
Foreword

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Establishing relationships between concepts is a key component of systematic inquiry. However, determining those relationships can be very difficult when definitions of concepts are murky and the proximity of their boundaries is nebulous. In the literature, there are uncertainties regarding the alignment, overlap and proximity of Human Resource Development (HRD), workforce development and continuing professional education.

The debate over the definition of HRD and its parameters has meandered about without the prospect of closure in clear sight. Scholars continue to debate on the definition of HRD with different objectives in mind. Some authors seek precision and clarity with their definitions. As Roth (2004, p.13) states, “if preferences be known, they would probably like to apply a global positioning system to HRD rhetoric to pinpoint its exact location within a galaxy of scholarship”. Others find comfort in the ambiguity of the term HRD for the flexibility that ambiguity affords (Winter, 1995). For both sets of scholars, however, it is important to determine what falls within or outside the boundaries of HRD.

In an attempt to shed light on this matter, this Special Issue focuses its attention on the boundaries of HRD. The paper presents a collection of papers addressing this issue of the boundaries in the field.

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References

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