawing attention to the increasing inconsistency in the language of the field. Within the literature, we also find evidence of a long-standing discord and debate regarding the field's definition and identified boundaries. This is the first study that attempts to elevate the conversation of HRD's definition to that of an exploration of what is shared, and what makes the discipline's members unique. Utilizing Li's (2009) lens of disciplinary identity and elements of Gee's (1999) theory of Discourse, this study presents a concept of what HRD's disciplinary identity may look like at the macro level. This study also investigates the construct from both the academic and practitioner lens, in an attempt to include perspectives and influences at the

micro level regarding the discipline's enacted identity in both scholarship and practice, which may aid the relationship between theory and practice.

Embedded within the larger aim of this study was the goal of revealing current similarities and differences in academic and practitioner labels-in-use within the field of Human Resource Development. To that end, this study employed an explanatory sequential mixed methods design that began with a quantitative collection and analysis of text from the Association for Talent Development's (ATD) website and the Academy of Human Resource Development's (AHRD) website. A second, qualitative phase was then conducted consisting of interviews of a diverse group of academics and practitioners from institutional/organizational contexts that were believed to provide greater insight into the potential contextual nuances behind the quantitative results.   Mixed analyses of the quantitative and qualitative findings found a variance in the language-in-use, as well as indications that the discipline's espoused identity may not reflect what is actually lived. These findings also suggest insights into the discipline's social actions and interactions at the micro level, providing support for a proposed cultural model of HRD at the macro level. Although this study is a first step in trying to better understand HRD's language-in-use and overall disciplinary identity, it also provides evidence that viewing HRD's language-in-use in this way warrants further investigation.

Chapter One: Introduction

Historical literature paints the picture of the evolution of the Human Resource

Development (HRD) field as that of an applied practice that quickly grew into a rich,

interdisciplinary field of formal study. Woven within these pages of HRD's historical literature,

a variety of scholarly voices can also be found to draw attention to the increasing inconsistency

in the language of the field. Gilbreth (1914), for example, from the field of psychology began the

thread of conversation as she famously explored the link between the responsibilities of

management and the tenets of psychology in her seminal work *The Psychology of Management*.

Gilbreth (1914) also touches on the topic of the language specific to the field of management, a

blanket term that also included the management of human resources at the time. Gilbreth points

to the variance in the terms that were used in the field, noting that some terms could withstand

the test of time as long as their meanings were revised to reflect the growth and evolution of the

field. Gilbreth also notes, however, that continued variance in major terms - especially the

primary labels used for the field - can cause concern as well. "[Management's] two sets of

meanings are a source of endless confusion, unwarranted prejudice, and worse. This is well

recognized by the authorities on Management" (p. 7).

Koontz (1961) continued the thread as he pointed to a variety of uses and meanings of

terms found within the literature; while Sedwick (1975) from the field of Management suggests

that the field's interdisciplinary history and growth was a contributing factor to the various

terms, definitions and understandings. "It would appear that the confusion in management terms recognized by Gilbreth has not been cleared up" (Sedwick, 1975, p. 42). Despite this thread of recognition, 15 years after Sedwick (1975), Jacobs (1990) notes his concern around the variance in HRD language and understandings, cautioning that if research was to truly make a recognized contribution to the field known as HRD, the field needs to clarify "its own network of propositions, (otherwise) it is difficult to judge whether pieces of scholarship are really advancing our knowledge" (p. 70).

Chalofsky (1992) continues the momentum of the discussion around the discipline's identity in the HRD literature as he references Jacobs' (1990) call for a clarification of HRD theories and advises members of HRD to review the variety of definitions that exist within the field, and to agree upon a unified identity. Perhaps Chalofsky (1992) was also inspired by Jacob's (1990) notation of Jantsch's (1972) definition of interdisciplinary knowledge as one, "composed of several related areas, which can be better defined at the next higher level of abstraction" (p. 66). Chalofsky points out that a unified view of who and what HRD should or could be, would, "not only provide a focus for the development of the profession, but would also set limits on the boundaries of the field" (p. 175).

It is evident that various HRD scholars have consistently argued against allowing others outside of the field to define what HRD could, or should mean, and instead seek a shared definition and collection of theories. Yet despite such recognition, in a more current review of the HRD literature, 20 years after Chalofsky (1992) and Jacobs (1990), Wang and Sun (2012) point to the still present variation in the HRD discourse. Perhaps this consistent variance in discourse can be attributed to those HRD scholars who, over time, have been more inclined to lean toward remaining flexible in identity. Today, for example, members of the HRD

community can include academics (theorists, researchers, scholars, scholar-practitioners), and

practitioners (consultants and practitioners in organizational settings) (Chalofsky, Rocco, &

Morris, 2014). Due to these varied professional contexts, scholars such as Hilton and McLean (as

cited by McGuire, 2011) and Lee (2014) believe practitioners and academics in the discipline of

HRD are called upon to be flexible in how they define themselves, and perhaps even the

language that they use. Han et al. (2017) caution that,

> the rapid expansion and diversification of human resource development (HRD) research
> and practice (has been) a welcoming sign for HRD scholars … At the same time,
> however, it raises questions about the core identity and boundary of the field and
> desirable future directions (p. 294).

While a variance in contexts can make flexibility in identity seem necessary, such

flexibility can undoubtedly also carry a cost. As noted by Gee (1999), a recognized seminal

theorist in the study of discourse, "when we speak or write we craft what we have to say to fit the

situation or context in which we are communicating. But, at the same time, how we speak or

write creates that very situation or context" (p. 11). Evidence of the potential impact of

inconsistency in terms can be seen in Wang and Sun's (2012) proposition that such varied

definitions in HRD and lack of consistent use of terminology could be contributing to, "logic

inconsistency and theoretical confusion of existing research," which, in turn, could also impact

"the credibility for HRD theory building" (p. 397).

Research Background

  The historical evolution of the HRD field through the lens of Identity. In its earliest

days, the work within what is now called the Human Resource Development field was often

termed as Personnel, Personnel Management, and later Human Resources. The theorists and

theories were from various disciplinary fields like that of Adult Education, Anthropology,

Business Management, Economics, Philosophy, Psychology, and Sociology. In 1944, the

American Society of Training Directors (ASTD) was founded, and the applied practice of Human Resource Development (HRD) began to move towards becoming a profession in its own right.

As the emerging fields of HRD and its companion field of Human Resource Management (HRM) continued to take on influence from various other disciplinary arenas, HRD continued to evolve without an internally agreed upon or externally recognized identity. Thus, in 1957, Peter Callhoon requested that his fellow HR academic members take pause and aid in establishing more foundational clarity and understanding. Callhoon (as cited by The Society for Human Resources Management, 2008) also cautioned that managers within organizations would consistently wage wars to try to control employment decisions, and that there were "too many weak personnel men" (p. 21). In short, Callhoon felt that in order for the field to truly have an influence, "overall professionalism needed to be increased and incorrect assumptions that were floating around about the field needed to be addressed" (p. 21).

In 1961, Harold Koontz, as cited by Sedwick (1975), cautioned the field that there were a variety of uses and meanings of terms found in the literature, such as organization, leadership, management, and decision-making; ultimately concluding that the overall Human Resources discourse was a 'Management Theory Jungle.' Perhaps prompted by such realizations, in 1964, the economists Harbison and Myers were the first to use the term Human Resource Development *and* provide a formal definition for it (Ruona & Swanson, 1998; Hamlin & Stewart, 2011; Han et al., 2017; Wang et al., 2017). In 1970, Leonard Nadler also crafted the first textbook in Human Resource Development. Nadler's (1970) text and academic program structure helped to ground the discipline and provide ways of differentiating between professionals in HRD, and those that were not (Watkins and Marsick, 2016).

Nadler's work soon led to the development of a variety of additional HRD academic programs in various U.S. universities, as well as in some developing countries. This rise of Human Resource Development academe also led to the establishment of the first association for the academic community of HRD in 1981, the HRD Professors Network of ASTD. But despite such progress in the field's development, in 1990, we find a cautionary tone from Jacobs regarding HRD's disciplinary identity: "Human resource development (HRD) is a profession and an area of academic study in search of its own distinctiveness (because) it is still a relatively new area of professional practice and academic study" (p. 65). Jacobs (1990) goes on to point out that the complexity of HRD's makeup is worthy of notice, as is the variety of disciplines that have contributed to the field. Jacobs advised that all contributing areas should be reviewed, "using theories unique to HRD as the organizing principles [.... to] reveal gaps in the knowledge … and thus direct HRD research efforts in a more systematic manner" (p. 70). A variety of scholarly literature echoing and supporting Jacobs' (1990) call was published in the years that followed, and in 1993 The Academy of Human Resource Development (AHRD) was created in an effort to increase the focus on advancing research and theory in the field. Yet 23 years later, Ruona (2016) in her exploration of the HRD field's evolution through the lens of both theory and practice notes that, "in the sociological and higher education/academic landscape, HRD is currently assessed to be a weak profession and a rather tenuous discipline" (p. 562).

The evolvement of the HRD definition and core theories through the lens of Identity.
Chalofsky (1992), echoing the writings of other fellow HRD scholars, points to the importance of grounding HRD's relevance and purpose within the definition of the field, noting that by doing so it can "not only provide a focus for the development of the profession, but (it can) also set limits on the boundaries of the field" (p. 175). Other scholars, however, have argued against

bounding the field in such a way, as Lee (2014) does in her often-cited belief that, "the very act of defining the area runs the risk of strangling growth in the profession by stipulating so closely what the practice of HRD is, or should be" (p. 105).

Attempts to define Human Resource Development began with the first definition in 1964, and have occupied members of the HRD academic community ever since (Weinberger, 1998; McLean & McLean, 2001; Ruona, 2006; McGuire, 2011). Evidence of these efforts can be seen in Weinberger's (1998) systematic review of 18 HRD definitions used by U.S. academic authors, and Ruona & Swanson's (1998) review of 16 HRD definitions that same year. Thirteen years later, Hamlin and Stewart's (2011) review of over 40 years of HRD literature revealed the use of 24 different definitions. A more recent review conducted in 2017 by Wang et al. identified 32 different HRD definitions utilizing a keyword and content analyses approach. It is clear that multiple attempts have been made to craft a definition for HRD as the field has continued to evolve. But these attempts have also left the field living with variation that can cause, "logic inconsistency and theoretical confusion of existing research," which, in turn, could also impact "the credibility for HRD theory building" (Wang & Sun, 2012, p. 397).

As Wang & Sun (2012) suggest, embedded within the conversation regarding a unified definition for Human Resource Development is a discussion regarding HRD's boundaries, or core theoretical underpinnings. In 1990, Jacobs notes that as the HRD field continued to develop, seminal scholars began to call for specific theories that directly contributed to HRD theory and practice. The identification of such theories, Jacobs concluded, could help to shape the field, define the scope, guide the training and socialization of HRD professionals, and, "judge whether pieces of scholarship are really advancing our knowledge" (p. 70). Jacobs goes on to present his proposal of five major HRD influences: inclusive of education, systems theory, economics,

psychology, and organizational behavior. Ten years later, Watkins (2000) points out that HRD

practitioners should have a good, sound understanding of organizational behavior, systems

theory, and intervention theory. Swanson (2001), just a year later, proposes that all theoretical

work conducted within HRD stems from one of three core contributing domains: psychology

theory, economic theory, and systems theory. Not long after, Chalofsky (2007) proposes that

the, "seminal underpinnings of the discipline" (p. 437), included theories from the fields of

sociology, anthropology, psychology, management, education, economics, the physical sciences,

and philosophy.

Within these examples, we find evidence of discord and debate regarding the HRD field's

identified boundaries. Jo, S. J., Jeung, C.-W., Park, S., & Yoon, H. J. (2009), in their review of

literature from key HRD journals, even suggest that defining the field and theory building were

main themes found as a result of their citation network analysis. When considering such

inharmoniousness within the field, "it raises questions about the core identity and boundary of

the field and desirable future directions" (Han, et al., 2017, p. 294). But perhaps the real issue

lies within who is having the conversation, and what the conversation focuses on, as dominant

HRD theorizing has been ultimately concerned with, "arguing what HRD should be,

accompanied by insufficient attention paid to empirical grounding in what HRD actually is"

(Nolan & Garavan, 2014, p. 533).

Owning HRD's multiplicity by identifying and celebrating HRD's language.

One of the most fundamental ways we have of establishing our identity, and of shaping
other people's views of who we are, is through our use of language …..Social groups and
communities use language as a means of identifying their members, and of establishing
their boundaries (Gee, 1999, p. 54).

The discipline of Human Resource Development arose out of a need within the world of practice

and has undoubtedly worked to find and define its foundation ever since. In order for academics

and practitioners to more confidently converse about, conceptualize and argue for their field, the discipline's language-in-use should be explored. A better understanding of the HRD discourse could provide clarity and support for HRD's stance as a profession with its own purpose, relevance, and distinctiveness.

With apparent recognition of the importance of understanding a field's language-in-use, Smith (1990) produced *The Dictionary for Human Resource Development,* citing the need for an accepted and common list of words and vocabulary for HRD. Smith noted that the benefits of such a resource to the field would be numerous, as clarity of terms would benefit the communications and understandings of practitioners and scholars that were both new to the field and active in it. Smith's published dictionary contained 360 words and phrases "reflecting current thought and use" (p. 6), within the field of HRD. But his research was only based on one voice, or 'list' from the field of practice, and many from that of academe.

Today, the field of Human Resource Development and its language have undoubtedly evolved; with the addition of some new terms, changed terms, or even terms that simply no longer apply. This evolution presents a need for a new look at HRD's language-in-use, and can be guided by elements of Smith's (1990) initial approach. But there is also a need to include the voices of members of both practice and academe in order to provide a greater understanding of the variance that can be found due to the variety of contexts in which members of HRD can find themselves. Ruona (2016), for example, provides a glimpse of such variety in the field's language-in-use, as she lists labels such as Learning Design and Technology (also known as Instructional Systems Design), Industrial-Organizational Psychology, Organizational Development, Organization Behavior, Human Resources and HRM as related occupations,

professions, or roles that can be found within a workplace and are often viewed as *similar* to that of HRD.

Ruona's (2016) list also provides evidence that "HR's place in an organization is still up to the individual" (The Society for Human Resources Management, 2008, p. 89). But this individual is often not a member of the HRD community; or even the HRM or overarching HR discipline. The label chosen, the scope of work, and the overall definition of what HRD will mean to an organization are often decided upon by an executive seated high within the hierarchy of the organization (a CEO, Owner, etc.). This deciding individual may have little to no understanding of what Human Resources, HRM, or HRD even is – much less how it may align with the organization's mission, vision, values, or strategy. Resulting structures may produce a department or role utilizing the HRD label, and it may even be situated within the umbrella of HR (as it was in the very beginning). But when the scope of work is reviewed, appointed responsibilities may reflect misconceptions of where the dividing line falls between what is traditionally associated with HRM and HRD. HRD professionals may then be left with tasks and responsibilities that they are unfamiliar with, and unprepared for.

When HRD environments are outlined or created by members of organizations who are unfamiliar with what HRD's influence and relevance can look like, the HRD professional will often find that s/he is in a continuous struggle for structured recognition of who they are, and what they could (or should) be to their organization. Further still, if HRD professionals are unable to effectively communicate or portray the value that they bring to their organizations, this disconnect regarding HRD's identity can result in misguided job performance expectations, creating additional struggles for practitioner community members. "HRD professionals cannot always talk the language of business or think in terms of competitive advantage (like those in

HRM)" (Marsick, 2007, p. 90). Marsick's (2007) comments may not be representative of all

HRD professionals today, especially those who are more assertive in effectively arguing for a

seat at the organization's executive table, allowing for more opportunities to exhibit HRD's

connection and relevance to the goals of the organization. But Marsick's point cannot be taken

lightly either. As it does highlight an important issue to consider, among many, as, "the primary

effect on the HR professions is the ever-increasing 'bar' of what it takes to be relevant to an

organization and to truly help shape the organization's future" (The Society for Human

Resources Management, 2008, p. 90). Yet when considering that 'bar' is constantly grounded in

misguided expectations and understandings, where does that leave members of the field, past and

current? Moreover, how much influence, or relevance to the organization can a member of the

HRD field of practice show if expectations are based upon misguided understandings? "Many

executives feel that knowledge of the industry is all that is needed to address HR issues. The

past 25 years of my working life has been spent trying to discount this myth" (R. R. Hurst,

personal communication, December 17, 2018).

A variance in identities can also be seen in the realm of academe, where Human Resource

Development is primarily found as a sub-field for other disciplines (e.g. education, business,

liberal arts, etc.) (Watkins & Marsick, 2016). When a field of study is placed by those in power

(e.g., university presidents or deans) as a sub-field within a variety of different departments or

schools of thought, does this impact HRD's identity within the context of the larger worldview?

Members of HRD in both practice and academe will continue to find themselves within a variety

of different contexts depending on their role and the organizations, or educational institutions, of

which they are a part. But ultimately, if HRD does not come together as a collective to decide

what its platform may look like as it moves forward, HRD's identity, perceived impact and

contribution will continue to be incorrectly understood, and the struggle for relevance will continue.

Statement of Purpose

The purpose of this study is to systematically examine pieces of the current Human Resource Development discourse in an attempt to explore the knowledge and system of meanings used by current members of the HRD field. If this explanatory, sequential, mixed-methods study reveals that there are similarities and differences in academic and practitioner labels-in-use within the field of Human Resource Development, future work could include the update and expansion of the discipline's full lexicon identified by Smith (1990) decades ago.   If findings also indicate that members of the academic sub-community utilize a separate discourse from members of the practitioner sub-community, future research could further explore the varied language-in-use and its relationship to research dissemination, contributions to the practice, and the advancement of the HRD field. A further exploration of the variety of labels-in-use, and the potential implications, could perhaps even aid in stretching HRD research into other applicable disciplinary realms, resulting in a greater understanding of HRD's purpose and relevance in the heightened worldview.

> The use of a common, standardized language; promotes consistent thought and action. It fosters a sense of unity. It helps people articulate to others in a standard manner the knowledge, skills, and values of their profession (LaDuke, 2000, p. 43).

Research Questions and Methodology

Due to this study's design and potential contributions to the current literature in the HRD field, an explanatory sequential mixed methods approach was selected in an effort to enrich not only the quality of the inferences drawn, but also the research to come after it. "Combining the two orientations allows the (mixed methods) researcher to generate complementary databases

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that include information that has both depth and breadth regarding the phenomenon under study" (Teddlie & Yu, 2007, p. 85). Thus, a mixed methods approach to research in Human Resource Development can aid in a deeper, broader, and more complete understanding of the problem under study, allowing for claims that relate to and respect more people (Rocco et al., 2003). "Our tentative answers are testable in a variety of different ways, including (but not exhausted by) asking actual and possible producers and receivers what they think […and] different tools of inquiry, at different levels, that we hope converge on the same answer" (Gee, 1999, p. 54).

This study of similarities and differences in academic and practitioner labels-in-use (definitions, words, and phrases) within the field of Human Resource Development began with an automated extraction of text from online representations of the academic and practitioner communities of the Human Resource Development field. Specifically, the first, quantitative phase utilized a purposive sampling methodological lens, and focused on two specific websites – The Association for Talent Development (ATD) and the Academy of Human Resource Development (AHRD). This text was then quantitatively analyzed using the R 3.5.2 statistical computing software program (R Core Team, 2019) to run a script designed to extract all terms found on the site, and to then analyze the frequency of occurrence in an effort to reveal the current, and frequently used language of the entire community.

The second, qualitative phase utilized a maximal variation sampling strategy in order to select a diverse group of academics and practitioners known to the researcher from sites, or institution/organizational contexts that were believed to provide greater insight into the potential contextual nuances behind the quantitative results (Creswell & Plano Clark, 2011). There was an additional stage of non-probability snowball sampling used in the qualitative phase, whereby the researcher asked participants who agreed to take part in the interviews for recommendations of

other HRD community members who were interested in taking part in this phase of the study, or may be interested in continued research in the future.

This study's additional aim, to reveal whether similarities or differences exist in academic and practitioner labels-in-use within the field of Human Resource Development, was touched upon during the quantitative phase, but was investigated further during the second phase of the study through open-ended qualitative questions. As Li (2009) proposes in her theory of disciplinary identity, specialized lexicons and terminologies can serve as one of the most important clues, or boundary markers, of a discipline's distinctiveness. But in looking for the specialized lexicons and terminologies, it is also important to highlight what may be hidden behind the words that are chosen in an effort to lend insight into the other four disciplinary boundary markers (norms, topic areas, impact of the institution, and how 'others' see the discipline). Therefore, the second, qualitative, phase also involved extensive data collection in order to obtain the most comprehensive picture possible of the various contextual implications of the HRD language-in-use. Analysis during the qualitative phase followed the constant comparative method, borrowing from tools of grounded theory, and inductively collected and analyzed data to build meaning while also utilizing the discourse lens to deductively explore the identity beyond the words, or, leaning to Li's (2009) influence, who are the members of HRD professionally, and how is that reflected in the words that they choose?

Results from the quantitative and qualitative sets were brought together in an interactive strategy of merging (Creswell & Plano Clark, 2011) in order to further analyze what both sets of data together could illuminate in relation to this study's conceptual lens. Therefore, a four-column table was constructed first (see Table 10) to aid in the comparison of the terms/phrases identified during the quantitative phase and the related results from the qualitative data (i.e. any

contextual clues that arose when exploring the term or its meaning). Specific research questions

guiding this study include the following:

RQ1 – Quantitative: What terms or phrases are most frequently used in the online

representation of the Human Resource Development discourse?

- What frequent terms or phrases were found to exist on both the academic and practitioner online sites?

- What frequent terms or phrases were found to only exist on academic online sites? On only practitioner online sites?

RQ2 – Qualitative: What experiences and conditions do HRD members say contribute

to their choice in terms, phrases, or definitions used?

RQ3 – Mixed: How do the experiences of HRD members and the

conditions that they are a part of help explain the language-in-use

identified by the quantitative results?

When utilizing a pragmatic lens, validity considerations for a study tend to include

"objectivity, trustworthiness, dependability, confirmability, transferability and authenticity"

(Onwuegbuzie & Johnson, 2009, p. 122). With regard to this study, the researcher believes that

all of these concerns are worthy of consideration, in addition to potential concerns regarding

social desirability bias, reactivity, researcher bias, and transparency due to this study's particular

design. Therefore, in an effort to address these considerations, the researcher took several

measures during the course of this study.

In thinking about the population for this study, and the various contexts that HRD

community members can be a part of, an examination of every instance of text on the web that

related to Human Resource Development and its members would be the ideal approach in order

to fully identify the online representation of the field's language-in-use. However, the utilization of such a method could prove problematic, as the resulting corpus of text would likely be muddled with language utilized by members of other disciplines. Therefore, a purposive sampling method was utilized for the quantitative phase of the research study in order to attempt to produce an analysis of text that is representative of the target population's language-in-use with limited intersection of other disciplines. The two specific organizations chosen as the sample population, AHRD and ATD, are believed to reduce the risk of coverage error, or the difference between the sample population and the entire population of inference, as there is an increased chance that the language-in-use by most of the target population was sampled (Fricker, 2008).

Along with the advantages of using these two organization's online sites, there are also some delimitations. First, there is the potential that not every member of the potential HRD community may have chosen to be a member of these two associations, therefore there is a risk of coverage bias (Fricker, 2008). There is also great potential that the text found on these websites was only representative of those members that have the rights or privileges necessary in order to publish text on the websites. This limitation is reduced however with the researcher's decision to include the entire text of both association websites.

During the qualitative phase, with recognition that the chosen sampling method for this phase of the study could be viewed as limiting, a snowball technique was also utilized, to ensure equal access to the research inquiry, and increase the trustworthiness of this study's results. The utilization of this addition to the sampling method also requested that the study participants provide introductions to the potential participants. This step, the introduction through a friend or

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colleague, resulted in unexpected assistance in establishing some relationships with participants, in addition to gaining a diverse set of participants for the research study.

Definition of Terms

1. AHRD - Acronym for Academy of Human Resource Development (AHRD, 2018)

2. ATD - Acronym for Association for Talent Development (Formerly ASTD, American Society of Training Directors, and then later American Society for Training and Development.

3. Context – the variety of factors that can influence language-in-use. Context can be inclusive of the setting, people, what is said before and after the words that are spoken, the social relationship(s) with the people involved, the various identities (ethnic, gender, sexual, etc.), as well as cultural, historical, and institutional influences (Gee, 1999).

4. Development – with regard to human resource development, a process of guided personal growth and improvement of individuals over time (Smith, 1990).

5. Dictionary – a set of words that refer to the language-in-use, or vocabulary, utilized by members of the discipline of Human Resource Development (Smith, 1990).

6. Discourse - the language-in-use, or how the words, terms, and phrases used within the HRD discipline are put to use, depending on the context, in order to communicate meaningfully among members and across related fields (Gee, 1999).

7. Foundational - the makeup or structure of the disciplinary base of a field of study and/or practice, which can include, but is not limited to, contributing disciplines, seminal theories, etc. (Chalofsky, 2007). With respect to this study, disciplinary foundation is used in reference to the field, or discipline, of Human Resource Development.

8. Evolvement – to evolve is to undergo evolutionary change. Many of the themes of evolution theory, as proposed by Cohen & Lloyd (2014), can assist with understanding how academic disciplines came to be, as well as what may be in store for the discipline's future.

9. HRD – acronym for Human Resource Development

10. Maturity – grounded within the various understandings of an organization's life cycle, the understanding of and focus on development efforts within organizations can depend on where the organization is within the life cycle. At the start of an organization, employees may be expected to manage their own development, and opportunities provided by the organization may be limited. As the organization grows, the focus may shift more to team learning, or an overall learning culture, whereby the organization begins to offer more structured development opportunities. Once the organization reaches a level of maturity, development becomes more formalized, structured resources are in place, and efforts are mapped with the strategic efforts of the organization (Tam & Gray, 2016).

Summary

A critical review of the language-in-use--or lower-case d discourse--is needed to distinguish what common threads define, guide, and ground both scholars and practitioners within the greater context of the larger worldview. If similarities and differences are found to exist in the HRD language-in-use, this study could prompt future work regarding HRD's overall Discourse that could aid in a better understanding of HRD's identity. An understanding that will ultimately provide a more solid ground for members of the field to confidently converse, debate, and fight for the field's purpose and relevance in the heightened worldview. Therefore, this chapter has presented an overview of the literature regarding the historical evolution of the HRD

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field through the lens of identity, the evolvement of the HRD definition and core theories through the lens of identity, along with the importance of owning HRD's multiplicity by identifying and celebrating HRD's language, in an effort to provide background for this study. This chapter has also noted the purpose of this study and an overview of the research methodology.

Chapter two will provide an overview of the conceptual framework for this study, along with an in-depth review of relevant literature regarding the evolvement of the HRD discipline, as well as a chronological review of previous research regarding HRD's definition and theories. Chapter three will provide a more in-depth look at the research methodology and design for this mixed methods study used to explore the HRD language-in-use. Chapter four presents the results of the study and findings for each phase, while chapter five discusses the conclusions of the study along with implications for further research and practice. This study contributes to the literature for both HRD's language-in-use and disciplinary identity. This study also contributes to the literature in the field with recognition that the field of HRD is a prime candidate for mixed methods research. This study also provides implications for practice regarding variances in understandings related to HRD's lived identity within the organization, and the impact that 'outsiders' (individuals that are not members of HRD) can have.

Chapter Two: Literature Review

Discourse can aid a discipline in mutually negotiating its identity and meanings. As cited by Li (2009), Szkudlarek notes that a discipline's identity is largely grounded in language: "to identify ourselves, we need a particular narrative practice that provides for cohesion and coherence of our experience" (p. 7). The boundaries of a discipline can also serve as a representation of a discipline's grounded identity: "boundary work is crucial for identity. Boundary work is a driving force for the evolution of a discipline." (Li, 2009, p. 18) Therefore, the goal of this literature review is to provide a thorough and comprehensive chronological examination of Human Resource Development's identity through the evolvement of the HRD field, and previous work related to the identification of HRD's definitions and theories. The review of previous research regarding HRD's definitions and theories is organized into two main sections, and each section concludes with a synthesis of results from the review of existing studies. Beginning the literature review in this way provides a clear picture of the definitions and theories that have been historically used among members of the Human Resource Development community. These beginning threads of exploration also provide a beginning glimpse into the current state of HRD's identity; ultimately aiding in supporting this literature review's final goal, a thorough and comprehensive discussion of the literature supporting the need for a broader exploration of similarities and differences in academic and practitioner labels-in-use within the field of Human Resource Development. The literature included in this review

thus informs all aspects of the study's design.

Method of Review

The search for empirical studies and peer-reviewed publications for this review began with a general search in the VCU online libraries for "the history of Human Resource Development," which yielded over 900,000 results. Aided by the expertise of the VCU librarian that specialized in School of Education topics, the search was narrowed significantly by conducting an advanced search utilizing the search phrase, "personnel management united states history" for the exact subject phrasing. This revised search yielded the beginning historical literary pieces, inclusive of the November 2016 issue of *Advances in Developing Human Resources,* and several books on the history of human resources in general. During the initial evaluation of these narrowed search results, titles and abstracts were reviewed, like topics were grouped together using Zotero, and inclusion and exclusion criteria were generated and refined as themes began to emerge. Final inclusion criteria included empirical studies that directly related to the history, the definition, or the theoretical underpinnings of the field.

From there, multiple additional searches were conducted in the databases ABI/INFORM, Business Source Complete, and ERIC via ProQuest utilizing phrases found within the beginning literature, with no date limits applied. Additional searches included the phrases, "Human Resource Development and definition," "discourse," "discourse theory," "discourse and identity," "language and identity," "disciplinary discourse and identity," "Human Resource Development, and identity," "research dissemination," "Human Resource Development and language," "common language," "Human Resource Development, and interdisciplinary," "variance in language used," "Human Resource Development, and variance in language used," and "Human Resource Development and theories." Titles and abstracts were again reviewed and

Zotero was used to group like topics together. Inclusion and exclusion criteria were also generated and refined. Final inclusion criteria significantly narrowed the relevant literature and comprised works that directly related to the history, the definition, theoretical underpinnings of the field, language-in-use within the field of HRD, Li's Theory of Disciplinary Identity or Gee's Theory of Discourse. In the end, a total of 63 relevant peer-reviewed articles and texts were identified. All articles were read in their entirety due to the nature of the research, as opposed to focusing solely on the findings or one individual section of the work.

Conceptual Framework

The goal of this study is to systematically examine pieces of the current Human Resource Development discourse in an attempt to explore the knowledge and system of meanings used by current members of the HRD field. In examining the language of a discipline, or the discourse, a researcher must recognize that 'discourse' can be much more than just the words exchanged between two people. Therefore, Gee's (1999) theory of Discourse was one of the conceptual lenses utilized during this study, in order to consider and include the multitude of factors that can impact Human Resource Development's language-in-use.

The purpose of this study also calls for a consideration of all the interdisciplinary influences that can shape the field of HRD and its language-in-use, which, as cited by Jacobs (1990), Jantsch notes "can be better defined at the next higher level of abstraction" (p. 66). Therefore, before attempting to study a discipline's language-in-use, how HRD's identity has been negotiated, sustained and recognized should be the first to be examined. Therefore, Li's (2009) view of disciplinary identity will serve as an overarching theory for this study. In alignment with this conceptual framework, this study will utilize a pragmatic lens and begin with an exploration of the scholarly discourse around HRD's definition and theoretical boundaries, in

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order to provide a foundation for the exploration and analysis of the language-in-use within the realm of HRD practice and academe. A diagram of this study's conceptual framework is shown in Figure 1.
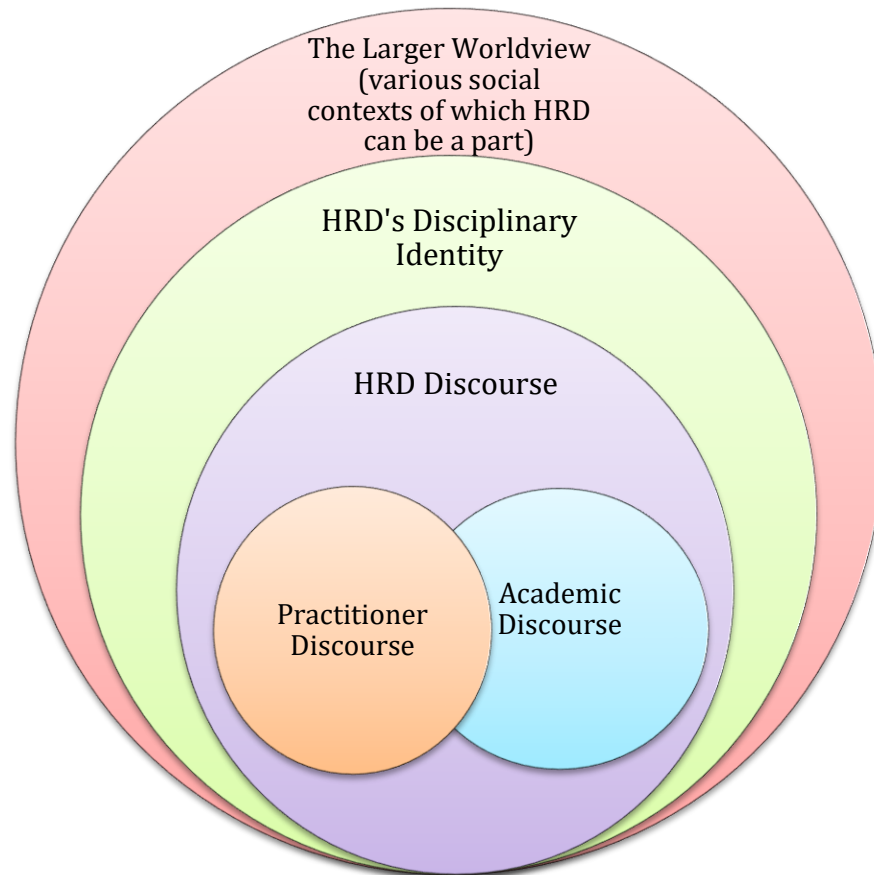
Figure 1. Diagram of this study's conceptual framework.

Li's theory of Disciplinary Identity. Li (2009) notes that available terms and theoretical underpinnings typically used to aid in the understanding of what a discipline could or should be (i.e., speech community, discourse community and communities of practice), are valuable lenses to use. However, these lenses are often ineffective when focused on, for example, "how an academic discipline collectively negotiates its meanings and manages its identity in its academic discourse" (p. 109). A discipline's identity, Li (2009) proposed, involves the awareness of self and others, as well as how this awareness is expressed through discourse.

More specifically, a discipline's identity is grounded by five "crucial boundary markers that make a discipline distinct" (p. 113). Li goes on to describe each boundary marker, and its importance to disciplinary identity; noting her view that specialized lexicons and terminologies is the most important marker of the five. "These specialized words and terms explicate disciplinary ontological positions and epistemological thinking. They show how the discipline sees the world" (p. 112).

Li (2009) presents the second boundary as norms and rules of participation, noting that a discipline will typically adopt norms and rules that organize the greater social world, and have been historically established within the culture of the field. Genre sets and systems make up the third disciplinary boundary marker; they contribute to the individuality of the discipline when compared with that of the greater social world. The fourth boundary marker, disciplinary institutionalization, recognizes the impact that an institution (academic institutions, accrediting organizations, funding groups, etc.) can have on the creation and continued development of a discipline and its identity. Li (2009) also points to this particular boundary and its importance as an identity defining characteristic: "Institutionalization further fortifies the discipline by inclusion and exclusion practices. It shows how the discipline relates to the outside world" (p. 13). The final boundary marker is a result of all of the social and academic activities that are conducted within the aforementioned four systems. It is in this final marker, disciplinary ethos and persona, that a discipline's identity is projected to the outside world can be seen. It is, in a sense, how others outside of the field come to understand who and what the discipline could or should be.

Li (2009) posited that while all five of the boundary markers create a system of interactions that make up the identity of a discipline, this identity can be formed, changed, and

even transformed within the social historical context as interactions with and against the first

four boundaries occur. In essence, the identity of a discipline is collectively established, usually

negotiated, and, "a discursive accomplishment rather than a natural fact" (p. 114). A discipline's

identity is often a product of its social-historical context, can be defined and redefined by

interactions within these contexts, and can include the complicated operation of power. In short,

"the, complexity of society [is often] reflected in the complexity of disciplinary identity" (Li,

2009, p. 15).

Gee's theory of Discourse. Gee's (1999) theory of discourse is designed to recognize the

relationship between language-in-use and social relations, social identities, contexts and specific

situations. Specifically, according to Gee (1999), in the language that we choose we construct six

things, or areas of reality: the meaning and value of the material world, activities, identities and

relationships, politics (or the distribution of social goods), connections, and how different

symbol systems and different forms of knowledge count (semiotics).

Gee (1999) makes a distinction between two specific types of discourse, which he labels

as Discourse with a capital D and discourse with a lower-case d. Discourse with a lower-case d

is used to reference language-in-use, conversations, or stories. Capital D Discourse on the other

hand, describes "socially accepted associations among ways of using language, of thinking,

valuing, acting, and interacting, in the 'right' places and at the 'right' times with the 'right'

objects (associations that can be used to identify oneself as a member of a socially meaningful

group or 'social network')" (p. 17). A Discourse will include ways of talking, listening, writing,

and reading, while also weaving in acting, interacting, believing, valuing, and feeling to create

the appropriate patterns that connect with the group. Those who are unable to display the

specific pattern or identity associated with that society or group, or that cannot engage in a

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Discourse fluently, are seen as outsiders.

The broader themes seen in Gee's (1999) portrayal of Capital D Discourse related to who and what constructs the institutional (or discipline's) identity, are useful in an exploration of HRD from a macro level. Language invariably will construct and reflect the situation or context; thus, languages have meanings that are specific to those specific situations and contexts. These contextual meanings will also prompt cultural models that provide meaning to texts and aid in the determination of relevancy given the specific situation. In this sense, words take on that particular meaning only if/when they are situated within a specific Discourse. They will likely take on different meanings if/when they become situated differently within that Discourse or another Discourse. Considering Gee's theory of Discourse can be a useful tool as language is evaluated, as it also views how Discourse creates the complex cultures and institutions of the societies of which we are a part. In short, knowing a particular social language allows for you to be a part of, or recognized as, a particular identity within a Discourse.

Members of HRD can find themselves within a variety of different Discourses depending on their role and the organizations that they are a part of, and this can have an impact on the chosen language-in-use. Citing an example in Gee's (1999) *An Introduction to Discourse Analysis: Theory and Method*, a practitioner may speak out of the Discourse that reflects the business and community that they are a part of, while an academic within the same discipline will shift their language-in-use to reflect the Discourse recognized within the walls of academe, based on their university/college and discipline. It is in this thread of thought woven from Gee's (1999) theory that we find the primary basis of the theoretical framework that will guide the remainder of this study's literature review and analysis.

The use of a Pragmatic lens. Talisse & Aikin (as cited by Korte & Mercurio 2017) note that a working vocabulary is derived and lives in a worldview. In order to evaluate that worldview, and then compare it to an alternative worldview (along with its vocabulary), the researcher is required to move, "to a higher level, more inclusive worldview (a third, higher level vocabulary) that encompasses the two lower level, rival worldviews, along with a new set of criteria and measures to evaluate the utility of either one" (p. 72). A pragmatist lens, in essence, allows a researcher to include the perspectives of many, and is necessary when the desire is to enhance and expand thought processes and an overarching identity at the "next higher level of abstraction" (Jantsch, 1972, p. 66).

In the Human Resource Development discipline, lenses are influenced by a multitude of other disciplines and practices; examples can include Adult Education, Human Resources, and Business Management (to name a few). Therefore, in order to understand the discourse of HRD, a researcher must also appreciate and take into account its interdisciplinarity. The utilization of a more inclusive worldview, or a pragmatist lens, will allow this researcher during the course of this study to further explore and,

> "understand that the ideals of one social community of practice (e.g., the academy) will likely not be perceived as practical to another social community of practice (i.e. nonacademic institutions). Each has its own philosophical perspectives and vocabularies. Pragmatism could provide the means to achieve higher-level understanding and more fruitful activity between academic and nonacademic practitioners, thus providing a conduit of collaborative and creative problem solving between our different communities of practice." (Korte & Mercurio, 2017, p. 74)

The pragmatic lens is also widely used in mixed methods research, and can be an ideal philosophical foundation for the researcher interested in a greater focus on the practical implications of research, and the "use of multiple methods of data collection to inform the problems under study" (Creswell & Plano Clark, 2011, p. 41).

The Evolvement of the HRD Discipline – From Practice, To Academe.

In order to truly understand a field, and where the field is today, one must first look to its history and evolvement. For the field of Human Resource Development, however, there is consistent agreement that the field's beginnings were influenced by multiple disciplines (Chalofsky, 2007), but the point of origin can be found to vary in the literature (Kuchinke, 2002; Swanson, 2001). Therefore, for the purposes of this review, I will acknowledge that interests in workplace learning and development can be found in references as far back as 100BC–AD300 (Swanson & Holton, 2009; McGuire, 2011). But the most concrete and recognized threads to follow regarding the discipline known today as Human Resource Development (HRD) appear to stem from a need for training and development that began to grow in the early 1900's as a result of the U.S. labor movement, and became more prominent after World War II.

In its earliest days, the work within the Human Resource Development field was often recorded as Personnel, Personnel Management, and later Human Resources. The theorists and theories were from various disciplinary fields including Adult Education, Anthropology, Business Management, Economics, Philosophy, Psychology, and Sociology. In 1944, the American Society of Training Directors (ASTD) was founded, moving the applied practice of Human Resource Development towards becoming a profession in its own right. The emergence of the ASTD, as noted by Watkins and Marsick (2016), provoked "awareness on the standards and prestige of the industrial training profession and further(ed) the professional's education and development" (Koppes, 2006, p. 178).

In 1964, the economists Harbison and Myers were the first to use the term 'Human Resource Development' and provide a formal definition for it (Ruona & Swanson, 1998; Hamlin & Stewart, 2011; Han et al., 2017; Wang et al., 2017). Their theory of Human Capital added

weight to the evolving argument that training was essential to the investment of employees, and not just an unnecessary, or 'nice to have' cost. But despite this, and the development of several additional methods to aid practitioners in demonstrating the benefits of training during that time, the field still found itself in a constant struggle to justify its relevance and need for resources (Torroco, 2016).   Perhaps this struggle could be attributed to the field's lack of owned academic structure and theory, as well as the disinterest in its advancement until the 1970s. Interestingly enough, the 1970s was also a time where there was an increased competition in the world of business that brought new light to the importance of human resources, organizational success, and the need for more HRD practitioners:

> Until approximately 1975, HRD was a field of practice. We either developed programs from trial and error or, at best, borrowed from other practitioners. As we started to gather data about the field and examples of what works in practice, we began to establish what Jensen described as the development of principles or generalizations, which evolved into exemplary guides for future practice. As we began to develop graduate programs in HRD, we started to conduct research and develop new constructs and theories (p. 432-433, Chalofsky, 2007).

In 1970, Leonard Nadler crafted the first textbook in Human Resource Development. Hired by George Washington University (GW) in 1965, Nadler had provided the finishing touches to GW's first academic program in HRD. Inclusive of core courses in HRD, program design, consulting, and Adult Learning, Nadler's (1970) text and academic program structure helped to ground the discipline and provide ways of differentiating between professionals in HRD, and those that were not (Watkins and Marsick, 2016).

Nadler's work quickly led to the development of a variety of additional HRD academic programs in various U.S. universities, as well as in some developing countries. McLean in fact, when conducting research around HRD academic programs in the U.S. in 1979, uncovered "256 undergraduate and graduate programs across multiple programs in U.S. colleges and

universities" (Watkins & Marsick, 2016, p. 470). But as the number of programs offered began to increase, and interest in the field continued to grow, a new barrier in the field's evolvement came into sharp view. Academic programs in Human Resource Development could suddenly be found on a variety of college campuses, but they would be housed within a variety of different departments (e.g., education, business, liberal arts, etc.). When compared, the programs would often reflect their schools of thought, providing a range of core courses in each academic program – and no two curricula were often the same: "HRD was conceptualized as a sub-field of practice within one of these disciplines—not a separate field in itself. At the same time, interest (has grown) in finding agreement on key theories central to HRD's knowledge base" (Watkins & Marsick, 2016, p. 474).

In the interest of promoting scholarship within the field, in 1981, the first association for members of academe in Human Resource Development, the HRD Professors Network of ASTD, was established. In 1982, the first papers from the HRD Professors Network were submitted to the ASTD conference (Watkins & Marsick, 2016). But in 1990, we still find a cautionary tone regarding HRD's disciplinary identity, as Ronald Jacobs voices his concerns that, "Human resource development (HRD) is a profession and an area of academic study in search of its own distinctiveness (because) it is still a relatively new area of professional practice and academic study" (Jacobs, 1990, p. 65). Jacobs (1990) goes on to point out that the complexity of HRD's makeup is worthy of notice, as is the variety of disciplines that have contributed to the field. Jacobs (1990) concluded, and advised, that all contributing areas should be reviewed, "using theories unique to HRD as the organizing principles (. to) reveal gaps in the knowledge (…) and thus direct HRD research efforts in a more systematic manner" (p. 70).

Jacobs' (1990) writings were worthy of reflection as well as action, and in 1993 The

Academy of Human Resource Development (AHRD) was created to increase the focus on

advancing research and theory in the field. In fact, AHRD is often touted as a key factor in the

development of the discipline (McGuire, 2011). AHRD hit the ground running by quickly

producing the first HRD research journal, *HRDQ*, in 1993, followed by the creation of three

additional journals in less than a decade - key elements in the advancement of scholarship in the

field (Watkins, 2016). Since AHRD's inception 25 years ago, membership has grown from 75 to

almost 500 (as recorded in 2016), two of its four journals are listed on the Social Sciences

Citation Index (SSCI), and evidence of widespread influence can be seen in various other

disciplinary, and international, journals (McLean, 2016). Yet the field's identity and theoretical

underpinnings remain unsteady and contested.

A Chronological Review of Previous Research Regarding HRD's Definitions

Attempts to define Human Resource Development began with the first definition in 1964,

and have occupied members of the HRD academic community ever since (Weinberger, 1998,

McLean & McLean, 2001, Ruona 2006, McGuire, 2011). There have been debates for the long

overdue necessity of definitional boundaries, such as Chalofsky (1992) as he advised members of

HRD to review the variety of definitions that existed within the field, and to agree upon a unified

identity. Such a unified view would, Chalofsky (1992) theorized, "not only provide a focus for

the development of the profession, but would also set limits on the boundaries of the field" (p.

175). Wang et al. (2017) also provided a more recent synthesis of existing research on HRD's

definitions in order to come up with a version grounded in theory, an approach, they

hypothesized, that would "provide clear criteria and boundaries to gauge the relevance of HRD

research and show the unique identity of HRD, thus offering new directions to expand the

landscape of HRD research" (p. 1165).

There have also been debates against a unified definition, as McGuire (2011) illustrates in his citation of Hilton and McLean's (1997) argument against the boundaries that a definition could provide: "the definition of HRD varies from one country to another and national differences are a crucial factor in determining the way in which HRD professionals work" (p. 2-3). Lee (2014) seems to echo this sentiment, but without the global angle, in her often-cited statement that such boundlessness provides a necessary flexibility, and "the very act of defining the area runs the risk of strangling growth in the profession by stipulating so closely what the practice of HRD is, or should be" (Lee, 2014, p. 105).

This ongoing debate amongst scholars has also been integrated with multiple attempts to craft a definition that would fit the current discussions and the field's status at that point in time. Several HRD scholars have also conducted research, utilizing a variety of methods, in order to establish a clear picture of the various definitions that have been proposed along the way. Therefore, to aid in the establishment of a theoretical foundation for the exploration of similarities and differences in academic and practitioner labels-in-use within the field of Human Resource Development, a chronological review of research on defining HRD was conducted. Information on study and literature identification follows in the next sections, along with a brief synthesis of each. This portion of the literature review includes a table, Table 1, to be found at the conclusion of this section. This table reflects the various definitions pulled from the identified literature, along with their originating author(s) and date, in order to provide a comprehensive view of the findings.

Literature identification and selection. The results of the literature search described in the methods section of this overall literature review were used for the purposes of this section. Literature was only excluded if it did not include a definition of Human Resource Development.

It was noted, however, that while this literature did provide definitions woven within the pages of the author(s)' arguments and discussions, not all were compiled systematically. Therefore, the synthesis that follows only includes those reviews conducted systematically. The definitions gleaned from these reviews were also compiled into a table, Table 1, found at the conclusion of this section, to provide a comprehensive overview. The previously excluded peer-reviewed work that was not systematically compiled was then reviewed for definitions different from what was identified in the systematic reviews. If additional definitions were found, they were added to Table 1, in an effort to be as comprehensive as possible.

Summary of findings from studies of definitions of Human Resource Development.
In 1998, Weinberger conducted an "in depth literature search" (p. 75), of 18 HRD definitions used by U.S. academic authors. The results of her analysis produced two clear disciplinary themes, learning and performance improvement. Ruona & Swanson's (1998) review of 16 HRD definitions gleaned from various literature revealed shared commonalities centered around development in specific ways for and in work, various ways to promote development, and an overall emphasis on development – "especially that of the individual" (Ruona, 2016, p. 552). Thirteen years later, Hamlin and Stewart (2011) obtained articles from six HRD journals (a culmination of over forty years of literature) utilizing a targeted literature review to obtain a comprehensive list of definitions. Twenty-four different definitions emerged, and a synthesis of these definitions, utilizing thematic and content analysis methodologies, provided four clear themes of HRD specific processes, "improving individual group effectiveness and performance, improving organizational effectiveness and performance, developing knowledge, skills, and competencies, and enhancing human potential and personal growth" (p. 2010).

The two more recent reviews of the various definitions of Human Resource Development

included in this analysis were conducted in 2017. The first, conducted by Han, et al. (2017), analyzed 17 "widely cited definitions" (p. 294). Han et al. reviewed the 17 identified definitions while utilizing the 'three waves of evolution' theoretical lens. In the end, the study revealed that multiple scholars had lent their voice and views over time regarding HRD's identity, and that the major definitions of HRD had occurred during the discipline's earliest stages. These early definitions were created during what Han et al. (2017) referred to as the evolutionary period "for forming disciplinarity," a time when scholars "attempted to clarify the purposes of HRD, which was to develop human resources to achieve organizations' objectives" (p. 310). The definition of the field then evolved from a primary focus on individual learning, to one that included strategic organizational development as well. But despite such inclusivity, Han et al. (2017) noted that the field still needed to identify "a thematic coherence that leads to a possible convergence within a new broadened HRD definition by the selection in the evolutionary process" (p. 311).

The second review, conducted by Wang et al. (2017), identified 32 different HRD definitions utilizing a keyword and content analyses approach that related to "different organizational and sociopolitical contexts based on theory development criteria and methodology for definition research" (p. 1165). The journal article did not include a chart of the various definitions used in the study's search, but a few were presented in the discussion, and thus were noted in this review's Table 1, found at the conclusion of this section. No additional new definitions were revealed and, noting 52 definitions had been identified thus far, this researcher determined that the point of saturation for this portion of the literature review had been reached.

Table 1
Summary of Studies of Definitions of Human Resource Development

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
Harbison and Myers, 1964, Economics	"In political terms, human resource development prepares people for adult participation in political processes, particularly as citizens in a democracy. From the social and cultural points of view, the development of human resources helps people to lead fuller and richer lives, less bound by tradition. In short, the processes of human resource development unlock the door to modernization."	(Ruona & Swanson, 1998; Hamlin & Stewart, 2010; McGuire, 2011; Wang et al., 2017; Han et. al., 2017)	Beyond tradition: Preparing HRD educators for tomorrow's workforce. (T)	Not articulated	Lit Review
Nadler, 1970, Behavioral Change and Adult Learning	"HRD is a series of organized activities conducted within a specific time and designed to produce behavioral change."	(Weinberger, 1998; Ruona & Swanson, 1998; Hamlin & Stewart, 2011; Han et. al.)	*Human Resource Development International (J)*	Not articulated	Thematic Review
Craig, 1976, Human Performance	"HRD focuses on the central goal of developing human potential in every aspect of life-long learning."	(Weinberger, 1998)	*Human Resource Development International (J)*	Not articulated	Thematic Review
Jones, 1981, Psychology and Economics	"HRD is a systematic expansion of people's work-related abilities, focused on the	(Weinberger, 1998; Ruona & Swanson, 1998;	*Human Resource Development International (J)*	Not articulated	Thematic Review

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
	attainment of both organization and personal goals."	Hamlin & Stewart, 2011; Han et al., 2017)			
McClagan, 1983, Training and Development	"Training and development is identifying, assessing and - through planned learning- helping develop the key competencies which enable individuals to perform current or future jobs."	(Weinberger, 1998)	*Human Resource Development International (J)*	Not articulated	Thematic Review
Chalofsky and Lincoln, 1983	"The discipline of HRD is the study of how individuals and groups in organizations change through learning."	(Weinberger, 1998; Ruona & Swanson, 1998; Hamlin & Stewart, 2011)	*Human Resource Development International (J)*	Not articulated	Thematic Review
Nadler and Wiggs (1986), Adult Learning and Performance	"HRD is a comprehensive learning system for the release of the organization's human potentials- a system that includes both vicarious (classroom, mediated, simulated) learning experiences and experiential, on-the-job experiences that are keyed to the organization's reason for survival."	(Weinberger, 1998; Hamlin & Stewart, 2011; Han et al. 2017)	*Human Resource Development International (J)*	Not articulated	Thematic Review

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
Swanson, 1987, Organizational Performance	"HRD is a process of improving an organization's performance through the capabilities of its personnel. HRD includes activities dealing with work design, aptitude, expertise and motivation."	(Weinberger, 1998; Ruona & Swanson, 1998; Hamlin & Stewart, 2011; Han et al., 2017)	*Human Resource Development International (J)*	Not articulated	Thematic Review
Smith, 1988, Training and Development, Organizational Performance	"HRD consists of programs and activities, direct and indirect, instructional and/or individual that possibly affect the development of the individual and the productivity and profit of the organization."	(Weinberger, 1998; Ruona & Swanson, 1998; Hamlin & Stewart, 2011)	*Human Resource Development International (J)*	Not articulated	Thematic Review
Jacobs, 1988, Organizational and Individual Performance	"Human performance technology is the development of human performance systems, and the management of the resulting systems, using a systems approach to achieve organizational and individual goals."	(Weinberger, 1998)	*Human Resource Development International (J)*	Not articulated	Thematic Review
Gilley and Eggland, 1989, Learning Activities and Performance Improvement	"HRD is organized learning activities arranged within an organization to improve performance and/or personal growth for the purpose of improving the job, the individual and/or the organization."	(Weinberger, 1998; Ruona & Swanson, 1998; Hamlin & Stewart, 2011; Han et al., 2017)	*Human Resource Development International (J)*	Not articulated	Thematic Review

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
Watkins, 1989, Learning Capacity, Training and Development, Career Development, Organizational Development	"HRD is the field of study and practice responsible for the fostering of a long-term, work-related learning capacity at the individual, group, and organizational level of organizations. As such, it includes - but is not limited to - training, career development, and organizational development."	(Weinberger, 1998; Ruona & Swanson, 1998; Hamlin & Stewart, 2011; Han et al., 2017)	*Human Resource Development International (J)*	Not articulated	Thematic Review
McGlagan and Suhadolnik, 1989, Training Development, Career Development, Organizational Development	"HRD is the integrated use of training and development, career development and organizational development to improve individual and organizational effectiveness."	(Ruona and Swanson, 1998; Hamlin & Stewart, 2011; Han et al., 2017)	Beyond tradition: Preparing HRD educators for tomorrow's workforce. (T)	Not articulated	Lit Review
Nadler and Nadler, 1989, Psychology and Performance Improvement	"HRD is organized learning experiences provided by employees within a specified period of time to bring about the possibility of performance improvement and/or personal growth."	(Weinberger, 1998; Ruona and Swanson 1998; Hamlin and Stewart, 2011; Han, et al., 2017)	*Human Resource Development International (J)*	Not articulated	Thematic Review

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
Douglas Smith, 1990, Psychology and Performance Improvement	"HRD is the process of determining the optimum methods of developing and improving the human resources of an organization and the systematic improvement of the performance and productivity of employees through training, education and development and leadership for the mutual attainment of organizational and personal goals."	(Weinberger, 1998; Ruona & Swanson, 1998; Hamlin & Stewart, 2011; Han et al., 2017)	*Human Resource Development International (J)*	Not articulated	Thematic Review
Bergenhenegouwen, 1990	"HRD can be described as training members of an organization in such a way that they have the knowledge and skills needed within the context of the (changing) objectives of the organization."	(McGuire, 2011)	Human Resource Development: Theory and Practice (T)	Not articulated	Not articulated

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
Garavan, 1991	"HRD is the strategic management of training, development and management/professional education intervention, so as to achieve the objectives of the organization while at the same time ensuring that the full utilization of the knowledge in detail and skills of the individual employees."	(Hamlin & Stewart, 2011; Han et al., 2017)	*Journal of European Industrial Training*	Post-Positivist	Targeted Lit Review
Chalofsky, 1992, Psychology and Performance Improvement	"HRD is the study and practice of increasing the learning capacity of individuals, groups, collectives and organizations through the development and application of learning-based interventions of the purpose of optimizing human and organizational growth and effectiveness."	(Weinberger, 1998; Ruona & Swanson, 1998; Han et al., 2017)	*Human Resource Development International (J)*	Not articulated	Thematic Review
International Talent Development (ITD), 1992	"HRD is the process whereby people develop their full potential in life and work."	(McGuire, 2011)	Human Resource Development: Theory and Practice (T)	Not articulated	Not articulated

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
Marquardt & Engel, 1993, Learning Climate and Performance Improvement	"HRD skills include developing a learning climate, designing training programs, transmitting information and experience, assessing results, providing career counseling, creating organizational change and adapting learning materials."	(Weinberger, 1998)	*Human Resource Development International (J)*	Not articulated	Thematic Review
Megginson et al., 1993	"HRD is an integrated and holistic approach to changing work-related behavior using a range of learning techniques."	(Hamlin & Stewart, 2011; Han et al., 2017)	*Journal of European Industrial Training*	Post-Positivist	Targeted Lit Review
Rothwell and Kasmas, 1994	"Strategic HRD is the process of changing an organization stakeholders outside it, groups inside it, and people employed by it through planned learning so they possess the knowledge and skills needed in the future."	Hamlin and Stewart, 2011	*Journal of European Industrial Training*	Post-Positivist	Targeted Lit Review
Marsick and Watkins, 1994, Economics, Psychology, Human Performance and organizational performance	"HRD is a combination of training, career development, and organizational development offers the theoretical integration needed to envision a learning organization, but it must also be positioned to act strategically throughout the organization."	(Weinberger, 1998; Ruona & Swanson, 1998)	*Human Resource Development International (J)*	Not articulated	Thematic Review

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
Swanson, 1995, Economics, Psychology, and Systems Theory	"HRD is a process of developing and unleashing human expertise through organization develement and personnel training and development for the purpose of improving performance."	(Weinberger, 1998; Ruona & Swanson, 1998; Hamlin & Stewart, 2011; Han et al., 2017)	*Human Resource Development International (J)*	Not articulated	Thematic Review
Horwitz et al., 1996	"HRD is concerned with the processes whereby the citizens of a nation acquire the knowledge and skills necessary to perform both specific occupational tasks and other social, cultural, intellectual and political roles in a society."	(McGuire, 2011)	Human Resource Development: Theory and Practice (T)	Not articulated	Not articulated
Stead and Lee, 1996	"HRD is a holistic societal process of learning drawing upon a range of disciplines."	(McGuire, 2011)	Human Resource Development: Theory and Practice (T)	Not articulated	Not articulated
Stewart and McGoldrick, 1996	"HRD encompasses activities and processes, which are intended to have impact on organizational and individual learning. It assumes that organizations can be constructively conceived of as learning entities and that the	(McGuire, 2011)	Human Resource Development: Theory and Practice (T)	Not articulated	Not articulated

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
Watkins and Marsick, 1997	learning processes of both organizations and individuals are capable of influence and direction through deliberate and planned interventions." "HRD is the field of study and practice responsible for the fostering of a long-term, work-related learning capacity at the individual, group and organizational levels. As such, it includes – but is not limited to – training, career development and organizational development."	(McGuire, 2011)	Human Resource Development: Theory and Practice (T)	Not articulated	Not articulated
Armstrong, 1999	"HRD is concerned with the provision of learning, development and training opportunities in order to improve individual, team and organizational performance. It is essentially a business-led approach to developing people with a strategic framework."	(McGuire, 2011)	Human Resource Development: Theory and Practice (T)	Not articulated	Not articulated
Ruona and Lynham, 1999	"The purpose of HRD is to enhance learning, human potential, and high performance in work related systems."	Hamlin and Stewart, 2011	*Journal of European Industrial Training*	Post-Positivist	Targeted Lit Review

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
Stewart, 1999	"HRD encompasses activities and processes designed to enhance individual and organizational learning and is constituted by planned interventions in organizational and individual learning processes."	Hamlin & Stewart, 2011	*Journal of European Industrial Training*	Post-Positivist	Targeted Lit Review
Gourlay, 2000	"HRD focuses on theory and practice related to training, development and learning within organizations, both for individual and in the context of business strategy and organizational competence formation."	(McGuire, 2011)	Human Resource Development: Theory and Practice (T)	Not articulated	Not articulated
Watkins, 2000	"The aims of HRD are to bring about learning and change in an organizational context."	(Chalofsky, 2007; Hamlin & Stewart, 2011)	*Human Resource Development Quarterly*	Not articulated	Lit Review
McCracken and Wallace, 2000	"HRD is the creation of a learning culture, within which a range of training, development and learning strategies both respond to corporate strategy and also help to shape and influence it."	(McGuire, 2011)	Human Resource Development: Theory and Practice (T)	Not articulated	Not articulated

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
McLean and McLean, 2001, Development Theory;	"HRD is any process or activity that, either initially or over the long term, has the potentital to develop adults' work-based knowledge, expertise, productivity, and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation, or ultimately, the whole of hummanity."	(Hamlin & Stewart, 2011; Han et al., 2017; Wang et al., 2017)	*Journal of European Industrial Training*	Post-Positivist	Targeted Lit Review
Swanson and Holton, 2001	"A strong belief in learning and development as avenues to individual growth; a belief that organizations can be improved through learning and development activities; a commitment to people and human potential; a deep desire to see people grow as individuals and a passion for learning."	(McGuire, 2011)	Human Resource Development: Theory and Practice (T)	Not articulated	Not articulated
Bates, Hatcher, Holton, and Chalofsky, 2001	"The purpose of HRD is to enhance learning, human potential, and high performance in work-related systems."	(Chalofsky, 2007)	*Human Resources Development Quarterly (J)*	Not articulated	Discussion at an AHRD Conference.

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
Nyhan, 2002;	"HRD refers to educational training and development activities related to working life. It relates to development and learning activities for those who are at work and have completed their basic professional or vocational education and training."	(McGuire, 2011)	Human Resource Development: Theory and Practice (T)	Not articulated	Not articulated
ESC Toulouse, 2002;	"HRD encompasses adult learning at the workplace, training and development, organizational development and change, organizational learning, knowledge management, management development, coaching, performance improvement, competence development and strategic human resource development. Instead of being a sub-discipline of HRD, HRD is becoming a 'multi-disciplinary' or 'trans-disciplinary' field in its own right."	(McGuire, 2011)	Human Resource Development: Theory and Practice (T)	Not articulated	Not articulated

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
Vince, 2003	"HRD should be conceptualized as an approach that supports the impact that people can have on organizing. The focus of HRD is on action, on developing the capacity to act, on generating credibility through action and on influencing and working with others in situations loaded with emotion and politics. The HRD function should be about discovering how an organization has managed to become set in its ways, how to organize opportunities for change that can challenge a tendency to resist change and how to imagine and deliver processes that can underpin organizational development and transformation."	(McGuire, 2011)	Human Resource Development: Theory and Practice (T)	Not articulated	Not articulated

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
Slotte et al., 2004	"HRD covers functions related primarily to training, career development, organizational development and research and development in addition to other organizational HR functions where these are intended to foster learning capacity at all levels of the organization, to integrate learning culture into its overall business strategy and to promote the organization's efforts to achieve high quality performance."	(McGuire, 2011)	Human Resource Development: Theory and Practice (T)	Not articulated	Not articulated
Harrison and Kessels, 2004	"HRD as an organizational process comprises the skillful planning and facilitation of a variety of formal and informal learning and knowledge processes and experiences, primarily but not exclusively in the workplace, in order that organizational progress and individual potential can be enhanced through the competence, adaptability, collaboration and knowledge-creating activity of all who work for the organization."	Hamlin & Stewart, 2011	*Journal of European Industrial Training*	Post-Positivist	Targeted Lit Review

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
Hamlin, 2004	"HRD encompasses planned activities and processes designed to enhance organizational and individual learning, develop human potential, maximize organizational effectiveness and performance, and help bring about effective and beneficial change within and beyond the boundaries of the organization."	Hamlin & Stewart, 2011	*Journal of European Industrial Training*	Post-Positivist	Targeted Lit Review
Yorks, 2005	"HRD is defined as both an organizational role and a field of professional practice. The fundamental purpose of HRD is to contribute to both long-term strategic performance and more immediate performance improvement through ensuring that organizational members have accesses to resources for developing the capacity for performance and making meaning of the experience in the context of the organization's strategic needs and the requirements of their jobs."	Hamlin & Stewart, 2011	*Journal of European Industrial Training*	Post-Positivist	Targeted Lit Review

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
Werner and DeSimone, 2006	"HRD can be defined as a set of systematic and planned activities designed by an organization to provide its members with the opportunities to learn necessary skills to meet current job demands."	(Hamlin & Stewart, 2011; Han et al., 2017)	*Journal of European Industrial Training*	Post-Positivist	Targeted Lit Review
Ty, 2007	"As a product of clashing social forces and ideologies, human resource development (HRD) is a pro-active, forward-looking process that responds to social forces as well as overhauls organizational and social structures. It taps inter-individual human potentials and talents as well as takes into consideration gender, ethnicity, class, environment and other critical issues, thereby paving the way for a new transformed organizational and social order that promotes social justice and lasting peace. Critical HRD takes into account social justice, where all persons in an organization are engaged in participatory collaboration, are treated fairly, receive just share in the benefits of the	(McGuire, 2011)	Human Resource Development: Theory and Practice (T)	Not articulated, but defined using the Critical Theory lens	Not articulated

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
	organization, and are equally recognized for all their contributions to the development of the organization."				
Chalofsky, 2007	"HRD is an applied social or behavioral science discipline that is primarily concerned with people's performance in workplace organizations and how those people can strive to reach their human potential and enhance their performance through learning."	(Chalofsky, 2007)	*Human Resource Development Quarterly*	Not articulated	Lit Review
Swanson and Holton, 2007	"HRD is a process of developing and unleashing human expertise through training and development and organization development for the purpose of improving performance."	Swanson and Holton, 2007	*Human Resource Development Review (J)*	Not articulated	Not articulated
Swanson and Holton, 2009	"HRD is a process of improving an organization's performance through the capabilities of its personnel. HRD includes activities dealing with work design, aptitude, expertise and motivation."	(Swanson & Holton, 2009; Han et al., 2017)	Foundations of Human Resource Development (T)	Not articulated	Not articulated
McGuire, 2011	"HRD can be viewed as the synergetic combination of training and development, career	(McGuire, 2011)	Human Resource Development:	Not articulated	Lit Review

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
Hamlin and Stewart, 2011	development and organizational development, bringing about greater organizational efficiencies and effectiveness through more fully engaged and skilled employees whose performance and work outputs are congruently linked to the goals of the organization. In so doing, commitment to learning and development becomes the vehicle through which the dual ambitions of the individual and organization become realized." "A process or activity that helps or enables individuals, groups, organizations or host systems to learn, develop, and change behavior for purpose of improving or enhancing their competence, effectiveness, performance, growth."	(Hamlin & Stewart, 2011)	Theory and Practice (T) *Journal of European Industrial Training*	Post-Positivist	Targeted Lit Review

Author, Date, Disciplinary Influence (if noted)	Definition(s)	Author(s), Year	Initially Noted Title of Journal (J) or Text (T)	Lens Used in Review	Method Used in Review
Wang et al., 2017	"Human resource development is a mechanism in shaping individual and group values and beliefs and skilling through learning-related activities to support the desired performance of the host system."	Wang et al., 2017	*Means vs. ends: theorizing a definition of human resource development (J)*	Not articulated	Keyword and Content Analysis

A Chronological Review of Previous Research Regarding Theories of HRD

Embedded in the conversation around defining Human Resource Development, is a discussion regarding HRD's boundaries: "It has been pointed out that disciplines generally can be classified on the basis of the levels of consensus their members exhibit on such matters as appropriate theoretical orientations" (Li, 2009, p. 5). What boundaries a discipline assumes to have, in relation to other fields, aids in the words chosen when defining the field and its general scope. So, what does the discord and debate surrounding the HRD definition suggest regarding the field's identified boundaries?

As members of an applied and emerging field, early scholars of Human Resource Development first drew from multiple disciplines in order to gain an understanding of what was occurring within HRD practice. But as the field grew in size and recognition, seminal HRD scholars began to debate the need to identify specific theories that contributed directly to HRD theory and practice (Jacobs, 1990). The identification of such theories could help to shape the field, define the scope, guide the training and socialization of HRD professionals, and, "judge whether pieces of scholarship are really advancing our knowledge" (p. 70). To support the efforts and discussions surrounding the identification of HRD theoretical boundaries, the Academy of Human Resource Development (AHRD) was created in 1993. AHRD's primary purpose was to aid in supporting scholarly research and HRD-specific theory building. Therefore, shortly after its inception, AHRD created two journals specific to theory building within the field, *Human Resource Development Review* and *Human Resource Development Quarterly*. But despite the creation of two outlets for such work, there was, and continues to be, a call from the scholarly editors for theory-building research (Watkins & Marsick, 2016).

Literature identification and selection. The results of the literature search described in the methods section of this overall literature review were used for the purposes of this section. Literature was only included if it had evidence of opinion regarding the theoretical underpinnings of Human Resource Development. It was noted, however, that while several of the various pieces of literature did provide evidence of opinion regarding HRD's theoretical underpinnings, not all were compiled systematically. With appreciation of Jacobs (1990), in his call for the identification and validation of core theories of HRD, "existing knowledge derived from the various contributing areas should be reviewed and analyzed, using theories unique to HRD as the organizing principles. The primary means to this end are literature reviews and meta-analyses" (p. 70). Therefore, with a nod to Jacobs' (1990) request, I sought out research by HRD scholars utilizing systematic methods to view, and attempt to categorize, HRD knowledge in order to establish a clear picture of the core theoretical underpinnings within the field.

A review of the literature revealed one clear analysis of the theoretical underpinnings of HRD, and two content analyses that discussed the topic of theory building in the HRD literature over time. Therefore, in order to aid in the establishment of a theoretical foundation for the exploration of similarities and differences in academic and practitioner labels-in-use within the field of Human Resource Development, the synthesis that follows begins with a discussion of these three systematically conducted studies. Additional literature that specifically mentions core theories written by seminal HRD scholars is then discussed, to aid in being as comprehensive as possible. This portion of the literature review concludes with a table, Table 2, found at the conclusion of this section, that summarizes the theories pulled from the synthesized literature, along with their originating author(s) and date to provide a comprehensive view of the

findings.

Summary of findings from studies of theories of Human Resource Development.

Weinberger's (1998) systematic review of 18 HRD definitions resulted in clear disciplinary

themes of learning and performance improvement. Weinberger then used these two themes to

identify underlying theories for review and testing against Patterson's (1986) criteria for

assessing theoretical validity. The results of this review, the only review of its kind to date,

provided the evidence of five specific areas of core theories of HRD; learning (specifically adult,

organizational, and learning organizations), performance improvement, systems theory,

economic theory, and psychology theory (with an emphasis on learning).

Jo et al. (2009) conducted the first citation network analysis in HRD literature, ranging

from 1990 to 2007. Citing McGuire and Cseh (2006), Jo et al. (2009) noted that adult learning,

systems theory, and psychology were the three main theoretical boundaries of the HRD

discipline. They then described theory building within HRD as a main theme found as a result of

their citation network analysis: "Through the main path analysis, we can verify that HRD

writing has expanded the boundaries of HRD beyond training and development into the

broadening scope of HRD including the fundamental aspects, dominant paradigms, and

theoretical foundations of HRD (Jo et al., 2009, p. 515). The same researchers (just reordered)

conducted an additional citation analysis coupled with a content analysis two years later. In their

reassessment of the previous study, Jeung et al. (2011) point to an issue with their initial

conclusion that theory building within HRD was a main theme, noting that it was only a main

theme within the Discourse of HRD:

> although the issue of definition and theory building in HRD (e.g., Lee, 2001; Lynham,
> 2000, 2002; McLean & McLean, 2001; Weinberger, 1998) ranked highly in Jo et al.
> (2009), we did not find this issue in the top 20 articles examined in this study. Studies
> about organizational learning and learning organization were more frequently cited than

research about definition and theory building of HRD, according to the current study. In sum, although training/learning transfer has been the most contributive HRD issue across all disciplines, definition and theory-building issues have been more emphasized within the boundaries of the key HRD journals" (p. 102 – 103).

Upon returning to and reviewing the non-systematic literature, academic members of Human Resource Development are found to have shared opinions regarding the field's core theories over time, but with only threads of consistency and very little clarity regarding HRD theoretical boundaries. Jacobs (1990), for example surmised that five major bodies of work, inclusive of education, systems theory, economics, psychology, and organizational behavior, had influenced HRD up to that point in the field's evolution. Watkins (2000) noted that HRD practitioners should have a good, sound understanding of organizational behavior, systems theory, and intervention theory. Swanson (2001) proposed that all theoretical work conducted within HRD came from one of three core contributing domains: psychology theory, economic theory, and systems theory. Chalofsky (2007) also surmised that the "seminal underpinnings of the discipline" (p. 437), included theories from the fields of sociology, anthropology, psychology, management, education, economics, the physical sciences, and philosophy.

Review of this literature written by seminal HRD scholars regarding the core theoretical boundaries of the field provided additional theories to add to Table 2, found at the conclusion of this section, prompting the understanding that there are certainly more theories out there that have been and are being used by HRD scholars. But the review provided insight into a few theories that could be seen as commonly accepted as well. The implications that stem from this portion of the literature review could be that a current systematic review of the studies and literature in the field of HRD in an attempt to identify core theories-in-use is needed. Future researchers who take up this opportunity could also utilize Weinberger's (1998) work as a basis to provide insight into the evolution of the field's theoretical boundaries. For the purposes of

this literature review and study, however, the five core theories that were identified in Weinberger's (1998) work and supported by other scholars (as indicated in Table 2, found at the conclusion of this section) were utilized when grounding guidance is needed. Information and details regarding specific use will be discussed in later sections.

Table 2

Summary of Studies of Theories of Human Resource Development

Initially Identifying Study Author, Date	Theory(s)	Journal/Text	Lens Used	Method Used	Also Supported By
Weinberger, 1998	Adult Learning	*Human Resource Development International (J)*	Not articulated	Thematic Review	(Jacobs, 1990; Chalofsky, 2007; Jo et al., 2009)
Weinberger, 1998	Organizational Learning	*Human Resource Development International (J)*	Not articulated	Thematic Review	(Jacobs, 1990; Watkins, 2000; Chalofsky, 2007)
Weinberger, 1998	Learning organizations	*Human Resource Development International (J)*	Not articulated	Thematic Review	
Weinberger, 1998	Performance improvement	*Human Resource Development International (J)*	Not articulated	Thematic Review	

Initially Identifying Study Author, Date	Theory(s)	Journal/Text	Lens Used	Method Used	Also Supported By
Weinberger, 1998	Systems Theory	*Human Resource Development International (J)*	Not articulated	Thematic Review	(Jacobs, 1990; Watkins, 2000; Swanson, 2001; Jo et al., 2009)
Weinberger, 1998	Economic Theory	*Human Resource Development International (J)*	Not articulated	Thematic Review	(Jacobs, 1990; Swanson, 2001; Chalofsky, 2007)
Weinberger, 1998	Psychology Theory	*Human Resource Development International (J)*	Not articulated	Thematic Review	(Jacobs, 1990; Swanson, 2001; Chalofsky, 2007; Jo et al., 2009)
Watkins, 2000	Intervention Theory	*Advances in Human Resource Development (J)*	Not articulated	Not articulated	

Initially Identifying Study Author, Date	Theory(s)	Journal/Text	Lens Used	Method Used	Also Supported By
Chalofsky, 2007	Sociology	*Human Resource Development Quarterly (J)*	Not articulated	Not articulated	
Chalofsky, 2007	Anthropology	*Human Resource Development Quarterly (J)*	Not articulated	Not articulated	
Chalofsky, 2007	Management	*Human Resource Development Quarterly (J)*	Not articulated	Not articulated	
Chalofsky, 2007	The Physical Sciences	*Human Resource Development Quarterly (J)*	Not articulated	Not articulated	
Chalofsky, 2007	Philosophy	*Human Resource Development Quarterly (J)*	Not articulated	Not articulated	

A Summary of the Beginning Threads

  A discipline's identity can be found within the elements that make up its history, definition, and core theories. Therefore, the goal of this literature review was to provide a thorough and comprehensive chronological examination of Human Resource Development's identity through the evolvement of the HRD field, and previous work related to the identification of HRD's definitions and theories. In an effort to meet this goal, this literature review has included a summary of the history of Human Resource Development, an exploration of the evolution of the HRD definition, and a review of the literature regarding the core theoretical underpinnings of the field. Within these sections, beginning threads supporting the need for a broader exploration of similarities and differences in academic and practitioner labels-in-use within the field of Human Resource Development have also emerged.

  Supporting the need for a broader exploration – HRD's history. Since its inception, the field of Human Resource Development has grown and evolved with some influence from various other disciplinary arenas. But HRD has also continued to evolve without an internally agreed upon or externally recognized identity. In 1957, Peter Callhoon requested that his fellow HR academic members take pause and aid in establishing more foundational clarity and understanding. He (as cited by The Society for Human Resource Management, 2008) proposed that in order for the field to truly have an influence, "overall professionalism needed to be increased and incorrect assumptions that were floating around about the field needed to be addressed" (p. 17). In 1975, Sedwick notes that Human Resource Development is, and has often been, viewed more as a developing technique, as opposed to a mature discipline of study. Jacobs, in 1990, points out that the HRD field is a, "profession and an area of academic study in search of its own distinctiveness (because) it is still a relatively new area of professional practice

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and academic study" (p. 65). Yet 26 years later, in more recent literature of the more matured

HRD field, Ruona (2016) shares her finding that, "HRD is (still) currently assessed to be a weak

profession and a rather tenuous discipline" (p. 562).

It is evident that Human Resource Development's history can be found littered with

struggles to justify its relevance, and it is evident that the time has come for the field to establish

a strong and shared understanding of the discipline's language. In the interdisciplinary realm of

HRD, the soil upon which its members stand is still mixed with uncertainty. But with a better

understanding of the language-in-use, academics and practitioners will be able to more

confidently converse, conceptualize and argue for their field. "Consensus on terms and

definitions is essential if knowledge producers and implementers and users are to effectively and

meaningfully communicate with each other" (Graham et al., 2006, p. 22). Ultimately, a better

understanding of the language-in-use will provide strong support for Human Resource

Development's stance as a profession with its own purpose, relevance, and distinctiveness.

Supporting the need for a broader exploration – HRD's definition. Members of the

Human Resource Development discipline should be able to ground their relevance and purpose

within the definition of the field. Consider, for example, how Human Resource Development's

initial definition, provided by Harbison and Myers in 1964, was used during that time by

members of the emerging HRD field to help justify their purpose and relevance to an

organization (Torroco, 2016). Yet today, HRD's relevance, "still depends on the ability to

demonstrate its return on investment, especially during periods of reduced business spending.

Despite greater awareness of the importance of justifying education and training expenses" (p.

442). Could this be attributed to the variety and flexibility of the HRD definitions available?

Within the pages of this literature review's exploration of the evolution of the HRD definition, 52 definitions of Human Resource Development were identified. These definitions provide a further glimpse into the field's evolution, and perhaps the complexity of attempting to define the field due to its various professional contexts, "the very act of defining the area runs the risk of strangling growth in the profession by stipulating so closely what the practice of HRD is, or should be" (Lee, 2014, p. 105). Yet a discipline can also find that "two (or more) sets of meanings are a source of endless confusion, unwarranted prejudice, and worse" (Gilbreth, 1914, p. 7). Consider for example evidence of confusion between the field of Human Resource Development and its companion field of Human Resource Management in the arena of practice. Currently, there are blurred lines between what separates the two fields (McGuire, 2011; Short, 2011), which, in turn, can impact the scope of work and even promote a variance in the titles given by those in power (e.g., Chief Executive Officers) to the organizations' department(s) and the designated employee(s). This can result in even more variance and confusion regarding who, or what HRD is within the context of the larger worldview (Sambrook & Stewart, 2002; McGuire, 2011; Ruona, 2016). In HRD practice, Harrison and Kessels (as cited by McGuire, 2011) note that, "in real life, stakeholders have little patience with HRD professionals who are confused about the function yet claim it to be crucial to their organization's success" (p. 7).

A variance in identities can also be seen in the realm of academe, where Human Resource Development is primarily found as a sub-field for other disciplines (e.g., Education, Business, Liberal Arts, etc.) (Watkins & Marsick, 2016). For example, in an assessment of Adult Education and Human Resource Development programs in U.S. institutions of higher education, Akdere and Conceição (2013) noted that the majority of degrees awarded were Master of Education and Master of Science, with only one Master's degree program utilizing the Human

Resource Development label identified. When a field of study is placed by those in power (e.g., presidents or deans) as a sub-field within a variety of different departments or schools of thought, does this impact who or what HRD is within the context of the larger worldview? For now, the answer to this larger question is unclear.

What is clear, however, is that members of HRD in both practice and academe will continue to find themselves within a variety of different contexts depending on their role and the organizations, or educational institutions, of which they are a part. Ultimately, if HRD does not come together as a collective to decide what their platform may look like as they move forward, HRD's perceived impact and contribution will continue to be incorrectly assumed, and the struggle for relevance will not only continue, but may take an even darker turn: "If the field of HRD and its individual members are not able to demonstrate the ways in which they add value, the future looks bleak with irrelevance and we envision a field dismissed and fading away" (Kormanik & Shindell, 2014, p. 693).

Supporting the need for a broader exploration – HRD theoretical underpinnings. The definition of a discipline can represent overall identity and boundaries for theoretical work. A definition accompanied by core theories can serve as a unifying platform for academics and scholars to stand upon as they explore, investigate, craft new knowledge, and fight for relevance within their overall domain. This literature review, however, has revealed that the field of Human Resource Development does not have a unifying definition, but instead a variety to choose from. It appears that the field of HRD has not yet agreed upon core guiding theories either, as a review of the literature revealed multiple theories that have been used by HRD scholars, with some that could be seen as commonly accepted. For the purposes of this study,

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five theories that were identified by Weinberger (1998) and cited by other scholars (as indicated in Table 2, found on page 60) was utilized when grounding guidance is needed.

This portion of the literature review has also provided some important insight regarding the need for a broader lens. As noted by Jeung et al. (2011), "definition and theory-building issues have been more emphasized within the key HRD journals" (p. 102-103). But when the review was broadened to an interdisciplinary search, "studies about organizational learning and learning organization were more frequently cited" (102-103). Nolan and Garavan (2014), point to the recognition that dominant HRD theorizing has been too concerned with, "arguing what HRD should be, accompanied by insufficient attention paid to empirical grounding in what HRD actually is" (p. 533). Thus, it brings to light that any work that aims to explore the complicated Discourse of the Human Resource discipline must first broaden its lens and embrace the interdisciplinarity of the field by considering all the contributors to the language-in-use. In order to begin to discover and celebrate the language-in-use, the study must also explore the various contextual contributions at play. Therefore, an updated critical review of the language-in-use--or lower-case d discourse--is needed to distinguish what common threads define, guide, and ground both scholars and practitioners within the greater context of the larger worldview. If similarities and differences are found to exist in the HRD language-in-use, future work to construct HRD's overall Discourse could aid in a better understanding of HRD's identity and a more solid ground for all members to stand upon.

The Establishment of a 'Common' Language

"The establishment of a common language is also often an important step in advancing a new field of scientific inquiry and is particularly useful in outlining the research agenda and highlighting its gaps" (Graham et al., 2006, p. 22). In 1990, Jacobs cautioned that if Human

Resource Development research was to truly make a recognized contribution to the field known

as HRD, the field needed to clarify "its own network of propositions, (otherwise) it is difficult to

judge whether pieces of scholarship are really advancing our knowledge" (p. 70). Consequently,

that same year, Smith (1990) produced *The Dictionary for Human Resource Development* citing

the need for an accepted and common list of words and vocabulary for HRD. "HRD, as a field

of study, as a profession, and as an area of research and investigation requires a compendium of

common, acceptable terms and basic definitions" (p. 3). Smith noted that the benefits of such a

resource to the field would be numerous, as clarity of terms would benefit the communications

and understandings of practitioners and scholars that were both new to the field and active in it.

Smith also noted that, the

> words within the defined vocabulary can be used as the key words or descriptors for
> establishing a usable bibliographic base of HRD literature and studies. Libraries and
> other information depositories can develop descriptors based on accepted words and
> definitions. Use of the vocabulary (can be) used as a framework for categorizing
> research studies in HRD, facilitating referencing and analysis (p. 4).

Smith's published dictionary contained 360 words and phrases "reflecting current thought and

use" (p. 6), within the field of HRD.

In the preface of his dictionary, Smith (1990) shares his hope that due to, "the

involvement of a broad base of contemporary leaders and thinkers from the field, the list was

accepted and used for its ultimate purpose - a common reference by practitioners and students for

the advancement of human resource development" (p. 6). Today, 30 years since Smith's

publication and stated hopes, his dictionary is stored among the online archives of the

Educational Resources Information Center (ERIC). Google Scholar shows only 24 citations by

other scholars, and the majority of these citations only reference one specific piece of Smith's

extensive work; the definition of HRD (18 in total, many of which are cited within this study's literature review. The remaining six citations are written in a language other than English).

Today, the field of Human Resource Development and its language has undoubtedly evolved; with the addition of some new terms, changed terms, or even terms that simply no longer apply. For example, based upon the results of this literature review, 36 definitions of HRD have been published since Smith's (1990) publication. Futher still, the field's growing variance in contextual makeup can also be seen, as evidenced by the evolvement of the membership of the association that backed Smith's original work, the American Society for Training and Development's (ASTD), now known as the Association for Talent Development (ATD). The ATD has evolved in the nearly three decades since to include larger numbers and more practitioners. Yet, upon contacting the ATD for a final verification that no revisions or updates had been made to Smith's work since 1990, this researcher was unable to obtain a clear response, and was instead pointed to a glossary of terms located on the association's website, entitled *Talent Development Glossary of Terms* (Association for Talent Development, 2019). This glossary, when compared to Smith's original work, showed clear evidence of change – most notably the absence of the label 'Human Resource Development'. However, after learning that the ATD could not verify the glossary's origin, methods used for revision, and/or the dates of the most recent revision (Anonymous customer service contact at ATD, personal communication, February 7, 2019), this researcher concluded that Smith's work remained the only documented, structured review of the HRD Discourse to date.

It is evident that an update to Smith's original work is long overdue. But the meaning of a concept can also stem from its use, or the context that it is used in. Smith seems to acknowledge this as a possibility with his inclusion of the terms from a large organization in an

attempt to include voices from practice. But there was only one to represent the many. Thus, the first necessary step, in this researcher's opinion and backed by this literature review's findings, is an attempt to explore the need to include more voices from practice, and to provide a greater understanding of the variance that can be found due to the variety of contexts that members of HRD can find themselves in. "There are many views (or vocabularies) of the world each being more or less fit for interacting in particular situations" (Korte & Mercurio, 2017, p. 76).

Contribution of the Study

The purpose of this study is to systematically examine pieces of the current Human Resource Development discourse in an attempt to explore the knowledge and system of meanings used by current members of the HRD field. Due to this study's design and potential contributions to the current literature in the HRD field, a mixed methods approach was selected in an effort to improve not only the quality of the inferences drawn, but also the research to come after it. "Combining the two orientations allows the MM researcher to generate complementary databases that include information that has both depth and breadth regarding the phenomenon under study" (Teddlie & Yu, 2007, p. 85). Thus, a mixed methods approach to research in Human Resource Development can aid in a deeper, broader, and more complete understanding of the problem under study, allowing for claims that relate to and respect more people (Rocco, et al., 2003). Research with such a reach could be useful in efforts to bridge the gap between research and practice, as it could aid in influencing the understanding of our relevance and decisions made by those in the upper realms of business, education, and society.

If this explanatory sequential mixed-methods study reveals that there are similarities and differences in academic and practitioner labels-in-use within the field of Human Resource Development, future work could include the update and expansion of the discipline's full lexicon

identified by Smith (1990) decades ago. If findings also indicate that members of the academic sub-community utilize a separate discourse from members of the practitioner sub-community, future research could further explore the varied language-in-use and its relationship to research dissemination, contributions to the practice, and the advancement of the HRD field. A further exploration of the variety of labels-in-use, and the potential implications, could perhaps even aid in stretching HRD research into other applicable disciplinary realms, resulting in a greater understanding of HRD's purpose and relevance in the heightened worldview. "The use of a common, standardized language; promotes consistent thought and action. It fosters a sense of unity. It helps people articulate to others in a standard manner the knowledge, skills, and values of their profession" (LaDuke, 2000, p. 43).

Summary

This chapter has presented an overview of the conceptual framework for this study, along with an in-depth review of relevant literature regarding the evolvement of the HRD discipline, as well as a chronological review of previous research regarding HRD's definition and theories. Woven within these pages are arguments from scholars for and against defining HRD, along with support for a study that considers both perspectives. Therefore, this study attempts to elevate the conversation to that of an exploration of what is shared and what makes the discipline's members unique; while also presenting a concept of what HRD's disciplinary identity may look like at the macro level by utilizing Li's (2009) lens of disciplinary identity, and elements of Gee's (1999) theory of Discourse. This study also investigates the construct from both the academic and practitioner lens, in an attempt to include perspectives and influences at the micro level regarding the discipline's enacted identity in both scholarship and practice. Chapter three presents discussion of the explanatory sequential mixed methods design used in

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this study to systematically examine elements of the current Human Resource Development

discourse in an attempt to explore the knowledge and system of meanings used by current

members of the HRD field.

Chapter Three: Methodology

Using an explanatory sequential mixed methods design, this study systematically examined elements of the current Human Resource Development discourse in an attempt to explore the knowledge and system of meanings used by current members of the HRD field. The following research questions were used to guide data collection and analysis:

RQ1 – Quantitative: What terms or phrases are most frequently used in the online representation of the Human Resource Development discourse?

- What frequent terms or phrases were found to exist on both academic and practitioner online sites?

- What frequent terms or phrases were found to only exist on academic online sites? On only practitioner online sites?

RQ2 – Qualitative: What experiences and conditions do HRD members say contribute to their choice in terms, phrases, or definitions used?

RQ3 – Mixed: In what ways do the experiences of HRD members and the conditions that they are a part of help explain the language-in-use identified by the quantitative results?

Justification for Mixed Methods Study Design

In 1990, Smith produced *The Dictionary for Human Resource Development,* citing the need for an accepted and common list of words and vocabulary for HRD. In the dictionary's

preface, Smith details the steps taken to provide a beginning sketch of the Human Resource

Development discourse. He describes conducting a search of, "over 300 current and recent texts

and 10 periodicals from HRD and related fields" (p. 4), to identify the beginnings of the desired

vocabulary list. Smith goes on to describe that from this vast amount of literature, only 20

provided a glossary of terms, and six were found to be helpful in relation to his work. After

combining these six lists, he added additional terms or definitions found within the remaining

pulled literature – although he notes there were very few items added. Smith also recognized

that the context, or where the words were being used, can have an impact on their meaning (i.e.,

Gee's (1999) capital D Discourse); but he goes on to note that lists from HRD units located

within larger corporations can be difficult to acquire. Therefore, he obtained a sample from a

large corporation of that time that he felt served as a good example.

Smith's (1990) efforts produced an initial list of 442 words and phrases, which was sent

to a pilot group of practitioners and academics. This group was asked to review the list and then

to share any terms or phrases that had not yet been included, or to note if they felt any terms

should be removed. After revisions were made, Smith identified 41 Human Resource

Development practitioners and academics who were willing to review the revised list and

provide recommendations for additions/deletions. Results of these reviews revealed that some

words had a variety of definitions. Therefore, multiple definitions were listed if there was more

than one supporter of the difference in definition, and if the difference presented a need to

distinguish the conceptual from the operational meanings. For example, Adult education has

three listed definitions as one describes the process, one describes the name for education

programs, and the third describes a field of study.

At the time of Smith's (1990) work, the mixed method approach was emerging as a separate (and therefore often unrecognized) method in its own right. In fact, the following definition of mixed methods research was published in 1989 by Greene, Cracelli, and Graham (as cited by Creswell & Plano Clark, 2011):

> "In this study, we defined mixed-methods designs as those that include at least one quantitative method (designed to collect numbers) and one qualitative method (designed to collect words), where neither type of method is inherently linked to any particular inquiry paradigm" (p. 2).

The method and its definiton have since evolved and matured, much like the field of HRD and its language. While not explicitly stated, Smith's methods fit within the definition of a mixed methods design of that time, and the opportunities for improvement now that both the method and the field have come so far, are plenty (Creswell & Plano Clark, 2011).

Today the method and rigor of mixed methods has evolved, while its acceptance and use has increased. The definition of this approach currently can be defined as,

> "a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis and the mixture of qualitative and quantitative approaches in many phases of the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone" (Creswell & Plano Clark, 2011, p. 5).

A mixed method approach to research can provide a strengthening balance to qualitative and quantitative work, as the weaknesses often attributed to one method can be addressed by the use of the other. This approach can also address limitations on data collection, providing the opportunity for the gathering of more evidence. While the mixing of the findings from each phase, at the conclusion of the data analysis can even answer questions that may have gone unspoken (Creswell & Plano Clark, 2011).

Today there is also recognition that the mixed method approach can be a good fit, "for interdisciplinary research that brings scholars together from different fields of study" (Creswell & Plano-Clark, 2011, p. 17). What is more, the Human Resource Development field's interdisciplinary nature promotes a continuous pull from and support of other fields with affinities to either qualitative or quantitative research. Therefore, the field of HRD should conduct research from a pragmatic view that can speak to both, lending itself as a prime candidate for mixed methods research (Onwuegbuzie & Corrigan, 2014).

Based upon Smith's (1990) methods and assumptions portrayed in his work, the conclusion could be made that Smith utilized a pragmatic approach in his work. But while this approach is touted now as a good fit for HRD, this was not always the case. Early pragmatists, in fact, were seen as unconventional as they rejected the popular notion of absolute truths and instead relied on practical and contextual results that are tentative and changing (Korte & Mercurio, 2017). Appreciation of this previous belief can leave one to wonder if the shelving of Smith's work occurred partly due to the use of a methodological approach and a worldview that was ahead of its time within the HRD field. Now, however, mixed methods is seen as an approach that "provides a bridge across the sometimes-adversarial divide between quantitative and qualitative researchers" (Creswell & Plano-Clark, 2011, p. 12) Thus, a mixed methods approach to research in Human Resource Development can aid in a deeper, broader, and more complete understanding of the problem under study, allowing for claims that relate to and respect more people (Rocco et al., 2003).

It is important to note here that the purposes of this study do not call for the duplication or revision of Smith's (1990) original work, as this is not a replication study. It is this researcher's belief, however, that Smith's methodological approach is worthy of review, as the

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utilization of a similar but more current approach to mixed methods will do much to strengthen the validity and reliability of this study's smaller scale review of the language of the discipline. This researcher also recognizes that to completely disregard the potential evidence of difference found in the aforementioned Association of Talent Development's online glossary of terms could be viewed as inattentive to this study's purpose. Instead, evidence of such potential differences provides further support that any work that aims to explore the complicated Discourse of the Human Resource discipline must first broaden its lens and embrace the interdisciplinarity of the field by considering all the contributors to the language-in-use. To ignore the potential empirical grounding that the language found on a website utilized by multiple members of the HRD community could provide to this study would be neglectful.

Therefore, this study utilized an explanatory sequential mixed methods approach (Figure 2) to reveal current similarities and differences in academic and practitioner labels-in-use within the field of Human Resource Development. This type of design, as defined by Creswell & Plano-Clark (2011), begins with the collection and analysis of quantitative data. In order to systematically examine elements of the current Human Resource Development discourse in an attempt to explore the knowledge and system of meanings used by current members of the HRD field, the quantitative phase consisted of a review of HRD's linguistic corpus as found on the World Wide Web. This researcher then conducted a second, qualitative phase consisting of interviews to further explore the results of the quantitative phase in more depth. The researcher completed the study's analysis with an interpretation of how the qualitative results further explains the initial quantitative results, providing a more complete view of the problem under study (Creswell & Plano Clark, 2011). This design also allowed for an emergent approach, as the qualitative phase was designed based on what is learned in the first, quantitative phase; an

important factor in ensuring the greatest contribution to the existing Human Resource

Development literature.

Quantitative Data Collection	Quantitative Data Analysis	Intermediate Phase	Qualitative Data Collection	Qualitative Data Analysis	Mixed Methods Analysis
• Automated extraction of text from the AHRD and ATD websites	• Analyses of corpuses of text using R to assess word and word association frequencies	• Review and select terms/phrases from Quantitative Data Analysis to aid in creation of pre-interview inquiry form	• Pre-Interview Inquiry Form • Semi-Structured Interviews	• Constant Comparative • 'Double loop' influenced by Conceptual Framework of study	• Qual and Quant data reviewed for final RQ

Figure 2. Diagram of the exploratory sequential design

Quantitative Corpora and Qualitative Participants and Setting

In this study, based on research aims, the qualitative phase was built on the quantitative

findings and helped to identify potential significant factors. Borrowing from Creswell and

Plano-Clark's (2011) mixed methods notations used to describe the design, this study's design

should be notated as: quan → QUAL. Specifically, the quantitative phase focused primarily on a

text analysis, whereby frequently used words and phrases in the Human Resource Development

discourse, as represented by two primary association websites, were gathered. These words and

phrases were then used in the qualitative, interview-based, phase of the study. The qualitative

phase received the most emphasis in this study, as its intent was to provide rich, in-depth

understanding of the experiences and conditions that contribute to choices in terms, phrases, or

definitions used.

As Li (2009) proposes in her theory of disciplinary identity, specialized lexicons and

terminologies can serve as one of the most important clues, or boundary markers, of a

discipline's distinctiveness. Therefore, the quantitative phase began by looking for insight into

frequently used examples of terms that are a part of this specialized lexicon. But in looking for

the specialized lexicons and terminologies, it is also important to highlight what may be hidden

behind the words that are chosen in an effort to lend insight into the other four boundary markers

(norms, topic areas, impact of the institution, and how 'others' see the discipline). When

considering the various contexts that can house an HRD professional alongside the importance of

Li's (2009) fourth boundary marker, disciplinary institutionalization and the impact that the

institution can have on the creation and continued development of a discipline and its identity,

the importance of understanding the impact of the various contexts becomes clear. Therefore,

the second, qualitative, phase involved extensive data collection in order to obtain the most

comprehensive picture possible of the various contextual implications on the HRD language-in-

use.

      Quantitative corpora and sampling method.   Human Resource Development

practitioners and members of academe from all over the world (inclusive of the U.S.) were the

target population for the purposes of this study. In thinking about this population however, and

the various contexts that HRD community members can be a part of, an examination of every

instance of text on the web that related to Human Resource Development and its members would

be the ideal approach in order to fully identify the online representation of the field's language-

in-use. However, the utilization of such a method could also prove problematic, as the resulting

corpus of text would likely be muddled with language utilized by members of other disciplines.

The resulting data of such a blanket search could also potentially yield too much data to manage.

For example, the Society for Human Resource Management's website has content related to

Human Resource Development, as well as Human Resource Management. The American

Association for Adult and Continuing Education (AAACE) could be another option, but only a

portion of participants have an interest in HRD specifically. Remaining members can be in

fields such as Higher Education or Industrial and Organizational Psychology.

Therefore, a purposive sampling method was utilized for this phase of the research study

in order to attempt to produce an analysis of text that is representative of the target population's

language-in-use with limited intersection of other disciplines. Utilizing this purposive sampling

methodological lens, two specific websites were identified as the focus for the quantitative phase

of this study – the Association for Talent Development (ATD) and Academy of Human Resource

Development (AHRD). Both organizations were expected to have the greatest number of

members who hold positions related to HRD, and thus language-in-use that would represent the

population. These two professional organizations were also viewed as a good fit for the purposes

of this study due to their role in HRD's evolvement and current status. Both organizations were

also expected to have the greatest number of members that held positions related to HRD, and

thus language-in-use that would represent the population. In choosing these two specific

organizations, the researcher believed that the risk of difference between the sample population

and the population of inference was reduced, as this method increased the chance that most of

the target population was represented.

The ATD, previously known as the American Society of Training Directors, was founded

in 1944 to aid the movement of HRD from that of an applied practice into a profession. The

ATD (then the ASTD) also sponsored and aided in the creation of the original dictionary for

HRD produced by Smith (1990).   In the interest of this study, ATD was also chosen due the

large representation from HRD professional practice, as the 36,000 current ATD members,

"come from more than 120 countries and work in organizations of all sizes and in all industry

sectors" (Association for Talent Development, 2018, *Who We Serve*). AHRD was created in

1993 and has often been touted as a key factor in the development of the discipline (McGuire, 2011). In the interest of this study, AHRD was also chosen due to membership inclusive of only HRD researchers and practitioners. While McLean (2016) denotes in a recent publication that AHRD membership had grown to almost 500 members, 322 current members from all over the world (inclusive of the US) are listed in the online directory (Academy of Human Resource Development, 2018).

Interview target population and sampling method. A target number of 20 interviews was planned for the qualitative phase of this study as this is the suggested starting number to "provide pertinent information or to reach saturation" (DeCuir-Gunby & Schutz, 2017, p. 113). But within these 20 interviews, it was also desired that the qualitative sample contain a good variance of representation from different settings, or contexts. Thus, the researcher began the qualitative phase of this study utilizing a maximal variation sampling strategy. This strategy was chosen in order to select a diverse group of academics and practitioners known to the researcher from sites, or institution/organizational contexts that were believed to provide greater insight into the potential contextual nuances behind the quantitative results (Creswell & Plano Clark, 2011). Beginning with participants who are known to the researcher was also believed to enhance the possibility of obtaining the desired number of 20 qualitative, in-depth, and in-person interviews with open and honest discussions.

This purposive sampling technique was also believed to result in obtaining a "greater depth of information from a smaller number of carefully selected cases" (Teddlie & Yu, 2007, p. 82). The researcher also asked each willing, known participant after each interview for suggestions of other members of the HRD discipline that may be interested in participating in this phase of the study, or any potential work that may come from it. By adding this additional

stage of non-probability snowball sampling, the researcher was able to obtain the desired 20

participants for the study, and it also increased the heterogeneousness of the representative

sample. Some participants provided more than one recommendation. However, based on the

needs of this study and originally set parameters, once the desired 20 interviews had been

conducted, and a point of saturation was felt to have been reached, the researcher created a list of

the remaining recommendations for potential participants for future work.

Initially identified potential participants were contacted by email or phone by the

researcher to explain the purpose of the study, solicit their willingness to participate in the study,

and to set up a day/time most convenient for them to conduct the interview. If participants

declined to participate, their request was honored. If participants agreed to participate, they

received a confirmatory email or Gmail calendar invite (based on their preference) with the

interview details, as well as a short inquiry form to complete prior to the interview date (see

Appendix A). This questionnaire contained general demographic questions to provide a detailed

description of the responding sample, but participants were given the option to skip certain

questions in this section if desired (institution/organization role, type of institution/organization,

and self-identified member of academic or practitioner community questions were required to aid

in the purposes of this study). The inquiry form also provided participants with ten words or

phrases identified during the quantitative phase of this study, with a request to define those

recognized in their own words. Participants were asked to complete the inquiry form one week

prior to the confirmed interview date, however late submissions were accepted.

The Quantitative Phase

An exploration of HRD's current language-in-use on the World Wide Web. The

World Wide Web (WWW) is an ideal corpus to analyze for linguistic purposes as, "texts go in

and out of it, making it a very dynamic linguistic corpus (...). However, the Web is different from other monitor corpora (…) because we do not know its precise size or the kinds of texts that comprise it" (Meyer et al., 2003, p. 242). Therefore, the complexity of the WWW and the trustworthiness of its contents were carefully considered during the process of selecting the websites to be used for the purposes of the quantitative phase. Initially, an Internet search was conducted using the Google online search engine for 'Human Resource Development organizations,' 'Top sites for Human Resource Development,' and 'Human Resource Development associations.' Results were reviewed carefully, and sites were excluded if their contents were specific to more than one discipline (e.g., the Society for Human Resource Management's website has content related to Human Resource Development, as well as Human Resource Management), or the association/organization included participants from other disciplines (e.g., some members of the American Association for Adult and Continuing Education are members of the HRD community, but it is only a portion of participants and language may be mixed with that of other disciplines and Discourses). In the end, two specific websites were identified as the focus for the quantitative phase of this study: the Association for Talent Development (ATD) and the Academy of Human Resource Development (AHRD). Both organizations were expected to have the greatest number of members who hold positions related to HRD, and thus language-in-use that would represent the population. These two professional organizations are also viewed as a good fit for the purposes of this study due to their role in HRD's evolvement and current status.

  Quantitative data collection procedures. An exploratory analysis of all text found on the official websites for the Academy of Human Resource Development (AHRD) and Association for Talent Development (ATD) was performed during the quantitative phase of this

study. To perform such an analysis, the researcher sought out the use of the various capabilities

of the R 3.5.2 environment (R Core Team, 2019). Because the researcher was interested in

analyzing all text available on the two sites, an automated extraction technique was used that

converted HTML data on the web to an easily accessible and useable text. This text was then

uploaded into a document for analysis. The researcher identified that the rvest (*v* 0.3.2;

Wickham, 2016) package in the R software allowed for easy collection and manipulation of data

from the web pages. The purrr (*v* 0.3.2; R Studio Team, 2019) package was added to aid in

using the function and to make it easier to work within the list (R Studio, 2019). For each site,

the rvest and purr packages ran a script designed to extract all terms found on the site, and then

automatically create a plain text file (.txt) document containing that specific corpus of text.

Specified script for ahrd.org can be found in Appendix B, with recognition that the script for

ATD was the same, with the exception that td.org replaced ahrd.org.

The resulting count of HTML documents for analysis for each site was 15,385 for ATD,

and 57 for AHRD. Therefore, upon noting that the website for ATD contained more pages (and

subsequently more text) than the AHRD site, this researcher also individually downloaded all

available Conference Proceedings documents found on the AHRD site to include in the analysis

of text, ranging from the year 1995 to 2019. These documents were only available in a PDF

format, so were converted to a plain text file (.txt) document format using the Acrobat Pro DC

(2019) program. This action allowed the researcher to perform the analysis of the AHRD text

extracted from the website, in conjunction with the text compiled from the Conference

Proceedings documents, resulting in the addition of 9,704 pages, or 9,761 total pages for

analysis.

Quantitative data analysis procedures. A key goal of this analysis was to use objective

and reproduceable methods that would aid in reviewing the corpora of the AHRD and ATD

websites, in order to quantitatively identify frequently used words and word associations. There

were no imposed constraints informed or conceived by what the researcher feels could or should

come up as a keyword. Instead, all text entries were counted and ranked by frequency of

occurrence, and a selection from the top results from each corpus was utilized in the qualitative

phase of this study. Specifically, the quantitative analysis aimed to answer the first research

question in this study:

RQ1 – Quantitative: What terms or phrases are most frequently used in the online

representation of the Human Resource Development discourse?

- What frequent terms or phrases were found to exist on both the
  academic and practitioner online sites?

- What frequent terms or phrases were found to only exist on
  academic online sites? On only practitioner online sites?

For this stage of the quantitative phase, each corpus of text was analyzed separately (AHRD

and then ATD) using multiple steps within the R 3.5.2 program (R Core Team, 2019). The

analysis process began by first loading the plain text files (.txt) gathered during data collection

into the R program along with the needed text mining package, tm (*v* 0.7-6; Feinerer & Hornik,

2018), run within the R 3.5.2 environment. "Once we have a corpus we typically want to modify

the documents in it, e.g., stemming, stopword removal, et cetera" (Feinerer, 2019, p. 4). The use

of the tm package allowed for all of the necessary preprocessing, or 'cleaning' of the text prior to

analysis across all documents in the corpus. The tm package was specifically used to remove

numbers, capitalization, punctuation, and common words that had no analytic value in this study

(e.g. the, and, or). With the recognition that acronyms for HRD and ATD would likely be used throughout the two sites, a line of script was also added to replace any appearance of 'hrd' with 'human resource development,' and any appearance of 'atd' with 'association talent development' (noting that 'of' would be removed through preprocessing). Once initial preprocessing was complete, white space (blank space left as a result of the preprocessing) was removed.

Because the remaining steps of the analysis could require numbers for the data mining of the text, a term document matrix was then created to use during the remainder of the analysis (Larson, 2019). Using this document term matrix, all words were organized by frequency, and the BigramTokenizer function was used to statistically evaluate the language in the corpus. Initially, the function was used to look at n-grams (continuous sequence of single words from the corpus of text provided). Then, to identify the most frequent pairs of words that appeared together, the BigramTokenizer function was used to evaluate the corpus for two words that appeared together frequently throughout the corpus of text. This function was then rerun with slight alterations to look for trigrams, or three words that appeared together frequently throughout the corpus of text. A new term document matrix was created prior to each run of the BigramTokenizer function, to ensure that the corpus of text used was not still tailored in any way to the previously run function (i.e. still tailored to n-grams vs. bigrams, or bigrams vs. trigrams). Sparse terms were removed, and words were organized by frequency. To view results, the researcher was able to select either frequentKeywordSubsetDF or frequentKeywordDF (for full results) from the Environment tab, and the top 25 n-grams were noted. This same process was then conducted to produce and review the top 25 bigrams, and then the top 25 trigrams.

In the interest of this study's research question for the quantitative phase, the overarching research question (what terms or phrases are most frequently used in the online representation of the Human Resource Development Discourse) was addressed by the aforementioned analyses conducted in the R program. In an effort to address the two sub questions of this phase (what frequent terms or phrases were found to exist on both the sample academic and sample practitioner online sites, and what frequent terms or phrases were found to only exist on the sample academic online site as well as only on the sample practitioner online site), a combined review of the results from both the ATD and AHRD text corpuses was also conducted.

Prior to this review, a culling of impractical words (e.g., strings of text like hjkhklkjhjk) and phrases (e.g., ctdo next) was conducted by the researcher. The researcher reviewed all 75 results for most frequently used terms and phrases for both the ATD and AHRD websites, noting any impractical words, and adding them to the customWords command for each corpus of text. The R script was then rerun to provide another list of 75 terms and phrases, one list for each website, for the researcher's review. With recognition that some terms and phrases identified as frequently appearing in the online representation of the Discourse may not contribute equally to the purposes of this study (e.g., search all vs. talent development), the researcher noted, and added, any additional words (e.g., conference, new, can) and phrases (e.g., New York, et al.) to the customWords command for each corpus of text. The R script was then rerun to provide another two lists of terms and phrases that would provide a useful and practical representation of the HRD online language-in-use. The final resulting full script was built with the intention that it would automatically process the original ATD and AHRD term document matrixes and provide the same final resulting lists. This necessary step was added to maintain all analyses in R, keeping with the desire for a reproduceable methodology and results. The final resulting

analysis script for the ATD corpus file can be found in Appendix C; the final resulting analysis script for the AHRD corpus file can be found in Appendix D. These two 'cleaned' lists were then reviewed by the researcher for terms and phrases that appeared in both lists, as well as for terms and phrases that may have appeared in one list but not the other.

The Intermediate Phase

Pre-Interview Inquiry Form development. Initially identified potential participants were contacted by email or phone by the researcher to explain the purpose of the study, solicit their willingness to participate in the study, and to set up a day/time most convenient for them to be interviewed. Participants who agreed to participate were then sent a confirmatory email or Gmail calendar invite (based on their preference) with the interview details, as well as a short inquiry form (see Appendix A) to aid in obtaining background information pertinent to the study. The first and second sections of the inquiry form included demographic questions to allow for the characterization of the people participating in the in-depth interviews. The remaining content was grounded in the results from the first, quantitative phase of this study in order to explore and elaborate on the results of the statistical investigations (Creswell & Plano Clark, 2011).

In this study's literature review, the definition of the field has been noted as a popular, and widely debated topic within the discipline that has spanned multiple decades. (McGuire, 2011; McLean & McLean, 2001; Ruona 2006; Weinberger, 1998). Therefore, the pre-interview inquiry form begins with a question regarding how the participant defines Human Resource Development, as well as Talent Development (in light of ATD being the other association utilized in the quantitative phase). A glimpse into the variety of the field's language-in-use also notes that labels such as Learning Design and Technology (also known as Instructional Systems Design), Industrial-Organizational Psychology, Organizational Development, Organization

Behavior, Human Resources and HRM can be found within the workplace as related occupations, professions, or roles and are often viewed as *similar* to that of HRD (Ruona, 2016). Therefore, as this study seeks to explore the HRD's Discourse and related identity, the inquiry form also includes titles and roles associated with HRD in the literature. An open-response, or 'other' option was also added to allow for participants to provide their own titles and roles. This question was also followed by a question regarding HRD position type (scholar, researcher, etc.). Options were added to this question to allow participants to also self-identify as HRM or HR members with HRD responsibilities.

Two additional questions were added to this section with a list of department/area labels and role titles that were pulled from the literature by the researcher. Participants were asked to indicate which label they currently used, with an open-response, or 'other' option added to allow for participants to provide their own titles/labels. Allowing for an open-ended response to this question, as well as the previously noted questions, provides the first opportunity to reveal any variance in labels used (e.g., perhaps the common label is HRD practitioner, but within the context of their organization they are called a Talent Management Specialist). Because this study's aim is to identify the labels-in-use within the field of HRD while considering Li's (2009) theory of Discipline Identity and utilizing Gee's (1999) Discourse lens, the addition of all of these questions aided in the analysis of the quantitative and qualitative results regarding patterns of, "what is here and now (taken as) 'reality,' what is here and now (taken as) present and absent, concrete and abstract, 'real' and 'unreal,' probable, possible, and impossible" (p. 86). With appreciation that patterned ways of thinking can be identified in both text and verbal communications (Gee, 1999), the relationships between the answers to these demographic questions and the definition of terms provided in the second section were viewed as a beginning

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lens into the identity beyond the words, or, 'who are we professionally, and how is that reflected in the words that we use?' Questions regarding the type of institution and years of experience concluded this first section.

The inquiry form then provided participants with ten words or phrases identified during the quantitative phase of this study, with a request to define those recognized in their own words. The purpose of this starting list was not to help identify or confirm the results of the quantitative phase, but to instead explore the context that may surround words in our discipline. Therefore, with recognition that some terms/phrases identified as frequently appearing in the online representation of the discourse may not equally contribute to the purposes of this study when compared to other, less frequently used words (e.g., job satisfaction vs. organizational development), the researcher used a small degree of judgment based on experience, understanding of the field, the literature reviewed and the purposes of this study, when selecting the ten most frequent words and phrases from the ATD and AHRD results to include in the second section of the inquiry form.

Specifically, the titles of Human Resource Development and any titles containing Talent Development were first removed due to their already being included in the form. Results from the quantitative phase were then reviewed for potential titles or labels that could be used for identity in the field, and were therefore addressed in the beginning, demographic section of the inquiry form. This resulted in the removal of Human Resource, Training Development, Resource Management, HRD Professionals, and Academy Management from the AHRD website's two-word phrase results, as well as Resource Center, Enterprise Solutions, Instructional Design, Development Master, Performance Consulting, and Instructional Designer from the ATD website's two-word phrase results. This also resulted in the removal of Human

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Resource Management, International Human Resource, Strategic Human Resource, European Industrial Training from the AHRD website's three-word phrase results. Measurement Evaluation Career, Career Performance Consulting, Learning Talent Management, Consulting Sales Enablement, Professional Instructional Designer, and Training Delivery Role were also removed from the ATD website's three-word phrase results.

To begin identifying words or phrases to include, in a third round of review, the original definition provided by Smith (1990) was reviewed along with the nine additional definitions included in all systematic reviews analyzed within the context of this study's literature review (based on date of review and date of definition). The ten definitions included Swanson's (1987 and 1995), Nadler's (1970), Nadler and Nadler's (1989), Jones' (1981), Watkins' (1989), Gilley and Eggland's (1989), Smiths' (1990), McLean and McLean's (2001), and Werner and Desimone's (2006). Definitions were consulted for single terms that were found within both the AHRD and ATD websites' results and found in more than one of the ten referenced definitions. This review resulted in the first terms selected for the form, inclusive of development (found in four definitions), learning (found in five definitions), and training (found in three definitions).

For the fourth round of revisions, differences and similarities between the two lists were reviewed. Specifically, the researcher noted that all single terms were found on both ATD and AHRD sites. When reviewing the two-word frequency lists, only one two-word phrase was found on both, leadership development, and was therefore included on the form. There were no three-word phrases found within both the AHRD and ATD website results. The researcher then reviewed both the two and the three-word phrase list for any that could be grounded in the verbiage of the aforementioned ten definitions. This resulted in the addition of Organizational Performance (cited in Swanson [1987]) and Career Development (cited in Watkins [1989]). In a

final round of review, the researcher looked for words or phrases that had been systematically identified in the literature review as a theory title in the field of HRD. This resulted in the addition of Management and Organizational Learning. Human Capital (Human Capital Theory) was also added due to its role in initially defining HRD, and the inclusion of Economic theory in the review of theories utilized in HRD. Performance, by way of 'performance improvement' was also noted as mentioned in 3 of the aforementioned HRD definitions, as well as included in several of the high-count two and three-word phrases in both the ATD and AHRD results. As such, performance was selected as the final term to include on the form.

Interview Protocol development. The content of the interview protocol was also grounded in the results from the first, quantitative phase of this study in order to explore and elaborate on the results of the statistical investigations (Creswell & Plano Clark, 2011). A semi-structured approach to interviewing was utilized, as it allows for a mix of more and less structured questions. More importantly, this type of format "allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (Merriam, 2009, p. 90). All questions were worded in an effort to ensure that they were clear and easy to understand, although requests for clarification were encouraged in case participants needed it.

The interview began after thanking the participant for agreeing to participate. An overview of the purpose of the study was then shared, along with assurances that the participant's information would be kept confidential and that data will only be reported in ways in which the participant's identity and/or institution/organization cannot be deduced. Participants were again offered the opportunity to choose their own pseudonym, if desired and they had not already done so. The questions in the interview protocol aligned with RQ 2 (What

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experiences and conditions do HRD members say contribute to their choice in terms, phrases, or definitions used?) and were influenced by the results of the quantitative phase as well as the pre-interview inquiry form. For example, the first question asked participants to describe how they self-identify in relation to their work when asked by others. The second question explored other labels-in-use within the department, along with the participant's assumptions of their work-related identities.

The third question revisited terms/phrases that the participant noted as familiar in the pre-interview inquiry form, and their provided definitions. Next, participants were asked for examples and stories related to specific terms found to be of particular interest in the quantitative analysis and included on the pre-interview inquiry form. Through the participants' concrete descriptions of these labels-in-use that are familiar, the researcher hoped to dive deeper into the 'why' of the chosen words; in essence, what may be hidden behind the words that were chosen, and what these choices may indicate about the discipline's norms, understood genre, and the powerful influence of the institutional context. The fourth question attempted to explore participants' feelings regarding advantages or disadvantages to having different ways of saying the same thing. The interview concluded with a final question related to the disciplinary labels, 'Human Resource Development and 'Talent Development,' inspired by the different labels used by the Academy of Human Resource Development (AHRD) and Association of Talent Development (ATD), along with a sub-question exploring the participant's views of the field's potential future to come. The full Interview Protocol can be found in Appendix E.

The Qualitative Phase

The qualitative phase. "Our tentative answers are testable in a variety of different ways, including (but not exhausted by) asking actual and possible producers and receivers what they

think (…and) different tools of inquiry, at different levels, that we hope converge on the same answer" (Gee, 1999, p. 54). The second phase of this study of similarities and differences in academic and practitioner labels-in-use (definitions, words, and phrases) within the field of Human Resource Development began with a qualitative exploration of language used by the unified community.   During this second phase of the study, qualitative methods were used to explore the following research question:

RQ2 – Qualitative: What experiences and conditions do HRD members say contribute

to their choice in terms, phrases, or definitions used?

As Li (2009) proposes in her theory of disciplinary identity, specialized lexicons and terminologies can serve as one of the most important clues, or boundary markers, of a discipline's distinctiveness. But simple lexical representation of a discourse alone will not do, as the identification of the top, most frequently used words can have little referential meaning when they stand alone. It is also important to highlight what may be hidden behind the words that are chosen in an effort to lend insight into Li's (2009) other four boundary markers (norms, topic areas, impact of the institution, and how 'others' see the discipline). Therefore, this secondary phase looked more deeply into the Discourse of HRD and focused on how the words are enacted and the nuances of the language-in-use in an effort to see how people are perceiving the individual words that are utilized (or not) within the HRD Discourse.

Qualitative collection procedures. Initially identified potential participants were contacted by email or phone by the researcher to explain the purpose of the study, solicit their willingness to participate, and to set up a day/time most convenient for them to participate in the interview. Interviews were scheduled for an hour, and the researcher offered to either visit the participants in their places of work or conduct the meeting virtually (especially if out of

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state/country) utilizing the Zoom online conference system, in order to make it as convenient as possible for the participants. The researcher also offered to meet participants away from their workplaces, if preferred, for confidentiality or comfort. Extra time was allotted by the researcher in the event that the interview discussion carried over, and the extra time was needed for five of the twenty interviews (with the participants' permission).

Participants who agreed to participate received a confirmatory email or Gmail calendar invite (based on their preference) with the interview details, as well as a short inquiry form to aid in obtaining background information pertinent to the study. The content of the inquiry form began with an overview of the purpose of the study, along with a statement regarding confidentiality. The first section contained demographic questions, followed by a second section with 10 words or phrases identified during the quantitative phase of this study, with a request to define those recognized in their own words.   Participants were asked to complete the inquiry form one week prior to the confirmed interview date, although late submissions were accepted. Of the twenty total participants, only four participants did not return the inquiry form at all. The researcher sent out email reminders twice, but then dropped the request out of respect for their rights as a participant.

Each in-person interview began with a repeat of the overview and purpose of the study, to confirm that the participant was clear on any intentions or motives. Participants were also reminded that efforts were taken to ensure that all data collected was kept confidential. Results of the study include pseudonyms (chosen either by the participant or assigned by the researcher at the participant's request) in place of the actual names and locations; any additional personal identifiers were excluded. Participants confirmed that they were still willing and able to participate in the study and were provided the chance to ask any questions that they had before

proceeding. All participants were above the age of 18, so no further permissions regarding participation were required.

To ensure the accuracy of data, interviews were recorded and transcribed utilizing a handheld recorder if in person, and the recording feature in Zoom if held virtually. All recorded audio and video files were saved to the researcher's computer only. During each interview, the researcher recorded the conversation, but also took shorthand observational notes in order to grab rich utterances (by way of quotes from participant interviews) and obtain thick, rich descriptions (for example, the setting or participant non-verbals) to aid in transferability (Merriam, 2009). Before each interview, the researcher also recorded memos of observations and thoughts or feelings (to aid in the bracketing of any biases). With the understanding that recalling details of the interview can serve as an important piece of the qualitative research process and its credibility (Givens, 2008), the researcher also recorded memos as soon as possible following each interview regarding any additional thoughts, feelings, or observations not recorded during the interview to avoid loss of details (reflections regarding nonverbal cues, the layout and feel of the workplace, impressions or ideas for further exploration, etc.).

Qualitative analysis. While a beginning exploration took place during the quantitative phase, the analysis during the qualitative phase was the portion of the study where Gee's (1999) theory of Discourse assumed the biggest role. Discourse is understood as what is being said, taking into account the social and historical context in which the speech takes place, and how speakers draw on their knowledge of language and identity in these contexts to communicate. Aspects of Discourse theory can aid in looking at the words chosen, as well as the hidden meaning behind those choices. With respect to identity for example, the choice of word can signal either inclusion or exclusion from a particular group. Therefore, analysis during the

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qualitative phase employed the constant comparative method, borrowing from tools of grounded theory, and included inductive data collection and analysis to build meaning while also utilizing the discourse lens to deductively explore the identity beyond the words, or, leaning to Li's (2009) influence, who are the members of HRD professionally, and how is that reflected in the words that they choose?

Specifically, the analysis of the qualitative data began after the second interview, where the researcher began to transcribe all the recorded interview data in full. The researcher was unsure of what could be relevant at the beginning, and therefore, in an effort to allow for the data to guide the analysis, reviewed each interview as it was transcribed and loaded into ATLAS.ti Cloud (2019), noting items that caught attention initially. The researcher, also utilizing the constant comparative method (Merriam, 2009), took each interview (inclusive of the inquiry form responses) and compared it with others to note differences or similarities that arose, or reflective interpretations around categories or relationships that may have existed among the terms and phrases identified. This early-on, open coding process allowed the researcher to also bracket any hunches, and to look for themes that arose from the data on their own. All reflective thoughts, questions, and ideas were recorded in a research journal. By memoing and coding the data following each interview in this way, continued and potential emergent themes related to use and non-use of terms was revealed and easier to assess. Following the transcription of each interview, in an effort to ensure internal validity, the transcript was sent back to participants for respondent validation, a method of member checking used to check for accuracy and resonance with their experiences. When changes were needed, for example misspellings, title changes, or the participant adding clarifying information, they were made prior to the next stage of analysis to further increase the credibility and validity of the findings.

While interviews were reviewed, coded, and compared constantly within and between levels of conceptualization (Merriam, 2009), once all interviews and notes were transcribed, verified and coded, a successive stage of coding utilizing an axial style of coding was conducted in order to consolidate and identify key themes and possible overarching categories. Specifically, the researcher went through each transcript in ATLAS.ti Cloud (2019) carefully utilizing a lens grounded in the conceptual framework of this study and coding anything that appeared to be potentially important or interesting. After every five interviews, the researcher also revisited some of the code created in order to combine, remove, or expand as appropriate. "It is a good idea to revisit the material you coded at the start because your codes will have likely developed during coding and some recoding and new coding of earlier coded data may be necessary" (Braun & Clarke, 2012, p. 63).

The researcher then, in a second round of review, or a double-loop style method of analysis (William Muth, Personal Communication, January, 2019), took an additional look at the data deductively while considering Gee's (1999) views of Discourse theory. Because this study sought to use Gee's theory of Discourse to aid in viewing the situated meanings that were possibly hidden within the data, as opposed to conducting a Discourse Analysis utilizing Gee's framework, the researcher felt that a second look for vivid themes that emerged from the data in this way would be beneficial to the purposes of the study, as opposed to choosing which tools or aspects of his theory to use. Categories of themes were combined if they appeared to share a larger, common idea, and titled using phrases influenced by this study's conceptual framework to aid in interpreting the participants accounts through this framework (Braun & Clarke, 2012). Aligning with Merriam's (2009) guidance regarding qualitative analysis, and in appreciation of the purpose of this study surrounding the influence of the social context, theme and sub-theme

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titles were then derived using an emic-style approach, in an attempt to obtain the 'truest' representation possible.

Mixed Data Analysis Procedures

One method alone is not sufficient to capture trends and details of complexities such as a discipline's Discourse. Thus the researcher employed an interactive mixing strategy throughout the course of this study. To start, after analyzing and obtaining the results of the quantitative phase of this study, the researcher utilized a strategy of connecting (Creswell & Plano Clark, 2011) these results to make final decisions regarding the second, qualitative phase. During this second phase, part of the Pre-Interview Inquiry Form (demographic questions were the exception) was grounded in the results from the first, quantitative phase of this study in order to explore and elaborate on the results of the statistical investigations (Creswell & Plano Clark, 2011). The interview protocol was also grounded in the results from the first, quantitative phase, as it further explored terms, phrases, and definitions (provided by participants' for these terms and phrases on the Pre-Interview Inquiry Form) specifically chosen by each participant.

Following the qualitative phase of this study, a third and final phase of analysis was conducted, where the mixing of the data from both the quantitative and qualitative phases took place in an attempt to craft meta-inferences regarding Human Resource Development's language-in-use, and the varied contexts that may (or may not) play a part in the choices that are made. "Our tentative answers are testable in a variety of different ways, including (but not exhausted by) asking actual and possible producers and receivers what they think […and] different tools of inquiry, at different levels, that we hope converge on the same answer" (Gee, 1999, p. 54). Specifically, during this final stage of analysis, the researcher explored the final research question in this study:

RQ3 – Mixed: In what ways do the experiences of HRD members and the

conditions that they are a part of help to explain the language-in-use

identified by the quantitative results?

Results from the quantitative and qualitative sets were brought together in an interactive strategy

of merging (Creswell & Plano Clark, 2011) in order to further analyze what both sets of data

together could illuminate in relation to this study's conceptual lens. Therefore, a four-column

table was constructed first (see Table 10) to aid in the comparison of the terms/phrases identified

during the quantitative phase and the related results from the qualitative data (i.e. any contextual

clues that arose when exploring the term or its meaning). By displaying the data from the

qualitative and quantitative phases in such a side-by-side manner, along with the relevant

contextual clues, the researcher was able to further examine and present insights into how the

Human Resource Development identity can be seen in the words that are chosen, and guided by

the context or role that members may find themselves in.

It is important to note that findings were to be reported whether the results of the

qualitative phase validated the results of the quantitative phase, or not. For it is believed that this

study's findings, or a comprehensive and further understanding of the Human Resource

Development language-in-use, would provide a meaningful contribution to the larger body of

this discipline's research, and perhaps others. While attempts to _define_ Human Resource

Development have occupied members of the HRD academic community since 1964

(Weinberger, 1998, McLean and McLean, 2001, Ruona 2006, McGuire, 2011), explorations of

what HRD could or should be while considering Li's (2009) lens of disciplinary identity have

not been conducted prior to this study. Yet the importance of such an exploration can be easily

justified in the understanding that the identity of a discipline is collectively established, usually

negotiated, and, "a discursive accomplishment rather than a natural fact" (p. 114). A discipline's

identity is often a product of its social-historical context, can be defined and redefined by

interactions within these contexts, and can include the complicated operation of power. In short,

"the, complexity of society [is often] reflected in the complexity of disciplinary identity" (Li,

2009, p. 15).

Therefore, to aid in the dissemination and understanding of this final phase of analysis,

findings from the mixing of the data utilizing Table 10 were presented using the diagram of this

study's conceptual framework (noted in *Figure 1*). Specifically, the outer context ring was filled

with contextual clues related to what can impact or influence the words that are chosen and their

meaning. The next ring related to HRD's identity includes the field's core foci. The outer

Discourse ring includes terms/phrases recognized by all community members as well as

identified during the quantitative phase. Finally, the practitioner and academic rings include

terms/phrases identified by only that community as well as identified during the quantitative

phase. It is this researcher's belief, that the presentation of the findings in this way will do much

to aid in the visualization of what HRD's Discourse and Identity may look like within the varied

contexts that it can be a part of. This 'filled-in' version of the conceptual diagram will also add to

the narrative of this study's discussion and results, as well as any implications for future work to

come.

Validity and Reliability Considerations

When utilizing a pragmatic lens, reliability, external and internal validity considerations

for a study tend to include "objectivity, trustworthiness, dependability, confirmability,

transferability and authenticity" (Onwuegbuzie & Johnson, 2009, p. 122). With regard to this

study, the researcher believes that all of these concerns are worthy of consideration, in addition

to potential concerns regarding social desirability bias, reactivity, researcher bias, and transparency due to this study's particular design. Therefore, in an effort to address these considerations, the researcher took several measures during the course of this study.

During the quantitative phase of the study, the R 3.5.2 program along with various packages were used to obtain and analyze the quantitative data. The TM package was chosen specifically for the analysis stage of the quantitative phase, not only due to its applicability to the purposes of this study and its first phase, but also due to, "TM output's (ability to) provide a starting point for studies aiming to take an inferential route" (Kobayashi et al., 2018, p. 757). It is believed that, while the capabilities of the TM package can accomplish the previously difficult task of highlighting useful patterns of text from large amounts of data (or text), the purposes of the study are to also try and explain what lies behind the text and thus, "using existing knowledge or theory and incorporating this into the analysis from the start is vital" (p. 756). Therefore, the researcher did lean to personal domain knowledge and relevant literature to not only select the websites that were used in the quantitative phase from the start, but to also review the output of the quantitative analysis for use in the pre-interview inquiry form provided during the qualitative phase.

In order to enhance the validity and reliability of the findings during the quantitative phase, data were also cleaned prior to performing the analysis, in order to enhance the "validity of the extracted patterns and relationships" (Kobayashi et al., 2018, p. 740). The stop word removal and stemming functions that are part of the TM library were also utilized in order to remove content that would not contribute much to the findings of this stage, and in order to reduce the amount of text to be analyzed. A document term matrix was crafted three separate times, prior to running the steps to identify n-grams, bigrams and then trigrams, as opposed to

only once for all three stages in order to ensure that the corpus of text used was not still tailored to the previously run function.

With recognition that this researcher is not an expert in the R program and/or the coding required to execute the various packages found within the R program, this researcher utilized the expertise of a specialized department at Virginia Commonwealth University, as well as a member of this dissertation committee, in order to ensure that all steps necessary for the successful completion of the quantitative phase were executed properly. It is also understood that "when TM is used to identify and operationalize constructs, using different forms of data triangulation will help generate construct validity evidence, (…) such as expert data" (Kobayashi, et al., 2018, p. 757). Therefore, terms and phrases used in the pre-interview inquiry form come directly from the quantitative phase of this study, and a comparison of results from both the quantitative and qualitative phases took place during the final mixing phase.

Prior to each interview during the qualitative phase, each participant was sent a pre-interview inquiry form. While the researcher recognizes that the subject matter could be viewed as a non-sensitive topic, there was also recognition that social desirability bias could still be presented as a concern. The presentation of the questions in an inquiry form over email prior to the interview session however was believed to have successfully lessened the opportunity for inauthenticity or social desirability bias. For example, when asked about familiarity of terms, phrases, and definitions believed to be associated with the HRD Discourse, some participants could be anticipated to feel embarrassed or uncomfortable admitting that they are unfamiliar. It is believed that the method used for delivery may have helped reduce the chances for social desirability bias for, "a computer, (…) provides a higher sense of neutrality as it does not appear judgmental" (Givens, 2008, p. 863). Evidence of such feelings not occurring could also be seen

during the interviews as well, as there were several cases at different points during the interview when discussions focused on individual terms from the form and how they defined each, and a participant would simply state, "I'm unfamiliar," "we don't use that term," or "I honestly had to Google that one, so I noted unfamiliar on the form."

During each interview, the researcher recorded the conversation and also rich utterances, or quotes, from participant interviews in an effort to obtain thick, rich descriptions to aid in transferability (Merriam, 2009). Before each interview, the researcher also recorded memos of observations regarding the setting/context and any personal thoughts or feelings in order to aid in the bracketing of any researcher biases. The researcher also recorded memos as soon as possible following each interview regarding any additional thoughts, feelings, or observations not recorded during the interview to avoid loss of detail and enhance credibility (Givens, 2008).

The analysis of the qualitative data began after the second interview, where the researcher began to transcribe all of the recorded interview data in full and to utilize the constant comparative method. This early on, open coding process allowed the researcher to bracket any hunches, and to look for themes that arose from the data on their own. This process also assisted in recognizing and reducing any potential researcher biases along the way. For example, as the researcher transcribed one of the interviews, she took note that some of the stories and examples shared by the participants during the interview process related to the researcher's own, and thus the researcher would at times agree or share instances of similar experiences. For example, during one interview, during the portion of the discussion about what the future may hold for HRD, the interviewer commented,

> But I love the word that you actually use, which was forward thinking. And those are usually the individuals that tend to understand that, if you're going to constantly change to keep up, you need to constantly make sure your employees have the support so they can change.

After this comment, the participant began to talk about change management within the context of HRD's future. This discussion was of interest, and added good context to the conversation. But while reviewing the transcripts the researcher questioned whether, if that statement had not been made, would the participant have talked about a different topic relevant to HRD's future? The recognition of this potential researcher bias early on in the process, allowed for the researcher to be mindful of it as the later interviews took place. All reflective thoughts, questions, and ideas were also recorded in a research journal. By memoing and coding the data following each interview in such a way, continued and potential emergent themes related to use and non-use of terms was revealed and easier to assess. Following the transcription of each interview, in an effort to ensure internal validity, or trustworthiness, the transcript was sent back to participants for respondent validation, a method of member checking used to check for accuracy and resonance with their experiences. When changes were needed, for example misspellings, title changes, or the participant adding clarifying information, they were made prior to the next stage of analysis to further increase the credibility and validity of the findings.

The mixed methods approach in this study involved the use of the qualitative method in combination with the quantitative method, and this approach allows for triangulation of the findings for further confirmation and greater validity. The use of both methods in one study can allow for an enhanced level of integrity in the findings, as the generalizable, externally valid findings uncovered in the survey are ultimately enhanced by the contextual understanding found within the qualitative results (Creswell & Plano Clark, 2011). This researcher also aims to be as clear and open about the methods used during this study as possible, therefore, in addition to providing clearly written details of this study's method in the methodology section as well as

findings, specific R program script used in the quantitative section was provided in the Appendix, and the study's purpose was articulated multiple times to participants during the interview process.

Limitations and Delimitations

In thinking about the population for this study, and the various contexts that HRD community members can be a part of, an examination of every instance of text on the web that related to Human Resource Development and its members would be the ideal approach in order to fully identify the online representation of the field's language-in-use. However, the resulting corpus of text would likely provide a great deal data to analyze that would be muddled with language used by members of other disciplines. Therefore, a purposive sampling method was used for the quantitative phase of this study, resulting in the identification of the AHRD and ATD websites. Both organizations were expected to have the greatest number of members that hold positions related to HRD, and thus language-in-use that represents the population, with limited intersection of other disciplines. These two professional organizations are also viewed as a good fit for the purposes of this study due to their role in HRD's evolvement and current status. Both organizations were also expected to have the greatest number of members that hold positions related to HRD. In choosing these two specific organizations as the sample population, it is this researcher's belief that the risk of coverage error, or the difference between the sample population and the entire population of inference, was reduced as there is an increased chance that the language-in-use by most of the target population was sampled (Fricker, 2008).

Along with the advantages of using these two organization's online sites, there are also some delimitations. First, there is the potential that not every member of the potential HRD community may have chosen to be a member of these two associations, therefore there is a risk

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of coverage bias (Fricker, 2008).   There is also great potential that the text found on these websites only represented the members who have the rights or privileges necessary in order to publish text on the websites. This limitation is reduced however with the researcher's decision to include the entire text of both association websites. This method included the text from open community blogs on the Association for Talent Development site, a portion of the site that is open to contributions from all members. The researcher also included publications from conference proceedings in the text analysis of the Academy for Human Resource Development's website, providing contributions from any interested member of AHRD from 1995 to 2019.

During the qualitative phase, with recognition that the chosen sampling method for this phase of the study could be viewed as limiting, a snowball technique was also utilized, whereby each interview participant was asked for others that may be interested in participating in the study or future studies about the topic, to ensure equal access to the research inquiry, and increase the trustworthiness of this study's results. The utilization of this addition to the sampling method also requested that the study participants provide introductions to the potential participants. This step, the introduction through a friend or colleague, resulted in unexpected assistance in establishing some relationships with participants, in addition to gaining a diverse set of participants for the research study.

IRB Statement

This study was submitted and approved by the university's IRB. Because the study involved only minimal risk and was conducted in established settings, it was approved as an exempt study. Although not required of an exempt study, participants' consent was still sought and included as part of this study.

Summary

This chapter discussed the research methodology used in this study to systematically examine elements of the current Human Resource Development discourse in an attempt to explore the knowledge and system of meanings used by current members of the HRD field. Justification for utilizing a mixed methods approach was provided, along with a discussion of quantitative corpora and the qualitative participants and setting. Data collection and analysis methods were also discussed, along with efforts taken to maintain validity and trustworthiness. Limitation and delimitations were also included. In chapter four, the results of the quantitative phase are reviewed, along with the two overarching themes and nine sub-themes that resulted from the coding and analysis of the qualitative data. The combined findings from both phases will then be reviewed to provide a comprehensive view of the problem under study.

Chapter Four: Findings

The purpose of this study is to systematically examine pieces of the current Human Resource Development discourse in an attempt to explore the knowledge and system of meanings used by current members of the HRD field. With the recognition that 'discourse' can be much more than just the words exchanged between two people, this study called for a consideration of the many interdisciplinary influences that can shape the field of HRD and its language-in-use.   Therefore, throughout this study, the researcher examined how HRD's identity has been negotiated, sustained and recognized utilizing Li's (2009) view of disciplinary identity as an overarching theory. This conceptual lens was first utilized as the researcher conducted a thorough literature review of the scholarly discourse around HRD's definition and theoretical boundaries. The results of the literature review provided an initial look at how members of the discipline may view and present HRD's identity within scholarly literature, while also providing a solid foundation for a quantitative and qualitative exploration of the language-in-use within the realm of HRD.

Therefore, the researcher chose an explanatory sequential mixed methods approach (Figure 2) in order to investigate this study's three research questions. The quantitative phase, guided by the first research question, consisted of a review of HRD's linguistic corpus as found on the World Wide Web. This researcher then conducted a second, qualitative phase utilizing the results of the quantitative phase in addition to other interview prompts grounded in this study's

conceptual lens, in order to further explore the results of the quantitative phase and this study's second research question. Analysis of the qualitative results was also conducted utilizing a lens influenced by Gee's (1999) theory of Discourse in order to consider and include the multitude of factors that can impact Human Resource Development's language-in-use. Once the separate analyses of the quantitative and qualitative phases were completed, the results from both phases were combined in order to provide a comprehensive view of the problem under study (Creswell & Plano Clark, 2011).

Although the qualitative phase of this study was given greater priority than the quantitative phase, the discussion of the findings that follows is ordered and presented in alignment with the three research questions used to inform this study. This particular sequence was chosen due to the study's emergent design. This sequence was also chosen with appreciation that understanding the quantitative findings provides necessary context in the review of the qualitative findings and, consequently, both the quantitative and qualitative findings provide necessary context in the review of the results found in the final mixing phase.

Quantitative Findings

The first research question asks what terms or phrases are used most frequently in the online representation of the Human Resource Development discourse. Therefore, the process began with the review of the full corpora of the AHRD and ATD websites within the R 3.5.2 program (R Core Team, 2019) in order to quantitatively identify frequently used words and word associations. The resulting documents were loaded into the R program, and the text mining package, tm (*v* 0.7-6; Feinerer & Hornik, 2018) was then used to preprocess, or 'clean' the text prior to analysis, removing numbers, capitalization, punctuation, and common words that had no analytic value in this study (e.g. the, and, or). With the recognition that acronyms for HRD and

ATD would likely be used throughout the two sites, a line of script was also added to replace any appearance of 'hrd' with 'human resource development,' and any appearance of 'atd' with 'association talent development' (with recognition that 'of' would be removed through preprocessing). Once initial preprocessing was complete, white space (blank space left as a result of the preprocessing) were removed and a document term matrix was created to use during the remainder of the analysis.

Using this document term matrix, all words were organized by frequency, and the BigramTokenizer function was used to statistically evaluate the language in the corpus. Sparse terms, impractical words or phrases, and words or phrases that did not appear to contribute to the purposes of this study were removed using the customWords function. Each 'cleaned' list (n-gram, bigram, and trigrams for each website) was then reviewed by the researcher by selecting either frequentKeywordSubsetDF or frequentKeywordDF (for full results) from the Environment tab. Results from the AHRD website and each run of the BigramTokenizer function can be found in Table 3.

Table 3
Most frequently used words and phrases found on the AHRD website

N-grams on AHRD Website and Frequency Count	Bigrams on AHRD Website and Frequency Count	Trigrams on AHRD Website and Frequency Count
Development (40888)	Human Resource (3494)	Human Resource Development (2462)
Resource (35428)	Training Development (1482)	
Organization (32762)	Organizational Learning (1396)	Human Resource Management (1048)
Human (26218)	Career Development (1382)	Developing Human Resource (717)
Learning (21531)	Job Satisfaction (1364)	Organizational Cultural Identification (256)
Research (16633)	Organizational Commitment (1321)	

N-grams on AHRD Website and Frequency Count	Bigrams on AHRD Website and Frequency Count	Trigrams on AHRD Website and Frequency Count
Work (12482)	Learning Organization (1253)	Organizational Learning Culture (246)
Employee (12204)	Workplace Bullying (1219)	Strategic Business Planning (205)
Study (11694)	Workplace Learning (1166)	International Human Resource (204)
Training (11470)	Informal Learning (1117)	Managerial Leadership Effectiveness (198)
Management (10331)	Resource Management (1078)	International Training Development (186)
Performance (9549)	HRD Professionals (1059)	HRD Research Practice (180)
Leadership (9329)	Academy Management (1044)	Learning Goal Orientation (173)
Social (8197)	Organizational Culture (1035)	Structural Equation Modeling (164)
Theory (7368)	Employee Engagement (978)	HRD Theory Building (163)
Knowledge (6953)	Literature Review (936)	Strategic Human Resource (162)
Workplace (6618)	Human Capital (901)	Socialization-Related Learning Satisfaction (160)
Job (6438)	Social Capital 901	Confirmatory Factor Analysis (157)
Education (6326)	Organizational Performance (891)	Organizational Citizenship Behavior (155)
Model (5872)	Learning Transfer (870)	Integrative Literature Review (152)
Culture (5830)	Future Research (858)	European Industrial Training (146)
Business (5765)	Action Learning (855)	Quality Work Life (140)
Process (5639)	Higher Education (851)	Employee Job Performance (136)
Career (5503)	Leadership Development (795)	Knowledge Creation Practices (133)
Change (5200)	Job Performance (789)	
	HRD Practitioners (781)	

N-grams on AHRD Website and Frequency Count	Bigrams on AHRD Website and Frequency Count	Trigrams on AHRD Website and Frequency Count
		Human Capital Theory (132)
		Informal Incidental Learning (132)
		Problem Solving Confidence (130)
		Grounded Theory Research (120)

Results from the ATD website and each run of the BigramTokenizer function can be found in

Table 4.

Table 4
Most frequently used words and phrases found on the ATD website

N-grams on ATD Website and Frequency Count	Bigrams on ATD Website and Frequency Count	Trigrams on ATD Website and Frequency Count
Development (36391)	Talent Development (5023)	Talent Development Job (2560)
Learn (12404)	Resource Centers (1874)	Talent Development Press (1361)
Talent (9542)	Enterprise Solutions (1868)	Talent Development Forum (1296)
Job (7034)	Development Work (1500)	Research Center Resource (1208)
Course (5762)	Development Press (1361)	TD Work Research (1208)
Professional (5405)	Research Reports (1303)	Work Research Reports (1208)
Training (4966)	Development Forum (1296)	Talent Development Master (887)
Resource (4611)	Job Development (1284)	Talent Development Research (752)
Management (4326)	Conference Teams (1248)	Talent Development Rights (724)
Research (4163)	Instructional Design (1228)	Managing Learning Function (706)
Global (3876)	Research Center (1220)	Leadership Development Learning (690)
Solutions (3460)	Resource Tools (1214)	Management Training Delivery (688)

N-grams on ATD Website and Frequency Count	Bigrams on ATD Website and Frequency Count	Trigrams on ATD Website and Frequency Count
Content (3291)	Professional Partners (1212)	Talent Management Training (688)
Webcasts (3259)	Team Training (1208)	Development Learning Technologies (686)
Enterprise (3200)	Work Research (1208)	Learning Function Measurement (686)
Program (3080)	Leadership Development (927)	Design Leadership Development (682)
Events (2850)	Sales Enablement (892)	Learning Technologies Management (682)
Tools (2484)	Development Master (889)	Measurement Evaluation Career (682)
Instructional (2401)	Talent Management (846)	
Community (2256)	Training Delivery (842)	Career Performance Consulting (680)
Function (2211)	Change Management (818)	Learning Talent Management (680)
Term (2182)	Learning Technologies (785)	Consulting Sales Enablement (670)
Work (2121)	Performance Consulting (784)	Job Aids Tools (664)
Sales (2064)	Instructional Designer (766)	Talent Development Community (656)
Leadership (1962)	Development Research (756)	State Sales Training (654)
	Measurement Evaluation (756)	Topic Change Management (626)
	Sales Training (754)	Professional Instructional Designer (624)
		Course Content Licensing (622)
		Training Delivery Role (612)
		Development Global Events (610)
		Diverse Development Community (608)
		Talent Development Library (608)
		Upgrade Talent Development (608)

N-grams on ATD Website and Frequency Count	Bigrams on ATD Website and Frequency Count	Trigrams on ATD Website and Frequency Count
		Worldwide Talent Development (608)
		Talent Development Board (606)

The resulting lists were then used for comparison in the analysis needed for the remaining two sub questions of this phase; what frequent terms or phrases were found to exist on both the sample academic and sample practitioner online sites, and what frequent terms or phrases were found to only exist on the sample academic online site as well as only on the sample practitioner online site. The researcher recognized that a simple comparison of the top 25 terms or phrases in both lists would not provide adequate justification when making a statement regarding what terms did or did not exist on both sites. Therefore, the researcher selected the first result from the top 25 n-gram list for the ATD website (i.e. development) and then reviewed it against the top 25 n-gram list for the AHRD website. Upon finding it listed within the results, the researcher repeated the aforementioned steps for the 2nd result listed on the top 25 n-gram list, and then the 3rd (i.e. talent). Upon noting that the 3rd result was not in the AHRD top 25 n-gram list, the researcher then turned to the n-gram results located in the frequentKeywordDF (for full results) in the Environment tab and, utilizing the search feature, reviewed the results for any occurrence of the word 'talent.' The search resulted in an occurrence, but a lower frequency count (1485) than the top 25 on the AHRD list. These steps were repeated until all 25 n-grams had been reviewed. The researcher then turned to the list of bigrams, and then trigrams to conduct a similar review. Once all words and phrases in the top 25 results for the ATD website had been

reviewed, the researcher then conducted the same process on the results from the AHRD website.

A comparison of the n-gram results for both websites are presented in Table 5.

Table 5
A comparison of the n-gram results for both the ATD and AHRD websites

N-grams on ATD Website and Frequency Count	Found on AHRD Website?	n-grams on AHRD Website and Frequency Count	Found on ATD Website?
Development (36391)	Yes (Top 25)	Development (40888)	Yes (Top 25)
Learn (12404)	Yes (Top 25)	Resource (35428)	Yes (Top 25)
Talent (9542)	Yes (1485)	Organization (32762)	Yes (1902)
Job (7034)	Yes (Top 25)	Human (26218)	Yes (513)
Course (5762)	Yes (1470)	Learning (21531)	Yes (Top 25)
Professional (5405)	Yes (4481)	Research (16633)	Yes (Top 25)
Training (4966)	Yes (Top 25)	Work (12482)	Yes (Top 25)
Resource (4611)	Yes (Top 25)	Employee (12204)	Yes (633)
Management (4326)	Yes (Top 25)	Study (11694)	Yes (161)
Research (4163)	Yes (Top 25)	Training (11470)	Yes (Top 25)
Global (3876)	Yes (3945)	Management (10331)	Yes (Top 25)
Solutions (3460)	Yes (550)	Performance (9549)	Yes (1830)
Content (3291)	Yes (1183)	Leadership (9329)	Yes (Top 25)
Webcasts (3259)	Yes (9)	Social (8197)	Yes (141)
Enterprise (3200)	Yes (469)	Theory (7368)	Yes (128)
Program (3080)	Yes (5195)	Knowledge (6953)	Yes (511)
Events (2850)	Yes (512)	Workplace (6618)	Yes (920)
Tools (2484)	Yes (754)	Job (6438)	Yes (Top 25)

N-grams on ATD Website and Frequency Count	Found on AHRD Website?	n-grams on AHRD Website and Frequency Count	Found on ATD Website?
Instructional (2401)	Yes (548)	Education (6326)	Yes (1777)
Community (2256)	Yes (2182)	Model (5872)	Yes (290)
Function (2211)	Yes (1423)	Culture (5830)	Yes (160)
Term (2182)	Yes (2190)	Business (5765)	Yes (813)
Work (2121)	Yes (Top 25)	Process (5639)	Yes (557)
Sales (2064)	Yes (652)	Career (5503)	Yes (1137)
Leadership (1962)	Yes (Top 25)	Change (5200)	Yes (1780)

A comparison of the bigram (two words that appeared together frequently throughout the corpus

of text) results for both websites are presented in Table 6.

Table 6
A comparison of the Bigram results for both the AHRD and ATD websites

Bigrams on AHRD Website and Frequency Count	Found on ATD Website?	Bigrams on ATD Website and Frequency Count	Found on AHRD Website?
Human Resource (3494)	Yes (247)	Talent Development (5023)	Yes (124)
Training Development (1482)	Yes (183)	Resource Centers (1874)	Yes (2)
Organizational Learning (1396)	No	Enterprise Solutions (1868)	No
Career Development (1382)	Yes (53)	Development Work (1500)	Yes (24)
Job Satisfaction (1364)	No	Development Press (1361)	No
Organizational Commitment (1321)	No	Research Reports (1303)	Yes (86)
Learning Organization (1253)	No	Development Forum (1296)	No
Workplace Bullying (1219)	No	Job Development (1284)	Yes (2)
		Conference Teams (1248)	

Bigrams on AHRD Website and Frequency Count	Found on ATD Website?	Bigrams on ATD Website and Frequency Count	Found on AHRD Website?
Workplace Learning (1166)	Yes (45)	Instructional Design (1228)	No
Informal Learning (1117)	No	Research Center (1220)	Yes (174)
Resource Management (1078)	Yes (76)	Resource Tools (1214)	Yes (47)
HRD Professionals (1059)	No	Professional Partners (1212)	Yes (1)
Academy Management (1044)	No	Team Training (1208)	Yes (36)
Organizational Culture (1035)	No	Work Research (1208)	Yes (3)
Employee Engagement (978)	Yes (96)	Leadership Development (927)	Yes (24)
Literature Review (936)	No	Sales Enablement (892)	Yes (Top 25)
Human Capital (901)	Yes (25)	Development Master (889)	No
Social Capital 901	No	Talent Management (846)	Yes (1)
Organizational Performance (891)	Yes (51)	Training Delivery (842)	Yes (246)
Learning Transfer (870)	Yes (87)	Change Management (818)	Yes (33)
Future Research (858)	No	Learning Technologies (785)	Yes (211)
Action Learning (855)	No	Performance Consulting (784)	Yes (60)
Higher Education (851)	Yes (672)	Instructional Designer (766)	Yes (20)
Leadership Development (795)	Yes (Top 25)	Development Research (756)	Yes (36)
Job Performance (789)	No	Measurement Evaluation (756)	Yes (126)
HRD Practitioners (781)	No	Sales Training (754)	Yes (36)
			Yes (23)

A comparison of the trigram (three words that appeared together frequently throughout the

corpus of text) results for both websites are presented in Table 7.

Table 7
A comparison of the Trigram results for both the AHRD and ATD websites

Trigrams on AHRD Website and Frequency Count	Found on ATD Website?	Trigrams on ATD Website and Frequency Count	Found on AHRD Website?
Human Resource Development (2462)	Yes (30)	Talent Development Job (2560)	No
		Talent Development Press (1361)	No
Human Resource Management (1048)	Yes (46)	Talent Development Forum (1296)	No
Developing Human Resource (717)	No	Research Center Resource (1208)	No
		TD Work Research (1208)	No
Organizational Cultural Identification (256)	No	Work Research Reports (1208)	No
Organizational Learning Culture (246)	No	Talent Development Master (887)	Yes (1)
Strategic Business Planning (205)	No	Talent Development Research (752)	No
		Talent Development Rights (724)	No
International Human Resource (204)	No	Managing Learning Function (706)	Yes (1)
Managerial Leadership Effectiveness (198)	No	Leadership Development Learning (690)	Yes (3)
International Training Development (186)	No	Management Training Delivery (688)	No
HRD Research Practice (180)	No	Talent Management Training (688)	Yes (1)
Learning Goal Orientation (173)	No	Development Learning Technologies (686)	No
Structural Equation Modeling (164)	No	Learning Function Measurement (686)	No
	No		No

Trigrams on AHRD Website and Frequency Count	Found on ATD Website?	Trigrams on ATD Website and Frequency Count	Found on AHRD Website?
HRD Theory Building (163)		Design Leadership Development (682)	
Strategic Human Resource (162)	No	Learning Technologies Management (682)	No
Socialization-Related Learning Satisfaction (160)	No	Measurement Evaluation Career (682)	Yes (6)
Confirmatory Factor Analysis (157)	No	Career Performance Consulting (680)	No
Organizational Citizenship Behavior (155)	No	Learning Talent Management (680)	Yes (1)
Integrative Literature Review (152)	No	Consulting Sales Enablement (670)	No
European Industrial Training (146)	No	Job Aids Tools (664)	No
Quality Work Life (140)	No	Talent Development Community (656)	No
Employee Job Performance (136)	No	State Sales Training (654)	No
Knowledge Creation Practices (133)	No	Topic Change Management (626)	No
Human Capital Theory (132)	No	Professional Instructional Designer (624)	No
Informal Incidental Learning (132)	No	Course Content Licensing (622)	No
Problem Solving Confidence (130)	No	Training Delivery Role (612)	No
Grounded Theory Research (120)	No	Development Global Events (610)	No
		Diverse Development Community (608)	No
		Talent Development Library (608)	No
		Upgrade Talent Development (608)	No
			No

Trigrams on AHRD Website and Frequency Count	Found on ATD Website?	Trigrams on ATD Website and Frequency Count	Found on AHRD Website?
		Worldwide Talent Development (608)	No
		Talent Development Board (606)	

The top 25 most frequently used n-gram results for the ATD website were also all found to exist on the AHRD website. The same was also found when comparing the list of the top 25 most frequently used n-gram results for the AHRD website with all results from the ATD website. The researcher did note, however, that the terms development, learn, job, training, resource, management, research, work, and leadership were the only terms found to exist on the top 25 list for both the ATD and AHRD sites.

When comparing the top 25 most frequently used bigram results for the AHRD website with all results from the ATD website, Leadership Development was the only bigram that was shown to exist on both sites. The terms Organizational Learning, Job Satisfaction, Organizational Commitment, Learning Organization, Workplace Bullying, Informal Learning, HRD Professionals, Academy Management, Organizational Culture, Literature Review, Social Capital, Future Research, Action Learning, Job Performance and HRD Practitioners were not found within the ATD website results. The terms Human Resource, Training Development, Career Development, Workplace Learning, Resource Management, Employee Engagement, Human Capital, Organizational Performance, Learning Transfer, and Higher Education however were found to exist within the ATD full website results. When comparing the top 25 most frequently used bigram results for the ATD website with all results from the AHRD website, Leadership Development was, again, the only bigram that was in the top 25 list for both sites.

The bigrams Enterprise Solutions, Development Press, Development Forum, Conference Teams and Sales Enablement were not found within the AHRD website results. The bigrams Talent Development, Resource Centers, Development Work, Research Reports, Job Development, Instructional Design, Research Center, Resource Tools, Professional Partners, Team Training, Work Research, Development Master, Talent Management, Training Delivery, Change Management, Learning Technologies, Performance Consulting, Instructional Designer, Development Research, Measurement Evaluation, Sales Training however were all found to exist within the ATD full website results. Leadership Development was the only bigram found on both the ATD and AHRD list of top 25 most frequently used two-word phrases.

When comparing the top 25 most frequently used trigram results for the AHRD website with all results from the ATD website, none of the following trigrams were found within the ATD website results: Developing Human Resource, Organizational Cultural Identification, Organizational Learning Culture, Strategic Business Planning, International Human Resource, Managerial Leadership Effectiveness, International Training Development, HRD Research Practice, Learning Goal Orientation, Structural Equation Modeling, HRD Theory Building, Strategic Human Resource, Socialization-Related Learning Satisfaction, Confirmatory Factor Analysis, Organizational Citizenship Behavior, Integrative Literature Review, European Industrial Training, Quality Work Life, Employee Job Performance, Knowledge Creation Practices, Human Capital Theory, Informal Incidental Learning, Problem Solving Confidence, and Grounded Theory Research. Human Resource Development and Human Resource Management however were the only trigrams that were found to exist within the ATD full website results.

When comparing the top 25 most frequently used trigram results for the ATD website with all results from the AHRD website, Talent Development Job, Talent Development Press, Talent Development Forum, Research Center Resource, TD Work Research, Talent Development Master, Talent Development Research, Talent Development Rights, Management Training Delivery, Development Learning Technologies, Learning Function Measurement, Design Leadership Development, Learning Technologies Management, Career Performance Consulting, Learning Talent Management, Consulting Sales Enablement, Job Aids Tools, Talent Development Community, State Sales Training, Topic Change Management, Professional Instructional Designer, Course Content Licensing, Training Delivery Role, Development Global Events, Diverse Development Community, Talent Development Library, Upgrade Talent Development, Worldwide Talent Development and Talent Development Board were all not found within the AHRD website results. Work Research Reports, Managing Learning Function, Leadership Development Learning, Talent Management Training, Measurement Evaluation Career, and Learning Talent Management however were found to exist within the ATD full website results. There were no other trigrams that were found on both the ATD and AHRD list of top 25 most frequently used three-word phrases.

Qualitative Findings

Qualitative data was collected in order to answer the second research question: What experiences or conditions do HRD members say contribute to their choice in terms, phrases, or definitions used? A total of 20 interviews were conducted, with the majority lasting an hour or longer. All interviews were transcribed in full, resulting in a total of 409 pages for analysis, in addition to the 16 pre-interview inquiry forms collected from the majority of the participants.

It is important to note that the pre-interview inquiry form was sent in advance to each participant, along with the confirmed interview logistical information. Sixteen total pre-interview inquiry forms were received, with most participants returning the forms well before the planned interview time, and a few returning it just after the interview took place. All participants were also sent a reminder email a week prior to their interview with details regarding date, location, and time. If participants were noted to have not yet returned their form, a statement was added to the reminder about the pre-interview inquiry form. A few participants thanked the researcher for the reminder, as they had not seen the form in the original email. If the researcher had not received the completed form by the time of the interview, the questions were explored during the interview period, and another request for the form was made if, and when, the participant had time. If the form was still not received by the time the interview had been transcribed, when the transcription was emailed to the participant for review, one final reminder statement regarding the pre-interview inquiry form was included. Despite the researcher's attempts, four participants out of the twenty did not return the forms. Only one replied that she would not have time to get to the form, and apologized. The others mentioned that they would, but still have not. Out of respect for their voluntary participation in all aspects of the interview process however, after these three reminders, data analysis continued without the form for that participant.

An analysis of the responses associated with each of the ten terms included on the pre-interview inquiry form will be reviewed in the themes that follow. Responses to the questions regarding how the participant defines Human Resource Development and Talent Development will also be reviewed in the themes that follow. However, responses to the remaining demographic questions on the pre-interview inquiry form (position type, institution, and years of

experience), collected to aid in a more comprehensive view of the interview participants'

influential, and lived context, have been provided in Table 8.

Table 8

Participant's Pseudonym and Influential or Lived Context

Participant's Pseudonym	Noted Context
Alice	Head of Human Resources at a public-school system on the East Coast. Was previously part of HR at an international corporation, at a large Healthcare organization, and then at a previous public-school system. Has certification in Human Resources. Formal Title: Assistant Superintendent of Human Resources. Selected 20 years or more experience.
Dr C	Retired, previously oversaw the start of an Adult Learning program, in a school of Education, at a large metropolitan university on the East Coast. Very active in the early days of HRD and is still an active participant in the AL/AE community. Selected 20 years or more experience.
Dr CA	Professor at a small college on the West Coast. Housed in the business school. Teaches HR, organizational behavior, and a compensation class in the HR MBA emphasis area. Selected as role category: Human Resource Management Scholar (with some focus on HRD). Listed over 20 years of experience.
Dr DC	Grew up in a household with a scholar active in the early history of the HRD field and AL. Has PhD from a large metropolitan university, housed in a school of education, located on the East Coast. Works for the upper realms of government in the northern East Coast. Noted previous job roles as HR consultant offering HRD services, Human Resource Development consultant, Human Resource Development Researcher, and worked in different human resource capacities without actually having the title human resources.
Dr G	Active member of AHRD in a high leadership role. Currently a professor at a university located in the southern East Coast of the U.S., where the program is housed in a school of Education. Identified as a consultant specializing in strategy, strategic alignment, and co-creation of change, OD Consultant, Performance Improvement Consultant, expert in learning and change at individual and systems levels, HRD Researcher, and HRD Scholar. 25 years in the field (5 as practitioner first) – note this is the same amount of time that AHRD has been around (they just celebrated their 25th year).
Dr J	Recent grad of an HRD PhD program at a large metropolitan university, housed in a school of education. Research interests are Organizational Development focused. Head of School for a small, Christian, K-12 private school. Lists 10-15 years of experience.

Participant's Pseudonym	Noted Context
Dr K	Active member of AHRD, in a high leadership role. Professor at a university located in the southern East Coast of the U.S., program housed in a school of education. Research interests include Critical HRD. Has written a lot regarding Adult Learning principles. Head of program at the university.
Dr M	Retired. Oversaw Adult Learning (with HRD focus) program at a metropolitan university on the southern end of the East Coast. Began a program that integrated AL principals within the medical program at the same university. Did not select a specific role, instead stated: "For the past 18 years, I have taught graduate students and professionals in various academic institutions, and my role was that of mentor and teacher as a professor in a higher education setting. Prior to that, I did work for 15 years as a training and development professional and organization development consultant to provide OD interventions and specific training and development needs including workshops, seminars, and one-on-on coaching." Lists 34 years of experience.
Dr Q	Retired professor, does consulting in a variety of organizations, highly values keeping active in practice when an academic. Worked in highly regarded HRD program on the northern East Coast that was housed in a school of education. Identified specific role as a HRD scholar. Lists 20 years or more of experience.
Dr UK	Housed in school of business at a university located in the UK. For specific role, notes: "I would be happy to characterise myself as either (a) (HRD researcher) or (d) (HRD Scholar). I'm not sure I see a huge difference between (a) and (d) to be honest – but I realise other people may see things differently." For role title: "Within the (academic) Department of Management and HRM, I am the Deputy Head of Department. Staff within the department are either lecturer in HRM, senior lecturer in HRM or Professor in HRM. At a university level, the People Services Department (Practitioner) has a Head and Deputy Head of People as well as several HR Business Partners."
Dr W	Housed in Department of Business Administration and Economics. Active member of AHRD leadership. For specific roles, selected Human Resource Management Researcher (with some focus on HRD), Human Resource Scholar (with some focus on HRD), Human Resource Development Scholar, Human Resource Management Scholar (with some focus on HRD), Human Resource Scholar (with some focus on HRD), Human Resource Management Employee (with HRD responsibilities). Previously when in industry, Human Resource Employee (with HRD responsibilities) Previously when in industry, Scholarly Practitioner and Educator. Listed experience as 10-15 years.
February	Has worked in the HR field for various types of orgs (manufacturing, nonprofit, advocacy, government-contracted) at both the international and local levels. Currently works in the northern end of the East Coast. Currently utilizes two labels in her organization, HR Director and HR Business Partner.

Participant's Pseudonym	Noted Context
	Also does external consulting in the HRM and HRD realm (although notes that does not use those labels to refer to offerings).
Ginger	External consultant for the healthcare field, once part of the C-suite (upper-level leadership team, for example CEO, CFO, etc.) for a large healthcare corporation, on the East Coast.
John	Currently works in an HRD role for a large, international company within the banking industry. Works on the East Coast, but has some experience working with individuals all over the U.S., and some international experiences. Lists specific roles as HRD/HRM/HR Consultant and HRD/HRM/HR employee.
June	Holds PhD, previously held an academic position. Now works for a large metropolitan university heading up their new OD/HRD focus.
Lou	External consultant for several large, and small organizations from a variety of backgrounds (medical, manufacturing, banking, government, etc.). Travels across the U.S., as well as internationally. Lists specific role category as Human Resource Management Consultant (also offering HRD services) with HR Talent Acquisition and Workforce Development Director being a past role.
Marie	External consultant located on the East Coast. Master's Degree in Adult Learning, with HRD emphasis. Noted specific role category was most closely matched with Human Resources Development Consultant. Lists experience as 20 years or more (with "a long time" also noted).
Rob	External consultant for several large and small organizations from a variety of backgrounds (medical, manufacturing, banking, government, etc.). Travels across the U.S., as well as internationally. Currently a CLO for a locally based consultant group and held a CLO position for a large organization in the past.
Sara M.	Works for a university on the East Coast in a school of business, promoting programs of continuing education (labeled executive education) for leaders. Has a Master's degree in Adult Learning, with HRD focus. Notes that identifies as a Human Resource Business Partner.
Victor	Head of HRD activities for local government. Obtained Master's from a university housed in school of education. Department is separate from HRM activities – and works to keep it that way, as does the head of the HRM department. Has been in role with the government for a "long time."

While reviewing the interview transcripts, some contextual information that the researcher felt was notable about the participant was also added to Table 8, along with the corresponding participant's pseudonym. For the two remaining questions listed on the pre-

interview inquiry form, regarding specific area titles/labels and role titles/labels listed, specific

responses may have been discussed during the interview, and therefore included in the interview

transcript for analysis. However, a comprehensive list of all area and role titles/labels provided

during the interview, and on the pre-interview inquiry form, have been outlined in Appendix F.

Each transcript was reviewed as it was transcribed, and initial codes were mainly

descriptive in nature (a single response could also have multiple codes), as the researcher

inductively worked through the initial review of each transcript. A second review was

conducted, once all transcripts were transcribed and initially coded, in order to shift from codes

to vivid themes that emerged from the coded data. Categories of themes were combined if they

appeared to share a larger, common idea, and titled using phrases influenced by this study's

conceptual framework. Theme and sub-theme titles were then derived using an emic-style

approach, in an attempt to obtain the 'truest' representation possible. All themes and sub-theme

titles are listed in Table 9, with findings to follow in order to provide a synthesis of the

overarching categorical themes that emerged from the interview transcripts. A complete list of

all themes and codes is also included in Appendix G.

Table 9
Qualitative Findings: Overarching Themes and Sub-Themes

Overarching Theme	Related Sub-Themes
What is HRD's identity? The "big tent."	"Development is our core focus."
	HRD is the development of individual(s) to help ensure the success of the organization.
	"Developing what? The individual vs. the organization."
	What do we care about?

Overarching Theme	Related Sub-Themes
	Historic evidence of the separation from HRM.
Differing worldviews and "conceptualizations of what HRD is."	"It depends on who taught you, and who taught them."
	The maturity of the organization, "what are you doing up there?"
	"HRD is pretty esoteric."
	"Reconnection to practice is critical."

Theme one – what is HRD's identity? The "big tent." This first categorical theme can

be grounded in Li's (2009) theory of Disciplinary Identity, and the theory's primary boundary

marker; specialized lexicons and terminologies can provide important clues to a discipline's

distinctiveness. Specifically, this theme is comprised of the largest number of codes in relation

to the terms selected from the quantitative phase of this study, as well as the definitions of

Human Resource Development and Talent Development from both the pre-interview inquiry

forms and interview transcriptions. Analysis of these particular nine labels-in-use, or HRD

terms, also lends insight into one of the other remaining four boundary markers in Li's theory,

genre sets and systems, or focus areas.

This first theme has been divided into four sub-themes, as noted in Table 9 (found on

page 128), and while a description of each is to follow, this theme's overarching idea is perhaps

encapsulated best in the quote of one participant from the HRD academic community;

> In the adult education literature, when they fight about identity, especially as they did in
> the late '80s, they were using this idea of adult education was a big tent. And, and
> anyone who wanted to learn about adult education was welcome in the tent. And I think,
> I think HRD kind of took on that idea, right? And then, and you see that really embodied

in Gary's, Gary (McLean) and Monica's (Lee) refusals to define us. And, and kind of this big-tent mentality of, if you say you're doing HRD, or that you care about the issues that we care about, then you're in the tent.

Sub-theme one – "development is our core focus." During the interviews, when discussing terms from the pre-interview inquiry form, the majority of participants were drawn to the word 'development.' Many participants felt that it represented the core of their identity, as well as the discipline's. Examples of this belief can be seen in one participant's assertion that, "development is an area that I think strikes at the core of HRD, and my identity and what I'm trying to do and achieve." As well as another participant's statement that the term "that speaks more to my identity and the HRD community is 'development.'"

Several participants also explored the term 'development' in relation to other terms from the pre-interview inquiry form and how the term resonated due to its frequency of use in the HRD discourse. Examples of this can be seen in one participant's assertion that, "it's used in so many ways, talent development, career development (…), I feel like that's the one that jumped [out] at me because we're always talking about some type of development for our employees." A second participant also shared that the term development, "can be even broader than learning. I think, sort of, learning is part of development."

Sub-theme two – HRD is the development of individual (s) to help ensure the success of the organization. On the pre-interview inquiry form, participants were asked to provide their definition of Human Resource Development. The individual's take on the definition was also explored during their interview. Responses from both the form and the interview were collectively analyzed, providing insight into how members of the HRD community defined the discipline. Overall, the majority of participants' responses again shared a common thread of global similarity, development. But participants also expanded on the idea of development, and

what that meant to the HRD community member, with some providing definitions that were succinct and broad. Examples of this can be seen in one participant's assertion that "HRD is the systematic process of educating or enhancing the human capacity of adults, typically within an organization." Another participant's statement that HRD is "the practice of developing skills and building knowledge in an organization's employees to meet the current and future strategic needs, aspirations and goals of the organization."

Other participants went into a bit more detail, for example one stated that HRD is "a discipline focused on increasing the knowledge, skills and abilities of individuals through training, education, development and learning interventions for the benefit of individuals, organizations and society." While another participant asserted, "I have always identified HRD with learning in the workplace to distinguish it from HRM or any other broader focus. This learning can occur within specific organization development."

For the majority of responses, regardless of length, an overarching idea of how participants defined HRD seemed to emerge and take shape, and can best be captured as, 'HRD is the development of individuals to help ensure the success of the organization.'

Sub-theme three – developing what? The individual vs. the organization. During the interviews, participants were asked to look at the list of terms and phrases on the pre-interview inquiry form, and to share if there were any that fit closely with their professional identities. Participants were initially drawn to certain terms and phrases, for a variety of reasons, with most gravitating toward 'development' first (as previously discussed). Others opted for a term coupled with development, like that of 'leadership development,' because it spoke most to their professional focus and/or association with HRD. Examples of this choice and reasoning can be seen in one practitioner's assertion that, "it will definitely be leadership development. Okay,

because that is my passion, because I've seen for the longest time how organizations have not invested in their leaders." Another practitioner stated, "leadership development, because I feel that[term] most, or maybe best describes what we do here. So, I was probably drawn to that one first." A third practitioner's reflection added, "you know, I almost didn't want to go to it, because it's so common, but number four leadership development. And really, the reason for that is that was my first exposure to anything around HRD."

The exploration of other participant-chosen terms provided additional threads that aligned with the espoused focus of Human Resource Development found in sub-theme two (HRD is the development of individuals to help ensure the success of the organization). For example, in the provided definitions of career development and talent development, an underlying thread of individual focus on development was seen within participant comments. As one participant stated, "the process of growing and developing individuals, either formally or informally, that allows individuals to achieve meaning and potential in work-related positions." In the provided definitions of talent development, the underlying thread of individual focus was also seen. For example, one participant noted that talent development "focuses on identifying and maximizing the human potential of the individual within the organization."

Within these discussions, there were also interesting implications that talent development is, perhaps, a new twist on an old term. For example, one participant shared,

> I think we will continue to develop new buzzwords that people use to describe what they want to describe. In other words, the term talent development didn't exist a few years back. But I think it was simply a new label for something that was already being done. So I think that's going to continue to happen.

Another participant stated, "I am familiar with the term talent development. For some, it seems to be synonymous with the planning of career development tracks for individuals or succession planning within an organization." And within some indications of this inference, we also start to

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see participants' attempts to relate with one or the other term with their understanding of HRD's identity, or core values. For example, one participant reflected,

> Talent development looks at how you recruit the person before he comes into the workplace, try to retain them, keep them in a workplace, and then to assist them as they leave the workplace, you know, retirement or finding another job or developing another career. So that's I think, career development is, initially was a part of HRD, and has returned.

Some academic and practitioner participants noted that they identified more with career development because, as one academic participant shared, "when Nadler developed the term Human Resource Development (….) he had three categories. One was career development." While a practitioner leaned toward talent development more, "I think HRD is such a broad topic that if I'm talking to folks who were sort of in the field, I would probably focus more in on the term talent development, because that's really where I feel I fit most within that is in that talent development area." Another academic participant pointed to talent development, noting, "I wouldn't feel that it represented my interest or my work if we were like the field of talent development." Yet the same participant also noted, "I'm actually kind of surprised career development is on here because it's always been the redheaded stepchild, in that, we talk about it, and yet, you know, it's sort of not really something that people put a lot of energy in."

Buried within this exploration of these two terms with similar meanings, and the discord of whether one or the other speaks to HRD community member identities, lie highlights of an interesting divide between motivations and who the HRD community is actually serving. At the heart of the definition of career development for example, we find the thread of individualized focus on development for all employees in order to best serve the organization. Yet, as previously noted by one participant (as well as others), career development is not talked about often, and it is "not really something that people put a lot of energy in." In discussions around

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talent development, we find evidence of a struggle for some participants to lean away from development for all, to that of development of some, as clearly seen within the following participant's statement: "the way that most organizations talk about talent, they talk about it as the high, identified high potentials. So those are the people we want to invest in differentially. But we need to grow the rest of the population to keep them current too."

What is more, when participant views of the term 'talent development' are considered within the adjoining context of participant views of the term 'leadership development,' the tendency of practitioners to identify with either of the two terms could indicate more of an allegiance to serving the organization's needs. In essence, hidden within these terms, their definitions, and their uses, lies a discursive tension as HRD members either do or don't identify with the opportunity for organizations to narrow their scope of development to that of individuals that the organization deems worthy of the investment of resources.

This seemingly discursive tension was also detected within some of the other terms and related conversations, but with a bigger divide between learning for the individual's sake vs. the organization's. For example, several participants identified with the term 'learning,' noting not only the underlying theme of individual focus, but that it occurs continuously and, at times, despite the organization. As shared by one participant, "learning is a process of fostering individual growth, helping individuals to become more effective in work, life and society. Learning is continuous and can be formal, informal or incidental in nature." Another participant noted, "learning is just that overall, personal empowerment." While still another participant pointed out, "learning, you know, happens often in spite of an organization, I mean, it's happening every second in every interaction."

Yet, when the term 'learning' was paired with the term 'organization(al),' the interview participants' responses took on a more organization-level focus. For example, one participant noted organizational learning "involves shaping organizational culture and processes to capture learning, success, failures and unlocking the environment through which learning occurs most effectively." Another participant pointed out that organizational learning is "learning by the collective, not the individual--learning that occurs within the collective as it goes about meeting the demands and challenges of the work environment. A form of collective meaning-making."

Signs of this discursive tension were also detected when participants were asked to define performance and organizational performance, with some struggling to separate the two. For example, one participant stated, "performance may encompass targets or metrics at the individual, group/department, organizational or societal level through which success is measured." While another participant took a more individual-level approach, "behaviors, actions, and attitudes demonstrated by an individual in relation to their position or directed work." Another practitioner stated, "organizational performance is interesting, in that I don't know that we often tap into our employees and how our employees can help us improve our organizational performance."

In the analysis of the definitions for organizational performance, an indication of this discursive tension could still be seen as some participants appeared to stay grounded within the individual focus. For example, one participant shared that organizational performance "is the outcome of Learning and Development efforts of employees by their demonstrated behaviors, actions, and success within the organization." Another participant stated that organizational performance was the "outcomes of collective effort to achieve organizational goals; a measure of

how the organization is doing in meeting goals and accomplishing work tasks toward a stated purpose."

Sub-theme four – what do we care about? During each interview, as the participant explored their perspectives on the field of HRD and their identity within the discipline, the conversation would turn to the future. At times the topic came up naturally during the flow of the interview, while at other times it was brought on by the interview prompt, 'what do you foresee for the future of HRD, and the discipline's identity?' The majority, in response, were positive in their perspectives, citing three main areas of interest for members of the field in the future; "technology and HRD," "meet(ing) the new worker," and "VUCA (…) an acronym for volatile, uncertain, ambiguous and complex."

The majority of interview participants cited the rise of technology, artificial intelligence, and the impact it will potentially have on Human Resource Development areas of focus. On the other hand, some noted the influence that changes in technology may have on the way training is conducted. For example, one participant posed, "how can I get just-in-time information for me? I think that's a huge part of learning right now." Many participants also took note of how the changes in technology could impact all levels of development and the way organizations work. One participant noted, for example, "technology-driven change is going to be huge with regard to how it's impacting everything. So how the, you know, how people are trained, and how to retain information, and even their moral and ethical, you know, development." Another participant mused,

> I do think one of the factors is AI, and that technology is going to change how we work, how we live, and how that's going to happen. And how, how we train people and what people are going to do and how people are going to interact with more, with machines and robots and all that sort of stuff is gonna change. I think HRD is going to change in terms of the societies that we live in right now.

Another participant pointed out,

> The soft skills are so critical, because everybody is saying, and I see it too, things change
> so much more quickly now. Technology has really, I think, enhanced the rate of change.
> And if people aren't able to adapt, or (…) learn, unlearn and relearn (…) but to be able to
> have that adaptability, you almost have to be in a constant state of learning.

Several interview participants also considered the changes in society at large and the

entrance of a new type of worker that will look for organizations that focus on development. For

example, one participant stated, "I do think organizations will be challenged to really meet the

new worker. I think our society is creating that new worker to be very different than our

previous." Another participant asserted that, "so much of what you hear about the millennials and

xinneals that are coming up, they are looking for that development. (...) I think there are still a lot

of companies that are run by a generation or a demographic that just they, they just don't get it."

Another participant shared,

> I think that we are going to be looking more at the whole person development, instead of
> just skillset or knowledge set. I think that we've already shifted a little bit to quote
> unquote, caring about the individual and understanding that there's a relationship between
> well-being and productivity. So, I think human resources will shift a little bit to look at
> the psychology, if you will--the psychological components that they're in place.

Many interview participants, primarily from the academic realm, also considered the

changes in society at large, and the larger issues that organizations and society may face in the

future, together. For example, one participated stated, "I think that we really have to think about

what we're doing and how we can affect small and large change in organizations and societies."

Another asserted, "we espouse that we care about people, and we care about diversity, and so on,

and so forth, but we are not doing work in those areas, not really meaningful work." A few

participants also noted an acronym around the idea, VUCA. For example, one participant

shared,

I don't know if you've heard the term VUCA (…) it's an acronym for volatile, uncertain, ambiguous and complex. And that describes the soup of the world that we live in every single day. And, you know, so how can we better equip human and organizational systems to deal with VUCA, I mean, that, for me, is where our field needs to be. Not just worried about training, development, you know, and organizational change, but those really complicated issues, and actually have all the tools to deal with those things in a way that nobody else does. And yet, we're not in those conversations. So I think that's what my hope for the field would be, is that we would be able to think about ourselves as kind of like, experts at VUCA, you know, coming in and being able to really help create shift where it's needed. That's an interesting space to live in.

Overall, the focus of HRD's future ranged within the core of the discipline's proposed space, development, with some focusing on the changes in individual learning or development, some from an organizational level of focus, while still others went beyond the organizations' walls to that of society at large. But despite the majority of the interview participants' hopeful outlook for HRD's future, some participants from the academic arena were also skeptical of whether the identity that members have come to know will continue on. For example, one academic participant noted his concern about the future of professional opportunities within workplaces, "now whether there are jobs for those students at the end of it?" Another wondered about the future of the academic side of the discipline:

I think we're in decline. I mean, academically, the numbers are drying up. And it's like I, I mean, so if I'm a third-year professor looking at a 20-30 year career. I don't know how you're going to do that. I don't know. I don't know what that program needs to look like anymore.

Theme two – differing worldviews and "conceptualizations of what HRD is." Li's (2009) theory of Disciplinary Identity poses that what is hidden behind and within a discipline's language-in-use, and the meanings of those terms, can also provide clues as to a discipline's norms, genre, institutional influences, and how 'others' may see the discipline. The first categorical theme of the qualitative findings (What is HRD's identity? The "big tent.") provided potential insight into one of the boundary markers, genres and genre systems. Within this second

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categorical theme, beginning insights can be seen into the remaining three boundary markers of Li's theory (norms, institutional influences and how 'others' may see the discipline).

This second theme has been divided into five sub-themes, as described in Table 9 (found on page 128), and, while a description of each is to follow, this theme's overarching idea is perhaps captured best through three interview participant quotes. As shared by one participant,

> (HRD has) never really been clearly defined, so that people grabbed it and ran with it. So that persistence of multiple definitions has just always been there. And part of it, it comes from everyone's individualized perspective and worldview differences on how they, how they see organizations and how they see people in organizations.

Another participant cautioned,

> I don't think you're ever going to be able to change it. I mean, this is a conversation that's been going on at HRD, since as long as I've been in the field, and people bring their own view and their own conceptualization of what HRD is, and does based on their personality, and based on their educational background.

A third quote from a practitioner suggests, "as long as we don't get locked in and say, well, this is what it is. Once we do that, then we're not flexing with the new needs. We aren't coming up with an innovative way of approaching things."

Sub-theme one – historic evidence of the separation from HRM. As presented in this study's literature review, the two sides of the Human Resources field, Human Resource Development and Human Resource Management, were once intertwined. So perhaps it should come as no surprise that historical links between the two arose during the interview process, as many participants reflected on the historical relevance of an early Human Resources label, 'personnel', and the field's move from 'personnel' to what is now known as the separated HRM and HRD. For example, one participant pointed out that, "in 1970, every organization had to have a personnel department." While another participant shared a current strong reaction to the term, "I hate the word personnel, hate that word. Like, we're not in the 1960s." Yet another

participant also shared, "we made a distinction in the old days between human resource management and HRD. Human resource management was kind of the old personnel (…) the personnel function was kind of…. (...) the personnel association became the association of human resource management, because personnel was such a negative term."

Despite the label change to HRM and the move to separate the two functions of HR into HRM and HRD, evidence emerged of a continued current discussion regarding the two fields' separation. Some were still justifying to 'outsiders' (or people in positions of power that are outside of the HRD discipline) why they should be separated in practice, while others felt that their identities should be separated in terms of how they are defined, but not in their lived placement within organizations. It may be important here to note that, of the ten practitioners interviewed, five lived in a department outside of the HRM function. For example, one participant purposefully pointed out, "and just so you understand, I am not a part of HR, the (department where I work) sits outside of HR." Another participant shared an example that was used recently to justify the departmental separation,

> (The HR director) will go in (…) and either terminate somebody, smack somebody's hand or something. And then she can say, I need somebody to go back in and work with that group, and, fix it and get them to a productive place. (She told our boss that) if (I) was a part of her department, they're not going to receive that service the same way. (… that I am) more valuable to the organization being a non-direct with her.

Another academic participant pondered whether the separation between HRM and HRD was necessary,

> I've seen in many organizations where they are separated, where they have an organizational development team, and then human resource management, but they have to function very close together, in order to be to be productive, and to meet the objectives. So I don't think that they should be separated, I understand the terms are separated because of the role that they take. But I don't think that it should be two different entities.

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Several interview participants also seemed to hint that this push and pull to separate could be driven by a slow process of changing others' understandings of the differences between the two. For example, one participant noted that, historically, "it was a slow process going from, you know, Personnel to Human Resource Management, to Human Resource Development." Another participant seemed to feel that the two were still intertwined: "I think Human Resource Management and Human Resource Development can be interchangeably used." Yet another shared that the overall perception from 'others' (individuals outside of the HRD or HRM fields) was generally that, "I think that there's just this blanket assumption that if you do one, you pretty much do the other." One participant also noted that the field still has some work to do in terms of helping others understand the difference between the process side of HRM, and the development side of HRD,

> I am still not convinced that we're where we need to be yet. Because what I still think is that people see HR, HRD, Training, Talent Development, Talent Acquisition, as mainly an administrative, operational function. Hire my people, orient my people, get their paperwork done.

> ***Sub-theme two – "It depends on who taught you, and who taught them."*** Many interview participants, primarily members of academe, reflected on the historic evolvement of the HRD discipline's academic programs within schools of education. For example, one academic participant shared,

> I go back to those initial dynamics we were talking about. All of the people who cared about this stuff, that we care about--none of them came from business--right? They came from Adult Ed, Vo Ed, Higher Ed, that world, right? So and, and at that time, in the late 80s, HR was truly HRM in the most managerial sense of the word.

Another academic participant shared the memory that,

> We fought for years in adult education across the country (…), all of us. Where should we be housed? Well we shouldn't be in business, because they're in personnel. We should probably be an applied behavioral science, but they don't know what to do with us. So we get stuck over in the school of ed.

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A different academic participant also shared the memory, and appreciation, that,

> In the late 80s to 90s, a development perspective was not proper in business schools, it wasn't. So it is what it is. So these amazing people found us a home over in colleges of education, to grow a perspective, when the natural system said, you're not allowed to grow near us. They went and found a home.

Several academics also noted that current programs show change in this divide, as programs are now starting to live in both the schools of education and schools of business. For example, one participant shared, "if you were to generalize, in the U.S. HRD (usually) sits in schools of education, in the U.K., HRD sits in schools and colleges of business, typically within HRM programs." While another participant reflected,

> Those business schools who had no space for the developmental perspective at all. Guess what? I mean, this, you know, [is] like pollen, right? Our developmental perspective is because of what these people did. It blew in the wind. It did! And we got a resource-based view of the firm, and we got intellectual capital, and we got social capital, we got amazing stuff that happened. And all these little pollen things, and then that, that part is growing over there. In that other pod. And now they think, they've always been that way. Right? And if you're entering HR now at 23, you wouldn't come over to us (to the school of education), because that is there (in the school of business) now.

Aligning with this point, perhaps, four of the ten academic interview participants taught within a school, department, or program of business. Yet some interview participants also cautioned that, because of these different groundings of HRD members' ways of knowing, our discourse and understandings may continue to be varied. As one participant observed during the interview, "it's so funny. It is like, we obviously know very similar things, but coming from school of ed versus maybe school of business." Another participant shared the observation that,

> HRD programs in (…schools of education) they'll get a full course, they'll get 12 weeks, or a semester of evaluation, whereas my students will get one three-hour class or they'll get one three hour class on instructional design, they'll get one three-hour class on org learning, you know (…). So it's very different, but HRM is very big.

An additional participant asserted,

I don't think you're going to get around the fact that there are different terms, or there's different nuances for the same term, or even different definitions of the same term, because I think that comes from all the different programs. And, it kinda depends on who taught you, and who taught them, and what their understanding was."

Within these particular quotes of this sub-theme, I believe we find an assumption of Gee's (1999) at play. Gee notes in an example in *An Introduction to Discourse Analysis: Theory and Method,* a practitioner may speak out of the discourse that reflects the business and community that they are a part of, a noted possibility within the field of HRD as many interview participants pointed to the fact that they came into the field without any formal training, and some noted that this was still occurring. Gee (1999) also notes that an academic within the same discipline will shift their language-in-use to reflect the discourse recognized within the walls of academe, based on their university/college and discipline. Yet one may wonder, what impact does a varied academic discourse potentially have on the variance of the discourse used by HRD practitioners'?

A possible glimpse into this potential or absence of influence could be viewed in the exploration of the term 'Human Capital,' for all of the definitions of the term shared common threads. For example, one participant stated, "this term refers to the human component & investment of a business." Another participant noted that human capital referred to "the KSA (knowledge, skills, and abilities) a person brings with them." Yet another participant posited that the term meant "leveraging the latent talent, abilities and potential of individuals for the benefit of organisations or society." Despite the shared view of how to define the term, however, emotional reactions to the term were mixed. Primarily, emotions surrounding the term were negative, as one participant suggested: "in that term, you don't have quite a concern for the human being, humanism and freedom, and the importance of the world rather than the importance of economics." Another participant evoked a specific negative image associated

with the term, "how many dollar signs should I put on your head right now? That's the way I would see human capital." But there were still some practitioners who interestingly had either a business background, or both a business and education background, who did not feel negatively about the term. In fact, one participant had a strong positive reaction: "I love human capital theory because all that is, is me understanding that my most important asset are humans." Another appeared to mix an understanding of how the term can be perceived with a more business-focused lens:

> I hate to think of people as capital in that way; it seems to take the humanity out of it. But from a business perspective, these people aren't going to have jobs if we're not running this place well, and [if] we're not leveraging the talent and capabilities of our people.

Sub-theme three – the maturity of the organization, "what are you doing up there?"

Sub-theme two ("It depends on who taught you and who taught them"), supports, in essence, that our discourse may be influenced by our discipline, yet will also often reflect the discourse we live in. For this third sub-theme, there is more evidence supporting this idea from a different angle—i.e., the influence of 'outsiders' (or those in a position of power, that are not members of the HRD discipline).

For example, in the exploration of the term 'management' during the interviews, a common thread appeared regarding how the term should be defined. One participant, for example, defined management as "maintaining the day-to-day processes and procedures of an organization and supporting the human capital needs day to day in order to effectively implement and account for the vision and strategy of leadership." However, examples were also provided where organizations can define or use the term interchangeably with leadership. For instance, as noted by an interview participant who is a consultant for a variety of small and large

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organizations, "they look at leadership as the day-to-day stuff and management as managing the broad scope of the organization."

Another example could be seen in the exploration of the term 'training.' The majority of interview participants shared a common thread in defining the term, as well as in that they felt the field had moved past the use of the term. For example, one participant stated, "training is almost an old-fashioned word. Yeah, training just evokes, I'm gonna tell you what to do and how you do it." Yet when some participants in the field of practice had attempted to change their titles to titles that they felt more accurately portrayed who and what they were to the organization, the organization's understandings blocked their efforts. For example, one interview participant from a large government-based organization noted that a person in a position of power was grasping the term 'training' and wanted to see it kept in the title: "And I said, no, because training is not what we're doing (…). I said, it's bigger than that. We're not a training department. We're really around the organization, and how does the organization learn?" In the end, the title was changed on the external labeling of the department, but it remained the same on internal documents to appease that person of power. "I think she was going back to what was the common understanding of what we do, versus where I think we are progressively taking the organization and most (…just) aren't there."

In the exploration of these two terms, the third theme--'the maturity of the organization, "what are you doing up there?'--seems to emerge. This theme, aligning with the idea of maturity in relation to where the organization and its members may be in the organization's life cycle, was then further confirmed and explored during other portions of many of the interviews, and can, perhaps, be captured best by the combination of three quotes from interview participants. As one practitioner states,

It's going to be based in the organization, what they're trying to do. You're going to have a different feel for these, what HRD is for you, and your level of maturity, and understanding, and application and systems that you build.

Another participant presented the desire to meet an organization's basic needs (i.e. essential tasks of the overall HR functions like payroll, compliance training, etc.) before advancing to more complex constructs (i.e. separate HRM and HRD departments and department leaders, the HRD leader's inclusion in the organization's strategic decisions) : "I understand that that's where they are, their basic needs are. They're hungry and thirsty. And I'm already four steps ahead of them. And they're like, what are you doing up there?" Yet another participant asserted, "we have to understand that some orgs just don't get it yet, so we have to meet them where they are."

Many participants also provided examples of when organizations, or those in power within organizations, are not mature in their understandings of what HRD is or could be to them, how that lack of understanding can influence HRD's lived identity, and how members of the discipline could, in fact, help to change that. For example, one participant pointed to concepts that have been a part of the HRD field of study for quite some time, such as emotional intelligence and change management strategies, noting that, "things I learned 20 years ago (...)-- they don't, they don't even know. And so it's all new to them." Another participant reflected on when he did a marketing plug for his consulting services on the radio, and the responses that came after: "a lot of people have stopped me to say, 'hey, I heard you on the radio. And like, I finally kind of get what you're talking about. Hey, can you, you know, would you be willing to talk to me about x, y & z?'" An additional participant pointed out the need for HRD members to make themselves and their value known, "I just think it's so critical to kind of make your seat at the table, whether you're placed in the right part of the structure or not." Another participant from academe expanded on the idea of assertiveness in a similar way,

You'll often hear the discourse, we are not at the table (…). [A]s long as we continue to say that, we will remain on the fringes of what's going on (…). [I]f you understand how power works, and how decisions get made, you need to figure out a way to insert yourself into the process (…). [Y]ou have to figure out how to work within existing power structures and change them.

Some participants also provided examples of evidence where organizations have a more mature understanding with regard to HRD. For example, one participant considered their observations within the field of practice,

We talk about HR always wanting a seat at the table, and I think that (…) it seems to have legitimized. (…) I see more HR leaders in that C-suite and having the ear of senior leadership. And so that bodes well for organizational development work, and organizational performance work.

Another participant noted that, "I've built the credibility to push back (...). People come to me and go, they know what I can and can't do." An additional participant pointed to the relationship between HRD and a successful organization: "in organizations that are really trying to be, create a competitive advantage, I think they very much understand the importance of human resources, and they sit at the strategic table." Another reflected on their own experiences in the field overtime, and what it was like to be in an organization that understood HRD's purpose and relevance:

What I'm finding is that for the first time in a long time, and I've been doing this kind of work for many years, 30-plus years, there's a lot of congruence between what the organization says it needs and wants, and what they're willing to support, and resource, and focus on. So it's a really genuine, authentic aligned commitment to driving this. It's a really fun, wonderful place to be, and I'm loving it.

Sub-theme four – "HRD is pretty esoteric." In sub-theme four we find evidence of exploration regarding our espoused label-in-use for the discipline, and a variance of labels used in the lived HRD world. Specifically, some practitioner interview participants noted that they had seen the label used as a formal title in practice at times, while the majority of practitioners and academics noted that they had not. For example, one participant shared, "it's not the most

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commonly used term over here in the U.K--probably not the most commonly used term in the

U.S. either." Another participant from academe reflected on a recent experience where the title

was found to exist in practice:

> She got us into NASA (…), and they actually call themselves HRD. And when they, when they said that, our room actually erupted in (cheers). And we all like looked around. It was one of the first times ever that any of us professors were sitting in a department of HRD of practice.

Instead, participants pointed to the use of labels that more closely represented what that

department's lived identity was. In essence, as captured best by a quote from a participant that

identified as a scholar-practitioner, "HRD is pretty esoteric." Another participant shared their

own experiences with organizations, stating, "they know about training and L&D, and they know

about OD and org excellence, or you know, some variations of what we call OD these days. But

they look at you weird when you say HRD." Yet another participant pointed to the specificity of

the labels that were actually found in practice:

> If you went into an organization, you'd find the training and development department, or you find the employee development department, or learning and development department. Sometimes might even find people development, you know, as a label. But those tend to be the labels that are used in practice (…) you have people who will define themselves more narrowly.

A member of academe also pointed out that, "so we changed our program name (...), probably

about three years ago. And there's a long history behind it. But, you know, I think that the sense

is it was much more reflective of the work that we're doing and what we're preparing people to

go to."

A few participants from the realm of academe also concluded their reflections on what

these label adjustments could possibly mean in terms of HRD's identity with, in short, the

realization that "academics use it, but that it's not translating." Should the field change its name?

One participant mused, "I think we are in a real moment. You know, we're trying to redefine

our identity. And how we call ourselves is very important in that whole mixture." Another

participant pondered the continued use of the term at all:

> It begs the question of if, if it's even a term worth arguing about anymore. I mean,
> fundamentally, if the world, if society hasn't adopted it, if our nearby professions haven't
> adopted it, if we can no longer fulfill the generalist/specialist expectations around it,
> maybe it's just time to let it go--right? And I think you see that struggle happening
> around all this titling, including even of the academic programs.

But an additional member of academe cautioned,

> When you fracture an organization, you don't you don't have much power. If you break
> into small little units, you don't have much power. You can be interest groups, so why
> can't you stay together in an umbrella and have a power entity and be treated as a power
> entity rather than over here and you're weak. You know. Yes, they're different. I
> understand their difference. The modalities are different, the ways of thinking are
> different. I understand that. But in the end, you've got two or three things that are the
> same.

Sub-theme five – "reconnection to practice is critical." Threaded through each of the

previous sub-themes is an unspoken separation, and possible attempts to fix that separation,

between the practice of HRD and its scholarship efforts. So perhaps it should come as no

surprise that, in sub-theme five, there is evidence of a call from academic interview participants

for the need to reconnect research to practice, as well as the need to reconnect HRD's lived

identity to that of its espoused.

As described in this study's literature review, the HRD discipline arose from practice and, as

noted in sub-theme two ("it depends on who taught you, and who taught them"), early members

of the academic side of the field worked in the field of practice. However, several of this study's

academic interview participants pointed to evidence that some of the current members of

academe do not have a connection with the practice side of HRD, and perhaps never have. As

noted by one academic participant, "I know professors who publish and are highly thought of

that have never worked with an organization." Another recollected, "I['ve] got so many students

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that wanted me to be their chair because I was the one who understood the real world." An

additional participant pointed out that, in their experiences,

> Sometimes it comes across as rather off-putting, if you have somebody who's from
> academics and sort of tries to speak about sort of that practical application side, and
> then sometimes people that are, you know, practically applying things don't see the
> value of sort of really, you know, academic research. So I think the ability to
> translate between camps is important.

Several of this study's academic interview participants also noted that the work produced

by academic members of the field may not always reflect what members of practice truly care

about or need. For example, as one participant shared their, "strong belief is that, you know,

practice leads research, and certainly my areas, right, some management, org behavior, we're

always behind people that are out there, you know, doing the real work in the field. So, it's a

struggle to keep up." Another participant noted that, "the dialogue that goes between

practitioners and scholars in the field is often somewhat restricted by the types of journals that

the different groups read, and the types of experiences that they bring to bear." An academic

participant also reflected on observations of the higher ranked journals:

> If you look at some of the higher-ranked journals, what you'll find is that the topics
> within them are--become so esoteric, and so divorced from practice that--okay, it's a
> lovely, maybe interesting study about, but it has no practical relevance. So it's got a great
> statistical bit, it's got a great theory bit, but it has no relevance to practice.

Another academic participant reflected on their observations of the AHRD journals specific to

the field: "I went back to our HRD journals, and I would argue that, you know, 60-70% of

what's in there is T&D, L&D (…). I've had many a paper or articles, questioned or rejected. I,

and I've been told repeatedly, I'm too OD for HRD." An interesting statement when considering

that OD (organizational development) is one of the topics found to fall within the foundational

walls of HRD, as evidenced by the term's inclusion in eight of the field's definitions noted in

Table 1.

Mixed Findings

At the conclusion of data analysis for both the quantitative and qualitative phases, a third stage of analysis was conducted. This final stage of analysis was conducted in order to craft meta-inferences regarding Human Resource Development's language-in-use, and the varied contexts that may (or may not) play a part in the choices that are made. Specifically, during this final stage of analysis, the researcher explored the final research question in this study:

RQ3 – Mixed: In what ways do the experiences of HRD members and the conditions that they are a part of help to explain the language-in-use identified by the quantitative results?

In order to explore this final research question, a four-column table (Table 10, p. 153) was constructed to aid in comparing the terms/phrases identified during the quantitative phase, and any qualitative findings that offered contextual clues regarding the use and/or meaning(s) of the terms/phrases. Each term/phrase was added to the first column of the table in an order reflective of how they were presented on the pre-interview inquiry form, along with occurrence counts for each website. Then, all pre-interview inquiry forms and interview transcripts were reviewed again, for all instances of usage or discussions around the terms/phrases. Overarching findings from the qualitative phase regarding terms and phrases were also reviewed.

All participant responses related to the term were reviewed first for recognition, and whether or not all participants recognized the term was indicated in the second column. Overarching clues as to the lived experiences (i.e. do they recognize the term, have they seen or used it before, etc.) of each participant in relation to the term were then added to the table's third column. Overarching clues related to the lived conditions (i.e. department titling, identify with the term due to work/role, members that do use it live in academe/practice, etc.) of participants

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related to the word/phrase were then added to the fourth column. By displaying the data from the

qualitative and quantitative phases in such a side-by-side manner, along with the relevant

contextual clues, the researcher was then able to further examine and present insights into how

the Human Resource Development identity can be seen in the words that are chosen, and guided

by the context or role that members may find themselves in. Any meta-inferences that could be

made based on the findings of both the quantitative and qualitative phases are described

following Table 10, to conclude this phase, and this study' overall analysis.

Table 10

Major Qualitative Data Next to Quantitative Data (Common Words, Phrases, and Definitions)

Frequently Used Word/Phrase Identified During Quantitative Phase and Pulled for Pre-Interview Inquiry Form (AHRD/ATD Count)	Did All Interview Participants Recognize the Term or Phrase?	Lived Experiences of Participants Related to the Word/Phrase	Lived Conditions of Participants Related to the Word/Phrase
Human Resource Development (AHRD=2462/ATD=30)	Yes	A majority of participants shared an overarching idea of a definition for the term. the majority also viewed as a primarily academic term. Members of academe housed within schools of business do not generally use the phrase. Some practitioners had heard of the term, but never use it. Some note, despite their understanding of it, they do not use the term because outsiders are unfamiliar with it. In the quantitative results, HRD and HRM were the only two trigrams on both sites. In the qualitative analysis, helping others understand the difference between the two (process vs. development) was noted.	A few participants (two practitioners, and one scholar) noted the use of the term for departments in practice. A majority in practice use a title that appears to portray specific role or purpose of department. In academe, titles of departments are moving away from to also portray specificity of programs and attract interested students.
Talent Development (AHRD=124/ ATD=5023)	Yes	Only one participant noted that s/he doesn't see it often. In the definitions provided, there was a similar thread of individual focus, but with some discord between allegiances to organization or individual. Several noted that they felt that it was a new twist on the term career development. Several also noted ASTD's titling change to ATD, pointing to the change as indication that it is a "fad word."	Several participants who are longstanding members of the field noted that the term felt like a new twist on an old term (career development) based on their historical knowledge of the field and its beginnings. Some practitioners related with Talent Development in terms of their identity, while some members of academe related more with career development (with some indication that it could be related to the term's historical

Frequently Used Word/Phrase Identified During Quantitative Phase and Pulled for Pre-Interview Inquiry Form (AHRD/ATD Count)	Did All Interview Participants Recognize the Term or Phrase?	Lived Experiences of Participants Related to the Word/Phrase	Lived Conditions of Participants Related to the Word/Phrase
			roots in HRD's definition and early identified goals as a discipline).
Career Development (AHRD=1382/ ATD=53)	Yes	All participants were familiar with the term. The definition was individual-focused, but also shared similar threads to that of TD.	Career development was noted as part of titles for some academic journals. Some academics related to career development in terms of their identity, with some noting its historical grounding in HRD's identity early on. Several noted that it's talked about, but not really focused on.
Development (AHRD=140,888)/ ATD=36,391) *the top n-gram for both websites	Yes	All practitioners and members of academe recognize and use the term.	Listed in various labels used for department titling, noted as HRD's core identity by several participants. Overall focus of future ranged within the core focus of development also.
Human Capital (AHRD=901/ ATD=25)	No	The majority of interview participants were familiar with the term, with some who were not but who were able to articulate a definition that was similar to other participants'	Feelings about the term appeared mixed, with some practitioners supportive of the term's use, and others not. Participants who noted a negative reaction to the term still used it when describing other definitions of words/phrases and during other points in the interview. Practitioners who did use the term or that felt a strong positive connection to it

Frequently Used Word/Phrase Identified During Quantitative Phase and Pulled for Pre-Interview Inquiry Form (AHRD/ATD Count)	Did All Interview Participants Recognize the Term or Phrase?	Lived Experiences of Participants Related to the Word/Phrase	Lived Conditions of Participants Related to the Word/Phrase
			either came from a business background, or both a business and education background.
Leadership Development (AHRD=795/ ATD=927) *only bigram that was found on both AHRD and ATD Top 25*	Yes	All participants were familiar with the term.	Many practitioners felt it was part of their identity. Several members of both practice and academe noted that it was their first exposure to the field. One member of academe noted that it is used a lot as a label in practice.
Learning (AHRD=21,531/ ATD=12,404)	Yes	All participants were familiar with the term. Researcher noted that the term was used over 40 times during interviews with some practitioners.	Several noted that they identify with the term. Six members of academe and five practitioners note that the term is used in department and/or role titling. Some felt that learning occurred despite the organization, while others attributed its success with the organization's efforts and value of the term, "organizations say they value it, but don't show it."

Frequently Used Word/Phrase Identified During Quantitative Phase and Pulled for Pre-Interview Inquiry Form (AHRD/ATD Count)	Did All Interview Participants Recognize the Term or Phrase?	Lived Experiences of Participants Related to the Word/Phrase	Lived Conditions of Participants Related to the Word/Phrase
Organizational Learning (AHRD=1396/ATD=0)	No	Several participants were familiar with the term, while two members of practice did note that they were not. Several participants (academe and practice) noted that it is not used often.	One member of academe noted that they taught a course on the topic. Two members of practice felt that they identified with the term.
Performance (AHRD=10,331/ ATD=1830)	Yes	Majority of participants were familiar with the term.	Most participants talked about the definition of performance from an individual level. One participant also noted that it is used in the title of their department, while another listed it as part of their role title. Several wanted to put the term with another term in order to define it, as one participant noted, "performance may encompass targets or metrics at the individual, group/department, organizational or societal level through which success is measured."

Frequently Used Word/Phrase Identified During Quantitative Phase and Pulled for Pre-Interview Inquiry Form (AHRD/ATD Count)	Did All Interview Participants Recognize the Term or Phrase?	Lived Experiences of Participants Related to the Word/Phrase	Lived Conditions of Participants Related to the Word/Phrase
Organizational Performance (AHRD=891/ ATD=51)	No	Several participants were familiar with the term from both academe and practice. Some noted that it's not a term that is often used or heard.	One member of practice felt that they related to the term, while another noted that there would likely be more of a focus on this term in the future due to the interests of a new leader coming into the organization.
Management (AHRD=10,331/ ATD=4,326)	Yes	All participants were familiar with the term. Most participants defined the term in a similar way.	Many participants used the term multiple times in interview discussions regarding the HRM label and noted that the term is used in departments and/or for role titling. One academic participant also noted the use of the term in the title of several journals that academics in the U.K. typically submit to for publication. The majority of participants felt term is antiquated. One practitioner shared that when trying to shed the term in department labeling, s/he was made to keep it due to 'outsiders' desires/understandings. At times has seen term used interchangeably with leadership, despite all participants feeling that these are two very different terms.

Frequently Used Word/Phrase Identified During Quantitative Phase and Pulled for Pre-Interview Inquiry Form (AHRD/ATD Count)	Did All Interview Participants Recognize the Term or Phrase?	Lived Experiences of Participants Related to the Word/Phrase	Lived Conditions of Participants Related to the Word/Phrase
Training (AHRD=11,470/ ATD=4,966)	Yes	All participants were familiar with the term. Most participants defined the term in a similar way.	Many participants noted the term's historical use in titling, as well as current titling, and the terms use to describe what their role or department focused on. While the reaction to the term was negative from many, all used the term to define a term or describe something at some point during the interview. Several participants agreed that they try not to use the term, but often do because it helps 'others' understand "what we do."

In this mixing phase of analysis, Table 10 (found on page 153) and its contents were reviewed using a lens that looks to elevate understandings of what the qualitative findings can further tell us about the quantitative findings. While the qualitative findings had already provided a multitude of themes, or potential insights regarding what HRD's language-in-use may be trying to tell us, the researcher also found this third phase of analysis necessary in order to explore the terms at the "next higher level of abstraction" (Jantsch, 1972, p. 66). Results of this final phase of analysis provided insights into some confirmations found between the qualitative and quantitative phases, while others provided some interesting contradictions.

Human Resource Development. For the term 'Human Resource Development,' the discipline's espoused primary label, this study's qualitative findings regarding the term's frequent use within academic circles, and only a few instances of its use in practice, support the high frequency occurrence counts on AHRD's website and the low frequency occurrence counts found on ATD's website. Specific experiences and conditions were identified during the qualitative phase that could help to explain the difference in counts on the two websites, despite the finding that the majority of participants were noted to share an overarching idea of a definition for HRD.

Specifically, the majority of participants (both practitioners and academics) view the term as a primarily academic term, although members of academe housed within schools of business do not generally use the term. Some practitioners note that they have heard of the term, but never use it because 'others' (individuals outside of the HRD discipline) are unfamiliar with it. In the quantitative results, Human Resource Development and Human Resource Management were also found to be the only two trigrams on both sites; a notable finding as members in academe can be found housed within HRM programs at times. In addition, a need to help

'others' understand the difference between the process side of HRM and development side of HRD was also noted as a finding in the qualitative analysis. The majority of participants also noted that the HRD title is not often found as a department title in practice. Titles are usually more specific to clearly portray the purpose of the department. In academe, titles of departments are moving away from the use of HRD to also portray specificity of programs and attract interested students.

Talent or Career Development. When comparing the findings of the quantitative phase for the term Talent Development, with findings from the qualitative phase, it was noted that several participants pointed to the titling change of the American Society for Training and Development to that of the Association for Talent Development. The quantitative results also presented several trigrams within the Top 25 results that contained Talent Development in the beginning of the phrase. All participants were familiar with the term Talent Development, and only one noted that they do not see it used often. This noted familiarity appears to correspond with, and perhaps further explain, the frequent occurrence of the term Talent Development within the ATD site's quantitative findings, but not the low frequency counts on the AHRD site.

Upon closer review of the qualitative findings, a thread of individual focus was seen within the definitions of 'Talent Development,' with some variance in allegiance to that of the organization or all individuals within the organization. Some members of academe also felt that it was a new twist on a historically used term in the field, career development, based on their knowledge of the field and its beginnings. These two insights could perhaps help to explain some of the lower counts of Talent Development on the AHRD website. Some practitioners also related with Talent Development in terms of their identity, a finding that could lend additional support to the higher frequency counts on the ATD site. Some longstanding members of

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academe, however, did not feel that it represented their identity, and instead noted the tendency for the term to focus on only specific individuals within the organization as opposed to all, potentially further supporting the lower frequency counts on the AHRD site.

When comparing the findings of the quantitative phase for the term 'Career Development,' with findings from the qualitative phase, it was noted that all participants were familiar with the term, but academic participants tended to identify with the term more so than practitioners. This difference seems to be supported by the quantitative findings of higher frequency counts on the AHRD site and lower counts found on the ATD site. The higher frequency counts on the AHRD site seemed to be further explained within the context of the qualitative findings when considering the noted presence in academic journal titling. Some members of academe also indicated that they identified with career development due to its historical roots in the early definitions and recognized goals of the Human Resource Development field. The qualitative responses from both academic and practitioner participants also indicated that career development is not something that organizations generally invest a lot in, which could further explain the lower counts on the ATD site. The noted discord between an individual and organizational focus in the qualitative findings, and some practitioner participants' tendency to identify with Talent Development as opposed to Career Development and its more individualized focus, could also aid in explaining the lower counts found on the ATD site.

Development. For the term Development this study's qualitative findings regarding the term's association with HRD's core identity focus, and all participants recognition and use of the term, supports the high frequency occurrence counts on both AHRD's and ATD's website. The quantitative findings were also noted to have 19 trigrams and 12 bigrams that included the term

development contained within the top 25 results for both the AHRD and ATD website. The results of the quantitative phase can also be further explained by the qualitative finding that the term is listed in various labels used for department titling in practice, as well as the espoused label for the discipline, HRD. Participants' explorations regarding the future focus of HRD also centered around development, adding to the strong qualitative support of the overall quantitative findings.

Human Capital. Quantitative findings related to the term 'Human Capital' revealed high frequency occurrence counts on the AHRD website, but low occurrence counts on the ATD site. When comparing the findings of the quantitative phase for the term 'Human Capital' with findings from the qualitative phase, it was noted that despite the low frequency count of the term found on the ATD website, some practitioners noted that they were fond of the term. Overall however, feelings in relation to the term were mixed, with some stating that they use the term, but do not always agree with its use.   Perhaps one participant couched it best:,

> I hate to think of people as capital in that way, it seems to take the humanity out of it. But from a business perspective, these people aren't going to have jobs if we're not running this place well, and [if] we're not leveraging the talent and capabilities of our people.

This statement could further support the high occurrence counts found on the AHRD website but appears to contrast with the low occurrence findings on the ATD website.

When looking back specifically at the qualitative findings related to Human Capital, it was also noted that practitioners who did use the term or that felt a strong positive connection to it either came from a business background, or both a business and education background. This distinction could potentially influence the term's use and perhaps help to explain the variance in frequency counts found. When comparing and contrasting these findings, it was also noted that participants who shared a negative reaction to the term still used it when describing other

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definitions of words/phrases during other points in the interview. For example, in the

exploration of the term 'management' during the interviews, one participant included the term

'Human Capital' in the definition provided, "maintaining the day-to-day processes and

procedures of an organization and supporting the human capital needs day to day in order to

effectively implement and account for the vision and strategy of leadership." This finding could

help to explain the contrast in quantitative and qualitative findings in relation to the ATD

website.

        Leadership Development. When comparing the findings of the quantitative phase for

the term 'Leadership Development' with findings from the qualitative phase, it was noted that all

participants were familiar with the term. This familiarity appears to correspond with, and

perhaps further explain, the frequent occurrence counts of the term 'Leadership Development' on

both the ATD and AHRD websites. It was also noted that the term was the only bigram found

on both sites, and that the quantitative results presented several trigrams within the Top 25

results that contained 'Leadership Development' in the beginning of the phrase. These

additional quantitative findings could be supported in the qualitative finding that many

practitioners felt that the term related to their identity. At the same time, several members of

both practice and academe noted that it was their first exposure to the field of HRD. One

member of academe also noted that it is used a lot as a label in practice. Upon closer review of

the qualitative findings, a thread of individual focus was seen within the definitions of

Leadership Development, with some variance in allegiance to that of the organization or all

individuals within the organization. Some members of both practice and academe also felt that

the term can be misused at times by those in power to elevate or separate favored individuals.

This finding could help to explain why the frequency counts for both sites were not higher, when considered in conjunction with several participants' strongly noted relationship to the term.

Learning and Organizational Learning. When comparing the findings of the quantitative phase for the term 'learning' with findings from the qualitative phase, all participants were familiar with the term, with several noting that they also identify with the term. The researcher also noticed the term's frequent appearance in the interview transcripts, counting over 40 uses in one practitioner's interview transcript, and more than 50 for another. This frequency appears to correspond with, and perhaps further explain, the frequent occurrence of the term 'learning' within the ATD website's quantitative findings, as well as the frequent occurrence of the term 'learning' within the AHRD website's quantitative findings. Upon closer review of the qualitative findings, 11 interview participants noted that they had seen or currently used the term in department and/or role titling, providing further context around the frequently used term in both academic and practitioner circles. However, a variance was seen in discussions around the term 'learning' and its meaning, as some felt that learning occurred despite the organization, while others associated the potential for learning with organizational efforts, as seen in one participant's quote, "organizations say they value it, but don't show it."

When comparing the findings of the quantitative phase for the term 'Organizational Learning' with findings from the qualitative phase, it was noted that not all participants were familiar with the term, although several academic and practitioner participants stated that the term is not one that is used often. This familiarity appears to align with the quantitative findings in relation to the ATD website, as the term was not found to exist on the site at all (a search of the entire list of bigram results from the ATD site returned zero instances). However, these qualitative findings do seem to contrast slightly with the quantitative findings in relation to the

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AHRD website, as the term was identified within the AHRD results as a top 25 most frequently

used bigram. Upon closer review of the qualitative findings, some practitioner participants'

tendencies to identify with organizational learning as opposed to learning and its more

individualized focus, could lend insight into a variance in allegiance to that of the organization or

all individuals within the organization. This insight however provides further contradiction to

the non-existent counts found on the ATD website.

      Performance and Organizational Performance. When comparing the findings of the

quantitative phase for the term 'performance' with findings from the qualitative phase, all

participants stated that they were familiar with the term, providing initial support for the high

frequency occurrence counts on the AHRD website, and the relatively high (although not top 25)

frequency counts on the ATD website. Upon closer review of the qualitative findings, several

participants also pointed out that they wanted to put the term with another term in order to define

it. As one participant noted, "performance may encompass targets or metrics at the individual,

group/department, organizational or societal level through which success is measured."

Evidence of this aspect of familiarity of the term's use can be seen as most participants talked

about the definition of performance in terms of the individual's performance within an

organization. One participant also noted that the term is used in the title of their department,

while another listed it as part of their role title. These examples appear to correspond with the

quantitative finding of the term 'performance' within five of the top 25 most frequently

identified bigrams and trigrams on both the AHRD and ATD websites, providing further

explanation for the divide between the counts found on the two websites, as the term in practice

may often be associated with another term(s) and does not always stand alone.

One such term, 'organizational performance,' was identified as a top 25 most frequently found bigram on the AHRD website but had a low occurrence count on the ATD website. When comparing the findings of the quantitative phase with that of the qualitative phase, several participants noted that they were familiar with the term, while some pointed out that it is not a term that is used or heard often. This statement could be further supported by the lack of instances in which the term was brought up during the interviews, and could be found to align with the findings on the ATD website, but appears to conflict with the findings on the AHRD website. A further look within the context of the qualitative responses related to the term 'performance' reveals that members of academe note that there is interest in both individual and organizational-level performance, and that often the two are viewed as related. This finding also seems to be supported in one practitioner's interview, as they define the term performance in terms of the individual, but then use the term in relation to the organization's performance in discussions.

One practitioner also noted that they felt they related to the term 'organizational performance,' while another noted that there would likely be more of a focus on this term in the future due to the interests of a new leader coming into the organization. This finding could support or contrast with the few instances of the term found on the ATD website. While additional insight could be seen within the use of the term by a participant in the qualitative findings, not with regard to the term specifically, but the potential for work related to it:

> We talk about HR always wanting a seat at the table. And I think that (…) it seems to have legitimized. (…) I see more HR leaders in that C-suite and having the ear of senior leadership. And so that bodes well for organizational development work, and organizational performance work.

Management and Training. In the qualitative results, all participants were familiar with the term 'management,' and were found to agree on the term's definition. This finding provided

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initial support for the high frequency occurrence counts on the AHRD and ATD websites. Upon

closer review of the qualitative findings however, several participants also pointed out that they

felt that the use of the term in titling was antiquated, a statement that somewhat contrasted with

the high frequency counts found. This contradiction, however, could be further explained within

the qualitative findings regarding the term's use several times during the interview discussions

with regard to the HRM label. Others pointed to the term's use in department and/or role titling.

Also, when viewed within the context of other qualitative responses, one participant--a member

of the academic community--notes the use of the term in the title of several journals that

academics in the U.K. typically submit to for publication. What is more, participants noted that

at times they have seen the term used interchangeably with leadership, despite all participants

sharing in the feeling that the two are very different terms. Collectively, these additional

qualitative findings appear to correspond with, and perhaps further explain, the high counts of

the term on the two websites despite the feelings regarding the term; especially when considered

along with the quantitative findings for bigrams and trigrams, as the term appeared within

several of the top 25 most frequently identified bigrams and trigrams lists on both the AHRD and

ATD websites.

Training, also found to occur frequently on both the ATD and AHRD sites, was another

term found in-use by both members of practice and academe, but with interesting insights with

regard to why. In the qualitative results, all participants were familiar with the term and agreed

on the term's definition. This finding provided initial support for the high frequency occurrence

counts on the AHRD and ATD websites. Upon closer review of the qualitative findings, it is

noted that a majority of participants indicate that they do not like the term 'training' and feel that

it is an antiquated term. Yet many still employed the term in the language used during the

interview to define HRD along with other terms on the pre-interview inquiry form. Participants also noted that training can be found within roles and department titles, a qualitative finding that could be further supported by the quantitative findings for bigrams and trigrams, as the term appeared within two of the trigrams identified for the top 25 list, and one bigram for the top 25 list on the AHRD website, along with three bigrams for the top 25 list and four of the trigrams for the top 25 list on the ATD site.

Qualitative findings regarding the term training also lent insight into the reasoning behind the term's continued use and high frequency occurrence counts found in the quantitative results, despite interview participants' ambiguous feelings about the term. Several participants agreed that they try not to use the term--for example, they also noted that they often do because it helps 'others' understand "what we do." Several participants also shared the common feeling that the field of HRD had moved past the use of the term, yet cited instances of their organizations', or key individuals charged with making decisions in their organizations' refusals to move on. For example, one participant shared how a person in a position of power insisted that the term remain in the labels used, and that the end result was a change in external titling, but the term remained in the internal titling. Within this additional context, we find added support for the quantitative findings, along with potential insight into the discord found between participants' feelings regarding the term, and the term's continued high frequency of use.

Summary

Chapter five discusses the conclusions of this study along with implications for further research and practice. This researcher believes that the findings of this study offer unique and relevant insights into the HRD discourse and disciplinary identity. Therefore, this study contributes to the literature for both HRD's language-in-use and disciplinary identity. This study

also contributes to the literature in the field with recognition that the field of HRD is a prime

candidate for mixed methods research. This study also provides implications for practice

regarding variances in understandings related to HRD's lived identity within the organization,

and the impact that 'outsiders' (individuals that are not members of HRD) can have.

Chapter Five: Discussion

The discipline of Human Resource Development arose out of a need within the world of practice and has undoubtedly worked to find and define its foundation ever since. Woven within the pages of HRD's historical literature, a variety of scholarly voices can be found drawing attention to the increasing inconsistency in the language of the field (Gilbreth, 1914; Jacobs, 1990; Koontz, 1961; Sedwick, 1975). Chalofsky (1992) also points to the need for a unified view of who and what HRD should or could be, noting that a united lens would "not only provide a focus for the development of the profession, but would also set limits on the boundaries of the field" (p. 175). Yet the scholarly literature presents multiple definitions of HRD, beginning in 1964, and continued attempts by various members of the HRD academic community long after Chalofsky's appeal (McGuire, 2011; McLean & McLean, 2001; Ruona, 2006; Weinberger, 1998).

Perhaps these continued attempts to capture our identity can be attributed to those HRD scholars who, over time, have been more inclined to lean toward remaining flexible in identity due to the field's varied professional contexts. Some scholars, such as Lee (2014), have even argued against bounding the field in such a way, for "the very act of defining the area runs the risk of strangling growth in the profession by stipulating so closely what the practice of HRD is, or should be (p. 105)." But it could also be argued that, while a variance in contexts can make flexibility in identity seem necessary, such flexibility can undoubtedly also carry a cost. As

noted by Gee (1999), a recognized seminal theorist in the study of discourse, "when we speak or write we craft what we have to say to fit the situation or context in which we are communicating. But, at the same time, how we speak or write creates that very situation or context" (p. 11). Evidence of the potential impact of inconsistency in terms can be seen in Wang and Sun's (2012) proposition that such varied definitions in HRD and lack of consistent use of terminology could be contributing to "logic inconsistency and theoretical confusion of existing research," which, in turn, could also impact "the credibility for HRD theory building" (p. 397).

Support for Wang and Sun's (2012) concerns can be found within the literature, where we also find evidence of discord and debate regarding the HRD field's identified boundaries (Jacobs, 1990; Watkins, 2000; Swanson, 2001; Chalofsky, 2007). Jo et al. (2009), in their review of literature from key HRD journals, even suggest that defining the field and theory building were main themes found as a result of their citation network analysis. When considering such disharmony within the field, "it raises questions about the core identity and boundary of the field and desirable future directions" (Han et al., 2017, p. 294). But perhaps the real issue lies within who is having the conversation, and what the conversation focuses on, as dominant HRD theorizing has been ultimately concerned with "arguing what HRD should be, accompanied by insufficient attention paid to empirical grounding in what HRD actually is" (Nolan & Garavan, 2014, p. 533).

This researcher believes that in order for academics and practitioners to more confidently converse about, conceptualize and argue for their field, the discipline's language-in-use should be explored. A better understanding of the HRD discourse could provide clarity and support for HRD's stance as a profession with its own purpose, relevance, and distinctiveness. To support this effort, this study systematically examined elements of the current Human Resource

Development discourse in an attempt to explore the knowledge and system of meanings used by current members of the HRD field. An explanatory sequential mixed methods approach was selected to provide a deeper, broader, and more complete understanding of the problem under study, allowing for claims that relate to and respect more people (Rocco et al., 2003). Specific research questions guiding this study include the following:

RQ1 – Quantitative: What terms or phrases are most frequently used in the online representation of the Human Resource Development discourse?

- What frequent terms or phrases were found on both the academic and practitioner online sites?

- What frequent terms or phrases were found only on academic online sites? Only n practitioner online sites?

RQ2 – Qualitative: What experiences and conditions do HRD members say contribute to their choice in terms, phrases, or definitions used?

RQ3 – Mixed: How do the experiences of HRD members and the conditions that they are a part of help explain the language-in-use identified by the quantitative results?

The discussion that follows is organized by each of the three phases of analyses reported in Chapter Four: quantitative, qualitative, and mixed. Following the summary and discussion of each phase, implications of the study, study limitations, and suggestions for future research are presented.

Discussion of Quantitative Findings

A discipline's identity, Li (2009) proposed, is grounded by five "crucial boundary markers that make a discipline distinct." (p. 113) The most important marker is specialized

lexicons and terminologies. As Li proposes in her theory of disciplinary identity, specialized

lexicons and terminologies can serve as one of the most important clues, or boundary markers, of

a discipline's distinctiveness: "These specialized words and terms explicate disciplinary

ontological positions and epistemological thinking. They show how the discipline sees the

world" (p. 112).

This study of similarities and differences in academic and practitioner labels-in-use

(definitions, words, and phrases) within the field of Human Resource Development began with

an automated extraction of text from two different online representations of the academic

(AHRD's website) and practitioner (ATD's website) communities of the Human Resource

Development field. This collective online representation of HRD's specialized lexicons and

terminologies was then quantitatively analyzed in an effort to identify what terms or phrases are

most frequently used. Then, an analysis was conducted of the results for the two remaining sub

questions of this phase; what frequent terms or phrases were found on both the sample academic

and sample practitioner online sites, and what frequent terms or phrases were found only on the

sample academic online site as well as only on the sample practitioner online site.

As reported in Table 5 (found on page 116), the comparison of the top 25 most frequently

used n-gram (continuous sequence of single words from the corpus of text provided) results for

the ATD website, after a full search of the website's text corpus, were all found on the AHRD

website. The same was found when comparing the list of the top 25 most frequently used n-

gram results for the AHRD website with all results from the ATD website as well. The

researcher noted, however, that the n-grams development, learn, job, training, resource,

management, research, work, and leadership were n-grams, or terms, that were found on both of

the top 25 lists. The researcher also noted that each of these terms also appear within the

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language used in the various definitions of Human Resource Development, as outlined in Table 1 (found on page 35).

The findings for the comparison of the top 25 most frequently used bigram results are reported in Table 6 (found on page 117). When comparing the top 25 most frequently used bigram results for the AHRD website with all results from the ATD website, Leadership Development was the only bigram found on both the ATD and AHRD list of top 25 most frequently used two-word phrases. This bigram was not noted in the definitions of Human Resource Development, but was a label used in the field, based on researcher experience. After a full search of the website's text corpus, only ten terms were found to also exist on the ATD website. When comparing the list of the top 25 most frequently used bigram results for the AHRD website with all results from the ATD website, nineteen terms were found to also exist on the AHRD website.

Of the terms that were not found to exist on the ATD site, that were among the top 25 for the AHRD site, four included the term 'organization' (i.e., organizational learning, organizational commitment, learning organization, and organizational culture), which aligned with the definition of HRD. These findings left the researcher to wonder about the inference of this result and if the qualitative findings would lend any additional insights due to the inclusion of organizational learning on the pre-interview inquiry form. Two other bigrams that were not found to exist on the ATD site, HRD Professionals and HRD Practitioners, included the term HRD. The researcher also wondered if the qualitative findings would lend any additional insights due to the inclusion of Human Resource Development on the pre-interview inquiry form, but also noted that the trigram Human Resource Development was found on ATD's site.

Thus, the lack of findings of the HRD Professionals and HRD Practitioners bigrams could be attributed to the use of the HRD abbreviation.

Job satisfaction, workplace bullying, informal learning, future research, action learning, and job performance were also terms that were not found on the ATD site, but which were among the top 25 for the AHRD site. The researcher noted however, with interest, that each contained a term that was identified in the n-gram results as a top-25 term found on both the ATD and AHRD websites. Social capital and literature review were also not found on the ATD site but were among the top 25 of the AHRD site. The researcher noted these findings as also interesting, but that neither of the two-word phrases were grounded in HRD definitions, previously identified n-grams, nor would they be explored in the qualitative phase. The researcher did note, however, that The Academy (of) Management was also not found on the ATD site, but likely due to its designation as a primarily academic association. Enterprise Solutions, Development Press, Development Forum, Conference Teams and Sales Enablement were all bigrams that were not found on the AHRD site but were among the top 25 for the ATD site. However, each of these two-word phrases was found as titles, or within titles, on the ATD site. Thus, the researcher assumes that they are likely labels used specifically at ATD, but admits they were not included on the pre-interview inquiry form for further exploration during the qualitative phase, and therefore would recommend further research to confirm this assumption.

The findings for the comparison of the top 25 most frequently used trigram results are reported in Table 7 (found on page 119). When comparing the top 25 most frequently used trigram results for the AHRD website with all results from the ATD website, there were no trigrams found on both the ATD and AHRD lists of top 25 most frequently used three-word

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phrases. After a full search of the website's text corpus, only two terms were found to also exist

on the ATD website, Human Resource Development and Human Resource Management. The

researcher noted, with interest, that both of the trigrams were primary labels used within the field

of Human Resources and would be explored further during the qualitative phase. Of 24

additional trigrams (there were 26 total due to some trigrams that had the same frequency count,

and thus tied for that ranking order) that were noted as the top 25 most frequently used three-

word phrases on the AHRD site, but not found to exist on the ATD website, five included the

HRD label or Human Resources, and three included the term organizational, drawing similar

conclusions by the researcher as noted for bigrams. The term organizational aligns with the

definition of HRD, leaving the researcher to wonder about the inference of this result and if the

qualitative findings would lend any additional insights due to the inclusion of organizational

learning on the pre-interview inquiry form. The trigram Human Resource Development was

found on ATD's site. Thus, the lack of findings of the trigrams utilizing HRD could be attributed

to the use of the abbreviation.

One trigram, Human Capital Theory was also not found to exist on the ATD website but

was found in the top 25 most frequently used three-word phrases on the AHRD site. Noting that

the bigram Human Capital was found on both the AHRD and ATD websites, and included on the

pre-interview inquiry form, the researcher decided to also list Human Capital Theory on the pre-

interview inquiry form (alongside Human Capital) to see if the exploration of the term would

lead to any additional insights during the qualitative phase. Of the fifteen remaining trigrams,

nine (Managerial Leadership Effectiveness, International Training Development, Learning Goal

Orientation, Socialization-Related Learning Satisfaction, European Industrial Training, Quality

Work Life, Employee Job Performance, Informal Incidental Learning, Grounded Theory

Research) contained a term that was identified in the n-gram results as a top-25 term found on both the ATD and AHRD websites. Strategic Business Planning, Structural Equation Modeling, Confirmatory Factor Analysis, Integrative Literature Review, Knowledge Creation Practices, Problem Solving Confidence were also not found to exist on the ATD site but were among the top 25 of the AHRD site. The researcher noted these findings as also interesting, but that neither of the three-word phrases were grounded in HRD definitions, the previously identified n-grams, nor would they be explored in the qualitative phase.

When comparing the top 25 most frequently used trigram results for the ATD website with all results from the AHRD website, there were, again, no trigrams found on both the ATD and AHRD lists of top 25 most frequently used three-word phrases. After a full search of the website's text corpus, the researcher noted that none of the top 29 trigrams (30 due to some trigrams that had the same frequency count, and thus tied for that ranking order) found on the ATD website existed on the AHRD website. Of the 29 trigrams found on the ATD website, 12 included the phrase Talent Development, or TD. Of the 17 remaining trigrams, 12 (Research Center Resource, Management Training Delivery, Development Learning Technologies, Learning Function Measurement, Design Leadership Development, Learning Technologies Management, Learning Talent Management, Job Aids Tools, State Sales Training, Topic Change Management, Training Delivery Role, Development Global Events, Diverse Development Community) contained a term that was identified in the n-gram results as a top-25 term found on both the ATD and AHRD websites. Professional Instructional Designer, Career Performance Consulting, Consulting Sales Enablement, and Course Content Licensing were also not found to exist on the ATD site but were among the top 25 of the AHRD site. The researcher noted these findings as also interesting, but that neither of the three-word phrases were grounded in HRD

definitions, the previously identified n-grams, nor would they be explored in the qualitative phase.

Discussion of Qualitative Findings

Defining Human Resource Development has occupied members of the HRD academic community since 1964 (McGuire, 2011; McLean & McLean, 2001; Ruona 2006; Weinberger, 1998). Prior to this study, however, explorations have not been conducted of what HRD could or should be while considering Li's (2009) lens of disciplinary identity. Therefore, during the quantitative phase of this study, the researcher conducted an analysis of the online representation of HRD's specialized lexicons and terminologies, one of Li's five markers of disciplinary identity, in order to identify the top, most frequently used words for some insight into the current HRD language-in-use. The researcher, however, also realized that the identification of the top, most frequently used words is only a portion of the larger picture of HRD's potential identity, and the quantitative findings could have little referential meaning when they stand alone. As Li notes, identity of a discipline is collectively established, usually negotiated, and, "a discursive accomplishment rather than a natural fact." (p. 114) A discipline's identity is often a product of its social-historical context, can be defined and redefined by interactions within these contexts, and can include the complicated operation of power. In short, "the, complexity of society [is often] reflected in the complexity of disciplinary identity." (Li, 2009, p. 15)

This researcher understood that similarities or differences that exist in academic and practitioner labels-in-use within the field of Human Resource Development would be touched upon during the quantitative phase, but that it was also important to highlight what may be hidden behind the words that are chosen frequently. Therefore, in the second, qualitative phase, extensive data collection was also used to obtain the most comprehensive picture possible of the

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various contextual implications of the HRD language-in-use, as well as to identify what experiences and conditions HRD members say contribute to their choice in terms, phrases, or definitions used. Analyses of the qualitative data yielded two overarching themes, and nine sub-themes that provided insight into how HRD's identity has been negotiated, sustained, and recognized. These themes are listed in Table 9 (found on page 128), are described in more detail in Chapter Four, and are viewed with a lens utilizing Li's (2009) view of disciplinary identity and the remaining four boundary markers (norms, topic areas, institutional influences, and how 'others' may see the discipline) in the discussion that follows.

Li's (2009) theory of disciplinary identity: genre sets and systems. The first categorical theme (What is HRD's identity? The "big tent") was an emic theme title influenced by a participant quote, and a specific assertion: "this big-tent mentality of, if you say you're doing HRD, or that you care about the issues that we care about, then you're in the tent." This overarching theme is grounded in Li's theory of disciplinary identity, and the theory's primary boundary marker: specialized lexicons and terminologies can provide important clues to a discipline's distinctiveness. Specifically, this theme was comprised of the largest number of codes in relation to the terms selected from the quantitative phase of this study, as well as the definitions of Human Resource Development and Talent Development from both the pre-interview inquiry forms and interview transcriptions. The analyses of these nine particular labels-in-use, or HRD terms were divided into four sub-themes, and each lent a great deal of insight into one of the other five boundary markers in Li's theory, genre sets and systems.

Li's (2009) third disciplinary identity boundary marker, genre sets and systems, is, in essence, what does the discipline of HRD collectively focus on? The identification of these genre sets and systems can lend insight into the values and cultural logic of the discipline, along

with how HRD "constructs its academic world within the social world (p. 113)." In sub-theme one ("development is our core focus") of overarching categorical theme one (what is HRD's identity? The "big tent."), many participants felt that the term 'development' represented the core of their identity, as well as the core identity for the discipline of HRD. Several participants also noted that the term was frequently used in the HRD discourse alone, or as part of other frequently used terms. These findings could be said to provide insight into the core value of the HRD field and can be confirmed in a review of the various HRD definitions identified in this study's literature review. Confirmation can also be found within Ruona & Swanson's (1998) conclusions in their review of 16 HRD definitions, where they revealed shared commonalities centered around development in specific ways for and in work, various ways to promote development, and an overall emphasis on development – "especially that of the individual" (Ruona, 2016, p. 552).

In sub-theme two (HRD is the development of individual(s) to help ensure the success of the organization) of overarching categorical theme one (what is HRD's identity? The "big tent."), we find support for Ruona's (2016) conclusion regarding, HRD's overall emphasis on development, "especially that of the individual" (p. 552). Specifically, in sub-theme two, participants expanded on the idea of development in terms of the definition of HRD and what it means to the HRD community member, with some providing definitions that were succinct and broad, while other participants went into more detail. Regardless of the length of their responses, the majority of interview participants appeared to support an overarching idea of a definition of HRD as the development of the individual (or individuals) to help ensure the success of the organization.

In sub-theme three, however (developing what? The individual vs. the organization), of overarching categorical theme one (what is HRD's identity? The "big tent."), we find several examples of discord between espoused foci on individual development, and the lived. Specifically, in sub-theme three, the exploration of other participant-chosen terms provided additional threads that aligned with the espoused focus of Human Resource Development found in sub-theme two (HRD is the development of individual(s) to help ensure the success of the organization). But through explorations of the similarities between the terms 'career development' and 'talent development,' along with participant attempts to relate with one term or the other (or both) based on their lived lens of HRD's identity, there were indications of an interesting discord; a discord, specifically between motivations and who the HRD community is actually serving, the individual for the individual's sake, or the individual for the sake of the organization.

This seemingly discursive tension was also detected within several of the other terms (learning, organizational learning, performance, and organizational performance) and related conversations as well; at the same time, some participants appeared to try and stay grounded within the individual focus (i.e., organizational performance). A review of the HRD definitions identified in this study's literature review also appears to provide support for this discord in foci, and a direct link in recent scholarly literature can be found in Han et al.'s (2017) review of HRD definitions. Han et al. note that the early definitions of the field were presented during their evolutionary period, a time when scholars "attempted to clarify the purposes of HRD, which was to develop human resources to achieve organizations' objectives" (p. 310). Han et al. also noted that the definition of the field then evolved from a primary focus on individual learning, to one that elevated the scope to include both individual learning and strategic organizational

development as well. This claim also aligns with this researcher's realization that the understood definition of development has possibly changed since Smith's HRD related definition presented in 1990 (noted in the definition of terms section of this study). This also leaves this researcher to wonder if some members of the discipline may be still operating within older versions of HRD definitions that focus primarily on all individuals within the organization, while only some have come to know and view the world through a higher-level organizational lens.

In this study's literature review, a relevant and powerful quote regarding HRD's identity was referenced from Han et al. (2017) in their article, *Conceptual Organization and Identity of HRD: Analyses of Evolving Definitions, Influence, and Connections.* The quote spoke to the variance in HRD's identity as found within the literature of the discipline. They noted that, when considering such inharmoniousness within the field, "it raises questions about the core identity and boundary of the field and desirable future directions (p. 294)." But in theme one of this study's qualitative findings (what is HRD's identity? The "big tent."), sub-theme two (HRD is the development of individual(s) to help ensure the success of the organization) and sub-theme three (developing what? The individual vs. the organization) both appear to relate back to sub-theme one ("development is our core focus"). Within this common thread, it could be assumed that development is truly the core of HRD's identity and what the field centers its efforts around. What is more, if this perception is correct, it is not surprising that the term 'development' received the highest frequency count out of all n-grams (continuous sequence of single words from the corpus of text provided) on both the ATD and AHRD websites during the quantitative phase of this study. This finding could also suggest, in alignment with the quote that inspired theme one's title, that HRD could indeed be considered a "big tent," and that anyone who cares

about the development of an individual within an organization, or the organization itself, can be welcomed within HRD's overarching tent.

Han et al. (2017) also point to concerns about the boundaries of the field, and while this was not addressed in full in theme one of the qualitative findings (what is HRD's identity? The "big tent."), as defined by Li's (2009) theory of Disciplinary Identity, insights into genre sets and systems--one of the five boundary markers--have been provided throughout each of the first three sub-themes. Desirable future directions, or future foci, were then addressed in sub-theme four (what do we care about?). Specifically, during each interview, as participants explored their perspectives on the field of HRD and their identity within the discipline, the conversations would turn to the future. At times the topic came up naturally during the flow of the interview, while at other times it was brought on by an interview prompt. The majority, in response, were positive in their perspectives, citing three main areas of interest for members of the field in the future: "technology and HRD," "meet(ing) the new worker," and "VUCA (…) an acronym for volatile, uncertain, ambiguous and complex." Overall, the discussion of these foci were centered within the proposed core of the discipline, development, with some divide in particular focus with regard to individual or organizational development allegiance, and some that went even beyond the organizations' walls to that of society at large.

But within these findings for sub-theme four (what do we care about?), there were also findings of concern from some academic participants' regarding HRD's future. These academic participants contributed insights into the three focus areas noted above (technology, new worker, VUCA), but then went further to also share some skepticism regarding whether the identity that members have come to know will continue. These concerns appeared to echo this researcher's concerns pointed to in this study's literature review. As noted in Chapter Two, members of

HRD in both practice and academe will continue to find themselves within a variety of different contexts depending on their role and the organizations, or educational institutions, of which they are a part. Ultimately though, if HRD does not come together as a collective to decide what their platform may look like as they move forward, HRD's perceived impact and contribution will continue to be incorrectly assumed, and the field's struggle for relevance will not only continue, but may take an even darker turn: "If the field of HRD and its individual members are not able to demonstrate the ways in which they add value, the future looks bleak with irrelevance and we envision a field dismissed and fading away." (Kormanik & Shindell, 2014, p. 693)

The concerns that bubbled up in the findings of fourth sub-theme (what do we care about?), of the first overarching theme (what is HRD's identity? The "big tent."), supported the need for the continued look into Li's (2009) remaining boundary markers of disciplinary identity (norms, institutional influences, and ethos and persona, or how 'others' may see the discipline). Coincidentally, the findings of the second categorical theme (differing worldviews and "conceptualizations of what HRD is") fell within the remaining boundary markers, providing some additional insight into HRD's disciplinary identity.

Li's (2009) theory of disciplinary identity: the other three. Specifically, the second categorical theme was also an emic theme title, much like the first, and was influenced by the combination of several participant quotes, one of which centered on the notion that HRD has always had a varied definition, and that, "it comes from everyone's individualized perspective and worldview differences." Another participant pointed out that the conversation around HRD's identity and definition has been going on for a long time, as also noted in this study's literature review and numerously identified definitions of HRD. But the participant also asserted that this conversation will likely continue because "people bring their own view and their own

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conceptualization of what HRD is, and does based on their personality, and based on their educational background."

A third quote that seemed to encapsulate part of the overarching findings for theme two (differing worldviews and "conceptualizations of what HRD is") was from a practitioner, and represents an interesting notation primarily because the practitioner's words appeared to echo previously cited concerns of some HRD scholars. This practitioner suggested that, "as long as we don't get locked in and say, 'well, this is what it is.' Once we do that, then we're not flexing with the new needs. We aren't coming up with an innovative way of approaching things." This suggestion shared similarities with other arguments found in scholarly literature, such as Lee's (2014) highly cited argument, as noted in this study's literature review, that "the very act of defining the area runs the risk of strangling growth in the profession by stipulating so closely what the practice of HRD is, or should be (p. 105)."

The second overarching theme (differing worldviews and "conceptualizations of what HRD is") of this study's qualitative findings is also grounded in Li's (2009) theory of disciplinary identity, and divided into five sub-themes, with each lending a great deal of insight into the remaining three boundary markers in Li's theory. Sub-theme one (historic evidence of the separation from HRM) and sub-theme two ("it depends on who taught you, and who taught them"), of the second overarching theme, show insights into Li's (2009) second disciplinary identity boundary marker, norms and rules of participation. Li's second boundary marker is, in essence, an exploration of how the discipline of HRD organizes its social world. The identification of these norms and rules of participation can be important, for they provide insights into--and can be seen within--the historically established culture of the field, and can contribute to a "coherence within the discipline (p. 112)."

Li's (2009) theory of disciplinary identity: norms and rules of participation. In sub-theme one (historic evidence of the separation from HRM) of the overarching categorical theme two (differing worldviews and "conceptualizations of what HRD is"), participants noted the historical evolvement of the field of Human Resources, and the attempts to separate by primary focus into Human Resource Development and Human Resource Management. Many participants began their musings about this separation as they reflected on the historical relevance of an early Human Resources label, 'personnel', the field's move from 'personnel' to what is now known as the separated HRM and HRD, and the negative association that the term now carried. Then, as some participants shifted and shared their views on how that separation looked in current practice, several practitioners noted that they had insisted upon a physical separation within their organizations. In addition, an academic participant questioned if that type of physical separation was necessary due to the closely intertwined work of the two fields.

Regardless of the opinions about how that separation should play out in practice, many participants shared the perception that despite the attempts to separate the two sides, there is a continued need to clarify, especially to 'outsiders' (primarily people in positions of power that are outside of the HRD discipline) the difference between HRM and HRD. In short, perhaps the greater societal view of HRD and HRM is best couched within one participant's comment: "I think that there's just this blanket assumption that if you do one, you pretty much do the other." Support for this assertion of blurred lines between what separates the two fields can also be found in the academic literature (McGuire, 2011; Short, 2011). Therefore, it is clear, as noted by one participant, the field still has some work to do in terms of helping others understand the difference between the process side of HRM and the development side of HRD. Yet when considering that over 60 years ago, in 1957, Peter Callhoon stressed that, "incorrect assumptions

that were floating around about the field needed to be addressed" (The Society for Human Resources Management, 2008, p. 21), an assertion regarding HRD's need to still clarify these assumptions could be seen as concerning. What is more, in 1970, Leonard Nadler's text and academic program structure were crafted in order to help ground the discipline and provide ways of differentiating between professionals in HRD and those that were not (Watkins & Marsick, 2016).

In sub-theme two ("It depends on who taught you, and who taught them.") of the overarching categorical theme two (differing worldviews and "conceptualizations of what HRD is"), participants reflected on the historical evolvement of academic programs in HRD. Several noted the recognition that the members of the field could live between two different schools of thought--business and education--but only one was willing to accept the academic program. Today, members of the HRD community and HRD academic programs, can be found to live within schools of business and schools of education. In fact, within the context of this study, four of the ten academic participants worked within a school, department, or program of business. Yet some interview participants also cautioned that it is because of these different groundings of HRD members' ways of knowing that our discourse and understandings may continue to be varied. As one participant noted, depending on the school in which they are housed, the programs offered to students may focus on different topic areas more fully than others. What is more, as another participant pointed out and in turn influenced this sub-theme's title, "it kinda depends on who taught you, and who taught them, and what their understanding was."

Within these particular quotes of this sub-theme, I believe we find an assumption of Gee's (1999) at play: a practitioner may speak out of the discourse that reflects the business and

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community of which they are a part, while an academic within the same discipline will shift their language-in-use to reflect the discourse recognized within the walls of academe, based on their university/college and discipline. Confirmation of this assumption could perhaps be seen in participants' shared definitions of the term 'Human Capital' and in the mixed reactions to the use of the term. Several academics, and some practitioners, reacted negatively to the term, due to the perceived removal of humanity from business thought processes. Other practitioners however, and one scholar-practitioner, saw things in a more positive way, perhaps captured best through one participant quote:

> I hate to think of people as capital in that way, it seems to take the humanity out of it. But from a business perspective, these people aren't going to have jobs if we're not running this place well, and we're not leveraging the talent and capabilities of our people.

Within the thread of thought presented in this second sub-theme ("it depends on who taught you, and who taught them.") for this second overarching theme (differing worldviews and "conceptualizations of what HRD is"), there is a perceived indication that, in the beginning HRD grounded itself within schools of education because these schools were the ones that would accept HRD's developmental focus and core. Today, both the education and business schools of thought will often accept the HRD discipline and its community members. However, participants of this study also caution that there is a variance in our understandings because of the different schools of thought. An assertion supported by the field's literature, much like Marsick's (2007), point that "HRD professionals cannot always talk the language of business or think in terms of competitive advantage" (p. 90). Therefore, looking to the benefits that both perspectives can provide raises the question as to whether or not it may be time to create a program with a bridge between the two schools. If more members of the HRD community were able to obtain groundings in both education and business, would the field's language-in-use still

be varied? If tomorrow's HRD professionals could speak the languages of both business and education somewhat fluently, what would tomorrow look like for the field?

   Li's (2009) theory of disciplinary identity: disciplinary institutionalization. Both sub-theme one (historic evidence of the separation from HRM) and sub-theme two ("it depends on who taught you, and who taught them.") of the second overarching theme (differing worldviews and "conceptualizations of what HRD is") of the qualitative phase provide insight into Li's (2009) second disciplinary boundary marker, norms and rules of participation. But the findings within these sub-themes also provide hints toward Li's fourth disciplinary boundary marker, disciplinary institutionalization, or, in essence, how the discipline relates to the outside world. Sub-theme three (the maturity of the organization, "what are you doing up there?") continues this thread, but also provides some direct insight into how outside influences can contribute to the creation and continued development of a discipline.

   Specifically, in sub-theme three (the maturity of the organization, "what are you doing up there?") of the overarching categorical theme two (differing worldviews and "conceptualizations of what HRD is"), a common thread appeared regarding how the term 'management' was defined, yet one interview participant recalled a time when a differing definition of management was found imbedded in the culture of one organization. The majority of interview participants also defined the term 'training' in a similar way. They also shared the common feeling that the field of HRD had moved past the use of the term, yet cited instances of their organizations', or key individuals charged with making decisions in their organizations,' refusals to move on. For example, one participant shared how a person in a position of power insisted that the term remain in the labels used, and that the end result was a change in external titling, but the term remained

in the internal titling. This solution likely felt like a compromise, but did this compromise

impact the perceptions regarding the identity of the department, or even the HRD field?

Participants go on to share that the level of an organization's maturity in understanding

what HRD is, or could be, to the organization can be varied, and therefore can influence HRD's,

and HRD members' lived identities within the organization. Some participants provided

examples of evidence where organizations have a maturity of understanding of HRD, with one

participant noting the rise of HRD professionals with "a seat at the table." This higher-level

order and involvement in organizational-level decisions, one participant observed, is usually seen

in more forward-thinking organizations. But many participants also cautioned that some

organizations are not quite there yet, and that HRD professionals must, "meet them where they

are."

"HR's place in an organization is still up to the individual" (The Society for Human

Resources Management, 2008, p. 89). Yet, as participants in this study note, the individual may

not be mature in their understanding of what HRD's influence and relevance can look like. As a

result, the HRD professional may often find themselves in a continuous struggle. Therefore,

while it may be important that HRD professionals meet the organization "where they are,"

several participants also pointed out that it is also up to the HRD professional to effectively and

assertively communicate or portray the value that they can and will bring to their organizations.

As noted by one interview participant,

> You'll often hear the discourse, we are not at the table (…), as long as we continue to say
> that, we will remain on the fringes of what's going on. (…) [I]f you understand how
> power works, and how decisions get made, you need to figure out a way to insert yourself
> into the process (…), you have to figure out how to work within existing power structures
> and change them.

Li's (2009) theory of disciplinary identity: ethos and persona. Li's (2009) fifth

boundary marker of disciplinary identity is a result of, and constructed from, all of the activities

found within the other four boundary markers (specialized lexicons and terminologies, norms

and rules of participation, genre sets and systems, disciplinary institutionalizations). This final

boundary marker, constructed ethos and persona, shows how the discipline projects itself to the

outside world. "In other words, it is the emerging Self that is created in and through the

discursive activities that the systems collectively perform." (Li, 2009, p. 114). In essence, a

discipline's ethos and persona are how others outside of the field come to understand who and

what the discipline could or should be.

Through the exploration of a sample of HRD's specialized lexicons and terminologies,

several things about HRD's identity through Li's (2009) disciplinary boundary markers have

come to light. In overarching theme one of this study's qualitative findings (what is HRD's

identity? The "big tent."), we find an indication in sub-theme one ("development is our core

focus"), sub-theme two (HRD is the development of the individual(s) to help ensure the success

of the organization) sub-theme three (developing what? The individual vs. the organization) and

sub-theme four (what do we care about?) that HRD's espoused focus on development is likely

the field's lived focus in the world at large. In two of the sub-themes (three and four) there is

some indication that members of HRD may vary in their allegiances with regard to individual or

organizational development, and some are even possibly beginning to direct their efforts beyond

the organizations' walls to that of society at large. But the fact remains that HRD's overall genre

sets and systems, and perhaps ethos, are grounded in development.

In overarching theme two of this study's qualitative findings (differing worldviews and

"conceptualizations of what HRD is"), we find evidence of a bit more discord in HRD's lived vs.

espoused views. In sub-theme one (historic evidence of the separation from HRM) for example, there seems to be an indication that members of HRD are still working to separate their development persona from that of the process persona of HRM. In sub-theme two ("it depends on who taught you, and who taught them"), there seems to be an indication of another lived divide that is causing a variance in understanding among members of HRD; an education or a business school of thought. This divide also raises the question of if more members of the HRD community were able to obtain groundings in both education and business, would our language-in-use or norms and rules of participation still be varied? If this divide was bridged, would that also strengthen the field's ethos and persona?

In sub-theme three (the maturity of the organization, "what are you doing up there?"), and the exploration of the field's disciplinary institutionalization, there is an indication that much of the field's lived ethos and persona is impacted by organizations' maturity of thought and understanding around HRD's relevance and purpose. Participants point toward the need to meet those organizations where they are. Many also assert that in order to overcome this obstacle in the field's lived identity, HRD professionals must effectively and assertively communicate or portray the value that they can and will bring to their organizations.

In continuing with the findings of overarching theme two (differing worldviews and "conceptualizations of what HRD is"), in sub-theme four ("HRD is pretty esoteric"), there is evidence of continued exploration regarding the field's current espoused and lived ethos and persona. Specifically, in sub-theme four, the field's label-in-use, and a variance of labels used in the lived HRD world, is presented. Some interview participants noted that they had seen the label used as a formal title in practice at times, although the majority of interview participants had not. Participants instead pointed to the use of labels that more closely represented that

department's lived identity. One participant noted that other labels were used in organizations because it was what members of that organization were familiar with; another participant pointed out that labels used in fields of practice are often found narrowed to the specific focus. For example, as one member of academe shared, their institution's new department and program title was potentially "much more reflective of the work that we're doing and what we're preparing people to go to."

Evidence of a variance of titles has been cited in the academic literature before. Ruona (2016), for example, provides a glimpse of the variety as she lists labels for related occupations, professions, or roles that can be found within a workplace and are often viewed as similar to that of HRD. But as asked by some interview participants for this study, what does the use of varied labels and label adjustments mean in terms of HRD's identity? In short, with the realization that (as one participant asserted) "academics use it, but that it's not translating," should the field change its name to something that more accurately reflects its constructed ethos and persona? If so, what would that new title be when noting the variances found in current labels-in-use?

In sub-theme five ("reconnection to practice is critical"), we find evidence of a call from academic interview participants for the need to reconnect to practice, and the need to reconnect our lived identity (or ethos and persona) to that of our espoused. As described in this study's literature review, the HRD discipline arose from practice and, as noted in sub-theme two ("it depends on who taught you, and who taught them"), early members of the HRD academic community came from, and worked in, the field of practice. However, several of this study's academic interview participants pointed to evidence that some of the current members of academe do not have a connection with the practice side of HRD, and perhaps never have. One participant also noted that the connection between practitioners and scholars through research

and published literature can be "restricted by the types of journals that the different groups read, and the types of experiences that they bring to bear." Several of this study's academic interview participants also noted that the work produced by academic members of the field may not always reflect what members of practice truly care about or need. One participant even asserted that the topics found within journals that are highly ranked by members of academe are so outside of practice that they may not even have practical relevance. As another participant suggested, there is a need and an appreciation on both sides for members of HRD to be able to "translate between camps." What is more, if a reconnection to practice does occur through efforts and writings of the academic members of the field, would a reconnection begin between the field's espoused and lived ethos and persona?

Discussion of Mixed Findings

Gee (1999), in his theory of Discourse, makes a distinction between two specific types of discourse, which he labels as Discourse with a capital D and discourse with a lower-case d. Discourse with a lower-case d is used to reference language-in-use, conversations, or stories. Each of which have been explored with a lens influenced by Gee'a discourse theory in this study's quantitative and qualitative phases, in addition to compared and contrasted in the mixing phase. Within this study's exploration of HRD's lower-case d discourse, findings of the three phases have also provided possible insights into the field's Capital D Discourse. Capital D Discourse describes "socially accepted associations among ways of using language, of thinking, valuing, acting, and interacting, in the 'right' places and at the 'right' times with the "right" objects" (Gee, 1999, p. 17). A Discourse will include ways of talking, listening, writing, and reading, while also weaving in acting, interacting, believing, valuing, and feeling to create the appropriate patterns that connect with the group.

The broader themes seen, by way of exploration of the discipline's lower-case d discourse, have been useful in an exploration of HRD from a macro level, specifically in relation to who and what constructs the discipline's identity. Within this study's explorations and the insights provided, there have also been indications that the discipline's espoused ethos and persona may not reflect what is actually lived. Therefore, as we consider Gee's (1999, 2014) theory of Discourse and the various theoretical tools he presents as part of this theory, an interesting possibility presents itself pertaining to this finding of a difference between what is espoused and what is lived:

> The distinction between the "macro" level (the level of institutions and large social trends) and the "micro" level (the level of human social interactions) has been deeply important to the social sciences. At the same time it is a major problem in the social sciences as to how to understand the relationship between the macro level and the micro level. Do larger institutional and social forces cause individuals' social actions and interactions or are large institutional and social forces simply made up of these social actions and interactions? (Gee, 2014, p. 180)

As a result of the findings in this study, this researcher proposes that HRD's macro-level identity is in fact a result of social actions and interactions at the micro level, and not the opposite. Historically, members of academe have presented a multitude of definitions and theories of what HRD could and should be to the world. These espoused definitions and theories, as Gee (2014) notes, could be seen as "simplified views of the world used to help us understand the world better" (p. 180). But a discipline such as HRD can be found situated within a variety of contexts and realities, and thus the discipline's identity can be continually changed, adjusted, even transformed as a result of the different social practices and even the varied language-in-use (Gee, 1999, 2014; Li, 2009). Therefore, in considering that the results of this study's exploration have provided indications that the discipline's espoused ethos and persona may not reflect what is enacted, this researcher would propose that the academic assumption of

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the macro level view may need a change in lens. This new lens would look to elevate this study's understandings and to identify what the micro view of HRD says about the macro, or foundational cultural model.

Gee (2014) proposes that cultural models, or what he denotes as figured worlds, 'mediate between the "micro" (small) level of social interaction and the "macro" (large) level of institutions. These cultural models, or figured worlds, "mediate between the local interactional work we humans do (…) and Discourses as they operate to create the complex patterns of institutions and cultures across societies and history" (Gee, 2014, p. 95). Language will invariably construct and reflect the situation or context; thus, languages have meanings that are specific to their situations and contexts. These contextual meanings will also provoke cultural models for a particular group, or figured worlds, that provide meaning to texts and aid in determining relevancy given the specific situation. These cultural models, or figured worlds, can be simplistic or somewhat complex, but are usually ingrained in the group's culture as a way of viewing how the world should work. These cultural models are also used to give meaning to the language-in-use.

In the paragraphs that follow, the findings from the mixed phase, conducted in an effort to explore the ways experiences of HRD members and the conditions that they are a part of can help to explain the language-in-use identified by the quantitative results, will be organized and presented with inspiration from Gee's (2014) discussion of figured worlds as a tool of inquiry. Presenting the findings of this phase in this way could offer a view of current experiences in HRD that are possibly shared with other individuals that are part of, or are considered to be a part of, the same group. These inferences of typical assumptions, when couched within Gee's theory of Discourse and concept of figured worlds, could provide insight into the assumptions

that support the figured worlds within the discipline--in essence, the mediators between the micro and the macro that are used to give the language-in-use meaning.

Specifically, in the following discussion of the mixed findings, the terms and findings presented in Chapter Four are provided in a table, Table 11, found at the conclusion of this section. It should be noted that Table 11 is a duplicate of Table 10 (found on page 153), with the exception of an additional column at the end of the table used to detail any overlap of what the various members of HRD have come to expect in their views of the world or shared ways of viewing things. Findings that did not present a perfectly clean overlap for some views will also be explored, with the belief that they may still provide insight into typical assumptions that members of HRD utilize, and possibly "just enough for us to be able to communicate and act together" (Gee, 2014, p. 99). The various influences that could give rise to these assumptions, and the differences among them, are explored in each section of the discussion. A pictorial representation of this discussion, and where the terms from the pre-interview inquiry form may fit within HRD's shared language-in-use, is also presented using the diagram of this study's conceptual framework and can be found in Figure 3 (found on p. 226).

Overlap in ways of viewing the world: development and learning. When comparing the findings of the quantitative phase for the term development' with findings from the qualitative phase, the term's association with HRD's core identity focus supported the high frequency occurrence counts on both AHRD's and ATD's website. The results of the quantitative phase can also be further explained by the qualitative finding that the term is listed in various labels used for department titling in practice, as well as the espoused label for the discipline, HRD. The term 'development' was also cited within 23 of the definitions of HRD identified in this study's literature review, beginning with the first by Harbison and Myers (1964)

through to the most recent, McGuire (2011). Participants' explorations regarding the future

focus of HRD also centered around development. Some focus on the changes with regard to

individual learning or development, some from an organizational level of focus, and others go

beyond the organizations' walls to that of society at large. No matter the sub-focus however, it is

clear in the combination of the quantitative and qualitative findings that HRD's overall ethos and

persona appear to be grounded in development. This combined finding also appears to provide

support for this researcher's assertion in relation to this study's qualitative findings within

overarching theme one (what is HRD's identity? "The big tent", that anyone caring about the

development of an individual within an organization, or the organization itself, can be welcomed

under the HRD overarching tent.

When comparing the findings of the quantitative phase for the term 'learning' with

findings from the qualitative phase, all participants were familiar with the term, with several

noting that they also identify with the term. This finding of the term's association with

members' identities could be grounded in the terms direct mention in thirty of the definitions of

HRD identified in this study's literature review. This finding could also be grounded in the

findings of Weinberger's (1998) systematic literature review whereby learning was noted as a

main theme in the discipline of HRD. The researcher also noticed the term's frequent

appearance in the interview transcripts, counting over 40 uses in one practitioner's interview

transcript, and more than 50 for another. Eleven interview participants (both academic and

practitioner) also pointed to the term's use in department and/or role titling. This use appears to

correspond with, and perhaps further explain, the frequent occurrence of the term learning within

the ATD website's quantitative findings and the frequent occurrence of the term 'learning'

within the AHRD website's quantitative findings.

One could perhaps infer from these various supports from the qualitative findings, when coupled with the high frequency counts on both websites, that the term 'learning' could be viewed as a common term within the overarching HRD discourse. This researcher also proposes, based on these findings and the literature review, that the main theme of learning identified by Weinberger (1998) has perhaps been a part of the field for so long that it has now been found as an enacted and lived part of HRD's core identity, despite its not being an espoused focus of HRD's core identity, like that of development. This researcher also noted that a variance was seen in discussions around the term 'learning' and its meaning. Some felt that learning occurred despite the organization, implying that learning is up to the individual, and aligning with the focus on individual development seen in most definitions of HRD (Han et al., 2017; Runoa, 2016). Other participants expressed their view of learning within the context of organizational efforts, as one participant notes, "organizations say they value it, but don't show it." This discord, however, is not unlike that seen in the definition of 'development' when paired with other terms, as noted previously in the qualitative and mixed findings. Therefore, this researcher proposes that this discord can influence what types of efforts are labeled as learning. At the same time, learning and development are both a part of HRD's enacted core identity.

Variance in our views: the discipline's primary label. Human Resource Development, the discipline's espoused primary label, was found in the quantitative findings to have a high frequency occurrence count on AHRD's website, but a low count on ATD's. This finding was supported by the qualitative findings of only a few instances of its use in practice, and that the majority of participants felt that it was primarily an academic term. Members of academe housed within schools of business do not generally use the term, while some practitioners in organizations note that they never use it because 'others' (individuals outside of the HRD

discipline) are unfamiliar with it. The results of this comparison, alone, appear to indicate that the espoused label of HRD does not match the lived experiences of the discipline's members.

In the qualitative findings, participants also pointed out that the HRD title is not often found as a department title in practice; titles are usually more specific to clearly portray the purpose of the department. One participant noted that other labels were used in organizations because it was what members of those organizations were familiar with, while another participant pointed out that labels used in fields of practice are often found narrowed to the specific focus. Evidence of a variance of titles has been cited previously in the academic literature. Ruona (2016), for example, provides a glimpse of the variety as she lists labels for related occupations, professions, or roles that can be found within a workplace and which are often viewed as similar to that of HRD. Perhaps it should come as no surprise that Human Resources and HRM are among those listed, for in the quantitative results, Human Resource Development and Human Resource Management were the only two trigrams on both the AHRD and ATD websites. Also, in the qualitative phase, members in academe were housed within HRM programs at times. Finally, participants expressed a need to help 'others' understand the difference between the process side of HRM and development side of HRD. The results of this final comparison further support the previously stated indication that the espoused label of HRD does not match the lived experiences of the discipline's members.

Variance in our views: as influenced by allegiances. All participants were familiar with the term 'Talent Development,' a label utilized by the Association for Talent Development. The term was found in the quantitative findings to have a high frequency occurrence count on ATD's website, but a low count on AHRD's. The change in titling by ASTD to ATD, accompanied by the term's use in additional trigrams on the ATD site identified in the

quantitative phase, could be assumed to have an influence on the high frequency counts found there. However, the qualitative findings also provided additional and interesting insights into possible reasons for the gap in frequencies. For instance, while some practitioners identified with the term 'Talent Development,' some members of academe felt that the term was a new twist on a historically used term in the field (career development), based on their knowledge of the discipline and its beginnings. This finding could provide some insight into the low occurrence count of Talent Development on the AHRD site.

Considering the findings that members of academe may tend to associate more with career development, the aforementioned finding related to the term 'Human Resource Development' and the apparent indication that the espoused label of HRD does not match the lived experiences of the discipline's members, could provide an interesting angle for an additional assumption. The historical association of career development with that of HRD and its focus is supported in the literature and found directly cited in several of the definitions identified in this study's literature review (Marsick & Watkins, 1994; McGuire, 2011; McGlagan & Suhadolnick, 1989; Slotte et al., 2004; Watkins, 1989; Watkins & Marsick, 1997). This grounding of the qualitative findings in the academic literature could provide support for career development's high occurrence frequency count on the AHRD website. Continuing further, if we were to combine these mixed findings and consider that HRD is an espoused label, could we also infer that the association of career development with HRD's definition may not be a lived experience of HRD practitioners, and therefore could provide some interesting additional support for the term's low frequency counts on ATD's website?

Along a slightly different vein of assumptions, when considering practitioners' tendencies to identify more with Talent Development and members of academe's tendencies to

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identify more with Career Development, the noted discord between an individual and

organizational focus found in the qualitative findings also lends interesting insight into the noted

gap in frequency counts for the two terms on the two websites. When considering these findings,

specifically theme one (what is HRD's identity? The "big tent"), sub-theme three (developing

what? The individual vs. the organization), the noted discord found in the HRD members

allegiances to all individuals of the organization versus the somewhat exclusionary feel of

identifying who in the organization should development efforts and resources focus on, presents

itself as a potential influence on the variance of the choices in terms. What is more, it could also

imply that members of practice tend to carry allegiances to their organization(s), whereas

academic member allegiances tend to lie with that of the individual member of the organization.

A parallel discord was also noted when comparing the findings of the quantitative phase

for the term 'Organizational Learning' with findings from the qualitative phase. There were no

instances of the term found on the ATD website, for example, which appeared to be supported by

both academic and practitioner participants' statements in the qualitative phase. The term was

found to have a high frequency occurrence count on the AHRD website. This finding contrasted

with the participant's mention of the term's lack of frequent use based in experience. Yet the

high counts could be supported in the literature as Weinberger (1998) in her systematic review of

HRD literature, identified the term as a main theory of the field. Viewing these findings through

the lens of a noted discord between an individual and organizational allegiance could provide

insight into this contrast, especially when considered with the added context of two practitioner

participant's mention that they felt they identified with the term. Of noted importance when

considering that these two practitioners both also shared that they viewed HRD as a strategic

organizational partner, efforts that more closely align with what this researcher would deem as

an allegiance to learning in relation to the organization's needs or goals, more than the needs or goals of all individuals.

High frequency occurrence counts of the term 'Leadership Development' were found on both the ATD and AHRD websites. It was also noted that the term was the only bigram found on both sites, and that the quantitative results also presented several trigrams within the Top 25 results that contained Leadership Development in the beginning of the phrase. These quantitative findings were supported by the qualitative findings that all participants were familiar with the term, and that many practitioners felt that the term related to their identity. Both participants from practice and academe also noted that the term had historical relevance, as it was their first exposure to the field of HRD. This finding was not a surprise to the researcher, based on familiarity with the field, but was of interest in relation to the various definitions of the field identified in this study's literature review, with only two showing citations of management development (not leadership development) within the text of the definitions (ESC Toulouse, 2002; Garavan, 1991). One member of academe's point that the term is used a lot as a label in practice prompted this researcher to wonder if the frequency counts found on both sites could also be influenced by the use of the term as an alternative label in the field.

Upon closer review of the qualitative findings for the term 'Leadership Development,' indications were also found of variance in allegiance to that of the organization or individuals within the organization. What is more, feelings shared by some participants from both practice and academe indicated that the term can be misused at times by those in power to elevate or separate favored individuals. This finding could indicate and support the qualitative finding that a discursive tension is embedded within the use of the term. This finding also brings to the forefront that, despite the term's inclusion on the ATD and AHRD websites' high-count

frequency occurrence lists, it could be assumed that members' deeply rooted familiarity and association with the term would have prompted a higher frequency of occurrence. Could the researcher therefore tentatively claim, with influence from these combined findings, that hidden within these terms-in-use may be a tendency towards an ideological stance either toward or away from an individual focus?

In 1998, Weinberger conducted a systematic review of HRD literature and identified two main themes of disciplinary focus, learning and performance improvement. Learning, as previously mentioned, could be said to still be a main disciplinary focus. Performance, on the other hand, may still be a topic of interest, yet perhaps not one worthy of a primary focus label. When comparing the findings of the quantitative phase for the term 'performance' for example, with findings from the qualitative phase, all participants stated that they were familiar with the term, providing initial support for the high frequency occurrence counts on the AHRD website. The term was also found to be specifically cited in 19 of the definitions of HRD identified in this study's literature review. Performance was also noted to have a fairly high frequency count on the ATD website but was not among the top 25 terms most frequently found.

Several participants, upon closer review of the qualitative findings, pointed out that they were accustomed to seeing and using the term when it was associated with another word. As one participant noted, the various ways that performance can be used can impact the frequency and definition: "performance may encompass targets or metrics at the individual, group/department, organizational or societal level through which success is measured." Evidence of this can be seen as most participants talked about the definition of performance in terms of the individual's performance within an organization. One participant also noted that the term is used in the title of their department, while another listed it as part of their role title.

The term 'performance' was also noted within five of the top 25 most frequently identified bigrams and trigrams on both the AHRD and ATD websites, one of which was 'organizational performance.' Yet when comparing the findings of the quantitative phase with that of the qualitative phase, several participants noted that they were familiar with the term 'organizational performance,' while some pointed out that it is not a term that is used or heard often. This statement could be found to align with the findings on the ATD website but appears to conflict with the findings on the AHRD website. Upon closer review of the qualitative findings, an analysis of the definitions for organizational performance provided further support for the assumption that there is a discursive tension between foci. Some appeared to stay grounded within the individual focus, while others took on a more collective, or organization-level focus.

In the qualitative findings however, one practitioner also notes that they identify with the term 'organizational performance,' while another points to it as a potential part of their identity in the future due to the influence of a new leader. Upon reflection of this finding, and a review of other qualitative findings, this researcher came across another use of the term during a portion of a participant's interview that was not directed toward the term's use or meaning, yet still prompted interest when considering the influence of an organization's maturity of understandings on HRD's place and relevance within an organization:

> We talk about HR always wanting a seat at the table. And I think that (…) it seems to have legitimized. I see more, I see more HR leaders in that C-suite and having the ear of senior leadership. And so that bodes well for organizational development work, and organizational performance work.

As this participant's points are considered within the context of this push and pull of allegiances found within the qualitative findings of this study, the researcher finds relevance for a different inference. As noted in previous chapters, an HRD member's identity, and their department's

identity, are often determined by 'others' (often those in power within organizations who are not members of the HRD discipline). But as noted in the discussion of the qualitative findings, when 'others' are not mature in their understandings of what HRD could and should be, what the HRD member can focus their efforts on is also influenced. But as understandings mature and HRD professionals find themselves in a position, or seat, where they are able to influence, guide, impact, empower from an organizational level, will/does this also influence the words that we choose?   In essence, in this contrast between quantitative and qualitative findings regarding the term 'organizational performance,' are 'others' understandings of what HRD's relevance and value is to an organization beginning to show signs of maturity? What is more, can this be seen in the shift of our language-in-use, as well as a shift in focus to more organizational allegiance in development efforts?

Variance in our views: as influenced by 'others' understandings. Gilbreth (1914) pointed to a variance in the meaning of the term 'management,' at the time a blanket term that also included the management of human resources, noting that this variance could cause "a source of endless confusion, unwarranted prejudice, and worse" (p. 7). In this study's qualitative results, conducted 105 years later, all participants were familiar with the term 'management' and were found to agree on the term's definition. Yet participants also noted that at times they have seen the term used interchangeably with leadership, despite all participants feeling that they are very different terms. This deeply rooted historical variance in the term's meaning could provide some supportive reasoning for participants feeling that the term's use in titling was antiquated. Yet this contrasted with the quantitative findings of high frequency occurrence counts on the AHRD and ATD websites, and the inclusion of the term within multiple top 25 bigram and trigram results for both websites. When considering the field's historical association with the

term, this researcher would be remiss to not also take note of the term's use within several definitions of HRD (ESC Toulouse, 2002; Garavan, 1991; Jacobs, 1998), and that the theory of management was cited by Chalofsky (2007) as a seminal foundation of the HRD discipline (as noted in Table 2, found on page 60).

Upon further review of the qualitative findings, the term 'management' was noted to be used several times during interview discussions with regard to the HRM label, a label found within this study's findings to be often used interchangeably with HRD, even today. Other participants also pointed to the use of 'management' in department and/or role titling, a factor of HRD's identity that is often chosen by 'outsiders.' Could these findings imply that the continued use of the term by members of the field, as portrayed by the quantitative findings, is directly related to communications with 'outsiders' (individuals who are not members of the HRD field) in relation to either maturity levels, or the need for clarification between HRM and HRD?

The appearance of the Academy of Management among the bigram high frequency occurrence counts on the AHRD site could also present an interesting angle for supposition, especially when considered alongside a few academic participants' mention that they are members of the Academy of Management, and one participant's mention that the term 'management' is used in the title of several journals that academics in the UK typically submit to for publication. These findings, when considered together, could indicate that the philosophies of management still influence the profession. It could also lend some additional support for the divide discussed in the qualitative findings presented in the second sub-theme ("it depends on who taught you, and who taught them.") for the second overarching theme (differing worldviews and "conceptualizations of what HRD is").

Quantitative findings related to the term 'Human Capital' revealed high frequency occurrence counts on the AHRD website, but low occurrence counts on the ATD site. With recognition of this finding, the researcher took note of the historical academic relationship between the terms 'HRD' and 'Human Capital.' Specifically, in 1964, the economists Harbison and Myers were the first to use the term 'Human Resource Development' and provide a formal definition for it (Hamlin & Stewart, 2011; Han et al., 2017; Ruona & Swanson, 1998; Wang et al., 2017). Considering this historical relationship of the term in academe could help explain the quantitative findings on the AHRD site. With regard to the low count of the term found on the ATD website, when comparing the findings of the quantitative phase for the term 'Human Capital' with findings from the qualitative phase, some practitioners noted that they were fond of the term, contrasting with quantitative findings.

Overall however, feelings in relation to the term were mixed, with some stating that they use the term, but do not always agree with its use. It was also noted that practitioners who did use the term or that felt a strong positive connection to it either came from a business background, or both a business and education background. This finding could potentially influence the term's use, and perhaps help to explain the variance in frequency counts found. This finding can also be reflected in one academic's musings that 'Human Capital' is generally viewed as a "business term." Its lack of representation on the ATD site however, makes the researcher wonder if it is used to communicate with people in a position of power, when HRD community members are found in a business realm. This potential finding can be couched best perhaps in one practitioner's belief that the term should be used more often because "you hear 'capital' and you know that that's always a value-add." This finding offers interesting insight

when considered within the context of the inclusion of HRD in the theory of Human Capital originally.   By including the term within the theory, it was assumed that it added weight to the evolving argument that training was essential to the investment of employees, and not just an unnecessary, or 'nice to have' cost. Yet despite this assumption, and the development of several additional methods to aid practitioners in demonstrating the benefits of training during that time, the field still found itself in a constant struggle to justify its relevance and need for resources (Torroco, 2016).   This finding could also possibly provide further support of the qualitative finding regarding allegiances to the individual vs. the organization. Could the division found in the feelings that surround the term, also provide further indication of this divide, or rather a trending shift away from holistic individual development, toward organization leverage-able skills?

Quantitative findings related to the term 'Training' also revealed high frequency occurrence counts on the AHRD website as well as the ATD website. With recognition of this quantitative finding in relation to both sites, this researcher also took note of the term's deep roots in the discipline's history. When ATD was founded in 1944, training was a part of the association's title (the American Society of Training Directors then). The term is also found within 18 of the definitions of HRD identified in this study's literature review, beginning with the first presented by McClagan (1983) and ending with the most recent presented by McGuire (2011). Considering this historical relationship between the term and the early definitions and titling of the field, could provide support for the findings of the quantitative phase with regard to the term. This finding could be further supported with the qualitative finding that interview participants in this study also defined the term training in a similar way.

In contrast with the quantitative findings however, several interview participants also shared the common feeling that the field of HRD had moved past the use of the term 'Training,' yet cited instances of their organizations' or key individuals charged with making decisions in their organizations' need for it. This finding could again be grounded within the field's noted historical association with the term, but can perhaps be further explained by the term's continued use to assist in explaining HRD to 'others' (individuals outside of the HRD field who are in a position of power). While several participants agreed that they try not to use the term, for example, they also noted that they often do because it helps 'others' understand "what we do." Participants also noted that 'Training' can be found within roles and department titles, a qualitative finding that could be further supported by the quantitative findings for bigrams and trigrams, as the term appeared within two of the top 25 trigrams and one top 25 bigram on the AHRD website, and 3 of the top 25 bigrams and 4 of the top 25 trigrams on the ATD site. Yet, as noted within the qualitative findings of this study, these titles can also be selected by 'others' and forced upon HRD members. As one participant shared within the qualitative findings of this study, a person in a position of power insisted that the term remain in the labels used for the participant's department, and the end result was a change in external titling, but the term remained in the internal titling.

HRD's cultural model as revealed by a sample of the field's language-in-use. In sub-theme five ("reconnection to practice is critical") of overarching theme one (Differing worldviews and "conceptualizations of what HRD is") in the qualitative findings, there is evidence of a call from academic interview participants for the need to reconnect to practice, and the need to reconnect our lived identity (or ethos and persona) to that of our espoused identity. As Gee (2014) notes, "I cannot really tell what you are trying to do or what you are really

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intending to say or imply unless I know who you are and who you think I am or want me to be

(p. 21)." Therefore, the findings of the mixing phase were reviewed and organized in an effort to

further understand the insights into the discipline's social actions and interactions at the micro

level in an attempt to elevate these insights into a potential view of HRD's macro level of

identity. These findings were then placed within a pictorial representation of this discussion,

inspired by this study's framework, presented in Figure 3 (p. 226).

Specifically, the terms and findings were first reviewed for any overlap of what the

various members of HRD have come to expect in their views of the world, or a shared way of

viewing things. Beginning with the combination of the quantitative and qualitative findings in

relation to the term development, it was concluded that the term development is not just a shared

term, but that HRD's overall ethos and persona appears to be grounded in development.

Therefore, the term development was placed within the HRD's Shared Discourse circle. To

represent the finding of HRD's overall ethos and persona, in relation to this study's qualitative

finding within overarching theme one (what is HRD's identity? "The big tent"), a statement

representing this conclusion was added to HRD's Disciplinary Identity circle. The term learning

was also concluded to be a shared term within the overarching HRD discourse and was therefore

placed within the HRD's Shared Discourse circle. This researcher also concluded that, based on

the mixed findings and the literature reviewed, learning could possibly be an enacted and lived

part of HRD's core identity. Therefore, a statement representing this conclusion was added to

HRD's Disciplinary Identity circle.

Findings in the mixed phase that did not present a perfectly clean overlap for some views

were also explored, with the belief that they would still provide insight into typical assumptions

that members of HRD utilize, and possibly "just enough for us to be able to communicate and act

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together" (p. 99). Variance was first seen in the term 'Human Resource Development,' the discipline's espoused primary label, and the indication that the espoused label of HRD is primarily seen as an academic term. There were some uses of the term in practice however, as indicated by the quantitative and qualitative findings. Thus, the term was placed within the Academic's Primary Discourse circle, with a small amount of overlap shown with the Practitioner's Primary Discourse circle. In the somewhat combined review of the term 'Talent Development' alongside 'Career Development,' it was revealed that practitioners tended to identify more with Talent Development and members of academe tended to identify more with Career Development. Therefore, the term 'Career Development' was placed within the Academic's Primary Discourse circle, with a small amount of overlap shown with the Practitioner's Primary Discourse circle. The term 'Talent Development' was placed within the Practitioner's Primary Discourse circle, with a small amount of overlap shown with the Academic's Primary Discourse circle.

When comparing the findings of the quantitative phase for the term Organizational Learning, with findings from the qualitative phase, several contrasts in findings were noted. Organizational Learning was found with high frequency counts on the AHRD website but was noted to be a term not used often by participants. The term, in contrast, had low frequency counts on the ATD website, yet two practitioners noted that they felt that they identified with the term. Contextual influences were also attributed to allegiances to organizational versus individual foci. Therefore, the combined view of both the quantitative and qualitative findings were considered before placing the term Organizational Learning within the Academic's Primary Discourse circle, with a small amount of overlap shown with the Practitioner's Primary Discourse circle. Leadership Development was included on both the ATD and AHRD websites'

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high-count frequency occurrence lists, and qualitative findings indicated that the majority of participants had a deeply rooted familiarity and association with the term. Yet upon closer review of the qualitative findings, some participants from both practice and academe indicated that the term can be misused at times by those in power to elevate or separate favored individuals, and a discursive tension between organizational and individual allegiances can be found within the use of the term. Due to the strong relationship found between the quantitative and qualitative findings, the term Leadership Development was placed within the HRD Shared Discourse circle, with understanding that the term's meaning and use can be influenced by the noted contextual implication.

The term performance had high frequency counts on both the AHRD and ATD websites and was noted as historically a primary focus within the field. When compared to the qualitative findings however, and the noted variety of ways that performance can be used, thereby impacting the frequency and definition, it was concluded that it may still be a shared a topic of interest, yet perhaps not one worthy of a primary foci label. Therefore, the term was placed within the HRD Shared Discourse circle, with understanding that the term's meaning and use can be influenced by the noted contextual implication. When comparing the findings of the quantitative phase with that of the qualitative phase, several participants noted that they were familiar with the term organizational performance, while some pointed out that it is not a term that is used or heard often. This statement could be found to align with the findings on the ATD website but appears to conflict with the findings on the AHRD website. Yet, upon further review of the qualitative findings, a potential contrast with the findings on the ATD website was also found in two participants' claims that they identified with the term. A push-and-pull of allegiances was also found within the qualitative findings of this study. Therefore, when considering the combined

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findings and their contrasts, the term was placed within the Academic's Primary Discourse circle, with a small amount of overlap shown with the Practitioner's Primary Discourse circle.

Initial qualitative findings regarding the term management supported the quantitative findings of high frequency occurrence counts on the AHRD and ATD websites, and the inclusion of the term within multiple top 25 bigram and trigram results for both websites. Yet a deeply rooted historical variance in the term's meaning was also noted, along with participants' feeling that the term's use was antiquated, and usually driven by 'outsiders.' Therefore, the term was placed within the HRD Shared Discourse circle, with understanding that the term's meaning and use can be influenced by the noted contextual implications. Quantitative findings related to the term Human Capital revealed high frequency occurrence counts on the AHRD website, but low occurrence counts on the ATD site. When comparing the findings of the quantitative phase for the term Human Capital, with findings from the qualitative phase however, it was noted that despite the low frequency count of the term found on the ATD website, some practitioners noted that they were fond of the term and use of the term within practice was detected. It was also noted that practitioners that did use the term or that felt a strong positive connection to it either came from a business background, or both a business and education background. This could potentially influence the term's use, and perhaps help to explain the variance in frequency counts found. Therefore, when considering the combined findings and their contrasts, the term was placed somewhat in the middle of the Academic's Primary Discourse circle and Practitioner's Primary Discourse circle.

Quantitative findings related to the term Training also revealed high frequency occurrence counts on the AHRD website as well as the ATD website. Qualitative findings indicated that interview participants in this study also defined the term training in a similar way.

In contrast with the quantitative findings however, several participants noted that they try not to use the term, but that they often do because it helps 'others' understand "what we do." Therefore, the term was placed within the HRD Shared Discourse circle, with understanding that the term's meaning and use can be influenced by the noted contextual implications.

Throughout each of the aforementioned exploration of terms, various influences that could give rise to these assumptions, and the differences among them, were also identified. All influences found, and noted within the discussion of the mixed findings, were added to the outer circle, Various Influences on HRD's Identity and Discourse.

Table 11

Major Qualitative Data Next to Quantitative Data (Common Words, Phrases, and Definitions), and Assessment of Overlap

Frequently Used Word/Phrase Identified During Quantitative Phase and Pulled for Pre-Interview Inquiry Form (AHRD/ATD Count)	Did All Interview Participants Recognize the Term or Phrase?	Lived Experiences of Participants Related to the Word/Phrase	Lived Conditions of Participants Related to the Word/Phrase	Overlap of What HRD Members Have Come to Expect in Their View of the World or Shared Ways of Viewing Things? (Includes Reasoning Behind Placement in Figure 3)
Human Resource Development (AHRD=2462/ATD=30)	Yes	A majority of participants shared an overarching idea of a definition for the term. the majority also viewed as a primarily academic term. Members of academe housed within schools of business do not generally use the phrase. Some practitioners had heard of the term, but never use it. Some note, despite their understanding of it, they do not use the term because outsiders are unfamiliar with it. In the quantitative results, HRD and HRM were the only two trigrams on both sites. In the qualitative analysis, helping others understand the difference between the two (process vs. development) was noted.	A few participants (two practitioners, and one scholar) noted the use of the term for departments in practice. A majority in practice use a title that appears to portray specific role or purpose of department. In academe, titles of departments are moving away from to also portray specificity of programs and attract interested students.	Indication that the espoused label of HRD is primarily seen as an academic term. Some uses of the term in practice, as indicated by the quantitative and qualitative findings. Term was placed within the Academic's Primary Discourse circle, with a small amount of overlap shown with the Practitioner's Primary Discourse circle.

Frequently Used Word/Phrase Identified During Quantitative Phase and Pulled for Pre-Interview Inquiry Form (AHRD/ATD Count)	Did All Interview Participants Recognize the Term or Phrase?	Lived Experiences of Participants Related to the Word/Phrase	Lived Conditions of Participants Related to the Word/Phrase	Overlap of What HRD Members Have Come to Expect in Their View of the World or Shared Ways of Viewing Things? (Includes Reasoning Behind Placement in Figure 3)
Talent Development (AHRD=124/ ATD=5023)	Yes	Only one participant noted that s/he doesn't see it often. In the definitions provided, there was a similar thread of individual focus, but with some discord between allegiances to organization or individual. Several noted that they felt that it was a new twist on the term career development. Several also noted ASTD's titling change to ATD, pointing to the change as indication that it is a "fad word."	Several participants who are longstanding members of the field noted that the term felt like a new twist on an old term (career development) based on their historical knowledge of the field and its beginnings. Some practitioners related with Talent Development in terms of their identity, while some members of academe related more with career development (with some indication that it could be related to the term's historical roots in HRD's definition and early identified goals as a discipline).	Practitioners tended to identify more with Talent Development than members of academe. The term was placed within the Practitioner's Primary Discourse circle, with a small amount of overlap shown with the Academic's Primary Discourse circle.
Career Development (AHRD=1382/ ATD=53)	Yes	All participants were familiar with the term. The definition was individual-focused, but also shared similar threads to that of TD.	Career development was noted as part of titles for some academic journals. Some academics related to career development in terms of their identity, with some noting its historical grounding in HRD's identity early on. Several	Members of academe tended to identify more with Career Development than practitioners. The term was placed within the Academic's Primary Discourse circle, with a small amount of overlap shown with the

Frequently Used Word/Phrase Identified During Quantitative Phase and Pulled for Pre-Interview Inquiry Form (AHRD/ATD Count)	Did All Interview Participants Recognize the Term or Phrase?	Lived Experiences of Participants Related to the Word/Phrase	Lived Conditions of Participants Related to the Word/Phrase	Overlap of What HRD Members Have Come to Expect in Their View of the World or Shared Ways of Viewing Things? (Includes Reasoning Behind Placement in Figure 3)
			noted that it's talked about, but not really focused on.	Practitioner's Primary Discourse circle.
Development (AHRD=140,888)/ ATD=36,391) *the top n-gram for both websites	Yes	All practitioners and members of academe recognize and use the term.	Listed in various labels used for department titling, noted as HRD's core identity by several participants. Overall focus of future ranged within the core focus of development also.	The term was also cited in 23 of the definitions of HRD identified in this study's literature review. Participants' explorations regarding the future focus of HRD also centered around development. No matter the sub-focus, it is clear in the combination of the quantitative and qualitative findings that HRD's overall ethos and persona appear to be grounded in development. The term was placed within the HRD's Shared Discourse circle, and a statement representing this conclusion was added to the HRD Disciplinary Identity circle.

Frequently Used Word/Phrase Identified During Quantitative Phase and Pulled for Pre-Interview Inquiry Form (AHRD/ATD Count)	Did All Interview Participants Recognize the Term or Phrase?	Lived Experiences of Participants Related to the Word/Phrase	Lived Conditions of Participants Related to the Word/Phrase	Overlap of What HRD Members Have Come to Expect in Their View of the World or Shared Ways of Viewing Things? (Includes Reasoning Behind Placement in Figure 3)
Human Capital (AHRD=901/ ATD=25)	No	The majority of interview participants were familiar with the term, with some who were not but who were able to articulate a definition that was similar to other participants'	Feelings about the term appeared mixed, with some practitioners supportive of the term's use, and others not. Participants who noted a negative reaction to the term still used it when describing other definitions of words/phrases and during other points in the interview. Practitioners who did use the term or that felt a strong positive connection to it either came from a business background, or both a business and education background.	High frequency occurrence counts were found on the AHRD website, but low occurrence counts were found on the ATD site. It was noted that despite the low frequency count of the term found on the ATD website, some practitioners were fond of the term and use of the term within practice was detected. Practitioners that did use the term or felt a strong positive connection to it, came from either a business background, or both a business and education background. This could potentially influence the term's use and help explain the variance in frequency counts. The term was placed somewhat in the middle of the Academic's Primary Discourse circle and Practitioner's Primary Discourse circle.

Frequently Used Word/Phrase Identified During Quantitative Phase and Pulled for Pre-Interview Inquiry Form (AHRD/ATD Count)	Did All Interview Participants Recognize the Term or Phrase?	Lived Experiences of Participants Related to the Word/Phrase	Lived Conditions of Participants Related to the Word/Phrase	Overlap of What HRD Members Have Come to Expect in Their View of the World or Shared Ways of Viewing Things? (Includes Reasoning Behind Placement in Figure 3)
Leadership Development (AHRD=795/ ATD=927) *only bigram that was found on both AHRD and ATD Top 25*	Yes	All participants were familiar with the term.	Many practitioners felt it was part of their identity. Several members of both practice and academe noted that it was their first exposure to the field. One member of academe noted that it is used a lot as a label in practice.	Included on both the ATD and AHRD websites' high-count frequency occurrence lists, majority of interview participants had a lot of familiarity and associated with the term. Some participants from both practice and academe indicate the term can be misused at times by those in power, and a discursive tension between organizational and individual allegiances can be found in the term's use. The term was placed within the HRD Shared Discourse circle, with understanding that the meaning and use can be influenced by the noted contextual implication.

Frequently Used Word/Phrase Identified During Quantitative Phase and Pulled for Pre-Interview Inquiry Form (AHRD/ATD Count)	Did All Interview Participants Recognize the Term or Phrase?	Lived Experiences of Participants Related to the Word/Phrase	Lived Conditions of Participants Related to the Word/Phrase	Overlap of What HRD Members Have Come to Expect in Their View of the World or Shared Ways of Viewing Things? (Includes Reasoning Behind Placement in Figure 3)
Learning (AHRD=21,531/ ATD=12,404)	Yes	All participants were familiar with the term. Researcher noted that the term was used over 40 times during interviews with some practitioners.	Several noted that they identify with the term. Six members of academe and five practitioners note that the term is used in department and/or role titling. Some felt that learning occurred despite the organization, while others attributed its success with the organization's efforts and value of the term, "organizations say they value it, but don't show it."	The term learning was concluded to be a shared term within the overarching HRD discourse and was placed within the HRD's Shared Discourse circle. Based on the mixed findings and the literature reviewed, learning could possibly be an enacted and lived part of HRD's core identity. A statement representing this conclusion was added to HRD's Disciplinary Identity circle.
Organizational Learning (AHRD=1396/ATD=0)	No	Several participants were familiar with the term, while two members of practice did note that they were not. Several participants (academe and practice) noted that it is not used often.	One member of academe noted that they taught a course on the topic. Two members of practice felt that they identified with the term.	Found with high frequency counts on the AHRD website. Noted to be a term not used often by participants. Low frequency counts on the ATD website. Two practitioners noted that they felt that they identified with the term. Contextual influences were also attributed to allegiances to organizational versus individual. The term was placed within the Academic's Primary Discourse circle, with a small amount of

Frequently Used Word/Phrase Identified During Quantitative Phase and Pulled for Pre-Interview Inquiry Form (AHRD/ATD Count)	Did All Interview Participants Recognize the Term or Phrase?	Lived Experiences of Participants Related to the Word/Phrase	Lived Conditions of Participants Related to the Word/Phrase	Overlap of What HRD Members Have Come to Expect in Their View of the World or Shared Ways of Viewing Things? (Includes Reasoning Behind Placement in Figure 3)
				overlap shown with the Practitioner's Primary Discourse circle.
Performance (AHRD=10,331/ ATD=1830)	Yes	Majority of participants were familiar with the term.	Most participants talked about the definition of performance from an individual level. One participant also noted that it is used in the title of their department, while another listed it as part of their role title. Several wanted to put the term with another term in order to define it, as one participant noted, "performance may encompass targets or metrics at the individual, group/department, organizational or societal level through which success is measured."	High frequency counts on both the AHRD and ATD websites. Historically a primary focus within the field. Noted variety of ways that term can be used (impacting the frequency and definition). Term was placed within the HRD Shared Discourse circle, with understanding that the term's meaning and use can be influenced by noted contextual implication.

Frequently Used Word/Phrase Identified During Quantitative Phase and Pulled for Pre-Interview Inquiry Form (AHRD/ATD Count)	Did All Interview Participants Recognize the Term or Phrase?	Lived Experiences of Participants Related to the Word/Phrase	Lived Conditions of Participants Related to the Word/Phrase	Overlap of What HRD Members Have Come to Expect in Their View of the World or Shared Ways of Viewing Things? (Includes Reasoning Behind Placement in Figure 3)
Organizational Performance (AHRD=891/ ATD=51)	No	Several participants were familiar with the term from both academe and practice. Some noted that it's not a term that is often used or heard.	One member of practice felt that they related to the term, while another noted that there would likely be more of a focus on this term in the future due to the interests of a new leader coming into the organization.	Several participants noted that they were familiar with the term. Some pointed out that it is not used or heard often. A potential contrast with the quantitative findings from both sites was also found. A push-and-pull of allegiances was also found within the qualitative findings of this study. The term was placed within the Academic's Primary Discourse circle, with a small amount of overlap shown with the Practitioner's Primary Discourse circle.

Frequently Used Word/Phrase Identified During Quantitative Phase and Pulled for Pre-Interview Inquiry Form (AHRD/ATD Count)	Did All Interview Participants Recognize the Term or Phrase?	Lived Experiences of Participants Related to the Word/Phrase	Lived Conditions of Participants Related to the Word/Phrase	Overlap of What HRD Members Have Come to Expect in Their View of the World or Shared Ways of Viewing Things? (Includes Reasoning Behind Placement in Figure 3)
Management (AHRD=10,331/ ATD=4,326)	Yes	All participants were familiar with the term. Most participants defined the term in a similar way.	Many participants used the term multiple times in interview discussions regarding the HRM label and noted that the term is used in departments and/or for role titling. One academic participant also noted the use of the term in the title of several journals that academics in the U.K. typically submit to for publication. The majority of participants felt term is antiquated. One practitioner shared that when trying to shed the term in department labeling, s/he was made to keep it due to 'outsiders' desires/understandings. At times has seen term used interchangeably with leadership, despite all participants feeling that these are two very different terms.	Initial qualitative findings supported the quantitative findings. A deeply rooted historical variance in the term's meaning was also noted, along with participants' feeling that the term's use was antiquated, and usually driven by 'outsiders.' The term was placed within the HRD Shared Discourse circle, with understanding that the term's meaning and use can be influenced by noted contextual implications.

Frequently Used Word/Phrase Identified During Quantitative Phase and Pulled for Pre-Interview Inquiry Form (AHRD/ATD Count)	Did All Interview Participants Recognize the Term or Phrase?	Lived Experiences of Participants Related to the Word/Phrase	Lived Conditions of Participants Related to the Word/Phrase	Overlap of What HRD Members Have Come to Expect in Their View of the World or Shared Ways of Viewing Things? (Includes Reasoning Behind Placement in Figure 3)
Training (AHRD=11,470/ ATD=4,966)	Yes	All participants were familiar with the term. Most participants defined the term in a similar way.	Many participants noted the term's historical use in titling, as well as current titling, and the terms use to describe what their role or department focused on. While the reaction to the term was negative from many, all used the term to define a term or describe something at some point during the interview. Several participants agreed that they try not to use the term, but often do because it helps 'others' understand "what we do."	Quantitative findings revealed high frequency occurrence counts on both sites. Qualitative findings also indicated that interview participants defined the term in a similar way. Several participants noted that they try not to use the term, but often do to help 'others' understand "what we do." The term was placed within the HRD Shared Discourse circle, with understanding that the term's meaning and use can be influenced by noted contextual implications.

Various Influences on HRD's Identity and Discourse

Schools of Business or Schools of Education?

Confusion with HRM

Which definition does individual identify with/fits their context?

Allegiance to individual or organization

Role/department titling

'Others', maturity of understanding of HRD's purpose and relevance

History (of term's use)

HRD's Disciplinary Identity

Anyone caring about the development of an individual within an organization, or the organization itself, can be welcomed within the HRD overarching tent.

Learning is an enacted, primary focus of HRD. Perhaps historically engrained so understood to be?

HRD's Shared Discourse

Development
Management
Performance

Learning
Training
Leadership Development

Talent Development

Career Development

Human Capital

HRD

Organizational Performance

Organizational Learning

Primarily Practitioner

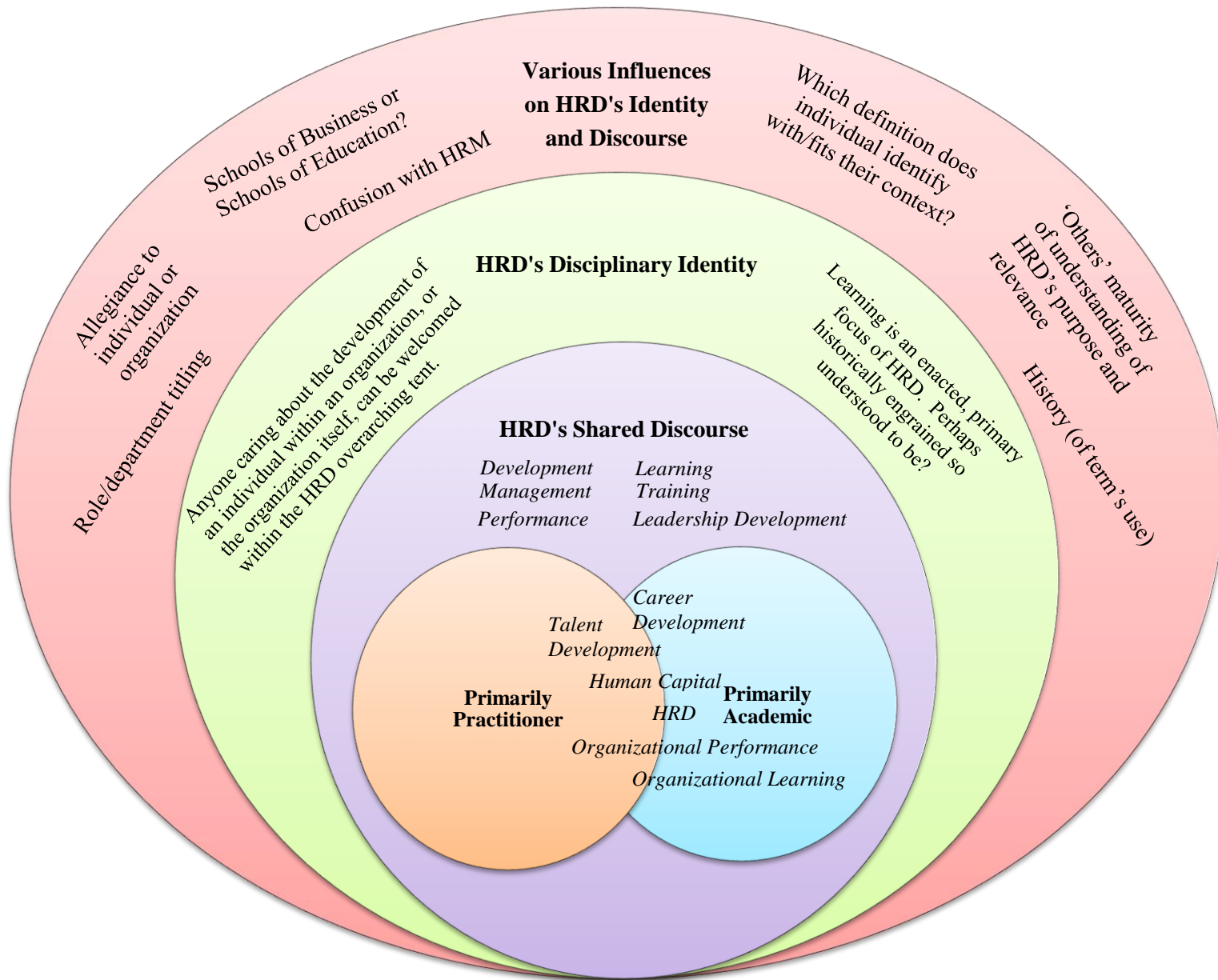**Primarily Academic**

Figure 3. Diagram of HRD's cultural model as revealed by a sample of the field's language-in-use.

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Discussion Summary

As noted in this study's literature review, as well as the overview for this chapter, dominant HRD theorizing has been ultimately concerned with "arguing what HRD should be, accompanied by insufficient attention paid to empirical grounding in what HRD actually is" (Nolan & Garavan, 2014, p. 533). This study, in a way, sought to change that. As Li (2009) proposes in her theory of disciplinary identity, specialized lexicons and terminologies can serve as one of the most important clues, or boundary markers, of a discipline's distinctiveness: "These specialized words and terms explicate disciplinary ontological positions and epistemological thinking. They show how the discipline sees the world" (p. 112). This researcher, utilizing a conceptual lens consisting of Li's theory of Disciplinary Identity and elements of Gee's (1999) theory of Discourse, sought to systematically examine pieces of the current Human Resource Development discourse in an attempt to explore the knowledge and system of meanings used by current members of the HRD field.

Embedded in this larger aim was the goal of revealing current similarities and differences in academic and practitioner labels-in-use within the field of Human Resource Development. To that end, this study employed an explanatory sequential mixed methods design that began with the collection and analysis of quantitative data. This researcher then conducted a second, qualitative phase consisting of interviews to further explore the results of the quantitative phase in more depth. The researcher then conducted a third level of mixed analysis with an interpretation of how the qualitative results further explain the initial quantitative results, providing a more complete view of the problem under study (Creswell & Plano Clark, 2011).

Specifically, the quantitative phase focused on the first research question of this study, what terms or phrases are most frequently used in the online representation of the Human

Resource Development discourse? Thus, the researcher began with an automated extraction of text from two different online representations of the academic (AHRD's website) and practitioner (ATD's website) communities of the Human Resource Development field. This collective online representation of HRD's specialized lexicons and terminologies was then quantitatively analyzed in an effort to identify the top 25 terms or phrases, specifically one-word, two-word, and three-word terms, that are most frequently used. An analysis of the results was then conducted for the two remaining sub questions of this phase.

With regard to the first sub-question, what frequent terms or phrases were found to exist on both the sample academic and sample practitioner online sites, all of the identified top 25 n-grams (continuous sequence of single words from the corpus of text provided) were found to exist on both sites. However, only development, learn, job, training, resource, management, research, work, and leadership were found to exist on both of the top 25 lists. An interesting finding as the researcher also noted that each of these terms appear within the language used in the various definitions of Human Resource Development, as identified in this study's literature review. Leadership Development was the only bigram (two-word phrase) found on both the ATD and AHRD lists of the top 25 most frequently used. This bigram was, interestingly, not noted in the definitions of Human Resource Development, but is a label used in practice, based on researcher experience (and confirmed in the qualitative findings). The bigram Human Capital was found to exist on both websites, yet the trigram Human Capital Theory was only found to exist on AHRD's site. After a full search of the website's text corpus, only two trigrams (three-word phrases) were found to also exist on both sites, Human Resource Development and Human Resource Management. Terms that, the researcher noted with interest, are two of the espoused primary sub-labels of the overarching Human Resources field.

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With regard to the second sub-question, what frequent terms or phrases were found to only exist on the sample academic online site as well as only on the sample practitioner online site, four bigrams that included the term organization were found to not exist on the ATD site but were among the top 25 for the AHRD site. These terms were organizational learning, organizational commitment, learning organization, and organizational culture, and each term aligns with definitions of HRD. There were no trigrams found on both the ATD and AHRD lists of top 25 most frequently used three-word phrases. However, of the twenty-four additional trigrams that were noted as top 25 most frequently used three-word phrases on the AHRD site, but not found to exist on the ATD website, five included the HRD label or Human Resources, and three included the term organizational.

In the second, qualitative phase, extensive data collection was also used in order to obtain the most comprehensive picture possible of the various contextual implications of the HRD language-in-use, in an effort to identify what experiences and conditions HRD members say contribute to their choice in terms, phrases, or definitions used. This exploration of a sample of HRD's specialized lexicons and terminologies provided insight into how HRD's identity has been negotiated, sustained and recognized, as viewed with a lens utilizing Li's (2009) theory of disciplinary identity and the remaining four boundary markers.

In overarching theme one, specifically in sub-theme one, sub-theme two, and sub-theme three, we find evidence that HRD's espoused focus on development is likely to be the field's lived focus in the world at large. In sub-theme three of overarching theme one, we do also uncover some indication that members of HRD may vary in their allegiances with regard to individual or organizational development. These findings appeared to offer insight into the quantitative findings related to bigrams and trigrams that included the term 'organizational.'

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These findings also implied that some HRD community members may be still operating within older versions of HRD definitions that primarily focus on all individuals within the organization, while only some have come to know and view the world through a higher-level, organizational lens. But the fact remains, HRD's overall genre sets and systems, and perhaps ethos, are grounded in development. This core focus is also assumed to be a future focus, as sub-theme four reveals that discussions around the future of the field centered within the proposed core of the discipline, development, with some divide in particular focus with regard to individual or organizational development allegiance, and some that went even beyond the organizations' walls to that of society at large.

In overarching theme two of this study's qualitative findings, there is evidence of more discord in HRD's lived versus espoused identities. In sub-theme one for example, there is an indication that members of HRD are still working to separate their development persona from that of the process persona of HRM. Therefore, it is recommended that the field still has some work to do in terms of helping others understand the difference between the process side of HRM, and the development side of HRD. In sub-theme two, there is an indication of another lived divide that is causing a variance in understanding among members of HRD; an education or a business school of thought. This divide also brings about an area of future research. If more members of the HRD community were able to obtain groundings in both education and business, would our language-in-use, or norms and rules of participation, still be varied?

In sub-theme three, and the exploration of the field's disciplinary institutionalization, there is an indication that much of the field's lived ethos and persona are impacted by organizations' maturity of thought and understanding around HRD's relevance and purpose. Participants point to the need to meet those organizations where they are, and many also assert

that in order to overcome this obstacle in the field's lived identity, HRD professionals must effectively, and assertively, communicate or portray the value that they can and will bring to their organizations.

In sub-theme four, evidence of the variance in the field's primary espoused label, 'Human Resource Development,' is brought to light. Specifically, as one participant stated, "academics use it, but that it's not translating." This finding is supported by the quantitative finding of the term's low count on the ATD site and findings regarding bigrams and trigrams. Evidence was also presented that other labels are used in organizations because it was what members of that organization were familiar with, aligning with the findings regarding organizational maturity. While another participant pointed out that labels used in fields of practice are often found narrowed to the specific focus. In sub-theme five, there is evidence of a call from academic interview participants for the need to reconnect to practice, and the need to reconnect our lived identity (or ethos and persona) to that of our espoused identity.

The broader themes seen, by way of exploration of the discipline's lower-case d discourse in the quantitative and qualitative phases, have been useful in an exploration of HRD from a macro level, specifically in relation to who and what constructs the discipline's identity. Within this study's explorations and the insights provided, there have also been indications that the discipline's espoused ethos and persona may not reflect what is actually lived. Therefore, the findings of the mixing phase regarding ways experiences of HRD members and the conditions that they are a part of can help explain the language-in-use identified by the quantitative results were reviewed and organized in an effort to further understand the insights into the discipline's social actions and interactions at the micro level. Reviewing and organizing the findings in this way allowed the researcher to attempt to elevate these insights into a potential view of HRD's

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macro level of identity. These insights were then placed into a pictorial representation of what is proposed to be a foundational cultural model for HRD. This model, is based on elements of the group's culture, as explored through this study's findings, and is a potential way of viewing how the field's world should work, while also providing insights into what gives the field's language-in-use meaning.

Figure 3, provided at the end of this section, gives a pictorial representation of the results of this review and the reasoning behind the placement of specific text within the model is as follows. Findings regarding development and learning were found to have overlap of what the various members of HRD have come to expect in their views of the world, or shared ways of viewing things. Therefore, both terms were placed within the Shared Discourse circle, and a statement inspired by the findings for each of the terms regarding HRD's identity was placed within the HRD Disciplinary Identity circle. Findings for the remaining terms did not present a perfectly clean overlap of views but were still explored for insight into typical assumptions that members of HRD may utilize. It was noted that the various influences that could give rise to the differences in these assumptions could prove useful still, "just enough for us to be able to communicate and act together" (Gee, 2014, p. 99).

The field's espoused label, Human Resource Development, was found within the combined findings to be used primarily by members of academe with few instances of use in practice. Influence regarding this variance was attributed to differing schools of thought (business versus education), titles used within the organization, 'others' maturity levels of understandings within organizations, as well as a need to help 'others' understand the difference between the process side of HRM and the development side of HRD. Therefore, the term was placed in the primarily academic discourse circle, with some overlap with the primarily

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practitioner discourse circle. Contextual implications noted were added to the various influences on HRD's Identity and Discourse circle. Some practitioners were found within the combined findings to identify with the term 'Talent Development,' while some members of academe identified more with 'Career Development.' Influence regarding this variance was attributed to historical use of the term, as well as allegiances to organizational vs. individual focus. Therefore, the term 'Career Development' was placed in the primarily academic discourse circle, with some overlap with the primarily practitioner discourse circle. The term 'Talent Development' was placed in the primarily practitioner discourse circle, with some overlap with the primarily academic discourse circle. Contextual implications noted were added to the various influences on HRD's Identity and Discourse circle.

Some practitioners in the qualitative findings were found to identify with the term 'Organizational Learning,' which was in sharp contrast to the quantitative findings on the ATD website (zero instances of the phrase found). High quantitative counts on the AHRD website were also found to contrast with the qualitative findings that the term was not used frequently. Influence regarding this variance was attributed to allegiances to organizational vs. individual focus. Therefore, the term 'Organizational Learning' was placed somewhat in the middle of the primarily academic and primarily practitioner discourse circles but was not elevated to that of a shared term. Contextual implications noted were added to the various influences on HRD's Identity and Discourse circle. Leadership Development was found to have high frequency occurrence counts on both the AHRD and ATD websites. This frequency was supported by the qualitative findings, as most participants noted the term's historical relevance, and some felt that the term related to their identity. There was a noted variance among some feelings related to the term however, apparently influenced by allegiances to organizational vs. individual focus. Due

to the strong relationship found between the quantitative and qualitative findings, the term 'Leadership Development' was placed within the HRD Shared Discourse circle, with understanding that the term's meaning and use can be influenced by the noted contextual implications. Contextual implications noted were added to the various influences on HRD's Identity and Discourse circle.

The term 'performance' had high frequency counts on both the AHRD and ATD websites and was noted as a historically primary focus within the field. When compared to the qualitative findings however, and the noted variety of ways that performance can be used, thereby impacting the frequency and definition, it was concluded that it may still be a shared a topic of interest, yet perhaps not one worthy of a primary foci label. Therefore, the term was placed within the HRD Shared Discourse circle, with understanding that the term's meaning and use can be influenced by the noted contextual implications. Contextual implications noted were added to the various influences on HRD's Identity and Discourse circle. Some practitioners were found to identify with the term 'Organizational Performance,' which was in contrast to the low quantitative findings on the ATD website. High quantitative counts on the AHRD website were also found to contrast with the qualitative findings that the term was not used frequently. Influence regarding this variance was attributed to allegiances to organizational vs. individual focus, as well as 'others' maturity levels of understandings within organizations. Therefore, the term 'Organizational Learning' was placed somewhat in the middle of the primarily academic and primarily practitioner discourse circles but was not elevated to that of a shared term. Contextual implications noted were added to the various influences on HRD's Identity and Discourse circle.

The term 'Management' had high frequency occurrence counts on both the AHRD and ATD websites, a finding that was supported by qualitative findings that most participants were familiar with the term, and shared threads of similarity in how they defined the term. Upon further comparison with the qualitative findings however, influence regarding the term's use was noted and potentially attributed to differing schools of thought (business versus education), 'others' maturity levels of understandings within organizations, as well as a need to help 'others' understand the difference between the process side of HRM and the development side of HRD. Therefore, the term was placed within the HRD Shared Discourse circle, with understanding that the term's meaning and use can be influenced by the noted contextual implications. Contextual implications noted were added to the various influences on HRD's Identity and Discourse circle.

The term 'Human Capital' had high frequency occurrence counts on the AHRD site, but low counts on the ATD website. The historical relationship with the term could support the findings on the AHRD site, yet upon further review of the qualitative findings, most practitioners noted that they were also familiar with the term, contrasting with the ATD quantitative findings. Influence regarding the term's use was noted and potentially attributed to differing schools of thought (business versus education), as well as 'others' maturity levels of understandings within organizations. Therefore, when considering the combined findings and their contrasts, the term was placed somewhat in the middle of the academic's primary discourse circle and practitioner's primary discourse circle. Contextual implications noted were added to the various influences on HRD's Identity and Discourse circle. The term 'Training' had high frequency occurrence counts on both the AHRD and ATD websites, a finding that was supported by qualitative findings that most participants were familiar with the term, that the term had deep historical roots within the discipline, and that participants shared threads of similarity in how they defined the term. Upon

further comparison with the qualitative findings however, influence regarding the term's use was noted and potentially attributed to 'others' maturity levels of understandings within organizations. Therefore, the term was placed within the HRD shared discourse circle, with understanding that the term's meaning and use can be influenced by the noted contextual implications. Contextual implications noted were added to the various influences on HRD's Identity and Discourse circle.

Within the context of this study's qualitative findings, evidence was found of a call from academic interview participants for the need to reconnect to practice, and the need to reconnect our lived identity (or ethos and persona) to that of our espoused. Within this study's explorations, and the insights provided, there have been indications that the discipline's espoused ethos and persona may not reflect what is actually lived. Therefore, the discussion of the mixing phase regarding ways experiences of HRD members and the conditions that they are a part of can help to explain the language-in-use identified by the quantitative results, was organized in an effort to further understand the insights into the discipline's social actions and interactions at the micro level. Reviewing and organizing the findings in this way allowed the researcher to attempt to elevate these insights into a potential view of HRD's macro level of identity. It is this researcher's hope that if this assessment of a sample of the HRD Discourse is accurate, that these efforts will inspire continued work that provides a better understanding of the field's overall language-in-use so that members will be able to more confidently converse, conceptualize, and argue for their field. It is also this researcher's hope that continued work of this kind will ultimately provide a better understanding of the HRD discourse that can help afford clarity and support for HRD's stance as a profession with its own purpose, relevance, and distinctiveness.

Various Influences on HRD's Identity and Discourse

Schools of Business or Schools of Education?

Confusion with HRM

Which definition does individual identify with/fits their context?

Allegiance to individual or organization

'Others', maturity of understanding of HRD's purpose and relevance

Role/department titling

History (of term's use)

HRD's Disciplinary Identity

Anyone caring about the development of an individual within an organization, or the organization itself, can be welcomed within the HRD overarching tent.

Learning is an enacted, primary focus of HRD. Perhaps historically engrained so understood to be?

HRD's Shared Discourse

Development *Learning*
Management *Training*
Performance *Leadership Development*

Career Development

Talent Development

Human Capital

Primarily Practitioner

HRD

Primarily Academic

Organizational Performance

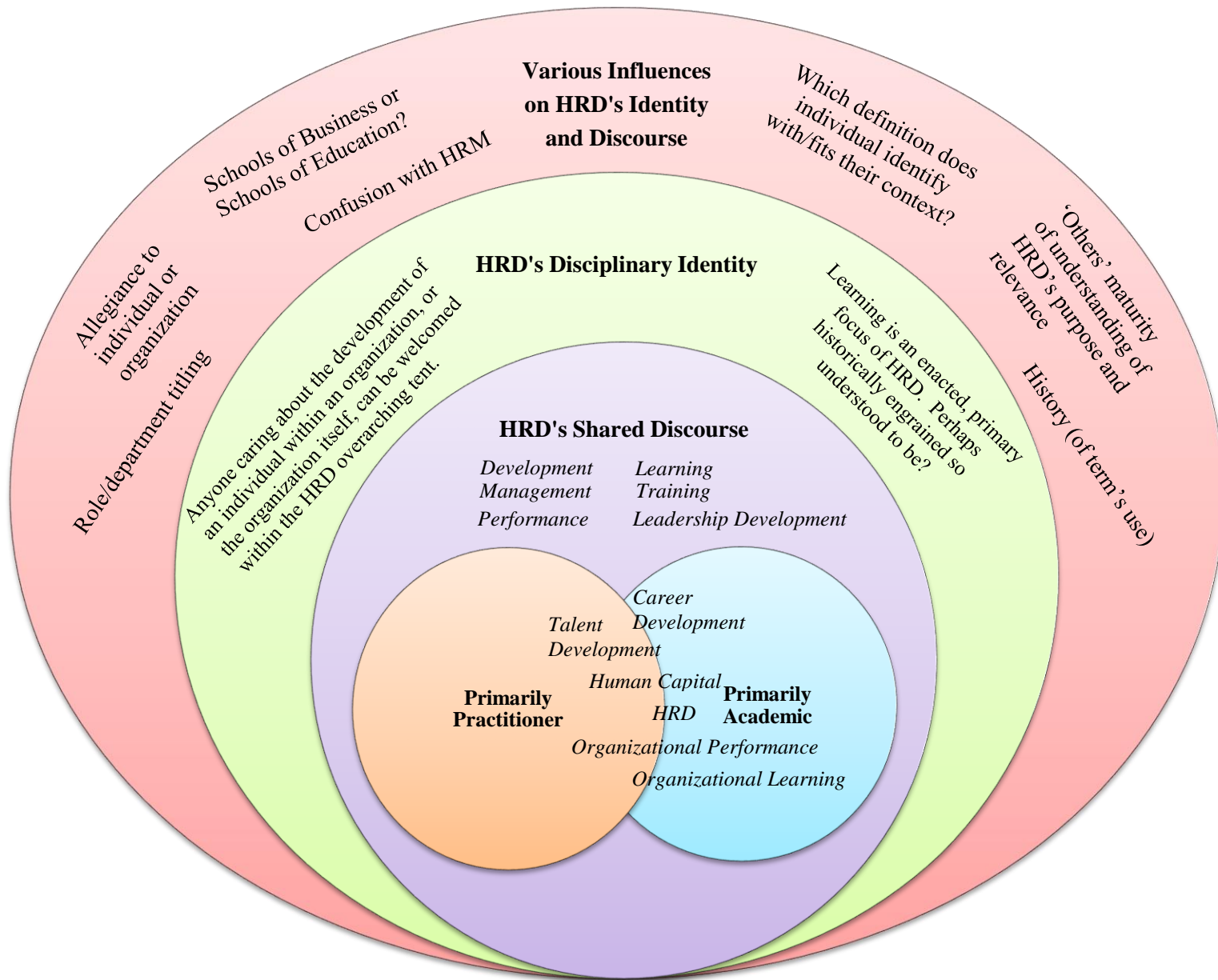*Organizational Learning*

Figure 3. Diagram of HRD's cultural model as revealed by a sample of the field's language-in-use.

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Implications for Research and Practice

    Implications for research. This study contributes to the literature for both HRD's language-in-use and HRD's disciplinary identity. This study also contributes to the literature in the field with recognition that the field of HRD is a prime candidate for mixed methods research, because its interdisciplinary nature promotes a continuous pull from and support of other fields with affinities to either qualitative or quantitative research. Therefore, this mixed methods design can further contribute to the literature as it speaks to both a literature base of qualitative and quantitative studies. In addition, attempts to define HRD has occupied members of the HRD academic community since the theory of Human Capital was presented in 1964 (McGuire, 2011; McLean & McLean, 2001; Ruona, 2006; Weinberger, 1998).

    Some scholars, such as Lee (2014), have argued against bounding the field with a concrete, inflexible definition. This is the first study that considers both perspectives (for and against) with regard to defining HRD, and which attempts to elevate the conversation to that of an exploration of what is shared and what makes the discipline's members unique, while also presenting a concept of what HRD's disciplinary identity may look like at the macro level by utilizing Li's (2009) lens of disciplinary identity and elements of Gee's (1999) theory of Discourse. This study also investigates the construct from both the academic and practitioner lens, in an attempt to include perspectives and influences at the micro level regarding the discipline's enacted identity in both scholarship and practice.

    Many of the themes generated by the qualitative phase begin to suggest some commonalities in views regarding HRD's disciplinary identity across the field's population and varied contexts. This study also offers evidence in relation to who and what contributes to the disciplines' variance in its enacted and portrayed identities. Specifically, this study introduces

verification regarding two terms that represent the core of the field's enacted identity, while also identifying that the field's espoused primary label of HRD is viewed as a primarily academic label. By way of two additional questions added to the pre-interview inquiry form, this study also offers a glimpse into what additional labels may be currently used in the field. Finally, the combined findings of the qualitative and quantitative phases provide support for a proposed cultural model as revealed by a sample of the field's language-in-use. If this assessment of a sample of the HRD Discourse is accurate, with continued work, this understanding of HRD's identity and language-in-use can offer academics and practitioners an understanding of how to more confidently converse, conceptualize and argue for their field.

The findings from this study could also highlight the need for some avenues of future study. Specifically, the emotional divide found surrounding the term Human Capital could lend potential further insight into methods used to aid in arguing for the field's relevance, and perhaps the proposed discursive tension in allegiances to the individual versus the organization. Could the division found in the feelings that surround the term, also provide further indication of this divide, or rather a trending shift from holistic individual development, toward more organization leverage-able skills? Along this vein of focus, the proposed discursive tension among member allegiances (individual versus an organizational focus) could be worthy of further study on its own. Hidden within several of the terms-in-use explored in this study, perhaps most notably in the shift of the understood definition of development as it relates to the HRD field; a tendency towards an ideological stance either toward or away from an individual focus seemed to begin to surface. With this finding, additional questions could also arise? For instance, what contributes to an HRD member's choice in allegiance? What impact does this divide have on HRD efforts? As we reach for that 'seat at the table,' are we also moving further away from focusing on the

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individual and their needs, or a humanistic focus? If evidence of such a trend is found, what does that mean in terms of the future of the field?

In sub-theme five ("reconnection to practice is critical"), several of this study's academic interview participants noted that the work produced by academic members of the field may not always reflect what members of practice truly care about or need. One participant even asserted that the topics found within journals that are highly ranked by members of academe are so outside of practice that they may not even have practical relevance. If these assertions were explored further, would findings illuminate evidence, and suggestions, of one avenue that could aid in the sought-after reconnection to practice?

Implications for practice. The findings from this study provide insight into variances in understandings regarding HRD members' lived identity within their organizations and the impact that the maturity levels of 'outsiders' (individuals who are not members of the HRD community) can have on the creation and continued development of the discipline. The findings from this study however also provide insights into solutions for those members of practice who find themselves impacted by the level of an organization's maturity in understanding what HRD is, or could be, to the organization.

Initially, the majority of the responses regarding this topic in this study suggest that practitioners and academics felt that HRD professionals must meet the organization, and its members, where they are. Others, however, felt that HRD professionals should not point to the organization to elevate their status in order to argue for their relevance, but should instead argue for their own relevance, no matter their position in the hierarchy. In short, as stated clearly by one participant, HRD professionals should come to understand "how power works, and how decisions get made; you need to figure out a way to insert yourself into the process (…). You

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have to figure out how to work within existing power structures and change them." As proposed in this participant's statement, HRD professionals can go beyond meeting organizations and their members where they are, to asserting their own relevance and place in the varied situations or contexts in which they find themselves. What is more, by doing so, HRD professionals can work to assist in the continued development of the discipline in ways that provide clarity and support for HRD's stance as a profession with its own purpose, relevance, and distinctiveness.

Limitations and Future Studies

This researcher believes that the findings of this study offer unique and relevant insights into the HRD discourse and disciplinary identity, and hopes that future studies will provide additions to the conversation. However, this researcher also recognizes that this study is not without its limitations. These findings represent a small sample of the field's language-in-use and the experiences surrounding it at only one small moment in time. Language and experiences can change and evolve quickly, particularly within the interdisciplinary field of HRD and its variety of lived contexts. Therefore, exploring only 12 terms from the HRD discourse is a limitation of this study.

In addition, these findings also represent a small sample of the varied contexts of which HRD members can be a part. Therefore, while 20 interviews that averaged over an hour long provided a great deal of data, and the researcher strove to identify participants from a variety of contexts, only 20 of HRD's contexts (geographic, organization type, role title, etc.) were sampled in the course of this study. Therefore, exploring only the contexts of the sampled participants is a limitation of this study. Limiting the quantitative sample to two websites is also a limitation of this study. While the researcher feels strongly that the two chosen sites provided ample data and representation regarding the population under study, there is also recognition that there are other

online sites and text options that contain relevant data that could have added to this study's findings.

Given these limitations, several suggestions for future studies exploring the HRD discourse are warranted. When replicating this study, including more terms would help to inform our understanding of the various influences on HRD's discourse and identity. Potential terms to begin with could include job, resource, research, work, and leadership, as these were additional n-grams identified by the quantitative phase as frequently occurring terms on both the AHRD and ATD websites. A further exploration of leadership in relation to management could also provide some interesting additional insights to this study's current findings, based on the potential discord highlighted in the qualitative phase. Investigating and including other potential websites, or text to include in the quantitative phase could also expand this study's current findings.

Including more participants from other contexts would also help to inform our understanding of the various influences on HRD's discourse and identity. The majority of this study's sample came from the southeastern portion of the United States, with some additional areas to the west and one international academic participant. Using Zoom to connect with individuals from other areas limited travel expenses, allowing for a greater range of participation coverage. Therefore, using Zoom or a different video conferencing program is recommended for future research in order to obtain representation from more states and countries. The qualitative phase also included the addition of snowball sampling, which yielded several names of potential future participants. In light of this, the addition of a snowball sampling method is recommended for future work as well, as it could aid future researchers in obtaining a broader sample of different contexts. This researcher recognizes however, that the addition of snowball sampling

would also present limitations to future studies, as participants may recommend people that they like or that have views that are similar to their own.

Future work should also include a specific focus on the use of the HRD label in relation to additional labels used in the field of practice. Specifically, this research study revealed that HRD may be understood as a primarily academic label, and that various alternative labels may be in-use within the field of practice. Future work could expand on the beginning list provided by way of the two questions on this study's pre-interview inquiry form. In addition, additional research could explore whether or not HRD should be considered from more of an all-encompassing academic view (i.e., HRD is a "big tent" that houses research and members that work under the labels of…). Future work could also expand on the proposed potential found in this study's findings regarding a 'bridge' between schools of business and schools of education. Specifically, one potential topic of study could include HRD, HRM, and Management academic programs that offer courses in both schools, and the potential impact that the shared focus has on graduating students' perceptions of the field's disciplinary identity. Future work could also include the update and expansion of the discipline's full lexicon identified by Smith (1990) decades ago.

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Pre-Interview Inquiry Form

Thank you for agreeing to participate in the interview phase of this study, Revealing the Human Resource Development Discourse. The purpose of this study is to systematically examine pieces of the current Human Resource Development discourse in an attempt to explore the knowledge and system of meanings used by current members of the HRD field.

Please be assured that any information you provide will be kept confidential and will only be reported using a pseudonym (you are welcome to choose your own) and in ways in which your identity and/or institution/organization cannot be deduced. Should you have any questions or concerns while completing this form however, please feel free to contact me at jacksonhd@vcu.edu or 804-240-9139. Thank you for your time and willingness to participate in this study!

Human Resource Development – Definition, Associated Titles, and Roles

1. Since its inception, Human Resource Development (HRD) has been defined in a variety of ways. Based on your understanding and experience, how do you define HRD?

2. Are you familiar with the label 'Talent Development'? If so, what is your understanding of this term?

3. How would you categorize your role within your institution/organization (or previous institution/organization if retired)?
   a. Human Resource Development Researcher
   b. Human Resource Management Researcher (with some focus on HRD)
   c. Human Resource Scholar (with some focus on HRD)
   d. Human Resource Development Scholar
   e. Human Resource Management Scholar (with some focus on HRD)
   f. Human Resource Scholar (with some focus on HRD)
   g. Human Resource Development Consultant
   h. Human Resource Management Consultant (also offering HRD services)

i. Human Resource Consultant (also offering HRD services)
j. Human Resource Development Employee
k. Human Resource Management Employee (with HRD responsibilities)
l. Human Resource Employee (with HRD responsibilities
m. Other HRD related-role not listed here (please indicate your specific role in the space provided) _____

4. Of the more specific area (department, school, etc.) titles/labels listed, which do you currently use in your organization (or previous organization if retired)? (Please select all that apply)
a. Adult Education
b. Department Concerned in Managerial Development
c. Employee Development
d. Human Capital Investment
e. Human Resource Development
f. Human Resource Management
g. Industrial-Organizational Psychology
h. Instructional Systems Design
i. Knowledge Management
j. Learning Design and Technology
k. Leadership Development
l. Learning and Development
m. Manpower Planning
n. Organizational Behavior
o. Organizational Development
p. Organizational Psychology
q. Professional Development
r. Talent Development
s. Talent Management
t. Training Development
u. Vocational Education
v. Other (please list)_____

5. Of the more specific role titles/labels listed, which do you currently use in your organization (or previous organization if retired)? (please select all that apply)
a. Change agent
b. Chief Learning Officer
c. Consultant
d. Education Coordinator
e. Facilitator. Group Facilitator
f. Instructional designer
g. Mentor
h. Transfer agent
i. Other (please list)_____

6. What type of institution/organization do you work for (or did you work for, if

retired)?
   a. Accredited University/College
   b. Online-only University/College
   c. Accrediting Institution
   d. Healthcare
   e. Sales
   f. Non-profit Business
   g. For-profit Business
   h. Other (please indicate your specific type of institution/organization in the space provided) _____

7. How long have you (or did you) worked in the field of Human Resources Development?
   a. 0-5 years
   b. 5-10 years
   c. 10-15 years
   d. 15-20 years
   e. 20 years or more

Human Resource Development – Terms, Phrases, and Definitions

Below you will find a list of terms or phrases that were identified as frequently used by online websites in the HRD discipline. Please share your understanding of, or definition of, the term or phrase provided. As you review each term or phrase, if you typically use another term or phrase instead within the context of your environment or experience (i.e. Talent Development vs. Human Resource Development), please also note that in your response. If the term or phrase listed is not familiar to you, please indicate that by notating 'N/A'.

1. Career Development

2. Development

3. Human Capital/Human Capital Theory

4. Leadership Development

5. Learning

6. Management

7. Organizational Learning

8. Organizational Performance

9. Performance

10. Training

Appendix B

Script run to extract script for the AHRD website in the RStudio 1.1.463, within the R 3.5.2 environment

```r
install.packages("rvest")
install.packages("purrr")

library(rvest)
library(purrr)

url <- "https://www.ahrd.org/"



#Get all unique links
r <- read_html(url) %>%
  html_nodes('a') %>%
  html_attr('href')

rdf <- as.data.frame(r)
rdf$leftTwo <- substr(rdf$r, 1, 2)
rdf <- rdf[rdf$leftTwo == "ht",]
r <- as.character(rdf$r)
rm(rdf)

#write(r, paste(getwd(), "/ahrdsitecrawl.txt", sep=""))

r <- scan("ahrdsitecrawl.txt", what="", sep="\n")

#r<- r[2:2]

#r %>%
output1 <- r %>%
  map(~{
  print(.x)
  html_session(url) %>%
    jump_to(.x) %>%
    read_html() %>%
    html_nodes('body') %>%
    html_text() %>%
    toString()
  })
```

```
getwd()

output1 <- unlist(output1)
write(output1, "ahrdDOTorg2.txt")
```

Appendix C

Analysis script run for the ATD website in the RStudio 1.1.463, within the R 3.5.2 environment

Script for n-grams

```
cname <- file.path("~", "Desktop", "ATD")
cname
dir(cname)

library(tm)

docs <- VCorpus(DirSource(cname))
summary(docs)

docs <- tm_map(docs,removePunctuation)

for (j in seq(docs)) {
  docs[[j]] <- gsub("/", " ", docs[[j]])
  docs[[j]] <- gsub("@", " ", docs[[j]])
  docs[[j]] <- gsub("\\|", " ", docs[[j]])
}

docs <- tm_map(docs, removeNumbers)

docs <- tm_map(docs, tolower)
docs <- tm_map(docs, PlainTextDocument)
DocsCopy <- docs

customWords<-
c("atalent","register","account","membership","home","sign","search","join","var","bank","certif
icate","chapter","dont","upcoming","chapters","contact","will","programs","widgettitle","apply",
"conference","conferences","certification","become","classtalent","primarytopic","may","click")
docs <- tm_map(docs, content_transformer(gsub), pattern = "jobs", replacement = "job")
docs <- tm_map(docs, content_transformer(gsub), pattern = "td", replacement = "talent
development")
docs <- tm_map(docs, content_transformer(gsub), pattern = "atd", replacement = "association
talent development")
docs <- tm_map(docs, content_transformer(gsub), pattern = "resources", replacement =
"resource")
docs <- tm_map(docs, content_transformer(gsub), pattern = "learning", replacement = "learn")
docs <- tm_map(docs, content_transformer(gsub), pattern = "organizational|organizations",
replacement = "organization")
```

```r
docs <- tm_map(docs, content_transformer(gsub), pattern = "courses", replacement = "course")
docs <- tm_map(docs, removeWords, stopwords("english"))
docs <- tm_map(docs, removeWords, customWords)
#docs <- tm_map(docs,stemDocument)
docs <- tm_map(docs, PlainTextDocument)

docs <- tm_map(docs, stripWhitespace)
docs <- tm_map(docs, PlainTextDocument)

dtm <- DocumentTermMatrix(docs)
dtm

tdm <- TermDocumentMatrix(docs)
tdm

freq <- colSums(as.matrix(dtm))
length(freq)

ord <- order(freq)

m <- as.matrix(dtm)
dim(m)

freq <- colSums(as.matrix(dtm))
```

Script for bigrams

```r
cname <- file.path("~", "Desktop", "ATD")
cname
dir(cname)

library(tm)

docs <- VCorpus(DirSource(cname))
summary(docs)

docs <- tm_map(docs,removePunctuation)

for (j in seq(docs)) {
  docs[[j]] <- gsub("/", " ", docs[[j]])
  docs[[j]] <- gsub("@", " ", docs[[j]])
  docs[[j]] <- gsub("\\|", " ", docs[[j]])
}

docs <- tm_map(docs, removeNumbers)
```

```
docs <- tm_map(docs, tolower)
docs <- tm_map(docs, PlainTextDocument)
DocsCopy <- docs

customWords<-c("contact us","click sign","forgot password","association talent","job
bank","development account","press room","dont association","join association","click
sign","web account","account institutional","already association","customer without","password
already","subscriber click","without web","account forgot","ctdo next","account dont","main
site","page dont","sign page","site sign","videos webcasts","atalent","dont","development
global","aptalent","div","classtalent","forgot","password","already development","institutional
sign","windowdynamicvariablespagetype","ctalent","developmento","sign","join
development","already development","development development","page","already","become
development","register","join","webcasts
upcoming","renew","hrefhttpscontenttalent","developmentxrecommender","development
institutional","development membership","center resource","home development","alexandria
va","development learning","googletagcmdpushfunction","var","development
international","videos webcasts","privacy policy","international conference","upcoming
webcasts","buyers guide","group membership","chapter locator")
docs <- tm_map(docs, content_transformer(gsub), pattern = "jobs", replacement = "job")
docs <- tm_map(docs, content_transformer(gsub), pattern = "td", replacement = "talent
development")
docs <- tm_map(docs, content_transformer(gsub), pattern = "atd", replacement = "association
talent development")
docs <- tm_map(docs, content_transformer(gsub), pattern = "resources", replacement =
"resource")
docs <- tm_map(docs, removeWords, stopwords("english"))
docs <- tm_map(docs, removeWords, customWords)
#docs <- tm_map(docs,stemDocument)
docs <- tm_map(docs, PlainTextDocument)

docs <- tm_map(docs, stripWhitespace)
docs <- tm_map(docs, PlainTextDocument)

dtm <- DocumentTermMatrix(docs)
dtm

tdm <- TermDocumentMatrix(docs)
tdm

freq <- colSums(as.matrix(dtm))
length(freq)

ord <- order(freq)

m <- as.matrix(dtm)
```

```
dim(m)

freq <- colSums(as.matrix(dtm))

freq <- colSums(as.matrix(dtms))
freq

freq <- sort(colSums(as.matrix(dtm)), decreasing=TRUE)

BigramTokenizer <-  function(x)
  unlist(lapply(ngrams(words(x), 2), paste, collapse = " "), use.names = FALSE)

keywords_matrix <- TermDocumentMatrix(docs, control = list(tokenize = BigramTokenizer))
keywords_naremoval <- removeSparseTerms(keywords_matrix, 0.95)

keyword.freq <- rowSums(as.matrix(keywords_naremoval))
subsetkeyword.freq <-subset(keyword.freq, keyword.freq >=25)
frequentKeywordSubsetDF <- data.frame(term = names(subsetkeyword.freq), freq =
subsetkeyword.freq)

frequentKeywordDF <- data.frame(term = names(keyword.freq), freq = keyword.freq)
frequentKeywordSubsetDF <- frequentKeywordSubsetDF[with(frequentKeywordSubsetDF,
order(-frequentKeywordSubsetDF$freq)), ]
frequentKeywordDF <- frequentKeywordDF[with(frequentKeywordDF, order(-
frequentKeywordDF$freq)), ]
```

Script for trigrams

```
cname <- file.path("~", "Desktop", "ATD")
cname
dir(cname)

library(tm)

docs <- VCorpus(DirSource(cname))
summary(docs)

docs <- tm_map(docs,removePunctuation)

for (j in seq(docs)) {
  docs[[j]] <- gsub("/", " ", docs[[j]])
  docs[[j]] <- gsub("@", " ", docs[[j]])
  docs[[j]] <- gsub("\\|", " ", docs[[j]])
}

docs <- tm_map(docs, removeNumbers)
```

```
docs <- tm_map(docs, tolower)
docs <- tm_map(docs, PlainTextDocument)
DocsCopy <- docs

customWords<-c("dont","account","job
bank","account","subscriber","already","subscriber","forgot","password","click","main
site","page","join","sign","king street alexandria","account", "press room","association talent
development","talent development account","dont association talent","development job
bank","development global association","global association talent","join association talent","talent
development customer","already association talent","development customer without","forgot
password already","institutional subscriber click","password already association","subscriber
click sign","development association talent","talent development association","without web
account","customer without web","jobs association talent","account forgot
password","development account forgot","account dont association","development account
dont","main site sign","page dont association","sign page dont","site sign page","center resource
centers","development renew membership","talent development renew","development
international conference","king street alexandria","street alexandria va","alexandria va
usa","development rights reserved","reserved king street","rights reserved king","terms use
privacy","use privacy policy","us contact us","empower professionals develop","function
measurement evaluation","development managing learning","management development
managing","instructional design leadership","technologies management development","global
perspectives instructional","perspectives instructional design","evaluation career
performance","job bank
chapters","developmentservicestdorgrecommenderservicehomeproductrecommendationswithinc
ontent userid windowdynamicvariablesuserid","enablement science learning","httpsassociation
talent
developmentservicestdorgrecommenderservicehomeproductrecommendationswithincontent","de
velopment press room","press room advertise","primarytopic primarytopic
reccount","primarytopic reccount recommendationscount","reccount recommendationscount
widgettitle","recommendationscount widgettitle widgettitle","recommenderserviceuri
httpsassociation talent","room advertise us","sales enablement science","talent
developmentservicestdorgrecommenderservicehomeproductrecommendationswithincontent
userid","tdxproductrecommendationstemplate primarytopic primarytopic","tdxrecommender
recommenderserviceuri httpsassociation","templateid tdxproductrecommendationstemplate
primarytopic","userid windowdynamicvariablesuserid
templateid","windowdynamicvariablesuserid templateid
tdxproductrecommendationstemplate","© association talent","policy jobs association","us terms
use","connected facebook twitter","stay connected
facebook","facebook","twitter","linkedin","pintrest","instagram","google","advertise us
contact","bank chapters association","chapters association talent","cookie policy
jobs","cookie","policy cookie policy","conferences association talent","international conference
expo","development research presents","us association talent","developmentyale","develop
talent workplace","directors association talent","board directors association","ctdo","forum ctdo
next","research presents state","developmentyale management excellence","presents state
sales","talent development global","account institutional subscriber","web account
```

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institutional","talent development international","professionals develop talent","mission empower professionals","science learning talent","change management global","management global perspectives","performance consulting sales","certificate","talent developmentyale management","hrod professional instructional","Conference Teams Course","solutions conference teams","teams course content","training solutions conference","talent development awards","become association talent","chapter leader community","live online selfpaced","partners association talent","talent development china","ld degree directory","talent workplace ©","workplace © association","facetoface live online","register association talent","search association talent","us conferences association","content association talent","conference expo association","expo association talent","membership conference teams","membership join association","development library collection","webcasts upcoming webcasts","apply register cplp","contact enterprise solutions","development board directors","elearning professional search","job bank search","learn find right","professional search roles","talent development register","young professionals join")

```
#docs <- tm_map(docs, content_transformer(gsub), pattern = "employees|employees", replacement = "employee")
#docs <- tm_map(docs, content_transformer(gsub), pattern = "organizations|organizational", replacement = "organization")
docs <- tm_map(docs, content_transformer(gsub), pattern = "atd", replacement = "association talent development")
#docs <- tm_map(docs, content_transformer(gsub), pattern = "resources", replacement = "resource")
docs <- tm_map(docs, removeWords, stopwords("english"))
#docs <- tm_map(docs, removeWords, customWords)
#docs <- tm_map(docs,stemDocument)
docs <- tm_map(docs, PlainTextDocument)

docs <- tm_map(docs, stripWhitespace)
docs <- tm_map(docs, PlainTextDocument)

dtm <- DocumentTermMatrix(docs)
dtm

tdm <- TermDocumentMatrix(docs)
tdm

freq <- colSums(as.matrix(dtm))
length(freq)

ord <- order(freq)

m <- as.matrix(dtm)
dim(m)

freq <- colSums(as.matrix(dtm))
```

```
freq <- colSums(as.matrix(dtms))
freq

freq <- sort(colSums(as.matrix(dtm)), decreasing=TRUE)

BigramTokenizer <-  function(x)
  unlist(lapply(ngrams(words(x), 3), paste, collapse = " "), use.names = FALSE)

keywords_matrix <- TermDocumentMatrix(docs, control = list(tokenize = BigramTokenizer))
keywords_naremoval <- removeSparseTerms(keywords_matrix, 0.95)

keyword.freq <- rowSums(as.matrix(keywords_naremoval))
subsetkeyword.freq <-subset(keyword.freq, keyword.freq >=25)
frequentKeywordSubsetDF <- data.frame(term = names(subsetkeyword.freq), freq =
subsetkeyword.freq)

frequentKeywordDF <- data.frame(term = names(keyword.freq), freq = keyword.freq)
frequentKeywordSubsetDF <- frequentKeywordSubsetDF[with(frequentKeywordSubsetDF,
order(-frequentKeywordSubsetDF$freq)), ]
frequentKeywordDF <- frequentKeywordDF[with(frequentKeywordDF, order(-
frequentKeywordDF$freq)), ]
```

**Analysis script run for the AHRD website in the RStudio 1.1.463,
within the R 3.5.2 environment**

Script for n-grams

```
cname <- file.path("~", "Desktop", "AHRD")
cname
dir(cname)

library(tm)

docs <- VCorpus(DirSource(cname))
summary(docs)

docs <- tm_map(docs,removePunctuation)

for (j in seq(docs)) {
  docs[[j]] <- gsub("/", " ", docs[[j]])
  docs[[j]] <- gsub("@", " ", docs[[j]])
  docs[[j]] <- gsub("\\|", " ", docs[[j]])
}

docs <- tm_map(docs, removeNumbers)

docs <- tm_map(docs, tolower)
docs <- tm_map(docs, PlainTextDocument)
DocsCopy <- docs

customWords<-
c("ahuman","can","journal","will","also","one","university","may","new","conference")
docs <- tm_map(docs, content_transformer(gsub), pattern = "employees|employees",
replacement = "employee")
docs <- tm_map(docs, content_transformer(gsub), pattern = "organizations|organizational",
replacement = "organization")
docs <- tm_map(docs, content_transformer(gsub), pattern = "hrd", replacement = "human
resource development")
docs <- tm_map(docs, content_transformer(gsub), pattern = "resources", replacement =
"resource")
docs <- tm_map(docs, content_transformer(gsub), pattern = "contents", replacement = "content")
docs <- tm_map(docs, content_transformer(gsub), pattern =
"professionals|professionally|professionalism", replacement = "professional")
docs <- tm_map(docs, content_transformer(gsub), pattern = "webcasts|webcasting", replacement
= "webcast")
```

```
docs <- tm_map(docs, content_transformer(gsub), pattern = "enterprises", replacement =
"enterprise")
docs <- tm_map(docs, content_transformer(gsub), pattern = "programs|programming",
replacement = "program")
docs <- tm_map(docs, content_transformer(gsub), pattern = "functions", replacement =
"function")
docs <- tm_map(docs, content_transformer(gsub), pattern = "terms", replacement = "term")
docs <- tm_map(docs, removeWords, stopwords("english"))
docs <- tm_map(docs, removeWords, customWords)
#docs <- tm_map(docs,stemDocument)
docs <- tm_map(docs, PlainTextDocument)

docs <- tm_map(docs, stripWhitespace)
docs <- tm_map(docs, PlainTextDocument)

dtm <- DocumentTermMatrix(docs)
dtm

tdm <- TermDocumentMatrix(docs)
tdm

freq <- colSums(as.matrix(dtm))
length(freq)

ord <- order(freq)

m <- as.matrix(dtm)
dim(m)

freq <- colSums(as.matrix(dtm))

freq <- colSums(as.matrix(dtms))
freq

freq <- sort(colSums(as.matrix(dtm)), decreasing=TRUE)

BigramTokenizer <-  function(x)
  unlist(lapply(ngrams(words(x), 1), paste, collapse = " "), use.names = FALSE)

keywords_matrix <- TermDocumentMatrix(docs, control = list(tokenize = BigramTokenizer))
keywords_naremoval <- removeSparseTerms(keywords_matrix, 0.95)

keyword.freq <- rowSums(as.matrix(keywords_naremoval))
subsetkeyword.freq <-subset(keyword.freq, keyword.freq >=25)
frequentKeywordSubsetDF <- data.frame(term = names(subsetkeyword.freq), freq =
subsetkeyword.freq)
```

```
frequentKeywordDF <- data.frame(term = names(keyword.freq), freq = keyword.freq)
frequentKeywordSubsetDF <- frequentKeywordSubsetDF[with(frequentKeywordSubsetDF,
order(-frequentKeywordSubsetDF$freq)), ]
frequentKeywordDF <- frequentKeywordDF[with(frequentKeywordDF, order(-
frequentKeywordDF$freq)), ]
```

Script for bigrams

```
cname <- file.path("~", "Desktop", "AHRD")
cname
dir(cname)

library(tm)

docs <- VCorpus(DirSource(cname))
summary(docs)

docs <- tm_map(docs,removePunctuation)

for (j in seq(docs)) {
  docs[[j]] <- gsub("/", " ", docs[[j]])
  docs[[j]] <- gsub("@", " ", docs[[j]])
  docs[[j]] <- gsub("\\|", " ", docs[[j]])
}

docs <- tm_map(docs, removeNumbers)

docs <- tm_map(docs, tolower)
docs <- tm_map(docs, PlainTextDocument)
DocsCopy <- docs

customWords<-c("americas conference","ahrd americas","resource development","et
al","conference p","new york","oaks ca","nd ed","doi available","san francisco","united
states","international journal","videos webcasts","privacy policy","international
conference","upcoming webcasts","buyers guide","group membership","chapter locator","live
online","terms use")
#docs <- tm_map(docs, content_transformer(gsub), pattern = "employees|employees",
replacement = "employee")
#docs <- tm_map(docs, content_transformer(gsub), pattern = "organizations|organizational",
replacement = "organization")
#docs <- tm_map(docs, content_transformer(gsub), pattern = "hrd", replacement = "human
resource development")
docs <- tm_map(docs, content_transformer(gsub), pattern = "resources", replacement =
"resource")
docs <- tm_map(docs, content_transformer(gsub), pattern = "research reports|research
```

reported|research reporting", replacement = "research report")
docs <- tm_map(docs, content_transformer(gsub), pattern = "research centers", replacement = "research center")
docs <- tm_map(docs, content_transformer(gsub), pattern = "professional partnership|professional partnerships", replacement = "professional partners")
docs <- tm_map(docs, content_transformer(gsub), pattern = "learning technology", replacement = "learning technologies")
docs <- tm_map(docs, content_transformer(gsub), pattern = "instructional designers", replacement = "instructional designer")
docs <- tm_map(docs, content_transformer(gsub), pattern = "measurement evaluating", replacement = "measurement evaluation")
docs <- tm_map(docs, removeWords, stopwords("english"))
docs <- tm_map(docs, removeWords, customWords)
#docs <- tm_map(docs,stemDocument)
docs <- tm_map(docs, PlainTextDocument)

docs <- tm_map(docs, stripWhitespace)
docs <- tm_map(docs, PlainTextDocument)

dtm <- DocumentTermMatrix(docs)
dtm

tdm <- TermDocumentMatrix(docs)
tdm

freq <- colSums(as.matrix(dtm))
length(freq)

ord <- order(freq)

m <- as.matrix(dtm)
dim(m)

freq <- colSums(as.matrix(dtm))

freq <- colSums(as.matrix(dtms))
freq

freq <- sort(colSums(as.matrix(dtm)), decreasing=TRUE)

BigramTokenizer <- function(x)
  unlist(lapply(ngrams(words(x), 2), paste, collapse = " "), use.names = FALSE)

keywords_matrix <- TermDocumentMatrix(docs, control = list(tokenize = BigramTokenizer))
keywords_naremoval <- removeSparseTerms(keywords_matrix, 0.95)

```
keyword.freq <- rowSums(as.matrix(keywords_naremoval))
subsetkeyword.freq <-subset(keyword.freq, keyword.freq >=25)
frequentKeywordSubsetDF <- data.frame(term = names(subsetkeyword.freq), freq =
subsetkeyword.freq)

frequentKeywordDF <- data.frame(term = names(keyword.freq), freq = keyword.freq)
frequentKeywordSubsetDF <- frequentKeywordSubsetDF[with(frequentKeywordSubsetDF,
order(-frequentKeywordSubsetDF$freq)), ]
frequentKeywordDF <- frequentKeywordDF[with(frequentKeywordDF, order(-
frequentKeywordDF$freq)), ]
```

Script for trigrams

```
cname <- file.path("~", "Desktop", "AHRD")
cname
dir(cname)

library(tm)

docs <- VCorpus(DirSource(cname))
summary(docs)

docs <- tm_map(docs,removePunctuation)

for (j in seq(docs)) {
  docs[[j]] <- gsub("/", " ", docs[[j]])
  docs[[j]] <- gsub("@", " ", docs[[j]])
  docs[[j]] <- gsub("\\|", " ", docs[[j]])
}

docs <- tm_map(docs, removeNumbers)

docs <- tm_map(docs, tolower)
docs <- tm_map(docs, PlainTextDocument)
DocsCopy <- docs

customWords<-c("ahrd americas conference","americas conference p","new york ny","resource
development quarterly","advances developing human","journal applied psychology","thousand
oaks ca","oaks ca sage","resource development international","san francisco ca","resource
development review","resource development hrd","academy management journal","academy
human resource","academy management review","francisco","ca","josseybass","et al","pp new
york","journal","doi","americas","conference","holton e f","marsick v j","rr ahrd americas","john
wiley sons","watkins k e","ed new york","advances developing human","academy human
resource","academy management review","resource development human","business school
press","john","wiley","sons","satisfaction organizational commitment","job satisfaction
organizational","oxford university press","advances developing human","academy human
```

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resource","academy management review","harvard business review","relationship workplace bullying","foundations human resource","ahrd running head","colorado state university","upper saddle river")

```
#docs <- tm_map(docs, content_transformer(gsub), pattern = "employees|employees", replacement = "employee")
#docs <- tm_map(docs, content_transformer(gsub), pattern = "organizations|organizational", replacement = "organization")
#docs <- tm_map(docs, content_transformer(gsub), pattern = "hrd", replacement = "human resource development")
docs <- tm_map(docs, content_transformer(gsub), pattern = "resources", replacement = "resource")
docs <- tm_map(docs, removeWords, stopwords("english"))
docs <- tm_map(docs, removeWords, customWords)
#docs <- tm_map(docs,stemDocument)
docs <- tm_map(docs, PlainTextDocument)

docs <- tm_map(docs, stripWhitespace)
docs <- tm_map(docs, PlainTextDocument)

dtm <- DocumentTermMatrix(docs)
dtm

tdm <- TermDocumentMatrix(docs)
tdm

freq <- colSums(as.matrix(dtm))
length(freq)

ord <- order(freq)

m <- as.matrix(dtm)
dim(m)

freq <- colSums(as.matrix(dtm))

freq <- colSums(as.matrix(dtms))
freq

freq <- sort(colSums(as.matrix(dtm)), decreasing=TRUE)

BigramTokenizer <-  function(x)
  unlist(lapply(ngrams(words(x), 3), paste, collapse = " "), use.names = FALSE)

keywords_matrix <- TermDocumentMatrix(docs, control = list(tokenize = BigramTokenizer))
keywords_naremoval <- removeSparseTerms(keywords_matrix, 0.95)
```

```
keyword.freq <- rowSums(as.matrix(keywords_naremoval))
subsetkeyword.freq <-subset(keyword.freq, keyword.freq >=25)
frequentKeywordSubsetDF <- data.frame(term = names(subsetkeyword.freq), freq =
subsetkeyword.freq)

frequentKeywordDF <- data.frame(term = names(keyword.freq), freq = keyword.freq)
frequentKeywordSubsetDF <- frequentKeywordSubsetDF[with(frequentKeywordSubsetDF,
order(-frequentKeywordSubsetDF$freq)), ]
frequentKeywordDF <- frequentKeywordDF[with(frequentKeywordDF, order(-
frequentKeywordDF$freq)), ]
```

Appendix E

Semi-Structured Interview Protocol

The interview will begin after thanking the participant for agreeing to a follow up interview after their participation in the survey. An overview of the purpose of the study will then be shared, along with assurances that the participant's information will be kept confidential, and that data will only be reported in ways in which the participant's identity and/or institution/organization cannot be deduced. Participants will be reminded that a pseudonym will be used, and they will be offered the opportunity to choose their own pseudonym if desired and they have not already done so. *(Primary questions listed in first bullets; sub-questions or probes in sub-bullets)*

1. I see that your department title is listed as _____, and your official job title is listed as _____. But when people ask you what you do for a living, how do you usually respond?

2. What other job titles exist within your department?

   - How would you describe what they do?

3. I would like to share a list of terms/phrases that you indicated were familiar to you on the inquiry form that was sent to you prior to today's interview. It also includes your definition of these terms/phrases. I will give you a few moments to review, and then I would like to ask you a few questions about your thoughts regarding the list. Does that sound o.k.?

   - In looking at the list provided, can you choose a term and share with me an example, or story, or stories, about what the term means to you, and maybe even how it has changed? *(This question will be repeated for up to five terms on their list, depending on time)*
     - If they give a story, ask them to describe the event descriptively, concretely – so I can almost 'smell, hear, and taste it'

   - In looking at this list, do you feel any of these words fit closely with your professional identity?

   - Do any of these terms or phrases carry a different meaning if/when used somewhere else?

   - Are there any HRD terms or phrases that you know of that carry similar meanings? Please share a scenario to help me envision how/when you'd use it.

4. Do you feel there are advantages or disadvantages to having different ways to say the same thing?

   - Do you feel that there may be a potential impact on communication in our field as a result?

5. When you hear the terms 'Human Resource Development' and 'Talent Development', what similarities or differences come to mind?

- Based on where you feel the field is today, do you feel that HRD's identity is clearly understood?
- What do you foresee for the future of HRD and the discipline's identity?'
- Going back to the list of terms, as well as the lists provided in the beginning of the pre-interview inquiry form regarding your identity and the labels used, is there anything here that you see helps or exacerbates the clarity of HRD's identity?

6. Before we close, do you have suggestions of other members of the HRD discipline that may be interested in participating in this phase of the study?

**All Department/Program Titles/Labels and Role Titles/Labels Provided In
Interview and On Pre-Interview Inquiry Form**

Department/Program Title (*added by participant)	Number of Times Noted By Participants	Pseudonym of Participant That Noted Title
Adult Education	2	Dr K, Dr DC
Department Concerned in Managerial Development	0	
Employee Development	2	Dr W, Dr DC
Executive Education	1	Sara M
Human Capital Investment	0	
Human Resource Development	6	Dr J, Dr Q, Dr W, Marie, Dr K, Dr DC
Human Resource Management	5	Dr W, Dr CA, Marie, Dr K, Dr DC
Industrial-Organizational Psychology	2	Dr W, Dr K
Instructional Systems Design	0	
Knowledge Management	0	
Learning Design and Technology	2	Dr J, Dr K
Leadership Development	6	Dr J, Dr W, Dr CA, Marie, Dr K, Dr DC
Learning and Development	4	Dr J, Marie, Dr K, Dr DC
Manpower Planning	1	Dr DC
Organizational Behavior	3	Dr W, Dr CA, Dr DC
Organizational Development	4	Dr J, Dr W, Dr CA, Marie
	0	

Department/Program Title (*added by participant)	Number of Times Noted By Participants	Pseudonym of Participant That Noted Title
Organizational Psychology	4	Dr M, Dr W, Marie, Dr DC
Professional Development	1	Marie
Talent Development	3	Dr CA, Marie, Dr DC
Talent Management	4	Dr W, Marie, Dr K, Dr DC
Training/Development	1	Dr K
Vocational Education	1	Dr M
Professional Instruction and Faculty Development*	1	Dr M
Professor of Adult Learning and HRD*	1	Dr Q
Organizational Learning and Leadership*	2	Dr G, Dr K
Learning, Leadership, and Organization Development*	1	Rob
Executive Education*	1	Victor
Talent Stewardship*	1	Victor
Learning and Performance Center*	1	Lou
Development Center*	3	Victor, Lou, Bob
University (usually led by org name)*	1	June
Learning, Development, and Organizational Culture*	1	June (she's referencing a book called the Chief Talent Officer)
Learning Centers of Excellence*	1	Dr W
	1	Dr K

Department/Program Title (*added by participant)	Number of Times Noted By Participants	Pseudonym of Participant That Noted Title
Organizational Transformation*		
Lifelong Education, Administration, and Policy*		

Role Title (*added by participant)	Number of Times Noted By Participants	Pseudonym of Participant That Noted Title
Change Agent	4	Dr J, Dr CA, John, Rob
Chief Learning Officer	7	Victor, June, Ginger, John, Rob. Sara M, Marie
Consultant	10	Dr Q, Dr W, Marie, Alice, Dr CA, John, Dr DC, Rob, Marie, Dr C
Education Coordinator	3	Dr J, John, Dr DC
Facilitator, Group Facilitator	5	Dr Q, Dr W, Marie, John, Dr DC
Instructional Designer	5	Dr J, John, Dr DC, Rob, Marie
Mentor	4	Dr W, Dr CA, John, Dr DC
Transfer Agent	1	John
Assistant Supervisor of HR*	1	Alice
Director of HR*	1	Alice
Assistant Director of HR*	1	Alice
HR Coordinator*	1	Alice
Benefits Manager*	1	Alice
Compensation and Compliance Officer*	1	Alice
Human Resource Systems Specialist*	1	Alice
	1	Alice

Role Title (*added by participant)	Number of Times Noted By Participants	Pseudonym of Participant That Noted Title
Curriculum Coach*	1	Alice
Generalist*	1	Dr M
Teacher or Instructor*	1	Dr Q
Professor, Human and Org Learning*	1	Dr UK
Deputy Head of Department, Department of Management and HRM*	1	Dr UK
Lecturer*	1	Dr UK
Senior Lecturer*	1	Lou
HR Talent Acquisition and Workforce Development Director*	1	Rob
Trainer*	1	Rob
Developer*	1	Rob
Instructional Systems Designer*	3	February, Marie, Sara M
Human Resource Business Partner*	1	February
Director of HR*	1	Victor
Principal Training Analysts*	1	Victor
Chief Performance Officers*	1	June
Learning and Development Specialists*	1	June
Program Managers*	2	June, Sara M
Chief Talent Officer*		

Role Title (*added by participant)	Number of Times Noted By Participants	Pseudonym of Participant That Noted Title
Assistant Professor of Business Administration*	1	Dr. W
Chief People Officer*	1	Ginger
Training Specialist*	1	Dr M
Training Manager*	1	Dr M
Training Coordinator*	1	Dr M
Learning Consultant*	1	John
Operations Supervisor*	1	Dr DC
Structural Business Specialist*	1	Dr DC
Director of Organizational Effectiveness*	1	Rob

Appendix G

List of Codes

Code	Resulting Theme
A View of Maturity Levels and Implications for HRD's Future?	2:3
Career Development – Ind Focused	1:3
Development	1:1
Future: Reconnection to Practice is Critical	2:5
Future: The Need for a Constant State of Learning	2:5
HRD Definition – Remain Flexible	1:2
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