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HUMAN RESOURCE DEVELOPMENT – THE INTERSECTION OF DISCIPLINES?

This paper considers how, as a relatively young academic discipline, human resource development (HRD) has undergone significant changes in terms of research approaches that constitute a relevant sum of scientific knowledge, the influence of related scientific disciplines, and the main research topics since the second decade of the twenty-first century. The results of the analysis of selected texts from five academic journals were presented and discussed on finding answers to three research questions: (1) How is the academic disciplinary framework of human resource development considered in the analyzed texts? (2) Which academic disciplines are considered necessary for building a human resources knowledge base? (3) What research topics are highlighted in the analyzed texts?

Keywords: human resource development; multidisciplinarity; interdisciplinarity; transdisciplinarity; research topics

INTRODUCTION

Scientific fields are neither monolithic, stable, or changeless as subdivisions of knowledge that can be created and obtained within the university framework. Rather, they are constantly evolving structures whose internal coherence was called into question as a result of the fast expansion of scientific knowledge in the eighties and nineties of the twentieth century. The process of enriching, completing, and reviewing scientific knowledge leads to the complex development of scientific disciplines. On the

one hand, "differences within the disciplinary framework become clearer and more significant, the methodology more refined, new forms of communication are created in the scientific community" (Vujisić-Živković 2009: 47). The fundamental issue in this context is whether "mono-disciplinarity", which was characteristic of areas that generated related theoretical and empirical knowledge during the nineteenth and early twentieth centuries, is a model that should be followed up. The rapid creation, evolution, and complexity of scientific knowledge, on the other hand, required the necessary process of synthesis, regrouping, the invention of new, more complex, and interrelated methodological solutions, and the collaboration of researchers from various fields.

The growing sum of relevant scientific knowledge is the main reason why today's disciplinary framework is increasingly changeable and uncertain. The need to neglect the existing clear division between previously established disciplinary boundaries is reinforced by the acceptance of complexity theory, which "overcomes the understanding that systems consist of linear connections of the cause–effect type, as is widely held in traditional science, while the system can be understood only in its nonlinearity, and that unpredictable yet irreversible patterns characterize all, both social and natural, physical phenomena" (Petrović 2007: 176).

The framework conditions that have led to the development of new scientific approaches to knowledge – to the multidisciplinary, interdisciplinary, and transdisciplinary approaches – in the last decades of the 20th century are related: to the growing sum of relevant scientific knowledge, to the acceptance of the theory of complexity, and to numerous other current scientific requirements.

Multidisciplinary approach

The term multidisciplinary means that the development of knowledge comes from different disciplines without integration, transfer of methodology, or research questions and objectives. Multidisciplinarity refers to knowledge gained from different disciplinary perspectives.

The multidisciplinary arrangement for scientific collaboration always implies dealing with disciplines whose coexistence is not integrative but additive, while "disciplinary perspectives are not changed, only contrasted" (Choi, Pak 2006: 355).

The "multidisciplinary approach allows inquiry into a single phenomenon from different angles, applying different disciplinary perspectives" (Harada 2005: 771), which are brought to a single study by researchers from different disciplines who interact and collaborate.

This research arrangement assumes that participants have separate goals, and separate but related roles, while researchers who "drive on knowledge of multiple disciplines, stay within own boundaries" (Ruona 2016: 561). Disciplinary boundaries are clear, distinctive, rather than blurred as in the interdisciplinary research arrangement. The results of multidisciplinary research transcend existing disciplinary boundaries, while the research goals remain limited by the disciplinary framework, as in interdisciplinary research.

Interdisciplinary approach

The term interdisciplinary is usually used to describe research carried out from the perspectives of two or more scientific disciplines, that lead to theoretical, conceptual, and/or methodological development. The transfer of knowledge and/or methodological solutions is carried out from one to another or from several interconnected and interdependent scientific disciplines, but the outcomes remain in only one of them. Some authors consider that in interdisciplinary collaboration "one singular disciplinary frame remains the center of gravity" (Hill 2014: 413). Interdisciplinarity represents the transfer of knowledge, methods, and information from one or more scientific fields to another, which, although it exceeds disciplinary boundaries in terms of the goal, remains within them (Nicolescu 2014). Interdisciplinarity implies the "sharing of purpose and methods and a recognition that the theories, perspectives, tools, and findings of one discipline cannot always solve or illuminate the problem it is trying to solve" (Ross et al. 2021: 2310).

Interdisciplinarity, which results in integrated and consistent outcomes, as one of the characteristics of current research in literature is defined as:

- interactions, communication, and collaboration across academic disciplines which contributes to the creation of new knowledge, development of theories, and methodology improvement (Cho 2017; Čirić et al., 2017; Harada 2005; Porter et al. 2006),
- the process of integration or reciprocally interactive synthesis of two or more disparate disciplines, aimed to produce a new level of meaning that is more extensive and effective than its constituent parts (Choi, Pak 2006; Fawcett 2013; Harada 2005; Rhoten et al. 2009; Porter et al. 2006),
- harmonization of connections between disciplines into a coordinated and coherent entity (Choi, Pak 2006; Čaušević, Pandžić 2022).

The interdisciplinary arrangement for scientific cooperation implies that action always takes place between disciplines, while disciplinary boundaries blur. The evolving nature of that arrangement assumes that participants share goals, concepts, theories, methods, and information and that participants have common roles, while their efforts are analyzed, synthesized, and integrated into a "harmonized, coordinated, and coherent whole" (Ruona 2016: 561). These arrangements require several types of activities:

- adoption of methods, concepts, models, or paradigms from other fields,
- developing theories that transcend disciplinary boundaries, and
- cross-boundary problem solving (Porter et al. 2006).

Interdisciplinarity in modern scientific reality may be viewed both as a process and as a practice by which new forms of communication are established for the purpose to repeat and integrate common ideas, and to achieve more effective and efficient interpretative synthesis. Interdisciplinarity represents a disposition for achieving a higher level of complex understanding, or "cognitive complexity".

Transdisciplinary approach

The term transdisciplinary is used to describe research approaches that are implemented in the disciplinary "in–between" space, at the intersection of disciplines. The transdisciplinary approach goes beyond the involved disciplines to develop a common conceptual–theoretical–empirical structure for the research (Fawcett 2013). This approach "provides holistic schemas that subordinate disciplines and consider the dynamics of whole systems" (Choi, Pak 2006: 355). Nicolescu (2014) differentiates:

- theoretical transdisciplinarity (with a well-defined methodology),
- phenomenological transdisciplinarity (implies the construction of models that combine theoretical principles with previously observed experimental data to predict further outcomes), and
- experimental transdisciplinarity (i.e., the conduct of research according to a well–defined procedure so that any researcher conducting the same or similar research can arrive at the same results).

In the transdisciplinary space between related disciplines and across their boundaries, recognizing the existence of different levels of reality driven by different forms of logic (Hill 2014) creates unique, comprehensive knowledge. The space of trans-

disciplinary research offers the possibility of the emergence of new information and new interactions between related disciplines. Transdisciplinarity is a "stance of searching for synergies, connecting with allies, and fostering generative conversations" (Ruona 2016: 561).

The transdisciplinary arrangement for joint scientific collaboration while sharing skills and goals implies working across disciplines and beyond, an integration that aims to cross boundaries, a role release and expansion.

ACADEMIC DISCIPLINARY FRAMEWORK OF HUMAN RESOURCE DEVELOPMENT

A review of the currently available literature reveals that there is no complete consensus on the academic disciplinary framework of human resource development (HRD). Several authors (Han et al. 2017; Nervig 1990; Seo et al. 2019) considered 1969 to be the year of the emergence of HRD as an academic discipline, the intensive definition of HRD, the identification of basic HRD theories, and the establishment of disciplinary boundaries and roles. During this period, determining the essential knowledge taught in academic programs, selecting core competencies of scholars and practitioners, and issues of overlap with other academic disciplines were of importance. Han and associates (2017) wrote that the "first wave of human resource development research" can be viewed as a period when strong tendencies toward the formation and development of human resource development as a discipline were evident.

Along with these debates concerning the origins of academic disciplinarity, multidisciplinary research in human resource development emerged (Garavan et al. 2000; Kuchinke 2002; Ruona, Lynham 2004). Without integration, common research goals, or methodological transfer, researchers from different academic fields contributed from their own disciplinary perspectives – adult education and learning (andragogy), anthropology, economics, human resource management, instructional technology, organizational behavior, organizational development, philosophy, psychology, sociology, and systems theory.

According to several authors (Jacobs, Park 2009; McGuire, Cseh 2006; Roth, 2004), interdisciplinarity became a central feature of HRD in the final decade of the twentieth century. The different academic disciplines' viewpoints (learning/adult education/, performance, learning/training transfer and motivation to learn, training, leadership, organizational culture and climate, etc.) on relevant HRD issues resulted

in significant methodological enrichment, more rigorous presentation of results and information, and their integration into HRD as an emerging academic discipline.

In addition to the persistence of multidisciplinary and interdisciplinary research, the second decade of the twenty-first century is characterized by the introduction of transdisciplinary research in the field of human resource development. The methodological rigor developed in the previous period becomes a recognizable feature of HRD, and in addition to quantitative and qualitative methods, new research approaches (e.g., mixed methods) are cautiously introduced (Onwuegbuzie, Corrigan 2014). As a result, the acquired knowledge becomes more comprehensive, new information is gained, and new relationships between related fields emerge.

According to an analysis of the relevant literature, misunderstandings about the academic disciplinary framework persist since the emergence of HRD as an academic discipline, resulting in various difficulties and issues such as: What matrix did the development of knowledge about HRD follow? Was the initial phase of the development of this academic discipline mostly multidisciplinary, with contributions from other disciplines, with the resulting knowledge gained but not integrated into a recently established foundation, according to the notable authors in HRD? Is it possible that an interdisciplinary approach prevailed, with collaboration, synthesis, and integration of obtained information, as well as the adoption of methodologies, concepts, models, or paradigms from other fields? Has the discipline changed and shifted toward transdisciplinarity in the recent two decades, or do all approaches of HRD knowledge development (monodisciplinary, multidisciplinary, interdisciplinary, and transdisciplinary) coexist?

METHODOLOGY

Research Questions

An analysis of relevant articles was carried out to acquire a more detailed understanding of such a (developmental) academic disciplinary framework of human resource development. The main purpose of the empirical part of the research is to answer the following questions:

1. How is the academic-disciplinary framework of HRD considered in the analyzed texts? (Dominant approaches to HRD)
2. Which academic disciplines are considered necessary for the development of HRD knowledge?
3. Which research topics are highlighted in the analyzed articles?

Sample

In addressing research problem and purpose, a critical analysis of relevant texts was conducted. Analyzed articles were purposefully limited to AHRD[1.] – sponsored publications and one relevant European journal:

- Advances in Developing Human Resources (ADHR),
- Human Resource Development International (HRDI),
- Human Resource Development Quarterly (HRDQ),
- Human Resource Development Review (HRDR), and
- Journal of European Industrial Training.

These publications were rigorously searched using the keywords human resource development, discipline, interdisciplinary, multidisciplinary, and transdisciplinary, which resulted in the identification of 548 articles.

As shown in Table 1, after the internal text analysis, a total of twenty–nine texts were identified for the first two questions (N_1 and N_2) and 21 texts for the third research question (N_3).

Table 1 Frequency of the analyzed texts

	First research question (f)	Second research question (f)	Third research question (f)
Advances in Developing Human Resources (ADHR)	3	3	4
Human Resource Development International (HRDI)	3	3	1
Human Resource Development Quarterly (HRDQ)	9	9	5
Human Resource Development Review (HRDR)	7	7	6
Journal of European Industrial Training	7	7	5
TOTAL	$N_1 = 29$	$N_2 = 29$	$N_3 = 21$

The samples for the analysis include (1) for N_1, a total of 29 articles published in 5 journals over the 32–year period, from 1990 to 2022; (2) for N_2, a total of 29 articles published in 5 journals over the 32–year period, from 1990 to 2022; and (3) for N_3, a total of 21 articles published in 5 journals over the 30–year period, from 1992 to 2022.

1. Academy of Human Resource Development

Data collection

For data collection, we used a protocol established for research purposes. For each article, we obtained the title of the article, the title of the journal in which the article was published, and the year in which the article was published.

The content of the protocol consisted of information about (1) how the authors define the academic–disciplinary framework of human resource development, (2) which academic disciplines are considered necessary for the development of the knowledge about human resource development, and (3) which research topics are highlighted in the analyzed articles.

Data analysis

Considering the number of papers in the samples ($N_1 = 29$; $N_2 = 29$; $N_3 = 21$), the obtained results are presented only as frequencies. Since the context unit is a paper, the identification unit expresses the number of papers in which information was identified.

RESULTS

As shown in Figure 1, most authors (f = 16) indicate that HRD is distinguished by its interdisciplinary approach. This is followed by several authors who indicate that the multidisciplinary approach dominates in HRD (f = 4), and those who indicate that multidisciplinary and interdisciplinary approaches coexist in HRD (f = 4), i.e., multidisciplinary, interdisciplinary, and transdisciplinary (f = 3). Significantly fewer authors consider HRD to be monodisciplinary, e.g., that it is an "emerging academic discipline" (f = 1), or that the transdisciplinary approach dominates in HRD (f = 1).

Beyond this simple insight into the frequencies, it is important to show how understanding of dominant approaches to HRD has changed over time. A more detailed analysis of the data revealed that until the beginning of the 21st century, authors often indicated an interdisciplinary or (mono)disciplinary approach to HRD. Multidisciplinary, and occasionally transdisciplinary approaches to human resource development became more prevalent in the first decade of the twenty-first century. Scholars in the second decade of the twenty–first century more frequently refer to the coexistence of various approaches – multidisciplinary and interdisciplinary or multidisciplinary, interdisciplinary, and transdisciplinary.

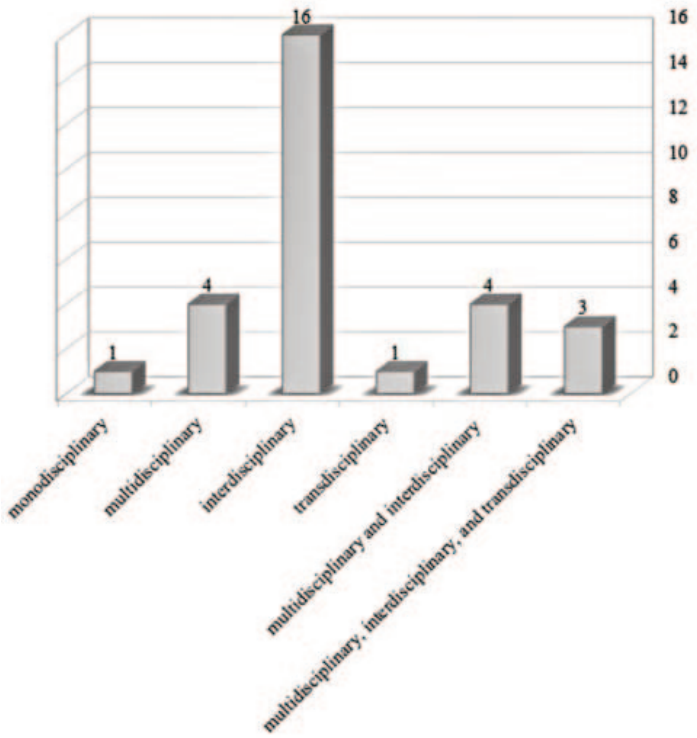

Figure 1 Dominant approaches to HRD

The second research question concerned which academic fields most researchers regard as necessary for developing knowledge on human resource development. The results of the research are shown in Figure 2.

Apparently, almost all scholars refer to adult learning and education, i.e., andragogy (f = 26), as the constitutive base of human resource development. Psychology (f = 23) and economics (f = 20) are frequently indices as the next two strongholds. Sociology (f = 17) and systems theory (f = 16), human resource management (f = 13), and organizational behavior/development (f = 12) follow. Less frequently, some scholars reported the contributions of anthropology (f = 8), philosophy (f = 8), and political science (f = 5), while only a few of them noticed the contributions of other academic disciplines to HRD knowledge building–information and communication technology (f = 3), instructional technology (f = 3), cognitive neuroscience (f = 2), public administration (f = 2), and human performance technology (f = 1). In this con

text, it was interesting to consider the data from a historical point of view. Reference to the emergence and importance of andragogy, psychology, and economics runs throughout the entire development of HRD, as does reference to anthropology, human resource management, organizational behavior/development, systems theory, sociology, philosophy, and information and communication technology. Although the significance of cognitive neuroscience, human performance technology, public administration, and political science was not explored before approximately 2006, the importance of instructional technology was emphasized late in the first decade of the twenty-first century.

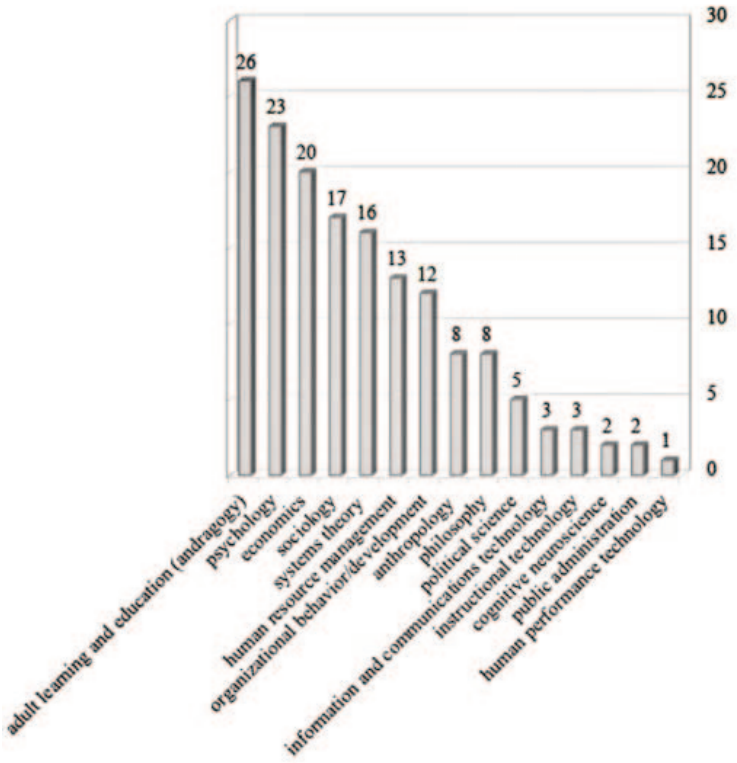

Figure 2 Academic disciplines necessary for the development of HRD knowledge

As illustrated in Figure 3, among the research topics highlighted in the analyzed papers, learning (adult learning) predominates and is represented in all of them (f = 21). The following topics are also represented, albeit to a lesser extent: training (f = 16), performance (f = 15), organizational transformation, development or change

(f = 13), learning transfer, training transfer, and learning motivation (f = 12), knowledge management, learning organization, and organizational learning (f = 11), career–related topics (f = 11), and HRD–related topics – theorizing, definition and identity, profession, paradigm and perspective, and philosophy and basic framework) (f = 11). Among the less often represented research topics are: evaluation of HRD activities/interventions (f = 9), leadership (f = 8), critical HRD (f = 7), organizational culture/climate (f = 7), learning/training planning (f = 6), diversity (f = 6), work–related topics (e.g., attitude, employees, employability, commitment, identification, etc.) (f = 6). Rarely discussed are virtual HRD (f = 5), organizational behavior (f = 5), discrimination (f = 4), national HRD and policy (f = 4), professional ethics (f = 3), empowerment (f = 3), and feedback (f = 3). Learning design and delivery (f = 2), teamwork (f = 2), recruitment, selection, and staffing (f = 1) are topics that appear only occasionally.

From a historical perspective, the following topics are represented throughout: learning (adult learning); performance; learning transfer, training transfer, and learning motivation; training; HRD–related issues – theory building, definition and identity, profession, paradigm and perspective, philosophy, and foundational framework); career–related issues; knowledge management, learning organization, and organizational learning; evaluation of HRD activities/interventions; feedback; organizational transformation, development, or change.

Leadership, organizational culture/climate, work-related issues, diversity, and organizational behavior (as portrayed at the end of the twentieth century) reappeared in the second decade of the twenty-first century. Learning/training planning, recruitment, selection, and staffing, and teamwork were popular among researchers by the end of the first decade of the twenty-first century, when research into the topics of empowerment, professional ethics, learning design and delivery, critical HRD, national HRD and policy, discrimination, and virtual HRD began.

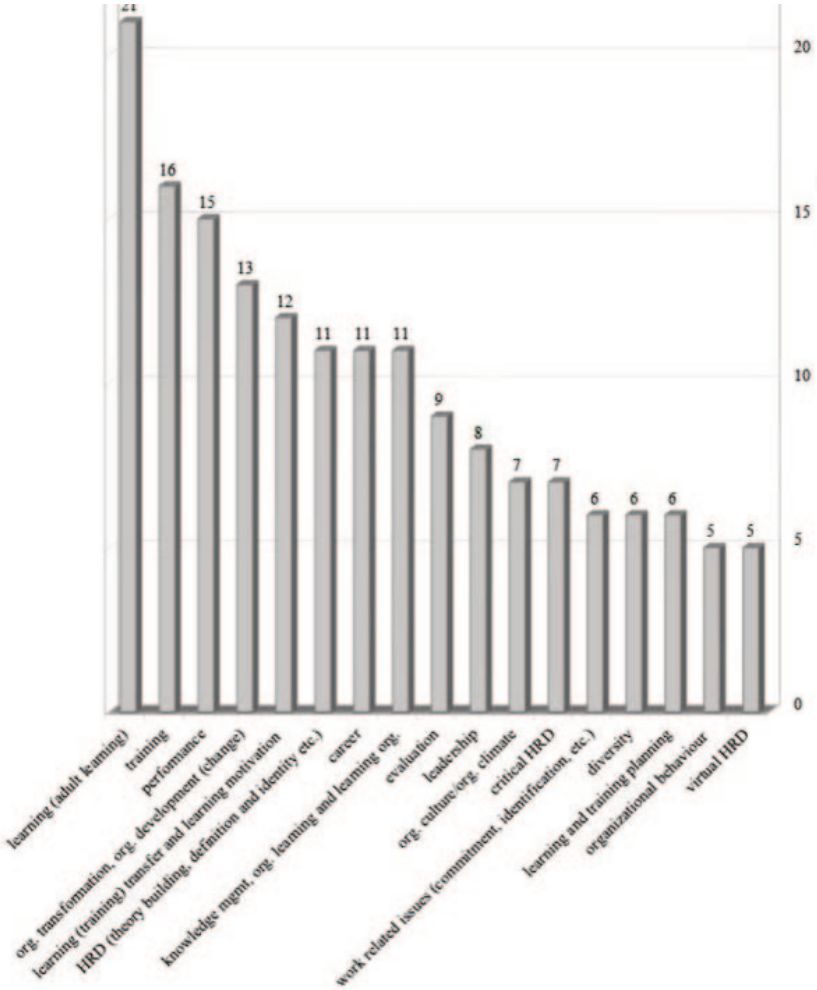

Figure 3 Key research topics in HRD

DISCUSSION

Human resource development is an applied field that has been practiced since ancient times and began in rudimentary form during the pre-literate period when human resource development activities focused on learning the skills essential for production and trade. Archeological evidence shows that the earliest written documents contain references to the process of human resource development. (e.g., the Codices of Hammurabi, 2285 – 2242 B.C., which required the father to teach the son a trade). How

ever, the other two pillars, academic professional training of practitioners and the foundation of an academic discipline committed to the study of human resource development, did not begin until the late twentieth century. Human resource development, like most other social sciences, might be classified at the beginning of its existence as an emerging academic discipline that was a derivation of the other social sciences (as was the case, for example, with andragogy). This would imply that, in its early days, HRD was characterized by multidisciplinarity – that knowledge concerning HRD phenomena originated from other disciplines, but without their integration, transfer of methodologies, or research questions, goals and objectives.

But how to establish a new scientific discipline (with very vague research questions and amorphous goals, as well as no distinct methodology), that interacts with other academic disciplines, and gathers knowledge gained by approaching a specific problem from various scientific perspectives? If HRD was not an academic subject at its origin, was it founded on accumulated knowledge from other fields acquired by researchers in other fields, or on previously shared research questions, goals and objectives that were not attributed to any of those fields?

At first glance, it appears that the key concept of HRD - academic disciplinarity – has been overshadowed by disagreement among scholars since its inception. However, it appears that the disciplinary development of HRD did not progress as usual. According to the authors whose papers we analyzed for this article, HRD has relied on an interdisciplinary approach from its very beginning, anchoring the disciplinary framework in the field of HRD while adopting knowledge, methods, and information from other fields and integrating them into a coordinated and coherent whole. This combination of variables resulted in the emergence of new knowledge, the development of theories, the enhancement of methodologies, and the synergistic generation of a new level of meaning. In this process, HRD adopted appropriate methods, concepts, models, or paradigms from other fields and developed unique theories.

The phase of multidisciplinarity and the generation of HRD–related knowledge was followed by a phase of interdisciplinary approach, in which knowledge from related fields was added, allowing key issues to be considered from different perspectives. From the perspective of the development of HRD in the first decade of the twenty–first century

> "HRD has evolved into diversifying the boundary rather than going through a revolutionary paradigm shift. Convergence and divergence of variation in different dimensions of HRD

> research have produced a variety of themes throughout the times in this period, and it is currently continuing." (Han et al. 2017: 311)

Some scholars (McGuire, Cseh 2006) attribute the quick advancement of HRD to the publishing and adoption of numerous andragogical classics that were crucial to the growth of the HRD field – Knowles' The Modern Practice of Adult Education, Andragogy Versus Pedagogy (1970); Kolb's Experiential learning: experience as the source of learning and development (1984); Watkins' and Marsick's Sculpting the learning organization: Lessons in the art and science of systemic change (1993); Marsick's and Watkins' Informal Learning and Incidental Learning in the Workplace (1990), and two psychological books – Argyris' and Schön's Organizational learning: A theory of action perspective (1978); and Nadler's Developing Human Resources (1979).

This phase was followed by an interesting process of disagreement on cross-border issues, as well as the intense acceptance of HRD in the context of university education (particularly in the departments of Adult Education/Adult Education), on the professional identity of experts working in this field. The differences were so significant that the entire academic discipline of human resource development was compared to an amoeba.

In the following phase, in addition to the coexistence of these two approaches (interdisciplinary and multidisciplinary), a transdisciplinary approach in human resource development is present, characterized, among other things, by clearly defined methodological procedures and knowledge integration. Human resource development is no longer static, but rather dynamic, changing, and progressive.

It is interesting to note that Kuchinke (2002) suggested that human resource development is a field with numerous disciplines as its roots or foundations. Swanson and Holton (2001) stated that adult learning theory (andragogy) and performance are central to HRD, which Kuchinke confirmed two decades later (2023), indicating HRD's dual disciplinary foundation. They guide all other disciplines that have contributed to the HRD field (psychology, economics, systems theory, etc.).

Several andragogues (Knowles, Holton, Swanson 1998; Kulić, Despotović 2004; Kulić i sar. 2019; Roth 2004; Savićević 2000; Torraco 2005; Wang, Wang 2004) have written that the essence of the scientific discipline of HRD is andragogy, whereas knowledge from other academic disciplines intertwines/intersects in this field, and hence HRD knowledge transcends disciplinary borders. Furthermore, such a broad foundation enables the incorporation of concepts, knowledge, and methodological

approaches from other social sciences into HRD (Torraco 2005; Onwuegbuzie, Corrigan 2014).

There are also authors (Seo et al. 2021) who claim that the foundations of human resource development are adult learning, systems theory, and psychology, to which Garavan and colleagues (Garavan et al. 2000) add economics.

However, almost all of the authors whose work we have analyzed agree on one point: HRD is an evolving academic discipline (Short 2016; Sleezer, Sleezer 1998; Watkins, Marsick 2016) that encompasses the behavioral and social sciences (Weinstein, Shuck 2011) and has developed into a system of integrated discipline (Wang et al. 2012), while the critical components of a philosophical framework for HRD consist of three key components: ontology, epistemology and axiology (Ruona, Lynham 2004).

In the 1970s and 1980s, it was common in the field of human resource development to "adopt" and "reformulate" findings from other academic disciplines to ground the discipline in "examples of good practice" (Ovesni, Matović 2017; Seo et al. 2021). Ideas about a mosaic, complex, "multiple theoretical perspective" of HRD are fading in strength and frequency (Ovesni, Matović 2017).

Learning is at the core of the HRD discipline (Wang, Wang 2004; Watkins, Marsick 2016). What differentiated andragogy and HRD until the last decade of the twenty first century was that HRD was developed in the for–profit corporate environment (Kuchinke 2023), but the emergence of essential issues like diversity, empowerment, critical HRD, and discrimination reversed this orientation.

Several researchers have noticed a similar shift in key human resource development issues. Ovesni and Matović (2016), through a detailed analysis of 175 published peer-reviewed HRD research articles (in the journals Human Resource Development Quarterly, Management Learning, and Advances in Developing Human Resources, comparing two periods 2002–2003 and 2012–2013), found that there have been significant changes in the field of HRD since the second decade of the 21st century.

On the one hand, research interest in psychological issues related to human resource development has decreased, while research interests in economics or based on human capital theory have become scarce. Following the adoption of a code of ethics by the major HRD professional associations in the 1990s and 2000s, empirical research on the professionalization of HRD diminished. Recent research interest, on the other hand, has been focused on andragogical issues (different HRD/andragogy practices and interventions, learning in organizations and organizational learning, diversity issues related to HRD, organizational climate and culture conducive to learning).

Park (2022) analyzed the major themes of 394 articles using titles and keywords, focusing on the following topics: research and theory, employees and outcomes, organizational development, learning, training and development, critical perspectives, sectors, cross-cultural perspectives, leadership, careers, national HRD, and policy. The following major themes were observed in previous empirical studies as described by Yoon and Chae (2022): learning and performance, theory building, training/learning transfer, then leadership and leadership development, organizational outcomes of training and engagement, critical HRD, virtual HRD, and identity and nature of HRD, HRD interventions and outcomes, national HRD, career development and HRD in academia.

Yoon and Chae (2022) selected six major themes from 217 articles published in Human Resource Development Review between 2012 and 2021 using structural topic modeling: theories and practices in human resource development, equitable leadership, work and employee engagement, learning and performance in team and organization, diversity and critical HRD, literature review in general. They identified "performance" as the most prevalent keyword, constituting the first central cluster, followed by "management," "work," and "employee engagement," which co-occur with them. They highlighted "HRD theories and practices" and "literature review" as a close pair, followed by "employee engagement" and "learning/performance," and "diversity/critical HRD" and "equitable leadership." Based on our findings as well as the findings of earlier relevant studies (Ovesni, Matović 2017; Park 2022; Yoon and Chae 2022), it is acceptable to conclude that the main topics follow prevalent scientific trends.

CONCLUSION

According to the findings, human resource development can be considered a complex academic discipline in an ongoing process of cognitive, practical, professional, and methodological enrichment after five decades of intensive development. The search for a solid scientific foundation encompassed interdisciplinary, multidisciplinary, and transdisciplinary research, all of which now coexist in the field and are firmly grounded in the family of scientific disciplines that encompass adult learning, education, and training. However, it continues to draw on related disciplines, primarily psychology, economics, systems theory, human resource management, organizational behavior/development, anthropology, philosophy, and political science, and less frequently on information and communication technology, instructional technology, cognitive neuroscience, public administration, and human performance technology.

In terms of the main research topics, some of them (such as those related to andragogy) continue to captivate researchers, but others (such as professionalization of human resource development) are motivated by the need for practical action. Some topics appear and disappear on an irregular basis, only to reappear under the same or a similar name (organizational development, organizational change, organizational transformation), whereas others are tied to contemporary social events (virtual HRD, discrimination, critical HRD). While certain research interests are persistent, others fluctuate.

The shift away from the for–profit organizational environment and the related issues that happened in the second decade of the twenty-first century introduced new, andragogicaly relevant and interesting topics, including empowerment, critical HRD, diversity, and discrimination.

Furthermore, it should be noted that this study has a limitation: only papers from five journals were analyzed, whereas other valuable published studies (in other journals, monographs, conference proceedings, etc.) were excluded. Future studies could benefit from larger samples as well as differently focused research questions.

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RAZVOJ LJUDSKIH RESURSA – SUSRETANJE RAZLIČITIH DISCIPLINA?[2.]

Sažetak

U ovom radu ukazujemo da se razvoj ljudskih resursa, kao relativno mlada akademska disciplina, od druge decenije 21. veka suočava sa značajnim promenama u pogledu pristupa istraživanjima kojima se gradi relevantna suma naučnog znanja, uticaja bliskih naučnih disciplina i ključnih istraživačkih tema. U radu su prikazani i prodiskutovani rezultati sprovedene analize odabranih tekstova iz pet naučnih časopisa, kojom je tragano za odgovorima na tri istraživačka pitanja: (1) Kako se u analiziranim tekstovima razmatra akademsko–disciplinarni okvir razvoja ljudskih resursa? (2) Koje se akademske discipline smatraju bitnim za izgradnju baze znanja o ljudskim resursima? (3) Koje su teme istraživanja istaknute u analiziranim člancima?

Ključne reči: razvoj ljudskih resursa; multidisciplinarnost; interdisciplinarnost; transdisciplinarnost; istraživačke teme

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