

National Implications Implementing the Ways of Knowing Through the Realms of Meaning in Human Resource Management and Development

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ABSTRACT

Over the past 20 years, important changes have taken place in Human Resource Management. These changes can compromise Human Resource Management's ethical responses in organizations. Quality management has become one of the methods to improve quality of products and services and increase organizational productivity and performances across industries around the world. This article will share a perspective of implementing Dr. William Allan Kritsonis' concepts in his book *Ways of Knowing Through the Realms of Meaning* (2007) in Human Resource Management. Teachers are the main focus in the postmodern world of change. Teaching is a gift from our Higher Power. Dedication is the primary strength of a teacher. Commitment is necessary to perform your duty as a teacher. We believe that you must first connect with the student; then care for the student; and be totally committed to teach the student. Recruiting, employing, and keeping qualified teachers will give credence to implementing the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management.

Schools could be better! Clarence Johnson has been working the past 42 years to do just that. With control of the hiring policies, selecting teachers through a meaningful framework is the answer to making schools better. Implementing the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management offer a meaningful framework to the selecting process.

Purpose of the Article

The purpose of this article is to discuss strategies for implementing the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management. We will present ten recommendations. These ten recommendations are postmodern and a gateway for achieving student success.

Ten Recommendations

Establish ordinary language from the first realm, symbolics, as the foundation of implementing the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management

In order to achieve student success, a clear language must exist between the teacher and the learner. A language that will allow knowledge to be transferred from teacher to student is the gateway to student achievement. In implementing the *Ways of Knowing Through the Realms of Meaning*, ordinary language is one of the building blocks of the educational process. All educators must decide to establish ordinary language as part of the decision making process. This will give all students the opportunity to achieve. A student may be able to speak words and recite grammatical rules but he cannot actually organize the words into intelligible discourse, if he does not understand the language. Language is a form of human behavior, and language teaching is a mode of modifying human behavior (Phenix, 1986). Establish universal symbols that express language in a meaningful content. Once the process is established by the realms of meaning and mandated by the learning community, then and only then, the decision process is on target to achieve student success. The teacher and students established ground rules for language and communication during the learning cycle. Teaching is the transfer of knowledge to the students in a timely manner.

In the last 30 years, a seismic shift has occurred in America's classrooms. Since 1980, the number of minority students enrolled in public schools has grown dramatically. The number of Hispanic students has increased by 61 percent, the highest growth rate of

any ethnic group. The Black student population grew by 16 percent, and other minority groups increased by 49 percent (Weaver, 2006). Today's educators are expected not only to teach a more diverse student body than ever before, but also to help all children reach high achievement standards. This is achieved in implementing the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management. The first realm is symbolics and must be the foundation of the Human Resource Management process.

Utilize the second realm, empirics, as the cornerstone in selecting qualified science and mathematics teachers for implementing the *Ways of Knowing Through the Realms of Meaning*

Empirical meanings require ordinary language and mathematics for their expression. To know a science is to be able to formulate valid general description of matters of fact (Kritsonis, 2006). The process for selecting core teachers is a serious undertaking. Many school districts levy an extra stipend to lure the science and mathematics teachers to the classroom. Scientific inquiry is aimed at bringing some order and intelligibility out of what appears to be miscellaneous and unrelated profusion of phenomena (Kritsonis, 2006).

As noted, in the scientific and scholarly realm, the reward system predominantly reinforces research and publishing over leading and managing. For those in engineering, learning and practicing mechanical, non-human systems-related principles are the primary focus. Aside from leading a team of a few members for a single purpose project or research grant, it is uncommon for scientific, technology, engineering, and mathematics (STEM) professional to anticipate broader realms of management and leadership responsibilities as part of their careers. A clear, fair, simple process is needed to communicate the purpose and scope of the leadership development program (LDP), as well as for selecting and notifying the applicants (Sansone & Scheiber-Abshire, 2006). Applying the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management will demonstrate a need for rigorous processes during employment. The curriculum should be based on fulfillment through communal participation. A person cannot understand his place in the whole and behave accordingly unless he is aware of the basic functions of civilized man. In relating to my teaching, the students learned the basic operations and we continued to stress the same functions daily. The hiring of professionals in the second realm, empirics, will always be a challenge because of supply and demand in industry.

Organize the logic of sequence in the curriculum through the framework of implementing the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management

In order for students to be successful and achieve, instruction must be arranged in a logical sequence. We cannot dictate what must be learned first but we can set the boundaries to promote what should be learned first. Learning must be the end to our goals. In the framework of the realms of meaning, limits on what must be learned first is not critical in the affairs of ordinary life. We need to look at the human growth factors before initiating what is to be learned next. Implementing the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management offers a framework for selecting teachers that instruct in a logical sequence. During Clarence Johnson's teaching career, he administered a pre-test to all of his students on the first day of class, annually. This evaluation allowed CJ to teach what was missing based on what was required to be taught. CJ focused on the weaknesses of the students. At the end of one calendar year, his students were able to master all of the basic skills in mathematics. Clarence Johnson sequenced the logic of the studies of mathematics symbols within his classroom. He was not concerned with what his students didn't know, but rather with what his students needed to know after spending one calendar year in his classroom. It is this strong position in learning that dictates the reason why Clarence Johnson's students were achieving. He worked in a logical sequence each time the students attended his class. He built on each concept learned and reviewed the learned concept daily. Students were able to use their ordinary language to communicate the mathematics facts that were learned in CJ's classes. Having the realms of meaning in place to sequence the logic of studies will improve student achievement. Developing questions for the interview process will allow us to select the qualified teachers. During Clarence Johnson's career as a principal, he selected interview questions that would solicit responses critical to the success of a teacher in the logical teaching environment.

In 1975, Clarence Johnson used this process to teach seventh graders the concepts of scientific notation through the use of a slide-rule. Teaching the scientific notation was the first challenge. Teaching how to use the slide-rule was the second challenge. Teaching students to solve problems using scientific notation was the ultimate challenge. Clarence Johnson's students mastered all three in one calendar year. The greatest reward was seeing students achieved what many critics thought was impossible. He used logic of sequence in mathematics with the students in his class. Some language and mathematics should be learned as such in their own domains in order to gain insight into the distinctive qualities of symbolics as a kind of meaning. Some symbolic form should also be learned in connection with other types of inquiry, in order to make evident how symbolism functions in the various realms of meaning (Phenix, 1986). Mr. Johnson believed that his students could learn the concept if he used a logical sequence and symbols that they understood. He was very successful because his students were successful. This is how we would recommend implementing *The Ways of Knowing Through the Realms of Meaning* in Human Resource Management. This decision making process will improve student achievement.

Establish the fifth realm, ethics, as the code of conduct for implementing the Ways of Knowing Through the Realms of Meaning in Human Resource Management

All successful educational institutions require a code of conduct to improve student achievement. In ethics, acts are done for purposes of participation. Like personal insights, ethics is everybody business. We cannot allow a class of individuals to establish the realm of ethics. Designating the realms of meaning as the framework in which to establish a code of conduct makes sense at all levels and classes. All voluntary actions are properly subject to moral judgment, regardless of how trivial or important, public or private, they may be and regardless of any conventions by which morality may be limited in ordinary understanding (Phenix, 1986). We need a code of conduct in place when the classrooms doors are closed to the public. Moral choice has both personal and impersonal elements. It is personal in that the whole being of the person is expressed in the decision to act. It is impersonal in that the morality of the act is not a function of the person in his singularity, but of the situation. Implementing the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management needs to be sensitive to the question of how job and role expectations can affect employees' choices and actions. Even if this role distinction between Human Resource Management "partner" and "player" turns out to be merely academic, it directs our attentions to the fact that we have responsibility as Human Resource Management to pay close attention to how we engage in job analysis and design with managers and department heads. It is important to be able to demonstrate how the way we structure people's work can affect how well they can perform that work and that meeting legal imperatives in the organization does not automatically mean we have adequately addressed the ethical aspects of an issue.

Teach students how to share knowledge through the fourth realm, synnoetics, in implementing the Ways of Knowing Through the Realms of Meaning in Human Resource Management

This is the realm of engagement. Students are empowered to be successful. We teach students to be genuinely engaged in learning. Make learning relevant so that the student is engaged. Synnoetic meanings relate subjects to subjects. This is the area of personal knowledge. Kritsonis (2007) points out that personal knowledge is not developed through formal instruction. It is a consequence of the basic fact of human association, beginning with the family and extending out in ever-widening circles to relationships in community, occupational life, and even with people in other nations and cultures. We must engage the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management. Hold Human Resource Management personnel accountable for the strategic process of selecting potential qualified teachers. These newcomers must be strong in student engagement learning styles. Freedom is a central concept in the analysis of personal knowledge. Freedom means the power to be and to

become engaged in learning through relationships in which the integrity and worth of each person are responsibly affirmed by the others with whom he is associated. Students must share personal knowledge in order to be successful in life's goals. We learn to socialize and live together. We must teach our students to share knowledge.

Utilize quality management in implementing the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management to improve quality services and teaching

Quality Management has become one of the methods to improve quality of products and services and increase organizational productivity and performances across industries around the world. Furthermore, human resources professionals and researchers have been focusing on the ways to integrate quality management as a core and strategic business process (Akdere, 2006). Organizations may be viewed as human systems. The domain of human resources may be described as the development and management of people in an organization through a framework of activities and practices that design, develop, organize, support, and execute employees' work while ensuring compliance with legislation and regulations governing the employer/employee relationship. As a result, fostering and maintaining professional relationships between employers and employees and among employees themselves are crucial in attracting, motivating, developing, maintaining, and retaining employees as well as human resources' bottom-line contribution to the organization. Implementing the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management in the schools' settings is parallel with industry. We solicit the business focus on Quality Management and operate the philosophy of the school Human Resource Management the *Ways of Knowing Through the Realms of Meaning*.

Combine International Human Resources Management with implementing the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management utilizing cultural studies and relevant training as a learning vessel

In the advent of globalization, many companies, be it corporate, public or international operates on a global scale. With the rise of companies operating in a global village, many companies are also expanding internationally. Mostly, international organizations operating abroad are faced with employees of foreign cultures with an entirely different perspective. Often-times cross-cultural issues arise in the management of the company's human resources. Unlike the universality of the law of physics and sciences, different cultures exist in different areas of the globe. Because of these distinctions in cultures, Laroche (1998) suggests that an in-depth understanding of the

cultural backgrounds of the people one dealing with can increase the probability of business success among investors and workers operating in foreign cultures. Cultural studies and relevant training are very important in a multinational company's operation.

Utilize the sixth realm, synoptics, in implementing the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management into one unified perspective

We need to provide a single vision by uniting all the realms of meaning. History is significant because it records facts in time. Establishing the facts and keeping records of the facts are vital to the existence of civilization. Student achievement depends on proven facts in the past and how to relate these facts to present learning and future learning. Many elements are united in the actuality of any given happening. Each event begins, proceeds toward its end, and is completed. In a sense it is a finished work, a whole occurrence. If the historian is to present what actually happened, he must bring together the various aspects of human experience into significant wholes, relating past occurrences in the light of all ingredients that go into formation of a complex real-life happening (Phenix, 1986). History is the study of what human beings have deliberately done in the past. This dictates to student success.

A disaster will follow with failure to implement the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management

Failure to implement policies and guidelines will cause the total framework of an organization to collapse. Dealing with Katrina is a classic example of the Chaos Theory. Businesses and education leaders will remember Katrina for many years. The disruption, upheaval, disorientation, and displacement of the personal, social, organizational, political, and systems fabric and the effort to make all things functionally normal can be rationally and soberly predicted by the tenets of Chaos Theory. If one accepts this premise, the dysfunctional nature of the way that individuals, group cohorts, and organizational systems are adapting to the devastation is part of the normal process, of adaptation and equilibrium in organizational dynamics and structure, on the road to recovery and a sense of normalcy. Katrina reminds me of failed Human Resource Management. Any school district that fails to employ qualified teachers will feature the Chaos Theory for many years in the future. Implementing the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management allows a school district or educational organization to meet the needs of the students they serve. Imagine a high school with 120 teachers on staff with 60 of the teachers rated incompetent. This is a disaster.

Although Hurricane Katrina was eventually downgraded to a strong Category 3 storm, the ensuing flooding of New Orleans and extensive storm surge along Louisiana, Mississippi and Alabama left a span of 130 miles of Gulf coast in utter devastation. Estimates, post-8 months, report over 1500 deaths, nearly 400 listed as 'missing', 2 million residents displaced or relocated temporarily, about 500,000 workers left unemployed, 350,000 homes destroyed, and 200,000 cars submerged. Moreover, 80% of evacuees were separated from their pets. The toll in human suffering and misery is incalculable. A host of health and mental health issues confront the victims, including children and the elderly. The issue of race was at the forefront (Fothergill et al., 1999).

Compare a large school district with 5,000 teachers and there is an absence of implementing the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management. Over 2,500 incompetent teachers will, by our estimation, create more disaster than 10 Katrina's. Clarence Johnson and William Kritsonis have a combine total of 70 years of professional experience as educators. Clarence Johnson has witnessed the disaster that one incompetent teacher on a high school campus can inflict on students. The Katrina disaster can be repaired within the next 3-5 years. An incompetent teacher can inflict pain and suffering for the next three generations. We challenge every educator to take implementing the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management seriously.

Empower students to learn in implementing the *Ways of Meaning Through the Realms of Meaning* in Human Resource Management

Research is not available but comments are whispered about the education process. We hear the rumble of the waves from the Katrina classroom. Human beings are essentially creatures who have the power to experience meanings. The first realm, *symbolics*, comprises ordinary language, mathematics, and various types of nondiscursive symbolic forms, such as gestures, rituals, rhythmic patterns, and the like. This empowers students to communicate effectively. The second realm, *empirics*, includes the sciences of the physical world, of living things, and of man. These sciences provide factual descriptions, generalizations, and theoretical formulation in the world of matter, life, mind, and society. The third realm, *esthetics*, contains the various arts, such as music, the visual arts, the arts of movement, and literature. The fourth realm, *synnoetics*, embraces "personal knowledge. Students share these survival skills. The fifth realm, *ethics*, includes moral meaning that expresses obligation rather than facts, perceptual form, or awareness of relation. The sixth realm, *synoptics*, refers to meanings that are comprehensively integrative. Students study history, religion, and philosophy to maintain the saneness of society. Without the sixth realm of synoptics, civilization would cease to exist. Through the six realms of meaning, we empower our generation to exceed the accomplishments of the previous generation.

Concluding Remarks

In conclusion, the purpose of this article was to discuss how to implement the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management. Our position of using ordinary language from the first realm, symbolics, as the foundation of communication is the single most important aspect of civilization. We must be able to communicate with each other in order to transfer knowledge. The Katrina crisis revealed many ills of the American society. Implementing the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management will protect civilization for the next 100 years. Clarence Johnson is often invited to speak at many high school class reunions because his students are successful. As a teacher, Clarence Johnson empowered his students through learning the application of mathematics facts. Through CJ's dedication and willingness to succeed, he was proud that he had the opportunity to serve the students and parents in his community. We recommend that educators adopt implementing the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management as the postmodern gateway to student success. Finally, the late Reverend Dr. Martin Luther King said, "We will have to repent in this generation not merely for the hateful words and actions of the bad people but for the appalling silence of the good people." And, the last comment from Dr. King, "The ultimate measure of a man is not where he stands in moments of comfort, but where he stands at times of challenge and controversy." Implementing the *Ways of Knowing Through the Realms of Meaning* in Human Resource Management offers constructive solutions to many lingering problems.

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