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**HUMAN RESOURCE DEVELOPMENT
PRACTICES AND INNOVATIONS:
PROBLEM OVERVIEW**

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Abstract: The question how to stimulate innovations has been extensively addressed in the strategic management field of study. However the role of human capital in innovative development has not yet been explored fully. Scholars are still unable to provide a framework explaining how human resource development can enhance organizational innovations. That is why the goal of the current papers is to overview the literature body regarding the human resource development in order to differentiate it from human resource management and provide synthesis of diverse theories explaining the impact of human resource development practices on innovations. On the whole, literature shows the significant effect of personnel training on innovations. The mediating effect of learning practices has been identified in the influence of training on innovations. The literature also emphasizes the moderating effect of learning climate. Attempts have been made to describe possible HRD interventions at every stage of innovation journey: gestation, development, and implementation. However, there is still no model explaining the relationship of HRD and innovations. Study aimed at designing the model of the connection between HRD practices and innovative performance and validating it empirically can substantially contribute to the advancement of innovation management and human resource development fields by answering the question of how to enhance innovations.

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Introduction

The question how to stimulate innovations has been extensively addressed in the strategic management field of study. However the role of human capital in innovative development has not yet been explored fully (Beugelsdijk, 2008; Sung & Choi, 2013). Specifically, scholars are still unable to provide a framework explaining how human resource development can enhance organization innovations (Sung & Choi, 2013). That is why the goal of the current papers is to overview the literature body regarding the human resource development (HRD) field of study in order to differentiate it from human resource management (HRM) and provide synthesis of diverse theories explaining the influence of human resource development practices on innovations.

The competence to generate and implement product and technological innovations is by far considered the most important capability of a contemporary organization that strives for sustainable competitive advantage (Prahalad & Hamel, 1990). There has been done a considerable amount of research to advance the field of innovation management by applying diverse theories from different fields of management. Innovations are considered to be a driving force of contemporary economic development. But innovations are generated and implemented by individual employees. For this reason it is of great importance to study the influence of human resource development practices on innovative performance. Human resource development is “the process for developing human expertise through organization development and personnel training and development for the purpose of improving performance” (Swanson & Holton, 2001). Human expertise includes three basic components: knowledge, experience, and problem solving (Swanson & Holton, 2001). The ability of organization to create, manage and maintain knowledge leads to innovation generation. Thus developing knowledge of employees turns out to be the trigger of innovative performance. There has been a great number of research done on the influence of human resource management and human resource development practices on firm performance (Sung & Choi, 2013), but little research has been done to explore the impact of HRD on innovations. Furthermore, taking into consideration the fact that resources have become limited, it is the only factor which can enhance organizational outcomes as well as innovative performance. Lack of competent employee’s leads the research community to move from Human resource management field (HRM) to the completely new area of inquiry, namely Human resource development (HRD), which has the potential to constitute the sustainable competitive advantage of an organization. McKinsey and Company used “war for talent” term to draw the attention of the research community to the new challenge the business faces today and outline the new important driver of organizational performance (Michaels, Handfield-Jones, & Axelrod, 2001). Jeffrey Joerres, the President of Manpower Inc. stated this as follows “the world is on the cusp of entering a new reality in which human potential itself will become the major agent of economic growth. Unleashing this spirit and potential will become the ultimate quest that we must seek to conquer, as the world enters the Human Age (Joerres, 2011).

Providing overview of theories explaining how to apply human resource development practices to enhance innovations is of particular importance for countries for which innovative economic development is one of the Government’s main goals (such as BRICs countries, acronym stand for Brazil, Russia, India, and China). In fact, these countries are characterized by rigorous government efforts to promote innovative development, for instance, a National Plan of Education and National Curriculum Guidelines in Brazil; national level priority project “Education” in Russia; Sarva Shiksha Abhiyan (SSA) program aimed at providing opportunities for education for more people in Indian; the agenda of the XVI Congress of the Chinese Communist Party aimed at developing of science and technology (Ardichvili, Zavyalova, & Minina, 2012). We assume that such external force within the “HRD – Innovations” dyad could substantially influence the nature of this intercorrelation and thus should be explored

for the purposes of advancing our knowledge in the field of innovation management and human resource development. This is the rationale for the study of HRD practices of in innovatively-active companies of developing countries of BRICs. Research design of study includes data collection on innovative companies of Russia, Brazil, India, and China, data analysis, and confirmative case study.

However the goal of the current paper is confined to two aspects. Firstly, since the field of human resource development is rather new, sometimes there is a misunderstanding of what its ontological and epistemological nature is. This defines the goal of addressing the issue of clearly stating conceptual definitions of HRD and compare and contrast it to HRM field. The value of HRD in stimulating innovations is related to viewing individual employees and their abilities as resources that help to achieve sustainable competitive advantage (Barney, 1991; Wright, McMahan, & McWilliams, 1994). This is the reason for exploring in details the conceptual background of human resource development from strategic management perspective in the next section.

The second aspect of the paper’s goals is related to the issue of providing a framework explaining how human resource development can enhance organizational innovations. In fact, the role of human capital in innovative development has not yet been explored fully (Beugelsdijk, 2008; Sung & Choi, 2013). Specifically, scholars are still unable to provide a framework explaining how human resource development can stimulate organizational innovations (Sung & Choi, 2013). That is why after exploring the strategic management perspective on HRD the article turns to the examining the role of HRD at every stage of innovation journey based on the model of the innovation process developed by Van de Ven et al. (Van de Ven, Polley, Garud, & Venkataraman, 1999). This section of the article is of particular importance, since it is considered that HRD practices prepare organizational members for the innovations to occur and not a unique facility accompanying innovation process from its beginning to the end. After having stated the important role of HRD at every stage of innovation process, the article follows up by providing an overview of empirical studies exploring and providing a synthesis of diverse theories explaining the association of human resource development practices and innovative performance. The article concludes by providing main findings regarding the overview of HRD interpretations and its differentiation from HRM and providing synthesis of diverse theories explaining the influence of human resource development practices on innovations.

Strategic management perspective on HRD contribution

In order to answer the question what is the underlying mechanism for the impact of human resource development on organizational innovations it is important to clearly state conceptual definitions. Thus it is important to overview the literature body regarding the human resource development (HRD) field of study. Based on the analysis conducted it is possible to differentiate human resource development (HRD) from human resource management (HRM) domains of HR field. Although the distinction of HRM and HRD is ambiguous to some extent, comparison and contract of the two theoretical domains can be provided in the following way.

Table 1. Comparing and contrasting HRD and HRM fields of research and practice

	Human resource development (HRD)	Human resource management (HRM)
Definition	“The process for developing human expertise through organization devel-	“The design and management of human resource systems

	opment and personnel training and development for the purpose of improving performance” (Richard A. Swanson, Elwood F. Holton, 2001)	based on employment policy, comprising a set of policies designed to maximize organizational integration, employee commitment, flexibility, and quality of work” (Guest, 1997)
Role of human resources in organizations	Performance improvement (Richard A. Swanson, Elwood F. Holton, 2001)	Supporting business objectives (Kuchinke, 2003)
Main emphasis of research inquiry	Training design Delivery Evaluation (Kuchinke, 2003)	Supporting business objectives (Kuchinke, 2003)
Ontological view (What constitutes the field of inquiry?)	Two-element view: Organizational development and Training and development (Richard A. Swanson, Elwood F. Holton, 2001) Three-element view: Organizational development, Training and development, and Career development (Mankin, 2001)	Dichotomy: HRM as a single practice or set of practices (Lengnick-Hall, Lengnick-Hall, Andrade, & Drake, 2009) or as a system (including practices, climate, etc.) (Alagaraja, 2013)
Epistemological view on the organizational performance within the domain	The mediating role of HRD elements in “human expertise and human effort” within the impact of HRD on organizational performance (Ruona, 2000)	The mediating role of HR outcomes (commitment, quality, and flexibility) and behavioral outcomes (effort/motivation, cooperation, involvement, and organizational citizenship) within the impact of HRM on organizational performance (Guest, 1997)
Level of performance as an outcome	Individual and group level (Alagaraja, 2013)	Organizational level (Alagaraja, 2013)
Organization performance measures	Turnover intention, strength of HR orientation, learning organization characteristics. (Mediating measures) (Alagaraja, 2013).	Productivity, perpetual measures of organizational and market performance, organizational turnover, corporate financial performance, profitability, sales growth, quality (Alagaraja, 2013)
Link to innovations	Ensuring knowledgeable, agile, reflective workforce and workplace; organizational learning and learning organization; self-directed learning and development (coaching, informal learning), knowledge management (Ruona & Gibson, 2004)	Contribute to organization’s core competence; design and manage HR systems as strategic assets; create strategic alternatives; culture change to support radical innovation (Ruona & Gibson, 2004)
Contributing institutions	Colleges of education (Alagaraja, 2013)	Business schools (Alagaraja, 2013)

On the whole, the distinguishing characteristics of HRD in contrast to human resource managements (HRM) are related to developing human expertise and employees' potential through learning at an individual and group level, thus "ensuring knowledgeable, agile, reflective workforce and workplace to capitalize on emerging opportunities" (Ruona & Gibson, 2004) in current turbulent times that demand organizations to innovate in order to survive. Developing human potential through ensuring knowledgeable, agile, reflective workforce and workplace; organizational learning and learning organization; self-directed learning and development (coaching, informal learning), knowledge management (Ruona & Gibson, 2004) leads to opportunities to innovate.

The theory of human resource development as well as human resource management is deeply embedded in the ideas of resource-based view developed predominantly by the classical paper by Barney "Firm resources and sustained competitive advantage" (Barney 1991). The theory has been seriously criticized by peer scholars for being "imprecise in its definitions which hinder prescription and which static approaches relegate causality to a 'black box'" (Priem and Butler 2001). Nonetheless the resource-based view has been dramatically developed following Barney's paper (Teece, Pisano, and Shuen 1997) and applied to various areas in management, human resources, in particular (Wright, McMahan, and Mcwiltams 1994; Wright, Dunford, and Snell 2001).

The foundational idea of the resource-based view (RBV) approach within the strategic management domain is that companies can achieve sustained competitive advantage, which is the result of diverse resources obtained by a company (Barney 1991). These distinctive resources are defines in the following way: "All assets, capabilities, organizational processes, firm attributes, information, knowledge, etc. controlled by a firm that enable the firm to conceive of and implement strategies that improve its efficiency and effectiveness" (Daft, 1983, cited in Barney, 1991). All of the above is said to be "key competitive sources of firm's strategy" (Barney 1991), and are able to provide abnormal returns (Barney, 1991).

The competitive source from this point of view is the resource or capability that is used by the firm to implement a "value creating strategy not simultaneously being implemented by any current or potential competitors" (Barney 1991). The remark about current or potential competitors is very important in this case, since it indicates that firms can only create short-term competitive advantage.

To differentiate it from first-mover advantage, the construct of sustained competitive advantage has been proposed. It is as follows: "Sustained competitive advantage is achieved when a firm is implementing a value creating strategy not simultaneously being implemented by any current or potential competitors and when these other firms are imperfectly able to imitate the benefits of this strategy" (Barney 1991).

Value creating strategy is implemented by applying firm strategic resources, which Barney (Barney 1991) classifies as physical capital resources, human capital resources, organizational capital resources. The idea of human capital resources being a trigger of sustainable competitive advantage was examined according to the criteria of strategic firm resources. According to Barney (Barney 1991), for a firm source to be a sustainable competitive advantage, it should be:

(1) Valuable – "resources are valuable when they enable a firm to conceive of or implement strategies that improve its efficiency and effectiveness";

(2) "It must be rare among a firm's current and potential competition";

(3) "it must be imperfectly imitable, which depend on several conditions: (i) the ability of a firm to obtain a resource is dependent upon unique historical conditions; (ii) the link between the resources possessed by a firm and a firm's sustainable competitive advantage is causally ambiguous; (iii) the resource generating a firm's advantage is socially complex";

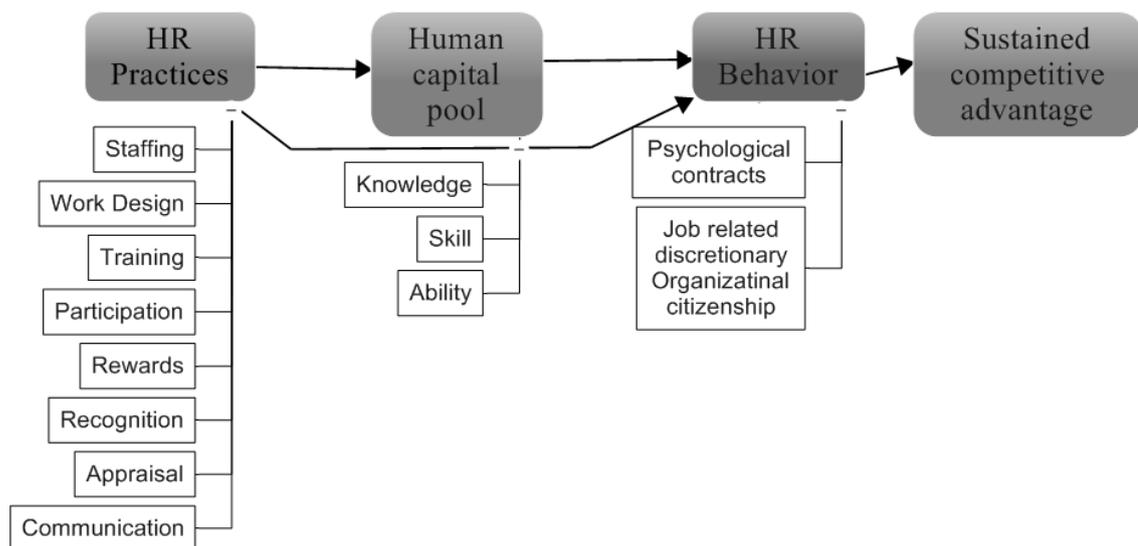
(4) "There cannot be strategically equivalent substitutes for this resource that are valuable but neither rare nor imperfectly imitable" (Barney, 1991).

Examining the characteristics of human resources to be a competitive advantage shows that, firstly, “since there is variance in individuals’ contribution to the firm, then the ability for human capital to provide value is obvious, consequently, human resources provide value to the firm” (Wright, McMahan, and Mcwilttams 1994). Secondly, scholars propose that the rarity of human capital is the consequence of normal distribution of skills and competence level of employees, implying that high-quality experts are difficult to find. (Wright, McMahan, and Mcwilttams 1994).

Thirdly, resource-based view theorists argue that imperfect imitability of human resources is due to three reasons: “unique historical conditions, causal ambiguity, and social complexity” (Barney, 1991). Because of natural differences in personal intellectual, emotional, and cognitive capabilities there is heterogeneity in employees’ skills and potential (Wright, McMahan, and Mcwilttams 1994).

Wright argues that the “source of sustained competitive advantage lies in the human resources themselves, not the practices used to attract, utilize, and retain them” (Wright, McMahan, and Mcwilttams 1994). In spite of this fact it is important to take into consideration the role of human resources practices in implementing competitive strategies of firms by customizing them to strategy, policies, practices and other resources, thus achieving vertical and horizontal fit (Wright, McMahan, and Mcwilttams 1994). This idea lies at the hearth of so-called configurational approach to HRM and strategic HRM as well. Wright combines this approach with Barney’s RBV to suggest that “practices are used systemically to develop and control the human resource pool, and moderate the relationship between this pool and sustained competitive advantage by effecting HR behaviour” (Wright, McMahan, and Mcwilttams 1994). Thus, human resources behavior plays a mediating role between HR practices (such as training, rewards, communication) and sustained competitive advantage. This logic can be presented in Figure 1 (Wright, McMahan, and Mcwilttams 1994; Wright, Dunford, and Snell 2001).

Figure 1. A Model of Human Resources as a Source of Sustained Competitive Advantage (Wright, McMahan, and Mcwilttams 1994; Wright, Dunford, and Snell 2001).



To conclude, the above stated theoretical model suggests that HR practices influence the attaining of sustained competitive advantage in two ways: with direct impact on HR behavior and with the mediating role of human capital pool. Development of human capital pool involves identification of high quality experts within organization and efforts to save them as company’s employees through various HRM practices: staffing, rewards, training, and ap-

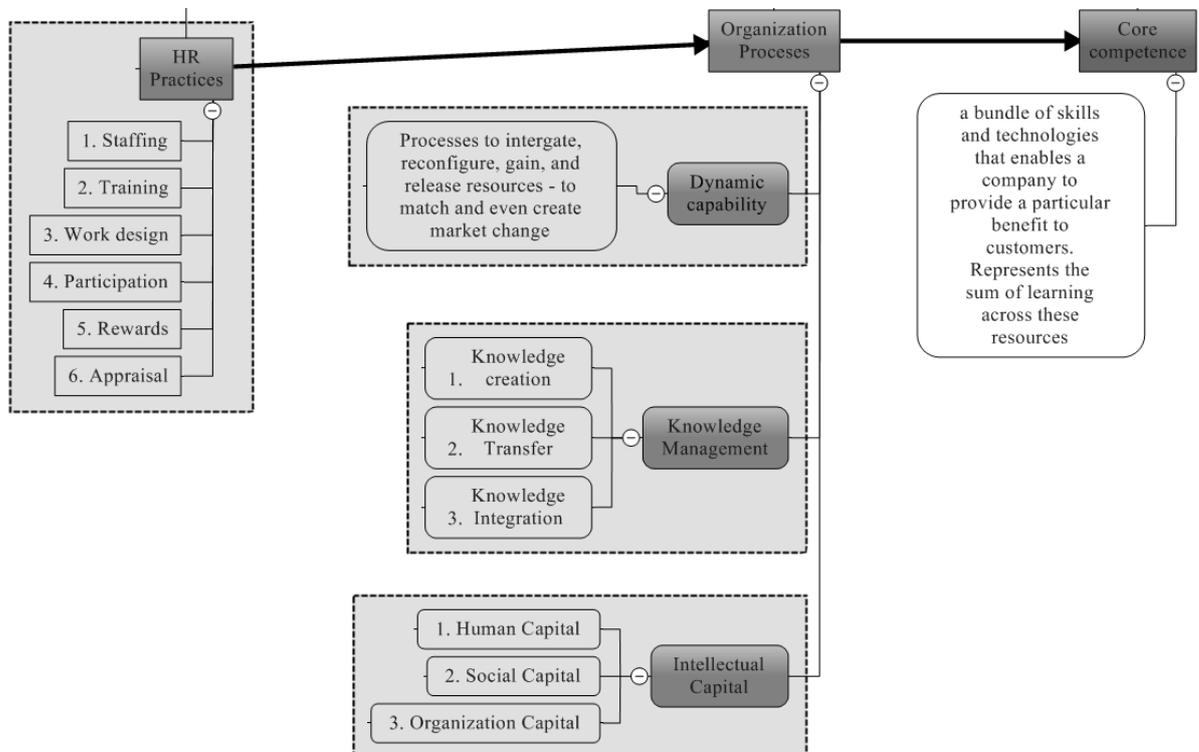
praisal (Wright, McMahan, et al., 1994). It is important to underscore that training programs as well as organization development and career development programs, which constitute the nature of HRD (Richard A. Swanson, Elwood F. Holton, 2001), ‘provide continuing skill development of a firm’s human capital pool’(Wright, McMahan, et al., 1994), thus “ensuring knowledgeable, agile, reflective workforce and workplace to capitalize on emerging opportunities” (Ruona & Gibson, 2004) in current turbulent times that demand organizations to innovate in order to survive.

HR practices influence the attaining of sustained competitive advantage in two ways. The second is the direct impact of HR practices on HR behavior. The importance of these practices is related to the fact that benefits from the human capital potential obtained can be achieved only when individuals choose to behave in a certain way beneficial for the organization (Wright, McMahan, et al., 1994). Such HRM practices as rewarding, communication, and training can facilitate the process of directing employees’ behavior in a way correlated to company’s strategic goal.

With the development of strategic management as a field, the attempts to bridge HRM and resource-based view continued. It was proposed that the concept of core competencies (Prahalad and Hamel 1990), dynamic capabilities (Teece, Pisano, and Shuen 1997), and knowledge-based views of the firm (Nonaka 1995; Nonaka and Takeuchi 1995) could represent bridges between the HR and strategy literature (Wright, Dunford, and Snell 2001). The visual representation of this concept could be presented in Figure 2.

On the whole, it has been shown that resource-based view (RBV) lies at the core of human resource management as well as human resource development fields, providing theoretical basis for inquiries about the impact of employees’ knowledge development on innovative performance.

Figure 2. A model for integrating strategy and strategic human resource management



Human resource development practices and innovation journey

There was a significant deal of research conducted to explore the link of HRM and organization outcomes. The organizational outcomes in these works included mainly financial performance, employee characteristics, such as employee satisfaction or employee turnover. However, there is little research done studying the association between HRM and innovative performance. What is more, HRD is considered in these papers as one of the HRM domains, not a unique organizational trigger. Foster (Foster, 2006) proposed some theoretical contribution to the exploration of the HRD-innovation phenomenon by providing suggestions on the role of HRD in innovation journey based on the model of the innovation process developed by Van de Ven et al. (Van de Ven, Polley, Garud, & Venkataraman, 1999).

The whole process of innovations in the company can be presented in the following way (Figure 3). Van de Ven et al. (Van de Ven et al., 1999) conducted the research on HRD and innovations at every step of Innovation journey model. This model can be presented in the following way. However, the reason for the link between various types of HRM practices and organizational innovation has not been clearly established.

Van de Ven et al. (Van de Ven et al., 1999) proposed a model that considers innovation as “a complex, non-linear, dynamic process” – and their model also draws on real data from thorough research involving all types of innovations. This model, which is widely accepted within the research community, consists of twelve common elements that are divided into three periods: initiation, development and implementation or termination.

The first period is related to the initiation of the innovation process. This time period includes “innovation gestation period” preparing the company for the innovation to occur as well as ‘internal or external “shocks”’ (Foster, 2006) that facilitate the process of innovation initiation.

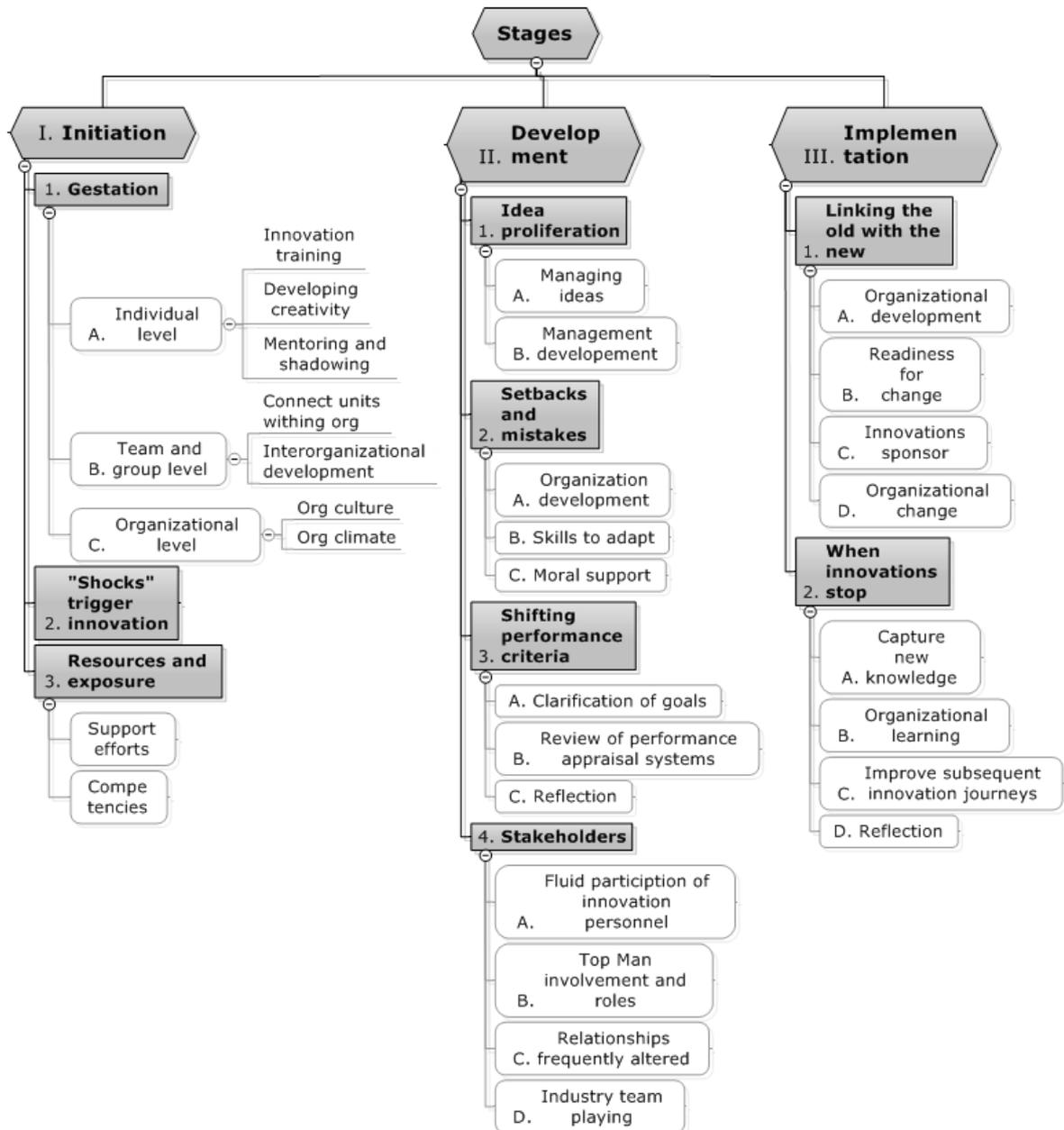
The second period is the time of development of the innovation process within an organization. At this period, “plans are developed and submitted to resource controllers to obtain the resources needed to launch innovation development” (Foster, 2006). Moreover, development programs start and initial innovation plan splits into numerous directions and applications. During this period, variation in plans is very high and there is a need for regular corrections to be made. These problems are “complicated by the fact that criteria of success and failure often change, and power struggles also ensue between actors within the organization” (Foster, 2006). This leads to different employees are involved in a different extent into this process, “with excitement in the beginning, frustration in the middle period, and closure at the end of the innovation journey” (Foster, 2006). They also collaborate with other institutional agents to create a community for their innovation (Foster, 2006).

The third period of the model is the period of implementation. At this period, innovations are adopted and implemented by combining novel and old ideas and adjusting the new ideas to the local specific conditions. In other words, the innovation transforms from something external to the organization to the internal characteristic of the organization.

The model designed by Van de Ven et al. presents innovation as a “complex, non-linear, dynamic process” (Foster, 2006) – and their model also draws on real data from thorough research involving all types of innovations: administrative, technological, product, and process innovations. The underlying question beyond the innovation model is “How and why do innovations develop over time from conception to implementation?” The model described allows exploring the nature of this complex phenomenon (Foster, 2006).

Every stage of the innovation development process can be supported by HRD practices to ensure innovation success.

Figure 3. Process of innovations in the company



The first stage of the process – the initiation stage – is characterized by the major role of change. Mainly, the existence of this phenomenon influences the fact that innovations can occur suddenly without being planned, but when it occurs it is necessary for the organization to be able to cope with the process of innovation development and implementation. A great number of empirical research suggests that this period is considered to be the major stage when HRD practices can be applied (Beugelsdijk, 2008; Shipton, Fay, West, Patterson, & Birdi, 2005; Shipton, West, Dawson, Birdi, & Patterson, 2006; Sung & Choi, 2013). The major mission of HRD at this stage is to prepare the human capital pool for the innovation process by training, management development, and team-building. It is also important that these HRD interventions are adjusted to organizational strategic planning to develop only those competences required by the organizational strategy. It is also essential for HRD specialist at this stage to develop organizational culture aimed at innovations and innovative climate (Sung & Choi, 2013).

The second period is the time of development of the innovation process within an organization. The role of HRD at this stage involves accompanying the innovation group of employees through the setbacks and failures they are going to encounter. Teaching them that it is a natural process is of great importance as well as creating learning opportunities, because it can influence the next steps of the innovation group and decisions they make. Rethinking their innovation experience can facilitate the process of innovation development and thus HRD practitioners should encourage employees to reflect. Since innovations could start at any point of time and in any form it is important for an organization to prepare the “reserve” of people who are able to generate innovations. Guidelines developed for such purposes by HRD specialists could be of great importance (Foster, 2006). Apart from guidelines, it is a good idea to use such productive HRD practices as shadowing, mentoring, coaching, encouraging knowledge sharing to prepare employees for participation in the innovation process.

The second period also involves dealing with external stakeholders involving competitors, partners, providers, other industry players, and government. In order to succeed in these activities the company should have strong intercommunication skills. Human resource development practitioners are particularly helpful in training these networking skills.

The implementation/termination period of the model is the period when innovations are adopted and implemented by combining novel and old ideas and adjusting the new ideas to the local specific conditions. This is the time when organization development (OD) component of HRD takes place, because it is organizational change that the company experience at this stage. Organization development is “a system wide application of social science knowledge (primarily psychological, systems, and economic theories) to the planned development, improvement, and reinforcement of the strategies, structures, and process that lead to organization performance (Richard A. Swanson, Elwood F. Holton, 2001). The implementation/termination period of the model is the period when top managers attribute the results of the innovation process and thus the role of managers in this process should be taken into consideration, because the results of the process are dependent on managers’ subsequent decisions and actions. The third period is the last one and it is important to capture the new knowledge as a result of diverse acts of communication and interaction within the innovation team and between innovation group and other stakeholders and objectify it in diverse forms: databases, guidelines, manuals or organizational learning programs. The latter is of great importance for the subsequent innovation efforts of organization.

Empirical research review

There was a significant deal of research conducted to explore the link of HRM and organization outcomes. The organizational outcomes in these works included mainly financial performance, employee characteristics, such as employee satisfaction or employee turnover. However, there is little research done studying the association between HRM and Innovative performance. What is more, HRD is considered in these papers as one of the HRM domains, not a unique organizational trigger (Shipton et al., 2006).

Literature review of works exploring the impact of HRD practices on innovative performance of companies is presented below:

Table 2. Theoretical Model of HRD impact on performance innovation

Empirical study	Theoretical model		
	Explained variable	Explanatory variable	Criticism
Shipton et al., 2005	Innovation in (1) Products; (2) Production technology; (3) Production Processes	1. Sophistication of HRM (effect on (1) Products; (2) Production technology) 2. Learning climate – moderating effect (effect on (1) Products; (2) Production technology) 3. Appraisal linked to remuneration (Effect on (3) Production Processes)	HRD as a part of HRM, Direct effect of HRM on organizational innovation, cross-sectional research design, small sample size, dummy variable indicating the presence/absence of HRM/HRD practices
Shipton et al., 2006	Product and technological innovations	1. Exploratory learning practices (+); 2. Exploiting existing knowledge (1) induction (+), (2) appraisal (+), (3) training (+), (4) contingent reward (no influence) (5) team working (+)	HRD as a part of HRM, Direct effect of HRM on organizational innovation, cross-sectional research design, small sample size, dummy variable indicating the presence/absence of HRM/HRD practices
Beugelsdijk, 2008	Share of new products in total sales	1. Training, 2. Job rotation, 3. Job Autonomy, 4. Performance- based pay, 5. Short-term contracts	Direct effect of HRM on organizational innovation, cross-sectional research design, small sample size, dummy variable indicating the presence/absence of HRM/HRD practices
Sung & Choi, 2013	Patent registration level	1. Corporate training, 2. Fin support for education Mediator: Learning practices; Moderator: Innovative Climate	Korean cultural context, ignorance of industry-specific effects

It is a widespread approach in exploring the influence of human capital on innovations to consider HRD as a part of HRM system of the organization. For instance, Shipton et al. (Shipton et al., 2005) explore the association between HRM and innovations from the point of organizational learning perspective. Organizational learning perspective indicates the cycle of knowledge in organization: creating, transfer, and implementation. The authors show that HRM has a significant effect on innovations in (1) products; (2) production technology; (3) production processes. They divide HRM system into three broad factors: sophistication of HRM; learning climate; and appraisal linked to remuneration. The first factor includes performance management, recruitment and selection, induction, training, commitment of HR system to strategy.

Shipton et al. (Shipton et al., 2006) explore the link between HRM practices and product and technological innovations. They divide all practices into two groups: HRM practices promoting exploratory learning and HRM practices exploiting existing knowledge. The latter involves (1) induction, (2) appraisal, (3) training, (4) contingent reward, and (5) team working. Their findings show that exploratory learning and four out of five exploiting existing knowledge HRM practices (induction, appraisal, training and team working) trigger innovations. Specifically they show that sophistication of HRM has a significant effect on innovations in products and production technology. They also show the moderating effect of learning climate, which makes the influence of effective HR system on organizational innovations even stronger. The second factor includes appraisal linked to remuneration and it is shown that it does influence innovation in production processes. This study just partly implies the important role of human resource development practices in innovation process. It involves training as an indicator of sophistication of HRM system and learning climate to show the moderating effect on organizational innovations.

Beugelsdijk (Beugelsdijk, 2008) in his study also shows the significant effect of HR practices on incremental and radical innovations. In particular the author showed the role of task autonomy, training and performance-based pay on incremental innovations. Radical innovations, as the author states in his research, are positively associated with task autonomy and flexible working hours.

Sung et al. (Sung & Choi, 2013) provided the well-developed framework for the link of HRD and innovations, which shows that investments in training and development influence innovative performance of companies with the mediating effect of learning practices. These practices are divided by three levels: individual, interpersonal, and organizational. Investment in training and development includes corporate training and financial support for education. The scholars also found the moderating effect of innovative climate for the relationship of HRD practices in terms of corporate training, interpersonal and organizational learning practices and organizational innovation. As for financial support for education, it turned out to have negative effect on innovative performance with no mediating effect of learning practice. There is no doubt that corporate training and financial support for education have been recognized as predominant tools for developing human resources. Both are positively related to organizational innovative performance. Considering that individuals' domain-relevant skills and expertise are meaningful predictors of employees' creative process of generating new and useful ideas, corporate training and financial support for education may better prepare employees to be creative, leading to increased overall innovative performance of the organization. Furthermore, knowledge management literature clearly indicated that knowledge is embedded in employees and it is difficult to be procured from the market. This states the importance of corporate training and financial support for education within the organization.

Despite their positive relationship to organizational innovative performance, corporate training and financial support for education have some differences.

Corporate training is designed and delivered to employees in various formats (e.g., lectures, workshops, site visits, case analysis) as well as through various media (e.g., collective, face-to-face training, personalized online training). Through social interactions among organizational members and combinations of their knowledge, both internal and external corporate trainings foster employees' creative process of generating new and useful ideas, leading to knowledge creation and increased overall innovative performance of the organization. Unlike corporate training, financial support for education can be directed to employees' self-development efforts in the form of attending colleges or graduate schools for continued education or taking courses that may have either personal or professional implications. By encouraging and providing resources to employees who take personal education outside the organization, organizations may enhance their members' basic task capabilities and general knowledge, which should facilitate creative processes among them. In addition, when the or-

ganization offers resources to help its members' personal and professional development, employees may perceive that their organization cares about them. Receiving generous financial support for education, employees may develop feelings of obligation toward the organization. Therefore, in addition to increased motivation to learn and improve themselves among employees, financial support for education is likely to promote employees' affective commitment to the organization, which tends to engender positive organizational outcomes. This includes increased creativity and employee proactive behavior that are the ultimate source of organizational innovation. On the whole, despite being different in the core elements of their rationale, forms of realization, and formal outcomes, corporate training and financial support for education influence positively one global result: organizational innovative performance. Developing its employees the company creates a competitive advantage which cannot be imitated by competitors; thus, it achieves success in current turbulent economic conditions requiring innovations as never before.

The main empirical works on the link "HRD – innovations" lack some qualities which limit the generalization of their results. These limitations are: ignorance of cultural context, ignorance of industry-specific effects, exploring the direct effect of HRM on organizational innovation, cross-sectional research design, small sample size, and dummy variable indicating the presence or absence of HRM/HRD practices.

Conclusions

This paper examined the research question regarding the mechanisms of stimulating innovative performance from the point of human resource development field of study as well as differentiating human resource development and human resource management domains based on the extensive synthesis of related research literature.

Referring to a number of scholars identifying the nature of human resource development (Richard A. Swanson, Elwood F. Holton, 2001; Ruona & Gibson, 2004; Sung & Choi, 2013) distinguishing characteristics of the field have been identified. The basic definition have been undertaken by the paper is as follows: "HRD is the process for developing human expertise through organization development and personnel training and development for the purpose of improving performance" (Swanson & Holton, 2001). This definition emphasizes the strategic role of HRD which is in contrast to human resource managements (HRM) is related to developing human expertise and employees' potential through learning at an individual and group level, thus "ensuring knowledgeable, agile, reflective workforce and workplace to capitalize on emerging opportunities" (Ruona & Gibson, 2004) in current turbulent times that demand organizations to innovate in order to survive. Moreover, human resource development field is oriented at long-term perspective in contrast to operationally oriented human resource management practices. The long-term perspective of HRD is realized through developing human potential through ensuring knowledgeable, agile, reflective workforce and workplace; organizational learning and learning organization; self-directed learning and development (coaching, informal learning), knowledge management (Ruona & Gibson, 2004) leads to opportunities to innovate.

The mechanisms of stimulating innovative performance from the point of human resource development is still not discovered although there was a significant deal of research conducted to explore the link of HRM/HRD and organizational outcomes. The organizational outcomes in these works included mainly financial performance, employee characteristics, such as employee satisfaction or employee turnover. Innovative aspect of organizational performance is mainly explored by the link HRM – Innovations. What is more, HRD is considered in these papers as one of the HRM domains, not a unique organizational trigger (Beugelsdijk, 2008; Shipton et al., 2005, 2006). However, the main empirical works on the link "HRD – innovations" lack some qualities which limit the generalization of their results.

These limitations are: ignorance of cultural context, ignorance of industry-specific effects, exploring the direct effect of HRM on organizational innovation, cross-sectional research design, small sample size, and dummy variable indicating the presence or absence of HRM/HRD practices.

On the whole, this paper identified core characteristics of human resource development theoretical field in contrast with HRM. Besides the comparison of HRD and HRM, the paper explored the basic principles and views on the impact of HRD practices on innovative performance. In short, all studies presented show the significant effect of personnel training on innovations. Sung et al. (Sung & Choi, 2013) proposed that investments in training and development influence innovative performance of companies with the mediating effect of individual, interpersonal, and organizational learning practices. Studies (Shipton et al., 2006; Sung & Choi, 2013) also reveal the existence of the moderating effect of learning climate, which makes the influence of effective HR system on organizational innovations even stronger. Besides, theoretical studies (Foster, 2006) describe possible HRD interventions at every stage of innovation journey: gestation, development, and implementation as described in (Van de Ven et al., 1999). However, there is still no model explaining the relationship of HRD and innovations, thus this leads to the research question to be put forward.

Further study aimed at designing the model of the connection between HRD practices and innovation performance and validating it empirically can substantially contribute to the advancement of innovation management and human resource development fields by answering the question of how to stimulate innovations. Moreover, this topic may be especially important for countries for which innovative economic development is main track (such as BRICs countries, acronym stand for Brazil, Russia, India, and China). In fact, these countries are characterized by rigorous government efforts to promote innovative development, for instance, a National Plan of Education and National Curriculum Guidelines in Brazil; national level priority project “Education” in Russia; Sarva Shiksha Abhiyan (SSA) program aimed at providing opportunities for education for more people in Indian; the agenda of the XVI Congress of the Chinese Communist Party aimed at developing of science and technology (Ardichvili et al., 2012). We assume that such external force within the “HRD – Innovations” dyad could substantially influence the nature of this intercorrelation and thus should be explored for the purposes of advancing our knowledge in the field of innovation management.

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