

Kamehameha Schools Faculty Association

P.O. Box 894163, Mililani HI 96789

Hotline Number: 539-2450

LEADERSHIP OR CONTROL: WHICH ENCOURAGES LOYALTY?

How would you run an organization (or a school) to get the most out of your employees? If you are the kind of person who likes to guarantee success, you might be tempted to make your organization fail-safe. To this end, you could exercise management's right to prohibit employees from engaging in certain actions which you consider unwise. For example, what could be wrong with prohibiting employees from engaging in actions that are disloyal to KS? With the stroke of a pen, the employer could give notice that henceforth all employees will be loyal or else they will be subject to discipline or termination. The employer could correct other imperfections similarly by writing policies prohibiting low morale, lack of respect for authority, and bad manners. However, let's focus on loyalty because our employer has decided to require it. (See note at the end of this article.)

So what is wrong with making disloyalty a cause for discipline? At the risk of being disloyal, plenty. To start with, I don't know what it means to be disloyal to KS. Worse still (since KS has declined KSFA's suggestion to define loyalty), I suspect KS supervisors lack a common understanding of the term. The dictionary is not much help either. Loyalty implies allegiance to something objective which one serves faithfully as a vassal. It has "us versus them" and unquestioned acceptance qualities. Who is the "them" and who or what are we supposed to be loyal to is unclear. Is being critical of some policy or supervisor disloyal? Is helping, praising, or applying for work at another school disloyal? Clearly, disloyal is so broad and vague that employees will be concerned about inadvertent violation of this Conflicts of Interest policy and also about the potential that supervisors may use it to "get" an employee.

An even more serious problem with hav-

ing a policy requiring loyalty is the lack of any honorable justification for its existence. There is simply no good reason to discipline based on a supervisor's perception of an employee's loyalty. Loyalty as a discipline criteria is impossible to monitor and impossible to apply evenhandedly. From supervisor to supervisor, the standard will vary. Even within the span of authority of a single supervisor, the standard is so subjective that consistency is impossible. Why KS insists on retaining the option to discipline for reasons which are so vague and broad that they inspire mistrust is truly disturbing.

Loyalty cannot be achieved by requiring it. It must be earned. Demanding it makes the earning less likely. KS has a noble mission and the vast majority of its employees are naturally loyal to that mission. Management could inspire even greater loyalty by controlling less and leading more. Unfortunately, that did not happen in the Conflicts of Interest policy.

(NOTE: KSFA has been negotiating with the Administration since March 2001 regarding a proposed change to the KS Conflicts of Interest policy. KSFA asked the Administration to delete the requirement that "all staff ... demonstrate their loyalty to the Kamehameha Schools" because it was too broad. The Administration accepted other KSFA recommended changes but not this one on loyalty. KSFA agreed to "all staff ... demonstrate their loyalty to the guiding principles of Kamehameha Schools" which are defined in the Strategic Plan. However, the Administration later rejected this and all other attempts to define loyalty.)

— Bill Follmer, Unit 9-10

Reprinted from the 11/98 newsletter

Members of our 'ohana share their visions

I believe that we WILL be successful in developing a true Learning Community here at Kamehameha. Why do I believe this? Because I have witnessed the deep loyalty, dedication and commitment this faculty has in wanting to provide the highest quality education to Pauahi's children.

It has been indeed been my privilege to work with a faculty who have put their professional lives on the line in order to achieve this goal. Recently we have taken some initial steps towards creating our Learning Community, but in order to make progress towards this end I believe we must develop a common vision which will serve to strengthen our community.

I would like to share these questions as food for thought as a means of initiating the dialog. John Jay Bostingl writes about quality education and the need for continuous learning and improvement — I would like to pose his statements in the form of questions:

- Should the objectives of school be unlimited, continuous improvement and successes for all students.?
- Should school be competition-based or co-operation-based?
- Should learning be like a spiral, with energy directed towards continuous improvement ~ lessons which are linear with consecutive segments?
- Should we be product or process oriented? Are grades, and test scores important in themselves or are these assessments used for diagnostic and prescriptive purposes?
- Should administrators be viewed as teammates and helpers in removing obstacles to student and teacher success?
- Can teachers and students take pride in their work together and enjoy the processes (including the products) of continuous improvement?
- Can instruction be multi- and cross-disciplinary?

- Should testing be the primary means of assessing results of the learning process or can other modes such as portfolios, exhibitions, and performances validate learning?

- Should students learn from teachers, other students, community and other sources. And incorporate these learning into their lives, applying their insights as appropriate to real life challenges? (service learning)

- Should parents become true partners and an integral part of the student's progress from the very beginning through the end of the schooling process?

- Should we advocate that life is a journey, and has intrinsic merit if lived with a zest for life, love and learning. Developing a "yearning for learning" is the most important of all?

- *Should we be teaching the heart as well as the mind?*

In conclusion, I believe as author Stephen Talbott states, "The heart of education lies not in the facts or knowledge, but in what passes between human beings" May we in the weeks and months ahead attempt to develop a common vision which will give life to our Learning Community.



Optimism doesn't come easily these days, but pretend for a moment that new trustees are in place. They have fired the union-busters and negotiating a yearly contract becomes routine. Each year, perhaps, the negotiation team addresses one or two new issues identified by the members as high priority. We have a grievance procedure and a grievance committee, just like any other union. Our bargaining unit includes members at all the preschools and at the new campuses on the neighbor islands. What more could we want?

- **A union built on consensus**, to the extent that the law allows. When we were forming our association, there seemed to be a desire for a union

Reprinted from the 11/98 newsletter

Visions of our future, continued

“unlike other unions.” The challenge will be to build an efficient organization that doesn’t waste people’s time but which still goes through the often-messy process of consensus-building, so that no members come to feel disenfranchised.

• **A union with a place for nonmembers.**

When we were forming KSFA, another strong point of agreement was on the need to somehow keep ourselves from excluding department heads and administrators, even though they are not members of the official bargaining unit. Other unions have faced similar dilemmas, of course, and have found creative ways to include non-members on committees.

• **Decentralization.** At the moment, our focus must be on the negotiation process and on the Negotiating Committee. It will always be central to the union’s purpose, but in the long run, our

concerns will spread into other areas, such as curriculum and political action. We are already talking about a way to express our aloha to the Kamehameha ‘ohana, such as a scholarship fund. Many of these committees could easily be opened to administrators and department heads and many of them do not need to be composed of Representative Assembly members. The more folks involved, the healthier the organization.

• **Institutionalized ho‘oponopono: neutral zones.** The best way to raise and resolve concerns is informally at each site, before they reach the bargaining table. The HSTA grants each site a measure of contract autonomy and then empowers “site committees” to discuss and resolve problems at the local level. Not a bad idea.

• **Rotation.** New leadership needs to bubble up to the surface every few years.

— Jan Becket



I believe it possible to create a climate of trust and safety that could model a value system that all of us hope for. Is the risk of loss worth taking the chance?

Advanced Placement and Curriculum

I believe that standards, poorly chosen, could represent the enemy of academic excellence. Challenge at all levels and to all teachers and students—let’s see how far we can reach.

The AP examinations, using part multiple choice and part essay/free-response format, test all the levels prescribed in Bloom’s Taxonomy (Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation). I believe it to be well-written exams in all major subject areas that tests the thinking skills that we all advocate for our students.

Of course, I do not advocate all subjects to be taught to prepare for the AP exam. However, all the physics courses essentially teach the same learning objectives as described by the AP exam.

The differences come in depth and breadth of knowledge and skills required of the student in the respective courses.

Staff & Faculty Coordination

Finally, I look for more extensive or systematic faculty and staff coordination, both vertically and horizontally.

By vertically, I mean the coordination and the systematic development and presentation of consistent curricula from pre-K to graduation. For example, Newton’s Laws are more and more frequently introduced in middle school. Much of thermodynamics, a topic tested on the AP Physics B exam, is taught in Chemistry. With more tight coordination, we can improve the preparation of our students.

By horizontally, I mean curriculum coordination between departments. For starters, Math already has included vectors in their curriculum that complements Physics nicely. I think that we should do more cross-departmental activities. For

Reprinted from the 11/98 newsletter

Visions of our future, continued

example, I made a presentation on problem solving to the Math department a couple of years ago that appeared well received. Of course, mandating requirements will not be well received, but we can work on the atmosphere that will encourage this kind of healthy behavior.

Horizontal coordination can also mean more than just curriculum. For example, we may create

processes that encourage systematic coordination with coaches and dorm advisors in the development of students' character.

* This is not my original thought. I have paraphrased this from Marilyn Wilhelm, Headmaster of the **Wilhelm Schole** in Houston, Texas.

* A phrase/concept I borrow from the **US Military Academy** at West Point.

— Guy Ontai, Unit 11-12



You cannot teach a person anything. You can only help them to find it within themselves.

— Galileo

Mission and Vision:

All students have the responsibility in school to find their gifts. The school's responsibility is to help them. As students find their gifts, they must find ways to contribute them to society.*

It offers students and teachers purpose consistent with, but not just a restatement of, Princess Pauahi's will. Furthermore, it provides an enlightened reason to study and achieve—to contribute to society. Responsibility for success relies on both the student and the school.

Attitude and Execution:

As a Kamehameha graduate, I occasionally have been stung by the sentiment that we should not compare our students with *Punahou* and *Iolani* students since we "don't get the same kinds of students" as they do. I have heard this sentiment on



My vision for our faculty is to see us continue what we have started. When I became involved with the interim Nā Kumu o Kamehameha, the farthest thing from my mind was a teachers' union. From our heartfelt early sharing and discussion, we evolved into an organization, and I take pride in the fact that that organization was an inclusive one, encompassing teachers, administrators, clerical staff, and other supporters from K-

several occasions. We must take care not to set our expectations too low. If our students are less prepared upon entrance to Kamehameha, then it simply compels our faculty to be better! Our mission is to get our graduates to meet or exceed the achievement levels of the graduates from these other schools.

I believe that we can broaden the curriculum and encourage more students to challenge themselves. To healthily compete, challenge, and even to fail are surely ingredients to the essence of life itself!

Moral-Ethical Climate

Do we have this? Do we have a system that allows our students to make the moral choice? Can teachers hand out an exam and come back at the end of the period? Do our students care for our classrooms, as they know they should? Or do we have evidence in the system that we must lock our doors, lock up tests, and limit take-home exams?

12. I also take pride in the fact that we made all of our decisions by consensus. When it became clear that the majority of our membership wished to form a union, most of us (even the reluctant ones) were ready for it,

My only regret about the union is that, for practical reasons, we were not able to be as inclu-

— continued on p. 7

New faculty members (and a few old ones): please consider filling out and sending this form to Human Resources. Auto dues deduction saves our treasurer time and effort.

AUTHORIZATION FORM FOR DEDUCTION OF UNION DUES/SERVICE FEE OUT OF WAGES

I, _____, an employee of Kamehameha Schools (“KS”) voluntarily agree to have KS take out of my wages regular monthly dues as established by the Kamehameha Schools Faculty Association (“KSFA”) in accordance with its Constitution and Bylaws, or a regular monthly Service Fee not to exceed KSFA’s regular monthly dues for its members as certified to you in writing by KSFA, and to turn over to KSFA any and all such monies on the following conditions:

1. This authorization shall become effective upon the date set forth below and cannot be cancelled for a period of one year from this date or until the termination of the existing collective bargaining agreement between KS and KSFA, whichever occurs sooner, unless cancelled sooner as provided in Section 2 below.

2. I agree and direct that this authorization shall be irrevocable for successive periods of one year each, or for the period of each succeeding applicable collective bargaining agreement between KS and KSFA, whichever shall be shorter unless:

(a) I cancel this authorization by written notice to KS at any time or within ten days after the expiration of any such one year period; or

(b) In the case of the expiration of any applicable collective bargaining agreement between KS and KSFA during any such one year period, I cancel this authorization by written notice to KS at any time during the period following the expiration of the applicable collective bargaining agreement and ten days after the effective date of any new agreement.

3. This authorization is subject to sufficient wages being available to comply with all other required deductions and existing federal and state laws. This authorization shall be suspended during any period in which there is no collective bargaining agreement in effect between KS and KSFA. This authorization shall end if my employment with KS ends. This authorization is made pursuant to the provisions of Section 302(c) of the Labor Management Relations Act of 1947.

Date: _____ Employee Signature: _____

Mailing Address: _____

SS# _____

Receipt of the foregoing authorization is acknowledged:

Employer _____

Reprinted from the 11/98 newsletter

Visions of our future, continued

sive as Nā Kumu was, that we had to exclude our colleagues on the neighbor islands, in the pre-schools, in administrative positions, in non-teaching roles. Personally, I would like to see all of those groups become a part of our union. Personally, I would like us to be inclusive and broad, continuing to emphasize collegiality K-12 and across job-description lines, continuing to make decisions by consensus. Personally, I would like to see that become the operating style of both our trustees and our administration.

When the current conflict ends, I would like to see our union deal with all of those issues that Nā Kumu raised, those issues of ethics and moral-

ity and philosophy that are so important to our school. And, should we ever reach a place where we no longer need to deal with our employer(s) in an adversarial fashion, I would like to see all of us—trustees, administrators, teachers, staff in general—working cooperatively and making decisions by consensus to achieve what is best for the beneficiaries, our only reason for being here, I think there are more wonders down the road. Look at Nā Kumu o Kamehameha; look at KSFA. We have come far, against great odds. We have much farther to go, but I believe we can get there together.

— Gary Obrecht, Unit 11-12

My view: one side of the coin*

History was made on Friday, December 7 on the Kamehameha High School – O’ahu and it had nothing to do with Pearl Harbor. Perhaps for the first time ever—certainly for the first time in my seven years at KS – a majority of those who call the shots – be they Trustees or C(Ed, E, or F)Os – came before the faculty to address issues of great concern to those who most directly fulfill the mandate of Pauahi’s Will.

Seemingly drastic reductions in the operating budget were looming. Anxiety was running high as the faculty gathered in the band room; many were ready for a verbal ten-rounder, myself included. We had come to battle for what we considered the life’s blood of our educational program. Then, in masterfully mellow tones, CEO Hamilton McCubbin laid out phase II of Kamehameha’s reach deeper and wider into the Hawaiian community. Let’s do more for more Hawaiians in more places and at more ages. Laudable, for sure. Unfortunately, for the rest of us, this more meant less.

No matter how you cut the educational fiscal pie to spread it around, the pie is getting smaller, so small that it is feared it will become little more

than a DOEy tart having lost that unique Hawaiian flavor.

Clearly not everyone front and center was entirely comfortable with McCubbin’s ministrations. How did an ‘exercise’ in budget ‘restraint’ become, in the minds of the minions, a devastating evisceration of the heart and soul of our education program? Some one missed the communication boat on this one and will probably have to paddle long and hard to keep his ship afloat.

We are witnessing a major new initiative for the Kamehameha Schools – one that could have a significant state-wide influence on the quality of education for many more Hawaiian children. To argue the value of this new direction is pointless; it is truly the right thing to do. But can it be done without a major hemorrhaging of the existing programs?

Since that fateful Friday frenzy, there have been several proposed changes in the extent and timeline for budget reallocations as a direct consequence of faculty raising their collective voices. We should be thankful and proud of the fact that our voices have indeed been heard and our con-

My view, continued

cerns taken to heart. Let us move forward in support of this new initiative and work with our leaders to cut the fat from and improve the efficiency of our educational endeavors.

**I have often found that my view of a situa-*

tion differs significantly from that of many others, even though we are working with the same information - a lot like two people looking at the same coin but one sees heads while the other sees tails.

— Larry Mordan, Unit 11/12

The other side of the coin ...

Sip II is great, we all agree, but let's not forget that it is the expected implementation of a strategic plan developed over many months by many, many people. It reflects all of us.

One or two questions remain, even after Friday's meeting. If these budget cuts were really anticipated last January, while KSFA was in negotiations, doesn't it appear that the administra-

tion agreed to the faculty salary increases *knowing* that they would be funded by 50% cuts in Education Division operating budgets?

Coincidentally, the 1% UH merit pay increases are also coming out of the operating budgets of the colleges. There, they translate to 50% cuts in lecturer budgets in some departments.

— Jan Becket, Unit 11/12

How not to run an organization

An excerpt from *Managing Transitions: Making the Most of Change*, by William Bridges, p. 28

There are lots of rationalizations for not communicating. Here are some common ones:

1. They don't need to know yet. We'll tell them when time comes. It'll just upset them now. For every week of upset that you avoid by hiding the truth, you gain a month of bitterness and mistrust. Besides, the grapevine already has the news, so don't imagine that your information is a secret.
2. They already know. We announced it. OK, you told them, but it didn't sink in. Threatening information is absorbed remarkably slowly. Say it again. And find different ways to say it and different media (large meetings, one-on-ones, memos, a story in the company paper) to say it.
3. I told the supervisors. It's their job to tell the rank and file. The supervisors are likely to be in transition themselves, and they may not even sufficiently understand the information to convey it accurately. Maybe they're still in denial. Information is power, so they may not want to share it yet. Don't assume that information trickles down through the organizational strata reliably or in a timely fashion.

4. We don't know the details ourselves, so there's no point in saying anything until everything has been decided. In the meantime, people can get more and more frightened and resentful. Much better to say what you do know, say that you don't know more, and tell what kind of schedule exists for additional information. If information isn't available later when it was promised, don't forget to say something to show that you haven't forgotten your promise.

Of course, there may be times when information must be withheld temporarily. The Securities and Exchange Commission may require it, for example, or you may not be able to talk about a strategic move because competitors will learn of it. But most of the time information is withheld because leaders or managers are afraid to give it. That fear often arises not from the anticipated long-term effects but simply from the short-term impact ...

So instead of telling the truth, managers substitute a fabrication of half-truths and outright untruths. Not only do these later turn out to be outright lies, but managers often trip themselves up with inconsistencies and new stories to cover the old inconsistencies.