

# What You Didn't Know of Human Resource Development

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**Abstract:** This paper aimed to enhance HRD professional's knowledge about human resource development (HRD) practices, the basic of human resource development, and the evolution human resource development. Understanding them is going to assist HRD professional to implement HRD on the right track. It's also improving him/her while practicing HRD in his/ her organization. The method used literature study. The study found that (1) HRD is a part of Human Resource (HR), and its subfield are Training and Development (T&D) and Organization Development (OD); (2) HRD is held for the sake of learning and performance changes to be better; and (3) HRD was an evolution and born paralel with world changes, this makes HRD still exist up to right now.

**Keywords:** Human Resource Development; Learning; and Performance; and Evolution.

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## 1. Introduction

Human Resource Development (HRD) practice is implemented in numerous levels. It's used in the level of individual, organization, and society (Swanson, 2001). At the level of individual HRD is for developing a person who could be a child or an employee with a certain skills needed. This skill is coached to assist them attaining their personal goals. For example a father who has a restaurant coaches his child to be able to prepare a dish. The father wants give new skill to his child in order to sustain his business. In the context of employees, the skill is given by the employee's supervisor. For example the supervisor coaches a reservation staff to prepare guest's forecasting. This skill is taught to enhance the employee's competency. By completing this skill, the reservation staff is assisted to be grown, on the other hand this skill is helping the organization to reach its objectives. Individual's goal was generated from organizational goal. If each individual goal is attained, the organizational goal is automatically achieved. The type of organizations could be profit or nonprofit organization (Santos, 2017). At the level of society, the attainment of the goal is broader. It relates to people's objectives in a certain area. For example, human resource development in rural communities of Kerala (Kokkranikal, 2007). The practical of human resource development covers all activities from the smallest up to the largest environment, and HRD professionals have to implement human resource practice properly.

The basic of human resource development (HRD) are two cores. They are individual and organizational learning and individual and organization performance (Swanson, 2001). Individual and organizational learning is meant that the process of HRD has to change both individual and organization be better by having new expertise. For example the guest complains of the guest room. He/she reserved deluxe room with pool view, but the receptionist provides deluxe room with street view. Then the supervisor coaches the employee how to handle check-in guest. By coaching this skills, the employee of oneness with and belonginees to the organization (Zhang, 2017) hopes the same mistakes won't be happened in the future. Due to eliminate this complaint through coaching process, both of them wants to improve the performance as well. The HRD professional has to concern that the purpose of HRD includes individual and organizational learning and organization and organizational performance.

Human resource development is an evolution process. Its transformation takes several decades. It starts from 100 B.C. – 300 A.D since Greek and Romans era (Swanson, 2001). At the beginning, HRD process implement in the smallest society -namely family-. Then it's adopted by organization, and finally society. In its growth, HRD is influenced by the world changes. The HRD professional who responsible for employee development has to ensure that their practice meets the changing needs of organization (Johnston, 2001). HRD professionals have to understand HRD history, due to respect the importance of HRD.

## **2. Literature Review**

### **2.1 Human resource development practice**

Human resource development practice is still new knowledge (Kumpikaite, 2014) even its practices has been implemented well. The people who deal with human resource development must understand: (1) the purpose of human resource development; (2) the definition of human resource development; (3) the origin context of human resource development; and (4) finally the core beliefs of human resource development.

#### **The purpose of human resource development**

Since we discuss of human resource development, it means we discuss of the function of human being in the system for gaining benefit. Of course human resource development is intended for the growth both individual and organization as well. There must be equal between corporate profit and employee dignity (Thaakadipuram, 2010). The previous study argued that human resource development has two cores (Swanson, 2001). There are (1) individual and organizational **learning** and (2) individual and organizational **performance**. In the context of individual and organizational learning relates to the term of learning organization. This kind of organization emphasizes knowledge management and training as a system which creates intellectual capital. There are six key features of learning organization: continuous learning and improvements, knowledge generation and sharing, systematic changes, learning culture, flexibility and experimentation, and valuing employees. The essence of learning organization isn't just training but self-development (Kumpikaite, 2008). It contributes organizational competitiveness (Johnston, 2001). The lack of competitiveness is reducing performance (O'Neil, xxxx). Those objectives are described from the definition of human resource development.

#### **The definition of human resource development**

Many scholars explain human resource development in a wide range of definitions. Human resource development is activities which are dominated by intention to improve of individual, group, work process, and organization expertise and performance (Swanson, 2001). A sustained investment in people will improve tourism sector (Semone, 2012). Another scholar argued human resource development is a long term process or an activity for improving employees' knowledge, expertise, productivity, and satisfaction at the level of individual or group, in order to reach organization, community, nation, and society benefits (McLean & McLean, 2000). For better understanding, table 1 mentions some definitions of human resource development.

According to the definitions above HRD is able to judge as a process or activity, but this paper prefers to use process terminology. Why? Process refers to a system to deal with a variety of persons, at a variety of times, and locate inside or outside the organization. At the organization HRD refers to the department, function, or job. For example at Hotel Sultan Jakarta, there is 'HRD department' (department). It responsible for developing employees (function) and It is lead by HRD Manager (job). HRD has two major domains, which is called Organizational Development (OD) and Training and Development (T & D). OD is a process of development that stresses at organization level and link to individuals. T & D is a process of development that stresses at individual and link to organization. Those are for support career development, quality, and performance (Swanson, 2011). That's why in term of 'Training within Industry' (Dooley in Swanson, 2001), the development is lead to improve (1) performance-based training; (2) work process; and (3) human relations in the workplace.

**Table 1.** Some definition of human resource development (HRD)

Author	Definition	Key component
Swanson (1995)	HRD is a process of developing and unleashing human expertise through organization development and personnel training and development for the purpose of improving performance (p.208)	Training and development; organization development; performance improvement at the organization, work process, and individual levels
Hill (1999)	HRD activity is the training and development of people in a work organization	Training and development
Johnston (2001)	HRD is mostly of meeting business needs through learning.	Learning organization
Kumpikaite (2008)	HRD is a process, covering training of new employees, their adaptation, professional development, re-skilling, career development and reserve formation, in order to improve and develop personal and team work performance, having combine organizational and personal employees' objectives and needs, and allowing employees continually develop, in this way achieving the best possible results of the organization.	Training and development, career development, performance improvement
Thaakadipuram (2010)	HRD is identified as leadership development	Leadership development
Alagaraja (2017)	HRD is an essential resource as a strategic asset in the organization	Strategic asset

### HRD Core beliefs

In his or her activities, HRD professional is influenced by core beliefs. Three core beliefs of HRD are: (1) organizations are a place that consist of people who has expertise to achieve his/her own and organization goals; (2) human expertise in an organization is developed through HRD for gaining mutual benefits between individual and organization; and (3) HRD encourages individual/group, work process, and organizational integrity since HRD professional has some more information than other people in the organization.

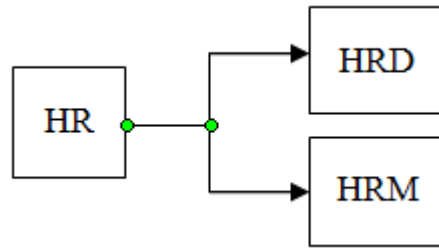
### HRD principles

HRD has a set of principles (Gilley and Maycunich, 2000:77-89): (1) Be discipline; (2) Concern of fulfilling stakeholders' needs and expectation; (3) Has responsiveness and responsibility; (4) Evaluate the process for sustainability; (5) Design for the sake of organization effectiveness; (6) Keep good relationship to reach operational efficiency; (7) Keep on organization's strategic goals; (8) Partnership concept; (9) Result oriented; (10) Credible; (11) Make use of strategic planning based on analysis process; (12) Use purposeful and meaningful measurements; (13) Promotes diversity and equity values at the workplace.

### HRD title in organizations

HRD could relate to many processes, such as: (1) training; (2) training and development; (3) employee development; (4) technical training; (5) management development; (6) executive and leadership development; (7) human performance technology; (7) organization development, and (8) organizational learning. Based on these basic thinking, there are number of titles for people who engage to HRD. Those are: (1) management development manager; (2) organization development specialist; (3) training coordinator; (4) chief learning officer; (5) director of organizational effectiveness; (6) director of executive development; and (7) talent and culture manager. Talent implies to consider sustained competitive advantages (Collings, 2009) for maximizing organizational performance (Nijs, 2014).

We may find misunderstanding between theory and practice of HRD, such as: (1) career development; (2) organizational and process effectiveness; (3) performance improvement; (4) strategic organizational planning; (5) human resource management (HRM); or (6) human resources (HR) (Swanson. 2001). Actually, the most related domain among them is HRM and HR. Their connection describe in figure 1. Human resource management is the process of acquiring, training, appraising, and compensating employees, and of attending to their labor relations, health and safety, and fairness concern (Dessler, 2011), pension benefit (Maloney, 2016). Human resource includes people who are ready and available to participate in, paid or unpaid, socially productive and value-added activities (Wang, 2009).



**Figure 1.** The link of HR, HRD, and HRM  
(Swanson, 2001)

## 2.2 Basic of HRD

Discussing the basic of HRD covers: (1) the responsibility of HRD; (2) HRD processes; (3) The challenges of attaining a systematic approach; and (4) Ethics and integrity standards.

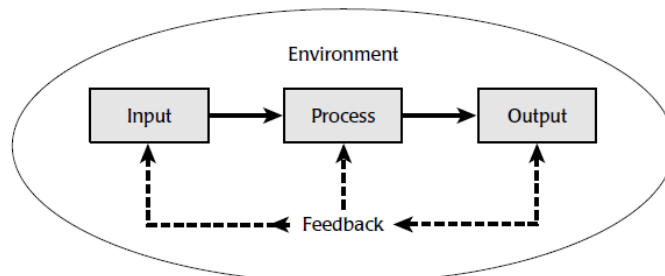
### The responsibility of HRD

Three responsibilities of HRD include (1) the goal improvement; (2) the problem orientation; and (3) system thinking.

According to American Heritage Dictionary (1993:684) improvement means make better. It implies to positive change conditions for example in the area of someone expertise or quality in the future. The organization (through HRD) helps employees to attain better expertise or quality to complete their job, in order to achieve organizational benefit. It makes sense that HRD process has to clearly link to business outcome (Krempf and Pace, 2001: 55).

HRD in the context of problem orientation refers to efforts of solve the problem. Problem usually occurs among people in doing their operational jobs. If there is gap between actual performance and performance expectation, there might be the problem. In this case HRD becomes the changes agent to make the situation better such as creating better operational technique. Every problem is an opportunity for improvement.

In their activities, HRD professional concern of implementing systems thinking. Working based on it means connecting their activities and organizational requirements. Systems thinking were created by Boulding (1956). They argued that systems thinking consist of (1) inputs; (2) processes; and (3) outputs. Outputs will give feedback both to processes and input which is called doing 'follow-up' for better performance. The systems thinking are influenced by environment. The environment relates to external aspect of systems thinking such as the environmental of economics, politics, socio-cultural, technology, and ecology (Harrison, 2005). In systems thinking, the idea of HRD identifying the problem (=opportunity), then taking action for better performance. The perspective of systems thinking is broader than the process thinking. The basic system thinking model is described in figure 2.

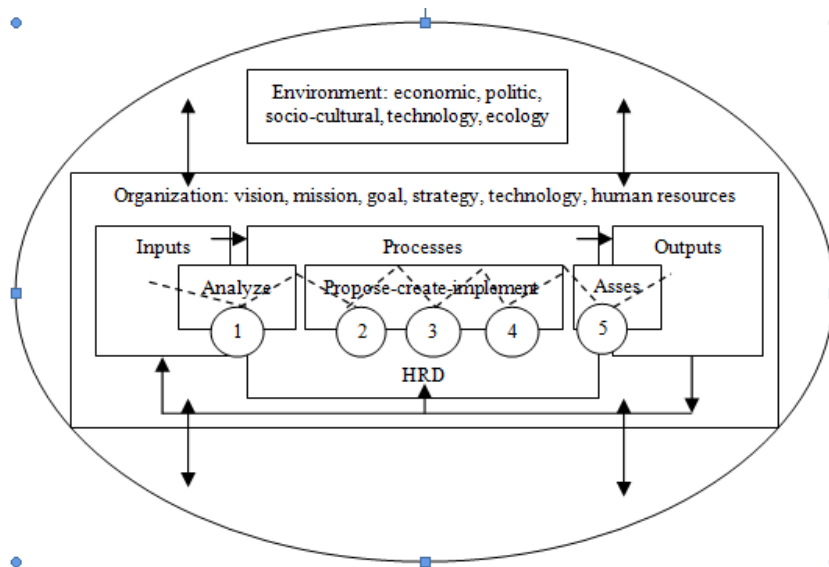


**Figure 2.** Basic system thinking model

Unfortunately HRD professional has to aware three requirements for implementing system thinking as follows: (1) clearly define the name and the purpose of the system; (2) clearly mention the elements of the system; and (3) understand the links among the elements. Defining the name and the purposes of the system is the essential thing before we decide to change a person to go to another way. If organization finds difficulties to do it internally, it is able to consult to external expertise. Identifying elements of the system is important to see the problem (=opportunity) in a broader perspective. For example we talk about performance; we have to understand that

performance is influenced by people competences, motivation, and opportunities such as equipments or media (Robbins,1998). Finally, understanding the links of each element will help professional to find the reasons why some people aren't perform well. This part could be done by analyzing the previous experiences (Swanson, 2001).

In practice, HRD is a complex work. It could seen in: (1) HRD and its environment and organization perspective; (2) adult learner (andragogy) perspective; (3) organizational perspective; and (4) global context. In the point of HRD and its environment and organization perspective, as shown in figure 3, HRD process is influenced by external and internal factors (Alagaraja, 2013). External factors are environment which includes economics, politics, socio-cultural (Swanson, 2001), technology, and ecology (Harrison, 2005) aspects. Internal factors are the organization itself. Since we talk about organization, HRD has to concern of vision, mission, goal, strategy, organization structure, technology and human resources. The organizational system consists of inputs, processes (of HRD), and outputs. Inputs, processes, and outputs fluctuate, it depends on external (environment) and internal (organization) situations.



**Figure 3.** HRD in its environment and organization  
(Swanson, 2001: 18; Harrison, 2005:34)

For adult learner (andragogy) perspective as described in figure 4, there are two elements: (1) organization; and (2) employees. Organization is as agent of change, and employee as a learner. The concept is initialed by Knowles, Holton, and Swanson (1998). They focus to learning process of the learning purpose and situation. Next, organizational perspective that is concerned of nine performance variables (Rummler and Brache, 1995) and it is divided into three performance levels. The three performance levels are: (1) organization; (2) work process; and (3) individual performance, as described in figure 5. Finally, global context refers to the issue of “farther, faster, deeper, and cheaper than ever before” (Freidman, 2000, p. 9). It implies HRD professional has to absorb new paradigm (Rhinesmith, 1995), include: (1) learning new trends of technology; (2) thinking out of the box; (3) realizing organization as a process (not just a structure); (4) keeping strengthen of social skill (be able to work in divert on ability, experience, and culture); (5) being able to manage change and uncertainty; (6) learning sustainability.

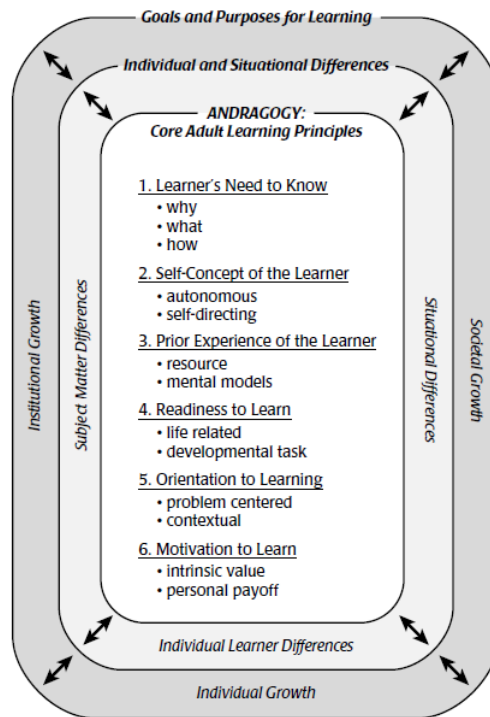


Figure 4. Andragogy in Practice (Knowles, Swanson, & Holton, 1998.)

		THE THREE PERFORMANCE NEEDS		
		Goals	Design	Management
THE THREE LEVELS OF PERFORMANCE	Organization Level	Organization Goals	Organization Design	Organization Management
	Process Level	Process Goals	Process Design	Process Management
	Job/Performer Level	Job Goals	Job Design	Job Management

Figure 5. Nine Performance Variables (Rummler & Brache, 1995)

**HRD process**

HRD as a process mean HRD as a system. HRD as a system has the elements of inputs, processes, outputs, and feedback. Those could be understood as phases of HRD. HRD itself is able to break down into two parts: (1) personnel training and development (T & D); and (2) organization development (OD). HRD, T & D, and OD has five phases in its process as described in figure 6. Phases of analyze, asses, and evaluation are the most strategic phases of HRD.

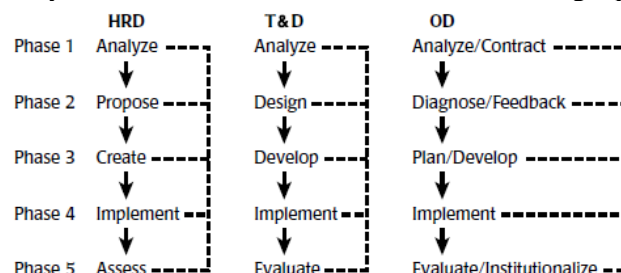


Figure 6. Five phases of HRD, T & D, and OD (Swanson, 2001)

### **The challenges of attaining a systematic approach**

There are three challenges of attaining a systematic approach (Swanson, 2001): (1) HRD process change to HRD event; (2) HRD process takes time; and (3) characteristic of stakeholders. Firstly, HRD process holds by inviting people to attend class, where they listen to instructor's opinions with none of understanding its benefit for them. Actually, the HRD process should concern to participants' satisfaction and provide skilled staff as well (Pine, . Secondly, HRD process needs time, starting from having input, analyzing, preparing proposal, creating problem solving, implementing idea, doing assessment, up to getting outputs. Thirdly, Stakeholders in HRD process could be HRD professional, participants, management (as decision maker). Good relationships among them are essential, or HRD process won't be completed properly.

### **Ethics and integrity standards**

Developing care of people in an organization isn't an easy work. It's explained above that HRD work include T & D and OD, and its objective is improving individual, organizations, communities, and society. The key person in HRD process is HRD professional. He or she has to engage of HRD practice, research, consulting, instruction, facilitation, and teaching or in other words, HRD professional has to concern of Ethics and Integrity (The Academy of HRD/ AHRD, 1999). It states that HRD professional must have the goal of welfare and protection of the individuals, groups, and organizations. Achieving welfare means that the organizations not only care of company's profit but also employee's dignity. Having protection means being respect to stakeholders' privacy and maintaining all data or information confidentially (Swanson, 2001).

## **2.3 The evolution of HRD**

The evolution of HRD could be understood by knowing its history. Discussing HRD history is going to improve the knowledge of the HRD profession of origin, HRD development and the importance of HRD. The discussion includes (1) labor and learning; (2) The origin of contemporary HRD.

### **Labor and learning**

HRD was born since our most primitive ancestor who learned how to use wood, stone, and fibers before fire and metal was known. They learned to fulfill their needs for surviving their life. Next, they imitate tools consciously (Bennet, 1926). At the beginning learning process was a conscious process. The person who achieved mastery of making a particular tool became a trainer. At that time men (husband) used to have higher education (Davidson, 1900).

In 100 B.C. – 300 A.D. Greek and Romans contributed educational infrastructure and created schools. At that time, individual has opportunity to develop him/herself (Moore, 1936). Educational process was about all phases of life such as nature, man, and the supernatural. Next, it also included moral dimension, for example the ethical rights, but there was training manual. Greek tended to apply the method of apprenticeship training. It was also noted that only a special people who allowed to participate in education (Swanson, 2001).

The Greek movement of education was followed by Romans, in the domain of law, political infrastructure which changes social, economic, and culture. Romans adopted skills through family apprenticeship. The manual hadn't been used. Father was a central trainer who shared skill to his children. Before the invasion Barbarian, Romans education declined and then it was replaced by Christian Church (Swanson, 2001).

300-1300 A.D. was the middle ages, The Christian Church implemented moral discipline and educational process received new characters. In this era, there was (1) monastic school influence; (2) apprenticeship model; and (3) Organization of Merchant and Craft Guilds. The influence of monastic school is applying discipline based on spiritual value. Learning skills such as literature, arts, painting, music, sculpture held in monastery for being independent economically. They also established various shops such as bakeries. Apprenticeship model was developed not only for improving skills but also for achieving better knowledge, moral, religious, and civic engagement. It was for preparing young generation to be a good worker. The phases of apprenticeship were apprentice, journeyman, and master (Davis, 1978). Organization of Merchant and Craft Guilds was similar to association of craftsmen or labor union. This association was establish to protect each other especially for low price of craft products. The people who wanted to a member must

have standard of competence that's why educational facility was provided, include training and apprenticeship. At that time books were written.

1400-1800 A.D. was the renaissance era. Social, politics, and science were developed in the renaissance era. Martin Luther, John Locke, Jean-Jacques Rousseau, and Johan Pestalozz played important roles. The renaissance ideas were: (1) secularism; (2) sensory learning; and (3) apprenticeship; and (4) manual training. Martin Luther (1483-1546) argued that churches shouldn't dominate people education. Luther encouraged education for all people, not only for the rich but also for the lower level society, no matter male and female. He encouraged courses of mathematics, music, history, and science. Sensory learning idea was stated by John Locke (1632–1704). He created the combination of education, moral and intellectual. According to him, education must base on logical thinking and have benefit for life. Next, Jean-Jacques Rousseau (1712-1778) who was strengthens moral values for educational process. He came to conclusion that experience is the best teacher. It contributed to develop technical training. Johan Pestalozz was known as father of manual training. He developed educational process which started from the simple to the complex one.

### **The origin of contemporary HRD**

Education process started when European came to North America. Their coming lead to the policy of education for free. Then America began industrial era in the eighteenth century, and the education emphasized to work in industry. Unfortunately, industrial era declined apprenticeship because apprenticeship seemed unsuited to work nature in industry. Industrial workers should be trained in another way. After that, in the 1800s the government established training and corporation schools which used to be called factory schools. This kind of schools provided skills need by workers and its concept was adopted by some companies such as General Electric, Ford, and Goodyear. Then, before 1884, the concept of factory schools was implemented in public high schools in Cleveland, Boston, Minneapolis, and other cities (Bennett, 1937). In 1874, the first Chautauqua Assembly which was funded by an Ohio industrialist was established. This technical training which was known as vocational education was supported by the government. And at 1900s the number of vocational education increased significantly. In the twentieth-century, the need of linking training and business was urgent. It encouraged establishing The National Association of Corporation Schools which focuses on needs of personnel or HRD. In World War I Allen and Kane (Swanson, 2001) introduced four-step training method. The four-step training method was: (1) find problem; (2) create a specific plan; (3) act; (4) check outputs. Next, in World War II, Training within industry (TWI) was established, and at that the four-step training method is going to attain (1) performance; (2) quality; and (3) human relations. The performance was for individual and organizational level. In order to link TWI and performance, there was created Job Instruction Training (JIT) and Job Safety Program (JSP). JIT was prepared for supervisor who must able to break down the job for their sub-ordinate. JSP was for employees to help them work safely in new environment at the industry. For reaching TWI and quality was created Job Method Training (JMT). This program was for guiding employees if they found problem of quality. This was the basic of HRD analysis implementation. Job Relations Training (JRT) program was given to supervisors to improve their ability in human relations with their employees. And this became the origins of contemporary HRD (Swanson, 2001).

One of HRD elements is OD, that was developed from 1940-1960. There were (1) the Human Relations School of Thought; (2) Laboratory Training; (3) Survey Research and Feedback; (4) problem solving usage; (5) an acknowledgment of sociotechnical and systems and quality of work life, and (6) a strategic change; (6) contemporary work organization; and (7) work nature. Human relations model was used from the 1940s to the early 1950s. In laboratory training, people could interact with others and shared experiences. OD did survey and collect data as feedback from participants. OD spirit was solve the problem, and the process included requiring data collection, analysis, planning and implementation, and evaluation. During the late 1940s to early 1950s socio-technical system was popular. This system combined technical aspect and human aspects in an organization (Cummings and Woley, 1993). In the 1960s, OD concerned to strategic change effectiveness at work, such as leadership, multilevel involvement, organizational strategy,



structure, culture, and system. In the twenty-first-century an organization is going to be slim vertically and horizontally. Some job were eliminated which was called job enlargement and job enrichment (Robbins, 1998). Employees will need training in those situations. The nature of work changes because the environment was different. Digitalization completed routine works and people needs to be completed by non-routine skills (The World Bank, 2019).

How was management and leadership development (MLD) in The United States? MLD was an element of HRD. This program was for managerial levels excluded supervisors. MLD program was for preparing leaders of the organization in the future, it's similar to management trainees or Officer Development Program nowadays. In the USA MLD became business school in the 1800s. Then in 1911 Frederick Taylor published a new approach of management, which its title was The Principles of Scientific Management. This concept was developed by Elton Mayo in 1827 by developing managerial skills what is known as human behavior and interpersonal skills beside technical skills (Wren, 1979: 313). Several years later, in 1929-1939 the business was in the depression era. At that time, General Motors initiated to build a program for experienced executive who were fired to attend MLD program. Later, it was the booming of MLD activities. In 1953-1970 MLD became the body of knowledge of management. The modern management era was in 1970-2000, MLD was adopted by non-university and non-profit organization, such as Wilson Learning and the Aspen Institute. Finally, right now HRD is known as one of career options.

### 3. Conclusion

Human resource development (HRD) has been implemented since several decades before, but as knowledge it is still knew. HRD is an element of Human Resource (HR). And its domain is different with Human Resource Management (HRM). Scholar argued that the mutual benefit of individual and organizational would be the purposed of HRD process. As a process, HRD concerns of training and development (T&D) and organization development (OD). The structure is described figure 7. As a new knowledge HRD respect to the belief that there a chain of HRD among people, organization, and HRD professional. In this chain people as parts of an organization is coached to be capable to reach their own goal and after that be able to attain organization objectives. On the other hand those capable people are improved through HRD, and for that HRD professionals must have superlative integrity. Their integrity are measured based on HRD principles. Those HRD principles have to be implemented by any HRP professional which recently are named in various title, such as in Fairmont Hotel HRD manager is named 'Talent and Culture' manager and its department is called 'Talent and Culture' department.

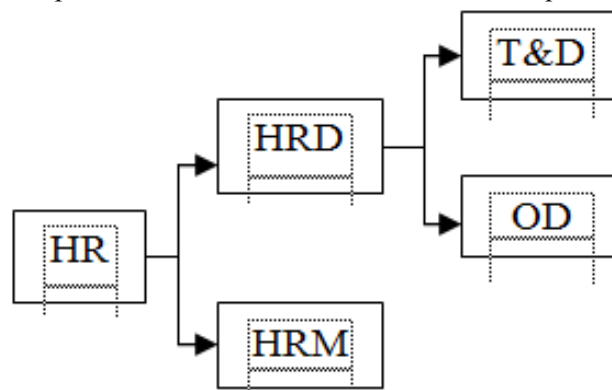


Figure 7. HRD positioning

The spirit of HRD is solve the problem holistically which is called system thinking to reach both individual and organization goals. In its process HRD has to consider external and internal situation. Don't confused five phases on HRD, T&D, and OD. HRD phases starts from analyze, propose, create, implement, and asses. In its implementation, HRD has some challenges so that HRD professional should build good relationship among stakeholders to succeed. At the end, HRD implementation is welfare of individual, organization, community, and society.

The history of HRD took a long time in practices. The idea of HRD comes from individual is coached by his/her father to have technical skill. Later, the people think of depending each other to

sustain their skills by establishing association. This situation encourages government to take a part in developing human resource, and next it's followed by private sectors. Due to the changes of the world situation, managerial skills are developed.

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