1. Record Nr. UNINA9910631078503321 The Palgrave handbook of critical human resource development / / **Titolo** edited by Joshua C. Collins, Jamie L. Callahan Pubbl/distr/stampa Cham, Switzerland:,: Palgrave Macmillan,, [2023] ©2023 **ISBN** 3-031-10453-6 Descrizione fisica 1 online resource (436 pages) Disciplina 780 Soggetti Manpower policy Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Nota di bibliografia Includes bibliographical references and index. Nota di contenuto Intro -- Contents -- Notes on Contributors -- List of Figures -- List of Tables -- Part I Introduction -- 1 Critical and Social Justice Perspectives in HRD -- In Whose Interest Should HRD Serve? -- Editors' Narratives: Why Are We Critical? -- Joshua's Narrative: Self-Discovery, Validation, and Liberation Through Critical HRD -- Jamie's Narrative: Moving from Disrupted to Disrupter Through Critical HRD --A Framework for Understanding the Scope of Critical HRD --Organization of the Handbook of Critical HRD -- References -- Part II Recontextualizing -- 2 Speaking Up in a Brave New World: Recontextualizing HRD in Postemotional Society -- Introduction --Critical HRD -- Postemotional Society -- The Brave New World --A Brave New World of Postemotionalism for CHRD -- Other-Directedness -- Mechanization of Emotion -- Voveuristic Inaction --Implications for HRD -- Relating -- Organizing -- Learning --Changing -- Advocating -- Conclusion -- References -- 3 The Ideological, Theoretical, and Socio-Economic Context of Critical HRD: A Foundational Introduction -- Introduction -- Global Political Shifts --

Ideology and Its Relations to Theory -- Critical Ideologies for Challenging 'Truth' -- The Globalized, Neoliberal Context --

Discourse Domination -- Theoretical Dilemmas of CHRD -- Theoretical Tensions of CHRD -- Problematizing Performativity -- Performativity and the Patriarchy -- Dominant Masculine Rationality in HRD -- The Commodified [Gig] Worker in the Neoliberal Context -- Bridging

the Research-Practice Gap -- Tensions, Quandaries, and Opportunities Concerning Critical Compromise and Radical Change -- Pragmatic Orientation and Critical Integrity, a Dichotomy? -- Tensions Between Profit Maximization, Stakeholders, and (C)HRD. Shaping Policy, Practice, and Experience for Social Justice. The Role of CHRD in Organizational Equality, Diversity, and Inclusion -- Chapter Summary -- References -- 4 Morality, Ethics, and Critical HRD -- What Is Morality and Ethics? -- What Is a Human Resource? -- What Is a Human?: Toward an Ethics of CHRD -- References -- 5 Emotional Labor and Resistance: Implications for Critical HRD -- Introduction --Literature Review -- Method -- Findings and Discussion -- Emotion Work -- Autonomous Emotional Labor -- Emotional Labor -- Indirect Emotional Labor -- Emotional Labor Enactments -- Power, Resistance, and Emotional Labor -- Conclusion -- Implications for HRD and Future Research -- Appendix -- Poetic Critical Incident: How is it? --References -- 6 Prefigurative Spaces: Building Community and Collective Record of Resistance to Create Change in Spaces of Organizing -- Introduction -- Prefigurative Politics -- Prefigurative Space -- Methodology -- The Occupy London -- The Prefigurative Space of the Occupy London -- Discussion -- Prefigurative Politics and CHRD -- Conclusion -- References -- 7 Reflecting Upon the Rise. Fall, and Re-emergence of Unions: Critical Approaches to the Organization of Labor -- Defining and Practicing Advocacy --Critical Theory Framework -- Advocacy Practices in Unions: The Highs and the Lows -- Advocacy as Relating, Learning, Organizing, and Changing in HRD -- Relating as Advocacy -- Learning as Advocacy -- Organizing as Advocacy -- Changing as Advocacy -- Emerging Advocacy Practices in Unions and HRD -- Collective Bargaining for the Common Good -- Organizing Within the Political Economy of Organizations and Industries -- Coalition Building: Moving from Transactional to Transformational Spaces -- Discussion --References -- 8 Recontextualizing Learning in Work and Leisure --Conceptualizations of Leisure -- Work and Leisure. Learning in Work and Learning in Leisure -- Recontextualizing Learning in Work and Leisure for HRD Theorizing and Practice -- Conclusion --References -- Part III Reconceptualizing -- 9 A New Organizational Space for Inclusion Through the Evolutionary Wholeness Praxis -- What We Know: Analyzing the Current Paradigm of Diversity and Inclusion --Proposition 1: The Current Paradigm of Diversity and Inclusion Privileges Performativity -- Proposition 2: The Current Paradigm of Diversity and Inclusion Commodifies Workers -- Proposition 3: The Current Paradigm of Diversity and Inclusion Reproduces Power Relations -- Where We Go: Envisioning an Evolving Paradigm of Diversity and Inclusion -- The Principle of Whole Self -- The Principle of Self-Management -- The Principle of Evolving Purpose --Conclusion -- References -- 10 Learning, Knowing, and Resisting Through Critical Approaches in Spaces of Organizing -- Philosophies of Adult Learning that Frame Theory -- Transformative Learning --Social-Emancipatory Approach to Transformative Learning -- Psycho-Critical Approach -- Common Themes in Transformative Learning --Positionalities Through a Critical Lens: Critical Race, Feminist, and Queer Theories -- Feminist Theory -- Critical Race Theory --Queer Theory -- Limitations and Critiques -- Social-Emancipatory --Psycho-Critical -- Critical Race Theory -- Feminism -- Queer Theory -- Considerations for Practice and Organizations -- Conclusions --References -- 11 Reconceptualizing Human Capital Theory: Working and Relating on the Global Stage -- Normative Conceptualization of Human Capital Theory -- Reconceptualizing HCT -- Mutuality --

Human Agency -- Dignity -- Multiple Culturally Informed Approaches -- Working and Relating on the Global Stage -- Conclusions -- References.

12 Challenging Dominant Ideologies and Expanding the Narrative Habitus in Spaces of Organizing Through Critical Thinking -- Narrative Habitus Through a Critical Theory Lens -- Stories in Spaces of Organizing -- Interrogating Dominant Ideologies Through Critical Thinking -- Mitigating Bias in Prevailing Stories -- Reframing Stories --Seeking Out Counter-Narratives -- Conclusion -- References -- 13 Applying Critical (Self) Advocacy and Social Justice Through Employee Resource Groups -- Theoretical Foundation and Background -- Self-Advocacy -- Understanding the Distinction: Self-Advocacy, Self-Promotion, and Self-Agency -- Self-Advocacy in Practice --Understanding the Need to Practice Self-Advocacy via ERGs -- Critically Examining How Self-Advocacy in ERGs is Enacted Through Organizational Support -- Implications for HRD Research and Recommendations for ERGs -- Implications for HRD Research: Applying a Social Justice Approach to Research in HRD --Recommendations for ERGs: Creating a Balanced Approach to Employee Resource Groups Through an HRD Perspective -- Conclusion --References -- 14 Reflecting on Leadership, Leading, and Leaders --Reflecting on Leadership, Leading, and Leaders -- Critical Leadership Studies -- People -- Place -- Process -- Conclusion -- References --15 Applying Critical, Feminist Perspectives to Developmental Relationships in HRD -- Developmental Relationships (DRs) in Human Resource Development (HRD) -- Defining Traditional Developmental Relationships (TDRs) -- Defining Nontraditional Developmental Relationships (NDRs) -- Introducing the Concept of Virtual Developmental Relationships (VDRs) -- Critiquing TDRs from Feminist Perspectives -- Questioning DRs from an Intersectional Feminist Viewpoint -- Decolonizing DRs from a Transnational Feminist Viewpoint.

Reimagining Developmental Relationships Toward Gender Equity, Social Justice, and Solidarity -- A Model of Critical Feminist Developmental Relationships-CDFRs -- CFDR Goals and Characteristics -- Values Emancipatory DRs -- Values Mutuality -- Exhibits Sensitivity to Sociocultural Context -- Embraces Cultural Diversity -- Incorporates Participatory Reflection and Action -- Interrogates Dominant, Hegemonic Views -- Acts on Unjust Systems -- Implications for Research and Practice -- Conclusion -- References -- Part IV Reconnecting -- 16 Identity, Privilege, and Power in Critical HRD --Identity -- Social Identity Theory -- Social Learning Theory -- Privilege -- Power -- Foucauldian Notions of Power -- Steven Lukes and the Three-Dimensions of Power -- Identity, Privilege, and Power in HRD -- Troubled in Terms of Learning and (Dis)Empowerment, and Work -- Implications -- References -- 17 Community, Intersectionality, and Social Justice in Critical HRD -- Critical Race Theory -- Black Feminist Thought -- Intersectionality -- Critical HRD -- Social Justice -- Community -- Networks -- Mentoring -- Employee Resource Groups and Affinity Groups -- Relationships in Spaces of Organizing -- Context -- Stakeholders -- Process -- Method --Discussion/Conclusion -- References -- 18 Understanding and Reducing Negative Interpersonal Behaviors: A Critical HRD Approach to Improve Workplace Inclusion -- Relationships and Relating in the Workplace -- Understanding Negative Interpersonal Behaviors --Passive and Episodic/Sporadic Behaviors -- Passive and Continual/Habitual Behaviors -- Aggressive and Episodic/Sporadic Behaviors -- Aggressive and Continual/Habitual Behaviors -- Vignettes

of Negative Interpersonal Behaviors -- Microaggression Scenario -- Discrimination Scenario -- Incivility Scenario -- Bullying Scenario -- Reducing Negative Interpersonal Behaviors.
Raise Awareness.