

A DOCUMENTATION AND ANALYSIS OF THE
DEVELOPMENT OF KEETHANOW
HIGH SCHOOL,
1978 TO 1989:
A RETROSPECTIVE STUDY

A Thesis

Submitted to the Department of Educational Administration
in Partial Fulfillment of the Requirements
for the Degree of Master of Education

in the
Department of Educational Administration
University of Saskatchewan
Saskatoon

by

Jeff Finell

August, 1991

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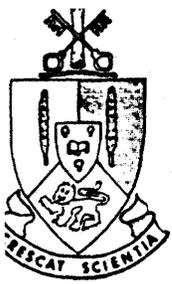
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ABSTRACT

In this study a biographical perspective (Kimberly, 1987; Kimberly & Rottman, 1987) was adopted to document and analyze the creation and development of Keethanow High School, Stanley Mission, Saskatchewan from 1978 to 1989, retrospectively. The research questions for this study, derived from a review of literature pertaining to organizational development, bound the analyses of the data. These questions focused upon the biographical perspective and assessing the heuristic worth of the life cycle model (Quinn & Whetten, 1981; Quinn & Cameron, 1983; Quinn & Rohrbaugh, 1983) and the transformational cycle model (Tichy, 1980; 1983) for providing frameworks for analyzing the development of the organization.

The data collected in this study concerning the development of Keethanow High School give support to the hypotheses and speculations put forth by proponents of both the life cycle model and the transformational cycle model. It is suggested that these models be further investigated. Both models provide for a dynamic perspective of organizational behavior and have the potential to allow investigators to gain an understanding of the unique behavior associated with organizations during their creation and early development.

Implications, arising from the study, concerning the planning and managing of new organizations are discussed. Seven recommendations regarding the planning and implementation of new school programs are presented.

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I would like to thank the Lac La Ronge Indian Band for allowing me to investigate the development of Keethanow High School. I am grateful to the band office staff for assisting me in locating documents and records that were crucial to my investigation. I greatly appreciated the warm and open manner by which the Keethanow School staff and students welcomed me during my data collection. In particular, I would like to thank the many informants that I interviewed.

I am also grateful to my wife, Jerline, and my daughters, Melanie and Camille, for their patience, support and encouragement.

In 1989, the Lac La Ronge Indian Band celebrated the centennial of its signing of Treaty Six. I wish the Chief and Council and band members continued success in their quest toward self-determination. This thesis is dedicated to the Lac La Ronge Indian Band in honour of its centennial.

TABLE OF CONTENTS

	page
LIST OF FIGURES	vi
LIST OF TABLES	vii
Chapter I	1
INTRODUCTION	1
Background and setting for the study	2
Purpose of the study and statement of research questions	5
Research questions	5
Significance of the study	12
Assumptions	12
Delimitations	13
Limitations	13
Definitions of terms	14
Organization of the thesis	18
Chapter II	
LITERATURE REVIEW	19
Organizational typologies	19
Approaches to the study of organizations	22
A biographical perspective	28
Essence of the biographical perspective	34
Thesis questions	35
Life cycle model	37
Essential characteristics of the life cycle model	44
Thesis questions	45
Transformational cycle model	46
Essential characteristics of the transformational cycle model	49
Thesis questions	50
Implications for planned change	51
Summary	57

Chapter III	
METHODS AND PROCEDURES	58
A biographical perspective within a naturalistic paradigm	58
Research strategy and design	60
Strategies for collecting and analyzing the data	61
Phase one	61
Phase two	62
Phase three	63
The audit trail	64
Ethical research practices	65
Reliability and validity	65
Concluding remarks	67
Chapter IV	
PRESENTATION AND ANALYSES OF THE DATA	68
Biographical perspective	68
Summary	105
Life cycle model	107
Summary	123
Transformational cycle model	123
Summary	130
Chapter summary	131
Chapter V	
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	133
Summary	133
Biographical perspective	134
Life cycle model	138
Transformational cycle model	149
Conclusions and discussion	156
Implications	159
Recommendations for organizational planning	162
Suggestions for further study	166
Chapter Summary	167
References	169
Appendices	
1. Grade 10 As a Three Year Program	
2. Keethanow High School Student Registration Guide	

LIST OF FIGURES

Figure 1 The Lac La Ronge Indian Band Page 81
 Education System
 Administrative Structure

LIST OF TABLES

Table 1 Keethanow High School
enrollment: 1982-89

Page 103

Chapter I

INTRODUCTION

There has been an historical bias in the literature on organizational analysis towards studies which focus on mature rather than new organizations. These studies are predominantly cross-sectional in design and study organizations at a particular point in their history. This approach assumes a static view of organizations. Hence, one is inclined to presume that approaches taken to manage new organizations ought to be similar to those that have been determined to be appropriate for mature organizations.

Recently, however, some writers have challenged the efficacy of this notion. Miles and Randolph (1980, p. 45) stated, "We know almost nothing about either the evolution of structures and processes or the patterns of learning and decision making that occur as organizations attempt to move from creation to maturity". Kimberly (1987) suggested that organizations cannot be understood apart from their histories. This perspective has challenged researchers to reevaluate their conceptions of organizations and both the method and substance of their research on organizations. This study adopted the approach of Kimberly and others in that it studied the

evolutionary process of the development of an organization, that is, of Keethanow High School in Stanley Mission, Saskatchewan.

Background and setting for the study

Stanley Mission is located approximately 80 kilometers north of La Ronge, Saskatchewan. It is situated on the Churchill River at the southern base of the Precambrian Shield. The community has a population of 900 people who are predominantly of Cree ancestry and for whom Cree is their first language. Roughly 80% of these people are Status Indians who are members of the Lac La Ronge Indian Band and reside on reserve land. The remaining 20% of the population is largely comprised of Non-Status Indians who reside on provincial crown land in the adjoining hamlet. Less than 20 non-native people reside in the community.

There have been many recent changes within the community of Stanley Mission. These include electrification in 1962, the establishment of a community clinic in 1967, the reception of radio and television in 1972, the installation of telephone services in 1973, the linkage of the community with an all weather road in 1978, the construction of a modern school in 1978, and the introduction of satellite television service in 1982.

These changes and changing economic forces within the region have had an impact upon the traditional living patterns of community members.

The Lac La Ronge Indian Band is the largest Band in Saskatchewan with a total membership of approximately 4,300 people. It also has reserve land at La Ronge, Sucker River, Little Red, Grandmother's Bay, and Hall Lake. The Band was established in 1889 under the terms of Treaty Six, an agreement between the Band and the Federal Government of Canada. Treaty Six made the provision of education contingent upon the establishment of reservations.

It was not until 1976, however, that the people of Stanley Mission became directly involved in determining the direction education would follow in the community. Initially the federal government provided grants to the Anglican Church and later entered into tuition agreements with the province in order to meet its obligation. This was a very "colonial" type of education. Although the provincial government did acknowledge a local advisory board in the community, its headquarters was located 420 kilometers from Stanley Mission. All substantive decisions were made outside of the community.

In 1976, the Lac La Ronge Band entered into an agreement by which it assumed local control of the education program in Stanley Mission. Three significant national events contributed to this new direction. First, in 1969 the terms of Treaty Six were threatened by the federal government's "White Paper" which proposed that the Indian Act be repealed. Accordingly, the Department of Indian and Northern Affairs was to be dismantled, the provinces were to deliver services to Indian people, and the special legal status of Indian people was to be terminated. Second, this action united the various Indian organizations in Canada, and as a result, The National Indian Brotherhood developed a policy paper in 1972 entitled, Indian Control of Indian Education. This document called for the government's immediate reform of its policies and practices to make it possible for the full participation of Indian people in all decisions and activities connected with the education of Indian children. Finally, in 1975, the Department of Indian Affairs set up a mechanism whereby those Bands "capable" of control could have education funds decentralized to the Band level (Ward, 1982; Wright, 1986). The federal government maintained ultimate control of the program and defined the parameters whereby Bands could administer these funds. These parameters have been modified over the years since the original mechanism was developed.

In 1976, Stanley Mission had a population of 800 residents, and Stanley Mission School (now Keethanow School) offered a Kindergarten to Grade 9 program with an enrollment of 200 students. The majority of these students were registered in the primary and elementary grades. Dropout rates in the upper grades were high. Only 20-30% of those students that did leave the community to complete their high school in a boarding home program were successful. In 1978, Stanley Mission School Committee decided to offer a full high school program. Today, it is considered one of the most successful high school programs in Northern Saskatchewan.

Purpose of the study and statement of research questions

The purpose of this study was to document and analyze the development of Keethanow High School from the perspective of a developing organization and to assess the heuristic worth of the life cycle model and the transformational cycle model for providing a framework for the analyses.

Research questions. The questions raised in this study were derived from a review of the literature that relates to the primary and ancillary purposes of this thesis. What follows are rationales for and the questions

that were addressed in this study.

Kimberly and Rottman (1987) adopted a biographical perspective as an approach to retrospectively study the developmental processes of organizations. The authors defined three levels of organizational decisions according to how they restrict the alternatives for subsequent decisions: (a) strategic choice decisions, (b) intermediate decisions, and (c) short-term decisions. Strategic choice decisions set limitations on the parameters within which subsequent decisions are made. Intermediate level decisions commit an organization to courses of action and result in particular socio-technical configurations at particular points in time. Short term decisions govern how an organization operates on a day-to-day basis. They are not completely determined by earlier decisions and do not affect subsequent decisions. An important initial task of a biographer is to identify decision arenas that are potentially of strategic importance for the particular type of organization under study. The intermediate level decisions concerning the development of Keethanow High School provide the focus of the analysis in question four. The short-term decisions concerning the development of Keethanow High School were not analyzed because they would be difficult to identify in a retrospective study and decisions of this type are

viewed to be of minor consequence in an organization's development. The initial question asked, therefore, was:

1. What were the **strategic choice decision arenas** for Keethanow High School at the time of its creation?

Kimberly and Rottman suggested that the composition of a **strategic elite**, or dominant coalition, may vary over time and parallel changes within the decision arenas for an organization. They stated that the task of a biographer is to proceed inductively and to integrate what seem to be major decision arenas and the composition of the strategic elite for an organization under study with its unfolding biography. The questions asked were:

- 2a. At the time of the creation of Keethanow High School, what was the composition of the strategic choice coalition? Did it include: (a) members of the band council, (b) members of the school committee, (c) the director of education, (d) the principal, (e) teachers, (f) students, and/or (g) others?
- 2b. Did the composition of the strategic coalition vary as the organization progressed through time, and, if so, did these changes parallel changes within the decision arenas? What internal and external factors may have contributed to this phenomenon?

A biographical perspective focuses attention on decisions made in connection with significant events throughout the history of an organization and seeks to determine how these decisions influenced subsequent decisions and developments within the organization. Particular attention is given to four kinds of decisions: (a) governance decisions, (b) domain decisions, (c) expertise decisions, and (d) design decisions. In this respect, the question asked was:

3. What were the initial governance, domain, expertise, and design decisions for Keethanow High School? How were these decisions linked to environmental factors, organizational decision making structures, and desired organizational outcomes?

Kimberly and Rottman suggested that strategic decisions made early in an organization's history, although not immutable, tend to set the course for the organization to follow, and that intermediate and short-term decisions only vary as that course is pursued. The questions arising were:

4a. What were the intermediate level decisions for Keethanow High School and to what courses of action did they commit the organization?

4b. What significant events altered these courses of action and how did these events affect change at the

intermediate decision level?

Quinn and Cameron (1983) presented the life cycle model which offers some interesting speculations regarding the evolutionary processes of developing organizations. Developing organizations, they suggested, pass through four sequential stages of development: (a) creativity and entrepreneurial stage, (b) collectivity stage, (c) formalization and control stage, and (d) elaboration of structure and adaptation stage, and each stage is characterized by a particular mix of major organizational characteristics. The question for this study was:

5. Did the development of Keethanow High School follow a sequential pattern that can be characterized by the four life cycle stages presented by Quinn and Cameron?

Cameron and Whetten (1981) suggested that the meaning that organizational members attach to criteria of organizational effectiveness shifts over the four life cycle stages and across organizational groups. Quinn and Rohrbaugh (1983) proposed a framework for organizational effectiveness that organizes criteria of effectiveness into four models. Quinn and Cameron (1983) hypothesized which models would be emphasized in an organization during each of its life cycle stages. Hence, the question posed

was:

6. Did the meaning that the organizational members attached to criteria of effectiveness shift over the developmental stages and across the organizational groups? And, if so, did this perceived shift, over the four stages of development, parallel the relative emphasis of each of the four models: (a) rational goal model, (b) open systems model, (c) human relations model, and (d) internal processes model, as was hypothesized by Quinn and Cameron?

Quinn and Cameron offered an explanation for why organizations move from one developmental stage to the next. They suggested that external pressure on the organization causes the groups to react in different ways. Progression through the stages, they stated, comes as the result of the organization adopting the criteria of organizational effectiveness espoused by the dominant coalition. In this respect, the question posed was:

7. Were the shifts in the perceived criteria of effectiveness among and across the groups provoked by external pressure on the organization? And is it plausible that the transitions from one life cycle stage to the next came as the result of these shifts and the the organization adopting the criteria of the dominant coalition?

Tichy's (1980; 1983) transformational cycle model provides an alternative perspective for explaining the developmental processes of organizations. Under this model, Tichy argued that changes within a developing organization come about as the result of organizational experience rather than an unfolding maturational process. Organizations, Tichy suggested, progress through three interrelated cycles that are based on the dynamics of social systems surviving and making adjustments to three basic ongoing dilemmas: (a) a technical design problem, (b) a political allocation problem, and (c) an ideological and cultural mix problem. Problems that are dominant at the time of an organization's creation will "imprint" its future development and shape the manner in which it adjusts to its problems. The query, then, was:

8. What was the relative dominance of each of the three problem areas, as outlined in Tichy's transformational cycle model, at the time of creation of Keethanow High School?

Tichy speculated that technical, political, and cultural adjustment cycles overlap and interact with each other in ways that may be beneficial or problematic for an organization. Uncertainty in these cycles is triggered by either of two sets of triggers: (a) triggers that are independent of the cycles, and (b) triggers that result

from the cycles influencing each other. The question, then, was:

9. As Keethanow High School progressed through time, did independent triggers affect changes in the technical, political, and cultural cycles? What were these triggers and did they influence the different cycles in different ways?

Significance of the study

This study may make a valuable contribution to the limited body of literature concerning the development of new organizations and planning and implementing change within new and innovative organizations. This study may also be of value to other school jurisdictions wishing to implement a new and innovative high school program in their community. This study may be of particular value to other Northern communities in Canada that plan to adopt a high school program for their community, and/or wish to adopt innovations within a developing high school program.

Assumptions

The following assumptions were made for this study:

1. The researcher would have access to the Lac la Ronge Band historical records and that sufficiency of these records existed for the purposes of this study. These included band council minutes, school committee

minutes, school attendance records, personnel manuals, and policy and procedure manuals.

2. The researcher would be able to locate and interview former directors of education, principals, teaching staff, students, school committee members, and band councilors.

3. It was possible to study the development of an innovative high school program and innovations within the program retrospectively by analyzing documents and interviewing participants involved in the process.

Delimitations

1. The study focused upon the development of the high school in Stanley Mission, and, accordingly, the results of this study are not generalizable to other settings.

2. The analyses were restricted to those events perceived by the participants and judged by the researcher to be significant.

3. The analyses of the data were bound by the frameworks of the life cycle and transformational cycle models.

Limitations

1. The researcher was not be able to interview all of the participants involved over the years in the development of the high school in Stanley Mission.

2. Information of a sensitive nature may not have been made available to the researcher. The participants may have been reluctant to share information that they perceived to present either themselves or others in a negative way.

3. The informants may have forgotten important information.

4. The informants may not have understood all of the questions posed by the researcher.

5. As the researcher was essentially the "research tool" for collecting the data, the possibility exists that important information or a particular meaning attributed to data or events may have been inadvertently ignored due to personal bias on the part of the researcher.

6. In that only two models, the life cycle and transformational cycle models, were used to systematically bind the collection of data in this study, the possibility exists that data, that might be used to explain the phenomena by other models, may have been ignored by the researcher.

Definitions of terms

Band. A body of Indians (a) for whose use and benefit in common, lands, the legal title to which is vested in Her Majesty, have been set apart before, on or after the 4th day of September, 1951, (b) for whose use and benefit in common, moneys are held by Her Majesty, or

(c) declared by the Governor in Council to be a band for the purposes of this Act; (from the Indian Act. R.S., c. 149, s. 1.)

Band council. A body of elected representatives of a band, consisting of a chief and councilors, which the federal government recognizes as the legal authority through which it enters into agreements with the band, in accordance with the Indian Act.

Band operated school. A school that is operated by a band council within the terms and conditions set forth by the Department of Indian and Northern Affairs, Canada.

Biographical study. A framework for organizational analysis that focuses particular attention on decisions and events perceived by the participants to be significant, and which seeks to determine how these decisions affected the future shaping of the organization (after Kimberly, 1987).

Boarding home program. A program in which students leave their home communities to board with families in another community and attend school in that community. Tuition and board and room expenses are incurred by the jurisdiction of government deemed to be responsible for providing an education for these students.

District. An organizational unit within the structure of the Department of Indian and Northern Affairs, Canada. The Lac La Ronge Band is one of twelve

bands in the Prince Albert district.

Federal school. A school that is directly operated by the Department of Indian and Northern Affairs, Canada.

Life cycle model. A view of organizational development that borrows biological metaphors to explain definite maturational stages within the development of an organization. Organizations are thought to progress sequentially through ordered stages that have unique characteristics; therefore, particular intervention strategies employed by managers differ in regard to their appropriateness at each stage of the organization's development (after, Quinn & Cameron, 1983).

Native. A general term that refers to all people of North American Indian ancestral descent.

Non-Native. A general term that refers to all people that have no North American Indian ancestry.

Non-Status Indian. A specific term that refers to people of North American Indian ancestry but are not provided legal status in accordance with the Indian Act.

Organization. A system "of resources (of many kinds) and procedures for coordinating and controlling those resources to which an owner has property rights" (Kimberly, 1987, p. 224).

Provincial school. A school that is operated under the authority of a school division board in accordance with the Saskatchewan Education Act, or the Education Act

of a province(s) when referring to provincial schools in a national context.

Retrospective study. An approach to the study of organizations by which data are collected and analyzed after the phenomenon in question actually happened.

Reserve. A tract of land set aside by the federal government for the use of a band in accordance with the Indian Act.

School committee. A locally elected body of people which is delegated authority by a band council for the operation of all or some aspects of the school program in its respective community.

Status Indian. A specific term which refers to all people who are given special legal status in accordance with the Indian Act.

Transformational cycle model. A framework for analyzing the development of organizations which does not view organizations as progressing through predictable biosocial stages of a maturational process. Rather organizations are thought to continually progress from creation through three interrelated cycles: (a) technical, (b) cultural, and (c) political. These cycles are believed to be based on the "dynamics of social systems surviving and making adjustments in various contexts" (Tichy, 1980, p. 165). Successful change management requires the ability to predict, channel and guide the

organization through these cycles.

Transition. A term which refers to "significant changes in organization mission, strategy, or structure" (Kimberly, 1987, p. 234).

Organization of the thesis

In the following chapter a review of the literature concerning the development of new organizations is presented. Particular emphasis is given to the literature that pertains to school settings. The methodological procedures employed in this study are outlined in Chapter III. In Chapter IV, the data collected in this study are presented and analyzed. A summary of this study, general conclusions of the study, and implications for further research are presented in Chapter V.

Chapter II

LITERATURE REVIEW

The purpose of this literature review is to examine current understandings of organizational development and organizational change. This will include an examination of notions regarding the nature of organizations, an examination of approaches taken to the study of organizations, a description of and a rationale for the life cycle and transformational cycle models, and a discussion concerning the implications each of these models has upon the choice of appropriate strategies for the adoption and implementation of innovations within developing organizations. Particular attention will be given to literature that pertains to the development of and change within educational organizations.

Organizational Typologies

Kimberly (1987, p. 224) defined organizations "as systems of resources (of many kinds) and procedures for coordinating and controlling those resources to which an owner has property rights." Kimberly suggested the notion of ownership is an important aspect of contemporary organizations because our legal system has played and continues to play a dominant role in their evolution and operation. He differentiated three forms of ownership:

(a) private, (b) public, and (c) nonprofit. He further suggested that managerial skills required for one form may vary from those required for another form, and that organizational theories may not be relevant for all organizations regardless of their ownership form.

Blau and Scott (1969) also differentiated forms of organizations. They proposed a classification system consisting of four types of organizations, on the basis of *cui bono* - who benefits. First, mutual-benefit organizations are those for which the prime beneficiary is the membership. Second, the owners are the prime beneficiary of business concerns. Third, in service organizations the clients are the prime beneficiary. Finally, commonweal organizations are those for which the prime beneficiary is the public at large. The authors stated that the purpose and criteria for effectiveness of organizations differ according to their type. It is the opinion of this author that schools ought to be considered commonweal organizations because they should have mechanisms to ensure that they are controlled by the public. Although schools are expected to provide a service to their clients, the students, their primary purpose is to serve the interests of the public at large.

Katz and Kahn (1979) proposed a typology of

organizations based on the function an organization performs as a subsystem of the larger society. They suggested that schools exist as maintenance organizations and are concerned with the socialization and training of students for the purpose of society at large. Katz and Kahn expanded upon this notion with a discussion of Getzels' Congruence Model. Getzels (cited in Katz & Kahn, 1979) differentiated four factors that affect the learning of children in school systems: (a) the culture or the values of the larger society. (b) the role expectations for the pupil in school, (c) the personality or individual disposition of the student, and (d) the values of the family and subculture. Getzels suggested that the congruence of these four factors may be broken in the case of minority students in a number of ways. These factors are interrelated and, hence, if the values of the larger society differ with those of the family and subculture, then contradictory role expectations may exist for a minority child. They in turn may influence the child's behavior in the school and create a dysfunctional learning situation for such a child. It was suggested that schools often exist to preserve the status quo and thereby function to maintain inequities in society.

Approaches to the study of organizations

Kimberly (1987, p. 226) described the study of organizations as "characterized by a multiplicity of approaches differing in disciplinary roots, substantive interests, units of analysis, settings, and fundamental conceptions of why (and occasionally whether) organizations behave." He suggested that the study of organizations has been dominated by two fundamentally different conceptions of why and how they behave. The first conception views organizations as behaving rationally and managers are presumed to have a major impact on organizational outcomes. The second conception views the behavior of organizations as being determined primarily by external forces and managers are presumed to have little control over organizational outcomes. Kimberly suggested that there is a trend in organizational research toward the analysis of organizational environments and their impacts.

Astley and Van de Ven (1983) classified schools of organizational thought by assumptions of human nature and level of analysis. Both points of reference were dichotomized. Deterministic assumptions view organizational outcomes as a product of environmental forces. Voluntaristic assumptions link outcomes to

individuals' choices and preferences. Micro approaches focus upon individual organizations, whereas macro approaches focus upon aggregate organizations. The authors cross-classified these two dimensions and produced four schools of thought: (a) the system-structural view (micro/deterministic), (b) the strategic-choice view (micro/voluntaristic), (c) the natural-selection view (macro/deterministic), and (d) the collective-action view (macro/voluntaristic).

Bacharach and Mitchell (1987) cautioned that many studies of organizational behavior do not take into account differing typological forms. They suggested that this is especially apparent in the field of comparative organizational analysis. They stated:

The principles of relationships between sets of structures and component processes are often haphazardly generalized from one type of organization to another. Inevitably, the specifics of the empirical referents are lost and the emergent theoretical generalizations come to the forefront, preventing the identification of precise variables and situations relevant in a given type of organization. (p. 405)

They suggested that the study of schools is the most dramatic illustration of this tendency. They further suggested that this has created a gap between theory and practice.

Bacharach and Mitchell argued that structural

analysis of schools is of limited utility. Such an approach is based upon a specific set of outputs and examines the effect of environment, structure, and process on these outputs. The difficulty with this approach is that it is difficult to attain consensus on a school's primary goals, and, if such a consensus is reached, measures for these goals are not easily identified. Also, one cannot assume that measures of goal attainment are applicable to the entire organization. Relevant measures for elementary schools, for example, may not be relevant for secondary schools. The result is that these measures may conceal substantial differences between the elementary and secondary schools.

Bacharach and Mitchell emphasized that a major detractor of structural analysis of schools is that it tends to ignore the internal dynamics of schools and the various tensions that exist within the organization. They also took exception to Weick's (1976) position that schools are loosely coupled systems and that the individual and not the organization should be the level of analysis. Rather, the authors proposed an approach for which the group is the unit of analysis. This perspective focuses upon differences in cognition and action that occur across groups within organizations and adopts a political analysis to explain these differences.

Pettigrew (1979) borrowed concepts from sociology and anthropology to develop a framework for cultural analysis of organizations. He suggested that for the purpose of an analytical framework it is useful to "regard culture as the source of a family of concepts" (p. 574). He introduced and illustrated six concepts: (a) symbol, (b) language, (c) ideology, (d) belief, (e) ritual, and (f) myth. Pettigrew defined these concepts and their functions, and distinguished analytical interconnections and overlaps.

Pettigrew asserted that symbol is the most inclusive category. He stated that language, ritual, and myth are forms of symbolism and that symbolic analysis can be a frame of reference in its own right. Symbols were defined as "objects, acts, relationships, or linguistic formations that stand ambiguously for a multiplicity of meanings, evoke emotions, and impel men to action" (p. 574). Symbol construction, Pettigrew suggested, serves as a medium for group and organizational construction.

Pettigrew advocated that the study of organizational vocabularies is long overdue. He stated, "Words are part of action. Socially built and maintained, language embodies implicit exhortations and social evaluations. By

acquiring categories of language, we acquire the structured 'ways' of a group, and along with the language, the value implications of those ways" (p. 575).

Pettigrew stated that ideologies and their component systems of belief also compel people to action. Ideology was defined as "a set of beliefs about the social world and how it operates, containing statements about the rightness of certain social arrangements and what action would be undertaken in light of those statements" (p. 575). Ideology is the link that provides individual commitment between everyday organizational tasks and some grand scheme of things.

Pettigrew suggested that ritual and myth provide a shared experience of belonging and express and reinforce what is valued in an organization. Ritual was defined as "the symbolic use of bodily movement and gesture in a social situation to express and articulate meaning" (p. 576). Myths were described in terms of their internal structure and the functions they perform. They were connected with political processes. "Myths justify and sustain values that underlie political interests, explain, and thereby reconcile the contradictions between professed values and actual behavior and legitimate established leadership systems faced with environmental threats" (p.

576).

Bates (1987) warned that cultural analysis of organizations ought to study "the whole way of life". He criticized "the emasculated conception of culture presented by the advocates of corporate culture" (p. 80). He defined corporate culture "as a system of beliefs, behaviors, myths, and rituals fundamental to motivating organization members and making organizations successful" (p. 80). He argued that this conception of culture excludes the notion of cultural politics and treats organizational culture as synonymous with managerial culture. Substituting the term "high culture" for corporate culture, he suggested that under this conception the tasks of the school become:

At least theoretically, quite straightforward: celebrating high culture; inculcating its social, political, moral, and aesthetic norms; developing such skills and behaviors as are needed for its perpetuation; categorizing individuals according to their prospective contribution to the development of the high culture; and allocating individuals to appropriate positions within the social and economic structures essential to maintain and continue high culture. (p. 86)

Bates suggested that the internal culture of a school relates variously to the culture of the wider society. He insisted that the culture of a school cannot be understood unless the "nature and organization of the relationships and struggles between dominant and subordinate cultures

are taken into account" (p. 89). It is this struggle that constitutes the terrain of cultural politics and provides a framework for understanding the dynamics of cultural change. It is a view of schools that is "infinitely more complex than that presented by the 'symbolic managers' of corporate culture" (p. 107).

A biographical perspective

Kimberly (1980) argued that a more dynamic perspective of organizations is needed. He suggested that classical theories based on classical assumptions of rationality have serious deficiencies. He attributed the traditional static view of organizational life to the predominance of comparative and cross-sectional research approaches used to study organizations. Kimberly suggested that these approaches are popular because they are relatively inexpensive and are less time consuming than alternative approaches. He cautioned, however, that such approaches have a tendency to overlook the unique processes in an organization's development. Factors that may be peculiar to a new organization's level of development are absorbed within large samples of organizations, and, as a result, the significance of their effects is diminished.

Kimberly (1987, p. 233) proposed that biographies of

organizations present "a potentially useful way of understanding some important and underappreciated aspects of organizational life." He suggested that such an approach would force researchers to consider how past events influenced present processes within an organization. Also, it would provide researchers and managers with the understanding to enable them to hypothesize about future processes. He stated, "It would focus attention on the interplay between internal and external forces and the flows of events and decisions that shape an organization and its relationship with the world it inhabits". Kimberly advocated that this approach may lead to more sophisticated theories of organizational-environmental relations and should "help us to develop increasingly sophisticated theories of organizational change and more effective approaches to producing change".

A biographical framework for organizational analysis focuses attention on decisions made in connection with significant events throughout the history of the organization and seeks to determine how these decisions influenced subsequent decisions and developments within the organization. Not all decisions, however, are of equal significance. Kimberly's biographical perspective identifies four kinds of decisions that shape

organizational behavior. First, governance decisions determine how internal control will be exercised. Second, domain decisions refer to the "products" to be produced and influence subsequent decisions about technology, structure, and expertise. Third, expertise decisions refer to the level of specialization of labour. Kimberly suggested that "early hires [sic] play a vital role in defining the culture and central values of the organization" (p. 235). Finally, design decisions affect what information is available, where it is located, and how accessible it is to the various groups within the organization.

Kimberly and Rottman (1987) further elaborated upon the essential features of a biographical approach. They stated:

This approach sees organizations as evolving through time in response to, or in anticipation of, both internal and external forces. We view effectiveness as the outcome of a variety of decisions taken by one or more groups of organizational actors - elites or coalitions - in the context of bounded rationalities and environmental and structural constraints. So decision processes underpin observed configurations of environmental and structural features and link these configurations to effectiveness. An organization's biography - the pattern of its evolution- can be conceptualized as a succession of decisions and their consequences, with some decisions having a major long-term influence on the direction taken by the organization and its effectiveness, while others have but an incremental influence. (p. 595)

Kimberly and Rottman attempted to operationalize this approach within the specific organizational context of sheltered workshops. The authors identified six decision arenas found within the biographies of sheltered workshops to be of potential strategic importance. These were then "located within three alternative perspectives on the theoretical issues of decision hierarchies, role of the operating staff, and biographical sequencing" (p. 598). Also, a fourth model was developed "which incorporates the main alternatives emerging from the three theoretical models" (p. 598). These models were tested using comparative data obtained from a sample of 123 sheltered workshops.

Kimberly and Rottman cautioned that three caveats ought to be taken into account in considering the results of this study: (a) the study was not explicitly longitudinal, (b) the fourth model was not purely inductive in that it was built on three theoretical models, and (c) the measures of effectiveness used in the study only reflected one dimension of organizational output. Effectiveness was conceptually defined "as the degree of goal attainment in the organizational system" (p. 600), and was operationally defined, within the context of sheltered workshops, "as the rate at which clients are placed in competitive employment in the

community" (p. 600).

Kimberly and Rottman discovered only one environmental factor played an important role in determining organizational outcomes. They suggested that there is a "need to distinguish more precisely those aspects of the environment that are relevant for particular sets of organizations and then to specify more clearly the linkages between particular environmental factors and particular organizational outcomes" (p. 617). They further suggested that these relationships ought to be considered in light of organizational decision-making structures.

Contrary to the authors' expectations, they did not discover the level of professionalization in the sheltered workshops to play a significant role in determining the socio-technical structure of the best-fit model. They suggested that there is a need to "distinguish theoretically between operational and long-range decisions" (p. 618). The work of professionals in sheltered workshops directly affects what happens to clients. However, decisions made by these professionals are more operational than long-range. "Their contribution lies in their capacity to mediate between existing socio-technical structure and the needs and abilities of

clients" (p. 618).

Kimberly and Rottman found that the hierarchy of decision arenas within the sheltered workshops paralleled the hierarchy of organization decision-makers. The authors suggested that a few basic decisions made early in an organization's history, although they are not immutable, "set important limitations on the parameters within which subsequent decisions are made" (p. 618). These are strategic choices. A second set group of decisions govern how an organization operates on a day-to-day basis. These decisions are not completely determined by earlier decisions and do not affect subsequent decisions. These are short -term decisions. A third group of decisions exist between the first two groups and they play an intermediate role. "They commit the organization to courses of action and result in particular socio-technical configurations at particular points in time" (p. 618). The authors discovered specialization to be such a decision in their study. The authors stated that different kinds of decisions are made by people in different organizational roles within a context of decisions previously made. Effectiveness is determined by the results of all three types of decisions. An important task of a biographer, therefore, is to identify the decision hierarchies in an organizational setting.

Kimberly and Rottman also found that their study suggested "an emendation to the Stinchcombe hypothesis, [that is], it is likely that certain basic decisions set the course that the organization will follow, but other organizational parameters may well vary over time as that course is pursued" (p. 619). The authors cited examples from other research studies to support this hypothesis.

Essence of the biographical perspective. The results of Kimberly and Rottman's study neither confirm nor disconfirm the utility of the biographical perspective. However, this perspective does provide a framework and way of thinking about organizations that is essential for the purpose of the study to be conducted in this thesis. The principal features of the biographical approach to the study of organizations are as follows:

1. It provides researchers with a cost-efficient and time-efficient means by which to consider how past events influenced present processes within an organization.
2. It attempts to distinguish those aspects of the environment that are relevant for a particular type of organization and then specify the linkages between these particular environmental factors and particular organizational outcomes.
3. It focuses attention on decisions made in connection

with significant events throughout the history of an organization and seeks to determine how these decisions influenced subsequent decisions and developments within the organization. Particular attention is given to four kinds of decisions: (a) governance decisions, (b) domain decisions, (c) expertise decisions, and (d) design decisions.

4. Three levels of decisions are distinguished and defined according to how they restrict the alternatives available for subsequent decisions: (a) strategic choice decisions, (b) intermediate decisions, and (c) short-term decisions. An important task of a biographer is to identify decision arenas that are potentially of strategic importance for the particular organization under study.

5. It is assumed that the composition of a strategic elite, or dominant coalition, may vary over time and parallel changes within the decision arenas for an organization. The task of the biographer is to proceed inductively and to integrate what seem to be major decision arenas for a particular organization within its unfolding biography.

Thesis questions. From the biographical perspective, this researcher will consider the following questions concerning the development of Keethanow School:

1. What were the strategic choice decision arenas for

Keethanow High School at the time of its creation.

2a. At the time of the creation of Keethanow High School, what was the composition of the strategic choice coalition?

Did it include : (a) members of the band council, (b) members of the school committee, (c) director of education, (d) principal, (e) teachers, (f) students, and/or (g) others?

2b. Did the composition of the strategic choice coalition vary as the organization progressed through time, and, if so, did these changes parallel changes within the decision arenas? And what internal and external factors may have contributed to these phenomena?

3. What were the initial governance, domain, expertise, and design decisions for this organization? How were these decisions linked to environmental factors, organizational decision-making structures, and desired organizational outcomes?

4a. What were the initial intermediate level decisions for Keethanow High School and to what courses of action did they commit the organization?

4b. What significant events altered these courses of action and how did these events affect change at the intermediate decision level?

Life cycle model

A number of writers have attempted to capture the dynamic quality of organizational life by borrowing biological concepts and models (Aldrich, 1979; Cameron & Whetten, 1981; McKelvey, 1979; Quinn & Cameron, 1983). At first glance, biological analogies appear to provide some relevance for understanding organizations. It is possible, for example, to refer to organizational life, birth, and death. And the conditions of birth and infancy can shape the development of an organization in significant ways.

Not all researchers, however, accept that it is appropriate to apply theories of evolution adapted from biology to the development of organizations. Kimberly (1980) summarized two major questions raised by those who criticize the use of biological metaphors:

First, biological organisms begin to die the minute they are born. Death is an inevitable feature of biological life. The same cannot be said of organizations. There is nothing about organizational life in itself that, of necessity, implies organizational death. Death is not an inevitable feature of organizational life. Second, whereas biological organisms seem to go through relatively clear and predictable stages in development from simple to more complex, the same is not necessarily true of organizations. There is no inevitable linear sequence of stages in organizational life, although there may be some similarities among the developmental patterns of certain clusters of organizations. (p. 7)

Kimberly argued that biological metaphors should

not be dismissed entirely. He stated that it is futile to debate the "pureness" of the analogy and that in doing so we might miss significant insights that may emerge through the use of imperfect metaphors. He suggested that their usefulness may come from "forcing theorists to think through carefully where the metaphors are appropriate and inappropriate" (p. 9). This may have the effect of freshening and reanimating organizational theory and research.

Some proponents of biological metaphors have proposed the use of a life cycle model to describe and analyze sequential stages of organizational development (Azides, 1979; Katz & Kahn, 1978; Kimberly, 1979; Kimberly & Miles, 1980; Lyden, 1975; Quinn & Cameron, 1983). Quinn and Cameron provided a review of nine life cycle models presented in diverse literatures. They summarized these as follows:

These authors suggest that changes that occur in organizations follow a predictable pattern that can be characterized by developmental stages. The stages are sequential in nature, occur as a hierarchical progression that is not easily reversed, and involve a broad range of organizational activities and structures. A variety of bases for describing the changing characteristics of organizations have been used by these writers. They range from cognitive orientations of organization members to organizational structures and environmental relations. The consequence is that the different authors each have emphasized somewhat unique sets of

organizational characteristics and life cycle models.
(p. 33)

These models suggest that organizations pass through similar stages in their development and that organizational activities and structures in one stage are not the same as activities and structures present in another stage. Quinn and Cameron combined these nine models and presented an integrated model that consists of four stages: (a) creativity and entrepreneurial stage, (b) collectivity stage, (c) formalization and control stage, and (d) structure elaboration and adaptation stage.

Quinn and Cameron stated that organizations in each stage are typified by a mix of major characteristics. In the first stage, creativity and control, organizations engage in a marshalling of resources, creating an ideology, and forming an ecological niche. In the second stage, collectivity, organizations are characterized by high commitment and cohesion among members, face-to-face communication and informal structures, long hours of dedicated service to the organization, and an emerging sense of collectivity and mission. The organizational emphasis is on internal processes and practices rather than on external contingencies. In the third stage, formalization and control, policies and procedures become institutionalized, goals are formalized, conservatism

predominates, and flexibility is reduced. In the final stage, structure elaboration and adaptation, decentralization, domain expansion, and renewed adaptability occur and new multipurpose subsystems emerge. The authors suggested that these stages are probably only applicable in the early stages of an organization's development. Later development is more likely to occur metamorphically than sequentially.

Kimberly and Miles (1980) suggested that judgements and perceptions of organizational members change at different stages in an organization's development. Cameron and Whetten (1981) expanded upon this notion and suggested that researchers ought to elicit from organizational members the meanings they attach to the constructs they use to evaluate their experiences. The authors hypothesized that the meaning that organizational members attach to criteria of effectiveness shifts over organizational life cycles and across organizational groups. The authors tested this hypothesis by means of a simulated organization study and concluded that a "conscious selection of levels of analysis and of models of organizational effectiveness should be made in organizational research. These choices should be keyed specifically to organizational life cycles, constituencies, and environmental conditions" (p. 541).

Quinn and Rohrbaugh (1983) proposed a framework for organizational effectiveness that organizes criteria of effectiveness into four models: (a) rational goal model, (b) open systems model, (c) human relations model, and (d) internal processes model. Quinn and Cameron (1983) hypothesized that particular models may be important for evaluating the effectiveness of organizations in certain life cycle stages but not in others. Their analysis of a state agency's development over five years provided some evidence to support this hypothesis.

Quinn and Cameron suggested that in the entrepreneurial stage the strongest emphasis is on an open systems criteria of effectiveness. "The success of an organization will tend to be associated with its flexibility, growth, resource acquisition, and the development of external support" (p. 43). Organizational success in this stage is primarily defined by how well the organization meets criteria of growth, resource acquisition, external support, and readiness.

In the collectivity stage, the authors suggested, organizations tend to be characterized by criteria associated with the human relations model. That is, organizations are predominantly concerned with such

criteria as human resource development, morale, cohesion, and human needs satisfaction.

Quinn and Cameron suggested that in the formalization stage the basis of criteria of effectiveness is primarily derived from the internal process and rational goal models. Organizations are predominantly concerned with goal setting and goal attainment, productivity, efficiency information management-communication, and stability-control. "While goal accomplishment, productivity and efficiency are clearly important through most of the life cycle of an organization, it is in the formalization stage that these rational model criteria are most emphasized" (p. 44).

Finally, the authors suggested that in the elaboration of structure stage the open systems model receives the most emphasis. That is, the organization is primarily concerned with flexibility, resource acquisition, and growth. There is, however, also a moderate emphasis on internal process criteria, human relations criteria, and rational goal model criteria.

Quinn and Cameron did not provide a time frame for the progression of an organization through the various stages of development. They did, however, suggest that a

change in life cycle stages may occur because of external pressures. They stated that the period between the collectivity stage and the formalization and control stage is when this change is most likely to happen. External forces may facilitate a shift in power amongst the various constituencies within the organization. The various constituencies may have different constructs for criteria of effectiveness. Accordingly, the organization would have to adopt the primary criteria espoused by the dominant coalition in order to survive.

One very interesting observation that emerged from Quinn and Cameron's study was that "the reaction of an organization to external environmental turbulence will partly depend on its stage of development" (p. 50). This presents a contrast with contingency literature which suggests that organizations should become organically structured and adaptable when they encounter a turbulent environment; also, they should adopt formalized structures when faced with a placid or stable environment (Burns & Stalker, cited in Sergiovanni & Carver, 1980, p. 65). Quinn and Cameron's model, however, predicts that if an organization encounters a turbulent environment while operating in the collectivity stage it will adopt a more mechanistic structure and thereby progress to the formalization and control stage. If the organization was

already in the formalization and control stage it would adopt flexibility and elaboration of structure and thereby progress to the elaboration of structure stage.

Essential characteristics of the life cycle model.

The life cycle model offers some interesting speculations regarding the evolutionary processes of developing organizations. For purposes of this study, the following points derived from a review of the literature will be considered the essential features of the life cycle model:

1. Developing organizations progress through four sequential stages of development: (a) creativity and entrepreneurial stage, (b) collectivity stage, (c) formalization and control stage, and (d) structure elaboration and adaptation stage. Each stage is characterized by a mix of major organizational characteristics (Quinn & Cameron, 1983).
2. The meaning that organizational members attach to criteria of effectiveness shifts over the life cycle stages and across organizational groups (Cameron & Whetten, 1981).
3. A framework for organizational effectiveness was proposed that organizes criteria of effectiveness into four models: (a) rational goal model, (b) open systems model, (c) human relations model, and (d) internal processes model (Quinn & Rohrbaugh, 1983). A particular

model may be more useful than others for evaluating organizational effectiveness and managing change processes in each of the different life cycle stages (Quinn & Cameron, 1983).

4. A change in life cycle stages may occur because of external environmental pressures which may in turn facilitate a shift in power amongst the various constituencies within the organization.

5. The shift from the collectivity stage to the formalization and control stage is viewed as the most dramatic transition within the development of an organization (Quinn & Andersen, 1984).

Thesis questions. From the perspective of the life cycle model, the following questions will be considered concerning the development of Keethanow School:

1. Did the development of Keethanow School follow a sequential pattern that can be characterized by the four life cycle stages presented by Quinn and Cameron (1983)?
2. Did the meaning that the organizational members attached to criteria of effectiveness shift over the developmental stages and across the organizational groups? And, if so, did these shifts in perceived criteria of effectiveness, over Keethanow High School's life cycle stages, parallel the relative emphasis of each of the four models; (a) rational goal model, (b) open systems model,

(c) human relations model, and (d) internal processes model, as was hypothesized by Quinn and Cameron?

3. Were the shifts in the perceived criteria of effectiveness among and across the groups provoked by external pressure on the organization? And is it plausible that the transitions from one life cycle stage to the next came as the result of the organization adopting the the criteria espoused by the dominant coalition?

Transformational cycle model

Tichy (1980) argued that a life cycle framework is not necessary to explain change within developing organizations. He stated that organizations have "unique capacities such as 'negentropy' and go through changes that are more explained by such factors as environmental threats, opportunities, size, and technology than by unfolding maturational processes" (pp. 164-165).

Tichy suggested that organizations progress through three interrelated cycles that are based on the dynamics of social systems surviving and making adjustments in various contexts. He stated that these cyclical adjustments come about as organizations attempt to solve three basic ongoing dilemmas: (a) a technical design

problem, (b) a political allocation problem, and (c) an ideological and cultural mix problem. He suggested that none of these problems is ever fully resolved and therefore organizations are always undergoing shifts and changes. He did, however, concede that the problems that are dominant at the time of an organization's creation will "imprint" its future development and shape the manner in which it adjusts to problems.

Tichy conceptualized each of the problem areas in cyclical terms and referred to these as technical, political, and cultural adjustment cycles. These, he stated, overlap and interact with each other in ways that may be beneficial or problematic for an organization. Each has its own type of uncertainty and this uncertainty is triggered by two types of triggers. Tichy described the first set of triggers as consisting of events and activities that occur independently of the cycles. The second set, he stated, "trigger one another in a dialectical process; that is, a peak in one cycle will eventually trigger a peak in one or both of the other cycles" (pp. 168-169).

Tichy (p. 169) described five independent triggers:

1. Environmental changes take the form of increased complexity and unpredictability.

2. Technological changes which create the potential for new products or services and/or new methodologies for producing products and services.
3. Shifts in agreement among organization members regarding the goals of the organization.
4. Shifts in agreement among members of the organization regarding the means of getting the work done.
5. Changes in people affect the organization, especially when new recruits differ in some significant way from existing members.

Tichy hypothesized that the various independent triggers affect each of the three cycles in different ways. He predicted, for example, that an environmental change will affect all three cycles. However, a change in people was proposed to have a major impact on the cultural cycle, which may in turn influence one or both of the remaining cycles.

Tichy developed this hypothesis into an organizational model. He suggested that his transformational cycle model portrays the dynamic interplay of an organization within its environment and the multiple interdependencies among its parts. He stated:

This model is built upon the assumption that organizational effectiveness (output) is a function of the characteristics of each of the components as well as of the way each of the components interrelate or fit together within a system. Thus, descriptions of the components, as well as of the interrelationships among them, are necessary for analysis. (p. 172)

Tichy (1980; 1983) suggested that, in addition to providing a framework for analyzing the effectiveness of an organization, this model is useful for determining where change is required and for managing change processes.

Under Tichy's conception, one might assume that a successful change manager should have a clear perception of where an organization is in relation to each of the three cycles. The manager should also be able to predict what effect the introduction of an innovation would have upon these cycles. He/she would then channel, guide, and to some extent manipulate these cycles until some point where balance returns to the cycles and the innovation becomes institutionalized.

Essential characteristics of the transformational cycle model. The transformational cycle model provides an alternative account for the developmental processes of organizations. Under this model, it is speculated that changes within a developing organization come about as the

result of organizational experience rather than an unfolding maturational process. For the purposes of this study, the following points will be considered the essential features of the transformational cycle model:

1. Organizations progress through three interrelated cycles that are based on the dynamics of social systems surviving and making adjustments to three basic ongoing dilemmas: (a) a technical design problem, (b) a political allocation problem, and (c) an ideological and cultural mix problem. Problems that are dominant at the time of an organization's creation will "imprint" its future development and shape the manner in which it adjusts to problems.

2. Technical, political, and cultural adjustment cycles overlap and interact with each other in ways that may be beneficial or problematic for an organization.

Uncertainty in these cycles is triggered by two sets of triggers: (a) triggers that are independent of the cycles, and (b) triggers that result from the cycles influencing each other.

Thesis questions. From the perspective of the transformational cycle model, the following questions will be considered concerning the development of Keethanow School:

1. What was the relative dominance of each of the three

problem areas, as outlined in Tichy's transformational cycle model, at the time of creation of Keethanow School?

2. As Keethanow High School progressed through time did independent triggers affect changes in the technical, political, and cultural cycles? What were these triggers and did they influence the different cycles in different ways?

Implications for planned change

Fullan (1982) suggested that in order to understand change it is necessary to understand both the small picture and the big picture. An analysis of the small picture focuses upon meanings the individuals attach to change. In an educational context this would refer to teachers, students, parents, administrators and others with an interest in the activities of the school. An analysis of the large picture requires an aggregate understanding of these individual perceptions as well as how they combine with organizational factors, and factors which affect the organization as a whole. In a school setting, these influences might include a new district policy, a new government policy, or the introduction of a new industry in the area.

Fullan differentiated between natural and planned

change. Planned change refers to bringing about some form of change through some deliberate means. This discussion will consider two forms of planned change. The first considers factors associated with the planning of an organization. The second considers factors associated with introducing change within a developing organization. An attempt will be made to conceptualize both the big picture and small picture in this discussion, and to consider how these conceptions may be altered according to whether a researcher adopts either a life cycle framework or a transformational cycle framework for analyzing these change processes.

Organizational creation is perhaps the most important epoch in the life of an organization. "Choices made at the time of creation—choices about ideology and meaning, planning, organizing and learning, recruitment and socialization of members, and external relations with constituents and rivals — powerfully shape the direction and character of organizational development" (Miles, 1980, p. 431). Two choices, in particular, appear to significantly impact upon an organization's future. These include choosing a leader and adopting an approach to planning.

Kimberly (1979) found the first dean of a new and

innovative medical school to play a critical role in its development. This led Kimberly to argue that individual activities may have an unusually strong influence on organizational outcomes of new organizations. Quinn and Cameron (1983) also identified entrepreneurial activity to be critical in the development of new organizations. Van de Ven (1980), however, deemphasized the significance of entrepreneurial activity. In his study of the development of fourteen childhood development organizations he identified the planning of the creation of organizations to be key to an organization's future success.

Van de Ven defined planning as "the sequence of events, decisions, and activities undertaken to develop an innovation" (p. 88). He stated that the planning methods used in planning the child care organizations were clearly related to the success they received during their first two years of operation. He explained that a thorough planning process can serve to "predict, solve, and thereby prevent the complex social, political, and technical problems inherent in creating new organizations" (p. 129). He further suggested that a thorough planning process should include input from all the constituencies that have a stake in the new organization. This involvement elicits the support of the community and minimizes later misunderstandings and conflict.

Miles and Randolph (1980) approached planning from the perspective of how organizations learn. They conducted a simulated study of organizations to determine how the form and context of organizational learning influences the speed and success of early organizational development. They differentiated two types of organizational learning, enactive and proactive learning. Enactive learning is derived as a function of the learning of a collection of individuals through a trial and error process. Proactive learning "takes the form of advance planning in which individuals attempt to anticipate what form and direction the new organization will take and the problems and opportunities it will likely encounter" (p. 52). The authors suggested that new organizations engage in a mixture of these two archetypical approaches to learning.

Miles and Randolph suggested that the appropriateness of the predominant learning approach for a new organization is dependent upon the innovativeness of the organization. They argued that an enactive approach is more appropriate than a proactive approach for the creation of innovative organizations. They suggested that in forming a conventional organization the cause-effect relationships are known and both comparison organizations

and standards of performance exist. This is not the case for innovative organizations, and therefore a dogmatic approach may restrict organizational flexibility.

It would appear that prescriptive guidelines do not exist for the planning of new organizations. Whether one adopts a life cycle model or a transformational cycle model the appropriateness of early planning decisions will be dependent upon the nature and circumstances associated with the new organization.

Both the life cycle framework and the transformational cycle framework acknowledge the existence of transitions within the development of organizations. Kimberly (1987, p. 234) defined transitions as "significant changes in organization mission, strategy or structure." These frameworks, however, account for these phenomena differently. Quinn and Andersen (1984) suggested that transitions occur as the result of an organization shifting from one stage to another. They argued that this is an inevitable feature of organizational maturation. A transformational cycle perspective, however, does not view transitions as inevitable and therefore beyond the control of a manager. From such a perspective it would be argued that with an understanding of the three transformational cycles

managers can either increase or diminish the occurrence of transitions.

Whether one can or cannot control the emergence of transitions in an organization exists at this point as a speculative debate. Clearly more research that addresses this question is required. How these transitions are dealt with will significantly affect the success of the organization, the success of innovations within the organization, and the lives of those involved in the process. Quinn and Andersen (1984) described the effect transitions can have upon those involved:

At the individual level, increasing strain is experienced as people attempt to reduce uncertainty and wrestle with complex questions having significant implications for key relationships and self-identity. In such situations, there often appears to be no "right" answer. As perspective is lost, desperation and a sense of panic grow, and often lead the individual to engage in a series of self-defeating behaviors that exaggerate rather than solve the overall problem. (p. 11)

The answer to this debate should also reveal some significant insights into change processes. These might include answers to the following questions: Are there periods in an organization's development when the introduction of an innovation is more opportune than others? Are there periods during an organization's development when it may be more important than others to involve all or some of the constituents in an innovation's

adoption? Are there periods in an organization's development when one type of change agent may be more appropriate than another? Finally, in a school setting when might students better provide the impetus for change?

Summary

In this chapter current understandings, research, and debates concerning the development of new organizations have been examined. The perspectives of the life cycle model and the transformational cycle model have been highlighted as potentially useful frameworks by which to analyze phenomenon associated with the development of new organizations and the introduction of innovations within new organizations. This review of the literature revealed that answers to issues surrounding this topic are as of yet largely speculative in nature. This review of the literature, however, indicate that this is a topic worthy of further study and has the potential to significantly increase our understanding of organizational behavior.

Chapter III

METHODS AND PROCEDURES

The purpose of this chapter is to outline the methods and procedures that were employed in this study. The conceptual frameworks, the life cycle and transformational cycle models, purpose, problem, questions, and setting for this study were described in Chapters I and II. This chapter focuses on providing a rationale for and a description of the research approach adopted, research strategy, strategies for collecting and analyzing the data, development of an audit trail, measures to ensure ethical research practices, and measures to ensure reliability and validity.

A biographical perspective within a naturalistic paradigm

There has been a paucity of longitudinal research on the development of organizations. This may be attributed to such logistical factors as the cost and time associated with this research approach. This researcher was confronted by these considerations. One alternative to longitudinal research is to study simulated organizations (Miles & Randolph, 1980). A second alternative, and the approach adopted for this study, is to adopt a biographical perspective (Kimberly, 1987; Kimberly & Rottman, 1987).

A biographical perspective incorporates the principles of a naturalistic paradigm and adopts qualitative research techniques to provide a framework by which to study the development of an organization retrospectively. Under this research perspective, it is assumed that the developmental processes within an organization can be understood by the researcher adopting the role of the primary "research tool". The researcher relies upon interviews and historical documents as the principle data collection techniques. He/she begins her investigation with a conceptual framework and broad research questions which serve to bind the collection of data (Miles & Huberman, 1984). Initially, the researcher charts a chronology of significant events within the history of the organization from information derived from mapping the setting, document analysis and interviewing informants. Later, these significant events become the focus for additional interviews and document analyses as the researcher progressively refines his/her questions and narrows the study to achieve its purpose (Owens, 1982).

Owens suggested that a naturalistic paradigm emanates from six basic assumptions of research inquiry. Owens posited that:

1. In the real world, events and phenomena cannot be

teased out from the context in which they are inextricably embedded, and understanding involves the interrelationships among all of the many parts of the whole.

2. It is illusory to suppose that interaction between inquirer and subject might be eliminated. Indeed, this dynamic relationship can make it practicable for the inquirer, himself or herself, to become the data-gathering and processing "transducer".
3. Generalizations are suspect, at best, and knowledge inevitably relates to a particular context.
4. Qualitative methods - which emphasize both inner and outer knowledge of man in his world - are preferable.
5. Theory emerges from the data themselves as Glaser and Strauss describe as "grounded theory".
6. The naturalistic inquirer, believing in unfolding multiple realities (through interactions with respondents that will change both them and the inquirer over time) and in grounded theory, will insist on a design that unfolds over time and which is never complete until the inquiry is arbitrarily terminated as time, resources, and other logistical considerations may dictate. (p. 6)

These assumptions were used to guide the design of this study.

Research strategy and design

The design of this study was viewed as "providing an emergent plan for a highly interactive process of gathering data from which analysis will be developed" (Owens, p. 13). The study started with questions of broad scope, as were outlined in Chapter I of this thesis, and proceeded through a conceptual funnel. This broad-scale

exploration was accompanied by checking for accuracy, seeking verification, testing, probing, and confirming data. Approximately 80% of the researcher's energy and time initially focused on data collection activities, and the remaining 20% focused on data analyses. This allocation of time and energy became reversed as the study progressed.

Strategies for collecting and analyzing data

The researcher began his study by attending a Lac La Ronge Band Council meeting. At this meeting he outlined the purpose of the study and the nature of the data collection required.

This study consisted of three phases: (a) document collection and review (b) mapping the setting, and (c) interviews. Themes, similarities and differences were identified within the data in order to arrive at answers to the research questions. In subsequent data collection activities, data collection strategies were refined and attempts made to cross-check sources for verification of the data and thereby reconcile discrepancies.

Phase one. The purpose of the initial phase of this study was to prepare the researcher to identify significant events within the history of Keethanow High

School. Data collection activities consisted of reviewing student attendance records, band council minutes, school committee minutes, personnel records and correspondence, and a mapping of the setting. It also consisted of identifying informants who would be interviewed in phase two, as well gathering information that would form the basis for the content of these interviews.

Informants were selected according to a network sampling procedure (Goetz & LeCompte, 1984). At the band council meeting the researcher explained the rationale for identifying significant events, within the history of Keethanow High School, and solicited names of people who would be appropriate informants. He also identified informants while collecting documents and mapping the setting.

There were six informant groups in this study: (a) band council members, (b) school committee members, (c) former and present director(s) of education, (d) former and present principal(s), (e) former and present teachers, and (f) former students.

Phase two. The activities in this phase of the study focused on the development of a chronology of significant events within the history of Keethanow school. These

activities consisted of interviewing the informants and making additional document analyses.

From the information gathered in phase one of this study, the researcher identified a list of informants according to the six categories that were previously outlined. The researcher interviewed two members from each of the categories. Semi-structured interviews were conducted with the informants. Part of the interview process included the identification of informants for phase three of the investigation. The researcher asked the informants if they knew of anyone who would be especially knowledgeable about the events that they perceived to be significant.

These interviews were transcribed and analyzed. From the information obtained in the interviews, the researcher was directed to additional document collection and analysis. The researcher narrowed his focus and concentrated on documents that specifically related to significant events identified within the history of Keethanow School.

Phase three. The researcher analyzed the data collected in phases one and two of this study. The list of informants was revised according to the information

obtained from the interviews in phase two. There was little variation between this group and the first group of informants. The researcher ensured that each category of informants continued to be represented by at least one member.

The second set of interviews focused on the informants' interpretations of the significant events. These were semi-structured interviews. The structured portion of these interviews keyed in on information that was deemed necessary to answer the research questions addressed in this study. Open ended questions were also asked in order for the researcher to probe for additional information and to cross-check and verify information.

The researcher continued with document analysis activities throughout phase three. Documents were analyzed in order to verify data obtained in the interviews and to refine the questions to be asked in subsequent interviews. The interviews were tape recorded and transcribed later.

The audit trail

The researcher maintained a research log in which all contacts made throughout the course of the study, the setting in which they occurred, decisions that affected the

course of the study, and the logic, hunches and feelings behind these decisions were recorded. The elements of the audit trail included in this study were borrowed from Owens (1982, p. 15). These included:

1. Raw notes from interviews and observations.
2. Summary notes of interviews and observations.
3. Records of meetings about the research.
4. All documents used as data sources.
5. Guidelines and "rules" used for content analysis of document and interview data.

Ethical research practices

The following ethical practices were adhered to in this study:

1. Evidence was not obtained under false pretense.
2. The researcher observed agreements of confidentiality.
3. Data collected were only used for the purpose of this study.

Reliability and validity

Goetz and LeCompte (1984) distinguished two forms of reliability and validity. External reliability "addresses the issue of whether independent researchers

would discover the same phenomena or generate the same constructs in the same or similar settings" (p. 210). Internal reliability "refers to the degree to which other researchers, given a set of previously generated constructs, would match them with the same data in the same way as did the original researcher" (p. 210). External validity refers to what extent the "abstract constructs and postulates generated, refined, or tested by scientific researchers [are] applicable across groups" (p. 221). Internal validity addresses the problem "do scientific researchers actually observe or measure what they think they are measuring?" (p. 221).

The researcher attempted to ensure reliability in this study by maintaining an audit trail of his inquiry. The researcher attempted to conduct a valid study by spending as much time as possible in the setting and by collecting data from a multitude of sources. The data were cross-checked for verification. Also, the researcher asked two respondents in the study to read the final report. These people were asked to submit a statement which indicates that they feel the report is an accurate portrayal of the activities associated with the development of Keethanow High School.

Concluding remarks

Owens (1982) suggested that the distinguishing features of an authentic naturalistic research report is that it be written in ordinary and lively language, be trustworthy, be fair and ethical, be well organized, and provide a "thick description" of the phenomena under investigation supplemented by interpretation. This researcher attempted to realize these ideals.

Chapter IV

PRESENTATION AND ANALYSES OF THE DATA

The purpose of this chapter is to present and analyze the data which were collected during the study. The format of this presentation follows the research questions which guided the investigation.

The material is arranged in three sections. In the first section, entitled Biographical Perspective, a biography of Keethanow High School is presented. Attention is focused upon decisions made in connection with significant events throughout the history of the organization. In the second section, entitled Life Cycle Model, the development of Keethanow High School is analyzed to determine if the characteristics of this development fit with the essential characteristics of the life cycle model. In the final section, entitled Transformational Cycle Model, an alternative perspective, the transformational cycle model, is employed to analyze the developmental processes of Keethanow High School. A summary is provided at the end of each section.

Biographical perspective

In this section biographical analyses of the data collected concerning the development of Keethanow High

School are presented. The analyses focus attention upon decisions made in connection with significant events throughout the history of the organization.

Question 1: What were the strategic choice decision arenas for Keethanow High School at the time of its creation?

Strategic choice decision arenas were defined by Kimberly and Rottman as decisions made early in an organization's history that "set important limitations on the parameters within which subsequent decisions are made" (p. 618). With respect to the formation of Keethanow High School, these decisions were made by the Chief and Council of the Lac La Ronge Indian Band with advice from a consultant the band had hired to assist it in assuming control of the education programs in its communities. The decision making process involved input from other groups and was influenced by prevailing circumstances. In the following discussion, the strategic choice decision arenas will be identified and the decision making process and the circumstances which influenced the development of the strategic choice decision arenas will be elaborated upon.

Four strategic choice decision arenas appear to have developed with respect to the formation of the high school

program in Stanley Mission. They seem to follow an hierarchical order and were: (a) the decision that the Lac La Ronge Indian Band assume control of the education program in Stanley Mission, (b) the decision to involve the community in establishing goals and objectives for the new program and to monitor its progress, (c) the decision to build an addition to the existing school facility in Stanley Mission that included modern high school facilities, and (d) the decision that the high school program would adhere to provincial guidelines in order that it obtain accreditation from the Saskatchewan Department of Education.

The decision that the Lac La Ronge Indian Band assume control of the education program in Stanley Mission was influenced by events at the national level. The various Indian organizations in Canada had united to protest the federal government's "White Paper" of 1969 which proposed that the Indian Act be repealed. In response, The National Indian Brotherhood developed a policy paper in 1972 entitled, Indian Control of Indian Education. This document called for the immediate reform of the government's policies and practices in order to make it possible for the full participation of Indian people in all decisions and activities connected with the education of Indian children. In 1975, Indian and Northern Affairs,

Canada (INAC) set up a mechanism whereby those bands "capable of control" could have education funds decentralized to the band level.

The Lac La Ronge Band was perceived as an excellent site to introduce band controlled education. It had the largest band membership in Saskatchewan. Previously, other programs had already been decentralized to the band and it had demonstrated administrative competence. It had a high educational profile in that its chief was the chairperson of the Northern School Board. The band had already, in 1974, acquired control of the education program for the one room school located in Sucker River. The Federation of Saskatchewan Indians (FSIN) had been instrumental in activating change at the national level. FSIN perceived that the Lac La Ronge Indian Band would be an effective model and provide leadership for other Indian bands to follow in also assuming control of their education programs.

In 1976, the Lac La Ronge Indian Band assumed control of the education program at Grandmother's Bay and Stanley Mission. The school in Stanley Mission had previously been administered by the provincial government through the Northern School Board. This was done by an arrangement whereby the federal government paid tuition to the

Northern School Board for students deemed to be a federal responsibility in accordance with the Indian Act. Consequently, negotiations for the transfer of the administration of the school program were trilateral, involving INAC, the Northern School Board and The Lac La Ronge Indian Band. A reverse tuition agreement was formed whereby the province paid a tuition, via INAC, to the band for nontreaty students who attended the school. The terms by which the band would administer the school program were outlined in a contribution agreement between the Lac La Ronge Indian Band and INAC.

Linked to the decision for the band to assume control of the education program was the band council's decision to involve the community in establishing goals and objectives for the program and in monitoring its operation. A local education advisory body had already existed under the administration of the Northern School Board. This body, however, had little substantive influence on the operation of the school. Under band control, the Stanley Mission School Committee was formed to provide proportionate representation from the reserve and hamlet. Its purpose was to take an active role in monitoring the day-to-day operations of the school. Its responsibilities included staffing, developing school policies, setting school rules, establishing curriculum

and overseeing funds for purchasing janitorial supplies and paying school committee member honoraria. A bicultural grant was included in the funding formula by which INAC allocated funds to the band. This grant was decentralized to the school committee in order for it to initiate bicultural projects within the school.

The community was also represented on the band council. The band membership in Stanley Mission was represented by three councilors on the Lac La Ronge Band Council. Each school committee was required to make monthly reports to the band council. All school committee decisions had to be ratified by this body.

From early policy statements and practices, it is clear that community input and involvement was a primary goal of the chief and council. The informants could only recall one occasion where the chief and council vetoed a school committee decision. Community input regarding the establishment of goals for the new education system was also sought through community meetings and a community survey. The band hired an education developer to conduct a study in each of its communities. As a result of this study four broad goals were established for the Lac La Ronge Band Education System: (a) skills - students would learn skills necessary to live in the modern world,

whether they were on or off of the reserve, (b) pride - students would develop a positive self image, (c) culture students would learn about their Indian heritage, and (d) values -schools would reflect community values. These goals were to guide the development of policy and procedure for the education system.

A strong desire of the band membership to have a high school was also indicated by the survey. Accordingly, the addition of a high school annexed to the existing school in Stanley Mission became an essential feature of the negotiations that took place between the Lac La Ronge Indian Band, INAC and the Northern School Board. This addition was built by the province and its cost was shared by the provincial and federal governments on a pro rata basis. It included science, home economics, and industrial arts laboratories, a library, gymnasium, and classroom space. The design of this addition featured the industrial arts laboratory, the science and home economics laboratories, the library, and three open space classrooms housed in four abstract tepees. These were constructed in a semicircle surrounding a conversation pit. The gymnasium and hallway to the existing facilities completed the circle. Community input had been sought in the selection of this design.

Developers of Indian curriculum from various areas in Canada were invited to make presentations to the band in order for the band to adopt a model for its school program. These presentations, however, were geared at the primary, elementary and junior high school levels and did not involve programming for the high school level. The high school program at Stanley Mission was not introduced until two years later. At the primary and elementary levels, the band, on a system wide basis, adopted a coordinate bilingual/bicultural program model that had previously been piloted in northern Manitoba. Under this model, students entering kindergarten received their initial instruction in Cree, and through a transitional process shifted to instruction in English by the end of grade three. The appeal of this model was that students were introduced to early concepts and reading instruction in their first language. After grade three, the students were to continue with 20% of their instruction in Cree. A local teacher training program was developed to prepare band members to provide instruction within this model. Also, a materials development branch, located at the central office in La Ronge, was formed to develop Cree instructional materials. These adoptions were implemented simultaneously. Additionally, a nongraded grouping approach was introduced throughout the primary, elementary and junior high school programs.

In September, 1978, after two years of local control, the high school addition was completed and a class of six grade ten students was enrolled. However, unlike the rest of the school a conventional program which adhered to the provincial curriculum was adopted. Alternate models were not considered and there is no evidence that any overt discussion took place with respect to this decision. This adoption appears to have been made by default due to prevailing circumstances.

The band had agreed to adhere to provincial curriculum and administrative guidelines under the terms of its contribution agreement with the federal government. This was not considered an issue of contention for several reasons. First, no specialized program model existed for northern schools. Second, band members had little experience with high schools other than through boarding home programs. Third, it was assumed that by virtue of locating a high school in the community students would complete high school. Finally, in order to achieve the goal of preparing students to have the skills necessary to live on or off the reserve, it was important that the students' training be accredited by the provincial authorities.

The decision to develop a high school program in Stanley Mission emerged from negotiations between the Lac La Ronge Indian Band, the federal government, and the provincial government for the band to assume control of the operation of the schools in its communities. An addition was constructed and annexed to the existing school for this purpose. Community surveys and meetings were conducted to obtain input from the community in order to develop a philosophy and goals for the Lac La Ronge Education System. Innovative program models were adopted on a system wide basis at the primary and elementary levels following extensive study of alternate program models. In 1979, the first grade 10 class was started. Although it was understood that the high school would be guided by the philosophy and goals adopted for the education system, a conventional high school program was adopted with little deliberation and planning.

Question 2(a): At the time of the creation of Keethanow High School, what was the composition of the strategic choice coalition? Did it include (a) members of the band council, (b) members of the school committee, (c) the director of education, (d) the principal, (e) teachers, (f) students, and/or (g) others?

The education developer had earlier involvement with

the band through his role as principal of the community college in the region. He had developed a relationship of trust with the chief and council. This trust was largely derived from his commitment to local involvement in the decision making process. Following the community survey in 1976, he was appointed as the director of education. He remained in this position until April of 1978. The director of education was a member of the strategic choice coalition in that his professional opinion was respected and valued by the chief and council. The chief and council, however, were the ultimate decision making body. The director, an informant in this study, stated, "The chief and council were extremely adamant that they were in charge and this was their baby, and they wouldn't tolerate somebody that would undermine that."

Although there was band membership and school committee involvement in the development of the strategic choice decisions, the strategic choice coalition was comprised of the chief and council and the director of education. This coalition established the decision arenas that subsequent decisions would follow. The school committee, principal, teaching staff and others were to become involved in intermediate level decision making.

Question 2(b): Did the composition of the strategic

choice coalition vary as the organization progressed through time, and, if so, did these changes parallel changes within the decision arenas? What internal and external factors may have contributed to this phenomenon?

The four strategic choice arenas outlined in question number one have remained stable. The school program in Stanley Mission continues to be administered by the Lac La Ronge Indian Band; the school committee continues to monitor the day-to-day operations of the school; a high school program exists and it continues to receive accreditation from the provincial government. As well, the director of education and the chief and band council continue to comprise the strategic choice coalition.

The stability of the strategic choice arenas and strategic choice coalition can be attributed to several factors. First, at the national level, the trend toward Indian self government continued. It was suggested that FSIN develop an Indian Education Act and provide accreditation to band controlled schools. This initiative, however, was not supported by the Indian bands. Second, the Lac La Ronge Indian Band administered the education program competently and was perceived to be credible by the band membership as well as outside agencies. The band conducted community surveys and

obtained the services of outside evaluators as means of nurturing and sustaining this credibility. Third, over time a number of band members became teachers in the school and this served to decrease staff turnover and add stability to the organization. Finally, socio-economic changes in northern Saskatchewan contributed to an increased need for a high school education in order for Northerners to access training necessary for emerging employment opportunities.

Question 3: What were the initial governance, domain, expertise, and design decisions for Keethanow High School? How were these decisions linked to environmental factors, organizational decision making structures, and desired organizational outcomes?

A formal organizational structure for the Lac La Ronge Indian Band Education System had been established prior to the enrollment of the first grade ten class in 1978. This structure is illustrated in Figure 1.

Figure 1 - The Lac La Ronge Indian Band Education System
Administrative Structure

Chief and Band Council

School Committee Director of Education

 Assistant Director of Education

 Program Developer Consulting Evaluators

Principal

Teachers Support Staff

Under this administrative structure, ultimate power rested with the chief and band council. The director of education reported directly to this body and exercised three functions: (a) administration of the education budget, (b) supervision of the education staff and program, and (c) supervision of consulting evaluators. The assistant director of education reported to the director of education. This position was created in 1978 under the second director of education for the purpose of coordinating the development of school committees and providing a liaison between the band council and school committees. A band member was hired to fill this position. This was to ensure band representation at the senior level of administration. The program developer was

responsible for coordinating the development of the bilingual/bicultural program in the primary and elementary areas. This person also had the dual function of coordinating the teacher training program from 1978 to 1981. Her involvement with the high school program, though, was restricted to the training of a Cree language instructor and assisting the Keethanow High School staff to obtain provincial accreditation for Cree languages classes at the grades 10 and 11 levels.

There was line authority from the director of education to the principal. Accordingly, all employees were ultimately responsible to the chief and council. At the community level, the principal was responsible to the school committee for the day-to-day operations of the school. Monthly school committee meetings were scheduled. The principal was required to attend and make reports at these meetings. This body provided proportionate representation from the reserve and hamlet. Its responsibilities included staffing, developing school policies, setting school rules, establishing the school program, and overseeing funds for purchasing janitorial supplies and paying school committee honoraria. A bicultural grant was included in the funding formula by which INAC allocated funds to the band. This grant was decentralized to the band in order for it to initiate

bicultural projects within the school.

The community was also represented on the band council. The band council was comprised of proportionate representation from each of the band's communities. The band membership in Stanley Mission were represented by three councilors on the Lac La Ronge Band Council. These individuals were not involved in monitoring the day-to-day operations of the school. The chief and council was principally concerned with establishing general policy for the operation of its new education system. It was also involved in negotiations to assume control of the education programs in other communities, not yet under band control. The chief and council held monthly meetings. The school committees and principals made reports at these meetings.

The early high school program was academically focused and adhered closely to provincial norms. The students were grouped according to grade levels and followed provincially approved textbooks. However, minor adaptations were made to the less academic subjects. For example, outdoor education was integrated within physical education. Such adaptations were influenced by prevailing circumstances rather than a long term strategy. The first grade 10 teacher stated that the goals for the high school

"involved obscure things like producing grade 12 graduates." She further stated, "It was those sorts of vague objectives. I think there was the idea of evaluating things and, then if grade 10 works, then we'll go on and do grade 11. Those sorts of immediate yard sticks."

Only one existing teacher had opted to remain on staff when the band assumed control of the education program. An important criterion in recruitment of the principal and teachers was the perceived support of the applicant for the principles of band controlled education and the bilingual/bicultural education model.

One teacher was designated to instruct the first grade 10 class. In order to provide instructional expertise in all subject areas, she exchanged classes with some junior high school teachers, and specialists were employed to teach physical education and industrial arts to the junior high and grade 10 students. The covering of prescribed course content was emphasized. It was assumed that teachers with expertise in a particular subject area would be most qualified to teach it. In subsequent years, as the initial grade 10 students progressed to grades 11 and 12, additional teachers were hired to fill voids in the algebra, science and home economics areas. A

rotational timetable was employed so that teachers could instruct in their area of expertise at the various grade levels.

The students, however, did not progress at a uniform rate and most did not complete the required course work. Most experienced difficulty with the material and many attended irregularly. Consequently, the teachers were forced to individualize instruction.

The high school teachers met on a regular basis to discuss school activities. Such activities included setting the timetable, selecting textbooks, setting student expectations, and organizing special events. The principal did not teach. She placed confidence in the staff to make program decisions and obtained support for them from the school committee. Her role was largely that of intermediary between the staff and school committee.

Question 4(a): What were the initial intermediate level decisions for Keethanow High School and to what courses of action did they commit the organization?

Intermediate level decisions "commit the organization to courses of action and result in particular socio-technical configurations at particular points in

time" (Kimberly and Rottman, 1987, p.617). Decisions concerning the specialization of teachers and the grouping of students appear to be such decisions with respect to the formation of Keethanow High School. These were tactical decisions made within the parameters of strategic decision arenas. It was assumed that by virtue of having a high school located within the community students would remain in school and complete their grade 12. Ideas concerning staff specialization and timetabling modelled that of existing southern rural school systems, which faced similar constraints associated with a small high school enrollment.

One teacher was designated to instruct the first grade 10 class. In order to provide instructional expertise in all subject areas, she exchanged classes with some junior high school teachers, and specialists were hired to teach physical education and industrial arts to the junior high and grade 10 students. The required provincial courses were offered and the instruction followed authorized textbooks. Minor alterations were made to include outdoor education in the physical education course.

In subsequent years, as the initial grade 10 students progressed to grades 11 and 12, additional teachers were

hired to fill voids in the algebra, science and home economics areas. A rotational timetable was employed so that the teachers could instruct in their areas of expertise at the various grade levels.

These decisions committed the school to a course of action by which it was necessary that the students attended school regularly and progressed through the course content at a rate similar to students in other provincial schools. Students who did not achieve these expectations required tutorial assistance and those who did not complete their course work had to be failed.

Question 4(b): What significant events altered these courses of action and how did these events affect change at the intermediate decision level?

Initial decisions concerning the program at Keethanow High School were made by the staff with little direct involvement of the principal and no direct involvement of the school committee. By the fall of 1979, the first class of grade 10 students had progressed to grade 11 and a second group of students had entered grade 11. The course selections, teaching assignments, and timetable were acceptable to all groups. The staff and students had developed a positive relationship that was quite informal.

The students referred to the teachers by their first names and had the option of wearing their coats and hats in the classroom, as this was an acceptable practice within the community. An active extracurricular program had been established. The gymnasium had been operational for a year and team gymnasium sports were very popular. An all weather road to the community had been completed and school teams travelled to La Ronge to participate in tournaments. The teachers perceived these activities to be an integral component of the school program.

The extracurricular program, however, was not well received by the whole community. Many in the community perceived that school activities had upset traditional living patterns. Due to their involvement in extracurricular activities, the students were not available to haul water, chop wood, and complete other chores. Also, many parents were concerned about the travel to La Ronge and beyond and the influence it might have on their children. A new school committee had been elected and by the fall of 1979 parents had placed pressure on the members of the committee to control the actions of the teachers. The school committee, in turn, directed the principal to curtail the extracurricular activity program.

The teachers perceived that the principal did not adequately advocate their position to the school committee and, as a result, strained relations developed between the teachers and the principal. One particular incident brought these tensions to a head. A teacher had arranged for another teacher to cover his class while he participated in an outdoor education activity. The principal told him he could not go, but he went anyway. The principal reported the incident to the committee and it decided to fire him on the grounds of insubordination. The staff rallied to the support of the teacher. He was popular amongst the students and parents. The teachers and parents lobbied the local band councilors to reinstate the teacher. When the chief and band council met two weeks later it reversed the decision of the school committee. The teacher was reinstated and the principal was forced to resign.

The degree of involvement by all groups concerning this event illustrated its significance. It drew attention to the fact that the chief and council were indeed the ultimate decision making power. It drew attention to the teaching staff as being a political force. Also, it drew attention to the need for a mechanism to resolve conflict within the organization.

Turmoil had also taken place at the central office level during this early period. The second director of education, who had formerly been a superintendent of education with the Northern School Board and involved in the transfer of the school in Stanley Mission from provincial to band control, resigned after completing one year. The third director of education was recruited from Alberta. He was asked to resign after two months and the principal from the band operated school in La Ronge was asked by the chief and council to move into the position. He later lost the confidence of the chief and council and was forced to resign in the spring of 1980.

The position title of director of education was changed to that of education coordinator. The existing assistant director of education, a band member with no education training, filled this position. The chief and council had not been satisfied with the manner by which the previous two directors had negotiated on its behalf. This appointment was viewed as a measure by which the chief and council could protect itself from being undermined. The second director of education had formed a consulting company. It was arranged that he and his partner would conduct school program and employee evaluations and advise the education coordinator concerning matters that required educational expertise.

On the advice of the fourth director of education, the Stanley Mission School Committee invited a staff representative to participate in the interview process for the second principal. A man with a high provincial profile was selected. He had been a biology teacher, president of the Saskatchewan Teacher's Federation, and an administrator with the Saskatchewan Department of Education. He, however, had never been a principal and had no experience in a northern community. An important consideration in his selection was the perception that he would enhance the school's credibility.

Relations between the second principal and staff soon became strained. Difference arose between his and the staff's perception of what constituted an effective school climate. The principal did not approve of the informal tone of the school. In particular, he took exception to the students wearing hats and coats in the classrooms. The staff rationalized that the wearing of hats and coats was consistent with acceptable community behavior and denounced the principal for attempting to impose an order on the school that was contrary to community values.

Alienation also arose between the staff and principal due to his administrative approach. He made decisions

without the involvement of the staff and they perceived him as not being in support of their initiatives. When the staff returned in the fall of 1980 the principal had already set the timetable without their input. This timetable was flawed and eventually had to be revised by the staff. Later that year, the staff initiated a cultural program through which regular afternoon classes were periodically cancelled and replaced with traditional activities that involved community people as resource people. The principal was concerned that the students' progress in their regular subjects would be jeopardized due to the class cancellations. The program, however, was approved by the school committee and was implemented until the end of the year, with what was perceived by the staff to be the half-hearted support of the principal. Some staff members directed open resentment towards the principal.

By the spring of 1981, staff morale was low and relations between the staff and principal deteriorated to the point where they could no longer work together. The consulting evaluators supported the principal and recommended that two of the staff not have their teaching contracts renewed for the following year. The competency of these teachers and their commitment to the band's goals were not in question. Rather, they had openly clashed

with the principal and this was rationalized as a measure to restore control along hierarchical lines. The school committee reluctantly concurred. Other staff members rallied to the support of the terminated teachers but were not successful in their attempts to have the school committee reverse its decision nor have the chief and council intervene. These other staff members resigned in protest and a new set of junior high and high school staff was hired for the following year.

Discord, however, reappeared the following year. The community members who were enrolled in the locally based teacher education program had completed their training in the spring and were hired as primary teachers. The bilingual/bicultural program model was now to be fully implemented. These teachers were dissatisfied with the support the principal gave to this program. They communicated this dissatisfaction to the community, to members of the school committee, and to the band council.

The school committee became increasingly disturbed that the principal withheld information and restricted their involvement in the decision making process. Tensions culminated during the winter of 1982 when the principal got married and hired his wife as an art teacher. The school committee had not been involved in

this hiring and took immediate action to have the principal's contract terminated. The chief and council supported the school committee.

The vacated principalship was filled by a man with considerable northern experience. He brought the year to a close without further acrimony. He had indicated at his interview that he was only seeking short term employment and did indeed leave at the end of the year to continue theological studies.

At this point, Keethanow High School had existed for four years. The Lac La Ronge Indian Band had taken pride in its achievement when four of the original grade 10 students graduated from grade 12 in 1981. However, only one grade 12 student graduated in 1982 and only about half of the eligible school aged population were enrolled in the high school. The student retention rate was low. More than half of the grade 10 students did not complete their year. The teacher turnover rate had averaged 50% per year.

Keethanow High School began its fifth year in the fall of 1982 with its fourth principal. This was to become a turning point in the school's history. During the four year tenure of this principal, the organization

stabilized and agreement among and amongst the various groups emerged whereby shared goals were achieved. Through this agreement a number of innovations were initiated, successfully implemented and institutionalized.

Two candidates from a lengthy list of candidates were shortlisted and interviewed for the principalship. The school committee wanted a principal that could work harmoniously with both the community and with the staff. Two teachers were invited to participate in the interviews to pose technical questions. Both candidates had successful northern teaching experience. One had taught in the high school earlier and had resigned in protest of the teacher dismissals in 1981. He was married to a member of the community. He was offered the position.

This individual transformed the role of the principal and influenced change within the role of the school committee. Unlike the previous principals, he taught classes in the high school and became involved in planning sessions with staff. He also encouraged the involvement of school committee members in these planning sessions. And teachers were invited to school committee meetings to present proposals. It became a matter of course that teachers participated in the recruitment of new staff, but with the school committee making the final decision in

private. Gradually, trust emerged between these groups and both groups trusted the principal.

The school committee became less secretive and developed policy and procedures for its own operation as well as policy for governing and operating the school. A school committee training program was initiated by central office. A band member who was Cree speaking and a certified teacher had been appointed to the position of assistant director of education. She met frequently with the school committee and assisted it in the development of its role. The school committee became familiar with the Lac La Ronge Indian Band Education Policy and Procedures Manual. Formalized procedures were developed for dealing with grievances. Sensitive issues were thoroughly investigated before a decision was made. In time, the school committee developed a comprehensive set of policies and became less preoccupied with settling grievances.

The school committee involved the principal, teachers and community in the development of policy. Policy was established concerning teacher absenteeism, school travel, student extracurricular activity programs, student/teacher fraternization, allocation of teacherages and expectations for teachers.

The school committee developed criteria for selecting teachers and became more effective in selecting teachers who were suited for the school and remained longer. From 1983-86 the teacher retention rate increased to 87%. Once teachers were selected, it was clearly the principal's responsibility to assign teaching duties. The groups came to an understanding of their and each other's roles and an appreciation of how each could contribute to the betterment of the school.

The school committee added the dimension lobbyist with the chief and council to its role repertoire. The Lac La Ronge Indian Band operated seven schools and the school committee became increasingly concerned that the school was not receiving a fair share of the funding that the band received. The chairperson of the school committee presented reports, prepared with the principal, to the chief and council. These reports included proposals for additional teaching positions, minor capital items and school maintenance repairs. Gradually, as the school committee's attention focused upward, the chief and council were forced to develop a rational approach to allocate resources to the schools. The director of education and his staff developed formulas for the funding and staffing of schools.

Relations with the community improved. Parents became more comfortable with the school. The parent turnout rate for report cards increased from 40% in 1979 to 85% in 1986. The graduation ceremonies became a significant annual community event. A student operated television station located in the school became a source of information concerning school and community happenings. Finally, the community took pride in the students' achievements in a variety of sports activities.

The early high school program had been academically focused and had adhered closely to provincial norms. Teachers instructed in a particular specialty area and followed a prescribed textbook. Gradually, discussion amongst the staff in their planning meetings led to substantial change in the program. In 1985, the philosophy and details of this program were formally outlined in a program description entitled, Grade 10 As a Three Year Program (included in Appendix). This program was approved by the school committee. It was presented by the principal and two teachers at the Prince Albert District Chiefs' Education Conference in February, 1986.

This document concentrated on the grade 10 level

and outlined what was being done to confront the issues that contributed to a low student retention and success at this level. First, it recognized that many of the students entering grade 10 did not have the skill level to attain a grade 10 standard in one year. It made it legitimate and acceptable for students to consider completion of the grade 10 program as a two or three year goal. Second, it recognized that teachers must be generalists and be prepared to teach in a number of subject areas. All teachers were required to teach English and Math. Third, it recognized the need to widen the curricular focus to include classes which had local relevancy. Native language and Native studies classes were offered. Fourth, it recognized that the timetable had to allow for students to take classes at multiple grade levels. Fifth, it recognized the need for students to experience success beyond academic subjects and advocated an extracurricular program with a wide array of activities. Teachers were required to participate in extracurricular activities and high school students were encouraged to lead activities with the younger students. Sixth, it recognized that high school students were considered as adults within the community and should be treated as mature learners. It denounced the use of detention and other such measures to enforce student attendance. Rather, it advocated the philosophy that "if

a student attended three days a week it was better than if he/she attended none". Students were, however, required to maintain minimum attendance and performance standards in order to participate in the extracurricular activities. Finally, it recognized the need for students to attain academic counselling in order to set realistic goals.

The program concentrated upon enabling students to successfully complete their grade 10 and recognized that it was not a realistic goal for all students to complete grade 12. Students were streamed into two classes of English and Math, Modern Algebra 10 or General Math 10, according to their ability level. Later, a second stream of grade 10 Science was also introduced. All high school Math and English classes were taught in a block within the timetable. Accordingly, a student who did not complete his/her full grade 10 in one year could progress to the grade 11 home room the following year. He/she could take some grade 11 classes and continue with the core grade 10 classes that he/she did not complete.

The principal took educational leave during the 1986-87 school year. He returned as a teacher the following year and remained until February, 1989. He then assumed the position of Director of Education of the K-12 Program with Saskatchewan Education, Northern Division.

An existing teacher assumed the position of principal and remained in this position until the end of the 1989 school year. It was planned that for the 1989-90 the fifth principal's vice-principal, a Native teacher from the area, would become the principal and he would remain on staff as the vice-principal. This action was taken as part of the band's desire to increase the number of Native principals in the La Ronge Band schools.

The program continued on a stable course from 1986 to 1989. There were two notable deviations, however. First, home economics was discontinued as a course offering. The band had not been successful in obtaining local accreditation for its local Native Studies course and it was difficult to incorporate a specialist home economics teacher within the generalist approach taken in staffing the high school. Instead, the Native Studies course was offered as a hybrid home economics course and the students were registered for credit under its number with the provincial authorities. Second, although an open admissions policy was continued for entry into the high school program, a firmer position was taken regarding registration deadlines and student attendance expectations. Students were required to enroll in the school by the end of September and were counselled to discontinue their studies and return the following year if

poor attendance jeopardized their performance in their classes. This shift in philosophy regarding attendance is evidenced in the document entitled, Keethanow High School Student Registration Guide 1988-1989 (included in Appendix).

The program did achieve the goal of reducing the stigma of failure experienced by students. It became acceptable for mature learners to remain in high school. Although the student retention rate did not increase significantly, there was a dramatic increase in the number of students. Many students who dropped out of high school one year would return the following year. In 1988, a 23 year old member of the community returned and successfully completed his grade 12.

The enrollments in the high school grades for the months of October, January and June for the school years from 1982 to 1989 are shown in Table 1.

Table 1 - Keethanow High School Enrollment: 1982-89

Year	Grade 10	Grade 11	Grade 12
1982/83			
October	19	9	7
January	19	8	7
June	18	9	7
1983/84			
October	35	14	8
January	25	11	8
June	20	11	7
1984/85			
October	31	20	7
January	24	17	7
June	17	13	6
1985/86			
October	26	14	10
January	24	11	8
June	17	8	8
1986/87			
October	30	20	5
January	31	17	5
June	17	13	5
1987/88			
October	38	17	6
January	28	10	5
June	26	9	5
1988/89			
October	34	18	7
January	29	16	7
June	19	14	6

In summary, the initial high school program introduced at Keethanow High School and the policies and procedures for governing its operation were borrowed from existing mainstream provincial schools. This approach did not

prove too effective. During this period, the student enrollment was low and many students experienced failure. Staff turnover was very high, relations between the staff and the school committee were strained and the role of the principal was viewed with suspicion by both parties. Two principals were forced to resign during the first four years.

The hiring of the fourth principal in 1982 proved to be a significant event that altered this course of action and led to changes at the intermediate decision level. He transformed the role of the principal and was successful in bringing stability to the school and in bringing the groups together to promote a common understanding. The school committee developed and internalized its own policies and introduced procedures to resolve conflict and to involve the staff in the decision making process. Once stability was attained, many teacher-initiated changes were introduced and gained acceptance from the community. Innovations were introduced that enabled the school to adapt to the realities of the community. As this happened the school became more effective at attracting students to the school and providing them with a successful experience. Community acceptance of and participation in the school improved dramatically. The school continued to follow this course under the administration of the fifth

principal who was appointed in 1986.

Summary. From the biographical perspective, the researcher considered questions concerning the development of Keethanow High School. It was determined that the strategic choice coalition and strategic decision arenas for the organization remained stable throughout its history. Although community input in decision making was desired and a school committee was formed to assist with the governance of the organization, the chief and council and director of education comprised and continued to comprise the strategic choice coalition. An important strategic choice decision arena was the decision that Keethanow High School would adopt a provincial curriculum and, accordingly, its students would obtain provincial accreditation.

There were, however, significant changes at the intermediate decision making level. These changes involved a shift in direction with respect to expertise and design strategies employed to achieve the organization's goals. Initially, a conventional high school program, with norms that had evolved from the realities of schools in southern Saskatchewan, was adopted. The teaching staff attempted to make adjustments to this model. These adjustments were not accepted by the school

committee and, consequently, disagreement arose between the school committee and teaching staff concerning what constituted an effective school program.

Although a governance structure and policies and procedures had been borrowed from existing school systems, a satisfactory method for resolving differences had not been internalized by the constituents which comprised this new organization. The school committee attempted to impose order and control along hierarchical lines. The teaching staff, however, emerged as a political force and resisted the direction of the school committee. As a result, the organization experienced considerable turmoil and discord during its early years. The forced resignation of two principals and a complete turnover of staff in its four year of operation were significant events that illustrate this turmoil.

The organization stabilized during its fifth year of operation. This can largely be attributed to actions taken by the fourth principal, which led to a collaborative approach between the school committee and teaching staff by which they adopted a common approach to achieving shared goals. During the subsequent four years, there was a transformation in the roles of the principal and school committee. A mechanism was internalized by the

constituents of the organization to resolve conflict. And teacher-initiated change led to a significant shift in the school program. Adjustments were made to the school program whereby its emphasis shifted from a specialist approach to a generalist approach. Significant alterations were also made within the design and structure of the program.

Adjustments made during the tenure of the fourth principal appear to have laid the foundation for subsequent developments in Keethanow High School. The fifth principal had been a teacher in the school prior to assuming this role. The organization continued on a stable course under his administration and innovations that had been introduced to the program, during the tenure of the fifth principal, were consolidated and enriched.

Life cycle model

In this section data collected concerning the development of Keethanow High School are analyzed to determine if its development was consistent with the hypotheses speculated by proponents of the life cycle model.

Question 5: Did the development of Keethanow High School follow a sequential pattern that can be characterized by

the four life cycle stages presented by Quinn and Cameron (1983): (a) creativity and entrepreneurial stage, (b) collectivity stage, (c) formalization and control stage, and (d) elaboration of structure and adaptation stage?

Quinn and Cameron speculated that developing organizations pass through four sequential stages of development and each stage is characterized by a particular mix of major organizational characteristics. They did not provide a time frame for this sequence but suggested that the stages were only applicable in the early years of an organization's development. Keethanow High School appears to have progressed through these stages in its development.

Quinn and Cameron described the creativity and entrepreneurial stage as a period when organizations engage in a marshalling of resources, creating an ideology, and forming an ecological niche. These characteristics aptly describe Keethanow High school during its planning stages and first year of operation. During this period there was a concentration upon the marshalling of resources for the construction of an annex to the existing school to house the high school program. The development of a trilateral funding agreement amongst INAC, the Northern School Board, and the Lac La Ronge

Indian Band also received emphasis. The teepee design of the school and the goals developed for the new education system indicate that a conscious effort was made to create an ideology. Emphasis was placed, also, on forming an ecological niche for the school. Community surveys and meetings were conducted to develop goals for the school in order to promote a sense of its belonging within the community. It was also important that the school be perceived as legitimate by authorities outside of the community. The high school classes were registered with the Saskatchewan Department of Education and outside evaluators were invited to monitor the program.

Quinn and Cameron described the second stage, collectivity stage, as a period when organizations are characterized by high commitment and cohesion among members, face-to-face communication and informal structures, long hours of dedicated service to the organization, and an emerging sense of collectivity and mission. The organizational emphasis is on internal processes and practices rather than on external contingencies. This is an accurate description of Keethanow High School, as it relates to the principal and teachers, during its second year of operation. The staff at this time described the principal as strong and dynamic person who had definite views concerning what constituted

an effective climate for a northern high school. The teaching staff was young and appreciated the informal operation of the school. The teachers and the principal had many informal discussions regarding the mission for the high school and often these were extended into social situations outside of the school. The teaching staff had a high commitment to the students. They provided the extra tutorial service that was necessary for the students to complete their studies. The teachers also energetically developed an extracurricular activity program. Activities were held in the gymnasium in the evenings and teachers often escorted students to tournaments held outside of the community on weekends. The difficulty, however, was that the staff had become insulated from the community and did not recognize that the students involvement in extracurricular activities was upsetting traditional living patterns.

It is not an accurate depiction of the band council, school committee, and members of the community during this period. The chief and band council and director of education were preoccupied with negotiations concerning the expansion of band controlled education to other communities of the band. They were also preoccupied with development of a local teacher education program and the introduction of a bilingual/ bicultural program model

throughout the system in the primary area. The Stanley Mission School Committee was also preoccupied with the teacher training program and the introduction of program innovations in other areas of the school. Also, the members of the school committee had limited experience with high school programs and, consequently, deferred to the principal's expertise in this area. The teacher-initiated adjustments to the high school program became an issue only when some members of the community began to express concern.

The shift from the collectivity to the formalization and control stage is viewed as the most dramatic transition within the development of an organization. Quinn and Cameron described the formalization and control stage as the period when policies and procedures become institutionalized, goals are formalized, conservatism predominates, and flexibility is reduced. This phenomenon was evidenced in the third year of the operation of Keethanow High School. The principal was pressured by the community and members of the school committee to control the actions of the teachers. Although the band had borrowed formalized policies and procedures from other organizations, the members of the organization had not internalized and adopted a rational procedure to reduce conflict amongst the groups. The principal was placed in

a situation where the mutual distrust existed between the teachers and the school committee. As she attempted to impose control along hierarchical lines, resentment developed towards her from the staff. Acrimony eventually led to her forced resignation.

The selection of the second principal suggests that the school committee was intent upon imposing order upon the system and valued a conservative approach to the operation of the school. Flexibility within the system was reduced. The goals for the system became formalized and it was difficult for the teaching staff to initiate change. Proposals put forth by the teachers for program modifications and special events were reviewed by the principal and the school committee according to conservative guidelines.

The final stage, structure and elaboration phase, appears to have emerged during the fifth year of the operation of the school. This was the first year of the fourth principal's tenure. The principal was able to gain the trust of the school committee and the teachers. He was also successful at bringing the groups together to develop a common understanding of the goals for the organization. As this collaboration developed, the characteristics of the structure elaboration and

adaptation stage began to surface. Renewed adaptability occurred and decision making became less centralized. The development of "Grade 10 as a Three Year Program" and all that it entailed illustrates that the organization had effectively adjusted to its environment.

It is difficult to assign a time period for the structure elaboration and adaptation stage. It appears to have begun during the fifth year of the school's operation. One might suggest that it ended when the high school program was formally outlined in the document entitled Grade 10 As a Three Year Program, and accepted by all groups which comprised the organization. Later development appears to have occurred metaphorically rather than sequentially.

Question 6: Did the meaning that the organizational members attached to criteria of effectiveness shift over the developmental stages and across the organizational groups? And, if so, did this shift in perceived criteria of effectiveness, over the four stages of development, parallel the relative emphasis of each of the four models: (a) rational goal model, (b) open systems model, (c) human relations model, and (d) internal processes model, as was hypothesized by Quinn and Cameron?

Quinn and Cameron (1983) stated that the meaning that organizational members attach to criteria of effectiveness shifts over the developmental stages and across the organizational groups, and that criteria associated with a certain model of organizational effectiveness are perceived as more important than others for evaluating the organization during a particular stage of the organization's life cycle. The criteria espoused by the dominant coalition is adopted for the organization. Hence, criteria associated with a certain model of organizational effectiveness are characteristic of organizations in their particular stages of development. Quinn and Cameron hypothesized that developing organizations progress through predictable sequential stages. They further hypothesized which models of organizational effectiveness would be characteristic of each stage. The accuracy of these speculations regarding the development of Keethanow High School will be examined in the following discussion.

Quinn and Cameron suggested that in the creativity and entrepreneurial stage the strongest emphasis is on criteria of effectiveness associated with the open systems model. Organizational success according to this model is primarily defined by how well the organization meets criteria of growth, resource acquisition, external

support, and readiness. These criteria are consistent with the criteria organizational members used to evaluate Keethanow High School during its first year of operation and what has been described, in question five, as its creativity and entrepreneurial stage. It was important to all of the constituents that the school obtain external support. A conventional curriculum was adopted and provincial accreditation for course offerings was obtained for this reason. Also, external evaluators were invited to provide the organization with feedback in order that it be perceived as being legitimate by its constituents and external agencies. The members of the organization were encouraged by the resources that had been acquired. The high school program was housed in a modern and well equipped building that had just been constructed. In September, 1978, a class of six grade 10 students enrolled and all constituents were in a state of readiness and were optimistic in their anticipation of a growth in student enrollment and the addition of grade 11 and 12 programs in subsequent years.

In the fall of 1979, the first grade 10 class had progressed to grade 11 and a second class of grade 10 students had enrolled. It has been suggested that this second year of operation was the period during which the organization was in the collectivity stage. Quinn and

Cameron suggested that in this stage criteria associated with the human relations model are characteristic of criteria used to evaluate an organization. According to this model, organizations are concerned with such criteria as human resource development, morale, cohesion, and human needs satisfaction. The emphasis is on internal processes and practices rather than on external contingencies.

These criteria are consistent with the criteria adopted by the teaching staff at Keethanow High School during this stage. It is also true that the teaching staff were insulated from the community during this period, and, consequently, it was not aware of the community's negative perception of changes to the school program introduced that year.

In question five, it was suggested that Keethanow High School entered the formalization and control stage during its third year of operation and remained in this stage until 1982. Quinn and Cameron speculated that organizations adopt criteria associated with the rational goal model to evaluate organizational effectiveness during this stage of development. They further suggested that there is also a moderate emphasis on criteria associated with the internal processes model.

The events at Keethanow High School from 1980 to 1982

do depict criteria of organizational effectiveness associated with the rational goal model. During this period, the school committee attempted to control the actions of the teachers along hierarchical lines. Emphasis was placed upon stability control. This period was marred by turbulence and discord. Two principals were forced to resign during this period and in one year the entire school teaching staff was replaced. Although there was control, there was little stability. Criteria associated with the internal processes model, however, was not evident during this period. Perhaps the major failure, according to criteria associated with this model, experienced by the organization during this stage was its inability to establish a management-communication system. A mechanism was not developed to resolve conflict within the organization. The principal was the broker of information. As a result, both the school committee and teaching staff mistrusted the role of the principal.

Quinn and Cameron suggested that in the elaboration of structure stage the open systems model receives the most emphasis. That is, organizations are primarily concerned with flexibility, resource acquisition, and growth. In question five, it was suggested that Keethanow High School entered this stage in 1982 and continued in it until 1985, when the document entitled Grade 10 As a Three

Program symbolized the acceptance by all parties of adjustments made to the high school program. These criteria appear to have been shared by all constituents. All groups became concerned about increasing the student enrollment in the high school. All groups became concerned about resource acquisition. An example of this was that the school committee added the dimension of lobbyist to its role repertoire. And all groups valued flexibility in the organization. During this period, members of all groups experimented with activities that had not previously been a facet of their role. Examples of this include older students coaching younger students, community participation in a school television station and school committee members attending high school planning meetings.

Quinn and Cameron suggested that organizations also place a moderate emphasis on internal process criteria, human relations criteria, and rational goal model criteria during the elaboration of structure stage. This speculation is also consistent with the behavior of Keethanow High School during this stage. Emphasis was placed on internal processes. This is evidenced in the development of a mechanism to resolve conflict within the organization and measures to increase communication and understanding amongst the groups. All groups recognized

the importance to human relations criteria. The organization's success in this regard was evidenced by improvement in the staff retention rate and in community participation in school activities. Rational goal model criteria also received emphasis. During this period, roles within the organization became clearly defined and understood. Also, policies and procedures were developed and internalized by the organization's members.

In summary, it does appear that the meaning that the organizational members attached to criteria of effectiveness did shift over the developmental stages and across the organizational groups. And the organization does appear to have adopted different criteria at each stage of its development and these criteria appear to have paralleled the models of organizational effectiveness that were hypothesized by Quinn and Cameron. The only exception appears to be in the formalization and control stage. During this period, Keethanow High School did not develop effective internal process procedures. This may explain the high degree of turmoil experienced by the organization during this stage.

Question 7: Were shifts in perceived criteria of effectiveness among and across the groups provoked by external pressure on the organization? And is it

plausible that transitions from one life cycle stage to the next came as the result of these shifts and the organization adopting the criteria of the dominant coalition?

Quinn and Cameron offered an explanation for why organizations move from one developmental stage to the next. They suggested that external pressure on the organization causes the groups to react in different ways. Progression through the stages, they stated, comes as a result of the organization adopting the criteria of organizational effectiveness espoused by the dominant coalition. This explanation does appear to be consistent with the development of Keethanow High School.

It is reasonable to suggest that the chief and council, director of education, and Stanley Mission school committee comprised the dominant coalition during Keethanow High School's creativity and entrepreneurial stage. Prior to the formation of the high school, the band had solicited community input to develop a philosophy and four broad goals for the Lac La Ronge Education System and had developed an interpretation of the goals with respect to the high school. The assumption was that the high school would succeed by virtue of it being located in the community. It was important that the high school be

perceived as credible by members of the community and by outside agencies. Hence, provincial accreditation was obtained for the high school program and a conventional approach was adopted for its implementation. A principal and teaching staff, perceived to be supportive of these goals, were hired.

Once Keethanow High School became operational, there was little involvement of central office staff in its operation. The attention of the central office staff attention was directed towards preparing other communities to assume control of their education programs and in introducing an innovative system wide primary program. The members of the Stanley Mission school committee were unsure of their role and deferred to the expertise of the principal regarding the high school program. Hence, a situation developed whereby the principal and teaching staff, by default, became the dominant coalition and made decisions regarding the high school program. This group was insulated from the community and was unaware that many community members had a negative perception of the adjustments that had been made within the operation of the high school program. By the end of the second year of the school's operation, members of the community began to express concern to the school committee about the operation of the high school.

The School committee reacted to this pressure by getting the principal to curtail the actions of the teachers. At this point Keethanow High School entered the formalization and control stage. This became a period marred by an overt power struggle between the teaching staff and the school committee. They had a different perception of what constituted important criteria by which to evaluate the effectiveness of Keethanow High School. Each of these groups had mixed allegiances with other groups and the role of the principal became a target of mistrust by both groups. This was a turbulent period in the organization's history. The organization did not stabilize until the fourth principal was hired. At this point, Keethanow High School appears to have entered the elaboration of structure stage.

The fourth principal was able to gain the trust of the school committee and teaching staff. Largely due to his efforts, a mechanism was introduced to resolve conflict in the organization and measures were taken that enabled the groups to understand and appreciate each other's roles. As rivalry between the groups was reduced the groups began to share power. The school committee and teaching staff developed a common understanding of goals and worked together to realize these goals. In time, the

groups became a coalition and the school committee began to lobby the chief and band council in order to obtain additional resources to support initiatives introduced by the teaching staff.

The explanation provided by Quinn and Cameron concerning how developing organizations progress from one stage to the next does provide a plausible interpretation of the data collected in this study concerning the development of Keethanow High School.

Summary. In this section data collected in this study concerning the development of Keethanow High School were analyzed to determine if the characteristics of this development fitted with the essential characteristics of the life cycle model. The development of Keethanow High School does appear to be consistent with this model.

Transformational Cycle Model

In this section data collected concerning the development of Keethanow High School are analyzed according to Tichy's (1980: 1983) transformational cycle model. The transformational cycle model provides an alternative perspective on the development of organizations. Developing organizations are not viewed as

progressing through a sequence of stages towards maturity. The purpose of this section is to determine if there might be an alternative interpretation of the data collected in this study.

Question 8: What was the relative dominance of each of the three problem areas, as outlined in the transformational cycle model proposed by Tichy, at the time of the creation of Keethanow High School?

Tichy argued that changes within a developing organization come about as the result of organizational experience rather than an unfolding maturational process. Organizations, Tichy suggested, progress through three interrelated cycles that are based on the dynamics of social systems surviving and making adjustments to three basic ongoing dilemmas: (a) a technical design problem, (b) a political allocation problem, and (c) an ideological and cultural mix problem. Problems that are dominant at the time of an organization's creation will "imprint" its future development and shape the manner in which it adjusts to its problems.

A conventional program which adhered to norms that evolved from the realities of high schools in southern Saskatchewan was adopted for Keethanow high school. This

presented a technical design problem in that the program assumed that students entering the program would relate to the content of prescribed provincial texts, have the necessary skills to cover the material at a rate consistent with students in the province, and attend school on a regular basis. This was not the case and it readily became apparent to the teaching staff adjustments to the school program were necessary.

Prior to the opening of the high school, a system of governance had been established for the Lac La Ronge Band Education System. Under this system, the chief and council were the ultimate authority and school committees were formed in each of the communities to monitor the operation of the school programs and participate in the hiring and firing of teaching staff. There was a hierarchical line of authority from the central office level to the community level through the director of education to the principal. At the community level this line of authority extended from the principal to the teachers and support staff. There was already a political allocation problem in that the school committee was uncertain of its role and was provided with policies and procedures that had been transplanted from other education systems. The committee did not have an internalized mechanism for resolving conflict and naively believed that

control and stability could be imposed in a top down manner along hierarchical lines. The school committee often deferred to the principal's expertise. This placed considerable demands upon the role of the principal and later proved to be a source of conflict.

Prior to the Lac La Ronge Indian Band assuming control of the education programs in its communities, community surveys and meetings were conducted in the communities to obtain community input for the purpose of establishing a philosophy for its new education system. Community input and involvement were primary goals of the chief and council for the education system. Four broad goals were established for the Lac La Ronge Band Education System: (a) skills - students would learn skills necessary to live in the modern world, whether they were on or off the reserve, (b) pride - students would develop a positive self image, (c) culture - students would learn about their Indian heritage, and (d) values - schools would reflect community values. These goals were to guide the development of policy and procedure for the education system and serve as guiding principles for its operation.

The desire to promote community involvement in the school and to achieve the four goals of the education system had been widely accepted and internalized by all

constituents when Keethanow High School opened in 1978. There was, however, already an ideological and cultural mix problem in that there was not wide spread agreement amongst the constituents concerning the relative emphasis each goal should be given. This difference was most pronounced between the teaching staff and the school committee. The teaching staff did not fully understand community values and, hence, did not realize that its efforts to instill the goals of pride and culture within the students through outdoor education and extracurricular activities would alienate the community. These activities were perceived by the community to negatively affect community values and jeopardize the students' attainment of skills.

Problems existed in each of the three areas outlined in the transformational cycle theory. The teaching staff quickly began to address the technical and design problem. However, it did not understand that the organization was predominantly experiencing an ideological and cultural mix problem and, due to problems in the political allocation area, a mechanism for resolving conflict within the organization, did not exist.

Question 9: As Keethanow High School progressed through time, did independent triggers affect changes in the

technical, political, and cultural cycles? What were these triggers and did they influence the cycles in different ways?

Tichy conceptualized each of the problem areas in cyclical terms and referred to these as technical, political, and cultural adjustment cycles. He proposed that these overlap and interact with each other in ways that may be beneficial or problematic for an organization. Each has its own type of uncertainty and this uncertainty is triggered by two sets of triggers. Tichy described the first set of triggers as consisting of events that occur independently of the cycles. The second set, he stated, "trigger one another in a dialectical process; that is, a peak in one cycle will eventually trigger a peak in one or both of the other cycles" (pp. 168-169).

One independent trigger, described by Tichy, appears to fit the events that unfolded within the early development of Keethanow High School. That is, a shift in agreement among organization members regarding the goals of the organization quite plausibly may have triggered uncertainty in the cultural cycle, which, in turn, influenced uncertainty in the political cycle.

The teaching staff independently made alterations to

the school program and believed that these changes were consistent with the goals developed for the Lac La Ronge Band Education System. The community, however, did not share this perception and disagreement arose between the school committee and teaching staff regarding the goals of the high school. The principal was caught in the middle of this disagreement and was unable to resolve this conflict. The school committee and teaching staff both reacted in a political manner which resulted in further discord and, eventually, the forced resignation of the principal.

The school committee perceived that the second principal shared its interpretation of the goals of the organization and believed that its goals could be realized along hierarchical lines. However, an ideological and cultural mix problem continued to dominate the organization and adjustments could not be made to the school program that were acceptable to all groups. Hence, the school faltered and all groups became increasingly disillusioned. Problems in the political cycle worsened and eventually the second principal was forced to resign.

The fourth principal recognized that the role of the principal was perceived with mistrust by both the teaching staff and school committee. He took measures to gain the trust of both groups. He assumed a heavy teaching load in

the high school and participated in the teacher's planning meetings. He encouraged members of the school committee to visit the school on an informal basis and gain an understanding of the teachers' perspective. He also encouraged the school committee to open its meetings to the public and invite teachers to present proposals to the committee concerning matters which affected them. In time, the school committee and teaching staff developed shared goals and agreement as to how these goals would be realized. Through this process, procedures were developed to reduce conflict within the organization.

There is no evidence of other independent triggers. The organization attained a sense of equilibrium. The fifth principal had three years of teaching experience in the school. He adopted an administrative approach similar to that of his predecessor. The school continued on a steady course and adjustments made to the program continued to be perceived by all groups as being consistent with the goals of the organization.

Summary. It is possible to interpret the data collected in this study, concerning the development of Keethanow High School, according to the transformational cycle model. Problems in the design, cultural, and political cycles existed at the time of the organization's

creation.

It is plausible that an independent trigger, that is, a shift in agreement between the school committee and teaching staff regarding the goals for the organization, may have triggered uncertainty in the cultural cycle. Uncertainty in this cycle, in turn, may have triggered uncertainty in the political and design cycles. This uncertainty may explain the turbulence experienced by the organization during its early years. The organization stabilized in 1985 due to measures taken by the fourth principal to address ideological and cultural mix problems. This made it possible to correct problems in the political and cultural cycles.

Chapter Summary

In this chapter, data collected concerning the development of Keethanow School was presented and analyzed. The research questions for this thesis, derived from a review of the literature concerning the biographical perspective and the life cycle and transformational cycle models, were followed as the format and framework for the analyses.

A summary of the study and discussion concerning the conclusions which can be drawn from the analyses are

discussed in Chapter V. Implications arising from this study for the planning and management of similar organizations, and suggestions for further research are also presented in Chapter V.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter the writer presents a summary of the study, conclusions, implications, recommendations, and suggestions for further research. The presentation is organized according to these topics areas.

Summary

The purpose of this study was to document and analyze the development of a new organization, Keethanow High School, and to assess the heuristic worth of the life cycle model and transformational cycle model for providing frameworks for the analyses.

A review of the literature was conducted to examine current understandings of organizational development and organizational change. This included an examination of notions regarding the nature of organizations, descriptions of and rationales for the life cycle and transformational cycle models, and a discussion concerning the implications each of these models has for understanding and choosing appropriate strategies for managing change within developing organizations.

A retrospective study concerning the development of

Keethanow High School from 1978 to 1989 was conducted. A biographical perspective (Kimberly, 1987; Kimberly & Rottman, 1987) was used to design the study and qualitative research techniques were employed to collect and analyze the data. The researcher relied upon interviews and historical documents as the principle data collection techniques. The research questions, derived from the literature pertaining to the biographical perspective and life cycle and transformational cycle models, bound the analyses of the data.

A summary of the findings is presented in the balance of this section. It is divided into three subsections: (a) biographical perspective, (b) life cycle model, and (c) transformational cycle model.

Biographical perspective. From the biographical perspective, the analyses focused on decisions made in connection with significant events throughout the history of Keethanow High School. The researcher identified the strategic choice coalition and strategic choice decision arenas for the organization at the time of its creation. The strategic choice coalition was comprised of the chief and council and a consultant who had been hired to assist the band in assuming control of the education programs in the communities of the Lac La Ronge Indian Band. This

coalition solicited input from the band membership in its development of strategic decision arenas for the organization. Factors that influenced the formation of the strategic choice decision arenas were also identified.

Four strategic decision arenas were identified: (a) the decision that the Lac La Ronge Indian Band assume control of the education program in Stanley Mission, (b) the decision to involve the community in establishing goals and objectives for the new program and to monitor its progress, (c) the decision to build an addition to the existing school facility that included modern high school facilities, and (d) the decision that the high school program would adhere to provincial guidelines in order that it obtain accreditation from the Saskatchewan Department of Education. The consultant later became the first director of education. The chief and council and the position of director of education continued to form the strategic choice coalition throughout the organization's history. The strategic decision arenas also remained stable.

Dramatic changes were, however, experienced by the organization at the intermediate decision level. These changes involved a shift in direction regarding expertise and design strategies employed to achieve the

organization's goals. The factors which contributed to this shift and its resulting impact upon the domain and governance dimensions of the organization emerged as the principle focus of the researcher's inquiry.

Initially, a conventional high school program, with norms that had evolved from the realities of schools in southern Saskatchewan, was adopted. Adjustments to this conventional approach were initiated by the teaching staff. These adjustments were perceived negatively by the community and, as a result, disagreement arose between the teaching staff and school committee concerning their interpretation of goals for the organization and perception of what were appropriate strategies for the realization of these goals. The school committee decided to impose control in the organization along hierarchical lines. This action placed considerable strain on the role of the principal and led to instability and discord within the organization. This turbulence emerged during the later part of Keethanow High School's second year of operation and continued through to its fifth year operation. Its trauma is illustrated by the forced resignation of two principals during this period and the replacement of the entire teaching staff one year.

The hiring of the fourth principal proved to be a

significant turning point in the history of Keethanow High School. During his four year tenure, from 1982 to 1986, the organization stabilized. This can largely be attributed to measures taken by the principal to obtain the trust of both the teaching staff and school committee. During this period, the roles of the school committee and principal were transformed. The school committee adopted a collaborative approach and sought staff input in the decision making process. Policies and procedures were developed to regulate the operation of the organization and a mechanism was developed to resolve conflict. A number of teacher-initiated innovations were adopted, implemented and institutionalized within the school program. A generalist teaching approach was adopted and an open admission policy for grade 10 entrance was instituted. Alterations were made to the timetable to allow for individual student progression through the high school program, and local course offerings were developed and were given approval for accreditation from the provincial authorities. The extracurricular activity program was expanded from team gymnasium sports to include outdoor sports and nonathletic activities. And community participation at school functions increased dramatically.

Keethanow High School continued to follow a stable course under the administration of the fifth principal.

Although some minor adjustments were made within the organization, these were built upon the foundation laid during the tenure of the fourth principal.

Life cycle model. The data collected in this study concerning the development of Keethanow High School give support to the hypotheses and speculations put forth by proponents of the life cycle model.

Proponents of the life cycle model suggest that developing organizations progress through four sequential stages of development: (a) creativity and entrepreneurial stage, (b) collectivity stage, (c) formalization and control stage, and (d) structure elaboration and adaptation stage. Each stage is characterized by a mix of major organizational characteristics (Quinn & Cameron, 1983). The data concerning the development of Keethanow High School is consistent with this description.

The creativity and entrepreneurial stage was described as a period when organizations engage in a marshalling of resources, creating an ideology, and forming an ecological niche. These characteristics aptly describe Keethanow High school during its planning stages and first year of operation. During this period there was a concentration upon the marshalling of resources for the

construction of an annex to the existing school to house the high school program. The development of a trilateral funding agreement amongst INAC, the Northern School Board, and the Lac La Ronge Indian Band also received emphasis. The teepee design of the school and the goals developed for the new education system indicate that a conscious effort was made to create an ideology. Emphasis was placed, also, on forming an ecological niche for the school. Community surveys and meetings were conducted to develop goals for the school in order to promote a sense of its belonging within the community. It was also important that the school be perceived as legitimate by authorities outside of the community. The high school classes were registered with the Saskatchewan Department of Education and outside evaluators were invited to monitor the program.

The second stage, collectivity, was described as a period when organizations are characterized by high commitment and cohesion among members, face-to-face communication and informal structures, long hours of dedicated service to the organization, and an emerging sense of collectivity and mission. The organizational emphasis is on internal processes and practices rather than on external contingencies. This is an accurate description of Keethanow High School, as it relates to the

principal and teachers, during its second year of operation. The staff at this time described the principal as strong and dynamic person who had definite views concerning what constituted an effective climate for a northern high school. The teaching staff was young and appreciated the informal operation of the school. The teachers and the principal had many informal discussions regarding the mission for the high school and often these were extended into social situations outside of the school. The teaching staff had a high commitment to the students. They provided the extra tutorial service that was necessary for the students to complete their studies. The teachers also energetically developed an extracurricular activity program. Activities were held in the gymnasium in the evenings and teachers often escorted students to tournaments held outside of the community on weekends. The staff, however, had become insulated from the community and did not recognize that the students involvement in extracurricular activities was upsetting traditional living patterns.

The authors' description of the collectivity stage, however, is not an accurate portrayal of the band council, school committee, and members of the community during this period. The chief and band council and director of education were preoccupied with negotiations concerning

the expansion of band controlled education to other communities of the band. They were also preoccupied with the development of a local teacher education program and the introduction of a bilingual/ bicultural program model throughout the system in the primary area. The Stanley Mission School Committee was also preoccupied with the teacher training program and the introduction of program innovations in other areas of the school. Also, the members of the school committee had limited experience with high school programs and, consequently, deferred to the principal's expertise in this area. The teacher-initiated adjustments to the high school program became an issue when some members of the community began to express concern.

The shift from the collectivity to the formalization and control stage, the third stage, was described as the most dramatic transition within the development of an organization. This proved to be the case concerning the development of Keethanow High School. The formalization and control stage was described as the period when policies and procedures become institutionalized, goals are formalized, conservatism predominates, and flexibility is reduced. These characteristics were evidenced at Keethanow High School from its third to fifth year of operation. The principal was pressured by the

community and members of the school committee to control the actions of the teachers. Although the band had borrowed formalized policies and procedures from other organizations, the members of the organization had not internalized and adopted a rational procedure to reduce conflict amongst the groups. The principal was placed in a situation where the mutual distrust existed between the teachers and the school committee. As she attempted to impose control along hierarchical lines, resentment developed towards her from the staff. Acrimony eventually led to her forced resignation.

The selection of the second principal suggests that the school committee was intent upon imposing order upon the system and valued a conservative approach to the operation of the school. Flexibility within the system was reduced. The goals for the system became formalized and it was difficult for the teaching staff to initiate change. Proposals put forth by the teachers for program modifications and special events were reviewed by the principal and the school committee according to conservative guidelines.

The final stage, elaboration of structure and adaptation, appears to have emerged during the fifth year of the operation of the school. This was the first year

of the fourth principal's tenure. The principal was able to gain the trust of the school committee and the teachers. He was also successful at bringing the groups together to develop a common understanding of the goals for the organization. As this collaboration developed, the characteristics of the structure elaboration and adaptation stage began to surface. Renewed adaptability occurred and decision making became less centralized. The development of "Grade 10 as a Three Year Program" and all that it entailed illustrates that the organization had effectively adjusted to its environment. The acceptance of this program by all of the organizational groups during its seventh year of operation marks the end of the elaboration of structure and adaptation stage. Later development appears to have occurred metamorphically rather than sequentially.

Quinn and Cameron stated that the meaning that organizational members attach to criteria of effectiveness shifts over the developmental stages and across the organizational groups, and that criteria associated with a certain model of organizational effectiveness are perceived as more important than others for evaluating the organization during a particular stage of the organization's life cycle. The criteria espoused by the dominant coalition is adopted for the organization.

Hence, criteria associated with a certain model of organizational effectiveness are characteristic of organizations in their particular stages of development. These specualtions are quite consistent with the development of Keethanow High School.

Quinn and Cameron suggested that in the creativity and entrepreneurial stage the strongest emphasis is on criteria of effectiveness associated with the open systems model. Organizational success according to this model is primarily defined by how well the organization meets criteria of growth, resource acquisition, external support, and readiness. These criteria are consistent with the criteria organizational members used to evaluate Keethanow High School during its first year of operation and what has been described as its creativity and entrepreneurial stage. It was important to all of the constituents that the school obtain external support. A conventional curriculum was adopted and provincial accreditation for course offerings was obtained for this reason. Also, external evaluators were invited to provide the organization with feedback in order that it be perceived as being legitimate by its constituents and external agencies. The members of the organization were encouraged by the resources that had been acquired. The high school program was housed in a modern and well

equipped building that had just been constructed. In September, 1978, a class of six grade 10 students enrolled and all constituents were in a state of readiness and were optimistic in their anticipation of a growth in student enrollment and the addition of grade 11 and 12 programs in subsequent years.

In the fall of 1979, the first grade 10 class had progressed to grade 11 and a second class of grade 10 students had enrolled. It was suggested that this second year of operation was the period during which the organization was in the collectivity stage. Quinn and Cameron suggested that in this stage criteria associated with the human relations model are characteristic of criteria used to evaluate an organization. According to this model, organizations are concerned with such criteria as human resource development, morale, cohesion, and human needs satisfaction. The emphasis is on internal processes and practices rather than on external contingencies. These criteria are consistent with the criteria adopted by the teaching staff at Keethanow High School during this stage. It is also true that the teaching staff were insulated from the community during this period, and, consequently, it was not aware of the community's negative perception of changes to the school program introduced that year.

It was suggested that Keethanow High School entered the formalization and control stage during its third year of operation and remained in this stage until 1982. Quinn and Cameron speculated that organizations adopt criteria associated with the rational goal model to evaluate organizational effectiveness during this stage of development. They further suggested that there is also a moderate emphasis on criteria associated with the internal processes model.

The events at Keethanow High School from 1980 to 1982 do depict criteria of organizational effectiveness associated with the rational goal model. During this period, the school committee attempted to control the actions of the teachers along hierarchical lines. Emphasis was placed upon stability control. This period was marred by turbulence and discord. Two principals were forced to resign during this period and in one year the entire school teaching staff was replaced. There was control, but little stability. Criteria associated with the internal processes model, however, were not evident during this period. Perhaps the major failure, according to criteria associated with this model, experienced by the organization during this stage was its inability to establish a management-communication system. A mechanism

was not developed to resolve conflict within the organization. The principal was the broker of information. As a result, both the school committee and teaching staff mistrusted the role of the principal.

Quinn and Cameron suggested that in the elaboration of structure stage the open systems model receives the most emphasis. That is, organizations are primarily concerned with flexibility, resource acquisition, and growth. It was suggested that Keethanow High School entered this stage in 1982 and continued in it until 1985, when the document entitled Grade 10 As a Three Year Program symbolized the acceptance by all parties of adjustments made to the high school program. These criteria appear to have been shared by all constituents. All groups became concerned about increasing the student enrollment in the high school. All groups became concerned about resource acquisition. An example of this was that the school committee added the dimension of lobbyist to its role repertoire. And all groups valued flexibility in the organization. During this period, members of all groups experimented with activities that had not previously been a facet of their role. Examples of this include older students coaching younger students, community participation in a school television station and school committee members attending high school planning

meetings.

Quinn and Cameron suggested that organizations also place a moderate emphasis on internal process criteria, human relations criteria, and rational goal model criteria during the elaboration of structure and adaptation stage. This speculation is also consistent with the behavior of Keethanow High School during this stage. Emphasis was placed on internal processes. This is evidenced in the development of a mechanism to resolve conflict within the organization and measures to increase communication and understanding amongst the groups. All groups recognized the importance of human relations criteria. The organization's success in this regard was evidenced by improvement in the staff retention rate and in community participation in school activities. Rational goal model criteria also received emphasis. During this period, roles within the organization became clearly defined and understood. Also, policies and procedures were developed and internalized by the organization's members.

Quinn and Cameron put forth an explanation concerning how developing organizations progress from one stage to the next. This explanation is plausible with respect to the development of Keethanow High school. That is, external pressure on the organization may have provoked a

shift in perception among and across the groups concerning what constituted important criteria for evaluating the effectiveness Keethanow High School. Accordingly, the organization may have progressed through the life cycle stages as a result of the organization adopting the criteria espoused by the dominant coalition formed at each stage.

It should be cautioned, however, that a rather broad definition of the term "external pressure on the organization" was accepted in interpreting the data concerning this explanation. The lack of central office monitoring and the immaturity of the school committee was accepted as the pressure which facilitated Keethanow High School progressing from the creativity and entrepreneurial stage to the collectivity stage. Community reaction to teacher initiatives during the collectivity stage was interpreted to provoke the organization's transition to the formalization and control stage. Finally, it was suggested that measures taken by the fourth principal led to a sharing of power amongst the groups. A common perception of the important criteria for evaluating the organization was formed and this agreement facilitated a shift to the elaboration of structure stage.

Transformational cycle model. The data collected in

this study concerning the development of Keethanow High School can also be interpreted according to Tichy's (1980; 1983) transformational cycle model. This model provides an alternative perspective concerning the development of organizations. Changes within developing organizations are viewed to come about as the result of organizational experience rather than an unfolding maturational process.

Under the transformational cycle model, organizations are believed to progress through three interrelated cycles that are based on the dynamics of social systems surviving and making adjustments to three ongoing dilemmas: (a) a technical design problem, (b) a political allocation problem, and (c) and an ideological and cultural mix problem. Problems that are dominant at the time of an organization's creation will "imprint" its future development. Keethanow High School experienced problems in each of these cycles at the time of its creation.

A technical design problem existed. A conventional program which adhered to norms that evolved from the realities of high schools in southern Saskatchewan was adopted for Keethanow high school. This presented a technical design problem in that the program assumed that students entering the program would relate to the content

of prescribed provincial texts, have the necessary skills to cover the material at a rate consistent with students in the province, and attend school on a regular basis. This was not the case and it readily became apparent to the teaching staff adjustments to the school program were necessary.

Also, a political allocation problem existed. Prior to the opening of the high school, a system of governance had been established for the Lac La Ronge Band Education System. Under this system, the chief and council were the ultimate authority, and school committees were formed in each of the communities to monitor the operation of the school programs and participate in the hiring and firing of teaching staff. There was a hierarchical line of authority from the central office level to the community level through the director of education to the principal. At the community level this line of authority extended from the principal to the teachers and support staff. There was already a political allocation problem in that the school committee was uncertain of its role and was provided with policies and procedures that had been transplanted from other education systems. The committee did not have an internalized mechanism for resolving conflict and naively believed that control and stability could be imposed in a top down manner along hierarchical

lines. The school committee often deferred to the principal's expertise. This placed considerable demands upon the role of the principal and later proved to be a source of conflict.

Finally, an ideological and cultural mix problem also existed. Prior to the Lac La Ronge Indian Band assuming control of the education programs in its communities, community surveys and meetings were conducted in the communities to obtain community input for the purpose of establishing a philosophy for its new education system. Community input and involvement was a primary goal of the chief and council for the education system. Four broad goals were established for the Lac La Ronge Band Education System: (a) skills - students would learn skills necessary to live in the modern world, whether they were on or off the reserve, (b) pride - students would develop a positive self image, (c) culture students would learn about their Indian heritage, and (d) values - schools would reflect community values. These goals were to guide the development of policy and procedure for the education system and serve as guiding principles for its operation.

The desire to promote community involvement in the school and to achieve the four goals of the education system had been widely accepted and internalized by all

constituents when Keethanow High School opened in 1978. There was, however, already an ideological and cultural mix problem in that there was not wide spread agreement amongst the constituents concerning the relative emphasis each goal should be given. This difference was most pronounced between the teaching staff and the school committee. The teaching staff did not fully understand community values and, hence, did not realize that its efforts to instill the goals of pride and culture within the students through outdoor education and extracurricular activities would alienate the community. These activities were perceived by the community to negatively affect community values and jeopardize the students' attainment of skills.

Tichy conceptualized each of the problem areas in cyclical terms and referred to these as technical, political, and cultural adjustment cycles. He proposed that these overlap and interact in ways that may be beneficial or problematic for an organization. Each has its own type of uncertainty and is triggered by two sets of triggers. The first set of triggers occur independently of the cycles. The second set occur as the result of the cycles influencing each other.

One independent trigger, described by Tichy,

appears to fit the events that unfolded within the early development of Keethanow High School. That is, a shift in agreement among organization members regarding the goals of the organization quite plausibly may have triggered uncertainty in the cultural cycle, which, in turn, influenced uncertainty in the political cycle.

The teaching staff independently made alterations to the school program and believed that these changes were consistent with the goals developed for the Lac La Ronge Band Education System. The community, however, did not share this perception, and disagreement arose between the school committee and teaching staff regarding the goals of the high school. The principal was caught in the middle of this disagreement and unable to resolve this conflict. The school committee and teaching staff both reacted in a political manner which resulted in further discord and, eventually, the forced resignation of the principal.

The school committee perceived that the second principal shared its interpretation of the goals of the organization and believed that its goals could be realized along hierarchical lines. However, an ideological and cultural mix problem continued to dominate the organization and adjustments could not be made to the school program that were acceptable to all groups. Hence,

the school faltered and all groups became increasingly disillusioned. Problems in the political cycle worsened and eventually the second principal was forced to resign.

The fourth principal recognized that the role of the principal was perceived with mistrust by both the teaching staff and school committee. He took measures to gain the trust of both groups. He assumed a heavy teaching load in the high school and participated in the teachers' planning meetings. He encouraged members of the school committee to visit the school on an informal basis and gain an understanding of the teacher's perspective. He also encouraged the school committee to open its meetings to the public and invite teachers to present proposals to the committee concerning matters which affected them. In time, the school committee and teaching staff developed shared goals and agreement as to how these goals would be realized. Through this process, procedures were developed to reduce conflict within the organization.

There is no evidence of other independent triggers. The organization attained a sense of equilibrium. The fifth principal had three years of teaching experience in the school prior to assuming this role. He adopted an administrative approach similar to that of his predecessor. The school continued on a steady course and

adjustments made to the program continued to be perceived by all groups as being consistent with the goals of the organization.

Conclusions and discussion

The purpose of this study was to assess the heuristic worth of the life cycle model and transformational cycle for providing a framework for analyzing the development of a new organization, Keethanow High School. It is concluded that the data collected in this study gives support to both models. That is, it is possible to interpret the data according to both models. Both models provide a dynamic perspective of organizational development and enabled the researcher to consider how past events influenced subsequent processes, and, accordingly, obtain an understanding of the unique processes of the organization's development.

The life cycle framework and the transformational cycle framework account for phenomena associated with the development of organizations differently. Proponents of the life cycle model view organizations as progressing through a sequential pattern of developmental stages towards maturity. The progression to each stage is referred to as a transition. These transitions are considered to be an inevitable feature of organizational

development. Under the transformational cycle model, however, such transitions are not considered an inevitable feature of organizational maturation. It is assumed that uncertainty that exists in the problem areas of an organization's cycle at the time of its creation will imprint its future development. It is also assumed that the occurrence of transitions can be either increased or decreased by actions taken to manage and manipulate the cycles.

This study does not provide conclusive evidence to resolve this debate concerning the inevitability of transitions in an organization's development. One, however, is able to assess the relative heuristic worth of the two models from a personal point of view. The transformational cycle model appeals to the author as having greater utility as a conceptual framework for understanding the developmental processes of organizations. The reasons for this preference are outlined in the following discussion.

The first reason is the author's belief that there is an inherent danger in adopting a life cycle metaphor for developing a model to describe and predict the developmental processes of organizations. Organizations are not living organisms. It is naive to believe that

organizations follow a maturational pattern as do maturing life forms. It is an imperfect metaphor. The danger of this reification of organizations is that one's attention becomes drawn to the characteristics of the metaphor and one can never be entirely certain that the fit is not self fulfilling.

The second reason is that the life cycle model does not hold the same utility for the author as does the transformational cycle model. The life cycle model has limited utility as a conceptual framework for understanding the processes of organizations due to the complexity of the model. One becomes preoccupied by having to grapple with the descriptions of each stage. The transformational cycle model, in contrast, provides a simple and efficient framework for conceptualizing the salient features of organizational behavior.

Finally, the author would not feel comfortable in applying the life cycle model as a predictive tool to plan a new organization. The author is not convinced that organizations follow a sequential pattern in their development. Although the interpretation of the data concerning the development of Keethanow High School was consistent with the speculations put forth by proponents of the life cycle model, it is an entirely different

matter to suggest that the model could have been used to predict the development of the organization from its outset. The development of Keethanow High School may have proceeded quite differently had some the events been altered. This concern is illustrated by the question: Could the data concerning the development of Keethanow High School still be interpreted to be consistent with the life cycle model had the fourth principal been hired in place of the second principal?

Under the transformational cycle model, organizations are not viewed as progressing through a sequential pattern of development. It does have a predictive value, however, in that fluctuations within the cycles can be understood and to some extent manipulated. It is the author's opinion that this type of prediction is of greater value to the planners and managers of new organizations.

Implications

This study lends credence to the notion that organizations are not static and that a dynamic perspective of organizations is needed to understand their behavior. Such a perspective must "focus attention on the interplay between internal and external forces and the flows of events that shape an organization and its

relationship with the world it inhabits" (Kimberly, 1987, p. 223). This view recognizes both the impact of an organization's environment and the impact of managerial action on organizational behavior. It also provides insight to understanding the unique developmental processes of individual organizations.

This perspective brings with it several implications regarding the planning and managing of new organizations. Some of these are highlighted by the findings of this study.

Miles and Randolph (1980) differentiated two types of organizational learning, enactive and proactive learning. Enactive learning is derived as a function of the learning of individuals through a trial and error process. Proactive learning takes the form of advance planning and attempts to anticipate problems and opportunities the organization will encounter. The authors argued that an enactive approach is more appropriate than a proactive approach for planning an innovative organization. They stated that in forming a conventional organization the cause-effect relationships are known and both comparison organizations and standards of performance exist. This is not the case for innovative organizations and, therefore, a dogmatic approach may

restrict organizational flexibility.

Keethanow High School had not been conceived as an innovative organization by its planners. Community input had been solicited in the formation of a philosophy and goals for the Lac La Ronge Band Education System. However, it was generally assumed that the high school in Stanley Mission would succeed by virtue of being located in the community. A conventional school program, with norms that had evolved from the realities of high schools in Southern Saskatchewan, was transplanted into the community. Innovations to the program were necessary in order for the program to adjust to the realities of the Stanley Mission environment. This required enactive learning but flexibility in the organization was restricted by a rational management approach.

Policies and procedures were also borrowed from existing school systems and a policy and procedure manual was developed for the Lac La Ronge Band Education System. This included a formal grievance procedure. This manual, however, did not prove to be useful or effective in promoting the stable operation of Keethanow High School. These policies and procedures were foreign to the people of Stanley Mission and had little cultural relevance. As the members of the school committee gained experience they

developed their own policies and procedures. These were developed collaboratively with the teaching staff and principal and became internalized by all constituents. This was an enactive learning process.

Kimberly (1979) argued that individuals may have an unusually strong influence on organizational outcomes of new organizations. Quinn and Cameron (1983) also identified entrepreneurial activity to be critical in the development of new organizations. Individuals did play an important role in the development of Keethanow High School. The contrast between the management behavior of the second and fourth principals illustrates the significance of individual behavior in the development of Keethanow High School. The second principal adopted a rational approach to management and did not promote communication and flexibility within the organization. The fourth principal recognized the importance of promoting understanding among the organizational groups and developing shared goals and common strategies for their realization. The organization flourished under his administration. This administrative approach appears to be more conducive for the effective development of an innovative organization, and where organizational learning is predominantly an enactive process.

This study also draws attention to the important role that ideology plays in an organization. Pettigrew (1979) defined ideology as "a set of beliefs about the social world and how it operates, containing statements about the rightness of certain social arrangements and what action would be taken in light of those statements" (p. 575). Ideology is the link that provides individual commitment between everyday organizational tasks and some grand scheme of things. The document entitled Grade 10 As a Three Year Program served to provide an ideology for Keethanow High School. It contained a description of and rationalization for the high school program. It served to bind the organization members with a common set of beliefs and was the basis by which decisions were made. For example, new teachers were recruited according to criteria associated with this manual. They had to be prepared to adopt a generalist teaching approach and participate in the extracurricular activity program. It also served a useful tool for inducting new organizational members. Finally, it promoted a sense of credibility amongst the organizational members. This sense of credibility was enhanced when the high school staff were invited to present the document to other education systems.

Recommendations for organizational planning

As result of the findings of the study, and of the

supporting evidence found in the review of the literature, the following recommendations are made for organizational planning.

Recommendation #1 is that planners of new school programs recognize the important role that enactive learning plays in the development of organizations. This is especially important when a new program is introduced into a community where the realities of the community are significantly different from the realities of the communities from which the program model is borrowed.

Recommendation #2 is that all constituents with a stake in a new school program be involved in its planning and mechanisms be developed to ensure the continued input of the organization members in its operation. New organizations are prone to shifts in agreement concerning criteria of effectiveness for the organization. It is important that the groups understand each other's point of view and that rivalry between the groups be minimized.

Recommendation #3 is that planners of new school programs recognize the importance of organizational members understanding and appreciating their and other's roles. In situations where community members have had little experience sitting on boards for governing organization it

is critical that the board members receive training. It is important that a collaborative approach be taken in forming policies and procedures for the organization and that all the constituents internalize a mechanism for resolving conflict in the organization.

Recommendation #4 is that the importance of individual entrepreneurial activity be recognized in the development of a new school program. Accordingly, the principal may be expected to play a pivotal role. Representation from all organizational groups should be involved in the selection process for the principal. A collaborative administrative approach, the ability to communicate well with members of all groups, an understanding of the developmental processes of new organizations, and the ability to articulate a common vision of the organization, are essential criteria in selecting a leader.

Recommendation #5 is that the developers of new school programs recognize the importance of establishing an ideology for the organization. This ideology should be written up in a form that presents all the constituents with a description of and rationalization for the school program. An ideology serves to bind the members of an organization with a common set of beliefs concerning why certain courses of action are taken in the operation of

the program and how these actions fit within the grand scheme of things. Caution, however, should be exercised to ensure that this ideology does not become dogma, but allows flexibility for adjustments to be made to the program.

Recommendation #6 is that change agents seek to understand the organizational history of a school and understand the meanings that the groups attach to criteria for evaluating the organization when introducing an innovation. It is important that, within their existing set of beliefs, the innovation be perceived as being credible by the organizational members. An effective change strategy must address the beliefs held by all the groups which comprise the organization.

Recommendation #7 is that the developmental processes of new organizations be the subject of further study and that special training be made available to administrators and trustees involved in the planning and creation of new school programs.

Suggestions for further study

The body of knowledge concerning the development of new organizations is limited and much of the understanding is speculative in nature. This retrospective study of

Keethanow High School suggests that the life cycle model and transformational cycle may be useful frameworks for further study concerning the developmental processes of new organizations. It is suggested that speculations derived from these models be developed into hypotheses. These should be examined in longitudinal studies of several organizations which vary in type and environment. Studies related to schools should represent the wide range of school groupings that exist and urban, rural and Northern, and cross-cultural settings. These studies should also investigate both innovative and conventional school programs.

This study suggests a number of important topic areas for further study. These include planning procedures, leadership behavior, leadership succession and change strategies in developmental school programs.

Chapter summary

In this chapter a summary of the findings of this study was presented. It was concluded that the life cycle model and transformational cycle model each provided a useful framework for analyzing the data collected in this study. Each has the potential to provide important insight concerning the developmental processes of organizations. Implications arising from the study were

discussed and seven recommendations were made regarding the development of schools. The chapter was concluded with suggestions for further research.

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APPENDIX 1

Grade 10 As A Three Year Program

GRADE 10 AS A THREE YEAR PROGRAM

A description of the development and operation of the Div. 1V High School program at Keethanow School, Stanley Mission.

Presentation Agenda

- I. - Program Development and History**
- II. - Current Program**
- III. - Program Content**
- IV. - Questions & Discussion**

I. STARTING THE DIVISION 1V PROGRAM (1978 - 81)

A. POSITIVE DEVELOPMENTS

- Co-operation from the Sask. Dept. of Education in registering students in Division 1V courses.
- The yearly expansion of program from Grade 10 to Grade 12 over a 3 year period.
- Positive response of students enrolling in Grade 10, 11, and 12.
- The opening of new school facilities in 1978 which greatly expanded our ability to offer more specialized Div. 1V programs effectively.(ie/ Library, Science Room, Gymnasium, Industrial Arts and Home Economics Rooms.)

B. THE MAIN PROBLEMS

- High failure rates, especially in the core subjects - English, Science, Math and Social Studies.
- High dropout rates at the Grade 10 level. Very few students who failed Grade 10 a first time, returned to try to finish the program.
- Timetabling - Frustrations in delivering the classes that students needed:
 - too few students to justify a class
 - too few teachers to offer the classes
 - no flexibility in timetabling - students were unable to register in the classes they required, and were often forced to repeat classes they had already passed.

C. PROGRAM EVALUATION

- The attempt to come to grips with these obvious problems was carried forward through ongoing discussions between staff, students, administrators, school committees and outside evaluators. Everyone wanted answers to the following questions: What are the roots of student problems at school? Why is there such a high student drop out rate and the high failure rate in the Div. 1V Program? What are the possible solutions? One idea that came through clearly, was the sense that students were often frustrated due to:
 - A basic lack of the 3 R's; courses simply proved too difficult for many even though they attended regularly and worked hard. Courses did not address the individual differences in students' level of skill.
 - Weak study habits and attendance patterns.
 - Student boredom. The focus of Grade 10 was primarily academic. Very few extra-curricular activities were in place.
 - A lack of relevancy of the existing curriculum; the courses offered did not reflect the unique nature of the community and its residents, its language, history and culture, its geography or its economic realities.

From the recognition of these basic problems, the commitment was made at all levels to pursue the goal for developing a Div. 1V program that would keep 16 to 18 year old students in school by providing a program that was:

- realistic, challenging and enjoyable for students regardless of their level of literacy.
- able to provide successful learning experience for all students
- meaningful and relevant to the unique language, culture and economy of the community.

11. JOHNNY'S SENIOR HIGH SCHOOL EDUCATION:

- Meet Johnny:
- Age 16
 - Reading level - Grade 5
 - Math level - Grade 6
 - Average school attendance during past years - 70%

What can Johnny expect on entering Grade 10?

Orientation and Registration

- Johnny should get an honest and realistic appraisal of his basic level of academic skill. He must know that the school policy of social advancement through the grades does not extend to the Div. 1V program and that he must meet minimum standards to pass Grade 10. He should be able to set realistic goals for himself. For example, he may decide:

- Grade 10 will likely be a two year program in order to attain Grade 10 standards in the core subjects.
- To try to obtain as many Grade 10 credits as possible (He has the knowledge that many course credits can be attained without high school reading and writing skills.)

* It is important for students and staff and parents to recognize and accept that a two or three year program to achieve Grade 10 is a realistic and acceptable goal for many students entering Grade 10. Not every student will be a Grade 12 graduate.

What kind of classes will Johnny be enrolled in?

1. Core programs where he can achieve a measure of success:
 - English 10 - 2 separate classes, streamed according to ability are offered. Johnny will enroll in a class of about 12 with skill levels similar to his. Provincial curriculum still applies.

- Math - similarly streamed into 2 classes according to ability:
 - a. Modern Algebra 10
 - b. General Math 10

- Science and Social Studies - These are project oriented courses that emphasize attendance, initiative, and "hands-on" experience as opposed to evaluations based largely on advanced literacy skills ie./ essays, formal exams (these are included in the courses, however)

2. Non-Core courses where Provincial standards can be reached without the need for advanced reading and writing skills; for example.

- Special Phys Ed
- Industrial Arts
- Home Economics
- Art 10
- Career Education
- Computer Science and Literacy
- Typing
- Consumer Education

3. Cree Language and Cree Cultural Programs.

- Cree Language 10, 20, 30 have been authorized by the Dept. of Education as credit courses.
- Cree Culture activities hasn't yet attained a credit status.

What other things can Johnny expect that may help him achieve a measure of success?

1. Small class sizes, maximizing the individual attention students receive from teachers.

2. Access to school, teachers, equipment, and materials after regular school hours. ie/ Library - after school for 1 hour and Mon. to Thurs., 7-9 P.M.

Shop)

Home Ec.) various scheduled and unscheduled times

Computers)

3. A relaxed atmosphere and positive school spirit.

- Rules that assume the students are young adults and can be responsible for their own behavior.

- Staff and students go on a first name basis.

- An attempt to develop in students an awareness that the school is a community facility, a place where their parents and relatives can also come, a place that is a focus for community events. Students are lead to understand that the school is a "community school," not an alien place removed from regular community use or scrutiny, but a facility owned and operated by the community for the good of all.

What other kinds of "hooks" can we get into Johnny that will keep his interest and attendance up?

Extra-curricular activities this year include:

- Team Sports - Volleyball, basketball - teams practice and travel regularly.
- Unstructured time in the gym.
- Individual Sports - Badminton Club
 - Judo Club
 - Ski Club
 - Canoe Club
- Travel Club - S.R.C. - raise funds for trip to Vancouver Expo.
- Keethanow Youth Television (K.Y.T.V.) - A group of students who broadcast a weekly T.V. program of reports and locally produced video to the community.
- Drama Club
- School Band - 2 country rock bands practising regularly.

* Requirements for Student Participation.

1. Good Attendance
2. Reasonable Performance in Class.

How can these programs be delivered given a small staff, small enrolment, and limited budget and resources?

1. Staffing - School Committees must hire staff who:
 - are willing to teach a wide range of subjects, even though they may have a limited knowledge or experience in the area themselves.
 - are willing to embrace the community school model.
 - have a variety of skills and talents.
 - are willing to volunteer the time to deliver a wide range of extra-curricular activities.
2. Creative timetabling designed to recognize that Grade 10, for many students, will be a two or three year program:
 - Teaching 10 and 20 core subjects in the same time slot.
 - Teaching 10, 20 and 30 levels to a single group.
 - Combining classes when student numbers are too low to justify a class otherwise.
 - Offering some classes in alternate years.(see attached timetable)

* Process for the timetable design is crucial. All teaching staff participate in sessions at which the detailed timetable is drawn up in its final form.

Johnny's June Report Card (attached) - What does the future hold for Johnny?

1. Counselling - Johnny arrives at a clear picture of his successes and failures for the year. He knows how many credits he has obtained, and how many he still needs. He has tried to assess the reasons behind his success and failures. He sets objectives for next year.

2. Grade 10, Year 2

- Johnny's Timetable
- Cree 10 (repeating 10 level)
 - English 10A (repeating 10 level)
 - English 10 B (repeating 10 level)
 - Social Studies 10 (repeating 10 level)
 - Math 20 (Grade 11)
 - Home Ec. 30 (Grade 12)
 - Phys Ed. 20 (Grade 11)
 - Science 10 (repeating Grade 10)
 - Cultural Activities (no credit)
 - Computers 20 (Grade 11)
 - Industrial Arts 25 (Grade 11)
 - Geography 10 (repeat)

Johnny sits with the Grade 11 students in their home room.

111. CURRENT PROBLEMS AND CONCERNS:

- a recognized need for more native staff teaching courses at the Division 1V level.
- continuity between Div. 111 and Div. 1V - preparing students for tougher standards and formal evaluations.
- how to deal with senior students who have very low levels of literacy (Students reading at a year 1 - 3 level)
- a need for professional counselling services.
- the continuing need for relevant courses and classroom materials which will address the graduates' desire to live in Stanley Mission after graduation.
- a lack of appropriate post-secondary educational opportunities for graduates, and the lack of easy access to existing programs.

The effort column shows what effort the student is putting into his school work
 V.G. very good S satisfactory III needs improvement
 Progress column shows the level the student has attained in his work
 A 80 to 100 percent C 60 to 69 percent E Below 50 percent
 B 70 to 79 percent D 50 to 59 percent

Johnny _____ 19__ to 19__
 Room _____

are three progress reports this year. Please feel free to contact the teacher any time during the year to discuss your child's progress and activities in the school. Stress the importance of good attendance. Children have difficulty progressing in their school success is poor. Please encourage your child to attend school regularly whenever possible.
 Thank you

A	S	O	N	D	J	F	M	A	M	J	Total
							17	18	13		63.5
							45	21	15		180.5

Behavior and Attitudes:	1	2	3
Respect for People		S	S
Respect for Property		S	S
Respect for Environment		S	S
Effective Use of Time		S	S
Gets along With Others:		S	S
a) Staff		S	S
b) Students		S	S
Listening Habits		S	S
Work Habits		S	S
Neatness		S	S
Responsibility		S	S

1st REPORT		PROGRESS	EFFORT
SUBJECT			
CREE	75	V.G.	
ENGLISH	50	III	AN
SOCIAL STUDIES	60	G	AN
MATHEMATICS	60	G	
PROBLEMS WITH FRACTIONS GENERAL MATH GOOD EFFORT HOME CONSUMED 70 HAS SETBACK DURING WEEK BUT THUS YR. 80 ATTENDANCE IS VERY GOOD. PAPERWORK NEEDS IMPROVEMENT			
SCIENCE	50	II	AN
CULTURAL AND ARTS	80	V.G.	S.B.
COMPUTERS	65	I	T.G.
ATTENDANCE WITH THIS CLASS INDUSTRIAL ARTS 73 S ARTS 70 I (up 185) SCIENCE 50 II ENGLISH 50 II FIND THE WORK. SCIENCE			
COMMENTS: Johnny is progressing well. He has a definite attitude toward the beginning of the year but			

2nd REPORT		PROGRESS	EFFORT
SUBJECT			
CREE	76 1/2	S	
ENGLISH	40	III	AN
SOCIAL STUDIES	56	II	P.N.
MATHEMATICS	60	G	
GOOD EFFORT HOME CONSUMED 60 ATTENDANCE IS GOOD SCIENCE 50 II AN COMMENTS: Johnny is still progressing well. He has a definite attitude toward the beginning of the year but			

3rd REPORT		PROGRESS	EFFORT
SUBJECT			
CREE	80	S	
ENGLISH	65	II	AN
SOCIAL STUDIES	58	II	AN
MATHEMATICS	60	G	
DID NOT GET WELL ON TEST HOME CONSUMED 60 SCIENCE 50 II AN COMMENTS: Johnny is still progressing well. He has a definite attitude toward the beginning of the year but			

FINAL MARK
25
38
38
61
55
53
25
50
70
E

Division IV Timetable

Keethanaw School

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
9:00 - 10:00	10 - Math - Algebra 10 - General 10 11 - Trigonometry 30 12 - Trigonometry 30	10 - Science 10 11 - Biology 20 12 - Cree 30	10 - Math - Algebra 10 - General 10 11 - Trigonometry 30 12 - Trigonometry 30	10 - Math - Algebra 10 General 10 11 - Trigonometry 30 12 - Trigonometry 30	10 - Computers 10 11 - Cree 20 12 - Social Studies 30	10 - Science 10 11 - Biology 20 12 - Cree 30
10:00 - 11:00	10 - Geography 10 11 - Cree 20 12 - Social Studies 30	10 Physical Education 10,20,30 11 Typing 10,20 12 Art 10 OPTIONAL COURSES	10 - Home Economics 10,20,30 Industrial Arts 10,20,30 11 - Geology 30 12 - Social Studies 30	10 - Physical Education 10,20,30 11 - Typing 10,20 12 - Art 10 OPTIONS	10 - Cree 10 11 - Computers 10,20 12 - English 30	10 - Cree 10 11 - Computers 10,20 12 - English 30
11:00 - 12:00	10 - English Group 1,2 11 - English 20 12 - Biology 30	10 - Career Education 10 11 - Social Studies 20 12 - English 30	10 - English Group 1,2 11 - English 20 12 - Geology 30	10 - Geography 10 11 - Social Studies 20 12 - English 30	10 - English Group 1,2 11 - English 20 12 - Biology 30	10 - Math - Algebra 10 - General 10 11 - Trigonometry 30 12 - Trigonometry 30
1:00 - 1:50	10 - Cree Culture 10 11 - Computers 10,20 12 - English 30	10 - English Group 1,2 11 - English 20 12 - Biology 30	10 - Cree Culture 10 11 - Home Economics 10 Industrial Arts 20,30 12 - Chemistry 20	10 - English Group 1,2 11 - English 20 12 - Biology 30	10 - Math - Algebra 10 - General 10 11 - Trigonometry 30 12 - Trigonometry 30	10 - English Group 1,2 11 - English 20 12 - Biology 30
1:50 - 2:40	10 - Social Studies 10 11 Home Economics 10 Industrial Arts 20,30 12 Chemistry 20	10 Home Economics 10,20,30 Industrial Arts 10,20,30 11 - Geology 30 12 - English 30	10 - Math - Algebra 10 - General 10 11 - Trigonometry 30 12 - Trigonometry 30	10 - Home Economics 10,20,30 - Industrial Arts 10,20,30 11 - English 30 12 - English 30	10 Home Economics 10,20,30 Industrial Arts 10,20,30 11 - Geology 30 12 - English 30	10 - Social Studies 10 11 Home Economics 10 Industrial Arts 20,30 12 Chemistry 20
2:40 - 3:30	10 - Social Studies 10 11 Home Economics 10,20,30 Industrial Arts 30 12 Chemistry 20	10 Home Economics 10,20,30 Industrial Arts 10,20,30 11 - Study 12 - Social Studies 30	10 - Science 10 11 - Biology 20 12 - Study	10 - Social Studies 10 11 - Home Economics 10,20 - Industrial Arts 30 12 - Chemistry 20	10 Home Economics 10,20,30 Industrial Arts 10,20,30 11 - Social Studies 20 12 - Geology 30	10 - Computers 10 11 Home Economics 10,20 Industrial Arts 30 12 Chemistry 20

APPENDIX 2

Keethanow High School Student Registration Guide

KEETHANOW HIGH SCHOOL

Student Registration Guide

Where each student's DIGNITY
is respected, TALENTS are
encouraged, NEEDS are
supported.

1988 - 1989

Goals of Education For Saskatchewan

Goals of education in Saskatchewan should direct efforts to develop the potential of all students in the province. Education should affirm the worth of each individual and lay the foundation for learning throughout life.

Students benefit from exposure to learning in a variety of situations. Attainment of the goals is a venture the school shares with the student, the home, the church, and the community. Although the degree of school responsibility will vary from community to community, the school has some responsibility for each goal.

A body of knowledge and a range of skills and attitudes are necessary to function in a changing world. It is intended, then, that education will enable Saskatchewan students to do the following to the best of their abilities:

BASIC SKILLS

1. Read, write, and compute
2. Acquire information and meaning through observing, listening, reading, and experiencing
3. Process information through intellectual and technological means
4. Solve problems by applying basic principles and processes of the sciences, arts, and humanities
5. Communicate ideas through written and spoken language, mathematical symbols, and aesthetic expression

LIFE-LONG LEARNING

1. Seek and value learning experiences
2. Act as self-reliant learners
3. Base actions on the knowledge that it is necessary to learn throughout life

UNDERSTANDING AND RELATING TO OTHERS

1. Act on the belief that each individual is worthwhile
2. Base actions on the recognition that people differ in their values, behaviors, and life styles
3. Interact and feel comfortable with others who are different in race, religion, status, or personal attributes
4. Develop a sense of responsibility toward others

SELF CONCEPT DEVELOPMENT

1. Perceive themselves in a positive way
2. Appreciate their own abilities and limitations
3. Set and work toward personal goals
4. Assess praise and criticism realistically
5. Present themselves with confidence

POSITIVE LIFE STYLE

1. Practice appropriate personal hygiene, engage in sufficient physical activity, and maintain a nutritionally balanced diet
2. Avoid harmful use of alcohol and other drugs
3. Cultivate interests that may be the basis for personal development and leisure pursuits
4. Recognize the importance of productive activity
5. Display initiative and pursue tasks diligently
6. Maintain a safe and healthful community
7. Respect and seek to enhance the environment
8. Appreciate beauty in its many natural and constructed forms
9. Express themselves creatively

SPIRITUAL DEVELOPMENT

1. Seek an understanding of the purpose and worth of human existence
2. Develop a knowledge of God
3. Respect family, religion, and culture in a pluralistic society

CAREER AND CONSUMER DECISIONS

1. Develop an awareness of career opportunities
2. Develop interests and abilities in relation to vocational expectations
3. Adapt to shifts in employment patterns and technology
4. Make informed consumer decisions

MEMBERSHIP IN SOCIETY

1. Assume responsibility for their own actions
2. Work with others to achieve individual and group goals
3. Participate in the democratic processes of government and perform the duties of citizenship
4. Respect the rights and property of others
5. Act with honesty, integrity, compassion, and fairness
6. Develop a sense of national pride and acknowledge the need for international understanding
7. Work toward greater social justice
8. Assume responsibility for dependent persons in a manner consistent with their needs
9. Respect law and authority
10. Exercise the right of dissent responsibly

GROWING WITH CHANGE

1. Work toward immediate and long-term goals
2. Base actions on an understanding that change is a natural process in society
3. Select workable alternatives in response to changing conditions
4. Develop confidence in making decisions that involve risk.



KEETHANOW SCHOOL POLICIES

1. Registrations for classes

Students are encouraged to register ON registration day in August or early September.

Students who register later than this are putting themselves and the school programs at a disadvantage for the following reasons:

a) Indian Affairs does not provide funding for students who register after OCTOBER 1st (Nominal Roll).

b) Students who register late begin their year with the problem of catching up on missed classes and confusing schedules. This will decrease their chances of success and getting all their credits.

For these reasons no new registrations will be allowed after September 15 except in the following cases.

a) Students transferring from other schools where they have been in full time attendance.

b) Students who have been seriously ill or have other good reasons for registering late may apply to the principal and School Committee to enroll after the cut-off date of Sept. 15th.

2. Attendance:

All students in Div IV (Gr 10, 11, 12) are encouraged to attend on a full-time basis with an attendance level of at least 95% or more.

Div. IV students who miss classes for any reason, including going to trapline, will have serious problems catching up when they return and will reduce their chances of success.

Students who have an attendance level of less than 90% will lose extra curricular privileges until their attendance improves.

- 90% attendance means a student cannot miss more than 3 classes or 1/2 day per week.

- Extra - curricular privileges include: use of gymnasium after hours, participation on clubs, teams, or special school or class trips.

3. Promotions:

Students will pass their grade/year and be promoted to the next grade/year if the following requirements are met.

a) Junior High: Students in Grades 7, 8, 9 must attend regularly and must complete the years work to the satisfaction of their home room teacher and the guidelines set out by the Lac La Ronge Indian Band.

b) Division IV - Students in Grades 10, 11, 12 must meet the requirements of the province of Saskatchewan courses (see programs section and explanation of credit system)

- Students who complete the required credits in Grades 10 and 11 will be issued diplomas

- Students in Gr. 12 who have completed 24 credits with the required compulsory subject will graduate and receive an official Department of Education transcript of their marks.

School Discipline Policy:

Students who have poor attendance (less than 90%), or are not working to the best of their ability in class (achievement) or are continually disruptive to the teaching or classroom activities (attitude) will.

1. Meet with the principal/guidance counselors to discuss and/or arrange a contract for:

- improved attendance
- study program
- behavior

Those students who are not meeting the expectations of the teachers, principal, guidance counselors will be refused from participation in extra curricular activities until their attendance, achievement and attitude shows a definite improvement. The students performance will be reviewed on a weekly basis.

Use of School facilities:

a) Study periods: Students in Div. IV who have a timetable which allows for periods of "spare" time will spend that time in the library and use that time to study. Attendance will be taken.

b) Library: Students and community members are encouraged to use the library from Monday to Thursday between 7:00 and 9:00 p.m. voluntary teacher supervision and tutoring will be available.

c) Gymnasium: The school gymnasium is available for scheduled student, team and community activities from 7:00 to 9:00 Monday to Thursday. School teams, and extra-curricular school programs take priority. Community use be arranged through the principal and or School Committee and responsible supervision must be provided.

d) Shop: The use is available for students over 16 and community members on Wednesdays from 7:00 - 9:00. No unsupervised use of the shop is allowed at any other time. Shop tools are not available to community members to borrow and remove from the school.

e) Home Economics/Cree Culture Room: The home economics room/cree culture room is available for use by community members by arrangement with the principal and/or School Committee.

PROGRAM DESCRIPTION

- General Description of Division III

The Division III program consists of Grades 7, 8 and 9. Students in Div. III have the same rights and responsibilities as the students in Div. IV (grade 10, 11 and 12) but there are some fundamental differences that students should know:

First of all, students in Div. III work on a non-credit marking system. This means that students follow a social advancement. You follow your age grouping. This differs from Div. IV, where there is a credit marking system that is registered with the Department of Education in Regina. Here students must pass exams in order to be promoted. Secondly, students in Div. III take most of their classes directly from their home room teacher. In Div. IV the students are usually taught by a variety of teachers.

- PREPARATION FOR DIVISION IV

As stated in the previous section, beginning at Grade 9, the program of social advancement ends. This means that a student who is reading and writing at a level below Grade 9 must begin to seriously upgrade his skills in order to function in the senior levels of High School that follow, and that HE WILL NO LONGER BE PROMOTED until he does so. (see: Grade 10 as a 3 year program)

It is possible for a student to spend several years in grade 10 without advancing, IF HE DOES NOT BEGIN TO WORK ON HIS OWN PROGRESS. This means ACTUALLY DOING the homework assigned, or ACTUALLY PRACTICING TO ACQUIRE the skills required.

When you were in the lower grades you might have got mad at the teachers sometimes - crossed your arms and smiled and thought to yourself: "You can't make me learn". Well, you were right. But now you're no longer a kid. The only thing holding you back from being WHATEVER YOU WANT TO BE is your attitude.

PROVINCIAL CREDIT SYSTEM (what you need for grade 12)

To be a Grade 12 Graduate you need a certain number of passes (credits) in a set number of Required Classes, and more credits from Non-compulsory Subjects in order to get a total of 21 Credits. 5 of these must be from the Grade 12 level. See the chart that follows.

If you wish to go to University, merely passing isn't enough. You have to have an average of 70% in your grade 12 subjects.

Adaptation of Program to meet Local Needs

CREE LANGUAGE PROGRAM

Year 7 - The introduction of C.R.O. through the sound system vocabulary and composition of legends, short stories and familiar concepts including: Seasons, months, numbers, colors, days, time, plants, animals, kinship terms and geographical locations.

Year 8 - The reinforcement of the year 7 program by means of review and projects. The introduction of the "Th" syllabics including vowels and consonants. The translation of sentences, paragraphs and short stories from English to CRO to the "Th" syllabics.

Year 9 - A comprehensive review basics and sound system of the year 7 and 8 programs. The introduction of S.R.O. Comparing and contrasting SRO and CRO sound systems. Read and write in both SRO and CRO and "Th" syllabics.

Cree 10 - The study of the Cree Language by looking at the Cree dialects in Canada. A review of CRO, SRO and "Th" syllabics through writing and reading projects of concepts learned in the middle years. The conjunction of verbs, the formation of nouns, pronouns and clitics is introduced in Cree 10.

Cree 20 - The study of the Cree Language by looking at a brief history on language super stocks and linguistic groups. The use of CRO, SRO and "Th" syllabics is done through projects. A review of grammar learned in Cree 10. In Cree 20, W.E.B. syllabics is introduced. A comparison of the "Th" syllabics and W.E.B. syllabics will be done.

Cree 30 - In Cree 30, a student will write and read in CRO, SRO, WEB and "Th" syllabics. Through projects, including the written translation of legends in CRO, SRO, WEB and "Th" syllabics, and vice versa, a comparison and contrast of the Roman Orthography and syllabics will be done, in order that students will be literate in the Cree Language by the end of Cree 30.

Abbreviations and their meanings: CRO - Collins Roman Orthography
SRO - Standard Roman Orthography
"Th" syllabics - syllabics based on CRO
W.E.B. - Western Evans Bible syllabics based on SRO

CHART II

Division IV Course Offerings and Credit Requirements

	Grade 10	Credits	Grade 11	Credits	Grade 12	Credits
Compulsory Subjects	English 10	2	English 20	2	English 30	2
	Mathematics 10	1			Social Studies 30	
	Science 10	1			or	
	Social Studies 10	1			Social Studies 30H	1/
					or	
					* Economics 30	1
Compulsory Areas					Mathematics - Science Group	
					At least one credit from the mathematics-science group at level 20 or 30.	
					Mathematics	1 or 2
					Biology	1
					Chemistry	1
					Geology	1
					Physics	1
Service Areas-	Guidance Physical Education		Guidance Physical Education		Guidance Physical Education	
Credits for Standing	Minimum of 7 credits for Grade X standing.		Minimum cumulative total of 14 credits, 5 of which shall be earned at the Grade XI level of higher.		Minimum cumulative total of 21 credits.	
Graduation Requirement					A total of 21 credits, 5 of which shall be earned at Grade 12 level.	

*A board of education that is satisfied that adequate provision is being made in the school for pupils who wish to take social studies in Grade 12 may approve Economics 30 (Economics Issues: A Canadian Perspective) as the Canadian Studies requirement in Grade 12.

Policy Direction

Secondary Level

Program Required Course of Study	Credits		
	Grade 10	Grade 11	Grade 12
Language Arts	2	1	1
Mathematics	1		
Science	1		
Social Studies	1		
Canadian Studies			1
Specified Areas of Study	Grade 10 11 or 12	Grade 11 or 12	
Language Arts			2
Science			1
Social Science			1
Mathematics			1
Arts Education	1		
Practical & Applied Arts	2		
Health Education/ Physical Education	1		
Unspecified Electives	Grade 10	Grade 11 or 12	
	2		5
Service Area	Guidance and Counselling		
Graduation Requirements	A minimum of 24 credits, at least 5 of which shall be earned in Grade 12.		

-EXTRA-CURRICULAR ACTIVITIES Integral Part of Program

There are lots of things to do in the school besides your Science network. AFTER your science homework is done you can take part in some of the extra-curricular activities that make school enjoyable. What follows is a list (hopefully) most of them. The capital letter behind each tells you when it will be offered during the school term: Fall, Winter or Spring.

Photography: (F,W,S) In the Yearbook, or Media Studies class you can become acquainted with loading, shooting, developing, printing and enlarging pictures. Once you get the hang of it you can get the key to the darkroom and your own stuff.

Pottery: (F,W,S) In Art class you were probably introduced to working with clay. We have a potter's wheel, clay, and a kiln - a club to continue working with clay after school can be formed if people are interested. (the shop is open on Wed. night...)

Woodwork: (F,W) In I.A.(shop) you are probably already working on a project for yourself, but you may want to get that Stereo Stand or Stuffed Moose Head Hatrack done faster so that you can use it - so the shop is also open on Wed. night.

Music: (F,W,S) We have a band who play Tuesday and Thursdays in the shop, and sometimes on Fridays in the Gym, mostly because it's fun, and partly because they are going to be rich and famous someday. If YOU want to learn to play guitar, and maybe even play together with a couple of friends, we have the toys with which to make the noise.

Canoing/Kayaking: (F,S) A few years back we started with some heavy, lumpy yellow fiberglass canoes, but now we have some hot, lightweight fast ones. Our canoeists are starting to beat those world champions from Amberland House! Kayaks are also available to try if you want. Remember you HAVE TO wear a life jacket.

X-Country Skiing: (W) As with the canoes, we started skiing on wooden skis and work boots, and now we have progressed to some NICE pairs of RACING skis. If you enjoy skiing, you can go with your class, after school, on weekends and you could even come along with the gang to a couple of Loppits in LaRonge or down south and REALLY ski your brains out. (and your help with the skis in the Saturday morning Jackrabbit Program would be MUCH appreciated!)

Television: (F,W,S) We've had a T.V. station here at Keethanow for a couple of years. You can become involved in recording community events (Winter Festival, Canoe competition etc.) with the hand held camera, editing and mixing the program into a slick package, and playing it over the air on KYTV. In short, you can get experience in all the aspects of working in T.V. It'll look good on your resume when you apply to work at CBC....

Computers: (F,W) In some schools you have to line up to get your hands on a computer. Here at Keethanow we have over a dozen. Besides your computer class time, you can get extra time to HACK in the Computer Club. You want to learn? Ask Ted, he will tell you who can talk to you in BASIC.

Sports: (F,W,S) I think our Championship Volleyball Team's record probably speaks for itself. Take a look at our packed trophy case. No longer just a 'farm team for LaRonge,' our community now has hockey and baseball teams whose very name strikes fear into the hearts of others.(!?)

Anyway, there's community night in the gym for the OLDER students, organized senior and junior boys and girls teams for all kinds of sports, trips and competitions in other communities, Intra-Mural teams that play after school and include students from many grades playing together, Judo club after supper, chess, checkers, Ping Pong in the hallways, etc. etc. etc.

Drama: (F,W) May be organized if there are enough students interested. has been done in the past, rehearsals leading up to a play being done - and you're not an actor you could be a sound person, lighting person, props, tunes etc. The Ile La Crosse Soap Opera Theatre gets to tour all over the vince... We could start a local soap on KYTV....

Rocket Club: (W) Went over with a bang in the winter of '88. Involves lding and firing of off various types of rockets by the Chemistry Class.

Students Representative Council: (F,W,S) Each room elects a representative, and the entire school elects a President, Vice-President, Secretary and Treasurer. These folks meet once a month to arrange such things dances, school jackets, etc. on behalf of the students. If YOU have an a or a complaint the SRC meeting is the place to raise it.

Fund Raising and School Trips: (F,W,S) Whatever your other interests are, one can get involved with planning their class trip, and helping to raise hundreds of dollars it takes to get it off the ground. The more elaborate ~ trip, the more money you have to scrape up: Bingos on T.V., Bottle drives, washes, Slave sales etc.

Cultural Survival Trips: (F,W) A couple of times during the year, and sely tuned in to the Cree Culture Program, we do survival camps. In the l you could be camping out near the Gehkie River, and tuneing up (or showing your outdoor skills. During the late winter there's another trip - but s one is a little tougher, you have to ski to get out there - and carry very ble with you.....

Library: (F,W,S) Let us not forget that Science Homework you were posed to do before you got invoved in that after school stuff. If you need lace to do it where your little brother isn't going to bother you - then the rary is the place. Actually, if you're done your homework, and have some ning with nothing to do, you might actually read a book! (or Hockey News, Sports Illustrated, or Seventeen, or Rolling Stone, or Song Hits or ...) We e one or two books or magazines on hand...

GRADE TEN



Language Arts

ENGLISH A10 AND ENGLISH B10

(English A 10 and English B 10 are Required Courses at the grade ten level)

Credits: 2 Prerequisite: Grade 9 English.

This course is designed to assist each student in enriching his language development and refining his communication skills. Writing, reading, speaking, listening and media will be emphasized. Theme: "Man and Society". Regional, national and international selections will be taken.

Short stories, poems, novels, and drama carry these universal themes. Student responses are both oral and written.

ENGLISH 3

This course is designed for students who are less self-sufficient in reading and/or writing skills. It encourages improvement in reading and writing. Features shorter reading selections while relying on media resources, as well as novels and plays, etc.

Science

SCIENCE 10

(Science 10 is a required course in Grade ten)

Credit: 1. Prerequisite: Science Grade 9.

Grade 10 program deals with a study of chemical aspects of matter and energy. Through activities and lectures the students will learn about the theories of matter, chemical and physical reactions, molecular motion, and heat. Laboratory experience will challenge the student to apply a scientific approach to phenomena he observes.

Math

ALGEBRA 10

(One of: Algebra 10, General Math 10 is required)

Credit: 1. Prerequisite: Grade 9 Algebra.

Students who plan to continue their education past High School should take this course. The course consists of factoring polynomials, exponents, solving equations, word problems, inequalities, irrational numbers, and graphing.

GENERAL MATH 10

Credit: 1

For students who have difficulty in Algebra, this is a skill-building course. Topics include: computation with whole numbers, decimals, common fractions, per cents, simple equations, graphs, ratios and proportions. Emphasis is on consumer related concepts and real-life situations.

Social Sciences

NATIVE STUDIES 10

Credit: 1. Prerequisite: None

Native Studies 10 is a study of the culture of the Native Peoples of Western Canada. The course examines the religious philosophy, family, political, economic and social life of the Native Peoples. All cultural groups are examined, but materials are drawn primarily from the Plains and Woodlands Cree.

Students should gain an appreciation of Native culture and deeper awareness of their own culture as they compare it to the culture being studied.

GEOGRAPHY 10 Credit: 1

Is the study of our planet's place in the Solar System, followed by more detailed study of the structure of the planet and the forces that change and shape its surface: Glaciers, the Climate, Weathering, Rivers, the Oceans etc. Includes many films and demonstrations of processes happening on the earth by use of models.



PRACTICAL & APPLIED ARTS

ART 10

(Optional).

Credits: Prerequisite: None.

This is an introductory Course with emphasis upon:

1. development of basic skills in drawing (perspectives), fundamentals of design, composition, color and media techniques.
2. opportunity to work with clay and explore sculpture techniques in a variety of media.
3. printmaking, calligraphy, and commercial set projects and techniques.
4. study of Renaissance, and Canadian Group of Seven Artists.

YEARBOOK 10/20/30

(Optional)

By organizing and producing a school yearbook, students will be involved in all aspects of its production: photography, writing, gathering and correlating student poetry and stories, organization of material, computer work, etc.

MEDIA STUDIES

(Optional)

KYTV Television - includes the television cameras, lighting, audio/video techniques, special effects, script writing and directing, production of local television show once a week, as well as covering local community events for broadcast.

COMPUTER APPLICATION 10 B

Credits: 1/2 credit for each course. Prerequisite: Computer Literacy.

This half class is a more detailed study of more advanced programs. Topics include: word processing, electronic spreadsheet, data communications, data base/filing systems and computers in society.

COMPUTER SCIENCE 10 A

Credits: 1/2.

This half class will emphasize practical hands-on use of computers. Students will develop skill in programming computers using the BASIC language.

ACCOUNTING 16

(Optional)

Credit: 1. Prerequisite: None

The purposes of the course are:

- a) To introduce accounting as a tool of business.
- b) To introduce students to record-keeping in personal finances.
- c) To offer accounting as a possible career choice.

The text "Introduction to Accounting - The Accounting Cycle" will be followed, and students will get a basic grounding in the principles of accurately keeping personal and small business accounts.

INDUSTRIAL ARTS 15

(Optional)

Credit: 1. Prerequisites: None.

An introduction to the hand and power tools used in the construction field. Interpretation of drawings, types of materials, order of operations, layout, joint construction, finishing, related mathematics etc. Students can build projects of their own choosing if they include practice of newly acquired skills.

- Drafting
- Welding and Metals.
- Small Engine Repair.

BI-CULTURAL PROGRAM

CREE LANGUAGE 10

Credit: 1. Prerequisites:

The study of the Cree Language by looking at the Cree dialects in Canada. A review of CRO, SRO and "Th" syllabics through writing and reading projects of concepts learned in the middle years. The conjunction of verbs, the formation of nouns, pronouns and clitics is introduced in Cree 10.

CREE CULTURE

A variety of in-school activities from traditional art and cooking, right up to setting and mending of nets or the processing of an entire moose (smoking meat, curing the hide, etc.) may be covered. Several field trips where the student must put into practice his acquired skills and live off the land are also arranged.

PHYSICAL EDUCATION

SPECIAL PHYS. ED. 10

(Optional)

(For students entering grade 10 in 1988 - 1989, Physical Education will be required at one of the three years)

Credits: 1. Prerequisite: None

Student will develop skills in selected activities with emphasis on attendance, participation and basic knowledge. They will develop an appreciation of sport and recreation and its relation to use of leisure time. They will begin to view Phys. Ed. as a worthwhile Discipline which determines mental as well as physical health, rather than mere recreation.

GRADE

ELEVEN



Language Arts

ENGLISH A 20 and ENGLISH B 20 (Required).

Credits: 2 Prerequisite: Grade 10 English.

This course provides the students with the opportunity to specialize in the various communication skills. The literature component is organized under the theme "Man and Himself"; it includes prairie literature as well as national and international selections.

Sciences

CHEMISTRY 20

(Optional).

Credits: 1. Prerequisite: Science 10.

An introduction course in chemistry including atomic theory; kinetic-molecular theory; chemical reactions; chemical calculations; aqueous solutions; atomic structure; the periodic table; reaction kinetics; attitudes and techniques through laboratory exercises.

BSCS BIOLOGY 20

Credits: 1. Prerequisite: Science 10 or Science 11.

Ecology; diversity of plants, animals and protists; microscopic life; life on the land and in the water; historical development of biology as a science. The emphasis is a student inquiry, supported by numerous audio-visual aids and live or preserved specimens.

SOCIAL SCIENCES

CANADIAN STUDIES 30

Credits: 1.

The development of our society from the mid-1800's to the present and the effect this development has had on the world today. This study takes into consideration not only historical information but also related geographic, political, economic and social factors. This is achieved through research, development of note outlines, map study, essays, reports and class discussions.

MATHS

GEOMETRY-TRIGONOMETRY 20

Credits: 1.

Euclidian geometry is studied with construction work, areas, volumes, and more specialized vocabulary. Analytic geometry is introduced with slopes, equations of lines, and the distance formula. Finally the trigonometric functions are extended to greater depth.

Arts

MEDIA STUDIES (Optional)

KYTV Television - includes the television cameras, lighting, audio/video techniques, special effects, script writing and directing, production of local television show once a week, as well as covering local community events for broadcast.

ART (Optional)

Credits: 1. Prerequisite: None

The course involves:

1. advanced exercises and in depth study of drawing and painting (water-color, acrylic) sculpture and three dimensional design.
2. opportunity to view films as a visual art form.
3. study of Canadian and American artists and their work.
4. pottery - sculpture, handbuilding and throwing on wheel, kiln firing and glaze application.
5. development of critical evaluation in regard to own art work.

PHYSICAL EDUCATION

Phys. Ed.

Credits: 1.

Student will develop skills in selected activities with emphasis on attendance, participation and basic knowledge. They will develop an appreciation of sport and recreation and its relation to use of leisure time. Rather than mere recreation, they will begin to view Phys Ed as a worthwhile Discipline which determines mental as well as physical health. Broadening of knowledge of history, rules, and officiating of selected activities.

PRACTICAL & APPLIED ARTS

COMPUTERS 20

Credits: 1.

Will continue problem solving skills, programming and work in BASIC language. Computer Applications 20 topics are data communications, data base/filing systems and computers in society.

ACCOUNTING 26

(Optional)

Credit: 1. Prerequisites: Accounting 16.

The course continues emphasis on double entry accounting. The student will learn to use special journals and subsidiary ledgers in a merchandising business as well as accounting for taxation purposes.

INDUSTRIAL ARTS 25

(Optional)

Credit: 1. Prerequisites: Industrial Arts 15.

Woodwork. Description, use and care of hand and power tools. Emphasis being placed on student projects including: drafting design, bill of materials, cost of materials, order of operations, layout, joinery, and finishing methods.

YEARBOOK

(Optional)

By organizing and producing a school yearbook, students will be involved in all aspects of its production: photography, writing, gathering and correlating student poetry and stories, organization of material, computer work, etc.

B1 - CULTURAL PROGRAMS

CREE LANGUAGE 20

Credit: 1.

The study of the Cree Language by looking at a brief history on language super stocks and linguistic groups. The use of CRO, SRO and "Th" syllabics is done through projects. A review of grammar learned in Cree 10. In Cree 20, W.E.B. syllabics is introduced. A comparison of the "Th" syllabics and W.E.B. syllabics will be done.

CREE CULTURE

A variety of in-school activities from traditional art and cooking, right up to setting and mending of nets or the processing of an entire moose (smoking meat, curing the hide, etc.) may be covered. Several field trips where the student must put into practice his acquired skills and live off the land are also arranged.

GRADE
TWELVE



Language Arts & SOCIAL SCIENCES

ENGLISH A 30 AND ENGLISH B 30

(Required)

Credits: 2 Prerequisites: English A 20 and English B 20.

This course encourages students to refine their communication skills and to broaden their knowledge of language. The literature component will feature Canadian, British and American selections; other international literacy pieces may be presented.

CANADIAN STUDIES 30

(Required)

Credits: 1.

This course is designed to provide the student with an awareness of how the Canadian identity has developed. As such, the course examines how Canadians have fulfilled their needs within their physical and social environments. The emphasis of the course is on contemporary affairs rather than historical development.

SCIENCES

BSCS Biology 30

Credits: 1. Prerequisite: BSCS Biology 20.

This course involves the study of the cell; cell functions; animal behavior; physiology; reproduction; genetics; heredity; evolution; man's uniqueness and relationship to other life. The emphasis is on investigation in the laboratory supported by research reading and critical evaluation of the results. Much use of audio-visual aids, live and preserved specimens.

GEOLOGY 30

Credit: 1.

This course includes the study of the earth and solar system. It embodies one of the latest and most remarkable concepts, that of plate tectonics, now widely accepted and well verified by research data. By using the theme of a mobile crust, each major facet of geology is related. Earthquakes, volcanoes, and mountains are major outcomes of crustalplate motions, and their origins and differences are more easily understood in relation to these motions.

MATHS

GEOMETRY - TRIGONOMETRY 20

Credits: 1.

This course includes a study of the relationships existing between various sides and angles of triangles, both right and scalene, and calculations involving these relationships. The system of angular measure is extended to include radians. Topics include the unit circle, vectors, radian measure and graphs of circular functions, and conic sections (parabolas, circles, ellipses and hyperbolas). Scientific calculator required.

ARTS

ART 30

Credits: 1.

Art 30 involves advanced investigation of:

1. painting and drawings in charcoal, oil, acrylics and water color with concentration on technique and composition.
2. calligraphy and print making.
3. individual and class projects in clay, sculpture, handbuilding and throwing pottery, firing, glazing and application.
4. study of contemporary Canadian and Saskatchewan artists, Canadian Indian and Eskimo art and American Indian pottery and design.

MEDIA STUDIES

(Optional)

KYTV Television - includes the television cameras, lighting, audio/video techniques, special effects, script writing and directing, production of local television show once a week, as well as covering local community events for broadcast.

PHYSICAL EDUCATION

PHYSICAL EDUCATION 30

(Optional)

Credits: 1.

Student will develop skills in selected activities with emphasis on attendance, participation and basic knowledge. They will develop an appreciation of sport and recreation and its relation to use of leisure time. Rather than mere recreation, they will begin to view Phys Ed as a worthwhile Discipline which determines mental as well as physical health. Broadening of knowledge of history, rules, and officiating of selected activities.

PRACITICAL & APPLIED ARTS

INDUSTRIAL ARTS 35

(Optional)

Credits: 1.

An introduction to the hand and power tools used in the construction field. Interpretation of drawings, types of materials, order of operations, layout, joint construction, finishing, related mathematics etc. Students can build projects of their own choosing if they include practice of newly acquired skills.

- Drafting
- Welding and Metals.
- Small Engine Repair.

Bi - Cultural Program

CREE LANGUAGE 30

Credits: 1.

In Cree 30, a student will write and read in CRO, SRO, W.E.B. and "Th" syllabics. Through projects, including the written translation of legends in CRO, SRO, WEB and "Th" syllabics, and vice versa, a comparison and contrast of the Roman Orthography and syllabics will be done, in order that students will be literate in the Cree Language by the end of Cree 30.

CREE CULTURE

(Optional)

A variety of in-school activities from traditional art and cooking, right up to setting and mending of nets or the processing of an entire moose (smoking meat, curing the hide, etc.) may be covered. Several field trips where the student must put into practice his acquired skills and live off the land are also arranged.