

Paradigm Shift in Organizational Behavior and Leadership Plan

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### Leadership Plan Addendum- Organizational Paradigm

Learning organizations are those in permanent interest of adapting to changes, enhancing, sharing and creating knowledge (Juceviciene & Leonaviciene, 2007). A college or university is perceived as a natural learning organization, where the interest in forming individuals for their own personal development, the development of their community and their country are their main objectives (Cangemi, 1975).

While academic success is the bottom line of higher education, many are the challenges faced in this field. Rich (2006) pointed out accelerated increases in size, high differentiation, changes in technology and intense competition. Gibson-Harman, Rodriguez and Haworth (2002) argue that confronting changes in enrollment growth and mass faculty retirements are of major concern; whereas Cangemi (1990) alerts about college dropouts and the failure of college experience. This wide span of pressures of the external environment, makes necessary an assessment of the current paradigm of higher education institutions to determine the degree of alignment of their organizational structure and behavior to the bottom line of academic success.

This document will present an analysis of the current and potential organizational paradigm of Nevada State College (NSC), a young and growing higher education institution in the Southwest. The first section will address NSC basic information, followed by an explanation of the current organizational paradigm, organizational structure, design (Overholt, 2003) and behavior (Lukasova, 2004). An evaluation of the current challenges of higher education and NSC is included, based on the scholarly works of Gibson et al (2002), Edwards, Cangemi and Kowalski (1990) and Rich (2006). Finally a proposal of optimal organizational paradigm for NSC will be described in terms of the Living Systems Theory (Vancouver, 1996) and an analysis of the leadership attributes of this doctoral learner to implement the paradigm shift, using the

works of Schein (2003) on learning leadership and Bergmann, Hurson, Russ-Eft (1999) on grassroots leadership.

### Nevada State College Background

NSC is an institution in the second tier of the three levels of higher education in Nevada, whose mission is to “Educate the next generation of professionals for the State of Nevada” (Maryanski, 2007). Founded in 2002, NSC is comprised of three schools: Education, Nursing and Liberal Arts and Sciences, and three programs: Business Administration, Visual Media and Applied Sciences.

The institution has experienced significant growth in both student enrollment and faculty recruitment. In 2006 NSC enrolled 1959 students representing a growth of more than 1000% compared to 2002. Faculty recruitment included 51 full-time instructors and 93 part-time instructors, for an optimal ratio of less than 15 students per faculty member, which compared to other institutions in the system, shows the orientation to student’s learning that characterizes NSC (NSC Self Study, 2007).

NSC major project is the construction of its campus to host a potential of 10,000 students by year 2010 and a growing staff to 87 full time faculty members. The size of the new campus is 500 acres and will host not only traditional classrooms and dormitories, but also retail shops and public services in a district-type village format conceived as a project of interest for the community (Thomson, 2007:1).

The dimensions of these changes are particularly important in geographic areas like Henderson, Nevada, where the annual growth in residents is 8% -approximately 12,000 new residents every year- (Appendix A), bringing a potential of enrollment to support the growth of the institution.

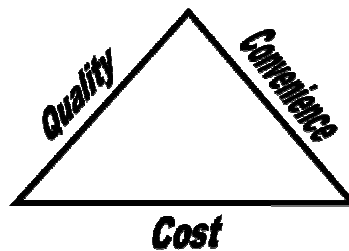
The growth strategy of NSC is lead by the President of the college and supported at all levels of the organization. The next section will explain the current organizational paradigm of Nevada State College as a springboard to elaborate on possible environmental challenges to be faced by the institution.

#### Analysis of NSC Current Organizational Paradigm

NSC operates in an open system that imposes economic, political and environmental pressures (Thietart, 2005) therefore the response to these pressures should be both a collective and individual responsibility. NSC understands the context of change in higher education and has devised strategic plans to achieve efficiency in the academic quality, and the cost and convenience of the educational services it provides (Maryanski, 2007). This approach called the “iron triangle” (Maryanski, 2007) prioritizes growth, based on quality before quantity, with the ultimate goal of being the “Best in Nevada” (Maryanski, 2007). (See Illustration 1).

Illustration 1

#### The Iron Triangle at NSC



*Source: Maryanski (2007). State of the College. August 2007.*

In this process, each unit in the college will have quality metrics to evaluate the achievement of goals and sub-goals. This definition is consistent with the concept of “quality niche taxonomy” (Garvin, 1988) where all the functional areas have a responsibility for different aspects of quality.

Quality –the most important leg of the iron triangle- is accomplished engaging the academic asset –faculty and administrative staff- in a common effort to increase the value of the organization (Rich, 2003). This implies empowering faculty members to be ready to recruit, promote and outreach with partners outside of the academic community, erasing the lines that usually separate academic and administrative tasks. The path to quality started in 2006 when NSC was approved for candidacy for accreditation with the NWCCU, with the sponsorship of a first tier university in Nevada.

*Organizational Design as Competitive Advantage of NSC*

As a young institution NSC has a flexible structure that allows the alignment of their strategy to the market, and to the core competencies of their members (Overholt, 2003, p. 25). Unlike traditional universities, NSC has not designed its organizational structure to replicate other institutions in the system; instead their selection of organizational construct depends on the identification of changes and the alignment of curriculum, programs, faculty and strategies to accomplish change (Thomson, 2007: 2).

The culture of NSC is of intensive involvement and participation, where all the members of faculty and administrative staff contribute through formal organizations (Vice Provost of Student Experience and Executive Committees) and informal organizations (learning communities, steering committees, task forces) to the identification of problems and definition of action plans for their resolution. NSC holds this competitive advantage to other universities in the State, by being flexible, and responsive, and defining the boundaries between unstable and adaptive (Overholt, 2003).

As part of the organizational design, the hierarchy levels in NSC Archetype 5 (moderately centralized/moderately autonomous) are moderate and include internal customer

accountability. This is consistent with NSC structure where Deans have lead key departments in the college without mid-level managers, and functional areas have operated without C-level managers. As NSC grows, new layers are added: A director of Human Resources, a Director of Teaching and Learning Excellence and a Director of Community Based-Learning, all organizational behaviorists. Hiring is one of the many processes that NSC has opened to overall participation, fostering interdisciplinary collaboration (Galbraith, 1974) and knowledge sharing (Nonaka, 2007), adding to the flexibility of their structure.

#### *Organizational Behavior and Corporate Culture*

NSC embraces the “learning paradigm” and puts “learning first in every policy, program, and practice in higher education” (Gibson et al, 2002, p. 80). This means that the organization is in constant assessment, defining learning outcomes for programs and courses and measuring these results towards benchmarks of effective student learning (NSC Self Study, 2007). Faculty becomes not only teachers, but advisors and mentors allocating time to assist students, identify their gaps and provide additional support through other units in place (tutoring, learning communities, academic advisors).

The learning culture of NSC is reflected in the behavior towards faculty, students and staff, and the perceptions of the relationships between them. Lukesova (2004) proposed a model that mapped out the characteristics of organizational behavior and corporate culture into 11 strategic aspects, to determine one of five factors of orientation of the organization. Factor 1 is orientation to survival; factor 2, orientation to company’s employees; factor 3, orientation to results and victory over competitors; factor 4, orientation to prosperity and stability; factor 5, orientation to tradition and formal procedures. An adaptation of Lukesova (2004) model is presented in Table 1 to assess the orientation of NSC to employees as a source of success.

*Table 1 Alignment of NSC Organizational Behavior Factors*

<i>Strategic aspects of perception and behavior</i>	<i>Factor 2 Orientation to the College's employees as the source of success</i>
1. <i>College's priority</i>	Faculty and their development
2. <i>Strategic Leadership</i>	Oriented to quality in education and students' and employees' satisfaction.
3. <i>Managing people</i>	Providing information, showing trust, giving freedom and independence, and motivation.
4. <i>Cohesion</i>	Achieved by good relations and joint collaboration for success, desire to be the best.
5. <i>Perception about the company</i>	Open, optimistic, friendly, cooperative and creative.
6. <i>Perception of environment</i>	Friendly, optimistic
7. <i>Perception about employees</i>	Employees are NSC's key asset. Their development ensures attaining NSC's goals. Independent and free
8. <i>Communication</i>	Employees share their ideas and solutions.
9. <i>Key department</i>	Curriculum development
10. <i>Perception about Competition</i>	Irrelevant
11. <i>Measures of success</i>	Satisfied employees and satisfied students

Adapted from: Lukasova, R.(2004). Relationship between organizational character and behavior. *Organizacine Kultura* 19(4), 51-62

The Center of Teaching and Learning Excellence and Assessment is the conductor of the assessment process and professional development at NSC. This department assists faculty members, individually and programs, collectively to improve their assessment practices, and conduct a formalized documentation of the “depth of learning that has occurred in any individual student” (Gibson et al, 2002, p.81). Up to Spring 2007, NSC followed the Alverno College model which is gradually shifting to a different framework suitable to our characteristics.

#### *Measuring Success at NSC*

Rich (2006) purports that “the academic success of a university is the success of its students; all other measures of success are derivative” (Rich, 2006). Academic success depends on faculty quality, student preparation, academic program rigor, teaching effectiveness, scholarly

productivity, public service responsiveness, (...) and learning infrastructure” (Rich, 2006, p.41) all of which are addressed by the functions of the Provost office, Students’ Experience, Human Resources, Center of Teaching and Learning Excellence and Assessment, and Community Based Learning (NSC Self Study, 2007).

According to the alignment to Lukasova (2004) model, the measure of success of NSC is given by the perception of satisfaction of both employees and students. Maintaining a balance between the business approach to higher education management and academic success (Rich, 2006) should be NSC end-state goal.

### Major Challenges in Higher Education

The most frequent challenges addressed by scholars and practitioners have to do with the increasing competition of private and public universities (Rich, 2006) and the need of a transition from traditional to a more open faculty role. Gibson et al (2000) addressed a set of four major challenges related to the growing student population and faculty shortfall, shifts towards learning paradigm, technological preparation of faculty and, changes in qualifications of professional staff. While these are critical factors that affect performance and the quality of education, they are stated from the perspective of the institution’s interests, and not from the point of view of the final user: The students. Edwards, Cangemi and Kowalski (1990) addressed a different challenge: students’ retention and the institutional responsibility to solve the problem.

Facing Edwards et al (1990) drop-out problem, with Gibson et al (2002) growing-students-population problem, it would appear that these are contradictory topics, and that higher education institutions have different views about what is a real challenge, or what challenge has to be addressed as a priority. However, these two perspectives should not be divorced. By using a bottom-up approach, scholars and practitioners should listen to the students’ perception of

problems and move back to re-align their paradigmatic approach towards students experience in order to address the challenges (Overholt, 2003).

### Identified Challenges at NSC

One of the major accomplishments of NSC is the growing students enrollment; its major challenge: students' attrition (drop-outs) (NSC Self Study, 2007). The education drop-outs rates are critical in the State of Nevada, from the Clark County School District to third-tier universities, locally influenced by the perception of Las Vegas Gaming and Entertaining industry as a recruiter of non-degree workforce.

This challenge was addressed by Edwards et al (1990) study and has implications for NSC both in revenue and the bottom line of academic success. Attrition is defined by Bean (1980) as "the cessation of individual student membership in an institution of higher education" and according to Wilder (1981) has multiple causes. Edwards et al (1990) analyzed academic, personal, financial, emotional/psychological and environmental factors, but concluded that it is not useful to profile a typical dropout student.

Therefore a more pertinent way to understand whether NSC is meeting the expectations of the students is by using a backwards approach, to identify factors that limit the *fit* to college and further implement a strategy to reduce the probability of drop-outs. This is what Vancouver (1996, p. 166) calls *reference signals* in Living Systems Theory. Table 2 presents five factors identified by Neil (as cited by Edwards et al, 1990, p. 13) from students surveys about attrition.

#### *Factor 1 Too many rules*

This factor creates confusion in the students, especially in younger adults who start taking responsibility for enrollment, their studies, and their academic success. At NSC the construction of the culture is in its early stages, therefore policy-making is a ongoing task. Currently the

Provost has started a comprehensive review of all the policies generated in the past five years, to merge, eliminate, add or correct overlapping guidelines. However, more work has to be done, using the collaboration of all the units of the college.

*Table 2. Factors of limitation of fit to college*

1. Too many rules
2. Not enough freedom
3. Location and size of school (too small/isolated)
4. Feeling of having been misinformed about the school
5. Disappointment in student-faculty staff relationships

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*Adapted from: Edwards et al, 1990, p. 13*

*Factor 2 Not enough freedom*

NSC is a multicultural institution, that respects diversity and embraces different opinions. Students are encouraged to elect their representatives, contribute with opinions and approach their instructors at any time. Freedom has its boundaries, and the code of conduct has been created for that purpose. In terms of freedom in mobility, students can transfer credits from different higher education institutions articulating past studies to complete their degree. Not all the universities in the system have this flexibility.

*Factor 3. Location and size of school (too small/isolated)*

This is the major weakness in the list of factors for attrition. NSC is yet a small institution, functioning in three different locations, geographically separated by an average of 5 miles. The main campus is in the most Southern part of the Las Vegas Valley, 45 minutes away from the farthest north of the metropolitan area. The development of the new campus is planned in this same location, for strategic purposes: Become an urban village and staying away from the Las Vegas busy area. Location and size, have been major factors in the drop-out rates of

minority students whose costs of transportation are high, or who simply do not have own transportation.

*Factor 4 Feeling of having been misinformed about the school*

NSC works through the admissions office, recruitment office and academic advisors to provide counseling to the students about the choices of degrees that are available. Every semester, campus tours are organized with local schools to give the students the opportunity to experience the college environment. The financial aid staff is a key element of support for information to the prospects. A particularity of the student population of NSC is its diversity in nationality, a large number of them are Hispanics whose parents are non-documented, making it difficult for them to have access to federal financial aid. The processes of financial aid are complex per se, and this complexity increases for these students.

*Factor 5. Disappointment in student-faculty staff relationships*

As stated in previous sections the student faculty ratio is 13 to 1, which shows the potential of effectiveness in the relationship between student and faculty. Traditional universities with more than 100 students per section in freshman and sophomore classes are more prone to this impact in attrition. However, the attrition rates at NSC are rising, which requires an inward analysis to understand why attrition rates are high, despite the low student/faculty ratio.

Edwards et al (1990) summarizes this assessment of what is missing from students' satisfaction by proposing that the expectations and commitment to school, may be related to the *social and academic systems*. Edwards cites Boyer (1987) to explain that "the greater a student's social and academic integration is, the more intense his or her commitment to the college" (p. 114). Billson (1987, as cited by Edwards et al, p. 114) purports that persistence is highly related to the sense of students that they belong in a high-standard community, concerned by their

growth as individuals, making it possible that the forces that pulled them out of the system could be offset by the ones that keep them in.

Provided that students' satisfaction is a measure of success according to Lukasova (2004) model, the rising attrition rates are a partial expression of this satisfaction. Therefore changes have to be made to improve the performance of NSC in a balanced relationship between academic and business success. The next section will elaborate in these aspects.

#### Description of Optimal Organizational Paradigm

The challenges noted in the previous section are reference signals (Vancouver, 1996) for NSC about the complexity of the higher education environment, that reveals a more diverse student body, a higher turnover rate and increasing attrition rates that characterize the campus of the 21st century (Edwards et al, 1990). As an adaptive and learning system, NSC should view these processes of students' attrition with concern and determine the need for reorganization of their recruitment and student experience subsystems if necessary (March and Simon, 1993).

Other signals that are important to determine the direction of the paradigm shift come from system efficiency (Vancouver, 1991). Is recruitment, admission and academic advising working jointly? Every beginning of semester, recruiters visit schools in the district giving information about NSC and compiling information of prospects that is centralized in that department, with the risk of information overload (Galbraith,1974).

By using the flexible design of NSC this information will be shared and discussed between these units to determine not only the actions for recruitment but for retention and communication of expectations, rules, and opportunities to enroll and succeed. Through this strategy, attrition factors 1, 4 and 5 will be addressed and reduced.

Other reference signals to decide for a reorganization or paradigm shift are originated in social processes (Vancouver, 1996, p. 167). Factor 2 and 5 relate to the perception of freedom and the interaction with faculty members, which are social processes. It is clear that students needs, values, goals and personality will make a difference in their final decision to drop-out from college, but NSC could use faculty members, academic advisors, tutors and all the other support system, to assess satisfaction or dissatisfaction in the students.

This is a significant paradigm shift for faculty members, especially those part time instructors who do not stay on campus for office hours. An enhanced early alert system is required for this purpose and support for faculty activities are also necessary.

Factor 3 of location and size requires a long-term solution, but there are some short-run mitigation actions. In fall 2007, NSC used partnerships with community colleges to use classrooms in different areas of the valley for additional sections of targeted courses. This strategy was not successful because the students were not comfortable with the locations selected and decided to take classes with NSC despite the distance. Future plans for partnerships of this type should include a better promotion of these new locations.

Edwards et al (1990) recommends very simple actions to address attrition:

1. Give a meaningful education.
2. Reduce the obsession with retention.
3. Assess high-risk student recruitment and align it with efforts to make them succeed.
4. Remember that there is not a drop-out profile
5. Reduce the risk of overpopulating classrooms
6. Provide financial support

Innovation in education is expressed by collaboration between school districts and universities (Orr, 2006), offering dual programs, through which high-school students take classes at the college level. The benefit is double: the students get the college experience that sometimes increases their likelihood to drop out, and NSC learns more about them, about their expectations and the ways to meet their needs.

### Personal Leadership Style

The paradigm shift recommended to improve NSC performance requires the participation of all the members of the college, and an individual commitment to change. Given that NSC is a community of scholars and academics, the role of the leader is more one of a mentor than a director. Liechtenstein et al (2007) proposed that organizations should view a "leader out there" who facilitates the process but who is not *the* source of change. Facing the complexity of higher education should not be the role of a single individual, but a responsibility of each member of the organization.

#### *Context of Personal Leadership*

This doctoral learner is a Faculty member in the Business Program at NSC. This unit is not yet a separate *school* and is hosted by the School of Education, whose Dean leads the business program, overseeing the activities of two full-time instructors and more than 10 part-time instructors. In this context, this researcher has had the opportunity to exercise shared leadership with the Dean with whom she exchanges ideas about projects and opportunities.

The discussion about leadership is not limited to functional roles, Grassroots Leadership Model proposes that individuals may be leaders from any position in the organization by embracing challenges, independence of decisions, risks, and awareness (Bergmann et al, 1999, p.1). This is the leadership style that best describes this learner. The grassroots model uses the

acronym CLIMB to describe five strategies and 17 competencies to "ensure success of an organizational initiative" (p. 3), including behaviors of transformational leaders (Bass 1985) and learning leaders (Schein, 2003). (See Table 3)

*Table #3 Components of the Grassroots Leadership Model*

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**Create compelling future (2 competencies)**

**Let customers drive the organization (1 competency)**

**Involve every mind (4 competencies)**

**Manage work horizontally (4 competencies)**

**Build personal credibility (6 competencies)**

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*Bergmann, H., Hurson, K., & Russ-Eft, Darlene (1999).*

*Impact of Leadership Style on Communication of Paradigm Shift*

One of the elements of the paradigm shift presented in the previous section, requires that faculty members increase and improve their contact with the students, with the purpose of integrating the learner into the academic community, and reducing the risks of attrition. As the organization develops, a grassroots leader must remain marginal but connected, listening to disconfirming information coming from different sources within (Schein, 2003). This researcher performs this and other roles as part of the paradigm shift.

Her roles include teaching, advising and assessment, in addition to be the liaison between the program and the administration. Her participation in college activities include: Faculty Senator, Chair of the Budget Committee of the Faculty Senate, Chair of the Marketing committee of the School of Education, and member of diversity committees and other informal organizations across campus.

This large number of responsibilities implies a work overload, but at the same time, is aligned with the expected transition that faculty members should operate to face the challenges

of higher education (Rich, 2006). It also offers this researcher the opportunity to create a distinctive culture by connecting her knowledge of the different areas of the college to the enhancement of the students' experience in the academic community as Gibson et al (1990) recommends to decrease the drop-out rates.

The Grassroots model informs this doctoral learner of her potential to lead by ensuring that organizational initiatives are implemented through the involvement of "every mind". The leadership plan for this researcher is presented in Table 4 and has been updated as of May 2007.

*Table 4 Profile of Leadership Outcomes of a Doctoral Learner – A long-term view*

	Grace as a leader now	Grace as a future leader
1.	Non-Leadership position	<i>Chair of Business</i>
2.	Representation in committees	<i>Policy maker</i>
3.	Position in organization chart	<i>Vice-President of Student Affairs</i>
4.	Loyal team worker	<i>Shared leadership</i>
5.	Reciprocal relationship	<i>Co-chair of the Business School</i>
6.	Functional responsibilities	<i>Balanced functions</i>
7.	Ability to network and partner	<i>Effective networking</i>
8.	Student-aimed innovator	<i>Transformational innovator</i>
9.	Teaching role model	<i>Excellent teacher</i>
10.	Global thinker	<i>Global agent of change</i>
11.	Classroom manager	<i>Active classroom manager</i>
12.	Community role model	<i>Community change agent</i>
13.	Economist	<i>Economic development leader</i>
14.	Unbalanced personal social/life	<i>Balanced personal life</i>

Source: Adapted from Dumdum, et al (2002). Thomson, G. (2007) Transformational Leadership Plan

Her path towards becoming the formal leader of the future business school requires an understanding of Schein's (2003) recommendations: "the culture creation leader therefore needs persistence and patience, yet as a learner must be flexible and ready to change".

## Conclusions

The challenges of higher education in America have occupied the minds of scholars and practitioners for decades. While there is agreement on the changes in student population, there is discussion as to the nature of changes that should take place in colleges and universities to respond to these new demands. This research has explored the issue of student attrition as an indicator of impact in revenue and academic success (or lack thereof) at Nevada State College (NSC).

NSC is a flexible, moderately-autonomous (Overholt, 2003), people-oriented institution (Lukasova, 2004) with a culture of teaching excellence and quality education. Through an exploration of the current organizational paradigm of NSC and the factors of attrition proposed by Edwards et al (1990), this document proposed attainable changes in the practices of admission, recruitment and advising, and improvements in the relationships between faculty and students, using the strength of an efficient student/faculty ratio.

The identification of the need for reorganization and paradigmatic shift, was based on the theoretical framework of Living Systems Theory (Vancouver, 1996), while the discussion of the leadership style required to communicate and implement these changes was addressed using the grassroots leadership (Bergmann et al, 1999) and learning leader (Schein, 2003). The potential leadership of this doctoral learner was assessed aligning the paradigmatic shift proposed in the document to her current participation in policy-making, advising, teaching and assessment, and her disposition to transition from a learning leader to a formal leader of the future Business school.

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Appendix A

**HENDERSON HISTORICAL POPULATION TRENDS**

The City's population has increased more than 235% since 1990. An average of 1,000 new people a month have been attracted to Henderson over the past decade. Even though the percentage growth is declining the actual growth has been constant.

Date	Zip Code Population								Total Population	Percent Difference	New Residents
	89011	89012	89014	89015	89052	89074	89123	89044			
7/1/1991	-	-	40,171	36,187	-	-	-	-	76,358	13.8%	9,231
7/1/1992	-	-	49,246	37,942	-	-	-	-	87,188	14.2%	10,830
7/1/1993	-	-	56,067	39,634	-	-	-	-	95,701	9.8%	8,513
7/1/1994	-	-	62,484	44,516	-	-	-	-	107,000	11.8%	11,299
7/1/1995	14	766	66,540	49,162	-	-	-	-	116,482	8.9%	9,482
7/1/1996	50	3,933	72,275	53,858	-	-	-	-	130,116	11.7%	13,634
7/1/1997	57	10,017	76,810	57,674	-	-	-	-	144,558	11.1%	14,442
7/1/1998	92	16,013	79,255	62,016	-	-	-	-	157,376	8.9%	12,818
7/1/1999	256	29,943	82,102	63,775	-	-	-	-	171,076	8.7%	13,700
7/1/2000	356	18,307	83,513	65,442	-18,055	-	-	-	185,673	8.5%	14,597
7/1/2001	504	21,015	38,573	67,105	-24,398	46,631	-	-	198,226	6.8%	12,553
7/1/2002	621	24,217	39,063	68,780	-30,287	47,238	-	-	210,206	6.0%	11,980
7/1/2003	654	25,672	38,892	71,332	-36,566	47,120	-	-	220,236	4.8%	10,030
7/1/2004	847	26,438	39,363	74,468	1,589	42,357	48,444	-	233,506	6.0%	13,270
7/1/2005	945	27,038	39,417	76,838	43,990	48,572	-	4,109	243,897	4.4%	10,391
7/1/2006	13,816	28,510	39,943	69,528	46,256	48,933	-	8,307	256,128	5.0%	12,231
									<b>Average Per Year</b>	<b>8.4%</b>	<b>11,813</b>

Source: City of Henderson

Note: This table has been adjusted from previous historical tables. This adjustment was necessary to account for the change in persons per household from the 1990 U.S. Census to the 2000 U.S. Census. Zip Codes 89011 and 89012 were created in 1994. Zip Code 89052 was created by dividing Zip Code 89012 in 2000. Zip Code 89074 was created by dividing Zip Code 89014 in July 2001. Zip Code 89044 was created and portions of Zip Codes 89123 and 89124 that were part of the City of Henderson were merged with Zip Code 89074 in July 2004. Zip Code 89002, created as of July 1, 2006, is included as part of Zip Code 89015

Demographic Profile. City of Henderson.

<http://www.cityofhenderson.com/planning/php/planningbody7.php>