A Study on Leadership Development for Effectiveness: The Effects of Implementing Four Leadership Development Activities with Tribal College Administrators at the Branch Campus Level as a Strategy to Articulate a College Mission

Paul Willeto

Follow this and additional works at: http://digitalrepository.unm.edu/educ_teelp_etds

Recommended Citation
http://digitalrepository.unm.edu/educ_teelp_etds/47

This Dissertation is brought to you for free and open access by the Education ETDs at UNM Digital Repository. It has been accepted for inclusion in Teacher Education, Educational Leadership & Policy ETDs by an authorized administrator of UNM Digital Repository. For more information, please contact disc@unm.edu.
THE UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO 87131

POLICY ON USE OF THESSES AND DISSERTATIONS

Unpublished theses and dissertations accepted for master's and doctor's degrees and deposited in the University of New Mexico Library are open to the public for inspection and reference work. They are to be used only with due regard to the rights of the authors. The work of other authors should always be given full credit. Avoid quoting in amounts, over and beyond scholarly needs, such as might impair or destroy the property rights and financial benefits of another author.

To afford reasonable safeguards to authors, and consistent with the above principles, anyone quoting from theses and dissertations must observe the following conditions:

1. Direct quotations during the first two years after completion may be made only with the written permission of the author.

2. After a lapse of two years, theses and dissertations may be quoted without specific prior permission in works of original scholarship provided appropriate credit is given in the case of each quotation.

3. Quotations that are complete units in themselves (e.g., complete chapters or sections) in whatever form they may be reproduced and quotations of whatever length presented as primary material for their own sake (as in anthologies or books of reading) ALWAYS require consent of the authors.

4. The quoting author is responsible for determining "fair use" of material he uses.

This thesis/dissertation by Paul Willet has been used by the following persons whose signatures attest their acceptance of the above conditions. (A library which borrows this thesis/dissertation for use by its patrons is expected to secure the signature of each user.)

NAME AND ADDRESS

DATE
Paul Willeto

Candidate

Educational Leadership and Organizational Learning

Department

This dissertation is approved, and it is acceptable in quality and form for publication on microfilm:

Approved by the Dissertation Committee:

[Signatures]

Accepted:

[Signature]

Dean, Graduate School

MAR 06 2001
A STUDY ON LEADERSHIP DEVELOPMENT FOR EFFECTIVENESS: THE EFFECTS OF IMPLEMENTING FOUR LEADERSHIP DEVELOPMENT ACTIVITIES WITH TRIBAL COLLEGE ADMINISTRATORS AT THE BRANCH CAMPUS LEVEL AS A STRATEGY TO ARTICULATE A COLLEGE MISSION

by

PAUL WILLETO

Bachelor of Fine Arts, University of New Mexico, 1979
Master of Fine Arts, University of Michigan, 1981

DISSERTATION
Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Education
Educational Administration
The University of New Mexico
Albuquerque, New Mexico

May, 2001
DEDICATION

With special appreciation to my wife, Karen, and to my daughter, Kim.
I would like to thank my committee members for their contribution to this project and for their support:

Dr. Breda Bova, Chair
Dr. Fred Sturm
Dr. Michael Morris
Dr. Lawrence Isaac
A STUDY ON LEADERSHIP DEVELOPMENT FOR EFFECTIVENESS: THE EFFECTS OF IMPLEMENTING FOUR LEADERSHIP DEVELOPMENT ACTIVITIES WITH TRIBAL COLLEGE ADMINISTRATORS AT THE BRANCH CAMPUS LEVEL AS A STRATEGY TO ARTICULATE A COLLEGE MISSION

by

PAUL WILLETO

ABSTRACT OF DISSERTATION

Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Education Educational Administration

The University of New Mexico
Albuquerque, New Mexico
May, 2001
A Study on Leadership Development for Effectiveness: The Effects of Implementing Four Leadership Development Activities with Tribal College Administrators at the Branch Campus Level as a Strategy to Articulate a College Mission

by

Paul Willeto

Bachelor of Fine Arts, University of New Mexico, 1979
Masters of Fine Arts, University of Michigan, 1981
Doctor of Education, Educational Administration, University of New Mexico, 2000

ABSTRACT

This portfolio contains the Table of Contents, the Educational Platform, Leadership Educational Administration Plan (LEAP) I and II, Professional Commitment, Significant Leadership experience, Assessment and External Judgment, and the Integrative Capstone. The Table of Contents lists the sections for each area in sequential order in the portfolio. The Educational Platform discusses my perspective on education.

In the LEAP sections, LEAP I describes my initial attempt at how I envisioned my first Leadership Educational Administration Plan. LEAP I describes what I wanted to do at the beginning of my study in relation to my first capstone study proposal. LEAP II describes my idea of what a leader should be. LEAP II also describes ideas, which help shape my final capstone study. LEAP II is at the end of the portfolio. The Professional Commitment presents my experience for each course taken since the summer of 1997. Each course is summarized, and some discussion is given in terms of how these courses are meaningful not only to my studies, but in their application to the work environment.

The Significant Leadership experience section provides examples of how my studies were helpful and how they applied to work performed at the work site. I give
some attention to situations relative to leadership and how leadership roles provided were illustrated in these situations.

The Assessment and External Judgment section illustrates examples of assessment from the immediate supervisor and some external entities. Assessment examples come from the Dean of West Campus and other Navajo Nation officials.

The section on the Integrative Capstone provides an illustration of my capstone study, which is a study on leadership development and its effect on institutional effectiveness in the broadest sense. The conceptual frame for the study illustrates that institutional effectiveness is achieved through effective implementation of the college mission. Likewise, effective implementation of the college mission is achieved through leadership development.

Originally, I began my capstone study as a classroom study involving the effect of culturally relevant curricula and their role in improving the academic performance of Navajo college students. This is described in my Leadership Educational Administration Plan I. I struggled with this study; I tried to make it relevant to leadership but could not find a way to do so. As a research study, this approach would be more complex and take more time to complete.

In the last summer session at the University of New Mexico, I began to focus my study more and more on leadership development, mission, and institutional effectiveness. Later, through discussion and reflection with the professor and other members of the cohort, I changed my study to focus on leadership development and institutional effectiveness and how leadership development paves the way to achieve institutional effectiveness. This change in direction for my study is reflected in the Leadership
Educational Administration Plan II. The latter shows progress and growth in my study. I am comfortable with the new direction in my study. I now feel that institutional effectiveness through leadership development is what I want to present in my capstone research study.
# Table of Contents

List of Figures .......................................................................................................................... ix  
List of Tables ............................................................................................................................. x  
Educational Platform .................................................................................................................. 1  
Leadership Educational Administration Plan I ......................................................................... 3  
Professional Commitment ......................................................................................................... 5  
  Group Process ......................................................................................................................... 5  
  Organizational Development ................................................................................................... 13  
  Teaching and Learning ............................................................................................................ 16  
  Diversity and Multiculturalism ................................................................................................ 19  
  Policy and Finance .................................................................................................................. 23  
Significant Leadership Experience .............................................................................................. 34  
Assessment and External Judgment ............................................................................................ 36  
Integrative Capstone .................................................................................................................. 37  
  Chapter 1. Introduction ........................................................................................................... 40  
  Chapter 2. Literature Review .................................................................................................. 50  
  Chapter 3. Methodology .......................................................................................................... 64  
  Chapter 4. Synthesis/Findings ................................................................................................ 82  
  Chapter 5. Recommendations/Summations .......................................................................... 126  
References .................................................................................................................................. 141  
Leadership Educational Administration Plan II ........................................................................ 144  
Appendices .................................................................................................................................. 147  
Appendix A: Map of Community Branch Campuses ................................................................. 148  
Appendix B: Diné College Headcount Report for Fall 2000 ....................................................... 149  
Appendix C: Enrollment Trend: Headcount ............................................................................. 150  
Appendix D: Enrollment Trend: Full-Time Equivalent ............................................................... 151
LIST OF FIGURES

Figure 1. Conceptual Frame for the Study ................................................. 59
Figure 2. Summary of Training Areas and Recommendations ................. 128
Figure 3. Change Model ........................................................................ 135
LIST OF TABLES

Table 1. The Synthesis Table.................................................................112
Educational Platform

As individuals, we strive to be the best at whatever we do no matter what the situation or circumstances. Striving to do and be the best means to be effective at what one does in life. To be effective means to set achievable goals. If not for goal setting, the idea of being effective would not have much meaning. I believe this applies to the work that one does in the educational professional's environment. In our jobs, we want to do and be our best and carry out our job roles and responsibilities effectively. We want to be effective educators. We are also part of educational organizations that have mission statements. The stated mission statements represent the collective views of the people in the organization and what they want to accomplish in their mission. The organization sets a goal and attempts to reach its stated goal or, in other words, fulfill its mission. If an educational organization achieves its mission, it is deemed effective. Conversely, if an educational organization fails to carry out its mission, it is perceived to be ineffective. An intervention may be necessary if an educational organization is ineffective. The intervention is determined by the cause of the inefficiency.

I believe life is about being efficient and effective at whatever we do. I apply my beliefs to the work that I do in the educational field. I believe educational organizations have to be efficient and effective in meeting their missions. This is not to say that everything we do will be done efficiently and effectively. There are valleys and mountaintops; however, the goal is to reach more mountaintops than valleys.

The capstone research study I am proposing focuses on leadership development and institutional effectiveness. The conceptual frame for my research study proposes that institutional effectiveness is possible through leadership development. Leadership
development will empower leaders to be more efficient and effective in the implementation of mission statements. The effective implementation of the mission will result in institutional effectiveness.

- Applying any one objective and leadership style to make a difference at the policy level. I feel that this translates into much broader issues, which I hope to see in the BLD program. With a focus on this, our interest in this field, in order to make a substantial change in Nauru education, is less to be...
Leadership Education Administration Plan I

I wish to apply my transformational leadership skills in a broad scope to Navajo education. I am particularly interested in applying my transformational leadership skills to make a difference at the policy level. I feel that the transformational leadership skills, which I attain in the Ed.D program, will help me move in this direction. My current thinking is that, in order to make a substantial change in Navajo education, it has to be done at the policy level. And as a transformational leader, I would like to be involved and engaged in helping to shape policy for Navajo education in the next century. This is my initial transformational leadership plan.

Problem Statement/History

At present, there are a number of educational institutions delivering educational programs designed to achieve different outcomes. For example, the public schools systems, the Bureau of Indian Affairs systems, the parochial school systems, and the local control school systems all operate on Navajo land. The different school systems do not work together and operate by their own set of educational goals and objectives. Sometimes these educational goals and objectives are, not only in conflict with one another, but impact the Navajo students in adverse ways. The typical Navajo student will migrate between these different school systems throughout his/ or her life as a student. For example, a contract or parochial school may provide him/ or her with a K-8 education, and the public school systems may provide the 8-12 grade level. In this way Navajo Kids are exposed to different educational goals and objectives throughout their educational experience. Unfortunately, the results are many drop out or graduate with inadequate skill level and low self esteem.
Recently, there has been a movement to design a Navajo philosophy of education, which has Navajo based educational values, and is envisioned to be the vehicle in cementing all the different educational systems on Navajo land. It is being done to some extent with Navajo language programs. With this initiative, the different schools would begin to provide the same or similar educational goals and objectives within the parameters of this Navajo philosophy of education. The movement has already done some work in the design of this Navajo philosophy of education. Although a lot of educators are working in this area, Dîne College has been used as a sort of “think tank” for this movement. All work being done on this Navajo philosophy of education is in the experimental stage. It is the hope that when the experimental program has achieved positive results, this Navajo philosophy of education would be the vehicle in providing the same educational goals and objectives for all schools on Navajo land.

Having been exposed to this movement, I believe a Navajo philosophy of education is the future of Navajo education. It is within this movement, I want to apply my transformational leadership skills. Why? Because the Navajo philosophy of education will change these other schools systems into the next century to meet the needs of Navajo students.
Professional Commitment

Group Process

Introduction

The first class we took as a group, Group Dynamics, occurred during the summer of 1997. This class was designed to introduce the group to the Cohort III program as well as to teach group management. The entire Cohort III is made up of administrators. The professor was very professional and cordial and had the ability to deal with group dynamics. For example, there were a number of incidents where tension erupted among the group in the learning environment. The professor was able to contain the group and keep them on task. Among the activities given by the professor was a warm-up activity. Each member brought in a warm-up activity and had the group partake in these warm-up activities. Throughout the whole class, the professor covered materials relevant to group dynamics. Our text for the class was Group Dynamics by Donelson R. Forsyth.

We also did a group class presentation. We teamed up and designed a presentation around a theme that we chose as a group. As individual in-groups, we experienced what it is like to be part of a group, including group interaction and the processes groups go through as they form. For example, in our group, we went through forming, storming, norming, performing, and adjourning periods. Finally, we arrived at the working together period. It was interesting to see members of the group interact and behave in accordance with the concepts we learned in the textbook. The formation of groups will be emphasized later in this section on group dynamics. The group class presentation was practical and appropriate to our learning situation at the time.
We also kept journals throughout the whole class and group activity experience. Finally, we were introduced to a week of statistics using Mary B. Harris' *Basic Statistics for Behavioral Science Research*. For the statistic component of the class, we studied descriptive statistics, concentrating on describing data in terms of central tendency, variables, and standard scores. We did equations and formulas. All the members of the group participated and provided input. The whole experience with group dynamics was a positive learning experience.

**Group Dynamic**

Groups form for many reasons. There are family groups. There are groups of friends. Some groups are based on practical or organizational reasons. For example, a group may be formed to fight a war. A group may be formed to deal with a marketing problem or task. We administrators are interested in organizational groups. In organizations, groups are essential and a standard part of the organizational life. Administrators, staff, faculty, and students are put together in groups to work together or to learn together on solving problems.

Sometimes members of these organizational groups work well together. Often times, these same groups may not work well together. It then becomes essential for institutional leaders to know and understand how groups interrelate and work together. For groups to work and get the job done, leaders have to be trained in group dynamics to effectively deal with problems.

The dynamics that occur within groups have many facets. By knowing and understanding group dynamics, administrators are better able to cope with groups in the organizations they are charged to lead. Why do we call groups "dynamic"? It is because
groups are not static; rather, they are fluid entities (Forsyth, 1990, P. 12). Groups are alive and active, not passive (Ibid. 1990, P. 12). Members of the group have something to contribute to their respective groups, including ideas and personalities. They have agendas. When all of these traits or dynamics cross within groups, groups become dynamic. Dynamics can be a positive or negative experience for groups. If the dynamic is positive, a group will get in synch and work well together. This is referred to as a “hot” group (Forsyth, 1990, P.12). Hot groups are groups that work well together under all sorts of conditions without their productivity being affected. This does not mean hot groups do the right thing. Hot groups can experience a phenomenon called group-think (Forsyth, 1990, P.12). Group-think can lead a group on the wrong path, leading to a wrong conclusion. Groups, no matter how effective, have to avoid this phenomenon called group-think. When a group does not get in synch, it becomes detrimental to the group and inhibits its ability to perform any job or task. Sometimes when this happens, the group may not survive. It then becomes the task for administrators to bring groups around for the positive and eliminate the negative. This is the reason why it is important for administrators to know and understand groups or group dynamics.

Nature of Groups

Two or three groups of individuals in the same room does not constitute a group (Forsyth, 1990, P. 7). Being in close proximity does not make three individuals a group. The reason for this is that in order for three individuals to be a group, they must have that one ingredient called interaction (Ibid. 1990, P. 7). Interactions between two or more individuals constitute a group. Groups must interact for it to be a group. How should they interact? They should interact by influencing other members of the group (Ibid. 1990, P.
Members of the group must influence one another about something that is important to the group. Further, the influence, in all cases, has to cause the group to be interdependent on one another (Ibid. 1990, P. 7). In organizations, most groups function in this way. The other important point is that members of groups or a group do not necessarily have to know one another in the beginning. Often times, groups are formed or form themselves without the members knowing one another in the beginning. This is, in most cases, the norm for groups. An administrator may form a group to do a task. Members of the newly formed group may not know one another. So, as a group, one task of the group is getting to know other members in the group. This interaction is also the physical responses that occur in groups. For example, physical responses are such expressions as talking, body talk or non verbal motions, and emotions that people express in groups (Forsyth, 1990, P. 9). All of these physical responses constitute interactions between members of a group. And, these physical responses are an important and basic factor in the interaction and formation of groups (Ibid. 1990, P. 9). These are the fundamental elements that make up the nature of groups.

**Group Formation**

Groups form through a five stage process called “forming, storming, norming, performing, and adjourning” process. As stated earlier in this section, groups often forms to do a certain task. Groups do not always have a choice as to who will make up the group. Consequently, groups go through a process where they test one another. These testing stages are called the forming and storming. Later, groups come to learn to do their tasks as a group. This is called the norming and performing stage. During the norming
and performing stage, groups go on with their business and complete their task. Then they go their separate ways and adjourn.

All groups have beginnings. At the initial beginnings, groups are forming. This is the stage when groups interact in a very cautious manner. Their demeanors are mild and guarded (Forsyth, 1990, P. 78). Members are testing each other. Each wants to know what the other is like. Some tension may erupt but not to the extreme. Tensions are not extreme but more calm (Ibid. 1990, P. 78).

The next stage in the life of a group is the storming stage. Member incompatibility is often the culprit for the storming stage for most groups (Forsyth, 1990, P 79). Some members find that they are not compatible and therefore cannot do the task. Conflict emerges between members. There are three types of conflict: false conflict, contingent conflict, and escalating conflict. False conflict is simple misunderstanding or misinterpretation of one another. Contingent conflict is where one or more members of the group do not respect the group rules and procedures (Ibid. 1990, P. 79). Finally, escalating conflict is where a simple disagreement escalates to other issues. A more serious conflict erupts during an escalating conflict stage. In the end, conflict can make or break a group. How the group deals with conflict depends on the group. Groups can reach unity or disunity altogether due to conflict. In some cases, groups achieve unity through conflict, so that conflict does not necessarily mean the end of a group (Ibid. 1990, P. 79).

Group unity occurs during the norming period. The norming stage is also referred to as the cohesive stage. Groups begin to cooperate and operate as a unit (Forsyth, 1990, P. 83). Members of the group begin to feel a sense of belonging and, consequently, begin to buy into the group norms. Groups also begin to work together more efficiently.
The performing stage is the productive stage (Forsyth, 1990, P. 85). Groups get in sync with one another and perform their task. Performing and being productive are two important characteristics of a group during the performing stage.

Groups reach their accomplishment and finite stage during the adjourning stage. Groups either disband in a planned manner or abruptly. Groups that perform as a unit, and accomplish their group objectives dissolve peacefully. Groups that experience problems split suddenly in a spontaneous and unanticipated manner (Forsyth, 1990, P. 88).

**Group Composition**

Another facets of group dynamics are group composition, group structure, group variables, task and outcome, and environment. These other facets of group dynamic, was illustrated in a model presented in class by the professor.

Group composition is the size, the socialization, and cultural similarities of the group. Groups come in either dyad or groups of two. They also come in triads or groups of three. They may come in small groups of three or more members. Finally, groups come in large groups (Forsyth, 1990, P. 9). Group composition depends on the size or number of people that make up the group. The socialization is the reciprocal processes, evaluation, and commitment within the group (Ibid. 1990, P. 9). What individual members contribute to the group is reciprocated through interaction between the individual and group members. The reciprocal process is a part of group dynamics. Another form of socialization is the on-going evaluation that occurs between individual members and other group members. Upon entering a group, a new group member will evaluate the group. The group, in turn, will evaluate the new incoming member. Finally,
commitment is another form of socialization. Commitment to a group is determined by the presence of alternatives or other possibilities to individual members. If a member is highly confident of his/her ability to survive outside the group due to talent, for example, he/she may have less commitment. Conversely, if a member has no alternative or possibilities outside the group, he/she will be very committed to the group. The group fulfills the social and emotional need for him/her, and therefore the survival of the group is very important to him/her.

**Group Structure**

Two examples of group structures are roles and attraction. Roles are sets of behavior that are characteristics of persons in a group or in a particular social structure (Forsyth, 1990, P. 111). Roles in a group or social structure set the tone as to how a group member will behave. For example, the role of a note taker is a certain role in a group. Any member of a group who takes on the role of note taker therefore behaves and functions as a note taker. Further, role structures behavior by dictating the part to members of a group as they interact with other members of the group (Forsyth, 1990, P. 111). Roles in groups develop over time. This development is called role differentiation (Ibid. 1990, P. 111). In general, roles do not develop quickly. This is because roles have counterparts called socio-emotional roles. Socio-emotional roles define roles or describe what roles do in groups.

Attraction is another dimension to group structure. Group members have emotions that drive their emotional behaviors. Members show likes or dislikes toward one another. They rank each other in terms of low to high depending on their likes or dislikes for each other. Groups or subgroups form within groups in clusters by popularity,
isolates, and outcasts (Forsyth, 1990, P. 125). Sometimes subgroups or coalitions control and move the group in certain directions. Attraction is one significant dimension to group structure and its dynamic.

**Group Variables**

Group variables are the rules or norms established by the group as to how the group will function. Group variables are the rules established as a result of resolving the different dimensions of the group structure. Often the rules and norms established by the group is part of the forming and norming stage of group formation. It is very important for groups to operate under some rules and norms, otherwise the cooperation and completion of the task will not happen. The cooperation and completion of the task is crucial and critical to the group. Rules and norms are essential in group cooperation and getting the job done.

**Task and Outcome:**

Task and outcome are reciprocal in which time plays a role. Task is the work of the group with some time frame. Sometimes tasks are informal. Sometimes tasks are formal. Outcome is the finished result of the task. Outcome is determined by the task. The outcome may be reworked many times. In this way, task and outcome are reciprocal. Time is the linear time in which the task and outcome are to be completed.

**Environment**

Environment is the physical surrounding of the group, which may have some impact on how the group performs. The physical environment may be the place of the meeting. The physical environment can be other things such as time frames. Environment is equally important to the success of the group.
Organizational Development

Introduction

In this cohort class we learned about organizational development (OD) as it is related to our schools. This is Cohort III second class taken as a group. We covered a lot of the materials relevant to organizational development in schools and colleges. There were three main texts for the class. The first textbook is entitled, Handbook of Organizational Development in Schools and Colleges by Richard A. Schmuck and Philip J. Runkel. The next one is Images of Organizations by Gareth Morgan. The third textbook is Resiliency in Schools by Nan Henderson and Mike M. Milstein. The textbooks were used concurrently for each class. The Handbook of Organizational Development in Schools and Colleges is just that, a handbook or guide. The textbook is easy to read and is a 'how to' book. The book describes how administrators, faculty, and staff can apply 'OD' in their schools. The Images of Organization is a textbook on looking at organization in a different perspective. The textbook uses metaphors such as an organic metaphor to describe organizations, and shows that organizations are like organisms. Organizations are like living organisms opposite of mechanism, another accepted metaphorical idea from the past. The Resiliency in Schools is a textbook on resiliency, which explores examples of resiliency, and how resiliency can be achieved in schools. These main textbooks make the content for the organizational development class content.

The professor was a field practitioner of organizational development, and brought with him a lot of knowledge and actual field experience. This made for a very dynamic and practical learning experience. A lot of the materials covered in this class were about
how to repair organizations that have gone astray due to internal strife. Schmuck and Runkel provided examples of internal strife. Internal strife or “muck” springs from many things. It could be years of under current resentment by staff and faculty towards the administration. Internal strife can be anything. It can be hidden agendas by some or all the stake-holders. In the end, internal strifes cripple organizations to the point where organizations cannot do anything without major battles being fought on all fronts by the stakeholders. The recurring theme that was used to illustrate this was the iceberg analogy. An iceberg can be deceiving. The iceberg may appear small at a glance. Further observation will reveal that there is a larger part of the iceberg that is hidden to the eye. To see all of the iceberg, it is necessary to take into account the iceberg that is hidden as well as that which can be seen. In essence, a problem is similar. A problem may appear small in scope at first. The larger part of a problem is often hidden like that of an iceberg. To analyze the total picture of the problem, it is necessary to look at the problem, which is hidden as in the iceberg analogy. The learning materials we learned in this class attempted to teach us how to dig deep into the muck, and bring harmony back to organizations so that organizations can once again work together as communities. We were encouraged to look at our own organizations, and how our learning dovetailed into our workplace. In this light, we were told to do a field study.

The class introduced us to our first field study. Our field study required us to design a field study in the spirit of organizational development. We designed our own study by picking a topic and designed the field study around our topic. We applied some of what we learned in the class. We did field research at our work site.

We also were introduced to issues of resiliency including a model of resiliency.
Overall, the class on organizational development was a very positive learning experience. Conducting an educational field study was new and challenging within the timeframe allowed, and the study was completed in time. Minor problems were experienced by the learner with the field study, but not significant enough to discontinue with the study. This class was very useful because the class laid the building blocks for the other field study in the spring.

Organizational Development

The goal of organizational development is to improve the quality of life for the stakeholders in organizations. The characteristics of organizational development are systematically planned, sustained effort, self-study, planned change, formal or informal procedures, processes, and norms, and functional (Schmuck & Runkel, 1994).

Resiliency

Resiliency is a type of characteristic, which can be defined as characteristics in people and organizations. Resiliency, if defined as a characteristic, can be defined as a profile. In this light, people or organizations can be described as having resilient qualities. For example, a resilient person is one that is independent, resourceful, a problem-solver, a critical thinker, and has the ability to overcome obstacles and "bounce back". All of these qualities can be said to be characteristics of people or organizations. Resiliency is also a process (Henderson & Milstein, 1996. P. 8). If defined as a process, resiliency is a building or capacity building on a long-term of characteristics in the person or organizations. It is similar to organizational development in that the personal character is being developed over the long-term. Henderson and Milstein propose a "Resiliency Wheel" as a way to build resiliency in a person or organizations. The resiliency wheel has
six steps in fostering resiliency. The steps involves increase step 1. Pro-social bonding, step 2. setting clear consistent boundaries, step 3. teaching life skills, step 4. providing caring support, step 5. setting and communicating high expectations, and step 6. providing opportunities for meaningful participation. These six steps are used to foster resiliency in a person or organization. Resiliency is a meaningful way to instill in a person or organization survival skills to help him or the organization through difficult circumstances or trying times. During trying times, the person or organization can go through difficult times, and yet come through those difficult times with a positive and perhaps optimistic view of tomorrow.

Teaching and Learning

Introduction

We took the teaching and learning class during the spring of 1998. We learned how to become leaders that learn with and teach those that we were charged to lead. We also learned how to do qualitative research studies. The qualitative research studies we learned were designed to teach us to understand problems that we are faced with. Through qualitative research studies, we were to learn about situations in order to act responsibly. To this end, we studied learning materials that taught us to be leaders as learners, teachers/facilitators, and researchers.

The class on teaching and learning had two professors who each brought their own different unique approaches to the teaching, learning, and research class. One professor used a lot of technology. All of her presentations were through either computer based or other forms of classroom technology. The other professor used the traditional approach. Neither methodologies used by the professors were a problem. Both
methodologies were useful by giving the class a unique dimension to the learning environment. The materials for the class came in three bound text prepared by one professor. The main text was titled, *Teaching and Learning & Qualitative Methodology* by Dr. Carolyn Wood. The other two texts were bounded class handout materials also by Dr. Wood. The third textbook for the class was *Leadership and the New Science* by Margaret J. Wheatley.

**Administrators-as-Learners**

The administrator as learner is a different concept. Administrators as learners must learn to think inductively. To many, inductive thinking is different and sometimes new. In general, administrators are taught to think deductively, opposite of inductive thinking. Deductive thinking, often times lead leaders to cook up quick solutions before they learn what are the real problems. In deductive thinking, organizational problems are viewed as deductive or cause and effect; something causes something else to go wrong. Administrators then move to cook up quick solutions before knowing the real problems. Cooking up quick solutions is not the same as understanding the real problems. Cooking up quick solutions can lead to unsatisfactory results and disappointments. Leaders are often left wondering why their solutions are not working and the problem remains the same. So, the class theorized that inductive thinking teaches administrators to be more analytical. Being analytical is describing and analyzing the situation and problem before finding appropriate solutions. A big portion of the class content was devoted to teaching administrators how to describe and analyze problems before finding appropriate solutions. This is called inductive thinking.
The class content also included a lot of activities designed to teach administrators how to restructure themselves through the analytical process. The describing and analyzing process also leads to “restructuring” of the individuals through self-evaluations. Analyzing the self can lead to a restructured individual. Finally, the class focused on these two major themes, inductive thinking and restructuring of the self. The class promoted the notion that an administrator cannot engage change if he/she is not first a changed person. The class theorized, administrators as learners, must learn to solve problems and improve the self to be an effective leader.

**Administrators-as-Teachers/facilitators**

Administrators, through self-restructuring, improve their leadership abilities. They learn to become teachers and facilitators in addition to their managing skills. As teachers or facilitators, leaders create a teaching and learning environment for those that they lead. Leaders inspire their subordinates to want to learn, and teach them the tools they need to improve and change. This is the main focus of administrators-as-teachers or facilitators section of the class. So, as teacher or facilitator, leaders need not only see themselves as teachers or facilitators, but take on those roles as well. For some leaders, this may not be an easy task since they are so used to playing the manager role as opposed to teachers or facilitators. The class theorizes, it is important for leaders to see themselves as teachers, and share information rather than disseminating information to subordinate. The teacher role allows for more sharing of information and input, while disseminating information allows for almost no sharing of information and little input. At least three models of educational change, technological, political, and cultural restructuring, were introduced to
make this very point. To be effective in creating any kind of changes, leaders require a different approach. The different approach is the administrator as teacher or facilitators.

**Administrators-as-Researcher**

Leaders have to make the right decisions to be effective. The right decisions for effectiveness requires research skills. Research skills is a necessary skill for leaders, and is necessary to identify the right solution for the problem. Often times, through lack of or no research skills, leaders will get themselves into situations where they apply the wrong solution. Research skills allow leaders to make inquiries, which attempt to get at the root of the problem and not just the surface of the problem. The iceberg analogy is an example. The iceberg analogy says a problem that does not go away is like an iceberg. Only a small tip of the ice-burg is in view but the larger piece of the ice-burg cannot be seen because it is the submerged deep in the ocean. By researching the problem (inductively), leaders can better understand those problems, which are submerged like the ice-burg, and hard to detect. Through research, they can apply appropriate solutions to difficult problems, which are hard to resolve or overcome.

**Diversity and Multiculturalism**

**Introduction**

We took this class in the summer of 1998. This class was about managing diversity in the work place. It was explained that by the turn of the next century, a large percentage of workers will be people of color making the workplace more diverse. So that diversity will be a major issue for many organizations. And it was also important for leaders to know and learn about diversity issues in the workplace. As a class, we spend a great deal of time on diversity topics, which is the main theme for the class. We did
group activities. We did breakout sessions with small groups. For example, the K-12 and higher education worked in teams during these breakout sessions. We watched videos of diversity and multicultural themes. The professor was very knowledgeable and professional. The professor was very organized and kept the class on task, including staying focused on the theme for the class. Part of the class time involved a team project on diversity. The class selected teams who worked together on a group project. The group project was about developing a diversity model for the workplace. The group project required everyone working together and developing a product about how the team would produce a model on diversity for their schools. Working with teams and developing a project was stressful for some as well as a memorable experience for all. The main textbook for the class was Cultural Diversity in Organizations, Theory, Research, and Practice by Taylor Cox, Jr., which was supplemented with handouts and other relevant materials. The book is based on research and actual practice in the workplace by the author. So that a lot of ideas perpetuated by Cox is not just about research but based on real life situations.

Diversity:

According to Cox, the fundamental objective of diversity is “to create organizations in which members of all sociocultural backgrounds can contribute and achieve their full potential (Cox, 1994, P. 225)” in the workplace. To illustrate, Cox describes three types of organizations: the monolithic organization, the plural organization, and the multicultural organization. The three types of organizations are described in terms of intergroup conflict factors for each organization. In essences, Cox is
saying one of the three organizations is ideal and therefore desirable while the other two are not.

Monolithic Organization

A monolithic organization is homogenous, is not culturally integrated, is segregated, hiring decisions reflect a homogenous, and policies and procedures are biased or unfavorable against persons of color (Cox, 1994, P. 226). In a monolithic organization, the majority of the organizational members are white males. There are no other members of people from other cultures or gender. The hiring procedures are such that hiring women or people from other cultural backgrounds are not encouraged. Pursuant, the policies and procedures are such that it does not favor people or color or women. The policies and procedures, instead, favor a workforce that is homogenous. In terms of conflict, conflict is minimized in a monolithic organization due to the homogenous setting. According to Cox, a monolithic organization is not desirable for diversity. This does not mean that a monolithic organization will not change, it only means that a monolithic organization is a long way from achieving diversity (if it is making such an effort).

Plural Organization

A plural organization is heterogeneous, takes steps to be inclusive, has some structural integration, but achieves only partial structural integration (Cox, 1994, P. 228). A plural organization is more accepting of women and people from other cultures. It is more representative of women and minorities. A plural organization takes steps in ensuring such programs as affirmative action programs, managerial training for women and minorities, civil rights laws, ADA, and sexual harassment are in placed to protect its
employee (Ibid, 1995, P. 228). Yet, in a plural organization, the majority of women and minorities are still under represented by a small percentage in key employment positions. A plural organization is more accepting of the non-majority but the majority still take up important decision making roles. A plural organization is one that tolerates diversity and strives to achieve diversity. Also a plural organization has greater potential for conflict due to the plural nature of its employees.

Multicultural Organization

The multicultural organization is one that values diversity (Cox, 1994, P. 229). The multicultural organization is different from the other two types of organizations only because it values diversity and takes steps to ensure that its hiring, policies, and procedures value diversity. A multicultural organization has similar structural integration as the plural organization. Again, the difference is that the multicultural organization values structural integration while the other tolerates structural integration. Another key ingredient of multicultural organizations is that resources are committed to formal and informal structural integration. This is in keeping with valuing diversity. There is conflict in a multicultural organization but conflict is minimized by effective management. In comparison to the other two types of organizations, the multicultural organization is desirable.

The leader must reflect the multicultural organization. The leader must value diversity. The leader must take risks and ensure that his/her organization is one that values diversity. The leader plays an important role in ensuring all the elements in the organization achieves diversity or a multicultural organization.
Policy and Finance

Introduction

This class was about policies, policy development, and finance. We learned to be leaders informed about policies and their development, and finance. We learned how to make policies, how it develops, and how it influences finance. We learned that, as administrators, policies are very much a part of the work that we do everyday. We covered many topics related to policy and finance in this class. One topic is equity. Equity is a finance issue. Another topic is diversity. This class was taught by two professors. Both professors had a background in policy but from different perspectives. One had a background in diversity and multiculturalism. Both professors were practitioners in their respective fields. As a class, we spent a lot of class time around the issues of diversity. There was one main book and two supplemental books for the class. One book was called *Agenda, Alternatives, and Public Policies* by John W. Kingdon. This book was the main text for the class. Most of the content for the class was "framed" within the Kingdon book. The Kingdon book dealt with how agendas, alternatives (policies), and public policies are developed at the federal government level. In his book, Kingdon followed the development of agendas, alternatives, and policies during the Carter administration. He studied how federal agendas, alternatives, and policies evolved. He describes who is involved in the shaping of agendas, alternatives, and policies. For example, individuals such as presidents, members of congress, department bureaucrats, and other politicians are engaged in agenda, alternatives, and policy developments. Kingdon portrays these individuals as policy entrepreneurs. Kingdon followed which agendas, alternatives, and policy gets top billing while other agendas, alternatives, and
policies get ignored or are put on the back burner. Throughout the book, Kingdon used the metaphor of looking at agendas, alternatives, and policies as having their origins in what Kingdon calls the primeval soup.

The other book was called the, The Great Speckled Bird. The Great Speckled Bird dealt with issues of equity and diversity. This book looks at the diversity through textbook developments in California and New York. The book follows how a social studies textbook became the battle ground for diversity in the State of California and New York. California, which has the most diverse populations, legislated a social studies textbook that promoted the view that everyone in America is an immigrant. This view angered many people of color who wanted a different version of the history of America. At the center of this battle over the content of the social studies textbook were the "Neo-Nativists" on one side and the minorities on the other side. The Neo-Nativists controlled the agenda for the social studies textbook development in California. And they were able to impose their Neo-Nativists view on other the minorities in California. Although, the Neo-Nativists won the legislative battle ground, they were not successful in getting their textbooks in many school districts in California. Finally, the other supplemental textbook was called the Brookings Institute Papers. This book was a collection of position papers by the Neo-Nativists. This book was used to illustrate the view of the Neo-Nativists, their influence on the debate on policies in Californian and New York, and examples of studies on research.

Agendas, Alternatives, and Public Policies

In the policy world, problems, policies, and the political stream coexist in the form of a "primeval soup" (Kingdon, 1995, P. 116). This primeval soup is constantly
churning and giving birth to all kinds of ideas, problems, agendas, policies, and politics. Policies are born and die in this primeval soup. To this primeval soup are three main streams that flow with a life of their own. The three streams flow independently to the primeval soup. The three streams feed the primeval soup. The three are the problem, policy, and political stream. From the primeval soup flows policies that make it to the national agenda. If these policies survive the national agenda, they become policies creating havoc for the ordinary citizens, either restraining them or liberating them. Depending on how these policies impact ordinary citizens, they are changed or modified to make them work or do what they are supposed to do.

Generating alternatives and proposals in this community resembles a process of biological natural selections. Much as molecules floated around in what Biologists call the “primeval soup” before life came into being, so ideas float around in these communities. Many ideas are possible, much as many molecules would possible. Ideas become prominent and then fade. There is a long process of “softening up”: ideas are floated, bills introduced, speeches made; proposals are drafted, then amended in response to reaction and floated again. Ideas confront one another (much as molecules bumped into one another) and combine with one another in various ways. The “soup” changes not only through the appearance of wholly new elements. While many ideas float around in this policy primeval soup, the ones that last, as in a natural selection system, meet some criteria. Some ideas survive and prosper; some proposals are taken more seriously than others. (Kingdon, 1995, pp. 116-117)

This is how policies are born, in the primeval soup, according to Kingdon.

Kingdon’s description is very appropriate for policy development. Kingdon is really saying that there is no one thing that makes policy. Instead, policies are made by many different things. Policies are very complex.

The Problem

A problem and condition are not the same from a policy perspective. However, they are related. A condition is a situation experienced everyday. Ordinarily a condition
could be a major event. It is when people start putting emphasis on a condition as more than a condition that it becomes a problem (Kingdon, 1995, P. 109) for policy. This is to say that a condition cannot be defined as a problem. When conditions become sugar coated with values, they become problems (Kingdon, 1995, P. 110-111).

Problems for policy are also born from indicators, crises (events and symbols that come from them), feedback, and budget (Kingdon, 1995, P. 94). These four: indicators, crises, feedback, and budget, are the major things that generate problems for policy. Indicators are such things as monitoring of programs by government agencies. Gathered methods such as studies, assessment, and awareness of situations are indicators. Indicators tell policy makers what stands out as a potential problem. An indicator for federal program may be that the program is not fulfilling its stated goal or expectations. For example, a federally funded public school may not be reaching its enrollment goal or expectations. Enrollment goals or other expectations are indicators. Consequently, the program managers may have to find means and ways to fulfill the enrollment goals and expectations or face cut back in funding or, worse, discontinued funding. Indicators are generally the outcome of assessment studies or evaluations that are part of monitoring programs. If a study or evaluation shows, as in the previous example, enrollment is not reaching expectations, the program bureaucrats have to respond to the indicator or face some kind of consequences. Another example of a problem is the problem may simply be known without any empirical indicator. In some cases, problems do not necessarily have to be studied or evaluated. Problems are just there with big signs saying I am a problem. To the political world and bureaucrats, indicators are very necessary and are powerful instruments for monitoring programs. If a change occurs in a particular indicator, the
political world and bureaucrats react to the change (Ibid. 1995, P. 94). Policies are made to respond to indicators.

Crisis are another form of situations that generate problems for policy and policy makers (Ibid. 1995, P. 94). The world is unpredictable. Anything can happen which may impact the welfare of one person or millions of people. Imagine a spinning top. In an instant, it can spin out of control. This analogy is similar to the crises in our lives or in the lives of many who experience crises. When a crises happens on a large scale impacting hundreds or millions of lives, it impacts policy and policy makers as well. Examples of crises are airplane crashes or terrorist activities. Crises create a need or immediacy to deal with problems. Crises create images or symbols of problems that need to be dealt with immediately. Often times, crises become candidates for policy if it is determined that the crises could have been prevented, as in an airplane crash.

Feedback is another form of problem. Usually policies are designed to improve the lives of people through programs (federal, state, or local). Sometimes these programs do not work. Forms of feedback such as evaluations or systematic monitoring, complaints from people, experiences of bureaucrats are then necessary (Kingdon, 1995, P. 101). For every program, there is a form of evaluation that is usually built into the program. Through this systematic monitoring system, program managers monitor the systems and remedy any problems. People will tell bureaucrats whether something is working or not. People complain. Then bureaucrats have to do something about the problem. Then, there are problems experienced by bureaucrats as they monitor programs. When there is a problem, bureaucrats respond to these problems appropriately.
Finally, there is the budget. Probably the most significant problems for policy and policy makers come from the budget. Budgets drive everything. Money makes the world go around. Time is money. These are a few of Anglo-Saxon sayings that speak to the importance of money. Budget affects programs by way of constraining them (Kingdon, 1995, P. 106). Budget drives almost every program, especially at the federal level.

Budget makes it possible for some programs to go forward while others are shelved (Ibid. 1995, P. 106). Often times, budget will shelve some programs and allow some programs to get priority. The programs that get shelved get pushed back and put on the back burner (Ibid. 1995, P. 106). When this happens, programs that cost little get priority in funding. Usually, these programs are regulatory programs designed to get the other expensive programs under control through “preventive” initiatives (Kingdon, 1995, P. 107). Budget constraint causes a situation where the focus on expensive programs is by-passed for programs that are designed to control the expensive programs. In the meantime, no cost savings occur. The change that occurs is the shifting of priorities to cost control (Kingdon, 1995).

Budget constraint is important to policy and policy makers. They pay attention to it because money drives everything. Budget constraint is real when there is less revenue in the purse. Less revenue means when the economy is not doing very well, and there is less money coming into the purse. The two influence one another. To the policy makers, when the money is trickling into the purse, there is less money to go around. It is that simple. How well the economy is doing influences budget considerations for policy makers (Kingdon, 1995, P. 108). However, sometimes budget constraints are “perceptual” (Ibid. 1995, P. 108). Budget constraint is subject to interpretation. Those
who control the purse strings can use 'budget constraint' to create a scenario where there is no money. This can be done to short-circuit programs, and get them off the agenda (Kingdon, 1995, P. 109). In other words, it is political. It is then the job of policy makers and others to know if there is really a budget constraint. But, all in all, budget constraints are often very real to policy makers. They take it seriously. In terms of problems for policy and policy makers, budget gets top billing.

The Policy

This section deals with how policies are developed in the policy arena. The policy arena is made up of the policy community, the primeval soup, policy entrepreneurs, and finally the policy. Policies on their way to becoming policies travel through these various dimensions. Policies originate in the policy communities, pass through the primeval soup, get promoted by policy entrepreneurs, and finally make it the becoming policies. In general this is how the life of a policy develops in the policy arena.

Policy Communities

The policy communities are specialists and researchers. This is where policies originate.

The Primeval Soup

The Primeval soup is where the different streams meet and other forces meet, and spun ideas that will eventually become policies.

Policy Entrepreneurs

Policy entrepreneurs peddle policies and treat them like a commodity. Policy entrepreneurs invest time, money, and energy into insure some policy get to their proper destination.
The Political Stream

The political stream is probably the most significant of all the streams than the problem and the policy. The political stream operates almost independently of all the other streams. Bureaucrats often dismiss the political stream as non-significant in their policy planning. The political stream is made up of forces such as the national mood, organized political forces, government role, and consensus building.

The National Mood

The national mood is the mood of the masses. The national mood can be assessed from two perspectives, from a broad perspective or a narrow perspective (Kingdon, 1995, P.). On a broad perspective, the national mood comes from many sources. The national mood is many things. The national mood is the climate, public opinion, and social movements (Kingdon, 1995, P. 148). In general, the climate, public opinion, and social movements are forms of communications that come (mostly) from the masses at large. Politicians get the national mood from their constituents (Kingdon, 1995, P. 149). These communications go as messages to elected official or politicians. The politicians then use these communications in their personal agendas or speeches (Ibid. 1995, P. 149). As they, politicians, communicate the messages, the messages are perceived by others as that of the national mood. The non-elected officials get their feel for the national mood from the messages and speeches politicians make to the mass media or the general public. The national mood is not very concrete or specific (Kingdon, 1995, P. 148). The national mood promotes some agendas while it keeps other agendas low on the priority. Agendas that are promoted are those that are in sync with the national mood. If the agendas are not in sync with the national mood, they find their way into the wastebasket. It is that simple.
In this way, the national mood can be an asset or constraint to public agendas (Kingdon, 1995, P.148).

On a much smaller scale, the national mood can start with individuals or small interest groups (Ibid. 1995, P. 148). These individuals or small interest group drum their interests into the masses at large and manage to get the masses to listen to their interests. This “squeaky voice” approach can turn into something much broader in scope as in the national mood. So the national mood can start as something broad, and it can also be something that can happen on a small scale.

**Organized Political Forces**

Organized political forces also make up the political stream. Organized political forces are interest groups, political mobilizations, and the behavior of the political elite. Interest groups are those groups that promote their self-interest to leaders in the decision-making capacity (Kingdon, 1995, P. 150). Political mobilizations are those groups that mobilize for a particular interests or cause. Finally, the political elite are those that influence policy or make policy. These organized political forces all do their best to influence the political process. When all these forces, interest groups, political mobilizations, and political elite all push in one direction, the political stream flows smoothly (Ibid. 1995, P. 150). If there is some squabbling, then the flow is interrupted. When the flow is interrupted, the forces work together to create a balance. As they work to create a balance, they are promoting their self-interests. The forces, although they may be at odds, depend on one another to succeed in their self-interests. The forces realize that there is no gain from division. Organized political forces do one thing well, promote their self-interests.
Government

Government plays a role in the political stream. Governments are made up of bureaucrats who generate politics through their interaction with the political leaders. The bureaucrats have a wait and see attitude. They wait to see how the opposing issues and forces will be determined. Bureaucrats go the way the political stream flows as they promote their agendas. They know the political flow can go against their agendas. Then, there is the change of administration. A change in the administration is the most significant factor affecting agendas (Kingdon, 1995, P. 154). Agendas can make or die by the change in the administration or in congressional seats as well. Finally, there are the turf wars between different departments in government. The turf wars spill into the congressional committees. So, government has a role in the stream (Kingdon, 1995, P. 155). Surprisingly, turf wars inspire competition and compromise rather than log jams (Kingdon, 1995, P. 157). The aim of government is not to get left behind but to get their piece of the agendas implemented, even if they have to compromise their positions. This is how government has a role in the political stream.

Consensus Building

Consensus building is a political process that is also part of the political stream. Consensus building is another form of self-interest by interest groups designed to come to a middle ground over hard issues. Hard issues are issues that are dear to special interest group, which they cannot resolve with other special interest groups. In this light, consensus building is bargaining (Kingdon, 1995, P. 159). Bargaining is not persuasion but coming to agreement on hard issues. Consensus building or bargaining is a means for
interest groups to not get left behind and ultimately the exclusion of the benefits from an important movement (Kingdon, 1995, P. 160).

**Policy Windows**

Finally, policy windows are windows of opportunity that open up from time to time. Policy windows are few and not readily there or available. Kingdon describes policy windows occurring as "couplings" or joining of the three streams, the problem, policy, and the political stream. The three streams cross or join at points in time. Sometimes policy windows occur in the problem stream. Sometimes policy windows occur in the policy or political streams. Policy windows do not stay open for long. They stay open for a brief time, and they close up. Oddly enough, a policy window may reconfigure itself as policy shapers are stuffing their agendas through the window. The challenge for policy shapers is to know or sense when these policy windows will appear so that they can stuff their agendas through these policy windows. These are the policy windows. In the end, according to Kingdon, only a few policies get the recognition they deserve. Very few policies get to be enacted by congress.
Significant Leadership Experience Summary: Learning as a Cohort Member

When the candidate was admitted to the Cohort III in January of 1997, the candidate was a full-time faculty member at Navajo Community College. Prior to that, September 1992 to July 1996, the candidate was a Dean of Instruction at Navajo Community College. Prior to being Dean of Instruction, September 1986 to September 1992, the candidate was a Department Chairman of the Humanities/Fine Arts department at Navajo Community College. The following are summaries of the most significant leadership experience for the candidate after being admitted to the Ed.D program:

October 1997: The candidate was appointed to the Director/Advisor for Diné College Ganado Branch. The candidate’s appointment to the Director/Advisor’s position was done by the Dean of West Campuses. The candidate provided leadership for the Ganado branch and surrounding service area. The appointment was for the duration of the Ed.D program for the candidate. Prior to the appointment, the candidate was a faculty member at Diné College.

October 1998: The candidate was appointed to serve on one of the North Central Association (NCA) Accreditation Self-Study committees by the Dean of West Campuses. The candidate was to represent the community branches on Criterion Five of the North Central Association Accreditation Self-Study committee. Criterion five NCA committee is responsible for institutional integrity.

January 1999: The candidate was appointed to assist the Dean of Community Campuses. The appointment was done by the newly appointed Dean, the Dean of Community Campuses. The appointment is only for the duration of the spring semester. The appointment met spending time on the main campus in Tsaile, Arizona.
January 1999: The Dean of Community Campuses assigned the candidate work on the first of many special projects. The first special project was technology assessment for the community campuses. The candidate was assigned to put a report together on the state of technology for the community campuses. The assignment was for one month. Other assignments followed. The candidate received recognition for conducting the technology assessment.

June 1999 to Present: The Dean of Community Campuses transferred the candidate to be director for the Window Rock and Ganado branches. The candidate is currently serving as the director on a full-time basis. The directorship involves overseeing the facility, staff, adjunct teachers, and providing leadership for the southern service area of Diné College.
Assessment and External Judgment

While the candidate was Director/Advisor for the Diné College Ganado branch, the candidate worked very closely with the Navajo Nation community. The position required day to day interaction with people from the community. Included in this section of the portfolio are assessments from the immediate supervisor and assessment from community members. One of the community members is the Ganado Chapter Coordinator. The Director/Advisor has extensive and necessary interaction with the Chapter Coordinator. The Chapter Coordinator represented the local government for the Navajo people.

As director of Window Rock branch, the candidate works closely with surrounding Fort Defiance agency community chapter governments. Responsibilities include interacting with local leaders and community members. Window Rock is also the center of the Navajo Nation government. Window Rock is the political center of the Navajo Nation. The director’s responsibilities include interacting with politicians.

Finally, the candidate works in coordination with other higher educational institutions that operate on the Navajo Nation. Through coordination policies, the candidate is engaged in coordination activities with other higher education institutions.
Integrative Capstone Study

A Study on Leadership development for Effectiveness: The Effects of Implementing Four Leadership Development Activities with Tribal College Administrators at the Branch Campus Level as a Strategy to Articulate a College Mission
# Table of Contents

Chapter 1: Introduction
   - Problem Statement .................................................. 40
   - Definitions ............................................................... 41
   - Background .................................................................. 41
   - Situation at the Site .................................................... 42
   - Significance of the Study .............................................. 45
   - Limitations .................................................................. 48

Chapter 2: Literature Review
   - Leadership Development ................................................ 50
   - Leadership Development Attributes ................................ 51
   - Institutional Effectiveness ............................................ 54
   - Organizational Development .......................................... 54
   - Diversity ..................................................................... 56
   - Taught Helplessness .................................................... 57
   - Tribal Colleges ........................................................... 58
   - Dine Education Philosophy ........................................... 60
   - Conceptual Frame ....................................................... 61
   - Research Questions .................................................... 63

Chapter 3: Methodology
   - Journals ..................................................................... 64
   - Researcher’s Observations ............................................ 65
   - Post-interview .............................................................. 65
   - Data Gathering ............................................................. 66
   - Intervention of Study ..................................................... 67
   - Leadership Attributes ................................................... 68
   - Leadership Development .............................................. 69
   - Strategy Session One ................................................... 70
   - The Setting .................................................................. 71
   - The Session .................................................................. 71
   - Researcher’s Observation .............................................. 73
   - Strategy Session Two .................................................... 74
   - The Setting .................................................................. 74
   - The Session .................................................................. 75
   - Researcher’s Observation .............................................. 76
   - Strategy Session Three .................................................. 77
   - The Setting .................................................................. 77
   - The Session .................................................................. 78
   - Researcher’s Observation .............................................. 80

Chapter 4: Synthesis/Findings
   - Data Description .......................................................... 82
   - Strengths & Weaknesses Strategy Session ...................... 84
   - STP Problem-solving Strategy Session .......................... 87
   - Communication’s Strategy Session ............................... 89
Leadership Style Strategy Session........................................... 91
Participants' Journals............................................................... 93
Researcher's Observations....................................................... 94
Post-Interviews........................................................................ 95
Synthesis.................................................................................. 110
Findings.................................................................................... 111
  Training Needs.................................................................. 111
  Leadership Development Issues................................. 113
  Change Issues................................................................ 113
Data Analysis.......................................................................... 114
  Training Needs................................................................ 114
  Leadership Development Issues................................. 115
  Change Issues................................................................ 119
Chapter 5: Recommendations/Summations.............................. 126
  Recommendations for Training Needs.......................... 127
  Training Areas.................................................................. 127
  Recommendations for Leadership Development Needs... 130
  On-going Leadership Development............................ 130
  Recommendation for Change Issues........................... 133
  Change Model.................................................................. 135
  Summation....................................................................... 138
References............................................................................... 141
A Study on Leadership Development for Effectiveness: The Effects of Implementing Four Leadership Development Activities with Tribal College Administrators at the Branch Campus Level as a Strategy to Articulate a College Mission

Chapter 1: Introduction

Community colleges across the nation are being asked to be more effective in meeting their missions (American Association of Community and Junior Colleges, 1990, Hudgins, 1993, American Association of Community Colleges, 1994). The institutional effectiveness movement among the nation's community colleges is motivated by accountability issues that emerged during the 1980's such as the 1983 A Nation at Risk report (Doucette & Hughes, 1990, Hudgins, 1993, Community College Roundtable Report, 1994). A Nation at Risk and other accountability reports fueled a nation-wide educational debate of accountability from the nation's public K-12 and higher education institutions. The educational debate of accountability caused funding, accreditation agencies, and the general public to ask for more accountability from K-12 and higher educational institutions. Accountability indicators, such as student assessment, were initiated to make institutions more accountable.

The mission provides organizational clarity about purpose and direction for an organization (Wheatley, 1994, Schmuck & Runkel, 1994). Realizing missions are important, many state governors and legislatures require mission statements as a prerequisite for funding (Weiss & Piderit, 1999). A mission statement articulates a shared, clear and focused statement that calls the stakeholders to activism (National Association of Secondary School Principals Council, 1987, Weiss & Piderit, 1999). Motivating mission statements calls on the stakeholders to be accountable, performance-
oriented, and effective. Well-crafted mission statements are essential for improving performance and accountability.

Leaders play an important role in articulating and mobilizing support for the mission (Weiss & Piderit, 1999). The mission statement is a powerful management tool that empowers the [school] principal and the rest of the professional staff to take action that advance the school’s mission (National Association of Secondary School Principals Council, 1987).

Problem Statement

The purpose of the study is to determine the effects of implementing four leadership development activities with tribal college administrators at the branch campus level as a strategy to articulate a college mission. The researcher will use the terms activities, strategies, interventions, and (sometime) sessions as interchangeable terms to mean the same thing. The study will determine whether participating in and implementing four leadership development intervention activities: (1) leadership styles (2) inventory of strengths and weaknesses (3) problem-solving skills, and (4) communication skills by four Diné College branch Directors and Dean will strengthen the articulation of the college mission, the Diné Education philosophy (DEP). Leadership development will strengthen the Diné College community branch leadership to articulate the college mission at the branch sites. This will make Diné College more effective.

Definitions

Leadership Development: Leadership development is defined as training or professional development designed to enhance leader attributes to attained a certain desired goal (McDade, 1987, Bass, 1981, Moss & Liang, 1990, Sogunro, 1997).
Leadership Style: Leadership style is defined as behaviors exhibited by leaders. The leader needs to have an awareness of how his/her leadership behavior impacts subordinates and people (Lewis, 1993, Jensen, 1999).

Strength and Weakness: Strength and weakness is defined as leadership effectiveness in organizational or group settings in terms of the personal characteristics of leaders and the situational group factors that affect them (Forsyth, 1990).

Problem-Solving Skill: Problem-solving is defined as creating a path from a current state to a goal state (Leithwood & Steinbach, 1995, Schmuck & Runkel, 1994, Lewis, Bookbinder, & Bauer, 1972).

Communications Skill: Communication skill is defined as managing and processing information. Leaders must learn to manage and process information to achieve a positive employee attitude (Schmuck & Runkel, 1994, Harshman & Harshman, 1999).


Diné Education Philosophy: The Diné Education Philosophy is defined as educational beliefs and values established by Diné College designed to guide the mission of the college (Resolution, NCC-Nov-676-82, Benally, 1987).

Background

Diné College Mission

The mission of Diné College (DC) is the application of the Diné Education Philosophy. Diné College defines the Diné Education Philosophy as “The educational philosophy of Diné College is Sa’ah Naaghái Bik’eh Hózhóón, the Diné traditional living
system, which places human life in harmony with the natural world and the universe. The philosophy provides principles both for protection from the imperfections in life and for the development of well being (DC Catalog, P.1).” Diné College further states, “The mission of the college is to apply the Sa’ah Naagháí Bik’eh Hózhóón principles to advance quality student learning (DC Catalog, P.1).” The mission of Diné College, Diné Educational Philosophy, will be restated and described more in depth in the literature review section.

Diné College was established in 1968 as a “unique” educational institution to meet the “social and educational needs of the Navajo People” (Resolution, N.T.C.). In 1982, Diné College (formally known as Navajo Community College) actively embarked on identifying an educational philosophy to provide guidance in carrying out its mission (Resolution, NCC-Nov-676-82). Diné College Board of Regents passed a resolution entitled, “Stating the Navajo Community College Philosophy of Education.” The resolution says:

“It is essential that Navajo Community College have a stated philosophy of education to provide guidance for the institution in carrying out its mission. (Resolution, NCC-Nov-676-82).”

The purpose of the resolution NCC-Nov-676-82 was to make Diné College more effective in meeting its educational mission. Therefore, the action of the Diné College Board of Regents through resolution NCC-Nov-676-82, has relevance to the community colleges institutional effectiveness movement of the late 1980’s and 90’s. It has relevance because the purpose of the resolution is to make the college more effective, which is also the purpose of the institutional effectiveness movement.
During 1984-86, Diné College developed the Diné Philosophy of Learning Model (Diné Education Philosophy). The Diné College Board of Regents also requested open dialogue or communication with the faculty, staff, and administrators to enhance its final structure and future instructional program delivery. In June of 1988, resolution NCC-Jan-945-88 established the Diné Education Philosophy (DEP). The resolution NCC-Jan-945-88 “approved the Diné Philosophy of Learning (Diné Education Philosophy) as the educational model for Navajo Community College and directed all college personnel to assist in the completion of its development and its incremental implementation.” In 1992, resolution NCC-Sep-1190-92 approved the Guide for the Development of Curriculum and Pedagogy at Navajo Community College as a working document.

Finally, resolution NCC-Jul-1358-95 approved the content of a plan “to guide Navajo Community College in all areas of its development, operation, and organization, and approving the Diné Education Philosophy the college philosophy.” The Diné Philosophy of Learning was renamed the Diné Education Philosophy. The established Diné Education Philosophy was later reaffirmed by the college’s governing board for implementation by administration, support staff, student services, academic instruction, and the governing board at their July meeting in 1995. College administrators, faculty, and staff are charged with the implementation of the Diné Education Philosophy at all levels of the organization to make the college more effective in meeting its educational mission.

In 1999, Diné College established a Diné College Council who solicited a new mission for the college. In the latter part of 1999, Diné College, through the Diné College
Council, reaffirmed and officially established the Diné Education Philosophy as the mission for the college.

Situation at the Site

The situation at Diné College is that little has been done to successfully articulate the college mission, the Diné Education Philosophy. There are several background factors or dynamics that contribute to this problem. The dynamics that impact on the articulation of the college mission are as follows: enrollment trends, high turn-over of part-time faculty, unequal distribution of the college operating budget, accreditation expectations, periodic turmoil, and dual missions within tribal colleges. These factors or dynamics play themselves out within the college systems thus creating a tension in the articulation of the college mission. On an individual level, these tension factors or dynamics contribute to the effectiveness of the community branch campus leadership in articulating the mission of the college. These factors and dynamics exist across the institution impacting the leadership of the college. The community branch campus leadership role and responsibility is compounded by these tension factors.

The enrollment trend of the college has been that there is a migration of full-time students from the main Tsaile campus to the community branch campuses. Tsaile is the “mother” campus, however, due to many known and unknown factors or dynamics many full-time students are migrating to the community branch campuses to attend college (See Agbolosoo Enrollment Trend Study in Appendix Section, 1999). The unanticipated factors or dynamics are those that cannot be foreseen. The known factors or dynamics are that many students want to attend college in their communities as cost saving measures. The travel distance to Tsaile and the absence of childcare services for students are other
reasons. However, the fact remains that more full-time students are migrating to the community branch campuses (Agbolosso Enrollment Trend Study, 1999).

Over eighty percent (80%) of the Diné College part-time faculty members are non-Navajos. The "turn over" rate is high with few part-time faculty members returning to teach, meaning they only teach for one year. Some part-time faculty members have received orientation and training on the college mission. However, very few part-time faculty members have done an acceptable level of work on the articulation of the college mission. An acceptable level of work would produce a deeper understanding and practice of the college mission, and not a superficial application. Many of the Diné College part-time faculty members, like many of the full-time faculty, have passively resisted a more in depth articulation of the college mission to students. This problem crosses over to the part-time Navajo faculty members as well.

Inequity of the college's annual operating budget exists at the community branch campuses. The average enrollment for any semester shows over fifty percent (50%) of the students are at the community branch campuses, yet the college budgeting allocation does not match the enrollment pattern within the institution (See Diné College Registrar Headcount Report for Fall 2000 in Appendix Section). Nearly eighty percent (80%) of the college's operating budget remains in Tsaile, while community branch centers have less than ten percent (10%) of the college operating budget being distributed throughout the community branch campuses. The remaining college operating budget goes to the Shiprock branch campus. This unequal distribution of the college's operating budget produces many unmet needs not being funded or addressed at the branch campus level.
Fulfilling the accrediting agency's expectations for accreditation at the community branch campus level is tenuous at best. Very little resources are available to address the expectations of the accrediting agency. The expectations of the accrediting agency are acceptable physical spaces, library resources, faculty credentials, curriculum offerings, assessment activities, and record keeping. For example, the community branch campuses are expected to fulfill such expectations as assessment activities now "mandated" by the accrediting agency. Assessment activities are now part of the accreditation process nationwide. Without adequate resource support both in human and dollar terms, fulfilling the expectations of the accrediting agency remains a significant institutional challenge.

Since its creation and establishment, Diné College undergoes an internal turmoil at periodic intervals. The turmoil leads to leadership instability for long periods of time. The turmoil seems to come in cycles of four to five years. The instability can be characterized by lack of planning and on-going decision-making processes. The most recent turmoil occurred in the fall of 1999 leading to the resignation of the college president. The current turmoil is characterized by a lack of direction due to the interim status of the academic leadership. The lack of direction suggests a need for leadership development throughout the college system.

Tribal colleges have dual missions including that of a cultural mission and that of a higher education mission. Diné College leads in the area of perpetuating the preservation of language and culture while attempting to meet the challenges of the higher education expectations. The dual missions sometime do not complement each other. Often times, the dual missions result in conflict. They result in conflict because
each mission is characterized by two different sets of values, western and Navajo values. Western and Navajo values want to achieve differing outcomes. For example, the western value promotes personal achievement and success while the Navajo value promotes saving the language and culture. These two sets of values often work against one another.

The tension factors mentioned produce complex issues and problems that compound the role and responsibility of the community branch campus leader. The community branch campus leader attempts to work with these tension factors in his goal of being an effective leader.

Significance of the Study

If the outcome of the study is accomplished, the effects of the leadership development strategies on the leaders will play an important role in the change issues so that faculty and staff will be more responsive to change. Faculty and staff cooperation and support is essential in moving the college in the direction of effectiveness. The college leaders play an important role in making that happen for the college. Making the institution more effective becomes the real long-term goal.

Secondly, the lessons learned from the study may be beneficial to other community colleges and tribal colleges across the nation who are dealing with similar change problems. Other community colleges may benefit from the outcome of this study.

Finally, the study is timely in that the outcome may have some significance to the current North Central Accreditation Self-Study currently going forth within the college. One of the goals for the North Central Accreditation is institutional effectiveness through the self-study process.
Limitations

There are three foreseen limitations of the study. The researcher will articulate the three unforeseen limitations of the study.

The first has to do with the fact that the study is being conducted at a tribal college, which has a non-traditional mission as opposed to the traditional higher educational missions of most community colleges. Tribal colleges are unique in the sense that they have two missions, that of higher education and a cultural mission. On the one hand, tribal colleges attempt to meet the missions implicit in higher education. Tribal colleges also attempt to meet cultural missions designed to save their language and culture.

Another factor is that the study is being conducted in a rural setting. There are differences between community colleges that are situated in urban setting and rural settings. The two limitations of the study mentioned in this study will add to the dynamics of how the study will be generalized to the overall community college institutional effectiveness movement.

Finally, there is the time factor or variable. The time variable is about conducting the study in a reasonable time frame to achieve the desired outcome. It is the opinion of the researcher that a reasonable timeframe would lead to gathering adequate data to enrich the analysis of the study.
Chapter 2: Literature Review

Chapter two describes the literature reviews conducted by the researcher relevant to the overall study. The literature review focused on leadership development, leadership development attributes, and existing literature review on the mission of Diné College. It is the belief of the researcher that the main areas of literature review are broad yet specific to the study. The literature review took an encompassing approach with an eye towards including all the relevant literature that pertained to the study.

The literature for the literature review derived from the problem statement. The terminology that was defined in the problem statement provided the guide for the literature review section.

Leadership Development

The literature on leadership development all define leadership development as training or professional development designed to influence the leadership attributes of leaders to attained a certain desired goal of the organization (McDade, 1987, Bass, 1981, Moss & Liang, 1990, Sogunro, 1997). Leadership development is about enhancing and shaping the attributes leaders already possess. In one study, Moss & Liang, 1990, the researchers made some assumptions that manipulation of the leaders attribute did contribute to leader effectiveness. The study attempted to show that leadership development is directly related to the way leaders effectively or not effectively performance. In another study, McDade, 1987, the researcher linked professional development to improved leadership. Specific managerial skills can be learned and improve leadership attributes. Finally, in another study, Sogunro, 1997, the researcher made the assumption that leadership abilities increased as a result of training. The study
used young subjects and took the participants through leadership development training. In general, the study showed positive results.

**Leadership Development Attributes**

A. Leadership Style

Leadership style is described in the literature as a behavior. Leadership style is behaviors exhibited by leaders (Jensen, 1999, Lewis, 1993). In an organizational setting, a leader’s behavior, and how he/she exhibits that behavior towards subordinates can often mean the differences between effectiveness and failure. Dealing with people is the most difficult human challenge (Jensen, 1999). Eighty percent of a leader’s energy is spent on skills needed in human engineering and the ability to lead people (Jensen, 1999, P.1). This notion leads to the presumption that a leader needs to be aware of his/her leadership style to be more effective. A leader’s perception of his/her self may be different than that of the subordinates. This is summarized in David Jensen’s Leadership Styles’ 99:

> The topic [leadership style] has been the subject of many of my presentations at industry events, and I found that it always generates a great deal of interests. Readers like to associate themselves, their bosses, and their mentors with the various [leadership] styles. (Jensen, 1999)

The fact that leadership style creates a lot of employee interest means leaders need to examine how they exhibit their leadership behaviors. Leaders need to gain an awareness of their leadership style in order to achieve the best results in getting the institutional goals accomplished.

B. Strengths and Weakness

The available literature on the strengths and weaknesses of leaders say strength and weakness is synonymous with leadership effectiveness. Leadership effectiveness theories
developed around leader personal characteristics and the nature of group situations (Forsyth, 1990). Leader personal characteristics are such phenomenon as motivational styles used by leaders to control the outcome of an assigned duty or task. Group situations are such phenomenon as the influence of the group’s relationships, assigned tasks, and position of power on the leader’s motivational style. The two, motivational styles and group situations, determines the effectiveness of leaders. Leaders who control group situations with their motivational style can be certain of a positive outcome of assigned duties. Likewise, leaders who do not control group situation with their motivational style can be certain of a poor outcome of assigned duties (Forsyth, 1990, P. 231).

C. Problem-Solving Skill

The problem-solving is described as a skill in the literature. Problem-solving is a process of creating pathways from current problem situations (situations as they are) to desired goals or targets (Schmuck & Runkel, 1994). For every simple and complex problem, there is the situation and the desired outcome or goal. Getting from the situation to the desired goal is accomplished by creating pathways or solutions. Effective leaders need this creating pathway skill. Problem-solving skill is a learned ability that can be used to solve solutions to people problems that can cause gridlock. The problem-solving skill should not be taken for granted by leaders. The role of the problem-solving skill is to move people from their problems to action.

D. Communication Skill

The literature on communication in organizations say that communication is a reciprocal process of moving information back and forth between the various players in
that organizations (Schmuck & Runkel, 1994, Harshman & Harshman, 1999). This reciprocal process is continuous and never really stops. The ultimate goal of this reciprocal process is about disseminating certain information to the employee to achieve the maximum positive outcome (Harshman & Harshman, 1999, Schmuck & Runkel, 1994). For example, the organizational decision-makers may decide to up production by a certain percentage by a certain timeline. Their decision becomes critical information that will have to be communicated to the workers to achieve the desired outcome. Leaders play a critical role in this reciprocal process of disseminating information. The ultimate responsibility of ensuring that the information is properly communicated to the workers lie with the messengers. The messengers, in these circumstances, are usually the leaders. Leaders have to be skilled in the ways of communication to ensure that the information is properly communicated to the workers. How the critical information is communicated makes the difference whether the organization achieves its desired outcome or not (Schmuck & Runkel, 1994 P. 118).

Another avenue for leadership development is through mentoring programs. Timothy Lintner explores American Indian doctorates mentoring other American Indian students. Lintner focuses on mentoring as an avenue for providing more opportunities for Native Americans. Mentoring is underutilized in Indian communities (Lintner, 1999, P. 48). Through mentoring and other community services, American Indian doctorates can serve as role models and create opportunities. American Indian doctorates serving as mentors create communication bridges, which challenge traditionally held stereotypes about Indian students. American Indian doctorates also create access and retention of American
Indian students (Lintner, 1999). This held view by Lintner crosses over to leadership development in the Native American communities.

**Institutional Effectiveness**

The literature on institutional effectiveness emphasizes that effectiveness is a function of management, organization, and production (Welker & Morgan, 1991). The bottom line is, Are educational institutions achieving the results stated in their missions? Institutional effectiveness is a process of assessment designed to achieve outcomes that reflect the mission and purpose. Institutional effectiveness is the three P’s, public, performance, and perception. Community colleges are able to engage in successful transaction with important public groups, compare the results achieved through performances, and provide information in ways that build understanding or perception of their mission and purpose. Institutional effectiveness is core indicators designed to measure effectiveness (Community College Roundtable, 1994). Institutional effectiveness is assessing the institution’s effectiveness in terms of its performance to its stated mission (Doucette & Hughes, 1990). Institutional effectiveness is an internal process of planning and evaluation intended to assure that the performance of the college matches its purpose (Hudgins, 1993). The literature on institutional effectiveness emphasizes achieving a desired goal through effective performance.

**Organizational Development**

Organizational development (OD) is defined as a set of characteristics designed to be a catalyst for change. These characteristics are comprised of a coherent, a systemic plan, and self-study focused on change of organizational procedures, processes, norms, and structures using behavioral science concepts (Schmuck & Runkel, 1994, Milstein,
Change is a central motivation for organizational development (Schmuck & Runkel, 1994, Morgan, 1997, Milstein, 1993). The goal of organizational development is to improve the quality of life for the people and the whole organization (Schmuck & Runkel, 1994, Milstein, 1993). Three examples of organizational development by leading organizational development practitioners will be described in the next few paragraphs.

The work of Richard A. Schmuck and Philip J. Runkel is about a hands-on approach to organizational development. Schmuck and Runkel describe how to conduct hands-on approach to organizational development in their book entitled, *Handbook of Organizational Development in Schools and Colleges*. Schmuck and Runkel, leading authorities on organizational development, describe the theories and practices of organizational development. For example, their work describes how to implement and conduct organizational development processes from start to finish with recipes and how to implement the recipes in a step-by-step manner. The work of Schmuck and Runkel is a definitive approach to organizational development (Schmuck & Runkel, 1994).

The work of Michael Milstein is about a systemic and managing approach to organizational development. Like Schmuck and Runkel, Milstein describes theories and practices of organizational development. Milstein’s work focuses on changing behaviors, purposes, structure, organizational culture, and managing their processes and outcomes. Milstein’s work also focuses on changing the pronounced dynamic patterns like the norms, processes, power, and political systems of organizations (Milstein, 1993). He speaks of “shifting” from one situation to another situation (Milstein, 1993). Milstein pays attention to the whole structure and behaviors of organizations. He attempts to look
at the whole organization, and thus has a more comprehensive approach to organizational development.

The work of Gareth Morgan is about the use of metaphors to look at organizations and organizational development. Morgan’s work focuses more on behavioral patterns that exist in organizations. He analyzes these behavioral patterns through metaphorical images. His approach to organizational development is described in his book, *Images of Organizations*. In his book, Morgan creates parallels of organizational issues with metaphorical images of things such as a natural organism, machine, and the psyche. He imagines organizations operating like natural organism, machines or like that of our psyche. In this way, Morgan suggests other ways of looking at organizational development other than the conventional approach. His approach conjures up unique and interesting ways in which to imagine change. Morgan’s work is unique to organizational development.

**Diversity**

The literature on diversity describes diversity to mean cultural diversity. For the most part, cultural diversity is described in terms of intergroup conflicts in the workplace. In the 1990’s, researchers of organizations began to observe more pronounced intergroup conflicts as the result of cultural diversity in the workplace (Cox, 1994). As more people of color began to break the barriers of the once homogeneous organizations, tensions in the workplace became commonplace. Thus, diversity or cultural diversity adds another dimension to the once homogeneous organizations. Taylor Cox, Jr., a leading authority on diversity, believes changing the workplace to reflect diversity will ease intergroup conflicts. Cox says changing the workplace to reflect diversity is a necessity. If diversity
is achieved, organizations can prosper. Cox also believes the procedures, processes, norms, and structures of the workplace should reflect diversity similar to that of the rest of the nation. Cox and others observed that the workforce in the United States has become more diverse within the past two decades. Cox and others also observed that research studies indicate nearly fifty percent of the workforce in the United States will be people of color during the 1990's (Cox, 1994). In addition, the majority of student population in the schools in the year 2000 will be non-white so that more cultural diversity in the workplace will occur in the next century (Cox, 1994). Cox provides a prescription, which includes the theories, research, and practices of diversity for organizations. Cox describes how changes in the workplace with cultural diversity models can solve intergroup conflict. In his book entitled, Cultural Diversity in Organizations, Theories, Research, and Practice, Cox articulates his vision to ending intergroup conflicts for prosperity.

Taught Helplessness

Carolyn J. Wood says taught helplessness is an objective condition or phenomenon that is beyond the individual’s control. Wood sees taught helplessness as a condition where “the problem is not the individual’s interpretation of the actual situation. Taught helplessness is an objective condition or factor that reside in society or school district (Wood, 1991, P. 319).” Taught helplessness has three components or parts: an antecedent condition, the individual, and the consequences. Antecedent conditions are forces such as changing demographics, shifting societal values, contradictory demands, economic conditions, federal, state, and local regulations and mandates (Wood, 1991). These antecedent conditions impact on the individual creating a consequence or a
phenomenon known as taught helplessness. Taught helplessness is an adverse outcome of antecedent conditions impacting the individual. Taught helplessness is different from learned helplessness. Learned helplessness is opposite of taught helplessness although one can be misconstrued with the other. Learned helplessness is a phenomenon that resides within the individual. Learned helplessness is a condition where the individual owns the problem because of his or her interpretation of events that are problematic rather than the actual situation (Wood, 1991).

This study will use the work of Carolyn J. Wood on taught helplessness to analyze the data for the study. Wood conducted a study on students and personnel afflicted with taught helpless in school districts. Wood’s study on taught helplessness will be restated and described more in depth in the data analysis section of the study.

Tribal Colleges

The existing literature on tribal colleges say tribal colleges were created and established with humble beginnings often against difficult odds and little support from the federal government or the Bureau of Indian Affairs (Stein, 1990, Boyer, 1998). The history of tribal colleges began in the midst of educational crisis on Native American reservations. The educational crisis was a void left by the failed western educational systems that were put in place on native reservations in the late nineteenth and early twentieth century (Ambler, 1997, P. 8 & Stein, 1990, P. 18). For the most part, western educational systems failed to educate native peoples. The failure of the western educational systems on native reservations is characterized by alarming statistics of drop out rate that far exceeded the national average (Ambler, 1997, P. 8 & Stein, 1990, P. 18).
The history of tribal colleges began with the creation and establishment of the first tribally controlled college, Navajo Community College. Navajo Community College was established in 1968. Navajo Community College later became Diné College. Diné College was established by Congress through Public Law 92-189 of 1971 (Stein, 1990, p. 18). Diné College is considered the grandfather to all other tribal colleges in the nation (Stein, 1990, p. 18). The founding of Diné College gave impetus to the tribal college movement of the early 1970’s (Stein, 1990, p. 18). The tribal college movement is characterized by the creation of the American Indian Higher Education Consortium (AIHEC) in 1972 (Boyer, 1998, p. 16 & Stein, 1990, p. 18). Ultimately, AIHEC was responsible for the creation of other tribal colleges throughout the United States by lobbying for amendments to the Navajo Community College Act or Public Law 92-189 of 1971. Currently, there are over thirty-one existing tribal colleges in the nation with new tribal colleges being planned (Boyer, 1998, p. 16).

Tribal Colleges have dual missions. The dual missions include a cultural and higher education mission. The dual missions of tribal colleges are unique challenges for all tribal colleges. On the one side, tribal colleges are engaged in saving regional Native American language and cultures. At the same time, tribal colleges are engaged in providing higher educational needs to constituents on native reservations (Boyer, 1998, Ambler, 1997, Stein, 1990). Tribal colleges, although they experienced difficult beginnings, have brighter futures in the next century (Boyer, 1998). Tribal colleges are getting the attention they need to grow, and this is demonstrated by the creation of more tribal colleges nationwide. Tribal colleges are beginning to fill the educational void left
by western education by meeting the special and unique educational needs of the constituents they serve (Ambler, 1997 & Boyer, 1998).

Diné College community branch campuses were created and established by the then Navajo Community College (NCC) Board of Regents. The NCC Board of Regents established the Navajo Community College branch campuses for the purpose of “multicampus systems to promote growth and development” (BOR Resolution: NCC-Apr-956-88).

The Diné Education Philosophy

The mission of Diné College is to apply the Diné Education Philosophy into institutional practices and behaviors. Diné College promotes and treats the Diné Education Philosophy as both the mission and educational philosophy of the college.

The existing writings on the Diné Education Philosophy says the DEP is the Diné traditional living system, which is Sa’ah Naaghái Bik’eh Hózhóón with the principles Nistáhákees, Nahátá, líná, and Siíhasin (Diné College 1999-2000 catalog). The Diné Education Philosophy is also a Navajo organization of knowledge (Benally, 1987).

Diné College defines its educational philosophy as, “The educational philosophy of Diné College is Sa’ah Naaghái Bik’eh Hózhóón, the Diné traditional living system, which places human life in harmony with the natural world and the universe. The philosophy provides principles both for protection from the imperfections in life and for the development of well being (DC Catalog, P.1).” Pursuant, Diné College defines its mission statement as, “Diné College is a public institution of higher education chartered by the Navajo Nation. The mission of Diné College is to apply the Sa’ah Naaghái Bik’eh
Hózhóón principles [Nitsáhákees (thinking), Nahatá (planning), Ilíná (living), and Sííhasin (assurance)] to advance quality student learning (DC Catalog, P. 1).”

The Diné Education Philosophy is a cyclical arrangement of the Navajo organization of knowledge (Benally, 1987). DEP is a process (Ibid. P. 1987). The ultimate goal of Navajo life is a state of hózhó. This hózhó state is a wholistic view of life and life’s relation to earth and sky (Benally, 1994). This state of hózhó is described in the Navajo blessingway ceremony and prayers. The Navajo blessingway ceremony and prayer says hózhó is a state of peace, happiness, plenty, and harmony. Hózhó is also a description of how the Diné people would act and relate to one another (Benally, 1987). Before the introduction of western education, the Navajo people educated their children to obtain the state of hózhó. The state of hózhó was a lifelong education from childhood

Conceptual Frame

![Figure 1. Conceptual Frame for the Study](image-url)
to adulthood, usually through ceremonies, oral histories, songs, and prayers (Ibid. P.135). This was Navajo education. The state of hózhó is therefore very much a central theme in the Diné Education Philosophy. Hózhó is located at the center of the male and female axis or four cardinal directions in the DEP model (Benally, 1994).

The study will follow a conceptual frame. This conceptual frame was gleaned from the literature review. The conceptual frame (See Figure 1) was developed and visually illustrated for the study to give it clarity.

The conceptual frame is cyclical. It is to be interpreted in a cyclical direction from left to right beginning at the top. The cyclical direction from left to right is implicit in the Diné Education Philosophy model (Benally, 1994). The conceptual frame is to be viewed as a process towards effectiveness. Institutional effectiveness is a function of production (Welker & Morgan, 1991).

The community branch leadership has developed a “wait and see” attitude towards the articulation of the college mission, the Diné Education Philosophy. This wait and see attitude must be addressed by the community branch leadership. To recharge the community branch leadership, leadership development strategies must be put in place to strengthen the leadership skills of the community branches to deal with the tension dynamics and resistant inherit in in organizational dynamics. The conceptual frame illustrates how all of this might work. Institutional effectiveness begins with leadership development. Effective leaders articulate and motivate support for the college mission. If the mission is effectively carried out, it will lead to institutional effectiveness. This is what the conceptual frame is saying. This was the purpose of resolution NCC-Nov-676-82.
Research Questions

There are six research questions developed for the study. The study will attempt to answer these six research questions in the data analysis section of the study. The six research questions for the study were gleaned from the problem statement, the literature review, resolution NCC-676-82, and the conceptual frame for the study. The six research questions will be put in a table developed to analyze the data that have been collected to answer the research questions. The six research questions are:

1. What effects do the four leadership development strategies have on the branch directors?
2. Is there a change in the branch directors after the four leadership development strategy sessions?
3. How do the branch directors perceive their leadership skills after the four leadership development strategy sessions?
4. How do the branch directors perceive their leadership effectiveness after the leadership development strategy sessions?
5. What are the major strengths of the four leadership development strategies as perceived by the branch directors?
6. What are the major weaknesses of the four leadership development strategies as perceived by the branch directors?
Chapter 3: Methodology

Chapter three on methodology describes the completed methodology plans that were described in the prospectus by the researcher. In the prospectus, the researcher described detailed steps as to how the study will be conducted. In the actual study, the researcher followed the steps he described in the prospectus. The process of how the study was conducted and completed is described in the following methodology section. The process of how the study was conducted is described in the order in which they were completed.

The methodology for the study is qualitative in scope. Creswell says qualitative researchers are concerned with process, interested in the meaning, and that the researcher is the primary instrument. The qualitative researcher conducts fieldwork, describes the research through words and pictures, and builds the research from details (Creswell, 1994, P. 145).

The study followed the general prescription of what a qualitative study should look like as described by Creswell. In terms of process, the researcher conducted four leadership development sessions with the Diné College community branch directors and the Dean over the course of one month. The community branch directors and the Dean conducted weekly planning meetings. The researcher requested and received a one-hour time block and conducted the leadership development strategy sessions during four of these weekly meetings. The strategy sessions were supported by the Dean, and the other community branch directors. The researcher made every effort to carry out the research consecutively during the course of one month to maintain continuity. This approach was
slightly changed because other issues developed. For example, the planning meetings were rescheduled for various reasons. The study, however, remained on schedule.

The researcher conducted the fieldwork by participating in each of the strategy sessions. The researcher also facilitated the leadership development sessions with the community branch directors. The researcher is also a community branch director. The researcher collected the necessary data from each of the leadership development session, and the post-interview with each of the subjects at the conclusion of the study.

Journals

At the beginning of the first strategy session, the researcher asked the participants, the community branch directors and the Dean, to keep journals about the leadership development sessions. A general description on journaling was provided to the participants. A sample of a journal was also provided to each of the participants. The researcher explained the journals had two purposes. First, the participants were asked to record their experiences as participants in the leadership development sessions relative to the research questions. Secondly, they were asked to record any relative experiences as a result of the sessions. This could be non-job experiences but related to the sessions. The intent of the journals was to show the effect of each of the interventions on the individual participants. The intent of the journals was to be used in the analysis of all the data for the study as well as answering each of the research questions in the data analysis matrix developed for the study.

Researcher's Observation

In each of the strategy sessions, the researcher participated in the sessions and made observations. The researcher did two things in this area of the study. First, the
researcher acted as the facilitator, and as such, provided input into the process of the leadership development sessions. Secondly, the researcher kept informal notes, which reflected the researcher's perception and observations of the study and participants. The notes also reflected what was going right and what was going wrong with the overall study. The notes were used to record the research's reactions to the sessions. The researcher's notes were used in conjunction with the leadership development strategy sessions. Summaries of the researcher's observations are included in the leadership development strategy sessions' section of the chapter on the methodology.

Post Interview

A post interview was conducted with each of the participants. The post-interview was taped, and later transcribed for analysis. The post interview was used to determine the overall effect of the leadership development sessions with the community branch directors and the Dean. The post-interview was conducted with each individual participant soon after the completion of the leadership development sessions. The post interview probed for how the four leadership development sessions helped the participants. The research questions developed for the study were used as a basis for the interview questions. Other interview questions centered on whether the participants are better or worse off after the leadership development strategy sessions. The interview questions also had questions on what types of steps the participant will take in addressing the articulation of the college mission. The interview questions focused on attempting to answer the research questions for the study. Finally, the post-interview was used to answer each of the research questions in the data analysis matrix. The intent of the data
The analysis matrix was to show visually the reconciliation of the research questions and the data sources.

Data Gathering

The researcher facilitated four leadership development sessions with five community branch directors and Dean at Diné College. The researcher collected data for the study from four sources. The four data source came from, the participant’s journals, the four group leadership development sessions, the researcher’s observations/participation (journal), and an interview of the participants at the conclusion of the study. The study triangulated the four data sources. The four data sources were put into a matrix and later analyzed. The four data sources were all qualitative in method.

At the end of the strategy sessions, the researcher analyzed the data with an interest in the meaning of the overall study. Following the analysis, overall themes were developed in an attempt to answer the six research questions developed for the study. The researcher looked for meaning in the themes that developed from the dynamics of the leadership development sessions. For example, in the initial plans, the researcher assumed the leadership development sessions on the strengths and weaknesses, problem-solving skills, communication skills, and leadership styles will improve or add to the community branch director’s skills. And with improved or added skills, the community branch directors will move their staff and part-time faculty towards the operationalization of the college mission. The researcher’s assumptions are described in the conceptual frame section of this study. At the conclusion of the leadership development sessions, the researcher conducted an interview with each of the branch directors about their experiences, and how they applied their new experiences to their leadership styles. The
researcher was interested in knowing whether the community branch directors modified their leadership styles or did they continue with their "business as usual" leadership. The interview with the branch directors at the end of the leadership development sessions is described in the analysis section of this study.

Finally, the researcher put in descriptive form the overall process, meaning, and understanding gleaned from the study. The gleaned information derived from all the data collected from the leadership development sessions conducted by the researcher.

**Interventions for the Study**

In the next section, the interventions are described. The interventions for the study are the leadership development strategies. The leadership development strategies are the four leadership attributes: strengths and weaknesses, problem-solving skills, communication skills, and leadership styles. Each leadership development strategy session included one of the four leadership attributes. The four leadership attributes were chosen as intervention strategies for the study because the researcher assumed that the four leadership attributes will improve or add to the leadership skills of the community branch directors. The researcher further assumed that the four leadership attributes will enable the community branch directors to move their staff and part-time faculty towards the operationalization of the college philosophy. These assumptions were described in the conceptual frame section of the study. In the next four paragraphs, the four leadership attributes are briefly described as to what each is about, and to give reasons why they were chosen for the study. In addition, each strategy session is described to let the reader know how each strategy was used in the actual strategy sessions.
The Leadership Attributes

Strengths and weaknesses are attributes that define the leader’s effectiveness in organizational or group settings. The strength or weakness of a leader impacts his personal character such as his motivational style, and how he maintains his effectiveness in an organizational or group settings (Forsyth, 1990). A leader’s knowledge of his strength or weaknesses is key to his effectiveness in the work place.

Problem solving is a skill of creating pathways from a current situation to a desired target or goal (Schmuck & Runkel, 1994). To move their organizations, effective leaders create pathways between the current situation and a desired outcome. Problem-solving skills are essential for leaders to be effective.

The art of communication is a reciprocal process (Harshman & Harshman, 1999, Schmuck & Runkel, 1994). Leaders need to communicate effectively with those they lead. A leader’s communication skill makes the difference whether or not the organization achieves its desired goal.

Leadership style is a behavior exhibited by the leader (Jensen, 1999, Lewis, 1993). A leader’s perception of himself may be different than that of his subordinates. The leader must be aware of his behavior or leadership style. The leader’s behavior towards his subordinate can often mean the difference between being effective or not.

The specific intervention models for each of the four leadership attributes were chosen prior to each strategy session. The specific models were chosen to ensure that the models are culturally relevant to the setting. There were many useful intervention strategies that were introduced in the classes during the course of the transformational leadership program. Almost all the intervention strategies for the study came from those
that were introduced in the transformational leadership program. For example, one intervention model, the “STP” model for the problem-solving intervention strategy was used in the problem-solving strategy session. The STP model is an Organizational Development intervention strategy designed to close the gap or path (P) between the current situation (S) and the target (T) (Morgan, 1994). The STP model is one example the study used because the model is universal enough for a setting like Diné College.

All the other specific intervention models were identified prior to each of the four leadership development sessions. The other intervention models used in the other strategy sessions will be described in the leadership development sessions section of this chapter.

Leadership Development Sessions

The researcher facilitated four leadership development sessions for the study utilizing one intervention strategy for each session. The researcher, acting as facilitator, used a focus group activity format when conducting the leadership development sessions. The facilitator focused the participants on a particular task using one of the intervention strategies. The facilitator led the discussion and dialogue for each activity. The discussion and dialogue for each activity were recorded on paper. This enabled the facilitator to “legitimize” the activity regarding the participant’s input and participation. The written recordings were made on large white paper. In two sessions, other forms of written recordings were done. In the beginning, the researcher assumed that there would be a lot of process data coming out of the leadership development sessions that would be pertinent to the overall study. This initial assumption held true, e.g., a lot of issues were covered in each of the leadership development sessions that had an affect on the overall study. Why or how these issues had an affect on the overall study was determined by the
analysis, and presented accordingly. The data or the written records from the leadership development sessions were used in the analysis as well as the other data for the study.

Strategy Session One

The Setting

The first strategy session took place on March 27, 2000 at Diné College Kayenta branch. The Kayenta branch is located in Kayenta, Arizona, a small Navajo "township" in northwestern Navajo Nation. Kayenta branch was recently re-established after having been closed for some time. The branch is staffed with a Director, a secretary, and academic advisor. The Kayenta branch has nearly ninety five (95) student enrollment, and provides educational services to the non-traditional older student populations. The branch service area is approximately a "fifty mile" radius. Students come in from as far away as the Utah state border. The Kayenta branch facility is located within the Kayenta Shopping center complex along U.S route 160. The branch facility has a reception area, and office spaces for the advisor and director. There is a small combined computer lab and classroom. The Kayenta facility is quite small, and not ideal for a large meeting but adequate for a small group meeting. Director’s meetings are held at the Kayenta facility from time to time.

The Session

The strategy session at Kayenta took place in the morning. The individuals who were present were the Dean, three community branch directors (Chinle, Window Rock/Ganado, and Tuba City), and one guest. The Kayenta director was not present. The Kayenta director, a member of the college’s North Central Accreditation team, was
attending a meeting in Chicago, Illinois. The guest was a part-time adjunct faculty member. The researcher facilitated the first strategy session.

The first intervention strategy that was used for the first session was a communication strategy. The communication strategy was an organizational development communication strategy from the transformational leadership program. The communication’s strategy comprised of an activity designed to involve all the participants. The researcher wanted the participants to be actively involved rather than idle observers. The researcher asked the participants to act out a communication strategy in a role-playing situation. The researcher described and explained the intent of the communication strategy session to all the participants. The researcher asked all the participants to do a “fishbowl” activity. The fishbowl activity involved two participants. One participant played a difficult faculty person. The other participant played a supervisor. It was the task of the supervisor participant to attempt to communicate a task on the college mission. The supervisor had to articulate and get through to the difficult person on the mission of Diné College, the DEP. The supervisor’s job was to explain, inform, and get the difficult faculty to understand, be aware, and support the college mission. To dramatize the situation, the difficult person was an Anglo faculty member. The supervisor was a Navajo. The Navajo supervisor doing the communicating was a community branch director. The intent of the fishbowl activity was to get as real as possible with the activity so that the activity would be more informative. The researcher anticipated a lot of dynamics would emerge from the fishbowl activity, and that these dynamics would be a thought provoking learning experience for all the participants. For example, the role-playing would reveal the cultural differences between the faculty and
the Navajo that some non-Navajos find when confronted by a Navajo supervisor. Another dynamic is the differences in communication styles derived from years of cultural conditioning, and the "cultural shock" some non-Navajos experience. These are but a few of the dynamics that were anticipated by the researcher from this simple fishbowl activity that would add to the learning experiences of all the participants. As the two participants finished their role-playing, another two participants were allowed to role-play out the same scenario. The other participants observed and made notations on an observation sheet. The observation sheet had four communication skills, paraphrasing, behavior description, description of feelings, and perception checks. The observer participants made notations on each of the four skill areas on the person acting out the supervisor role. The feedback was designed to give feedback to the supervisor participants with the intent to improve his/her communication's skills. This comprised of the communication strategy in the first strategy session. The overall time it took to complete the communication's strategy was approximately two hours.

**Researcher's Observation**

The researcher's observation of the first session was positive. The session came out as planned and expected. There were no visible problems. The participants seemed eager to know what was expected of them, and were also eager to do an activity. The participants commented they had never done a fishbowl activity. For the majority, a fishbowl activity was a first time. There were no unusual visible demeanors that were demonstrated by the participants. Each of the participant was very focused with a "let's get down to business" like demeanors. There was also a spirit of cooperation by all the participants. The majority of the participants were relaxed and in good spirits. The only
observation that is of interest to the researcher is the how the participants approached the communications aspect of the activity. The researcher learned a caveat or two about how the communication styles were acted out by the participants. For example, the participants playing the Anglo faculty showed more aggressiveness toward the supervisor in the communication style while the Navajo supervisor were more reserved. The participants seemed well aware of the communications styles by the two cultures, and the participants emphasized this difference in the activity. The researcher does not know whether this happened intentionally or subconsciously.

Although the first session went well, the facilitator gets a C for conducting the first strategy session. The reaction and participation from the participants went well but the facilitator could have done some things differently or better. For example, more time should have been assigned. Throughout all the sessions, the participants articulated that more time should be allotted to the sessions.

Strategy Session Two

The Setting

The second strategy session took place on April 10, 2000 at the Diné College Tuba City center. Like the Kayenta center, the Tuba City center is located not far from U.S. route 160 in Tuba City, Arizona and is one of the larger Navajo Nation communities. The Tuba City branch is located in the western sector of the Navajo Nation, and is located the farthest away from the main college campus in Tsaile, Arizona. The Tuba City branch is one of the oldest established branch sites (1979) of Diné College. Tuba City branch is staffed with a director, an office manager, an academic advisor, and a receptionist. Tuba City branch has approximately two hundred and thirty five (235)
student enrollment. It too, serves the older non-traditional student population. The Tuba City branch service area is the entire western Navajo Nation. The western Navajo Nation is a sparsely populated area of approximately two thousand square miles. The Tuba City branch facility is located in an old double-wide trailer. The doublewide trailer is next to a K-12 school facility. Tuba City branch has a reception area, kitchen, office spaces for the director, office manager, and academic advisor. There is one very small "meeting room". The meeting room is a small room making it difficult to move around. The directors hold meetings periodically at the Tuba City branch.

The Session

The second strategy session also took place in the morning. The individuals present for the strategy session were two directors (Chinle and Window Rock/Ganado), two academic advisors, one secretary, and an office manager. One director, the Tuba City director, was present but spent most of his time in his office in the same building. The Dean was not present for strategy session two. The Dean canceled to attend a management team meeting of which he is a member. Another director, the Kayenta branch director, was not present. The Kayenta director had recently returned from Chicago, and was represented at the strategy session meeting by his academic advisor.

The second strategy session was a problem solving strategy. The intervention strategy was the problem-solving model "STP". The STP is a problem-solving model used in organizational development. The researcher explained the STP model to all the participants. The researcher conducted a "brain storming" activity using the STP problem-solving model. The STP problem-solving model is defined in the intervention section of this chapter. The participants were asked to use the college mission, DEP, as
the topic for the brainstorming activity. The researcher used a large white paper mounted on an easel stand for this activity. The researcher passed out a copy of the college mission. This was done so that all the participants would have the college mission readily available to avoid any one participant not knowing the college mission. Using the college mission as the topic, the facilitator began the activity by dividing two sections, one with an “S” and the other with a “T”, on the white paper. The facilitator explained to the participants that the S stood for the current situation. The T stood for the target or goal. The participants were asked to brainstorm a list all the problems they believed were wrong with the college mission under the S. This list was designated the current situation with the college mission. The whole activity took about twenty to thirty minutes. There was a mixture of some discussions, arguing, and humor that went on with this activity. Then the participants were asked to list what should be the target opposite the current situation list. The demeanor of this activity was similar to the first. After the S and T list were created, the participants were asked to connect the two lists through a “path” or pathway. The participants were told herein lies the problem solving strategy, creating a pathway between the problem (current situation) and the target. The path or pathways are series of steps in solving the problem. The entire activity for the problem solving strategy took approximately one and one half-hour.

Researcher’s Observation

The researcher’s observation of the second session was similar to the first session. To the researcher, the second session went well as planned. The staff members who were present showed interest in the activity. The staff members provided significant input to the activity session by showing a lot of vigor towards their input and participation. In
terms of the methodology of brainstorming used by the researcher; the participants were well acquainted with the methodology. The only unusual occurrence is how the Tuba City director spent most of his time in his office during the duration of the session. The director knew that there was a session scheduled that day. The director did not indicate why he did not attend the session. The others who were present did not seem to notice that the Tuba City director was a major part of the session. The researcher did not make any mention of this unusual development to the director. The participant’s participation is strictly voluntary.

Overall, the facilitator observed that the second session went well with the exception of the missing Tuba City director. The facilitator gets a B for conducting the second session. The delivery of the second session was better than the first session.

Strategy Session Three

The Setting

The third strategy session took place April 24, 2000 at Diné College Tsaile, Arizona. Diné College at Tsaile is the main campus. The administrative and other student services centers are located at the Tsaile campus. The Tsaile campus has dorm facilities for students, housing for staff and faculty, and also houses the physical plant operations. The Dean who supervises the community branches is located at the Tsaile campus. The Tsaile campus averages approximately four hundred and thirty five (435) students per academic year. The majority of the students who attend Diné College at Tsaile are between the ages of eighteen (18) to twenty five (25) years old. The Tsaile campus is considered a residence facility campus. The Tsaile campus was built in 1972. The Tsaile campus service area is approximately thirty (30) mile radius. The strategy session
meeting took place in the "Dean's conference room", a small conference room located next to the Dean's office. The community director's hold their meetings at the Dean's conference room frequently.

The Session

Like the other two sessions, the third strategy session took place in the morning. The individuals who were present for the session were the Dean, three directors (Chinle, Window Rock/Ganado, and Kayenta), and one director (Tuba City) on telephone conference call. The director on telephone conference call was not in attendance due to the distance he had to travel. The third strategy session was the only strategy session, which had all the directors present. None of the directors was represented by another staff member at this session. The meeting was held in Tsaile because the Dean had to attend another important meeting the same afternoon.

At the third strategy session, two intervention strategies were covered. The two interventions strategies are the leadership styles, and the strengths and weaknesses. The leadership style was covered first followed by the strengths and weaknesses. Both of these intervention strategies did not involve a group activity. It was determined by the researcher that the remaining two strategy sessions would best be done or completed on an individual basis. This would allow more time for reflection on the part of the participants. The two intervention strategies, leadership style and strengths and weaknesses, were each explained to the participants. Each participant was asked to take the planned activity for each strategy home with him or her and work on the activity. When each was done with the activity, they were to send the completed activity to the researcher. In the next section, each intervention strategy will be described.
The leadership style strategy activity was taken from the organizational development strategies. The leadership style strategy, one of the two strategy session, was the "Character and Temperament Types Test", by David Keirsey and Marilyn Bates (Keirsey Bates Test). The Keirsey Bates test is a 70 questions test on character and temperament designed to revealed a certain type of personality to the one who is taking test. The Keirsey Bates test was used in one organizational development class in the transformational leadership program. The Keirsey Bates test is not a test designed to established definitive character traits on an individual's character or temperament. It is rather a test designed to reveal certain demeanors to the test taker so that he/ or she will become more aware, especially if he/or she interacts with a lot of people in a workplace environment which requires cooperation among peers. The Keirsey Bates test helps the test taker identify a "type" indicator. The type indicator is designated by a letter, E,I, S, N, T, F, P, or J. These letters stand for a type of temperament. For example, the E designates extraversion. The I designates introversion. The other letters designate the following; S is sensation, N is intuitive, T is thinking, F is feeling, P is perceiving, and J is judging. In the Keirsey Bates test, each letter has a definition describing the meaning. It is the test taker's task to arrive at his/her type indicator, and the type indicator helps to establish a temperament type to the individual. Ultimately, the researcher choose the Keirsey Bates test with the intent to help guide the participants to learning something about their character type, thus the leadership style. For better or worst, the intent of the learning experience was to add another dimension to the participant’s leadership style. It is up to the participant how he/ or she attempts to apply this newfound knowledge about themselves.
The other strategy was strengths and weaknesses. This strategy was also an individual activity. The researcher decided to use the "SWOT" model for the strengths and weakness strategy. The SWOT model is strengths, weaknesses, opportunities, and threats. The SWOT model is a common model used in most educational settings. The model is fairly simple to use. The participants were asked to take the SWOT model and make a determination on their own individual strengths and weaknesses. In the process, each participant was asked to include opportunities and outside threats that may impede those opportunities. The majority of the participants were well aware of how to use or utilize the SWOT model. Pursuant, it was not necessary to go in-depth about how to use the model to the participants. The researcher's intent on the SWOT model was that the model was simple and straightforward in its application. The model allows for groups of organization to make a "quick and dirty" analysis of a situation for corrective action purposes. It is the intent of the researcher that the SWOT model will allow the participants to find problem areas and take corrective measures.

**Researcher's Observation**

As expected, the last session went well. The participants were attentive and receptive of the activities for the last session. The participants accepted the tasks of the last two strategies without hesitation. It appeared that the participants were well acquainted with what was expected of them with regards to the last two activities. At the last session, the researcher reminded the participants that they were to be doing the journaling. The researcher observed that some participants were not doing the journaling and that this may have an affect on the data collection. By the same token, the researcher realized that participation is strictly voluntary, and that it was up to the participants to
complete the activities, such as the journaling. If the participants do not complete the activities or participate, the data will reflect the lack of participation.

Towards the end, the only observation worthy of mentioning by the researcher is whether the participants were actually doing the tasks assigned to them earlier. For example, whether they were doing the journaling. Whether the activities were being done or not will be determined at the conclusion of the group study. The researcher realizes that if some of the tasks do not occur, the lack of data would be recorded as not having been done. This will impact the overall study.

The facilitator gets a B- for conducting the last two strategy sessions. Although the participants were cordial and responsive, they seemed not as enthusiastic about the last two sessions as they did the first two sessions. The strategy session could have been done separately but at the time it seemed not necessary. The strategy sessions were designed as individual tasks.
Chapter 4: Synthesis/Findings

Chapter four has two sections and is about data description and raw data analysis. In the first section, the data description, the synthesis, and the findings are described. The first level analysis involved deciphering the data and developing overall themes. In the second section, the raw data is analyzed. This second level analysis involved utilizing analysis models. The analysis models were chosen by the researcher in an attempt to analyze the findings of the study. The various analysis models are described in the latter part of chapter four.

In the research prospectus, the researcher described a process for data collection and analysis including a four-step process. At the end, the four steps showed how the data source and the research questions are reconciled in the table developed for this purpose. Step one involved the organization of all the data from the four data sources, journals, leadership development sessions, participant observations, and post-interviews. A table was developed for this purpose (See table on page 112 of the study). The table illustrates how the data source was used to answer the research questions. Step two involved analyzing the organized data source for themes. The researcher looked for general themes across all the data. The themes attempted to establish relationships between all the data. The themes were put into the matrix table. Step three involved synthesizing the themes. The themes synthesized from the data were used as a basis for drawing conclusions demonstrating whether the themes answered each of the research questions. The synthesis was then described and written up in the synthesis and findings section of the study. Step four involved the feedback of the data themes back to the participants. Discussions with all the participants occurred around future action steps on the articulation of the college
mission. Step four probed for group recommendations on the next step strategies, and how these strategies may/ or might be appropriate for the community branch sites. The group recommendations, which included future action steps, were used to guide and determine whether the study answered the problem statements. The group recommendations are described in the recommendation section of the study.

In the study, data was collected from four sources in the initial plans outlined in the prospectus. The four sources are: the actual strategy sessions conducted by the researcher, the journals each participant was to keep on the experiences, the researcher’s observation, and the post-interview that was to be conducted. Plans to collect data from all the four sources were implemented by the researcher. In the next section, the type of data collected from the study is described. The researcher came with the knowledge that in a qualitative study everything is data. Therefore, the collection of data was approached with the notion that data encompasses a broad area of activities.

The plan to collect data from all the strategy sessions went as expected with some sessions doing better than others. The researcher collected approximately sixty percent (60%) of the data from each of the actual strategy sessions, except the journals. The percentage is arrived at from the actual number of participation by the directors and Dean. Over forty percent (40%) of the data anticipated was not collected from the strategy sessions. The type of data that came from the strategy sessions are the actual data such as informal notes taken on the dialogue that went on between the participants; the researcher's observations of the strategy sessions; the outcome activities for each participant such as the individual activities that were completed by the participants; and the researcher’s participation in all the strategy sessions. One hundred percent (100%) of
the data was collected from the post-interview with all the participants. All the participants were interviewed following the sessions. Overall, the researcher was satisfied with the data collected from the strategy sessions. Collection of 60% of the data from the strategy sessions is considered average and adequate. The data collection could have been better. A collection of 70% or better of the data could have been better. The data collection from the post-interview was very good. The following are the descriptions of the all data collected for the study.

Data Description

The data descriptions are summarized, and only those comments that are thematic in nature are described.

The Strengths and Weaknesses Strategy session

The strengths and weaknesses strategy was an activity given to each participant to be completed individually. The strengths and weaknesses activity used the strengths, weaknesses, opportunities, and threats or the "SWOT" model. Three participants completed the strengths and weaknesses or SWOT activities. The following are their responses.

One participant responded by indicating strengths in intuition, sensitivity, decisiveness, judgment, problem analysis, sociable, organizational abilities, leadership skills, and positive outlook. The participant felt she has a good sense or "gut feeling" of situations, and responding to them effectively (Willeto, 2000 [SWOT Analysis]. Raw data). The participant also demonstrates "sensitivity" towards her co-workers by a "positive sense of helping others (Ibid. [SWOT Analysis]. Raw data)." She is decisive and makes sound judgments. She has strengths in analyzing problems, which lead to
exceptional organizational skills. She believes that her leadership skills show a "defined and set direction. (Ibid. [SWOT Analysis]. Raw data)" She "follows the college's mission and objectives," and promotes "team work" from her staff. Her weaknesses are "oral and written communications skills. (Ibid. [SWOT Analysis]. Raw data)" She would like to see more training in "oral presentations and written communication skills such as grant writing (Ibid. [SWOT Analysis]. Raw data)." She is not comfortable with "handling multiple projects," which compromises her "stress tolerance" level (Ibid. [SWOT Analysis]. Raw data). She becomes "defensive and procrastinates (Ibid. [SWOT Analysis]. Raw data)." This participant realized that she needs further training in strengths and weaknesses leadership skills. Through this exercise, she realized that she has to set a personal goal for an advanced degree in leadership and supervision.

Another participant responded by saying that his strengths are in "assertiveness managerial" skills through "tasks assignments (Willeto, 2000 [SWOT Analysis]. Raw data)." He believes he has excellent "public relations" skills (Ibid. [SWOT Analysis]. Raw data). He also says he responds to potential problems areas in a "timely action due to advance planning (Ibid. [SWOT Analysis]. Raw data)." He approaches every situation in a "humane" manner, and "promotes the younger Navajos in higher education (Ibid. [SWOT Analysis]. Raw data)." His weaknesses are that he over commits himself; "time limitation due to over commitment (Ibid. [SWOT Analysis]. Raw data)." He gets into trouble "sometimes by trusting people too much (Ibid. [SWOT Analysis]. Raw data)." He sometimes forgets to "follow up" on important matters (Ibid. [SWOT Analysis]. Raw data). He "over-extends" himself, and is "very partial to the underdog (Ibid. [SWOT Analysis]. Raw data)." Through this exercise, this participant feels he wants to be a
“positive role model for the future growth and development” of young Navajo leaders (Ibid. [SWOT Analysis]. Raw data).

Another participant responded by saying that his strengths are “getting things done and following through (Willeto, 2000 [SWOT Analysis]. Raw data).” He believes he has good “research skills and prefers making decisions on research (Ibid. [SWOT Analysis]. Raw data).” His strength is also in “analyzing problems (Ibid. [SWOT Analysis]. Raw data).” This participant feels he has strengths in the “vision of the future” for his branch (Ibid. [SWOT Analysis]. Raw data). He “plans ahead (Ibid. [SWOT Analysis]. Raw data).” He does well in “one on one interaction” with the staff (Ibid. [SWOT Analysis]. Raw data). One of his weaknesses is “being too impatient” with others, but realizes that sometimes this is due to not giving “clear communications” to subordinates (Ibid. [SWOT Analysis]. Raw data). Another weaknesses is “looking at big problems as minor” until the problems become too big (Ibid. [SWOT Analysis]. Raw data). He needs to “interact with people” more, and begin “taking people’s problems more seriously (Ibid. [SWOT Analysis]. Raw data).” This participant realizes he needs to “improve on his communication skills, and being more personable and involved in people problems (Ibid. [SWOT Analysis]. Raw data).” Through this exercise, this participant feels he needs to “be more visible (Ibid. [SWOT Analysis]. Raw data).”

Although few responded to the strengths and weaknesses activity, the participant responses are important and relevant to the study. The responses are important and relevant in that the responses indicate further leadership development improvement may be necessary if the leaders of the community branch/ or centers are to effectively implement the mission of the college.
The SIP Problem-Solving Strategy Session

The problem-solving activity was a group activity. The problem-solving activity involved using the problem-solving model "STP", which is the current situation (S), the target (T), and the path (P) by which to arrive at the target. The data description for the problem-solving activity is group in nature or group responses rather than individual responses. The topic or theme around which the data was collected is the college mission or the Diné Education Philosophy (DEP). The data from the problem-solving activity are thematic. The data for the current situation will be described first followed by the data from the target and the path.

The current situation is about what is the present situation with the college mission. The group agreed the following are the current situation with the college mission. The current situation is that the "SNBH (DEP) definition seem to be a problem and that people get confused with the meaning" of the college mission. There is "disagreement over the meaning of SNBH (DEP) (Willeto, 2000 [Easel Pad]. Raw data)."

Furthermore, another problem is the "reconciliation of DEP with the general curriculum (Ibid. [Easel Pad]. Raw data)". There is agreement that although many hours have been spent on how to merge the DEP with the general curriculum, little has been accomplished. That "people don’t accept the DEP or college mission", and as a result "very little implementation" has been done and "nobody is practicing it (DEP) (Ibid. [Easel Pad]. Raw data)." The majority of the participants agree that one of the main issues for the all the stakeholders is training because there is "lack of training" on the college mission (Ibid. [Easel Pad]. Raw data).
The group next agreed on what they would like to see happen with the college mission. This is their target or outcome. As a target, the group agreed that “more training” is needed (Willeto, 2000 [Easel Pad]. Raw data). Another target is to “re-do the mission statement” and “simplify the mission statement (Ibid [Easel Pad]. Raw data).” This should be done by “taking out the statement on SNBH, and keep statement as a "philosophy, rather than mission (Ibid. [Easel Pad]. Raw data).” All agreed that a college mission should be simple with a simplified statement that outlines the mission. As for the reconciliation with the general curriculum, a plan should be developed to “effectively integrate the college mission into the curriculum content (Ibid. [Easel Pad]. Raw data).”

Finally, the group agreed on how the paths should be established to accomplish the target. Everyone agreed that the following are the paths by which the target should be accomplished. One path is where the College Board of Regents, who play a key role, promote the mission of the college, and they should “advocate on behalf of the college mission (Willeto, 2000 [Easel Pad]. Raw data).” The college president, who is also a key player, should “take the lead in convincing all the stakeholders (Ibid. [Easel Pad]. Raw data).” The group agreed that the actions of the Board of Regents and the college president on the college mission is a pre-requisite to getting people on board on the college mission. The Board of Regents and college president must sell the college mission to the stakeholders and “practice what they preach (Ibid. [Easel Pad]. Raw data).” Another path is to “establish goals that can be achievable (Ibid. [Easel Pad]. Raw data).” The goals should address issues like the “real meaning [of SNBH] and other problems like motivational issues for the staff, faculty, and students (Ibid. [Easel Pad]. Raw data).” Furthermore, “establish timelines and establish an evaluation and criteria...
for success” for all the stakeholders (Ibid. [Easel Pad]. Raw data). Another path is to “conduct surveys and internal assessments of the mission statement to faculty, staff, and students for clarity sake (Ibid. [Easel Pad]. Raw data).” And finally, a planned path is needed by which all of the targets should be accomplished and “conduct a commitment and buy-in” of the college mission (Ibid. [Easel Pad]. Raw data).

The group responses and reactions provided important information to the study. The data from the problem-solving group activity, in the opinion of the researcher, is rich with information for the study. The activity on problem-solving provides a snapshot of how the directors and some staff feel about the college mission. How the staff feel about the college mission is similar to past studies that were conducted by the researcher on the college mission. There are no surprises.

The Communication’s Strategy Session

The group communication’s strategy session used a fishbowl activity. The context of the fishbowl activity was for two participants to take part in a communication strategy exercise, one to communicate the college mission to the other. This activity was described in the previous chapter three on methodology. The other participants were to observe the fishbowl activity, and provide feedback through observation sheets to the two in the fishbowl activity. The actual fishbowl activities went well with all the participants, however, some of the written responses on the observation sheets are not discernable. Some of the observers did not write down their responses in a clear manner, and therefore the information is difficult to discern. The observation sheets had sections for comments on skills such as paraphrasing, behavior description, description of feelings, and
perception check. The following discernable information will be described to give a general idea how the observers responded to the fishbowl activities.

In general, the observation sheets show that most all of the participants in the fishbowl activities had some problems with the communications exercise as expected. It is not clear to what extent these communications exercises are major problems. For example, the feedback comments suggest that all the participants need to improve their communication skills.

One observer commented “no paraphrasing going on” or “none (Willeto, 2000 [Observation Sheet]. Raw data).” Another observer wrote “ explanation of areas not familiar with as far as philosophy (Ibid. [Observation Sheet]. Raw data).” The observer was commenting, it seems, the communicator was not using the skill of paraphrasing. Still, another wrote “not clear in communicator’s terms (Ibid. [Observation Sheet]. Raw data).” Other comments indicate that in most cases the communicators were “not specific to philosophy, not familiar with the framework of the college, difficult paradigm to explain, director not emphasizing the culture, and not clear on philosophy (Ibid. [Observation Sheet]. Raw data).”

As for the behavior description of the fishbowl actors, one observer commented that there was “no eye contact by the director (Willeto, 2000 [Observation Sheet]. Raw data).” Another comment said, “no eye contact and the instructor (faculty role player) too apprehensive of cultural teaching (Ibid. [Observation Sheet]. Raw data)” Another wrote “too much concentration on the board (Ibid. [Observation Sheet]. Raw data).” One observer wrote the faculty role player looked “confused (Ibid. [Observation Sheet]. Raw data).” The same observer said, “the director uses too much information (Ibid.
[Observation Sheet]. Raw data.)” These are the comments that are discernable. Sadly, the rest of the comments are not as discernable as those described above.

The comments from the observers give a general snapshot on how each participant did in the fishbowl activity. In general, the comments from the observers show that every participant had some weakness in their communication skills.

The Leadership Styles Strategy Session

The leadership styles strategy, an individual activity, was given to the participants to be completed individually. All five participants completed the leadership style’s activity. The following are their responses.

Using the Keirsey Bates Test, one director determined that her character temperament type is the E, S, F, and J. According to the Keirsey Bate Test character type definitions, her character type is an extrovert, sensation, feeling, and judging. The E means she is an extrovert. She is sociable and outgoing. Her E character type is 75% of the general population (Keirsey & Bates, P. 16). The S means she is the sensible type. She prefers facts to fiction. Her S character type is also 75% of the general populations (Ibid, P. 16). The F stands for feeling. She prefers to deal with people with the personal approach. In general, more women than men prefer deciding on the basis of personal impact or feeling (Keirsey & Bates, P.20). The J means judging. She is decisive in her dealing with tasks. About 50% of the general population have the character type of J (Keirsey & Bates, P. 16).

Three directors and the Dean determined their character types as E, S, T, and J. All the character types of the three participants are the same. All the participants are extroverts and are sociable people. They are also all sensible people preferring facts,
experience, and a firm belief in the here and the now. They are the no non-sense type people. The difference is the letter T from the first director. The two directors and Dean are all Ts. The T means a preference for the impersonal over the personal. They prefer the impersonal choice of dealing with people. More men than women prefer deciding on the impersonal impact to the feeling (Keirsey & Bates, P. 20). The two directors and Dean prefer being objective and logical. They prefer analyzing problems logically.

The last director determined his character type as X, X, T, J. The only differences in the director's character type are the Xs. The Xs means that the individual is both character types for each categories. For example, if an X is given both character types are preferred by the individual. The director is both an extrovert and an introvert. An individual can both be an extrovert and an introvert (Keirsey & Bates, P. 15). The director is also both intuitive and sensible. The remaining letters for the director are the same character type as the other participants.

The character type is only important in the preferences of how individuals choose their actions relative to one character type over the other. The character type is not a true character type in all cases but rather a baseline check on how people differ in their preferred actions (Keirsey & Bates, P. 14). The character type test is also important in knowing how people relate to one another in the work place.

The data from the Keirsey and Bates test shows an important momentum in the leadership styles of the directors. For example, the data shows the pre-requisite for change. The pre-requisite for change is taking the first step towards change. In this situation, it is taking the test. For this reason, the data from this activity is also important to the study.
The Participants’ Journals

The plan to collect data from the journals turned out very poor. The following are possible reasons why the journals failed: poor coaching on the use of journals, time requirements to input the information in the journals, no incentives, and general lack of practice doing journaling. None of the participants did the journals or kept journals of their experiences as they were asked to do. In the beginning, the participants were asked to keep journals of their experiences for each strategy session, and their experiences of the after affects of the strategy sessions during the duration of the study. The duration of the actual study was approximately four weeks or one month. For this purpose, a general description of journaling was provided to the participants. For example, a sample of journaling was provided to them. The purpose for the journaling was also explained to the participants. For reasons unknown, the participants did not keep journals of their experiences (these unknown reasons could be that they were too busy or they simply forgot to do the journals). Therefore, no data was collected from the journals. To what extent this impacts the study remains to be seen. If the journals were completed, the journals would have provided critical and meaningful information as to how the participants felt about the strategy sessions. The journals would also have provided an insight into how the participants were thinking about, not just the strategy sessions, but how well the strategy activities would have made an impact each of them. The researcher has learned that, in the future, collecting data from journaling will require a different strategy. Overall, the complexity of collecting data from a source such as journals has been unexpected and a learning experience for the researcher.
The Researcher's Observations

The collection of data from the researcher's observation generally went well. Data was collected from the researcher's observations through the actual participation of the study on how the participants responded as a group during the strategy sessions. The observation was focused on the participants as a collective group, rather than individuals. The researcher considered the general overall "feeling" or atmosphere of the strategy sessions, which includes the body language of the group participants, the language or dialogue, and the temperature of the sessions. The technique used to retrieve the observation data was informal notes, and later, reflections on the sessions. Reflection is a technique that was taught in the leadership training programs. In the next three paragraphs, the researcher will describe the data in terms of reaction to the entire study, from beginning to end.

The researcher recognized that time was a variable. The time allotted to the sessions and duration of the study created some expected problems. For example, the one hour allotted time was not enough, although there were times when the session went beyond the one hour allotted time. The duration of the study should have been more than one month. The month long study is not enough to really determine the impact and effect of the intent of the study. So, time is one factor.

Some of the participants not attending all of the sessions was another variable. The majority of the participants who missed had good reason for not attending these sessions. However, the lack of participation in some of the sessions by some participants created a situation where it became clear from the beginning that the intent of the study
was not going to be fully realized at the conclusion. Ultimately, for the study to be successful, the number of the participants is very important.

The researcher also believes that the participants showed some apathy towards the study. Examples are the non-attendance on the part of some participants, and the individual journals for the study not being completed. The researcher also believes that some participants may have perceived the study as not being about them. Rather, the study was about the college or the researcher. So, the possible perception on the part of the participants that the study is not relevant to me was another factor. Finally, some participants may not been involved in a participatory study before, which may ultimately have affected how they viewed their role in the study. The experience of participating in a study was something new to them, and they were not quite sure how to accept the challenge. Although the researcher cannot fully substantiate the presence of apathy, it appears that apathy was a potential factor. Conversely, the question of apathy is not as significant to the study. The participant response to the post-interviews ultimately determines the final outcome of the study.

In terms of the researcher's observations, all of the factors mentioned above had some impact and affect on how the study was conducted from the beginning to the end.

The Post-Interviews

The data collection from the post-interview went well as expected. The researcher interviewed all of the participants. The researcher conducted a post-interview with each of the participants following the completion of the four strategy sessions. Each participant was interviewed separately. The researcher made individual appointments
with the directors and Dean, and interviewed them. The interviews were recorded on
tape, and later transcribed for thematic analysis.

To illuminate and accentuate the post-interview responses, the research questions
are used as background to the participant's responses. The research questions are
mentioned first followed by responses from all the participants. The following are
descriptions of the raw data from the post-interviews.

What effects do the four leadership development strategies have on the branch director?

Participant one:

"...the workshop that we did on the paraphrasing, behavior description, description of
feelings, and perception check, I think was very helpful for a director. It dealt with
communications skills. From the workshops, I realized that that was one of my weak
areas. And therefore, with this workshop, I wanted to develop better communications
skills to be a better administrator and to be a leader (Willeto, 2000 [Post-interview
transcript, P. 1]. Raw data)"

Participant two:

"I think the effect primarily has been to revisit the daily operation, which I believe is
pretty much consistent over what I believe to be a leadership style. The effect primarily
has been the need to organize, prioritize, and then to proceed with some of the strategies
that were suggested. And I think that sometimes even though we have a leadership style
ingrained, we have a need from time to time [to try] other strategies that may be more
detailed or pronounced. And by that I mean, I think when one stops to think about these
leadership development strategies, you will be more focused and thereby be able to be
more effective in your management skills. So I think that deals with revisiting and
refining [and] reassessing your own strategy in such a way that you’re very much aware of what you’re doing (Ibid. [Post-interview transcript, P.5]. Raw data).”

Participant three:

“Effect? I think it has some effect on me. I know one thing that I thought about several times was the philosophy discussion, SNBH philosophy statement that’s in our catalog, and also how other people from the outside would think about SNBH. And some of the question[s] that we may pose, and how difficult it is to look at these things from two different perspective[s]. It’s sort of like there’s no end to it, it could just go on and on and on and on. So, it [is] sort of like an illumination [of] our situation at Diné College, by doing that session in Kayenta. I think that’s that much effect it had on me (Ibid. [Post-interview transcript]. Raw data).”

Participant four:

“I think what it brought out to me was that there are several ways that you can deal with leadership development. One of it I think is the questionnaire. I don’t remember the name of the instrument, but the instrument that was used by Mr. Willeto to do the survey. I think that’s one of the good tools that is available for developing your leadership style. And that’s a strategy that you can develop, to develop yourself, and work also with your co-workers (Ibid. [Post-interview transcript]. Raw data).”

Is there a change in the branch directors after the fours leadership development strategy session?

Participant one:

“Yes I did. Like I said, it brought up some weaknesses that I need to address. I make sure now that whatever I ‘m trying to communicate is understood from the other person.
There’s a lot of miscommunication between myself and with the faculty or staff. So it made me understand that a lot of times people don’t understand what I’m trying to get across. So [as for] the workshop on the paraphrasing, I ask them questions if they understood what I was talking about. They would respond, and [I would] kind of reemphasize what I was trying to get across. So, with the workshop I take it upon myself to make sure that the other receiver understands what I am trying to get across. So, that’s one area that I worked on so far (Willeto, 2000 [Post-interview transcript, P.1]. Raw data).”

Participant two:

“I think there is a definite change. In spite of being an administrator for some 25 years, I still come back to a point where I think each situation is different. It depends on the environment that you’re in. By that I mean I’ve been on the outside with higher education and the federal government. And yet, when I return into a different kind of environment then I have to be more mindful of my staff, their productivity, their professionalism, and approach. I tend to be more internalizing of whom my clients [are], and how I am going to deliver. More importantly, with what team? So, I think there is a change, if not a reminder that here you have a different kind of institutional mission, and the only difference is the uniqueness of the corporeal side. So, that reflects the clientele, that is, you’re in a minority setting existing in a duel society. So, I think that translate to how you deal with your client [and] with what team you have. It comes back to you as an administrator, [and] how you would implement your leadership skills and abilities (Ibid. [Post-interview transcript, P. 6]. Raw data).”
Participant three:

“Well I’m not sure if I can really call it change, but I guess I look at it more of a deeper comprehensive look at myself, and my leadership style. What I might be or what category I belong in. And I don’t remember the paperwork that you submitted. But I remember looking at the questionnaire, and I filled those questionnaire out. I stopped and I thought about do I really fit into this category. Is this really me? I really seriously thought about it. But also at the same time, this is not really me. I kind of pretty much left it at that. But as far as real real real change, as a result of the leadership strategies, I don’t think so. I think I’m still the person that I was before. But it really got me to really look at myself real closely. At the same time, all these things are very complicated, and it can be very complex (Ibid. [Post-interview transcript]. Raw data).”

Participant four:

“I have not really kept, I’m not really aware of whether I...it has changed me. In terms of the strategies that was used, I’m aware that it can be an effective tool to use, [and] to develop skills because it helps determine what your characteristics are based on the questionnaire. And from there you can approach a situation, a certain situation, [and] decisions that you have to make with the awareness of those characteristics. So, I think, in that sense, it helped me, and that I became more aware of the type of leadership style that I have, and possibly change (Ibid. [Post-interview transcript]. Raw data).”

How do the branch directors perceive their leadership skills after the four leadership development strategy sessions?
Participant one:

"After taking an assessment instrument test, I read it and it gave attributes that kind of made me look at the outside. Do I really do this thing, and am I really like this? One area was that I tend to be, I didn’t realize [what I] was doing, is kind of like a hostess, making sure that everyone was comfortable. I said, no I don’t do that. I’m taking a look at that area. I came to agree that I do do these things. So, there [are] certain parts of the test that jumped out at me indicating that I didn’t realize what I was doing. So, when I perceive my leadership skills, some points I’m strong and some points I am weak (Ibid. [Post-interview transcript, P. 2]. Raw data)."

Participant two:

"...I think the key thing here is that you can be methodical in a particular leadership skill or styles but then to be more detailed [and] where there is accountability then that becomes even more pronounced. And I think this is where [it] brings out more organizational goals and objectives. And by now you’re more submerged into your delivery of the performance and the goals that the institution. And so, I think the skill’s portion of it becomes more focused [and] that accountability is there. It becomes a total part of the work environment. And by that I mean, I think when all things are connected then your skills calls for oversight in such a way that it’s more comprehensive (Willett, 2000 [Post-interview transcript, P. 6]. Raw data)."

Participant three:

"Let me give a general answer to this. ...I think to some extent I still do think them out before I answered it. ...It seems to me that those questions that were raised gave me a lot to think about. It sort of keeps you in some kind of constant state of awareness. ...I think
about those things especially as it relates to SNBH and the philosophy. That session just reinforced what I’ve always thought about, and so this session I know sort of solidified my thinking. …If I have another chance to do what we did in Kayenta with [the] DEP office, I’d, you know I would do it, use [the] DEP people and switch them around and let them argue the DEP. So, they could really see the two arguments. I think in that way, I use these information, the training session that we went through as a backdrop for my decision-making (Ibid. [Post-interview transcript]. Raw data).”

Participant four:
“…Again, it’s just been a short time. I think some of the style you [have] been using takes time to mix those changes. So, I haven’t really perceived the skills that I could use, I think maybe in the next few months I’ll be able to see the skills I learned from the strategy session (Ibid. [Post-interview transcript]. Raw data).”

How do the branch directors perceive their leadership effectiveness after the four leadership development strategy sessions?

Participant one:
“…it is kind of too early for me to know if I’m effective. I haven’t got that much response from my staff or with the people that I work with, with the faculty. I’m not sure if whatever I learned from these workshops is being effective. But maybe in the communication part I think there is an indication that whatever I’m trying [to do] to communicate is being carried out because I haven’t had any problems so far in the communication break down with my staff and faculty. That’s all I can respond to right now (Ibid. [Post-interview transcript, P. 2]. Raw data).”
Participant two:
"...I believe, once again, one follows through. In my situation, I'm more in tuned to the
work at hand, the here and now. I'm more inclined to be thinking about the feelings and
the humane side of my staff. Unless there's rapport, communication, and team spirit, then
I am okay. Then I can rely on my work force, and I'm more in tuned to trust and working
relationship. And I think that that is one of the key skills that I see I need to come back to
periodically. Because the communication skills is more brought out. And because I think,
as an administrator, I see the need to maintain that continuity by way of communication
and understanding the humane sides and all. But more importantly, it's got to be
maintained and nurtured at all times. And I think, as administrators, we tend to move
away from that and as we do [this], then the leadership will deteriorate and thereby the
performance output is diminished (Ibid. [Post-interview transcript, P. 6]. Raw data)."

Participant three:
"I think these training sessions, I really truly believe what you put into it is what you get
out of it. ...A lot of times your decision is based on something that you learned before.
Those that you have learned before helps develop into a consciousness, I guess, what I
would call a consciousness of leadership. That consciousness is rooted in many things,
training [and] experiences. So, you use that consciousness to make decisions, and to be
effective. Whatever you learned, you apply. ...That's what it's supposed to be about. ...I
don't think I can really go back into the pieces and say I went back to this part of the
training, and this is how I am using this gold piece of information from the training. And
this is how I made my decision. I think that's too simplistic. I think these training develop
consciousness and skill, and how to be effective. I think this is what is provided (Willeto, 2000 [Post-interview transcript]. Raw data).”

Participant four:

“Again, just by knowing the questionnaire, the model that was used to survey the leadership style. I’m more aware of how I approach people, [and] how I approach different groups. In terms of relating and understanding what the problems, I could maybe make better decisions. From that standpoint, I think maybe my effectiveness has been more open than just coming from only one point of view. I think it has broaden my outlook to making decisions from different perspectives. (Ibid. [Post-interview transcript]. Raw data).”

What are the major strengths of the four leadership development strategies as perceived by the branch directors?

Participant one:

“I think the first part we did with [the] communication part, I keep coming back to it because that was the one part I saw [as] important. I think that would be one of the strengths. The leadership, any leader, should be able to communicate with his followers. Making sure that he’s the leader, and that he has the responsibility of leading the group with one common goal or plan. In order to be an effective leader, you have to be able to communicate with your followers. I think that that’s the best part of the sessions (Willeto, 2000 [Post-interview transcripts, P. 3]. Raw data).”

Participant two:

“I think the major strength, I see, in this case is understanding the organizational environment, including the primary purpose for what it is established to do. I also think
that the mission statement that we come to forget at times, gives you additional strength to know that one needs to stay on course. Because many times, we stereotype and we tend to get into the mainstream of institutional leadership. Yet, we don’t tie back into the mission statement, the vision, and philosophy. So, I think, as administrators, one of the key strengths is that we keep coming back to the purpose and intent of the institution. One of the things I experienced, as a result of this experiment, is that you need goals. There’s always a need to justify operational decisions and how [it is] consistent with the mission statement and ask: Are we really expending the energies and funding for the primary purpose of the mission? Are we meeting the mission? Once we get into the area, discussion then automatically have to account for how you apply the budget for the fiscal portion, in terms of arriving at the outcomes. I think that it all goes back to the strength of the leadership skill, but it does tie back to the mission. I think also that accountability talks about the various segment of the institution, for instance, standards and quality. On the one hand you’re aware of the mission, yet at times you also apply and integrate various standards including NCA standards. At that point you become hard pressed to be accountable. I think that if you really look at your leadership strategies, you find that you can do a primary area of administration, for instances, standards, assessments, and defining the mission of the institution and some elements of it. Then, you’re automatically required to account for how you accomplished that according to the mission. I think that really creates a challenge for us because, many times, we don’t think of that. In the end, [we] fall short of the goals, and we may not be aware of it (Ibid. [Post-interview transcript]. Raw data).
Participant three:

"I think this is a good tool, this strategy sessions. The questionnaire that we had to fill out I think they [are] good tools to really look at yourself. ...I always keep going back to the SNBH session. I really like to try [it] with the DEP. If the DEP could look at this really really really closely, and if they were to argue against DEP, just to go through the session, I think they would really look at the other side. Instead of just being so pro DEP.

So, I think this tool has the strength, I mean I guess you could call it its major strength. If we had more time, to sit down four or five days, I think people would really understand its usefulness. But we just sort of quickly answered all of them (Ibid. [Post-interview transcripts]. Raw data)."

Participant four:

"Again, I think it's mainly to identify some of your strengths and weaknesses. And then working those to personal, just how you are, as far as your leadership style. And developing different leadership strategies that you can handle [in] particular situations.

So, I think the major strength is being able to document and outline just what needs to be done and follow that through (Ibid. [Post-interview transcript]. Raw data)."

What are the major weaknesses of the four leadership development strategies as perceived by the branch directors?

Participant one:

"Just the time that was allotted. I think more time would have been better, to go into more depth and detail on the sessions that we had. We kind of just rush through it, and I didn't have time enough to go back and do the journals. This is because of all the other activities
that we are involved in. I think that would be the weakness part. If more time was allotted to each session (Ibid. [Post-interview transcript]. Raw data).”

**Participant two:**

“I think there are few weaknesses that I see only because they’re major in a content way. By that I mean, if we’re to visit [and] experience our association with Diné College in the last five years, we would find that the institution has been stationary. It’s due to the need to see the mission of the institution. Most administrators do not understand leadership development. They don’t see where leadership development strategy would work, and how it would be applied. The weakness then is that if you don’t understand it, [it] compounds the fact that you don’t know how to apply it, and therefore does not get utilized. Then, the institution becomes further deteriorated in terms of leadership and guidance. I think that the weakness, again, goes back to the leadership. If it’s not understood, it’s not carried out. The other is, I think, if you have a certain model to work with, you go back to the model for either learning styles or learning outcomes assessments, and how you can use the data. We don’t follow through working hand in hand with our educators in the classroom. I think those were the two primary weaknesses that I see where administrators may not follow through, and the results are not going to come back to him (Willeto, 2000 [Post-interview transcript]. Raw data).

**Participant three:**

“I’m not sure if you call it a major weakness. I think a lot of these tools are made for the general public. There not customized. And I’m not sure if you can customized them to fit institutional characteristics and people. I guess if I was to look for major weakness, I would look at the lack of culture that could be integrated into the tool. Maybe even to the
point of localizing the culture to this tool. So, it could be really Navajo leadership specific (Willeto, 2000 [Post-interview transcript]. Raw data)."

Participant four:

"I think one of the major, I don’t know if I can call it a weakness, [is] its mainly western. It comes from a pretty much time and space oriented situation. A lot of times when we work with tribal communities, their perspectives are more or less not determined by time and space. I think that’s one of the weakness. It doesn’t take into [consideration] our perspective. We don’t put much value on time. But this instrument [is more] effective [if] measured in terms of time and space (Ibid. [Post-interview transcript]. Raw data)."

*Have the leadership development strategies helped the directors in other aspects of their life?*

Participant one:

"I think it did within my family. My immediate family and, of course, my extended family have a certain goal or vision of whatever you’re going to try to move forward. I think we developed a planning session in our family, making sure that whatever is coming down the pipe a couple of months down the road we could be more prepared, and be prepared for other occurrence that might happen. My family looks to me to have the decision-making part. So, when I’m in that position I have to let everybody know of what’s going, planning, and that way their aware and prepared. Each member of the family knows what they’re suppose to do, if they should be at home, or if they should be doing this and that. Yes, I do think that it impacted my own family (Willeto, 2000 [Post-interview transcript]. Raw data)."
Participant two:

"I know the answer is yes in two ways. One is that, it does improve upon, not only my daily work environment, but it also leads me into the community. The community, being very much a part of the organization, not only have an input and ownership, I find that I can interact with them. [I am] more objective by explaining myself as an administrator, as a leader, [and] how I [am] doing my job. I think the community interface and representing the institution there is public confidence and public trust in the institution. Then I think it has to be the individual's self worth including self-esteem. The reward is that you know you're doing your job. ...[In] other aspect of my life, I can learn something at this stage in my life, [and] to be able to apply it and doing justice by educating the people out in the field (Ibid. [Post-interview Transcript]. Raw data)."

Participant three:

"No other comments (Willeto, 2000 [Post-interview transcript]. Raw data)."

Participant four:

"Yes, I think it made me realize the difference between why sometimes I had a conflict with time and space. But learning the leadership strategies, it indicated to me that this instrument is more geared to time and space. When I saw that the overall mission of any institution in a western society is more concentrated on time and space, I saw that in a clear light and everything [is] measured on that basis. I appreciated myself, in a sense that, I try to make decisions on a timely basis. But sometimes I've had difficulty in bringing the importance of why those decisions have to be carried out. Because some of the people I work with, time and space, is not that much of a priority. But yet our mission and goals [are] all based on time and space, yearly programs, [and] yearly semesters."
[We] have schedules. So, it helped me to understand myself better, and being able to separate my office from activities, my daily work, and then understand where the employees of the institution are coming from, and [I] try to deal with it in a positive manner (Ibid. [Post-interview transcript]. Raw data).

Other comments

"It was a good session, and it made me realized that there are various avenues and various techniques that need to be utilized to become a better leader. I think we're all kind of just developed our own style and stick to what we know. Now I realize there are techniques and strategies I think would help me look into investigating, other strategies in the future (Ibid. [Post-interview transcripts]. Raw data)."

"I think primarily that the only comment I want to make is that when one is exposed to these kinds of opportunities to improve themselves, for me, I did learn something from it. Not only learn, but be reminded that in this arena there are things that we experience everyday and yet we're not aware that it falls into the [realm] of leadership development (Ibid. [Post-interview transcript]. Raw data)."

"No other comments (Ibid. [Post-interview transcript]. Raw data)."

"...It's just that the leadership experience has to be understood from leadership based on this model and the leadership strengths coming from the cultural perspective. I think I'm running an institution that's based on institutional policies that's based on western strategies. But at the same time I deal with students who sometimes are coming from a cultural perspective. So, I run into these crossroads. But with this understanding, I'm able to see a clear line between the crossroads where one meets the other, and indicate if they're going to succeed in higher education. They have to study hard, work hard, and
make sure they develop their skill in certain areas to make it. Then on the other side, their
cultural model [and] how it can impact that. Hopefully, have them understand that it's a
crossroad where they come, but they got to go and have different goals. It can be done
where they meet, where they got to deal with it. That's where I think it's helping me to be
more effective with serving student population in my own community better (Ibid. [Post-
interview transcript]. Raw data).”

Finally, the study is designed so that the raw data from the post-interview
ultimately determine the significances of the research questions. The data from the
researchers observation, leadership development sessions, and journals is triangulated
with the data from the post-interviews. According to the raw data from the post-
interview, the research questions are answered adequately by the intervention or the
leadership development strategy sessions. Raw data from the researchers observation and
leadership development, in the opinion of the researcher, support the data from the post-
interview.

Synthesis

In the synthesis section, an analysis of the raw data is displayed on table figure
one entitled, synthesis. Table figure one shows the data analysis and the themes from the
data source. Table figure one also shows the research questions, which are displayed with
the four data sources showing how the themes are reconciled with the research questions.
Finally, Table figure one shows how the themes from each of the four data sources
answer each of the research questions (See Table 1, Synthesis Table).
Findings

The findings for the study show no anomaly discoveries but support the conceptual frame for the study: leadership development leads to effectively carrying out the mission, and institutional effectiveness.

One overall finding from the post-interview and supporting raw data is the need for further leadership development training at Diné College for effectiveness. Another finding is to analyze the dynamics surrounding leadership development issues at Diné College. Finally, there are the change issues regarding leadership and organizational development that surfaces through the study. The change issues came from all the raw data including the leadership development sessions, and the researcher’s observations. There was no data from the journals.

Training Needs

As for the finding of further leadership development training, the following training areas need to be emphasized. The leadership development strategy sessions impacted the directors through making them more aware of their role as leaders. For example, the directors realized they need to be more effective in such strategies as communications, time management, other leadership skills, etc. This means that the directors require additional practical job-related training for effectiveness. Another training issue is on-going leadership development training for effectiveness. For example, the directors, more than one time, referred to modification of their leadership styles after the leadership development sessions. Some directors, find themselves in leadership roles without adequate leadership training. The directors required on-going leadership training.
<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Data from the Journals</th>
<th>Data from the Researcher's Observation</th>
<th>Data from the Post Interviews</th>
<th>Data from the Leadership Development Strategies Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What effects do leadership development strategies have on the branch directors?</td>
<td>No data</td>
<td>Data indicate the leadership development had some effects on the directors</td>
<td>Positive effects. Conduct further leadership development, i.e., communications.</td>
<td>The strategies are effective.</td>
</tr>
<tr>
<td>Is there a change in the branch directors after the leadership development strategy sessions?</td>
<td>No data</td>
<td>Yes, some changes have occurred after the strategy sessions.</td>
<td>Communications. More responsive to clientele. Awareness of leadership style.</td>
<td>The changes are in being more aware of leadership styles and roles.</td>
</tr>
<tr>
<td>How do the branch directors perceive their leadership skills after the leadership development sessions?</td>
<td>No data</td>
<td>Data shows that directors are much more “aware” of their roles as leaders.</td>
<td>Better awareness of leadership styles. Organizational issues. Not sure.</td>
<td>The strategies provide an awareness to be more effective.</td>
</tr>
<tr>
<td>How do the branch directors perceive their leadership development effectiveness after the leadership development sessions?</td>
<td>No data</td>
<td>Directors say they are more effective in some areas of leadership roles.</td>
<td>Effective in: communications, leadership skills, leadership conscious, and decision-making.</td>
<td>The strategies provided an awareness of leadership role and responsibilities.</td>
</tr>
<tr>
<td>What are the major strengths of the leadership development strategies as perceived by the directors?</td>
<td>No data</td>
<td>The strengths are in bringing out leadership and organizational issues.</td>
<td>Communication strategies, organizational issues, and further leadership development.</td>
<td>Leadership development trainings indicate the need for further leadership training.</td>
</tr>
<tr>
<td>What are the major weaknesses of the leadership development strategies as perceived by the branch directors?</td>
<td>No data</td>
<td>The weaknesses are not enough time and no cultural relevancy of the strategies.</td>
<td>Time, not understanding the strategies, and no cultural relevancy.</td>
<td>The strategies require cultural components and more time.</td>
</tr>
</tbody>
</table>

Table 1. The Synthesis Table
for effectiveness. Another training issue for the directors is to further learn about leadership and organizational theories in a comprehensive manner. Ultimately, this means opportunities have to be made available for the directors to get sabbatical time off so they can pursue advance degrees in educational leadership. Finally, there are policy issues that relate to training. Educational institutions have to define how important leadership is, and how much they value leadership. Internal policies and procedures have to show how educational institutions value leadership.

Leadership Development Issues

Time is needed to analyze the dynamics surrounding leadership development issues at Diné College. Analysis is focused on what drives the dynamics of leadership issues at Diné College. The dynamic of leadership development issues at Diné College is analogous to the iceberg analogy. The iceberg analogy says there is more to the iceberg than that which is visible to the eye. To see the whole iceberg, it is necessary to see that which is not visible to the eye. To fully understand the issues, it is necessary to look at the underlying problems, which are not always revealed at first because they require a second look or further analysis.

Change Issues

Finally, what changes, if any, are necessary to the findings of the study at Diné College? The researcher is suggesting that change for effectiveness is necessary. This change issues will be discussed in the analysis section and the recommendation section or chapter five of the study. Constructive change for effectiveness is good for Diné College. This issue will also be discussed in the analysis section and the recommendations section of the study.
Data Analysis

Training Needs

One significant theme that develops from the data analysis is training, more training, or additional training. There are a lot of training models out on the market today. In addition, each educational institution has its own staff-training model designed to meet the needs of its employees. The question is are these staff training models doing what they are designed to do? Diné College is one educational institution, which has a staff training model designed to meet the needs of its employees. Is Diné College’s staff training model doing what it was designed to do? Diné College has to commit to the training needs of its employees. The literature on training support this view, and the literature say that training is necessary for success. A brief survey of two literature sources will be reviewed for this analysis purpose.

In his Restructuring Model, Mike Milstein (Milstein, 1993, P. 5) identifies training as a key element in his restructuring model. Milstein develops a model for restructuring schools and colleges. Milstein put training under changing beliefs and behaviors. Milstein sees training as a skill, and that skills have to be developed. Milstein says:

Skill development has to be promoted to enhance the potential of effective interactions. These skills related to governance (for example, goal setting, problem solving, meeting management, and conflict management) and to effective education (for example, curriculum development; classroom management; and instructional delivery that supports concepts such as the teacher as coach and the student as worker, higher order thinking skills, and cooperative approaches to learning). (Milstein, 1993, P. 6)

Finally, Milstein says it would be “naive to assume that” skill development “be done without money” (Milstein, 1993, P. 35). He goes on to say that a “recent survey, for
example, found that it costs between $50,000 to $100,000 annually to keep significant change efforts moving in a single city high school” (Ibid., 1993, P. 35). Also, “you must make the effort to create a budget commitment” to training and “in most school district, even 1% of the annual budget set aside” for training can make the difference (Ibid., 1993, P. 35).

In their book on collaboration, How It Works, Inside a School, College Collaboration, Trubowitz and Longo explore teaching collaboration in schools and colleges. Trubowitz and Longo say the same thing about training in that they also view training as skill development. In their book on collaboration, Trubowitz and Longo promote teaching collaboration to the employees, in particular, the teaching and support staff. Trubowitz and Longo say:

Collaboration involves skills that can be learned. In this era of greater collaboration (school-college collaboration, school-based management, team teaching, and collaboration instruction for inclusion) it becomes imperative that preservice and in-service programs give attention to developing skills of working together. (Trubowitz & Longo, 1997, P. 147)

In the brief literature survey described above, it is clear that training or skill development is a key part of organizational development. Organizations have to commit to training their employees so that institutional effective can be maximized.

Leadership Development Issues

Another theme that develops from the data analysis is leadership development issues. The leadership development issues will be analyzed using an analysis model. For this purpose, the researcher is suggesting to use the Taught Helplessness model developed by Dr. Carolyn J. Wood to analyze the dynamics surrounding leadership issues at Diné College community branch sites. According to the raw data, the researcher
surmises that the problems with leadership at the community branch sites are similar to a condition or phenomenon called “taught helplessness”. Presently, there are antecedent conditions and consequences similar to taught helplessness at the community branch leadership at Diné College. These antecedent conditions will be described later to illustrate the phenomenon of taught helplessness. First, Taught Helplessness is defined as:

Taught helplessness is viewed as a system or environmental variable, a phenomenon not susceptible to the control of the individual. ... the problem is not the individual’s interpretation but the actual situation. In other words, rather than a personal construction, helplessness is an objective condition, a result of factors that reside in society, the district, and/or the school. (Wood, 1991, P. 319)

Taught helplessness is different from learned helplessness. Often the two, learned helplessness and taught helplessness, are confused with one or the other. Yet the phenomenon of learned helplessness can lead to taught helplessness or visa-versa. In essence, there is a very “fine line” between learned helplessness and taught helplessness. Dr. Wood defines learned helplessness as:

Learned helplessness was viewed as a personal variable, a phenomenon residing within an individual and resulting from an interpretation of events as uncontrollable. ... the individual owned the problem because it was his or her interpretation of events that are problematic rather than the situation themselves. (Wood, 1991, P. 318-319)

The Taught Helplessness model has three parts, antecedent conditions, the individual, and the consequences (in this order). The antecedent conditions are external environmental and internal forces. According to Dr. Wood, external antecedent conditions are changing demographics of school populations, shifting societal values, contradictory demands, economic conditions, federal, state, and local regulations and
mandates (Wood, 1991). In addition, there are internal antecedent conditions such as
organizational forces, job design, supervisory and leadership style, and evaluation and
reward systems (Wood, 1991, P. 323). These external and internal antecedent conditions
impact the individual in some form causing a taught helplessness condition. The
consequences fork out into five consequences. One consequence is leaving the
organization. Another is a taught helplessness consequence. Another is an illusion of
control consequence. Still another is a selective control consequence. The taught
helplessness consequence leads to feeling of depression and feeling of being oppressed.
The illusion of control consequence leads to secondary control and symbolic action.
Finally, there is the instrumental control consequence. This consequence, if the individual
takes this course, lead back to changing the system (Wood, 1991, P.323). Of all the
consequences, the instrumental control consequence is the likely course of action because
it leads to changing the system, not the person. In essence, this is the model of taught
helplessness as developed by Dr. Carolyn J. Wood.

Looking at the raw data from the leadership development sessions, the researcher
is suggesting that the phenomenon of Taught Helplessness is implicit in the raw data. The
Diné College community branch leadership work in an environment that are similar to
the external and external conditions described in the taught helplessness model. For
example, Diné College, within the last five to ten years, is experiencing the migration of
full-time students from the main Tsaile campus to the branch sites. Currently, over fifty
percent (50%) of the student population are at the branch sites with the full-time students
population rising (Diné College Office of Registrar 1999). Only twenty four percent of
the student population (24%) are at the Tsaile campus. Yet, nearly eighty percent (80%)
of the college’s operating budget remains in Tsaile. Very little of the operating budget is being redistributed out to the community branches. At the same time, the community branch staff are being told to do more with less. Federal and tribal funding have remained static and have been decreasing in since the Reagan era or the 1980’s. The decrease in federal and tribal funding trend will continue. The result is that the Navajo Nation economic situation does not look good with respect to future funding to the college. The Navajo Nation funding is dictated by how will the tribal government is doing economically.

Internally, the Diné College community has created an image to the accreditation agency that they have more problems than they know what to do with including a price tag. Consequently, the accrediting agency is asking the college to fix the problems along with the price tag for a continued “clean bill of health” and accreditation. The accrediting agency will simply mirror problem areas identified in the self-study by educational organizations.

Organizational forces such as the more recent (academic calendar year 1999-2000) organizational disruption or internal conflict among the college president, faculty, and staff have left the college looking for new leadership. Other examples are the job design of branch directors who are being asked to do more with less, including coordinating local land withdrawal with the purpose of new campus facility developments. Navigating through local political climate is very turbulent at best. And then there are mandates that the branch leadership have to implement without additional funding. None of the branch leadership can recall the last time they received annual performances raises. The researcher is suggesting that these external and internal forces
or conditions at the community branch leadership level are analogous to the phenomenon of taught helplessness.

The consequences are that some of branch leadership have moved on to other opportunities. Some turnover has also occurred at the Dean level. Those that remain are helplessly committed to Navajo higher education, and thus show evidence of resiliency. There is also the consequence of an illusion of control with few resolutions and a lot of symbolic actions. Additional funding for the much needed personnel and equipment are hard to come by.

There are other examples, but the examples described illustrate the reasons for the researcher’s suggestion that taught helplessness is implicit in the raw data for the study, and that the phenomenon of taught helplessness is very much present at the community branch leadership level. This is the purpose of analyzing the raw data with the taught helplessness model.

Change Issues

The researcher is also suggesting that change issues are implicit in the raw data from the study. Therefore, further analysis is necessary to speak to the change issues implicit in the raw data. Change is a complex, hard and difficult task. But change is not an impossible process. To contemplate change, it is necessary to perceive change in many different ways. In the next section, the researcher will provide a vignette of change and ideas of change. First, it is the intent of the researcher to show similarities the researcher believes are change issues implicit in the raw data to that of the illustrations. Secondly, it is also the intent of the researcher to show that there is no one cookbook for the process of change but there are many ways of conducting change, and it is up to the individual or
an organization to find that individual or group change. A few ideas of change will be described that speak of change.

In the next section, the researcher will use Plato’s cave allegory to describe change issues in organizations as first described by Gareth Morgan in his *Images of Organizations*. The researcher will re-describe Plato’s cave allegory from his own knowledge of philosophy and his liking for the work of Plato as a philosopher.

Some two thousand five hundred years ago, a man walked the dusty roads of ancient Greece and spoke of change, as told by Plato. This man spoke of change in the Greek ways of thinking or a change in their perception of reality. That man was Socrates. Plato was an ancient Greek philosopher interested in the psyche of the human mind. In telling the ideas of change, Plato presents an allegory of the cave to his fellow Greeks, known famously as Plato’s cave allegory. It is not clear whether the cave allegory is Socrates ideas or Plato’s ideas. But the cave allegory is more commonly associated with Plato than Socrates, hence Plato’s cave allegory.

The cave allegory imagines a cave deep in the ground. There is a difficult narrow path that leads out of the cave to the surface or ground level. The cave allegory is about binded Greeks who live in this cave facing the cave wall. They exist only by the light of a fire, which is between them and the path that leads out of the cave. The fire cast shadows on the wall thus enticing the Greeks to believe that the shadow is the true reality of the world they know and understand. One of the cave Greeks escapes, and goes out the narrow path to the ground level where he is enlightened by the physical reality of the world as we know and understand it. He goes back down the path inside the cave, and begins to speak of change because he now knows that the reality of the cave is not that of
real reality. He is met with scorn, contempt, and resentment from his fellow Greeks. The other cave Greeks become very hostile in defending the cave world reality (The Republic, Plato). Plato’s cave allegory continues on to speak to the ultimate reality, which is the reality of Plato’s forms. The reality of Plato’s forms is beyond the intent of this illustration (Morgan, 1997, 215-216).

Plato’s cave allegory illustrates how change is a hard and difficult task to make others do, especially if their present reality is crystal clear to them and they see no other possible realities. At the same time, change can happen (Morgan, 1997, 215-216).

In his Images of Organization, Gareth Morgan explores the use of metaphors to suggest how organization can initiate change without loosing the way in the process of change. In the chapter on “Organizations as Psychic Prisons”, Morgan describes how members of organization will develop a perception of what is rational and irrational. This is the psychic prison. According to Morgan, organizations are like psychic prisons. Members of organizations become trapped in this psychic prison when groups begin to perceive what is rational and what is irrational (Morgan, 1997, P. 245-247). For example, members of an organization may rationalize change as an irrational act. So if one or more members initiate change, others will find ways to sabotage change because they have already rationalized change as irrational, and therefore change is not good for them.

Another example is a leader may rationalize his or her behavior as rational, when in fact his behavior is irrational. Despite his irrational behavior, he goes on believing that his behavior is rational. History has many examples. The main point of the psychic prison metaphor is that, as members of organizations, we can easily become trapped in our own psychic prison because we rationalized certain behaviors as rational or irrational.
Consequently, as individuals or groups, we become blinded and find it difficult to see change. Ultimately, something that is perceived by many as irrational may really be a good thing for everyone. The psychic prison metaphor allows us to be flexible, and see those things viewed by others as irrational as possibilities.

In his book on Restructuring Schools, Doing It Right, Mike M. Milstein suggests a cookbook for how educational organizations may approach or conduct change. Milstein talks about change as restructuring, and the processes of restructuring. He suggests a recipe for how schools can change their school systemically. The centerpiece of Restructuring Schools, Doing It Right is change has to be done in a systemic way. Otherwise, real change will not happen. Milstein also says that change, like any other tasks, has to be managed. He says the key to ensuring that change happens, the leaders have to manage the change process. Milstein says change is a complex process that requires knowing and understanding the nature of change. According to Milstein, the three nature of change are:

Change means loss and destabilization...change requires letting go of something...Change is confusing...Enthusiasm dissipates quickly without clear purposes and strong support during the implementation process, and confusion can take its place...Change upsets power relationships. Organizations are political systems. As such, shifts in the balance of power should be expected as a natural outcome of change. (Milstein, 1993, P. 43-44)

Milstein also has strategies for managing change. He says that managing change leads to successful implementation of change. His recipe for managing change is:

Shift perspective. You must shift the emphasis from maintenance to change....You must be willing to let go of purposes and practice....You must move from reactive to proactive behaviors....You must accept that failures as part of growth is to become the norm...schools must give up their addiction to piecemeal responses to complex problematic situations.
systematic change...includes focus on purposes, structure, behaviors, and outcomes...Focus on the school organization’s culture...Provide leadership for change. (Milstein, 1993, P. 44-45)

Milstein’s book on restructuring gives us a way to conduct change. He suggests we do this by managing change as though it is like any other tasks. When we manage change as a task, we implement change for success. Milstein is a practitioner of organizational development, and his expertise in organizational development is highly sought after by the secondary public school systems in the State of New Mexico. In addition, Milstein is a published practitioner on organizational development, and a respected leader on organizational development at the national level.

The question has to be asked, what is an ideal higher education organization? What kind of an organizational change model is appropriate for a college like Diné College? The organizational environment at Diné College is such that the majority of the staff and students are Diné or Navajos. Yet, nearly seventy percent (70%) of the faculty are non-Navajos. The majority of these non-Navajos are Anglos. The remaining faculty are either other Native Americans or other nationalities. Without a doubt, a model for change should take into consideration the ethnic and gender composition of Diné College. A model of change should reflect a sensitivity towards culturally relevant processes or a change of behavior toward the ethnic and gender profile of today’s workers.

Cultural Diversity In Organizations, by Taylor Cox, Jr. has some recipes designed to provide organizations, including educational organizations, with ways on how to achieve diversity or cultural diversity. The main point of Cox’s book, Cultural Diversity, In Organizations, is to allow access for people of color or those who are perceived to be
less fortunate. One reason is that researchers have predicted in the 21st century, more people of color will enter the workforce and thereby create the potential for more internal organizational conflict. The core of Cox’s work is directed at minimizing conflict issues so that organizations can tend to the business at hand rather than spend time refereeing internal conflicts. Cox’s work recognizes that intense or nagging internal conflicts can lead to dysfunctional organizations. Cox describes three main types of organizations: the monolithic, the plural, and the multicultural. The first type, a monolithic organization, is a closed organizational community with the people of color functioning only at the lower job roles. In the plural organization, there are some integration. These integrations are usually results of federal, state, and local mandates. A plural organization, although it has some integration, is not inclusive. The multicultural organization is an organization that is fully integrated or provides for complete access to those who are less fortunate.

According to Cox, a multicultural organization respects diversity, provides access, and reflects through policies the ethnic and gender profile of its workers. Cox believes a multicultural organization is the way of the future.

Cox works reflect the need for organizations to change their behaviors, and be inclusive of the ethnic and gender profile of today’s workers. The necessity for them to do this is timely because of the benefit to succeed and lessen internal conflicts. The message of Cox is timely for tribal colleges as well.

Cox, an African American, is the leading authority on diversity. Cox’s work is used as a basis for a lot of organizational change nationwide, who recognize the benefit of his work.
In sum, through various frames of analysis, the researcher has suggested that the findings of more training needs, leadership development issues, and change issues from the study all support the concept of institutional effectiveness. These elements: training, leadership development, and change are necessary to achieve effectiveness. Training is a vital continuing organizational process. Leadership development is critical for long-term effectiveness. Ultimately, knowledge of change, its impact, and implementation of change is a necessary part of organizations for effectiveness. What should be done about the findings: more training, leadership development, and change issues will be the subject of the next chapter, chapter five.
Chapter 5: Recommendations/Summations

Chapter five highlights the recommendations of the researcher and the community branch directors, and brings closure to the study. In the summation remarks, the researcher reflects on the lessons learned and significance of the study findings.

At the onset of the study, the researcher proposed to share the findings of the study with the community branch directors at conclusion of the study. A group feedback session would be conducted at the end to probe for final recommendations from community branch directors. Pursuant, a feedback session was conducted with the five directors, and the Dean of community branches at a director’s meeting on July 18, 2000. At the end of the meeting on July 18, 2000, the community branch directors requested additional information regarding the raw data from the study. Additional information on raw data was sent to each director on July 23, 2000. Some recommendations came after July 25, 2000.

Reiterating the study’s purpose, the researcher would like to preface the intent of the recommendations from the study. It is not the intent of the researcher to force the recommendations from the study on the community branch directors, Dean, or Diné College. Nor does the researcher have expectations that actions be taken on the recommendations from the study. The researcher recognizes that the recommendations from this study have to be scrutinized for their value and worth. Further, the researcher recognizes that the recommendations are options, which may or may not be taken seriously by the participants or Diné College. Therefore, recipients of these recommendations are advised to see the recommendations for their value and worth, and then make their own decisions about whether or not they can be applied wherever
deemed appropriate. The researcher acted merely as a facilitator for the study. Finally, for this reason the recommendations are presented in general terms. The following recommendations reflect both the researcher and some community branch director views and opinions.

Recommendations for Training Needs

Training Areas

In the findings (chapter four) the researcher suggested that the one overall finding for the study is training, more training, or additional training. The researcher also suggested that the following four training areas be carefully reviewed as need for additional training. Some directors shared the researcher’s recommendation. One need area is practical job-related training for effectiveness. Another need area is on-going leadership development training for effectiveness. Another need area of the on-going leadership development training is the allowance for leaders to do further comprehensive studies on leadership and organizational theories. This would require sabbatical leave for advanced degrees. Finally, the policies and procedures shift on training for the leadership. It seems that the four areas mentioned training areas above are one but they all need to be seen as areas of training needs. It is important to separate these areas so that each receive the necessary attention that they deserve (See figure 2).

An assessment should be done on what type of job-related training is needed. The assessment should include cost and benefit. Job-related training is defined as those duties, which are specific and peripheral to leadership roles. This assessment can be a simple survey designed to get the necessary data for the identifying the type of training that is
Figure 2. Summary of Training Areas and Recommendations

<table>
<thead>
<tr>
<th>Training Areas:</th>
<th>Steps for corrective measure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical job related training</td>
<td>Conduct an assessment on types of job related training for cost and benefit</td>
</tr>
<tr>
<td>for effectiveness</td>
<td></td>
</tr>
<tr>
<td>On-going leadership development</td>
<td>Implement leadership development training series with a cultural component</td>
</tr>
<tr>
<td>Further comprehensive studies on leadership and organizational theories</td>
<td>Sabbatical leave for further studies</td>
</tr>
<tr>
<td>Policies and procedural shifts supporting training</td>
<td>Policies should demonstrate benefits and resource support</td>
</tr>
</tbody>
</table>

needed. An assessment is prerequisite to identifying specific and peripheral job-related training. Job-related training does not necessarily have to be specific to leadership. Job-related training can be peripheral to leadership roles. For example, Diné College recently switched to a new informational software system for student information services. The need for leaders to be familiar and up-to-date on using new informational software program is important. Another job-related training could be training on additional responsibilities that come with new mandates from the accrediting agency, federal, and tribal entities. The assessment procedures should also take into consideration the benefit and the cost effectiveness to the organization. Benefit and cost effectiveness are always on the minds of those who make final decisions on matters such as training. So, the assessment on type of training, their benefit, cost effective, and funding support should be the model for addressing additional training needs. Again, some directors share this suggestion.

These job-related trainings should build in the time factor. Make sure that there is enough time allotted for the training sessions. Some mechanism should be used to ensure that the time element is addressed. The job-related trainings should also consider the
cultural relevancy of the training models. Cultural relevancy was one of the weaknesses mentioned by the participants in the study. The fact that Diné College is a tribal college means that the training models have to have some cultural relevancy to the Diné or Navajo staff. Finally, the literatures on training recommend that many of these training be done by “in-house” expertise. In-house experts are ideal because using in-house expertise helps to build trust and commitment to real change. Outside expertise do not have the same rapport that an in-house expertise may have with the stakeholders because they are here today and gone tomorrow.

Leadership development will be deferred to the section on recommendations for leadership development needs. Leadership development requires its own section to fully explore ways on how leadership development can be effective.

A review of policies and procedures on training should be done on a periodic basis. Leaders of organizations, knowingly or unknowingly, make assumptions on the capabilities of their workforce. For example, leaders of organizations assumed that their workforce can handle new initiatives and additional responsibilities in current job roles. Sometimes leaders move to implement new initiatives and additional responsibilities without additional resources. In either case, assuming that the workforce can handle the additional work without funding can have consequences. Likewise, moving forward with new initiatives and additional responsibilities without added resources can have consequences as well. Some form of policies and procedures is necessary to ensure proper attention is given to adequate support services such as training. The policies and procedures on training should have a balance between benefit and funding support. On the one side, school policy should reflect and recognize the benefit of training. On the
other side, school policy should identify financial support for training. The school policy should have a balance between benefit and funding supports institutional effectiveness. A policy on training goes back to the notion, how much does an organization value success and institutional effectiveness? Ideally, success and institutional effectiveness should be valued, hence a policies and procedures on training.

In terms of how the training could be accomplished, the current monthly directors meetings could be extended to include training. Or the monthly training can be done on a quarterly basis as well. The main point of the monthly training is to have an on-going training in place for the community branch leadership for institutional improvement and effectiveness.

Recommendations for Leadership Development Needs

On-going Leadership Development

It is safe to surmise that leadership development is a critical component among all the other training needs of an organization. Some serious attention should be devoted to developing a leadership development training series. There are two areas of recommendations for leadership development. One recommendation is to provide an on-going leadership development. The other recommendation is to give time off for further studies for the leadership. A sabbatical, of sorts, may be more appropriate. Leadership development is defined as enhancing, up-grading, or improving leadership strategies, e.g., communications, decision-making, problem solving, etc.

With respect to the on-going leadership development training, the training should involve specific leadership development training series. In the raw data, some of the participants indicated that the leadership development is timely and beneficial. The other
indicator is cultural relevancy. The leadership development training series should have an element of cultural relevancy. With this in mind, it is clear that the community branch leadership value some type of an on-going leadership development training series. In addition, leadership development should be a valued component of institutional planning processes. Specific leadership development could focus on effective strategies that work and are meaningful to the participants. These specific leadership development strategies could include revisiting some of those strategies that have been done with the community branch director such as the communication strategy. The communication strategy was timely and meaningful to some participants in the study. In the same light, some attention and focus could be brought to bear on one type of strategy with many different ways of doing that strategy. For example, there are different ways and strategies of presenting a strategy like communication. If more attention and focus is given to each strategy, it will have a more enlightening and significant impact on the learner. The benefit is that the strategy could be that much clearer and more meaningful to the learner. Another suggestion is to set priority-setting strategies in making a daily work schedule. Another suggestion is strategies on staying on tasks. Another suggestion is a revisit of keeping journals to identify changes if there are no obvious indicators of change. In hindsight, some participants in the study have indicated using journals as a way and means to show change in the self as a leader.

The leadership development training series should also include, ideally, actual time off for the participants to enhance his or her leadership skills by learning the theories and application of leadership responsibilities. This suggestion includes pursuing an advanced degree in leadership skills. In a study conducted by Timothy Lintner in the
Tribal College Journal, Lintner says the number of American Indian doctorates has to be increased nationwide. American Indian doctorates serve as role models for other Native American students (Linder, 1999, P. 48). A sabbatical is suggested for this purpose.

Ordinarily, sabbaticals are reserved for faculty for research purposes. The significance of a sabbatical is that an individual is on "leave" with pay status. The current educational leave is not adequate particularly if the individual on educational leave does not have the necessary accumulated annual leave. Pursuing an advanced degree in leadership involves doing and conducting research. Therefore, it seems appropriate that a sabbatical may be more appropriate for academic leaders who are pursuing advanced leadership degrees.

Another suggestion is that the leadership development be completed during lenient times such as summer months or during semester breaks.

As part of an on-going leadership development series, it is suggested tribal colleges look at developing partnerships around leadership development with other four-year colleges, particularly, if the tribal college is a two-year college. It is timely for partnerships (partnership is the current "buzz" word in higher education). A partnership with a four-year college will enable two-year colleges to use the resources of a four-year college. The partnership could be around training and providing advanced degrees to leaders of the two-year college. Given the changing competitive environment for four-year colleges, more four-year colleges are reaching out to their community in ways that they have never done before. For example, four-year colleges are facing more competition from the accelerating information technologies. To stay competitive, more four-year colleges have revamped their curriculum to attract prospective students with new ways to receive a degree. More colleges are offering degrees on a non-traditional
format. For two-year colleges, this is an opportune time to reap the benefits of what four-year colleges have to offer.

Finally, the policies and procedures have to be in place on leadership development. The policies and procedures should reflect how much leadership development is valued by the organization. The policies and procedures should reflect needed time-off for leaders to be effective in the work they do day to day.

Recommendations for Change Issues

Change Model

In the analysis section of the study, the researcher suggested there are underlying leadership and organizational dynamics at the community branch leadership level. The leadership and organizational dynamics are described in depth in the data analysis section of chapter four. For example, the researcher also suggested that these underlying dynamics are results of the phenomenon of taught helplessness. Taught helplessness is a developed behavior as a result of external and internal forces that adversely hinder the role function of employees. Finally, the researcher suggested that a change in the system may be necessary to address the underlying leadership and organizational dynamics at the community branch level.

In the next section, the researcher will describe characteristics of what a change model might look like. The researcher is suggesting that with the right model, the change model will be encompassing of the leadership and organizational dynamics issues at the community branch sites. Diné College might consider using the suggested change model for planning for change.
At the same time, the researcher acknowledges and recognizes there is no one change model that can be all things to a college. No one model of change can fix all the problems of a college. Each college is unique with different sets of problems that require different solutions. Diné College is no exception. For this reason, the researcher’s suggestion is focused on what a change model might look like. The researcher’s suggestion or recommendation for a change model should be taken for its own value and worth, and applied wherever it is applicable. The following is a recommendation for what a change model might look like. A change model should have the following characteristics.

A change model should have similar characteristics to Cox’s change model, A Model to Guide Organizational Change (Cox, 1994, P. 231). Cox’s model, A Model to Guide Organizational Change has five “frameworks” for guiding organizational change. The five components of A Model to Guide Organizational Change are leadership, research measurements, education, changes in culture and management systems, and follow-up (Ibid. 1994, P. 231). Cox’s change model is designed to change organizations for managing and valuing cultural diversity. However, the researcher believes that the five components of Cox’s model can be adopted or modified to meet local needs. Therefore, the researcher has added a sixth component to Cox’s model. For example, Cox’s model can be modified to deal with the findings of leadership and organizational issues. The six components of what a change model might look like is described in the next few paragraphs (See figure 3).
Cox says, top management commitment and support, steering and advisory groups, and communications strategy are part of the leadership component. Cox says the leaders and lower level employees are needed to “champion” the cause of change (Cox, 1994, P. 230). In essence, Cox’s main point is that change has to be managed, which is similar to Milstein’s position on change. Milstein also believes that change has to be managed (Milstein, 1999). Managing change through support groups or champions and an effective communication strategy makes a good change model.

Cox says comprehensive organizational assessment, baseline data, and benchmarking is part of the research measurement component. Research is essential in providing data about an organization from top to bottom. Research can be used to identify issues and concerns, identify where changes are needed, evaluate change efforts,
and compare data with other external research about similar issues, concerns, and problems (Cox, 1994, P.235).

Awareness training, development of in-house expertise, orientation programs, and advanced training make up the education component. Education is fundamental to any type of change. The employees that will be in the midst of change need to be educated about change before embarking on change. The education component has orientation programs and training guided by in-house expertise. Advanced training can be provided by either in-house or outside expertise.

Recruitment, orientation, performance appraisals, compensation and benefits, promotions, and training and development make up the changes in culture and management systems. A systemic support system has to be in place to support change. Some existing institutional support systems may have to be modified to support the new change initiative. In essence, this means that change has to be deliberately planned with systemic support systems in place prior to initiating change.

An evaluation process, accountability, and ensuring continuous improvement make up the follow-up component. Evaluating the change process, making sure there is accountability, and that change is continuing are all important to ensuring that change does happen.

Another component a change model should have is that of cultural relevancy. The cultural relevancy component should be implicit throughout all the six components of Cox's change model. The cultural relevancy should include issues related to the local culture. A cultural relevancy component to a change model is very important to tribal colleges. The issues of what is local cultural significance should be determined by the
organization. It would be premature to suggest what that cultural relevancy would look like without knowing the issues of local concerns. In the raw data from the study, one of the weaknesses of the leadership development strategy sessions was whether the strategies have any cultural significance. The majority of the staff and student at Diné College are Navajos.

As mentioned earlier, the researcher recommends a change model that includes the six components of leadership, research measurements, education, changes in culture and management systems, follow-up, and cultural relevancy. The sixth component, which is a cultural relevancy, will help to ensure the local cultural issues and concerns are made part of a change model. A cultural relevancy component is important to tribal colleges.

The change model suggested above should work if all the components of the model are implemented concurrently throughout any change initiative. The suggested change model should work on small or institution wide change. The model that is suggested, if implemented according to how it is envisioned, can be a catalyst of positive change with respect to issues like leadership and organizational at Diné College.

Finally, the first section of chapter five focused on the researcher's recommendations to the three study findings: training, leadership and organizational dynamic issues, and a change model. For example, the researcher began with the recommendations on training and ending with recommendations on a change model. The researcher's recommendation included some recommendations received from the community branch directors. Some of the recommendations from the community branch directors are implicit in the researcher's recommendations. The researcher's intent regarding the recommendations is to provide ways in which the recipients of the study
may address the three study findings. The researcher recommends that the recommendations be scrutinized for the value and worth prior to contemplating their use. The last section on chapter five is the summation to the study.

Summation

In the summation, the researcher will reflect on the lessons learned and the outcome and significances of the findings for the study.

The researcher began with a plan to conduct a study on leadership development, and how leadership development will lead to effective implementation of the college mission and finally institutional effectiveness. The intervention for the study included leadership development strategy sessions with the five community branch directors and Dean. The leadership development strategy sessions were conducted according to the plans in the research prospectus. From the raw data, three findings emerged. The three findings are additional training, leadership and organizational issues, and change issues. Finally, the researcher and some Directors made recommendations to the three findings.

In the next few paragraphs, as a way to bring closure to the study, the researcher will briefly describe some of the lessons learned from the findings of the study.

At the conclusion of the study, the researcher came to believe that the findings for this study supports the intended outcome, leadership development will lead to institutional effectiveness. At the same time, the researcher recognizes that that support is indirect, and not direct. Ultimately, the study findings suggest that continuous training is needed to achieve institutional effectiveness. The study findings show that continuous training leads to institutional effectiveness, which is similar to the idea that leadership development leads to institutional effectiveness. Looking at the study in this way allows
the researcher to rationalize the notion that the findings to the study indirectly supported the intended outcome of the study, maybe not directly.

Therefore, one lesson learned from the findings of the study is that the outcome of a study may achieve the same end but slightly different than anticipated. To use a projectile analogy, a projectile may not hit its target but land near the target. Does this mean the projectile does not achieve its intended target. No. It means that the projectile achieved the same results but not necessarily in the way that it was anticipated. The result however, is the same.

Another lesson learned is that the anticipated plans for data collection may not come out as expected. Although a good plan may be developed and put in place for data collection, other unforeseeable circumstances can take the plan in a different direction. Does this mean the data collection has failed? No. It means that a good plan for data collection should be flexible or backed up by another plan in future studies, a contingency plan of sorts.

Another lesson learned is that the perception of the intended findings may be slightly different than expected. An investigator can sense or begin to see how something may come out, for example, in a study. The investigator can visualize the outcome. In the end, the outcome may look different than one’s initial perceptions. The lesson is to take the wait and see approach, since perception can lead to a different path. Rely on the evidence of the study, and not on perception.

Still another lesson learned is that it easy to get sidetracked and not stay on task. During the course of the study, many complex issues come to bear on the study. Complex issues have the potential to take the study in a different direction. Or that there are too
much or to little information that can lead to a sense of confusion or leave one trying to fill in the missing pieces. Despite these unforeseen circumstances, the task for the researcher is to stay on target. This is where the prospectus for the study becomes a necessity. The plans in the prospectus keep the study on task.

Finally, organizations are complex. The people in the organizations are complex. Organizations are also alive and dynamic. Organizations exhibit characteristics that make them similar to living and breathing entities. There is chaos and order to organizations. There is always something new and different each new day. What is true today may not be tomorrow. How organizations behave can either support or not support the purpose for a study. This makes for conducting a study in a living and dynamic organization an enlightening and meaningful experience. The researcher believes that the study achieved its goal and is successful.
References


Forsyth, Donelson R., 1990, Group Dynamics, Brooks/Cole Publisher Company.

Harris, Mary B., 1995, Basic Statistics for Behavioral Science Research, Simon & Schuster Company.


Leadership Educational Administration Plan II

I believe that a leader should have one ultimate goal or mission: to be efficient and effective in his or her leadership abilities. To accomplish this goal, a leader should practice transformational leadership traits designed to lead him/her to efficient and effective outcomes.

The leader must be a learner for life. The leader should continue to learn new things that would make him/her an effective leader. The leader should not be static; rather, he or she must be always learning and changing. The leader, by example, should move his or her organization to want to learn new ideas and meet new challenges. The leader should inspire those that he/she leads to want to be learners of new ideas by developing new leadership skills and implementing ideas in different ways.

The leader should keep his or her eye on the "ball." The leader provides direction and guidance for others. The leader should be at the forefront, ensuring that the mission of the educational organization is being carried out effectively. The leader should also provide the guidance for others as to how they will carry out the mission effectively.

The leader should be a change agent and inspire positive change. The leader should challenge the conventional mind set by trying out new and different ideas even if they defy convention. Likewise, the leader should challenge those he leads to be change agents by empowering them to be creative and to try new paradigms. Native American educational leaders especially need to inspire change for the good of their educational organization. Good change, if embraced by all, should lead to efficiency and effectiveness.
The leader should teach and engage those he or she leads to conduct research base analysis to bring about change for efficiency and effectiveness. Sound research base analysis of organizational problems should result in effective good change.

The leader should practice and promote service as a fundamental leadership quality, thus embracing the servant leader concept. The leader should live and instill in others the servant leader concept as an essential part of being efficient and effective. Too often, the reasons for which educational institutions were founded are put aside in favor of personal agendas.

These transformational leadership traits have had an effect on my leadership style after having gone through the Cohort III experience. As a transformational leader, I want to be involved and engaged in helping shape leadership development for Diné education in the new century. This is my initial transformational leadership plan. I believe that the capstone research study I am proposing will take me in this direction. Also, I believe the intent of my capstone research study is crucial at this time in the history of Diné College. The study I am proposing could not have come at a better time; the college has recently experienced internal turmoil due to questions relating to leadership of the college.

**Problem Statement/History**

Currently, Diné College is at a crossroads as it moves into the new century. Diné College experiences periodic internal turmoil. The most recent occurred in October 1999. When Diné College goes through one of these upheavals, the entire college, student and instructional service programs, and lives are disrupted and tested. These disruptions create disagreements over the direction of the Diné College. One thing is clear: frequent disruption suggests that Diné College is not effectively carrying out its mission as it
should. If it did, there would be less dispute over the direction of the college. In spite of these disruptions, Diné College does many good things for those it serves. One of the big challenges for Diné College is to develop leaders with transformational traits that will inspire change and point Diné College to a new and prosperous future.

The literature on institutional effectiveness says leadership and mission are critical elements in achieving institutional effectiveness. During 1999, the Diné College community reaffirmed the application of the Diné Education Philosophy as its mission. The mission is in place; however, the effective application of the college mission seems to need lots of work. The effective application of the mission depends on leader effectiveness.

This study attempted to apply leadership development strategies for one group of Diné College leaders, the community branch directors, so they can return to the mission. The capstone study's conceptual frame guided the study in this effort. The conceptual frame for the study is leadership development empowers leaders to effectively apply the mission leading to institutional effectiveness.
APPENDICES
# Headcount Report

for Fall 2000

<table>
<thead>
<tr>
<th>Abbr</th>
<th>Part Time</th>
<th>Part Time</th>
<th>Full Time</th>
<th>Full Time</th>
<th>Site Total</th>
<th>Site Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH</td>
<td>174</td>
<td>909</td>
<td>76</td>
<td>973</td>
<td>280</td>
<td>1,062</td>
</tr>
<tr>
<td>CF</td>
<td>62</td>
<td>335</td>
<td>45</td>
<td>591</td>
<td>107</td>
<td>926</td>
</tr>
<tr>
<td>GA</td>
<td>131</td>
<td>576</td>
<td>36</td>
<td>463</td>
<td>167</td>
<td>1,089</td>
</tr>
<tr>
<td>KA</td>
<td>51</td>
<td>249</td>
<td>17</td>
<td>224</td>
<td>66</td>
<td>473</td>
</tr>
<tr>
<td>SW</td>
<td>262</td>
<td>754</td>
<td>172</td>
<td>2,386</td>
<td>331</td>
<td>3,016</td>
</tr>
<tr>
<td>TC</td>
<td>131</td>
<td>732</td>
<td>36</td>
<td>897</td>
<td>207</td>
<td>1,728</td>
</tr>
<tr>
<td>TH</td>
<td>142</td>
<td>755</td>
<td>331</td>
<td>4,869</td>
<td>471</td>
<td>5,340</td>
</tr>
<tr>
<td>WN</td>
<td>131</td>
<td>678</td>
<td>61</td>
<td>801</td>
<td>192</td>
<td>1,479</td>
</tr>
</tbody>
</table>

| D/C  | 947       | 4,560     | 814       | 10,609    | 1,793      | 15,427     |
Appendix C

Enrollment Trend: SP 1995 - SP 1999

Headcount

Dr. Emmanuel Agbolosoo Enrollment Study, 1999
Appendix D

Enrollment Trend: SP 1995 - SP 1999
Full-Time Equivalent

Dr. Emmanuel Agbolosoo Enrollment Study, 1999