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Pepperdine University
Graduate School of Education and Psychology

EXPLORING LEADERSHIP DEVELOPMENT IN NATIVE AMERICAN BUSINESS
ORGANIZATIONS WITHIN THE TOURISM INDUSTRY

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Douglas Quist

May, 2019

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ABSTRACT

With the tourism business consistently evolving and changing, Native American tribal businesses and leaders face challenges as they continue to grow and thrive in the industry. Although all businesses in the tourism industry face challenges and have commonalities, certain challenges are specific to Native American businesses. Often located in rural areas, hiring tribal members when available, and with limited talent pools, these Native American businesses are running complex software and hardware systems that require very specific and complex technical expertise. From recruiting to hiring, onboarding to training seasoned executives, specific leadership and technical needs must be met, regardless of limitations. Senior managers from Native American tribal businesses explore what they have learned, what they have seen, and what they are doing to get the right people in their organizations. Once they hire the right employees, training, mentoring, feedback, and reporting can be used to empower them and their award-winning teams to execute macro level system implementations throughout their organizations.

Chapter 1: Introduction

Native Americans' unique history has affected the location of tribal land, and limits and restrictions that were placed on them years ago remain evident in culture and business today. Native Americans that live on tribal land are typically in remote locations, and often lack the same technology and access as to technology as those in cities. Within Native American tribal reservations, a distinct culture influences businesses and business practices. Unlike traditional American business, Native American tribes have business leaders and owners but also chiefs and tribal councils that are heavily influential in the affairs of the tribe. Often when business decisions are made by the executive team of a Native American business team, they have to present it to the Chief and the tribal council for final approval. Native American tribal leaders are involved in business affairs and the effect that businesses will have on the tribe as a whole.

As in business worldwide, training of employees, but more specifically training of leaders within, has a great impact on organizational effectiveness. It is important to not only verify that leaders are performing their job functions properly, but also determine what they are doing to build future leaders within the organization. As culture and business conjoin in tribal business organizations, it is important that both are recognized and respected, and leaders must abide by both. One method of developing future leaders with skills that are needed within the business organizations is attending school. As Native Americans average lower attendance rates in secondary educational institutions, it is important to understand how that trend plays a role in tribal business organizations.

Native Americans have found success in many businesses including lodging; they have a large focus on the tourism industry because of the amount of money that it makes for tribes, as well as because so many tribes that have built businesses in the tourism industry. Native

American tourism industry consists of hotels, casinos, bingo halls, spas, golf courses, water parks, convenience stores, and smoke shops. Each of these locations has many employees and significant presence within tribes in most states. The Native American tourism industry has many employees and managers as well as tribal council members that play a role in the success of the businesses.

Background

The Indian Removal Act of 1830 removed tribes from their large native lands to smaller, isolated areas, moving Native Americans away from thriving areas and leaving them with fewer resources and less access to thriving areas. They were given plots of lands and were encouraged to become farmers and ranchers; however, extreme poverty in tribal populations nearing 40% between 1950-1980 encouraged Native Americans to seek opportunity elsewhere (Sandefur, 1989). Unfortunately, Native Americans who left the reservations struggled because the reservations act as a cultural hub. For most, tribal lands are the only place Native Americans can speak their language and share tribal traditions.

Starting in the 1980s, because of their lack of education and unfamiliarity with new technology, many Native Americans began moving back to the reservations. With the influx of Native Americans, recognized tribes on these lands increased from 36 in 1989 to 312 in 2004 (Bissell, 2004). To combat the unemployment and underemployment rates on reservations, Bissell (2004) recommended developing information technology to enhance skills and increase jobs and technological literacy among tribal members.

Native American nations have many challenges that do not exist in typical businesses and societies because of cultural influences, traditions, extreme poverty, and lack of technical abilities. In order to improve circumstances and build a higher degree of professionalism, it is

imperative to focus on talent and leadership development within these nations, as well as customize programs to ensure success in these situations. There are many avenues through which this can be accomplished, one of which is to teach and mentor Native American business people according to their current abilities and educational levels. “To overcome perceived inhibitors of low aspiration levels and formal education, role models and mentoring programs could begin to broaden the experiences of young people, so they can see themselves as successful entrepreneurs” (Garsombke & Garsombke, 2000, p. 96). Through exploration of various levels and approaches to development, analysis of strategies can be conducted. Additionally, there are programs in place that seek to train and develop capacity within these nations, which will also be examined.

A key to success on Native American Reservations is not only the teaching and enhancement of technology but also the teaching of business skills. Successful business people need to act as mentors, leadership developers, and culture brokers (Chambers, 1985). In 2002, only one percent of students enrolled in college were Native American. Given their strong sense of community, education must be approached culturally, in a holistic manner, as one of service to and betterment of the community (Garrett & Garrett, 2002).

Even with all of the challenges faced by Native Americans on tribal reservations, they have still managed to become very successful in the tourism industry. An extensive part of the tourism and business on Native American tribal land exists in casinos and gaming. With the passing of the Indian Gaming Regulatory Act of 1988, Native American gaming, unregulated by the U.S. government, began to flourish (Smith & Brent, 2001). According to Stevens (2016), in 2015 Indian gaming earned \$29.9 billion in revenue. The gaming industry is responsible for 679,417 indirect and direct jobs and has generated \$10.33 billion in revenues for state and

federal governments. While these numbers are substantial, so is the growth in Native American tribal businesses throughout the United States across many tribes.

Future development and continued success in these businesses is still dependent upon tribal leadership development and education (Piner & Paradis, 2004). Additionally, it is important that Native American tribal governments are stable, as they play a big role in tribal businesses (Cornell & Kalt, 2006). Developing current and future business leaders and tribal members can be accomplished by instilling an understanding of the importance of transformational leadership methods. In order to enhance leadership development, encourage education, and provide business skills to more Native Americans, Kotter's (1996) eight step change model can be applied. Principles from the change theory consist of establishing a sense of urgency, creating a guiding coalition, developing a vision and strategy, communicating change, empowering employees, generating short-term wins, and producing more change.

It is important for Native Americans to understand the current leadership environment within their organizations because recognizing successful leadership attributes permits opportunities for growth. Growth within Native American organizations can be enhanced through an understanding of the lived experiences of employees within these organizations.

Statement of Problem

Leadership development is vital in all organizations, but particularly important in Native American tribal businesses. Richardson and McLeod (2011) bring attention to the fact that the intersection of technology, leadership, and education in the context of the Native American experience has been ignored in literature and research. The lack of research provides a great opportunity to examine leadership development principles within this population in order to more effectively prepare talent for future opportunities within business organizations as well as

within Native American tribal leadership. Through research on Native American businesses, challenges that leaders are facing can be discovered as well as possible resolutions that will affect business today, as well as the future of these businesses. With a significant number of employees being Native American tribal members, research will also be able to focus on cultural, educational, and leadership challenges that affect tribal members, tribal leadership, and the Native American tribe as a whole. According to Richardson and McLeod (2011), limitations of Native American tribes include poverty, isolation, staff lack of receptiveness, lack of professional development, and societal and systemic issues. These challenges exist in leadership, technology, business, and education.

Purpose of the Study

The purpose of this study was to determine what business strategies and practices are employed by Native American business organizations in the tourism industry and to determine what challenges Native American businesses face in implementing those strategies and practices, as employed through organizational leadership development. This study also sought to determine how managers measure the success of the organizational leadership development in Native American businesses in the tourism industry and to determine, based on their experiences, what recommendations participants would make for future implementations of organizational development.

Research Questions

The following research questions were addressed throughout this study:

- RQ1: What challenges are faced by the Native American businesses in implementing those strategies and practices employed in organizational leadership development?

- RQ2: What business leadership strategies and practices are employed by Native American business organizations in the tourism industry?
- RQ3: How do managers measure the success of organizational leadership in Native American Businesses in the tourism Industry?
- RQ4: Based on their experiences, what recommendations would participants make for future implementations of organizational leadership and development?

Through the use of the research questions, the researcher was able to understand more fully what practices currently exist in these business organizations, what challenges they face, how managers measure success, and recommendations for improvement.

Definition of Terms

The following terms appear throughout this study and definitions are provided for quick reference.

- Tribal Sovereignty: “A historically rooted concept recognizing tribes’ inherent rights as independent nations, preexisting the United States and its Constitution—informs the primary legal and political foundation of federal Indian law and policy” (Light & Rand, 2005, p. 17).
- National Indian Gaming Association (NIGA): “Incorporated in 1985, National Indian Gaming Association (NIGA) is an inter-tribal association of federally recognized Indian Tribes united with the mission of protecting and preserving tribal sovereignty and the ability of Tribes to attain economic self-sufficiency through gaming and other forms of economic development. The common commitment and purpose of NIGA is to advance the lives of Indian peoples economically, socially, and politically. NIGA operates as an educational, legislative, and public policy resource for tribal policy

makers as well as the public, on issues related to Indian gaming and tribal community development” (National Indian Gaming Association, n.d., para. 2).

- Indian Gaming Regulatory Act (1988): This piece of legislation provides three classes of tribal gaming. The first class consists of social games for prizes with nominal value or traditional forms of Indian gaming as part of tribal celebrations or ceremonies, which is subject to tribal regulations only. Class II includes bingo, lotto, or manual card games that are not prohibited by the laws of the state. Class III includes all other games such as slot machines, dog and horse racing, blackjack, baccarat, etc. Class III is only permitted in states where these types of gambling are legal. Tribes must enter into an agreement with the state for their operation (Gonzales, 2003).
- National Indian Gaming Commission: “Created in 1988 with the passage of the Indian Gaming Regulatory Act (IGRA), which was enacted to support and promote tribal economic development, self-sufficiency, and strong tribal governments through the operation of gaming on Indian lands. The Act provides a statutory basis for the federal regulation of Indian gaming. IGRA establishes the Commission to regulate and support tribal gaming as a means of generating revenue for tribal communities. The Commission consists of three full-time members, including a Chair and two Associate Commissioners. The Chair is appointed by the President and confirmed by the Senate. The two Associate Commissioners are appointed by the Secretary of the Interior. The Commission selects a Vice Chair by a majority vote. At least two members of the Commission must be members of a federally recognized Indian Tribe and only two may be of the same political party” (National Indian Gaming Commission, n.d., para. 2).

- The General Allotment Act of 1887: This piece of legislation opened tribal lands west of the Mississippi to non-Indian settlers (Bureau of Indian Affairs, n.d.).
- Citizenship Act of 1924: This piece of legislation granted American Indians and Alaska Natives U.S. citizenship and the right to vote (Bureau of Indian Affairs, n.d.).
- New Deal and the Indian Reorganization Act of 1934: This piece of legislation established modern tribal governments (Bureau of Indian Affairs, n.d.).
- Bureau of Indian Affairs (BIA): “Since its inception in 1824, the Bureau of Indian Affairs has been both a witness to and a principal player in the relationship between the Federal Government and Indian tribes and Alaska Native villages. The BIA has changed dramatically over the past 185 years, evolving as Federal policies designed to subjugate and assimilate American Indians and Alaska Natives have changed to policies that promote Indian self-determination. For almost 200 years, dating back to the role it played in negotiating treaty agreements between the United States and tribes in the late 18th and 19th centuries, the BIA has embodied the trust and government-to-government relationships between the U.S. and the Federally recognized tribes. Over the years, the BIA has been involved in the implementation of Federal laws that have directly affected all Americans” (Bureau of Indian Affairs, n.d., para. 2).

Significance of the Study

The results of this study can help current and aspiring Native American tribal members working in Native American businesses. Findings from this study can benefit the following:

(a) Native American business leaders and employees; (b) professionals working with Native American businesses, especially in the tourism industry; (c) educational institutions that are

educating and training future Native American business leaders; (d) consultants working with Native American tribal businesses; (e) Native American tribal Leadership, especially the Chief and Tribal Council; and (f) Non-Native American employees and future employees who work or will work in Native American tribal businesses.

Native American business leaders and employees will benefit from this study by understanding the impact that leaders, leadership, and leadership development have on their organizations as well as themselves and other employees. As employees and leaders understand more fully how to apply leadership principles, businesses and employees will flourish. Additionally, as challenges and gaps are identified, leaders will then be able to address them and work with employees to create solutions that will continue to grow the businesses. As employees of tribal businesses, they will be able to identify trends in the industry, as well as help create a vision of what they can become as they move up in the businesses or within the tourism industry.

Chapter Summary

Native Americans have been affected by the locations of their Native American tribal reservations, where they have land to live and set up businesses. Native American tribes have both business leaders and tribal leaders that play a role in overseeing businesses on the reservations and influence decision-making for the tribes and the businesses. Employees in Native American businesses are represented by both Native American tribal members and non-tribal members. With a wide demographic of employees in these businesses, it is important to verify that employees and leaders are trained and performing their jobs properly. Additionally, it is important in these tribal businesses that the future of the tribe and the business are both respected as well as nourished. The future success of these businesses depends upon training, which can happen on the job or as part of the educational system as well as the leadership,

management which will drive employee growth as well prepare to meet the vision of both the Native American tribal leaders and business leaders. A variety of Native American businesses are currently flourishing, including logging and tourism. Within the tourism industry, tribes are operating hotels, casinos, smoke shops, golf courses, and bingo halls.

The Indian Removal Act of 1980 affected not only where the Native American reservations were located, but also their access to technology because the lands were often isolated. The plots of land that they received were more suitable for farming and ranching than other types of business. Limited opportunities on the new Native American reservations led to extreme poverty, which drove a significant number of people to leave the reservations in search of greater opportunities. Because of their different language, culture, and traditions, it was often challenging for Native Americans to adapt and flourish outside of their newly assigned reservations. Culture, traditions, poverty, and access to technology play an important role in Native American business, business development, and opportunity. Education and leadership and talent development are vital to the future success of these businesses. Education can provide a platform of skills that can help potential employees cultivate skills that are required for positions within the businesses.

The lack of research on leadership and talent development in Native American tribal businesses provides a great opportunity to examine these businesses. It also provides the chance for employees and leadership to understand the challenges they face and in turn develop a greater platform to grow tribal businesses as well as employees and future leaders. Therefore, the purpose of this study was to investigate business strategies that are in place in the Native American tourism industry and examine the challenges being faced by the businesses and employees therein.

Chapter 2: Review of Literature

Overview

Based on the lived experiences of tribal members working in the Native American tourism industry, the purpose of this study had four components: (a) to determine what business strategies and practices are employed by Native American business organizations; (b) to determine what challenges Native American businesses face in implementing those strategies and practices; (c) to determine how managers measure the success of the organizational leadership; and (d) to determine, based on their lived experiences, what recommendations participants would make for future implementations of organizational development. This chapter presents a review of literature related to the phenomenon being investigated, including Native American history and culture, education, poverty, and development. This chapter also explores Native American business and business leaders, and leadership training and development as well as leadership styles.

Native American History

According to Sandefur (1989), the isolation and concentration of Native Americans started early on, but it was not until the Indian Removal Act of 1830 that legal justification was given to these acts. At this time, most of the Indians who were located east of the Mississippi River were moved west of the river, including tribes from as far east as New York, who were then relocated to what is now known as Oklahoma. Those tribes that were not moved west were compelled to give up large areas of their land and were moved to small, isolated areas.

The lands reserved for Indian use were generally regarded as the least desirable by whites and were almost always located far from major population centers, trails, and transportation routes that later became part of the modern system of metropolitan areas,

highways, and railroads. In sum, for most of the 19th century the policy of the U.S. government was to isolate and concentrate Indians in places with few natural resources, far from contact with the developing U.S. economy and society. (Sandefur, 1989, p. 37)

Toward the end of the 19th century, there was less forced isolation due to the awareness that the quality of life on the reservations was extremely low and those living on reservations faced issues that were, in many respects, similar to those in inner cities (Sandefur, 1989).

This assimilation was to be accomplished through allotment policy, and the first allotment legislation (the Dawes Act) was passed in 1887. The basic idea was to divide into smaller parcels (often 160 acres) the small areas of land that were at that time controlled by the various groups of Indians, and to allot one of these parcels to each Indian the particular tribe. The goal of this policy was to enable Indians to become farmers or ranchers, the major occupations in the areas where Indians were located, and full members of American society. (Sandefur, 1989, p. 38)

In 1887, the Dawes Act called for a dissolution and dissipation of tribal-owned lands into separate parcels deeded to the tribal members. Between 1887 and 1932, the total tribal land within the United States was reduced from 560,000 km² to 190,000 km², with the surplus land either being sold to settlers or going back to the government (Gonzales, 2003).

The 1950s saw the next major attack on Native Americans and those living on Indian reservations. Political leaders were distressed by both the legal relationships between the reservations and the federal government as well as the poor living conditions on the reservations. In 1952, legislation was passed to end the special relationship between tribes and the federal government. The federal government instituted programs to assist with employment and relocations, which also provided financial assistance to those who wanted to leave the

reservations for better employment (Sandefur, 1989). From 1950 to 1980, Native Americans living on reservations was only 25% of the total Native American population. Not only were Native Americans forced to move west or gathered together to reside on small plots of land, plots of land, but also the extreme poverty of those who lived on the reservations prompted many to obtain financial assistance from the government and leave the reservations to find better opportunities.

Although some of these reservations are quite small, 250,379 Indians lived on 36 reservations with populations of 2,000 or more. Three-quarters of these Indians lived on the 18 reservations that had poverty rates of 40 percent or higher. In other words, approximately 14 percent of all American Indians in 1980 lived on large reservations with poverty rates of 40 percent or higher. (Sandefur, 1989, p. 38)

According to Dippel (2014), the government's purpose in forming Native American reservations was to maximize the amount of land that was available for settlement as well as to keep down the administrative costs of monitoring Native Americans off of the reservation. With the formation of the Native American reservations, the government wanted to minimize the number of total tribes, while still being mindful of inter-tribal hostilities that existed and manage them through separate reservations. These Native American reservations and Indian tribes became sovereign nations, and the states would only have limited power over the tribes (Evans & Topoleski, 2002).

Native Americans living on reservations are among the poorest people in the United States, with poverty rates five times higher than national averages, and median household incomes 60% lower than averages nationally (Evans & Topoleski, 2002). According to Evans and Topoleski (2002), among Native Americans on Native American reservations have twice the

high school dropout rate and one fifth the graduation rate of those not on reservations in the United States. Twenty percent of the homes on Native American reservations do not have functional indoor plumbing or access to a vehicle, and over 50% do not have a telephone in the home. The median household income of Native Americans is the lowest of any major ethnic group in the United States, with a greater portion of people living below the poverty level than any other racial group (Richardson & McLeod, 2011). Native Americans on reservations also have the lowest educational attainment and workforce participation than any other ethnic group in the United States. According to Gonzales (2003) and the 1990 census, the median household income for Native Americans living on reservations is \$19,297 per year, 33% lower than the national United States Average, with 31.6% of Native Americans living below the poverty line. In 1990, roughly 500,000 Native Americans lived on reservations, and to combat the poor economic conditions among the people, tribal governments started showing interested in the gaming industry (Evans & Topoleski, 2002).

Health among Native Americans is also worth considering. Native Americans have diabetes at 2.5 times the national rate, and children suffer from fetal alcohol syndrome at a much higher rate as well. Suicide for Native American youth between the ages of 5 and 14 is twice the national rate, and for ages 15 to 24, the suicide rate is three times the national average (Gonzales, 2003).

Native American Culture

With Native Americans being forced to leave their land, confined to tribal reservations, and then incentivized to leave the reservations, they face particular challenges that are similar to those faced in inner cities, as mentioned earlier. For Native Americans, the reservation is a cultural base. Unlike Hispanics, they do not share a common language; there are hundreds of

different Indian languages and traditions. There has not been a large enough gathering of Native Americans in one place to maintain a tribal language or culture. So, for most Indians, the reservation is the only place they can speak their native language and share traditions and culture. In addition to culture and language, the reservation is characterized by a sense of family and community. The kinship structure that exists on reservations is complex and far reaching. This sense of family and community provides meaning to many Native Americans, something they would miss greatly if they left the reservation (Sandefur, 1989). Another benefit of living on a tribal reservation is access to social services and assistance programs that are typically administered through tribal governments and federal programs. If a person has grown up using these programs, it is typically challenging to negotiate the political and service systems when off the reservations.

Furthermore, those who leave the reservation often lose access to services that were free while they lived on the reservation but for which they are ineligible unless they return.

The Indian Health Service, or tribally run health clinics, for example, provides free health care to Indians living on reservations. Once a reservation resident moves to an urban area, he or she usually has to arrange to obtain health care from providers that serve non-Indians as well. (Sandefur, 1989, p. 38)

These are some of the main reasons why Native Americans stay on the reservations or return to them.

After the 1980s, as more technology was introduced throughout the United States, people living on reservations primarily focused on ranching and farming in their communities, while still facing extreme poverty. Native American development has been affected by poverty, unemployment, and lack of education. After the 1980s, many Native Americans moved back to

the reservations, and the number of recognized reservations increased from 36 in 1989 to 312 in 2004 (Bissell, 2004).

Today, despite the constantly changing federal policy, Native American tribes remain vibrant with 312 federally recognized tribes located on reservations throughout the United States. Much of the Native American population lives on reservations rather than in larger metropolitan areas. Of the approximately two million Native Americans in the United States, about 60% live in tribal areas or the surrounding counties. Many reservations currently face harsh economic conditions. For example, Native Americans and Alaska Natives have the highest poverty rate of all ethnic groups in the country at 25.9%, and unemployment rates on reservations are over 50%. (Bissell, 2004, p. 133)

With millions of Native Americans in the United States and astoundingly high unemployment rates among them, applying business and education principles can be of great help. Bissell (2004) noted that Native American communities have to overcome great barriers in areas of development and education, including access to information technologies. Many of the reservations are in rural areas, with low population densities that lack simple infrastructures such as electricity and telephones.

Bissell (2004) stated that the development of information technology can provide many opportunities to the Native American people living on reservations. Information technology can enhance communication among organizations; expand the availability of resources in medical, educational and business environments; as well as increase technological literacy. It is important that development, especially leadership development, be considered in the context of where Native American nations are today.

The upshot is a self-governing tribe or nation (the words are used interchangeably) that lives in the United States but is stuck with a third-world standard of living. The unemployment rate on the Navajo reservation hovers around 35%; the under-employment rate is higher still. Many Navajos live in houses without telephones, piped water or electricity. Tell-tale signs of poverty are everywhere: hungry dogs, abandoned jalopies, corrugated iron roofs weighed down by old tires, litter-filled fields, cheap clothes hung over rocks to dry. (“American Indians,” 1991, p. 32)

“American Indians are the least likely of any major American racial and ethnic group to own a business, with only 1 Indian in 100 a business owner” (Garsombke & Garsombke, 2000, p. 94). There is a difference between standard, traditional American business owners and Native American entrepreneurs, who “have a greater propensity to be subjective thinkers or as people responded, ‘thinking with their hearts’” (p. 94). It is important to keep in mind cultural differences, background, and societal norms when it comes to successfully training and developing member Native American tribes.

Native American Training

Richardson and McLeod (2011) investigated leadership in terms of technology on Native American reservations. All of the principals stated that vision was the key to success in technology leadership. The decision was made to make technology a priority, stay abreast in the field of technology, and help students become familiar with technology. This vision can also be applied in a business setting. When it comes to leadership and talent development within the tourism industry, tribal gaming leaders must also share the same vision. Whether or not the vision revolves around the use of technology or leadership development for succession planning, it is vital that the vision of the organization be focused on such. In a study that analyzed training

for tourism management, a director was asked about the importance of training and mentoring within the industry. When Olsen was asked how she approached her position as the Director of Tourism, her response emphasized the training of tourism management. She expressed that she is not there to simply develop and run the tourism program; rather, she said part of her job is to teach the *business of tourism*. Her approach was to be a *culture broker* and not merely take control when performing activities, but instead transfer her knowledge and skills to her employees (Piner & Paradis, 2004). As a culture broker, mentor, or leadership developer, Olsen had a vision that would transform the industry as well as the Native American nation as a whole.

Educational leaders such as principals face unique challenges with Native American students because of isolation, poverty, cultural preservation, cultural disintegration, and language maintenance (Richardson & McLeod, 2011). According to Richardson and McLeod (2011), as technology becomes more prevalent on Native American reservations, it is important to better understand the role of leaders of Native American schools regarding how to adopt the new technology. Although existing literature is clear in stating that technology leadership is needed on Native American reservations, it fails to explore the topic in much detail.

Recent data show that in 2002, Native Americans represented less than 1% of all students enrolled in college. Most of them attended two-year institutions-typically within the tribal college system (U.S. Department of Education, as cited in the Chronicle of Higher Education Almanac, 2005-2006). American Indian graduation rates were equally low, with Native Americans earning 0.7 % of all associate's, bachelor's, and advanced degrees conferred in that year (U.S. Department of Education, as cited in the Chronicle of Higher Education Almanac, 2005-2006). (Guillory & Wolverton, 2008, p. 59)

On a positive note,

By incorporating family within the educational experience of Native American students, institutions have the opportunity to bridge gaps, heal wounds, and build trust. For Native American people, it's all about family. Institutions that serve Native American students cannot continue to operate using traditional approaches to student retention if they want to truly serve and help our country's Indigenous peoples. (Guillory & Wolverton, 2008, p. 84)

In the traditional American Indian way, leadership is nurtured in young people through self-mastery, inner strength, and the development of individual abilities that contribute to the well-being of the tribe. In essence, the concept of leadership from an American Indian perspective is one of service—to and for the betterment of the community. (Garrett & Garrett, 2002)

Thus, this leadership style encompasses not only the cultural worldviews of American Indians, but also specific values and beliefs about doing things in a way that benefits the community or, as in the case of this article, the counseling profession. By necessity, leadership is a shared vision among American Indian people.

One way this shared vision may be achieved is by recognizing, identifying, and nurturing future leaders through the use of a traditional American Indian worldview that involves collectivism, collaboration, compassion, and courage intertwined with concepts of relational theory of women's development. (Portman & Garrett, 2005, p. 287).

American Indian traditions, on the other hand, tend to be more related to the requirements of the community, to be much more dispersed throughout that community, and to be rooted in situations rather than individuals. Thus, one could argue that American Indian traditions of leadership are more akin to hierarchies: flexible and changing patterns of

authority rather than rigidly embedded in a fixed and formal bureaucracy. (Warner & Grint, 2006, p. 227)

A study Laurence Wise-Erickson (2003) compared and contrasted leadership practice with traditional American Indian leadership attributes, characteristics, and traits of team-based leadership. In this study, 14 Native Americans were interviewed, and it was established that team-based leadership attributes were present. The Native Americans viewed leadership as a synthesis of traditional Native American values, traits, and various behaviors of the community. Wise-Erickson concluded that the holistic style of leadership among the sample of Native Americans mirrored what is found in research on community-based leadership (Warner & Grint, 2006). Additionally,

Traditional American Indian leadership is based on a core of spirituality. Each of the leadership styles in this model is derived from a spiritual core that connects this style to an indigenous community; in other words, while American Indian communities are spiritual communities, they are not all alike. The characteristics of this particular model describe a time and place of leadership using four primary leadership skills, derived from the use of language, or specifically the concept of “persuasion.” In short, leadership is distributed within a community based on the skills and experience an individual accumulates. (Warner & Grint, 2006, p. 235)

Native Americans are in need of training to prepare them for the future as well as to secure opportunities that only come through coaching and development.

Approaching Native American empowerment and sovereignty issues through strengthening human capital will provide immediate benefits and will lead to increased social capital and cultural capital. The involvement of a variety of agencies and groups in

enhancing human capital among Native American business owners will require social capital inputs, as well as cultural inputs. And unlike financial capital, using social capital actually increases its stocks, rather than diminishes them. (Bregendahl & Flora, 2002, p. 53).

Bregendahl and Flora (2002) recommended 14 areas in which Native Americans were in need of training and technical assistance. Each point is expected to help Native American business owners achieve the multiple business outcomes that will help their present situation as well as their future:

1. Skills training must be delivered to tribal business owners where they live. Onsite training is more convenient, accessible, and affordable. It also sends a clear message that these business owners are not only recognized but also important.
2. Training and technical assistance should focus on hands-on, practical training that helps business owners perform functions that will be needed for their businesses.
3. If there is a desire to use e-commerce, a needs assessment should be conducted to determine if it would actually help business owners. It may not be a perfect fit for everyone.
4. An assessment can also be conducted to determine what options are available to Native Americans in terms of e-commerce as well as hardware, software, (cost of such), cable, phone, and business expenses that would be needed.
5. Training and assistance may best be delivered by Native Americans. The program could be set up as a train-the-trainer setup, which would permit and encourage relationship-building between different tribes. This could also involve sharing methods that are being implemented and working in other locations and their use of new technologies. If the

trainer is not a tribal member, potentially someone who is politically neutral and sensitive to cultural issues could fill this role. These programs build both human and social capital, and coordination can be established among tribal colleges, business information centers, and tribal resources.

6. When scheduling training, it is important to verify that there are no conflicts with tribal members. For example, in the summer, travel and tourism traffic is high, so even willing participants would not be able to attend. Also, if there are rituals on the calendar, those should also be respected.
7. Parallel programs of business mentoring, support groups, and sponsorships should be implemented to help new business owners with their new challenges. These groups should be composed of both similar and dissimilar business owners and businesses. These groups can also address issues such as insurance, taxes, budgeting, financing, computer technology, marketing, legal issues, and other issues common to business owners.
8. Participants are also interested in group websites that minimize their business costs, access technical support, talk about business costs. “A collective approach to e-commerce will assist many short-staffed and overworked business owners who have a limited budget and little time for committing themselves or resources to complex and expensive technologies that they are not equipped to adopt. Instead, they may be occupied with acquiring materials, managing production and locating markets. A collective approach is thought to minimize this obstacle by distributing tasks and responsibilities among a variety of people” (Bregendahl & Flora, 2002, p. 55).

9. Because there is access to the Internet, it does not mean there will be a direct success in sales. Business owners need to understand techniques basic to effectively maximize the Internet and its capabilities, such as being on the right websites, utilizing search engine optimization, and knowing where to go and what to do. Additionally, business owners need to make website content text clear and concise, so it is easy to navigate, helping owners maintain business and customers.
10. Children have become technical resources, with schools being known for their technical infrastructure. Partnerships between schools and businesses should be developed to use these resources. The curriculum should be designed around computer skills and used for the benefit of the community while recognizing that there are some limitations.
11. According to Bregendahl and Flora (2002), “Training programs should maximize information delivery and focus on Native American business owners in both the long and short terms. To keep up with technology, there is a need for both education and updated hardware and software. Skills training for the updates are inevitable” (p. 55).
12. According to Bregendahl and Flora (2002), training is preferred in a central location in a semi-public setting. This is needed for public monitoring of who is using the resources and how they are being used. This choice will help with transparency, public accountability, and building relationships of trust among tribal members.
13. Most of the participants have the desire to learn how to use both the internet and technology themselves without depending on a technical resource to serve their business. By relying on a technical consultant, many feel that they would not learn what they want to learn and as such would still be at a disadvantage. Knowledge is both control and power (Bregendahl & Flora, 2002).

14. Future Native American business owners need greater levels of technological training and overall business skills to instill confidence and enable them to compete. According to Bregendahl and Flora (2002), “Tribes should consider tailoring training to meet the specific needs of tribal members that are seeking assistance. Tailoring programs can be done by proper planning to assure participants feel comfortable. Items for consideration include physical setting, who is doing the training, the cadence of the training as well as if there are any special needs or help needed to guild participants in the learning process. The training should be results based, where quick results build confidence and interest. Effective programs with create learners who are self-motivated nurturing spiritual and cultural assets Native American business owners have to contribute. The total amount of training as well as the duration will depend on the level of comfort and confidence achieved by the participants in the program” (p. 56).

Native American Economic Development and Education

Many reservations have implemented business operations within the tourism industry, including gas stations and convenience stores, hotels, casinos, bingo halls, gift shops, etc., which has changed the dynamic for life on the reservation. Despite challenges with technology, education, and unemployment, Native Americans have still been able to successfully build tourism empires based primarily on tribal gaming. With the introduction of casinos to the tribes, new challenges were created, with the requirement of enhanced expertise in order to run these tribal tourism conglomerates successfully.

Tribal well-being as a whole was the next urgent requirement. As economic conditions improved, a number of departments were established or reorganized and new programmes initiated. Some programmes, such as Social Services, existed prior to casino

revenues but were operated by the BIA [Bureau of Indian Affairs]. (Piner & Paradis, 2004, p. 81)

With additional departments now needed to run the tourism arm of the tribe, management and leadership development are imperative. Tribal tourism brings an environmental and cultural concern to the tribes, and as such, academic attention has focused on what tribes can do to sustain development, especially in the tourism industry (Piner & Paradis, 2004).

The role of education and development is key to the success of the Native American tribes running the tribal casinos. Piner and Paradis (2004) conducted a study on the Yavapai-Apache tribe in Arizona, and education was a focal point of their findings.

Education is considered a key to the future of the Yavapai-Apache people. Their small land base does not allow for a reliance on agriculture or major natural resource industry beyond local quarrying operations. Instead, they must rely on well-educated people for direction and future planning. (Piner & Paradis, 2004, p. 82)

Lack of education has served as a roadblock to efforts by Native Americans obtaining higher-level positions in organizations. It isn't the sole purpose of unemployment, but factors into the equation and can provide more economic opportunity (James, Wolf, Lovato, & Byers, 1994).

Well-educated people within the tribes are critical to planning not only the future of the natural resources, but also the future of the tourism and tribal casino business industry.

As Richardson and McLeod (2011) stated, "American Indian educational attainment is lowest on reservations and in designated tribal areas. One-third of American Indians living on reservations have less than a high school education, a rate slightly higher than Indians living outside of tribal areas" (p. 2). Leadership development will have to take a slightly different approach because of the level of education, but mentorships and feedback will still be valuable

and can be implemented immediately to help ensure economic sustainability and grooming of new talent for future leadership opportunities within the business setting. Besides educational challenges, Richardson and McLeod (2011) found additional problems when implementing training for Native Americans, including unreceptive staff, isolation, and poverty as well as the lack of Technology Coordinators or proper resources to implement training with the employees.

In addition to education, technology, and training, governing institutions or tribal councils also play a role in Native American development. According to Cornell and Kalt (2006), it is important that the governing bodies on Native American reservations be stable. Laws and procedure rules should not change frequently or easily, and when they do change, it should be according to designated procedures. These governing councils have to separate the politics of the tribes from the business of the tribes, leaving elected leadership or tribal council members in charge of strategy, with business managers heading up the day-to-day business.

Governing institutions have to take the politics out of court decisions or other methods of dispute resolution, sending a clear message to tribal citizens and outsiders that their investments and their claims will be dealt with fairly. Governing institutions have to provide a bureaucracy that can get things done reliably and effectively. (Cornell & Kalt, 2006, p. 15)

According to Cornell and Kalt (1992), there are two critical pieces in the development puzzle for Native American tribe: sovereignty and institutions. A key to economic development and perhaps the greatest development tool that Native Americans possess is sovereignty, which refers to the ability and power to make decisions about their own futures. Sovereignty is a power that depends on the goodwill of Congress, and ultimately the support of the public. The second key to development is institutions, as sovereignty alone is insufficient to overcome challenges

tribes face today. The key difference between successful and unsuccessful tribes is the ability to use sovereignty as a practical tool to build nations. Doing so requires institutional innovation and for governing institutions to meet two key requirements: adequacy and appropriateness.

Adequacy refers to the tribe's ability to solve problems and manage its reservations and businesses. Appropriateness refers to making sure that the institutions match the way that tribal members work and how they do things within their community. Together, sovereignty and institutions can help tribes build and develop successful organizations.

In addition to governing bodies and their management approaches on reservations, a key to development within the tribe is the provision of employment options for tribal members. Many of the tribal members on reservations raise livestock or farm crops, plants, and produce. Nonetheless, there is still a great need for employment opportunities for tribe members on the reservations (Sandefur, 1989). With the need for greater employment opportunities at the forefront of development, tribal businesses are pivotal to reservation success.

Cornell and Kalt (1998) designed a development plan for Native American tribes that focused on nation-building. Economic development of tribes often focuses on jobs and income, which is a more short-term solution than starting businesses. It is proposed that a nation-building approach be taken, which focuses on long-term sustainability, creating an environment where businesses can thrive as measured by social, cultural, political and economic impacts on the tribe. Development would be the responsibility of tribal leadership to set and establish a vision and implement to create a foundation of strategic direction and informed action. From a nation-building approach, leadership focus will be on governing institutions effectively. When this is done, the government no longer feels a scarcity and need to fight over resources, instead transforming into a power that advances objectives that help the nation. When engaged in nation-

building, leadership is not limited to elected officials; leadership can be found in schools, businesses, programs, and communities. What sets nation-building apart is the public spiritedness and the focus on empowering the nation as a whole more than empowering individuals or smaller factions (Cornell & Kalt, 2006). In nation-building, the tribe and its members will want to invest because they believe that the investment will pay off, especially monetarily. In addition to money, there may also be satisfaction of working hard and raising the quality of life on the reservation. Nation-building will reduce the dependence on the United States government and increase tribal sovereignty. Native American tribes have choices when it comes to nation-building and what they feel will be best for their reservation and their people (Cornell & Kalt, 1998).

As part of nation-building, the number of jobs on Native American reservations has been growing as a result of gaming and casino enterprises. In Wisconsin, tribes provide employment for 10,496 people; two-thirds of those jobs are in gaming facilities and half of those jobs are held by tribal members. With many Native American reservations in remote locations, casino employment is an essential ingredient of the progress and development of the people (Gazel, Thompson, & Rickman, 2012).

Native American Business

A variety of Native American tribes are not only taking advantage of economic development but also growing their businesses annually. For example, four tribes have been very successful in business. According to Cornell and Kalt (1998), the White Mountain Apaches' forest products, recreation, and skiing have been an anchor in the economy of east central Arizona. Not only are the tribal businesses influential in parts of the state, but they are also recognized regionally for their contribution to the economy. Their timber operation is one of the

top four producers in the western United States, often outperforming private timber companies. In Mississippi, the Choctaw Indians' timber company is one of the largest employers in the state. Thousands of non-Indians go to the reservation to work in the manufacturing, service, and public sectors. The Choctaw are importing labor because there are not enough Native Americans on the reservations to fill the jobs. These thriving businesses are creating significant job growth, and consequently, eradicating high unemployment rates in these areas.

At Cochiti Pueblo in New Mexico, effective unemployment is close to single digits — one of the lowest rates among western reservations — thanks to the Tribe's ability to employ in tribally-owned enterprises most of their own people who want on reservation jobs. (Cornell & Kalt, 1998, p. 4)

In Montana, the Salish and Kootenai tribes of the Flathead Reservation have built thriving businesses in tourism, agriculture, and retail services. "Unemployment on the Flathead Reservation is often lower than in the rest of rural Montana. The tribal college now gets non-Indian applicants who want the quality of education the Flatheads provide" (Cornell & Kalt, 1998, p. 4).

Native American Casinos and Gaming

In the late 1980s, legal rulings were favorable to the tribes in California and the passage of the Indian Gaming Regulatory Act of 1988 legalized gaming operations on reservations in multiple states (Evans & Topoleski, 2002). Prior to the Indian Gaming Regulatory Act of 1988, Native American tribes and states had the authority to enter into agreements when it came to taxes and tribal services. The United States Supreme Court decision in *California v. Cabazon Band of Mission Indians* was in favor of the Cabazon and resulted in the passing of the Indian Gaming Regulatory Act (Smith & Brent, 2001). Smith and Brent (2001) noted that the primary

issue in the case of *California v. Cabazon Band of Mission Indians* was whether or not California had authority to enforce gambling laws within Native American reservations. With the decision going to the Cabazon, the law permitted unregulated gaming on Native American reservations.

According to Gonzales (2003), the Indian Gaming Regulatory Act provides three classes of tribal gaming. The first class consists of social games for prizes with nominal value or traditional forms of Indian gaming as part of tribal celebrations or ceremonies, which is subject to tribal regulations only. Class II includes bingo, lotto, or manual card games that are not prohibited by the laws of the state. Class III includes all other games such as slot machines, dog and horse racing, blackjack, baccarat, etc. Class III is only permitted in states where these types of gambling are legal. Tribes must enter into an agreement with the state for their operation.

Starting in late 1970, Native American reservations were allowed to take more control of their economic development. Four years after the passage of the Indian Gaming Regulatory Act, employment increased by 26% and tribal populations increased by about 12% (Evans & Topoleski, 2002). According to Gonzales (2003), of the 562 federally recognized Native American tribes, 201 of them operate tribal casinos, and two-thirds of those are Las Vegas-style casinos with slot machines and table games. The introduction of casino- and gaming-related jobs has substantially altered the living conditions for Native Americans living on reservations and non-Indians in the surrounding communities. According to the National Indian Gaming Association, gaming has created jobs, reduced welfare dependency, and generated tax revenues for states (Gonzales, Lyson, & Mauer, 2007).

In the year 2015, Indian gaming resulted in almost 30 billion dollars in gaming revenue, the largest gain in 10 years. Indian gaming has contributed to over 679,000 jobs directly and indirectly. The tribes aren't the only ones affected by Indian gaming, federal and

state governments received over \$10 billion dollars from Indian gaming. The results from Indian gaming have helped many communities grow both socially and economically.

(Stevens, 2016, p. 16)

According to Chhabra (2007), reactions to tribal gaming operations has been mixed because of its negative and positive impacts on tribes, tribal members, and non-tribal members in neighboring communities.

Native American Leadership

Native American business differs from traditional corporate business models because business decisions are made by a tribal council, which is typically run by the tribal president or chief.

On many reservations, the tribal government — typically the tribal council or the tribal president — controls tribal businesses. Business decisions are made by the council; administrative and personnel disputes are referred to the council; and the council or president often assumes responsibility for much of the day-to-day running of the enterprise. (Cornell & Kalt, 1998, p. 15)

In many corporations, CEOs or presidents are chosen based on tenure, experience, and qualification. In a tribal setting, most do not

choose leaders on the basis of their ability to read market conditions or manage a labor force or negotiate purchasing agreements with suppliers. Societies ideally choose leaders on the basis of vision, integrity, ability to make wise long-term decisions, leadership attributes, and so forth. When it comes to running businesses, what societies typically need is to find the best business people available, people, who know how to make

businesses succeed and become lasting sources of income, jobs, and productive livelihood. (Cornell & Kalt, 1998, p. 15)

Some tribes have a clear division between tribal leadership and/or governance and business, and in others, the two overlap somewhat. When tribal leadership gets involved in business operations, businesses typically fail or drain tribal resources, preventing them from being used to benefit the tribe in other ways. Businesses are not able to compete successfully when business decisions are made according to political or tribal leadership interest, and not business criteria (Cornell & Kalt, 1998).

It is important to elect the right political or tribal leadership as well as to hire the right business leaders. If a tribe allows tribal leaders to serve themselves with their own agenda, enforcing it with court decisions, this will be counterproductive to tribal and business growth. Institutions perform better when leaders' attention is focused on strategic issues rather than micromanaging businesses or programs. Strategic leadership better serves the nation. It takes visionary and assertive leaders to put governing institutions in place, but once they are established, they will invite better leadership (Cornell & Kalt, 2006). "Tribal leadership is the embodiment of a lifestyle, an expression of learned patterns of thought and behavior, values, and beliefs. Culture is the basis; it formulates the purpose, process, and ultimately, the product" (McLeod, 2002, p. 164).

The Harvard Project has been carrying out a running survey of tribally-owned businesses on reservations. To date, we have surveyed approximately 125 such businesses on more than thirty reservations. The results are compelling. Those tribally owned businesses that are formally insulated from political interference — typically by a managing board of directors and a corporate charter beyond the direct control of council members or the

tribal president — are four times as likely to be profitable as those businesses that are directly controlled by the council or the president. To be sure, there are some council-controlled businesses out there that are successful. But the evidence from Indian Country shows that the chances of being profitable rise four hundred percent where businesses are insulated from political interference in day-to-day operations. (Cornell & Kalt, 1998, p. 16)

Best Practices in Leadership Training

According to Bloom and Sosniak (1981), in talent-development situations, the person, or *talent*, is seen as unique, and receives appropriate learning tasks geared for each individual. Rewards are given, and the pace of the learning is set as appropriate for each learner. The talent's learning was central to the learning process, and changes occurred as needed to improve the process. The talent's progress is measured according to specific standards set by the teacher that are specific to the talent. Teachers compare one talent to others, but work to place emphasis on the individual or talent and his/her progress or measurement against the established standards. When it comes to learning in talent development, different techniques are used depending on the setting. There is a difference between teaching in school and talent development. "In general, school learning emphasizes group learning and the subject or skills to be learned. Talent development typically emphasizes the individual and his or her progress in a particular activity" (Bloom & Sosniak, 1981, p. 90). When it comes to business, the same approaches can be taken, either focusing on teaching and learning, or talent development. Talent development is less focused on curriculum and more focused on the individual, using a personalized approach to helping the person learn.

In addition to individual training and specific programs based on individual needs, another facet of talent and leadership training is succession planning. What is being done to prepare the next generation of leaders as part of succession planning, and what is being done for their development today in preparation for the company's future? A major problem for many companies is the lack of strong, deep pools of talent for succession planning to assume a variety of leadership roles. This problem requires a change in status quo. Many if not most of the companies that start talent-management practices lack have a clear vision of the outcomes that they seek (Kesler, 2002). Not all companies are spending time and resources building their *bench*. Although there may be talent development in place, it is important to have a clear vision of those who are in the company, skills they possess, and what can be done to personally develop their talent in preparation for the future. The presence of talent and leadership development can change an organization.

Warner-Lambert's human resources senior leadership team prepared a set of principles as part of a redesign of its practices. The first principle stated: Talent across the company is managed for the larger interests of the company. Our divisions are the stewards of that talent, and company-wide interests prevail. (Kesler, 2002, p. 34)

Organizations must ask themselves, *What is the mission or purpose of the company, and what are the interests aligned with said mission?* These questions should be addressed as part of a specific, clearly detailed talent management plan, succession plan, and talent development plan.

In regard to development, differing levels of dedication can be devoted to each employee, so businesses need to spend time evaluating potential in their employees and assigning resources to these individuals. Per Kesler (2002), future potential must be differentiated because of the

scarcity of development resources, so giving the right people these types of resources will provide the most fruitful results.

The development actions that have the most impact building future general managers are those aimed at giving target candidates continuously increasing levels of responsibility, at the right time intervals, in a series of tough, but manageable jobs — roles that are likely to develop greater abilities to manage business complexity — supported by frequent feedback. (Kesler, 2002, p. 41)

Companies need to pay attention to selecting the right employees to be developed, imbuing them with more responsibility through specific jobs and roles that will give them greater capacity. As much as these actions can promote leadership development, feedback, as stated previously, is also critical to leadership development. Feedback gives future leaders the opportunity for evaluation and re-evaluation, permitting them to adjust to challenges and make decisions based upon those challenges.

During the mid-1990s, a Leader of a telecommunication company wanted his company to be more focused on succession candidates. There were 38 succession candidates in his company, and management assignments were less than 24 months, which ended up being extended. In order for accountability to increase, employees holding management positions were kept in these positions at a minimum of 24 months. The increased time in each position provided greater investment in said positions, greater time to focus on development, and greater accountability in the position as well. Because the same candidates were interviewed post-assessment, it was found that more than three-quarters of the participants stated that this was the first substantial feedback they had received in more than 5 years. In the feedback, one-third of the future leaders were informed of behaviors that had the power to derail their careers. More than two-thirds of

these succession candidates had to change their behaviors as a result of the feedback and desired more feedback from their bosses (Kesler, 2002).

Management versus leadership development. As do management and leadership, management development and leadership development also differ greatly. According to Day (2001), management development focuses on education and training with emphasis on the acquisition of specific types of knowledge, abilities, and skills that increase task performance within that management role. Management development focuses on making the talent more efficient and making sure that these individuals have all the skills and knowledge needed to do their job as effectively as possible. Leadership development, in contrast, expands the talent's capacity and grows transferable skills that can grow others as well as the organization.

“Leadership development is defined as expanding the collective capacity of organizational members to engage effectively in leadership roles and processes. Leadership roles refer to those that come with and without formal authority” (Day, 2001, p. 582). Day maintained that leadership capacity is built as the talent reinvent themselves, and organizations need to focus on both the individual leader as well as the collective leadership development in the organization. By focusing less on the manager's tasks and more on the manager's leadership capacity, organizations can grow their bench and have more qualified talent prepared for a variety of leadership positions because of their ability to manage complex situations and act in leadership roles.

Mentorship. Leadership and talent development can manifest in a variety of ways and should be approached with the talent in mind in order to use resources in the most effective manner given the talent's individual style. Talent development can be done through 360 leadership reviews, one-on-one coaching, and mentoring, among other methods. Wiltshier (2007)

explained that the role of mentors could be considered from two different perspectives. The first method supports a mentor relationship that is established among peers, subordinates, and managers in work environments. “The second perspective is that discussed within academic communities and relates to the teaching and learning environment, and the intent has been focused on improvements in delivery and outcomes” (Wiltshier, 2007, p. 377). Whether mentor relationships are organic or instituted to focus on improvement and learning, they can be an effective in providing insight into complex environments as well as feedback, and supply real life experience as observers, instead of as participants. Many lived experiences can be shared through mentorship, providing a training and development environment that can supplement other training and development strategies. Mentorships can also provide an alternative to the scarce development resources available in organizations and can provide an alternative view, training through the mentor’s experiences, as well as a relationship that can continue for years to come, regardless of the position held. Bennetts (2001) identified factors that contribute to the value of a mentoring relationship, the first of which is the way the relationship is formed and the structure of said relationship. Another significant part of the mentor relationship includes the bond that cements and extends the relationship, as well as a quotient that measures how valuable the mentor relationship is to the mentor and the talent, or mentee. Bennetts advised that an effective mentor relationship should not be constrained by formality.

With the support provided through mentorship, mentees typically enjoy a greater reward than those without support. Those who experience more career-related support from their mentors generally enjoy greater organizational rewards. These results can be interpreted to mean that true mentorship, or an intense working relationship between a senior and junior member in an organization, is beneficial (Chao, 1997).

Emotional Intelligence

In organizations, a leader's emotional ability has a great impact on his/her effectiveness in the organization, with people, and on the bottom line (Goleman, Boyatzis, & McKee, 2013). Goleman et al. (2013) described 18 competencies that are grouped into four categories, which they referred to as emotional intelligence. The four categories are as follows:

Self-awareness. Emotional self-awareness is a leader's ability to recognize how his/her feelings affect him/her and his/her job performance. Accurate self-assessment occurs when leaders know their strengths and their weaknesses and welcome constructive criticism. Self-confidence occurs when a leader knows their strengths and play to them (Goleman et al., 2013).

Self-management. Self-control refers to leaders managing their disturbing emotions and impulses and channeling them in useful ways to stay calm and clear headed. Transparency occurs when leaders live their values; they are open about their feelings, beliefs, and actions. Adaptability is the balance between multiple demands without losing focus or energy. Leaders who are adaptable are comfortable with ambiguities. Achievement occurs when leaders have high personal standards and seek performance improvement for others as well as for themselves. Initiative is a sense of efficacy that leaders have what it takes to control their own destiny, seize opportunities or create new opportunities. Leaders with optimism are able to see opportunities rather than challenges, threats, or setbacks (Goleman et al., 2013).

Social awareness. Leaders with empathy are in touch with a wide range of emotional signals that help them sense unspoken feelings in a person or a group of people. They also listen and seek to understand others' perspectives. Organizational awareness occurs when a leader is politically savvy, is able to detect crucial social networks, and can understand key power relationships. Awareness also refers to the leader's ability to understand political forces within

the organization and the values and unspoken rules that guide them. Lastly, service refers to a leader's ability to foster an emotional climate so that those that work directly with the customers will keep the relationships on track, monitoring customer satisfaction, and being available (Goleman et al., 2013).

Relationship management. Leaders who inspire are helping others relate to a shared mission or vision and move people to participate. They are an example of what they are asking other people to do (Goleman et al., 2013).

Inspiring leaders have the ability to lead people towards a shared mission or vision. They embody what they ask others to do and create a sense of common purpose. Leaders who develop others by genuine investment seek to understand their goals, strengths, weaknesses, and provide feedback. Change catalysts are leaders who recognize a need for change, challenge the status quo, and lead the way to a new outcome. They are strong advocates even when there is resistance. Leaders who manage conflict best are able to draw out all parties and understand their perspectives while finding common ground that everyone can agree upon. Teamwork and collaboration occur when leaders are team players and models of helpfulness, respect, and cooperation. They help others build a collective spirit of identity.

Transformational Leadership

James MacGregor Burns (1998) introduced the concept of transactional and transformational leadership. Transactional leadership occurs “when one person takes the initiative in making contact with the others for the purpose of an exchange of valued things” (Burns, 1998, p. 133). Transformational leadership is present when a person or group of people engages others in a way that enables both leaders and followers to raise one another to a higher level of mortality and motivations. According to Barbuto (2005), transformational leadership

became operationalized by including charisma (which was also referred to as idealized influence), intellectual stimulation, and individualized concern. As the theory was refined in accordance with research, inspirational motivation was identified as the fourth component.

Charisma or idealized influence. As the first component of transformational leadership, charisma, or idealized influence, helps mold not only the leader but also the team and organization. Managers must be keenly aware of each of their team members and their needs, desires, motivations, and challenges in order to connect and be influential. It is important that managers use communication, dedication, and hard work in order for them to be admired or respected by their teams. This helps them to identify with the manager and enables the manager to have a closer professional relationship with them on a work level, but more importantly on an emotional level. The way a manager communicates can show dedication as well as what matters most to the manager.

Individualized consideration. The second component of transformational leadership is inspirational motivation. This factor refers to the importance of understanding what motivates each team member individually.

The Leader gives empathy and support, keeps communication open, and places challenges before the followers. This also encompasses the need for respect and celebrates the individual contribution that each follower can make to the team. The followers have a will and aspirations for self-development and have intrinsic motivation of their tasks. (“Transformational Leadership,” n.d., p. 2)

Intellectual stimulation. The third component of transformational leadership is intellectual stimulation, through which the leader challenges his/her team to grow and develop through creativity, problem-solving, and autonomy. It is important to create an environment

where team members can clarify and question policies, procedures, leadership directives, and strategic business approaches. Team members are at their best when encouraged to think on their own. If they have an issue with something in particular, they are encouraged to think it through and come up with solutions that can make the situation better. Stimulation can also be fostered through creativity and connection to the project and the leader. As team members are encouraged to try new approaches and strategies, the company will become a team of forward-thinking salespeople. This framework will provide an opportunity for growth, and enable company members to surpass personal, team, and company goals.

Individualized consideration or individualized attention. The fourth and last component of transformational leadership is individual consideration or individual attention. Transformational leadership focuses on the individual and his or her needs, contributions, potential, and achievement. Individuals grow when they receive individual consideration and attention.

Kotter's Eight-Stage Change Model

Change is needed in tribal gaming organizations, but not just any change: lasting change that enhances the organization, provides tools to employees, and grows the bottom line. However, "change remains a crucial challenge for organizations" (Cohen, 2005, p. 1). Kotter (1996) stated that management is a set of processes that keeps a complicated system, a group of people, or innovative technology running smoothly. Leadership is more than just managing a system; it is creating an organization based on solid principles and goals that will lead to the desired outcome of effect for the company.

Leadership is a set of processes that creates organizations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look

like, aligns people with that vision, and inspires them to make it happen despite the obstacles. (Kotter, 1996, p. 28)

Organizations that have adopted Kotter's (1996) eight-stage change model have accomplished varied results. "To date, major change efforts have helped some organizations adapt significantly to shifting conditions, have improved the competitive standing of others, and have positioned a few for a far better future" (Kotter, 1996, p. 3). However, in order to be successful using Kotter's change model, the change has to go through all eight stages. If one is skipped, or the company does not adhere to each one, there will almost always be problems.

Each of Kotter's (1996) eight steps is equally important to create enduring change, and as Cohen (2005) stated, "Each step in the process establishes a solid foundation on which to build change. Therefore, few change efforts will progress very far if any one of the steps is omitted" (p. 5). The eight stages are as follows:

1. Establish a sense of urgency,
2. Create a guiding coalition,
3. Develop a vision and strategy,
4. Communicate the change vision,
5. Empower the employees for broad-based action,
6. Generate short-term wins,
7. Consolidate gains and producing more change, and
8. Anchor new approaches into the culture.

Although some of these stages may be happening concurrently, none of them can be neglected.

"Some steps such as communicating or increasing urgency are typically executed continuously

during the change process to generate the energy needed to make the change a reality” (Cohen, 2005, p. 5).

According to Cohen (2005), the process of change is dynamic, so the change process may begin at different stages, and leadership should aim for short-term wins in order to boost energy in the organization. At times, it may be necessary to retrace steps in order to move forward with the change successfully.

Establishing a sense of urgency. The first step of successful change implementation in an organization is creating a sense of urgency. Helping employees detect and understand the need for change can be challenging, but multiple avenues may assist in this approach. According to Cohen (2005), there are multiple methods to establish a sense of urgency, such as such as bringing in outside data on competitors or the industry, or even an internal assessment of employee needs that signifies a need for change. “Establishing a sense of urgency is crucial to gaining needed cooperation. With complacency often high in organizations, transformations usually go nowhere because few people are even interested in working on the change problem” (Kotter, 1996, p. 37). To overcome complacency, the organization must share a consensus that there is a need for change, and organizational leaders can begin to identify strategic plans to take the company in a new direction. After identifying and eliminating problems within the organization, there can be clarity of leadership roles to implement a change initiative (Cohen, 2005). According to Kotter (1996), creating a strong sense of urgency usually requires bold or even risky actions not normally associated with good leadership. However, it isn’t leadership alone that can successfully implement a culture of change and urgency; an organization needs significantly more than the usual effort and commitment from people in order to bring about substantial change. At times, there is resistance to change both from employees as well as from

managers because a culture of denial exists. In a culture of denial, managers often ignore what they do not want to hear. Creating a sense of change urgency happens when employees and managers receive information they are able to act on at that time. Talking about a future date of change is not effective, employees must act in the moment in order to accomplish change (Cohen, 2005).

Create a guiding coalition. In addition to creating urgency, an organization must have the right people in place to act as a guiding coalition. Although the change may be the initial vision of one person or a small group of people in an organization, it is not always possible for one person to implement change successfully.

You can't do it alone. No one can. Successfully achieving your change objectives takes more than one individual or even one team. Significant change needs a number of powerful guiding teams who can actively champion the effort and take the necessary action when the effort comes up against barriers. (Cohen, 2005, p. 35)

With one person or one group of people unable to successfully make the change, a guiding coalition is needed to implement change effectively.

Certain characteristics must exist within the guiding coalition to make it successful. A guiding coalition is always needed and is strong when it includes the right composition, trust level, and shared objective. Building a team with a strong guiding coalition is always an essential part of the early stages of all restructuring, reengineering, or retooling strategy (Kotter, 1996).

Understanding the characteristics of team members and shared objectives will help the change process move forward successfully. The right level of leadership and influence is also needed. According to Cohen (2005), the following people are needed on the guiding coalition: the sponsor, or senior executive guiding the team with influence, authority, and resources to

make changes, and the guiding team, which may be composed of highly respected individuals who represent the organization and have a significant investment in the success of the change. These groups consist of managers and supervisors that make sure that tasks are designed, implemented, and followed up on.

Develop a vision and strategy. With the right people in place to act as a guiding coalition, the next step is to develop a vision or strategy that will propel the organization forward through the desired change. “Vision refers to a picture of the future with some implicit or explicit commentary on why people should strive to create that future” (Kotter, 1996, p. 71). According to Cohen (2005), a good vision offers a compelling and motivating picture of the future and helps steer the organization in the right direction. However, in order for the vision to be effective, it must be built upon a solid foundation, which is formed through a comprehensive, fact-based analysis of the organization and its current situation. The analysis can provide information on the size, scope, and scale of the change, and the proper resources for implementation. “Characteristics of an effective vision include: futuristic, compelling, desirable, realistic and feasible, clear and focused, flexible, easy to communicate” (Cohen, 2005, p. 71).

In addition to the vision, the strategy to accomplish the vision will help guide successful change practices. It is important that people who are resistant to change understand the vision and the strategy, as well as what it will do for them and the organization. “Clarifying the direction of change is important because, more often than not, people disagree on direction, or are confused, or wonder whether significant change is really necessary. An effective vision and backup strategies help resolve these issues” (Kotter, 1996, p. 71). A clear vision and strategy are imperative to the successful implementation of a change in an organization.

Communicating the change vision. Equally important as the vision and strategy is how they are communicated, both initially and over time throughout the organization. There are many ways to communicate a vision, but two of the most important are through clear and concise messaging as well as through behavior. According to Cohen (2005), in order to orchestrate effective dialogue, both the organization and the guiding coalition must understand the communication process, adapt their communication during this process, and understand resistance to the change. “If leadership has taken the time to craft candid, concise, and heartfelt messages, employees will grasp the possibilities of the vision and get on board” (Cohen, 2005, p. 90). If communications are candid and heartfelt, they may win over the organization. The power of the vision affects an organization when there is a common understanding of its goal and direction, and the shared desire for future outcomes helps motivate action and create transformation. Clarity and simplicity of a message are directly correlated with the energy required for effective vision communication. Information that is focused and jargon-free can be disseminated to large groups of people with cost savings over complicated, clumsy communication (Kotter, 1996). Kotter (1996) recommended that there be tens of thousands of communications throughout a change process to assist those that are adopting change. As effective as communication and messaging are in the change process, exemplifying the behavior can be even more influential.

Often the most powerful way to communicate a new direction is through behavior. When the top five or fifty people all live the change vision, employees will usually grasp it better than if there had been a hundred stories in the in-house newsletter. (Kotter, 1996, p. 97)

Clear messaging and exemplary behavior will provide the communication necessary to help members of an organization achieve the change vision.

Empowering the employees for broad-based action. With vision and strategy communicated throughout the organization, employees must now to be empowered to act upon the vision and make lasting changes. Throughout the process of change, employees are asked to leave behind their old ways, which can be very challenging, especially with habits and practices built over years. “The new environment often requires knowledge, skills, abilities, and attitudes that are different from those needed in the past. A lack of necessary skills can slow or even stall needed action” (Cohen, 2005, p. 119). With new skills and knowledge needed, employees must be empowered to take action and can do so “by removing as many barriers to the implementation of the change vision as possible” (Cohen, 2005, p. 117). According to Kotter (1996), when structural barriers are not removed in a timely manner, employees may become frustrated and can sour the entire transformational effort. Attitude training is just as important as skills training in an environment of change. “But with the right structure, training, systems, and supervisors to build on a well-communicated vision, increasing number of firms are finding that they can tap an enormous source of power to improve organizational performance” (Kotter, 1996, p. 10).

Generate short-term wins. In addition to empowering employees by removing roadblocks and providing tools for change, structuring and preparing for short-term wins also helps the organization adapt to change. Short-term wins need to be significant and show members of the organization that what they are doing is paying dividends and creating effective results.

Short-term wins that are visible, timely, and meaningful to those involved are imperative to building the credibility to sustain an effort to change over a substantial amount of time. Unless

there is substantial evidence that the effort is paying dividends, stakeholders become concerned that an initiative is using too many resources; meanwhile, skeptics become progressively harder to convince. Additionally, for those involved, enthusiasm decreases if they do not think their efforts are worth the sacrifice. Short-term wins need to be relevant to the stakeholders, to the company objectives, and to the people in the organization (Cohen, 2005). According to Kotter (1996), there are zealous followers in an organization that will stay the course regardless of what happens, but a majority of the others need to see convincing evidence that the effort is paying off. Non-believers will require even more proof.

Consolidating gains and producing more change. As short-term wins are consistent throughout the change process, it is important that leaders do not let up on their focus, message, and communication of the vision. Leaders can lose focus at this point, celebrating prematurely instead of redoubling their efforts. The challenge for leaders has two parts: continuing to drive their commitment to employees and managers to enforce movement through full implementation of the change as well as measuring and monitoring progress consistently (Cohen, 2005). It is imperative that the message is shared through continued support and timely communication that indicates significant progress to maintain the momentum of change. An organization and its leaders must show resolve in these efforts. Kotter (1996) compared introducing change into an organization to rearranging the furniture in the office building. A lot of people are needed to assist, and those involved never have a complete sense of all the necessary changes at the beginning. As the analogy of furniture moving indicates, one cannot move one piece of furniture and then stop; there must be persistence until all the pieces are where they need to be, and the whole team must help in the effort.

Anchoring new approaches in the culture. As the guiding coalition sets parameters for success, it must also make sure that the changes fit seamlessly into the company culture. “When the new practices made in the transformation effort are not compatible with the relevant cultures, they will always be subject to regression” (Kotter, 1996, p. 155). Not only must the changes be compatible with the culture of the organization, but also the new behavior must be modeled and rewarded.

In order to achieve lasting integration of the change, leaders must model the new behavior themselves, and reward and recognize others who also demonstrate the new behavior. This will enable the changes to take root and a new corporate culture to emerge. (Cohen, 2005, p. 189)

When people not only understand, but also witness the connection between the new practices and performance improvement, they will then be able to attest to the validity of the changes achieved and feel secure in adopting them (Cohen, 2005). Changes that commence at the cultural level, and then become norms of behavior tied to shared values tend to become norms of behavior followed by shared values tend to be those that transform an organization (Kotter, 1996).

Chapter Summary

The Indian Removal Act of 1830 had a great impact on Native Americans culturally, economically, and geographically. Tribes were relocated to reservations in small, isolated areas. Subsequently, the Dawes Act of 1887 assigned Native Americans parcels of land that greatly reduced reservation areas in the United States. Native Americans on reservations became one of the poorest ethnic groups in the U.S., with low education and graduation rates and high suicide rates among youth. Native American reservations became not only a cultural hub, but also a place where they could speak tribal languages and feel a sense of community. Employment rates

on reservations continue to be low, as well as use and adoption of technology. Native Americans represent less than one percent of the college population, with less than one percent of all advanced degrees being earned by Native Americans as well. Given these challenges with poverty, unemployment, and lack of education, it is important for tribal leaders and mentors to help develop Native American tribal members.

To combat poverty and unemployment in the 1970s, tribes were given more freedom and sovereignty to develop businesses with less government involvement. Businesses included timber, manufacturing, tourism, and gaming and casinos. With the Indian Gaming Regulatory Act of 1988 permitting tribes to run unregulated gaming on Native American Reservations, casinos on tribal lands began to grow exponentially. With more than half of tribes running gaming facilities, employment rates were on the incline and poverty rates on the decline. With casinos taking over Native American reservations, it is important to understand that both the Tribal council and the business leaders make decisions when it comes to business on the reservations. To increase development within tribal and business management, leadership development and mentorship are pivotal. Lastly, understanding leadership techniques and strategies such as emotional intelligence and Kotter's (1996) eight step change model will help tribal businesses grow both business and tribal leadership.

Chapter 3: Design and Methodology

The purpose of this study was to identify the leadership practices and strategies of Native American tribal business leaders working in the tourism industry, the challenges they face in implementing those strategies and practices in organizational leadership development, how they measure their success, and what recommendations they have for future implementation of organizational leadership and development. This chapter details this phenomenological study regarding nature of the study, methodology, research design, data collection, interview protocol, statement of limitations and personal bias, and data analysis.

Restatement of Research Questions

This study employed a qualitative approach to address the following qualitative, open ended research questions:

- RQ1: What challenges are faced by the Native American businesses in implementing those strategies and practices employed in organizational leadership development?
- RQ2: What business leadership strategies and practices are employed by Native American business organizations in the tourism industry?
- RQ3: How do managers measure the success of organizational leadership in Native American Businesses in the tourism Industry?
- RQ4: Based on their experiences, what recommendations would participants make for future implementations of organizational leadership and development?

Nature of the Study

Qualitative research, according to Creswell (2007), consists of five approaches: narrative research, phenomenology, grounded theory, ethnography, and case study. Narrative research differentiate between different analytic strategies that are used by the authors, emphasizing a

variety of forms that are found in narrative research practices. Phenomenology describes the meaning of a concept or phenomenon through lived experiences of several individuals. This approach focuses on what all the participants have in common as they experience a certain phenomenon. Grounded theory is the approach to generate or discover a theory, which theory may explain a practice or provide a framework for future research. Ethnography is the approach that examines shared patterns, language, or beliefs and focuses on a cultural group as a whole. A case study involves the study of an issue explored through cases in a bounded system involving multiple sources of information.

According to Creswell (2007), there are four philosophical assumptions made in qualitative research: a return to philosophy, philosophy without presuppositions, intentionality of consciousness, and refusal of the subject-object dichotomy. A return to the traditional tasks of philosophy is the concept that philosophy is the search for wisdom. Philosophy without presuppositions requires the researcher to suspend all judgments about what is real, until they are founded on a more certain basis. Intentionality of consciousness is recognizing the dual nature of both the subject and the objects as they appear. The refusal of the subject-object dichotomy means that the reality of an object is only perceived within the meaning of the experience of an individual.

Strengths of qualitative research include validation, in that the account made through extensive time spent in the field, the detailed description, and the researcher's closeness to the participants in the study all add to the value and accuracy of the study (Creswell, 2007). Other strengths, according to Creswell (2007), include: natural setting, researcher as a key instrument, multiple sources of data, inductive data analysis, participants' meanings, emergent design, theoretical lens, interpretive inquiry, and a holistic account.

Methodology

This study followed the following structured process for phenomenology, as delineated by Creswell (2007):

1. The type of problem best suited for this form of research is one in which it is important to understand several individuals' common or shared experiences of a phenomenon.
2. A phenomenon of interest to study, such as anger, professionalism, what it means to be underweight, or what it means to be a wrestler, is identified.
3. Broad philosophical assumption
4. Data are collected from individuals that have experienced this phenomenon
5. Participants are asked broad, general questions
6. Identify significant statements and clusters of meaning from these statements
7. Significant statements and themes are then used to write down the description of what the participants experiences.
8. From structural and textural descriptions, researcher writes and composite description that present the "essence." (Creswell, 2007, pp. 60-62)

According to Creswell (2007), the appropriateness of the phenomenology methodology is based on the following:

1. The researcher employs rigorous data collection procedures.
2. The researcher frames the study within the assumptions and characteristics of the qualitative approach to research.
3. The researcher uses an approach to qualitative inquiry such as one of the five approaches addressed in this book.

4. The researcher begins with a single focus.
5. The study includes detailed methods, a rigorous approach to data collection, data analysis, and report writing.
6. The researcher analyzes data using multiple levels of abstraction.
7. The researcher writes persuasively so that the reader experiences “being there.”
8. The study reflects the history, culture, and personal experiences of the researcher.
9. The qualitative research in a good study is ethical. (pp. 45-46)

This study was a phenomenological project to collect lived recollections and experiences of tourism employees who work in Native American businesses. This descriptive approach incorporated interviews and content analysis. Through recounting these individuals’ lived experiences, interviews were coded and analyzed to identify leadership trends that occur in conjunction with operations leadership. These data were used to compile a list of attributes associated with transactional and transformational leadership and the characteristics of tribal business leaders. Data were collected through oral self-report. Interviews were conducted that enabled employees to recount lived experiences with tribal business leaders during their time working in the tourism industry.

The timeframe of this study was cross-sectional, with interviews occurring at multiple Native American business sites over a 1-month period. Data were collected during the month of March 2019, and participants from four different Native American businesses were interviewed. The rationale for these data collecting methods was to receive information from two Native American business employees working for four different tribes in the United States.

The weaknesses of phenomenology must also be kept in mind.

Phenomenology requires at least some understanding of the broader philosophical assumptions, and these should be identified by the researcher. The participants in the study need to be carefully chosen to be individuals who have all experienced the phenomenon in question, so that the researcher, in the end, can forge a common understanding. (Creswell, 2007, p. 6)

Research Design

According to Creswell (2007), in phenomenological studies, numbers of participants range from one to 325, but Creswell recommends studying three to 10 subjects. Accordingly, this study utilized 10 participants from Native American tribes working in the tourism industry, who were selected through a purposive sampling approach. According to Creswell, purposive sampling means that

the inquirer selects individuals and sites for study because they can purposefully inform an understanding of the research problem and central phenomenon in the study.

Decisions need to be made about who or what should be sampled, what form the sampling will take, and how many people or sites need to be sampled. Further, the researchers need to decide if the sampling will be consistent with the information needed by one of the five approaches to inquiry. (p. 128)

Sampling frame to create the master list. To develop the sampling frame, the researcher began with a list of all of the Native American casinos with businesses in operation in the United States from the publicly available website 500nations.com. From the list of operating Native American casinos, the researcher selected Native American tribal businesses from across the United States using the following steps:

1. The researcher identified five states in which Native American casinos operate.

2. From those four states, the researcher selected five casinos.
3. The researcher selected casinos that were among the largest, most visible, and most profitable based on the data given.

After four states were identified, the researcher selected Native American tribal casinos, and conducted a search on linkedin.com to identify potential participants using the following steps:

1. Once the casinos were chosen, the researcher visited LinkedIn and searched for information technology (IT) professionals from each of the five locations.
2. The researcher reached out to these professionals via LinkedIn mail asked if they would be willing to participate in an interview.
3. Once the interview was confirmed, the researcher asked the participant for one additional manager from their property or another location to whom the researcher could reach out.
4. Once the contact information was received, the researcher reached out to the additional employee to secure an interview.
5. One to two employees from each property were eligible for an interview.
6. Five properties in four different states were interviewed, with 10 total interviews.

Criteria for inclusion. Criteria for inclusion for this study consisted of the following:

- Minimum 5 years' experience working in Native American business organizations.
- Must also have worked within the IT departments in their organizations.
- Must also be available for an interview during the research time frame.

Criteria for exclusion. Criteria for exclusion for this study consisted of the following:

- Non-senior management employees.
- Non-Native American tribal employees.

- Non-tourism employees.
- More than two individual from a single tourism organization/business.

Maximum variation. The researcher carefully reviewed the master participant list and looked for evidence of criteria for inclusion and exclusion. Those who met the criteria and were not subject to exclusion remained on the list and the rest were eliminated from consideration. From that list, to ensure maximum variation, the researcher picked five different Native American tribal businesses in four different states. Once the list of potential participants was generated from LinkedIn, the researcher narrowed the list to identify individuals working in the IT departments of the Native American businesses.

This study was conducted in accordance with Title 45, Part 46 of the US Code of Federal Regulations, as well Pepperdine University policy. In alignment with 45 CFR 46, approval to perform a study using human subjects was submitted to and accepted by Pepperdine's Institutional Review Board (IRB), which must approve university-affiliated research activities performed before any human subjects are contacted or permitted to participate. Participation in this study was voluntary and participants were informed of the nature of the study, provided a copy of Pepperdine's IRB policies and procedures, interview protocol and interview questions, and an overview of confidential handling of their responses. Participants were also assured of confidentiality by assigning participant codes, so their information was not tied to data collected during the interview.

Data Collection

This study employed semi-structured interviews to collect data. The researcher contacted each participant through either electronic mail or an introductory telephone call using the researcher's cell phone. Using Pepperdine University's IRB-approved recruitment script, each

participant was invited to participate in the study. Once participants confirmed their participation, they were given the Pepperdine IRB-approved informed consent form. Once participants accepted the conditions of the consent form, their full contact information was requested, and the researcher then scheduled semi-structured personal interviews via phone.

Interview Techniques

The interviews occurred over the phone due to fact that the participants were located in four different states. The participants were informed that the interviews would be recorded and that the researcher would also be taking notes. A conference call number was given to the participants, and the researcher was on the call 15 minutes before the allotted time. The participants were informed that the interviews could last up to one hour. The researcher had two digital recording devices, and upon starting the conference call, the interviewer reviewed the informed consent form with the participant. The researcher conducted the interviews, asked specific predetermined questions, and also added additional, related questions that were not predetermined. Active listening is imperative for the researcher and can be accomplished by listening to the total message, responding to feelings and noting all cues (Rogers & Farson, 1957).

Interview Protocol

The following section provides the final interview protocol for the study, as reviewed by the preliminary review committee and approved and finalized by the dissertation committee. Since the protocol was designed for a specific one-time usage, traditional methods of establishing reliability of data collection instruments were not applicable. The following were discussed with the participants: confirm time date and place of the interview, consider the location of the interview, and make sure they are comfortable. The researcher then described the

project, asked the interview questions, thanked the individual, and assured confidentiality (Creswell, 2007). During the interview, techniques such as active listening and clarifying questions were practiced. Throughout the interview, participants were also permitted to clarify questions and had the option to skip questions to which they did not know the answer. Participants were made aware that the interview was semi-structured, and that the researcher would be able to ask follow up questions intended to gain additional clarity and depth into the participants' responses. At the end of the interview, the researcher thanked the participants and asked for permission to contact them with any clarifying questions.

Interview questions. The following interview questions were used for data collection:

1. Are there leadership challenges that you face that are unique to the Native American Tourism industry? If so, what are they?
2. What strategies do you use to overcome these leadership challenges?
3. What challenges do you face in managing and implementing change in your organization?
4. How do you overcome the challenges you face in implementing and managing change?
5. What human resource challenges do you face?
6. How do you manage conflict in your organization?
7. What cultural challenges do you face that are unique to your industry?
8. How do you overcome these cultural challenges?
9. What leadership training or development do you currently have in your organization for those who aspire to reach leadership levels in your organization?
10. How do you measure your own success?

11. How do you track that success?
12. If you were starting your leadership journey again, what would you do differently?
13. What advice do you have for those who aspire to reach leadership levels in your industry?

Reliability and Validity of the Study

Prima facie validity. For the first step in prima facie validity, the researcher designed what is believed to be appropriate interview questions, based on the his review of the literature. Interview questions were designed to match the study's research questions.

Peer review validity. Peer review validity involves securing the assistance of “an individual who keeps the researcher honest; asks hard questions about methods, meanings, and interpretations; and provides the researcher with the opportunity for catharsis by sympathetically listening to the researcher's feelings” (Creswell, 2007, p. 208). To establish peer review validity, two doctoral students reviewed the researcher's research and interview questions. Subsequently, in expert review, Pepperdine University faculty reviewed and commented on the final revisions. Lastly, when the researcher contacted the final list of members, the approved IRB recruitment script was used.

The validity of the interview instrument was established to ensure that the questions on the protocol adequately addressed the constructs in the research questions. To facilitate this process, a two-step validation process was utilized. First, Table 1 was constructed to show the relationship between each research question and its corresponding interview questions.

Table 1

Relationship between Research Questions and Interview Questions

Research Question	Corresponding Interview Questions
RQ 1: What business leadership strategies and practices are employed by Native American business organizations in the tourism industry?	<ol style="list-style-type: none"> 1. What leadership strategies and practices exist in your organization? 2. How are these strategies and practices employed? 3. How are leaders developed in your organization? 4. How are employees prepared for future leadership opportunities? 5. What type of personal development plans or programs are available in your organization?
RQ 2: What challenges are faced by the Native American businesses in implementing those strategies and practices employed in organizational leadership development?	<ol style="list-style-type: none"> 6. What challenges are faced in implementing leadership strategies and practices? 7. How is change managed in your organization? 8. How is conflict managed in your organization? 9. Are you in need of anything to be a better leader? If so, what? 10. What leadership training or development do you currently have in your organization? 11. What is considered employee or leader success in your organization?
RQ 3: How do managers measure the success of organizational leadership in Native American businesses in the tourism industry?	<ol style="list-style-type: none"> 12. How do you measure your own success? 13. How do you measure your leader's success? 14. What are attributes of successful leaders? 15. What are your lived experiences with successful leaders throughout your career in the Native American tourism industry? 16. Attributes of successful training?
RQ 4: Based on their experiences, what recommendations would participants make for future implementations of organizational leadership and development?	<ol style="list-style-type: none"> 17. What recommendation would you make to leaders in your organization? 18. What recommendations would you make for leadership development in your organization? 19. How do your leaders measure employee satisfaction? 20. What do leaders in your organization do to inspire others? 21. Tell me about a leader that inspires you.

The table was then reviewed by a preliminary panel of reviewers consisting of three researchers who are currently doctoral students in the EDOL/EDLT program at Pepperdine University. These students are conducting their doctoral dissertations at Pepperdine University and employing a similar methodology in their own research. The panel members have all

completed a series of doctoral level courses in quantitative and qualitative research methods and data analysis. The panel was given a package that included a summary statement of this research paper, a copy of Table 1, and instructions to follow to assess the interviewer's ability to adequately address the construct investigated in the research questions. The instructions were as follows:

Please review the summary statement attached to familiarize yourself with the purpose and goals of the study. Next, refer to the table below and read each research question carefully. Next, review the corresponding interview questions. If you determine that the interview question is directly relevant to the corresponding research question, mark "The question is directly relevant to research question 1. Keep as stated." If you find the interview question irrelevant to the corresponding research question, mark "The question is irrelevant to research question 1. Delete it." Finally, if you determine that to be relevant to the research question, the interview question must be modified, mark "The question should be modified as suggested." and in the blank space provided, recommend your modification. There is also space provided for you to recommend additional interview questions for each research question.

Expert review validity. The results of the prima facie and peer review validity steps were then presented for expert validity review, where committee members offered applicable guidance as the study developed and implemented. After discussion with the expert review validity, the following recommendations were made.

Statement of personal bias. According to Creswell (2007), the researcher has past experiences, biases, prejudices, orientations that have likely shaped the interpretation and approach to the study. Though personal bias may exist, generalizations were avoided, statements

were supported by evidence, and there was an awareness of personal bias in regard to the research. Additionally, special attention was paid to objectivity in interview approach and writing, as well as sensitivity to personal biases and how they may have affected the researcher.

Bracketing. According to Wojnar and Swanson (2007), bracketing involves separating a phenomenon from the world and inspecting it, dissecting the phenomenon in order to understand and analyze it, and suspending all preconceptions of the phenomenon to make sure the researcher does not have any preconceived ideas when listening to, interacting with, or analyzing the participants' stories.

Bracketing personal experiences may be difficult for the researcher to implement. An interpretive approach to phenomenology would signal this as an impossibility (van Manen, 1990) for the researcher to become separated from the text. Perhaps we need a new definition of epoche or bracketing, such as suspending our understandings in a reflective move that cultivates curiosity (LeVasseur, 2003). Thus, the researcher needs to decide how and in what way his or her personal understandings will be introduced into the study. (Creswell, 2007, p. 62)

Data Analysis

As outlined by Creswell (2007), the researcher took the following steps in order to analyze the data: sketch ideas, take notes, summarize field notes, working with words, identify codes, reduce codes to themes, count frequency of codes relating categories, relate categories to analytic framework in literature, create a point of view, and display the data. Furthermore, according to Creswell, the researcher,

read the transcripts in their entirety several times. Immerse in the details, trying to get a sense of the interview as a whole before breaking it into parts. Writing memos in the

margins of field notes or transcripts or under photographs helps in this initial process.(p. 103)

Memos are short phrases, ideas, or key concepts that occur to the reader.

Describing, classifying, interpreting (coding). According to Creswell (2007) the researcher describes in detail, develops themes through some classification system, and provides interpretation of his/her own views or perspective of the data.

Detailed description means that authors describe what they see. This detail is provided *in situ*, that is, within the context of the setting of the person, place, or event. Description becomes a good place to start in a qualitative study (after reading and managing data), and it plays a central role in ethnographic and case studies. (Creswell, 2007, p. 151)

The process, according to Creswell (2007) is as follows: first, describe personal experiences with the phenomenon, starting with a full description of the personal experience. This process is a way to set aside the researchers' experience and focus on the participants. The next step is to develop a list of significant statements. "Find statements in the interviews about how individuals are experiencing the topic, lists these significant statements and treats each statement as having equal worth, and works to develop a list of nonrepetitive, nonoverlapping statements" (Creswell, 2007, p. 151). The researcher then takes the significant statements and groups them together into larger units of information or themes. "Write a description of 'what' the participants in the study experienced with the phenomenon. This is called a 'textural description' of the experience- what happened-and includes verbatim examples" (p. 151). Next, the researcher writes a description of how the experience happened.

Finally, write a composite description of the phenomenon incorporating both the textural and structural descriptions. This passage is the 'essence' of the experience and represents

the culminating aspect of a phenomenological study. It is typically a long paragraph that tells the reader “what” the participants experienced with the phenomenon and “how” they experienced it (i.e., the context). (Creswell, 2007, p. 159)

As described by Creswell (2007), the following steps were taken as part of the coding process:

1. Developed a codebook that would be stable and represent the coding analysis of 4 independent coders
2. Read through several transcripts independently and coded them
3. Code three to four transcripts and examines codes. Develop major codes
4. Code independently three additional transcripts and compare codes.
5. Collapse codes, broader themes. (pp. 210-211)

Inter-rater reliability/validity. To verify reliability and validity, the following three-phase process was used:

- First, the data were coded by the researcher.
- Second, the results were discussed with two peer reviewers (doctoral students) with the goal of arriving at consensus regarding the researchers coding results.
- Lastly, once coding was complete, co-raters from phase 2 were asked to review the coding and its results.

Table 2

Recommended Interview Question Revisions

Research Question	Interview Questions
RQ1: What business strategies and practices are employed by Native American business organizations in the tourism industry?	<p>Interview Question 1: What leadership training have you received in NA Tourism Industry?</p> <p>The question is directly relevant to research question 1. Keep as stated. The question is irrelevant to research question 1. Delete it. The question should be modified as suggested:</p> <hr/> <p>I recommend adding the following interview questions:</p> <p>What leadership strategies and practices exist in your organization?</p>
RQ1: What business strategies and practices are employed by Native American business organizations in the tourism industry?	<p>Interview Question 2: What training is effective? Ineffective?</p> <p>The question is directly relevant to research question 1. Keep as stated. The question is irrelevant to research question 1. Delete it. The question should be modified as suggested:</p> <hr/> <p>I recommend adding the following interview questions:</p> <p>How are leaders developed in your organization?</p>
RQ1: What business strategies and practices are employed by Native American business organizations in the tourism industry?	<p>Interview Question 3: How are leaders developed in your organization?</p> <p>The question is directly relevant to research question 1. Keep as stated.</p>
RQ1: What business strategies and practices are employed by Native American business organizations in the tourism industry?	<p>Interview Question 4: How are employees prepared for future leadership opportunities?</p> <p>The question is directly relevant to research question 1. Keep as stated.</p>
RQ1: What business strategies and practices are employed by Native American business organizations in the tourism industry?	<p>Interview Question 5: What type of personal development plans or programs are available in your organization?</p> <p>The question is directly relevant to research question 1. Keep as stated.</p>
RQ2: What challenges are faced by the Native American businesses in implementing those strategies and practices employed in organizational leadership development?	<p>Interview Question 6: What types of leaders are needed in your organization?</p> <p>The question is directly relevant to Research question 2. Keep as stated. The question is irrelevant to research question 2. Delete it</p> <p>The question should be modified as suggested: I recommend adding the following interview questions:</p> <p>What challenges are faced in implementing leadership strategies and practices?</p>

(continued)

Research Question	Interview Questions
RQ2: What challenges are faced by the Native American businesses in implementing those strategies and practices employed in organizational leadership development?	<p>Interview Question 7: What are current gaps in leadership training?</p> <p>The question is directly relevant to research question 2. Keep as stated. The question is irrelevant to research question 2. Delete it. The question should be modified as suggested: I recommend adding the following interview questions:</p> <p>How is change managed in your organization?</p>
RQ2: What challenges are faced by the Native American businesses in implementing those strategies and practices employed in organizational leadership development?	<p>Interview Question 8: What do you feel you need to be a better leader?</p> <p>The question is directly relevant to research question 2. Keep as stated. The question is irrelevant to research question 2. Delete it. The question should be modified as suggested:</p> <p>I recommend adding the following interview questions:</p> <p>How is conflict managed in your organization?</p>
RQ2: What challenges are faced by the Native American businesses in implementing those strategies and practices employed in organizational leadership development?	<p>Interview Question 9: What do you feel you need to be a better leader?</p> <p>The question is directly relevant to research question 2. Keep as stated.</p>
RQ2: What challenges are faced by the Native American businesses in implementing those strategies and practices employed in organizational leadership development?	<p>Interview Question 10: What leadership training or development do you currently have in your organization?</p> <p>The question is directly relevant to research question 2. Keep as stated.</p>
RQ2: What challenges are faced by the Native American businesses in implementing those strategies and practices employed in organizational leadership development?	<p>Interview Question 11: What is considered employee or leader success in your organization?</p> <p>The question is directly relevant to research question 2. Keep as stated.</p>
RQ3: How do managers measure the success of the organizational leadership development in Native American businesses in the tourism industry?	<p>Interview Question 12: How do you measure your own success?</p> <p>The question is directly relevant to research question 3. Keep as stated.</p>
RQ 3: How do managers measure the success of the organizational leadership development in Native American businesses in the tourism industry?	<p>Interview Question 13: How do you measure your leader's success?</p> <p>What are attributes of successful leaders?</p> <p>The question is directly relevant to research question 3. Keep as stated</p>

(continued)

Research Question	Interview Questions
RQ3: How do managers measure the success of the organizational leadership development in Native American businesses in the tourism industry?	<p>Interview Question 14: How does your organization recognized leadership success?</p> <p>What are your lived experiences with successful leaders throughout your career in the native American Hospitality Industry?</p> <p>The question is directly relevant to research question 3. Keep as stated. The question is irrelevant to research question 3. Delete it. The question should be modified as suggested: I recommend adding the following interview questions: What are attributes of successful leaders?</p>
RQ3: How do managers measure the success of the organizational leadership development in Native American businesses in the tourism industry?	<p>Interview Question 15: What are your lived experiences with successful leaders throughout your career in the Native American tourism industry?</p> <p>What are your lived experiences with non-successful leaders throughout your career in the native American Hospitality Industry?</p> <p>The question is directly relevant to research question 3. Keep as stated.</p>
RQ3: How do managers measure the success of the organizational leadership development in Native American businesses in the tourism industry?	<p>Interview Question 16: What are attributes of successful training?</p> <p>What are your lived experiences with non-successful leaders throughout your career in the native American Hospitality Industry?</p> <p>The question is directly relevant to research question 3. Keep as stated.</p>
RQ4: Based on their experiences, what recommendations would participants make for future implementations of organizational development?	<p>Interview Question 17: Tell me about a leader that inspires you.</p> <p>The question is directly relevant to research question 4. Keep as stated. The question is irrelevant to research question 4. Delete it. The question should be modified as suggested: I recommend adding the following interview questions: What recommendation would you make to leaders in your organization?</p>
RQ4: Based on their experiences, what recommendations would participants make for future implementations of organizational development?	<p>Interview Question 18 : What are your lived experiences with that inspirational leader(s)?</p> <p>The question is directly relevant to research question 4 . Keep as stated. The question is irrelevant to research question 4. Delete it. The question should be modified as suggested: I recommend adding the following interview questions: What recommendations would you make for leadership development in your organization?</p>
RQ 4: Based on their experiences, what recommendations would participants make for future implementations of organizational development?	<p>Interview Question 19: Tell me about a leader that is experienced?</p> <p>The question is directly relevant to research question 4. Keep as stated. The question is irrelevant to research question 4. Delete it. The question should be modified as suggested: I recommend adding the following interview questions:</p>

(continued)

Research Question	Interview Questions
RQ4: Based on their experiences, what recommendations would participants make for future implementations of organizational development?	<p>Interview Question 20: What are your lived experiences with that non-inspirational leader(s)?</p> <p>The question is directly relevant to research question 4. Keep as stated. The question is irrelevant to research question 4. Delete it. The question should be modified as suggested:</p> <p>I recommend adding the following interview questions:</p> <p>What do leaders in your organization do to inspire others?</p>
RQ4: Based on their experiences, what recommendations would participants make for future implementations of organizational development?	<p>Interview Question 21: Tell me about a leader that inspires you.</p> <p>The question is directly relevant to research question 4. Keep as stated.</p>

Table 3

Finalized Research Questions and Corresponding Interview Questions

Research Question	Corresponding Interview Question
RQ 1: What challenges are faced by the Native American businesses in implementing those strategies and practices employed in organizational leadership development?	<p>IQ1. Are there leadership challenges that you face that are unique to the Native American Tourism industry – if so, what are they?</p> <p>IQ3. What challenges do you face in managing and implementing change in your organization?</p> <p>IQ5. What human resource challenges do you face?</p> <p>IQ7: Are there cultural challenges you face that are unique to this industry</p>
RQ 2: What business leadership strategies and practices are employed by Native American business organizations in the tourism industry?	<p>IQ2. What strategies do you use to overcome these leadership challenges?</p> <p>IQ4. How do you overcome the challenges you face in implementing and managing change?</p> <p>IQ6. How do you manage conflict in your organization?</p> <p>IQ8. How do you overcome these cultural challenges?</p> <p>IQ9. What leadership training or development do you currently have in your organization for those who aspire to reach leadership levels in your organization?</p>
RQ 3: How do managers measure the success of organizational leadership in Native American businesses in the tourism industry?	<p>IQ10. How do you measure your own success?</p> <p>IQ11: How do you track that success?</p>
RQ 4: Based on their experiences, what recommendations would participants make for future implementations of organizational leadership and development?	<p>IQ12: If you were starting your leadership journey again, what would you do differently?</p> <p>IQ13. What advice do you have for those who aspire to reach leadership levels at your organization?</p>

Chapter 4: Findings

The purpose of this study was to determine what business strategies and practices are employed by Native American business organizations in the tourism industry and to determine what challenges Native American businesses face in implementing those strategies and practices, as employed through organizational leadership development. This study also strived to determine how managers measure the success of the organizational leadership development in Native American businesses in the tourism industry and determined, based on their experiences, what recommendations participants made for future implementations of organizational development. To accomplish this task, this study sought to answer the following four research questions:

- RQ1: What challenges are faced by the Native American businesses in implementing those strategies and practices employed in organizational leadership development?
- RQ2: What business leadership strategies and practices are employed by Native American business organizations in the tourism industry?
- RQ3: How do managers measure the success of organizational leadership in Native American Businesses in the tourism Industry?
- RQ4: Based on their experiences, what recommendations would participants make for future implementations of organizational leadership and development.

To answer these questions, the following 13 interview questions were approved and used to interview participants for this study.

1. Are there leadership challenges that you face that are unique to the Native American Tourism industry? If so, what are they?
2. What strategies do you use to overcome these leadership challenges?

3. What challenges do you face in managing and implementing change in your organization?
4. How do you overcome the challenges you face in implementing and managing change?
5. What human resource challenges do you face?
6. How do you manage conflict in your organization?
7. What cultural challenges do you face that are unique to your industry?
8. How do you overcome these cultural challenges?
9. What leadership training or development do you currently have in your organization for those who aspire to reach leadership levels in your organization?
10. How do you measure your own success?
11. How do you track that success?
12. If you were starting your leadership journey again, what would you do differently?
13. What advice do you have for those who aspire to reach leadership levels in your industry?

Interview participants were asked to provide responses to these 13 open-ended questions. This chapter provides the analysis of the data collected during the 10 interviews.

Participants

A total of 15 participant interviews were scheduled for this study; however, after 9 interviews, saturation was reached and the researcher stopped at 10 participant interviews. Participants had a minimum of 5 years' experience working in Native American business organizations and had worked within the IT departments in their organizations. Of the 10

participants, four were female and six were male. Each participant is currently in a Senior Management role in a Native American tribal business (see Table 4).

Table 4

Interview Participant Details

Participant	Senior Management	Years in tribal Business	Date Interviewed
P1	Executive Director of IT	23	March 2019
P2	Director of Hotel Operations	10	March 2019
P3	Director of IT Operations	12	March 2019
P4	CIO	10	March 2019
P5	Director of IT	7	March 2019
P6	IT Manager	8	March 2019
P7	Vice President of Information Technology	13	March 2019
P8	Executive Director of Technology	18	March 2019
P9	Hotel Operations Manager	12	March 2019
P10	Senior Business Systems Manager	15	March 2019

Data Collection

This study employed semi-structured interviews to collect data; the researcher contacted participants through either electronic mail or an introductory telephone call using the researcher’s cell phone. Using Pepperdine University’s IRB-approved recruitment script, each participant was invited to participate in the study. Once participants confirmed participation, they were given the Pepperdine IRB-approved informed consent form. Once participants accepted the conditions of the consent form, their full contact information was requested, and the researcher scheduled semi-structured personal interviews via LinkedIn mail, email, or phone.

Data Analysis

As described by Creswell (2007), the researcher took the following steps in order to analyze the data: sketched ideas, took notes, summarized field notes, worked with words, identified codes, reduced codes to themes, counted frequency of codes relating categories, related categories to analytic framework in literature, created a point of view, and displayed the data. Furthermore, the researcher,

read the transcripts in their entirety several times. Immerse in the details, trying to get a sense of the interview as a whole before breaking it into parts. Writing memos in the margins of field notes or transcripts or under photographs helps in this initial process.

(Creswell, 2007, p. 103)

Memos are short phrases, ideas, or key concepts that occurred to the reader. In order to reduce personal bias, the researcher used bracketing. According to Wojnar and Swanson (2007), bracketing is separating a phenomenon from the world and inspecting it, dissecting the phenomenon in order to understand and analyze, it and suspending all preconceptions of the phenomenon to make sure the researcher has minimal preconceived ideas when listening to, interacting with, or analyzing the stories of the participants.

Inter-rater review process. The inter-rater review process was conducted by two doctoral candidates at Pepperdine University. Both students have experience with research and data analysis. After completing three interviews and coding and grouping them by themes, the researcher gave the reviewers received a copy of the researcher's phrases and responses. The reviewers were asked to provide feedback on the coding as well as the themes (see Table 5).

Table 5

Inter-rater Coding Table Edit Recommendations

Interview Question Item	Move From	Move To	
1	Lack of technical expertise, growth challenges, lacking education, managers assisting instead of managing	Growth/Leadership	Unqualified candidates
3	Hiring from within the tribe, tribal community, tribal board not keep on changes, tribe’s main source of jobs,	Tribe	Tribal limitations
6	Tribal member discipline, forgiving demerits, too much time off, managing themselves, and human capital.	Work Ethic	Discipline

Note: This table demonstrates the suggestions from the inter-rater reviewers regarding coding.

Data display. Data are presented in terms of the research question and the corresponding interview questions. Each interview question will be accompanied by a frequency chart, indicating the number of times the theme was discussed, as well as a definition of the theme. Direct quotes from participants are included for each theme. Labels for participants were as follows: participant 1 was P1, participant 2 was P2, etc.

Research Question 1

Research question 1 asked, “What challenges are faced by the Native American businesses in implementing those strategies and practices employed in organizational leadership development?” Interview questions related to research question 1 were:

1. Are there leadership challenges that you face that are unique to the Native American Tourism industry? If so, what are they?
3. What challenges do you face in managing and implementing change in your organization?

5. What human resource challenges do you face?

7. What cultural challenges do you face that are unique to your industry?

Interview question 1. Interview question 1 asked, “Are there leadership challenges that you face that are unique to the Native American Tourism industry – if so, what are they?”

Through the analysis of all the responses to interview question 1, a total of 26 challenges were identified and grouped into four common themes. The themes that emerged were as follows: (a) unqualified candidates (34.7%), (b) training (26.9%), (c) location (19.2%), and (d) turnover and retention (19.2%; see Figure 1). The most notable theme was unqualified candidates.

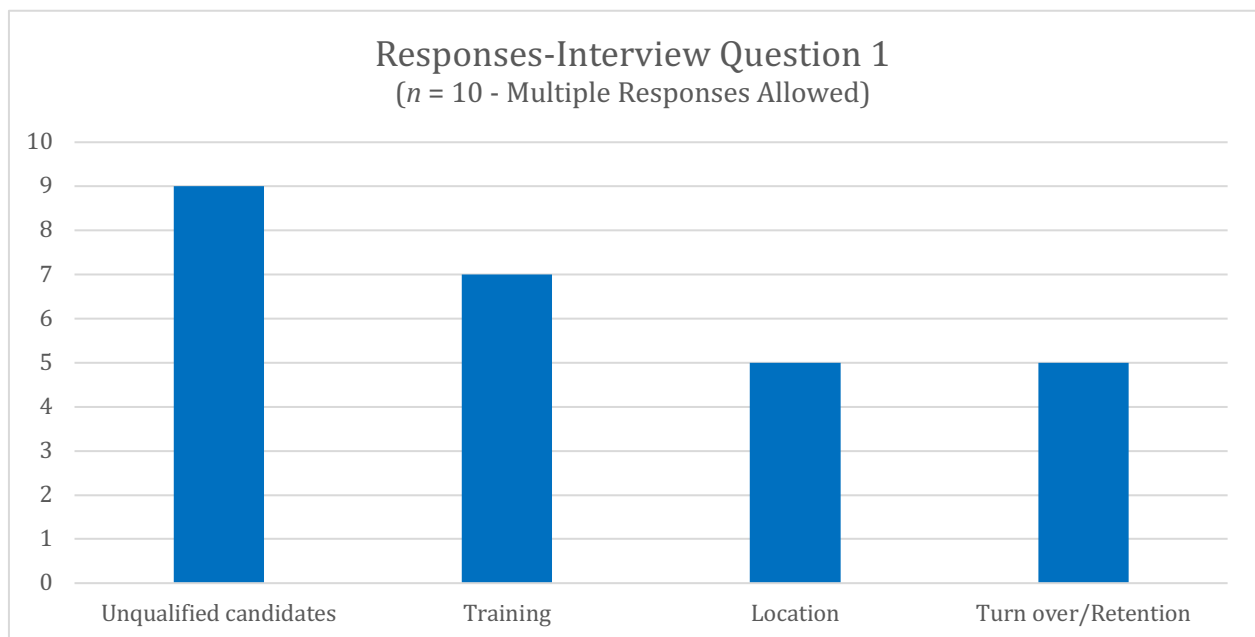


Figure 1. Leadership challenges that are unique to the Native American tourism industry. The figure demonstrates the four themes that emerged from responses to interview question 1. Data are presented in decreasing order of frequency. The number in each theme indicated the number of participants who made direct or indirect statements that fell in one of the themes.

Unqualified candidates. Interview question 1 yielded unqualified candidates as the most notable challenge in the industry. Of the 26 key responses, nine (34.7%) were directly or indirectly related to unqualified candidates. Bissell (2004) stated that the development of information technology can provide many opportunities for Native American people living on

reservations. Information technology can enhance communication among organizations; expand the availability of resources in medical, educational and business environments; as well as increase technological literacy among Native Americans. The label of unqualified candidates includes: not qualified for the position, lack of technical expertise, growth challenges, lacking education, managers assisting instead of managing, qualified candidates move, hiring within limited, and ability gaps. For example, P8 said, “The hardest thing I have to deal with is, because I’m in the technology field is the lack of education of our employees on technology.”

Training. Interview question 1 yielded training as the second most notable challenge in the industry. Of the 26 key responses, seven (26.9%) were directly or indirectly related to training. Richardson and McLeod (2011) found additional problems when implementing training for Native Americans, including unreceptive staff, isolation, and poverty, as well as a lack of technology coordinators or proper resources to implement training with the employees. The label of training includes: opportunity to train and grow, training, younger generation lack of commitment to work, and attitude. For example, P3 said, “I think the biggest challenge that I’m facing right now is having the opportunity to train and grow your staff.”

Location. Location ranked the same as turnover and retention. Of the 26 key responses, five (19.2%) were directly or indirectly related to location. According to Sandefur (1989), the lands reserved for Indian use were generally regarded as the least desirable by Whites and were almost always located far from major population centers, trails, and transportation routes that later became part of the modern system of metropolitan areas, highways, and railroads. In sum, for most of the 19th century, the policy of the U.S. government was to isolate and concentrate Indians in places with few natural resources, far from contact with the developing U.S. economy and society. The label of location includes: rural market, talent pool is regional, main tribal

employer, and location. For example, P1 said, “At times some of the tribal casino, like our casino, are located in rural areas so we don’t have the advantage of the bigger cities that have more opportunities.”

Turnover and retention. Turnover and retention ranked the same as learning. Of the 26 key responses, five (19.2%) were directly or indirectly related to turnover and retention. According to Cohen (2005), there are multiple methods to establish a sense of urgency, such as such as bringing in outside data on competitors, the industry, or even an internal assessment of employee needs that signify a need for change. The label of turnover and retention includes: high turnover, executive changes months ago, and employees don’t leave. For example, P3 said, “We have such a limited employment pool for one, but also a pretty high turnover rate because we are a destination property and its surrounding town is not very large.”

Interview question 3. Interview question 3 asked, “What challenges do you face in managing and implementing change in your organization?” Through the analysis of all the responses to interview question 3, a total of 24 challenges were identified and grouped into four common themes. The themes that emerged were as follows: (a) tribal limitations (29.2%), (b) compliance and legal (25.0%), (c) resistance to change (25.0%), and (d) lack of resources (20.8%; see Figure 2). The most notable theme was tribal limitations.

Tribal limitations. Interview question 3 yielded tribal limitations as the most notable challenge in the industry. Of the 24 key responses, seven (29.%) were directly or indirectly related to tribal limitations. According to Gonzales (2003), Native Americans on reservations also have the lowest educational attainment and workforce participation of all ethnic groups in the United States. The label of tribal limitations includes: hiring from within the tribe, tribal community, tribal board not keep on changes, tribe’s main source of jobs, hire tribal and train,

may a certain skill set. For example, P3 said, “Because, being a tribal entity, we like to hire within the tribal community, we really want them to develop their skills and finding the people that are motivated is the difficult part.”

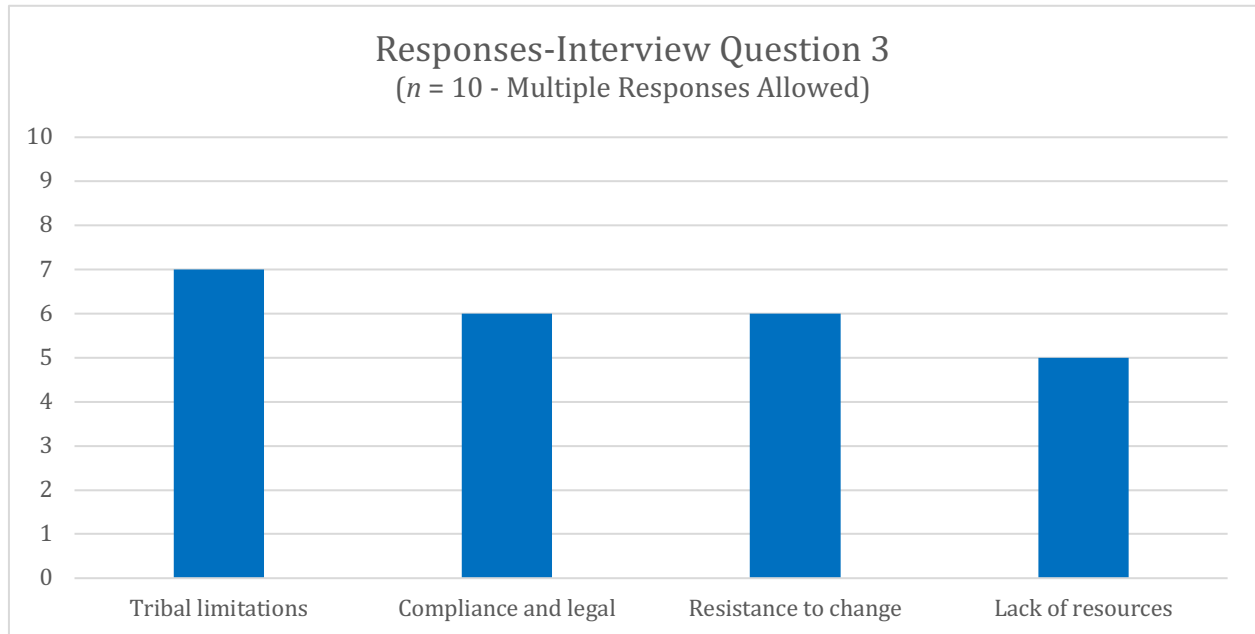


Figure 2. Challenges to implementing change. The figure demonstrates the four themes that emerged from responses to interview question 3. Data are presented in decreasing order of frequency. The number in each theme indicated the number of participants who made direct or indirect statements that fell in one of the themes.

Compliance and legal. Interview question 3 yielded compliance and legal and resistance to change as the second most notable challenge in the industry. Of the 24 key responses, six (25.0%) were directly or indirectly related to compliance and legal.

Governing institutions have to take the politics out of court decisions or other methods of dispute resolution, sending a clear message to tribal citizens and outsiders that their investments and their claims will be dealt with fairly. Governing institutions have to provide a bureaucracy that can get things done reliably and effectively. (Cornell & Kalt, 2006, p. 15)

The label of compliance and legal includes: red tape, policies affect production, terms and agreements, compliance, and a lot of legal hoops. For example, P6 said, “Sometimes there is so much red tape and policies and processes to follow, sometimes it impacts production because of all the rules in tribal gaming.”

Resistance to change. Interview question 3 yielded resistance to change as the second notable challenge in the industry in addition to compliance and legal. Of the 24 key responses, six (25.0%) were directly or indirectly related to resistance to change. According to Richardson and McLeod (2011), as technology has become more prevalent on Native American reservations, it is important to better understand the role of leaders of Native American schools regarding how to adopt the new technology. Although the existing literature is clear in stating that technology leadership is needed on Native American reservations, it fails to explore the topic in much detail. The label of resistance to change includes: correction and feedback lacking, push back on technology, lack of understanding why, set in ways, resistant to change, too much freedom, lack of accountability. For example, P3 said

[Technology] has really accelerated in the last 5 years and that is what I see is the biggest challenge for people to accept change is, we’ve been doing this for the last 15 years this way, and convincing them that there is a better way to do it that is not only more efficient, but it’s going to allow them to do more.

Lack of resources. Interview question 3 yielded lack of resources ranked as the third notable challenge in the industry. Of the 24 key responses, five (20.8%) were directly or indirectly related to lack of resources. According to Bregendahl and Flora (2002,) an assessment can also be conducted in order to discuss what options are available to Native Americans in terms of e-commerce as well as hardware, software (cost of such), cable, phone, and business

expenses that would be needed. The label of lack of resources includes: money, lack of resources for grown, require additional training, and unaware of what competitors are doing. For example, P8 said, “In my organization, the biggest challenge right now is money.”

Interview question 5. Interview question 5 asked, “What human resource challenges do you face?” Through the analysis of all the responses to interview question 5, a total of 22 challenges were identified and grouped into four common themes. The themes that emerged were as follows: (a) recruiting qualified talent (40.9%), (b) retention (22.7%), (c) discipline (22.7%), and (d) hiring Process (13.7%; see Figure 3). The most notable theme was recruiting qualified talent.

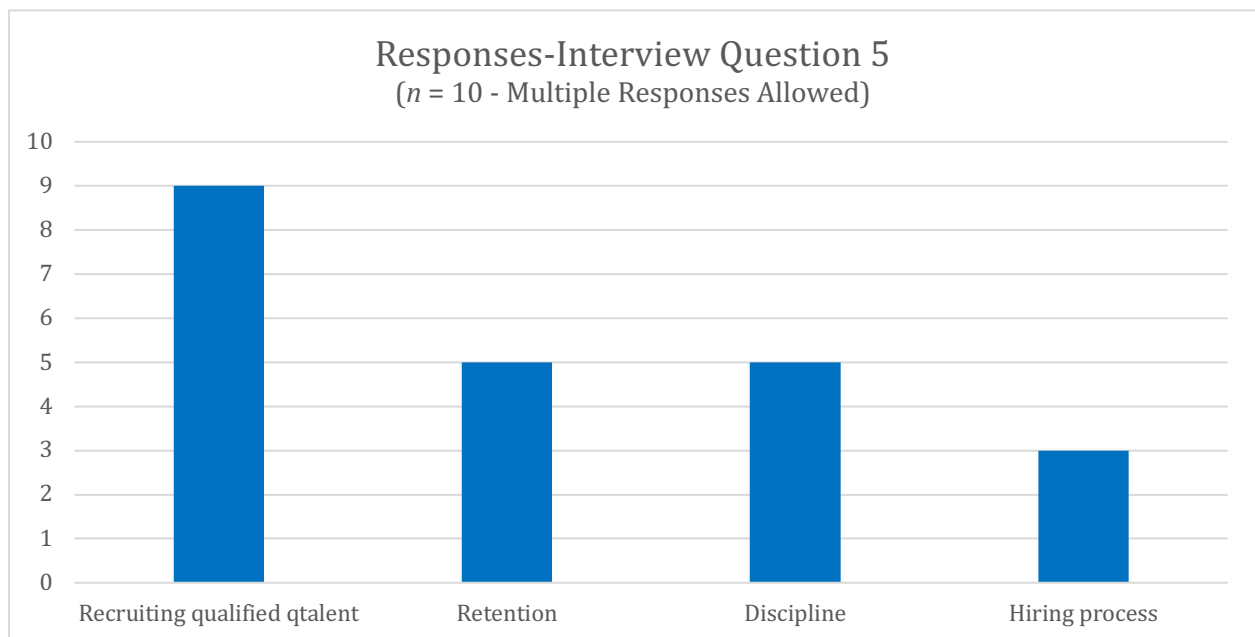


Figure 3. Human Resources challenges faced. The figure demonstrates the four themes that emerged from responses to interview question 5. Data are presented in decreasing order of frequency. The number in each theme indicated the number of participants who made direct or indirect statements that fell in one of the themes.

Recruiting qualified talent. Interview question 5 yielded recruiting qualified talent as the second most notable challenge in the industry. Of the 22 key responses, nine (40.9%) were directly or indirectly related to recruiting qualified talent. According to Gazel et al. (2012), in

Wisconsin, tribes provide employment for 10,496 people; two-thirds of those jobs are in gaming facilities and half of those jobs are held by tribal members. With many Native American reservations in remote locations, casino employment is an essential ingredient in the progress and development of the people. The label of recruiting qualified talent includes: finding and retaining qualified talent, tribal preference for candidates who may not be qualified, recruiting, equality, higher pay would bring more qualified candidates, and hiring tribal members who may not be as qualified as outside talent. For example, P5 said, “They have tribal preference, so sometimes we get thrown with applicants that shouldn’t even be employed with the position that they are trying to get.”

Retention. Interview question 5 yielded retention as the second most notable challenge in the industry, tied with discipline. Of the 22 key responses, five (22.7%) were directly or indirectly related to retention. According to Sandefur (1989), those who leave the reservation often lose access to services that were free while they lived on the reservation, but for which they are ineligible unless they return. The Indian Health Service, or tribally run health clinics, for example, provide free healthcare to Indians living on reservations. The label of retention includes: nurture grow and retain, people don’t leave or have any other job experience, retention, and long-term retention. For example, P4 said, “Once again, the lack of people leaving, so you don’t get turn over, so people just stay in their jobs. This has been their home forever.”

Discipline. Interview question 5 yielded discipline as the second most notable challenge in the industry tied with retention. Of the 22 key responses, five (22.7%) were directly or indirectly related to discipline. According to Cornwell and Kalt (2006), what sets nation-building apart is the public spiritedness and focus on empowering the nation as a whole rather than empowering individuals or smaller factions. The label of discipline includes: tribal member

discipline, forgiving demerits, too much time off, managing themselves, and human capital. For example, P8 said, “There’s time when I have to discipline someone for being late, or they take too much time off.”

Hiring process. Interview question 5 yielded hiring process as the third most notable challenge in the industry. Of the 22 key responses, three (13.7%) were directly or indirectly related to hiring process. According to Sandefur (1989), there is still a great need for employment opportunities for tribe members on the reservations. The label of hiring process includes: push application as fast as possible, good onboarding, and excessive time from interview to hire. For example, P3 said, “It’s a little difficult in the casino environment, in a regulatory environment, the time that it takes to identify a candidate and get them on board can sometimes stretch into months.”

Interview question 7. Interview question 7 asked, “Are there cultural challenges you face that are unique to this industry?” Through the analysis of all the responses to interview question 7, a total of 21 challenges were identified and grouped into four common themes. The themes that emerged were as follows: (a) diversity (28.6%), (b) customer service (23.8), (c) lack of urgency (23.8%), and (d) competitive hiring (23.8%; see Figure 4). The most notable theme was diversity.

Diversity. Interview question 7 yielded diversity as the most notable challenge in the industry. Of the 21 key responses, six (28.6%) were directly or indirectly related to diversity. According to Piner and Paradis (2004), tribal tourism brings an environmental and cultural concern to the tribes, and as such, academic attention has focused on what tribes can do to sustain development, especially in the tourism industry. The label of diversity includes: non-tribal employees not understanding the tribe, diverse cultures, diverse staff, aging workforce, and

multiple languages spoken by the staff. For example, P7 said, “Staff and guests are both very diverse. Very, very diverse, from Punjabi to English, that whole spectrum. We have a lot of staff speaking different languages.”

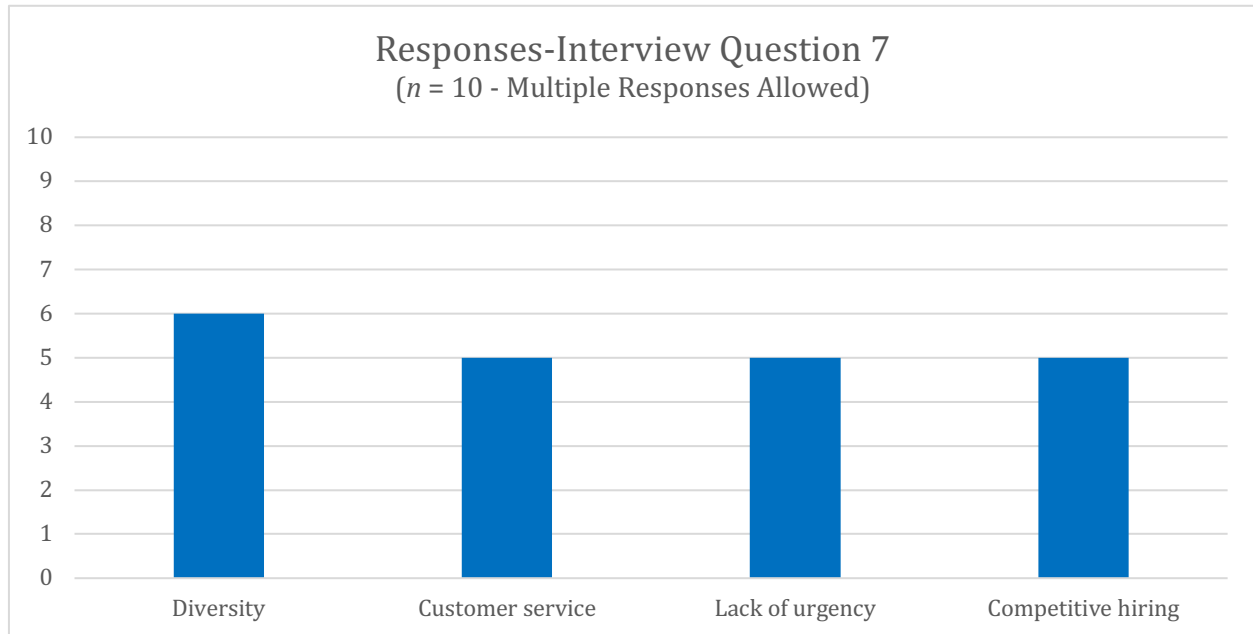


Figure 4. Cultural challenges unique to the industry. The figure demonstrates the four themes that emerged from responses to interview question 7. Data are presented in decreasing order of frequency. The number in each theme indicated the number of participants who made direct or indirect statements that fell in one of the themes.

Customer service. Interview question 7 yielded customer service, lack of urgency and competitive hiring as the second most notable challenge in the industry. Of the 21 key responses, five (23.8%) were directly or indirectly related to customer service. Bregendahl and Flora (2002) recommended that training and technical assistance focus on hands-on, practical training that helps business owners perform functions that will be needed for their businesses. The label of customer service includes: performance, attitude, don’t understand what customer service looks like, don’t know what bad customer service is, and regional lack of customer service. For example, P4 said, “I don’t think this is a tribal thing, this is a region thing, but customer service, there’s a lot of lack of knowledge of how to provide really good customer service.”

Lack of urgency. Interview question 7 yielded lack of urgency, customer service, and competitive hiring as the second most notable challenge in the industry. Of the 21 key responses, five (23.8%) were directly or indirectly related to lack of urgency. In addition, business statistics, “establishing a sense of urgency is crucial to gaining needed cooperation. With complacency often high in organizations, transformations usually go nowhere because few people are even interested in working on the change problem” (Kotter, 1996, p. 37). The label of lack of urgency includes: lacking urgency, coming into work late, and not seeking to improve. For example, P2 said, “There is an aspect of, huh, you know, I don’t feel like going to work today so I’m not going to.”

Competitive hiring. Interview question 7 yielded competitive hiring, customer service, and lack of urgency as the second most notable challenge in the industry. Of the 21 key responses, five (23.8%) were directly or indirectly related to competitive hiring. According to Gonzales (2003), Native Americans on reservations also have the lowest educational attainment and workforce participation of any other ethnic group in the United States. The label of competitive hiring includes: main source of tribal employment, competition to hire local talent, educate people on tribal businesses, and pulling from tribes. For example, P1 said,

We are a, if not the main source of employment for our tribe, so we try to make sure that we’re doing what we can for our tribal members but also meeting our business objectives, and it can be tricky with tribal policy.”

Summary of research question 1. Research question 1 asked, “What challenges are faced by the Native American businesses in implementing those strategies and practices employed in organizational leadership development?” A total of four interview questions were

asked of interview participants in order to answer research question 1. The four questions relating to research question 1 are:

1. Are there leadership challenges that you face that are unique to the Native American Tourism industry? If so, what are they?
2. What challenges do you face in managing and implementing change in your organization?
3. What human resource challenges do you face?
4. What cultural challenges do you face that are unique to your industry?

The responses from all the participants were analyzed and common themes were found in relation to research question 1. A total of 16 themes were found by analyzing the responses, keywords, and phrases in the responses to the four interview questions. The themes include: unqualified candidates, training, location, turnover/retention, tribal limitations, compliance/legal, resistance to change, lack of resources, recruiting qualified talent, retention, discipline, hiring process, diversity, customer service, lack of urgency, and competitive hiring (See Table 6).

Table 6

Summary of Themes for Research Question 1

RQ 1. Obstacles and Challenges	
Unqualified candidates	Recruiting qualified talent
Training	Retention
Location	Discipline
Turnover and retention	Hiring process
Tribal limitations	Diversity
Compliance and legal	Customer service
Resistance to change	Lack of urgency
Lack of resources	Competitive hiring

Research Question 2

Research question 2 asked, “What business leadership strategies and practices are employed by Native American business organizations in the tourism industry?”

Interview questions related to research question 2 were:

2. What strategies do you use to overcome these leadership challenges?
4. How do you overcome the challenges you face in implementing and managing change?
6. How do you manage conflict in your organization?
8. How do you overcome these cultural challenges?
9. What leadership training or development do you currently have in your organization for those who aspire to reach leadership levels in your organization?

Interview question 2. Interview question 2 asked, “What strategies do you use to overcome these leadership challenges?” Through the analysis of all the responses to interview question 2, a total of 26 strategies were identified and grouped into four common themes. The themes that emerged were as follows: (a) communication (30.7%), (b) coaching and mentoring (26.9%), (c) external training and education (23.1%) , and (d) internal training (19.3%; see Figure 5). The most notable theme was communication.

Communication. Interview question 2 yielded communication as the most notable strategy in the industry. Of the 26 key responses, eight (30.7%) were directly or indirectly related to communication. “If leadership has taken the time to craft candid, concise, and heartfelt messages, employees will grasp the possibilities of the vision and get on board” (Cohen, 2005, p. 90). The label of communication includes: constant communication, manager meetings, straight shooter, breaking things down and explaining, empower team and engagement, and asking for

teams to communicate. For example, P7 said, “I’m more the kind of guy, that kind of empowers his team and I stay in constant communication with my team.”

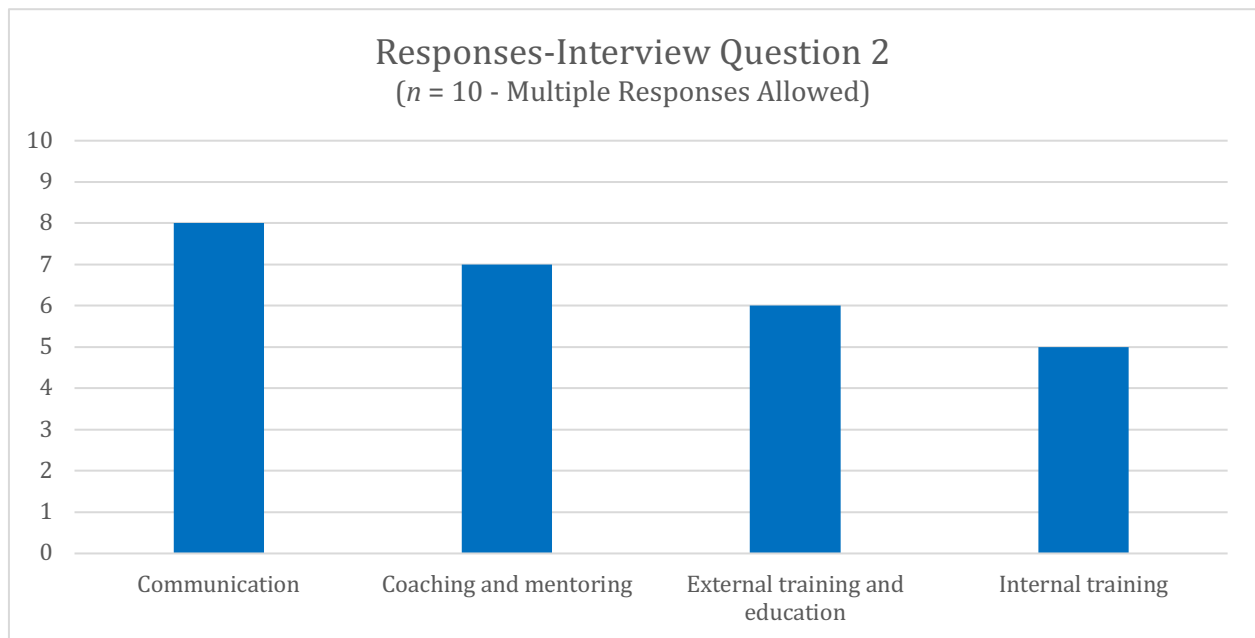


Figure 5. Strategies to overcome leadership challenges. The figure demonstrates the four themes that emerged from responses to interview question 2. Data are presented in decreasing order of frequency. The number in each theme indicated the number of participants who made direct or indirect statements that fell in one of the themes.

Coaching and mentoring. Interview question 2 yielded coaching and mentoring as the second most notable strategy in the industry. Of the 26 key responses, seven (26.9%) were directly or indirectly related to coaching and mentoring. According to Piner and Paradis (2004), with additional departments now needed to run the tourism arm of the tribe, management and leadership development are imperative. Tribal tourism brings an environmental and cultural concern to the tribes; as such, academic attention has focused on what tribes can do to sustain development, especially in the tourism industry. The label of coaching and mentoring includes: identify leaders early, develop leaders early, meeting one on one, coaching, support from other leaders, one on one training and growth, and discussions. For example, P6 said, “I think the biggest thing that I do is coaching, it’s a constant coaching.”

External training and education. Interview question 2 yielded external training and education as the third most notable strategy in the industry. Of the 26 key responses, six (23.1%) were directly or indirectly related to external training and education. According to Bregendahl and Flora (2002), parallel programs of business mentoring, support groups, and sponsorships should be implemented to help new business owners with their new challenges. These groups should be composed of both similar and dissimilar business owners and businesses. The label of external training and education includes: web training, third party training, college classes, promote education, and training certifications. For example, P2 said, “A lot of training, a lot of third-party training to get that outside perspective and outside knowledge to people that have been identified as potential leaders.”

Internal training. Interview question 2 yielded internal training as the fourth most notable strategy in the industry. Of the 26 key responses, five (19.3%) were directly or indirectly related to internal training. According to Bregendahl and Flora (2002), skills training must be delivered to tribal business owners where they live. Onsite training makes it more convenient, accessible, and affordable. It also sends a clear message that these business owners are not only recognized but also important. The label of internal training includes: train on the job, internships at tribal locations, leadership training, on the job training. For example, P4 said, “Internships for some of the tribal directors where they can go and work at other properties. In gaming especially, the farther up you get in the ranks, the more you should have experience at multiple places.”

Interview question 4. Interview question 4 asked, “How do you overcome the challenges you face in implementing and managing change?” Through the analysis of all the responses to interview question 4, a total of 26 strategies were identified and grouped into four common themes. The themes that emerged were as follows: (a) educate and train (34.6%), (b) be

purposeful (30.8%), (c) be engaged (26.9%), and (d) can't change (7.7%; see Figure 6). The most notable theme was educate and change.

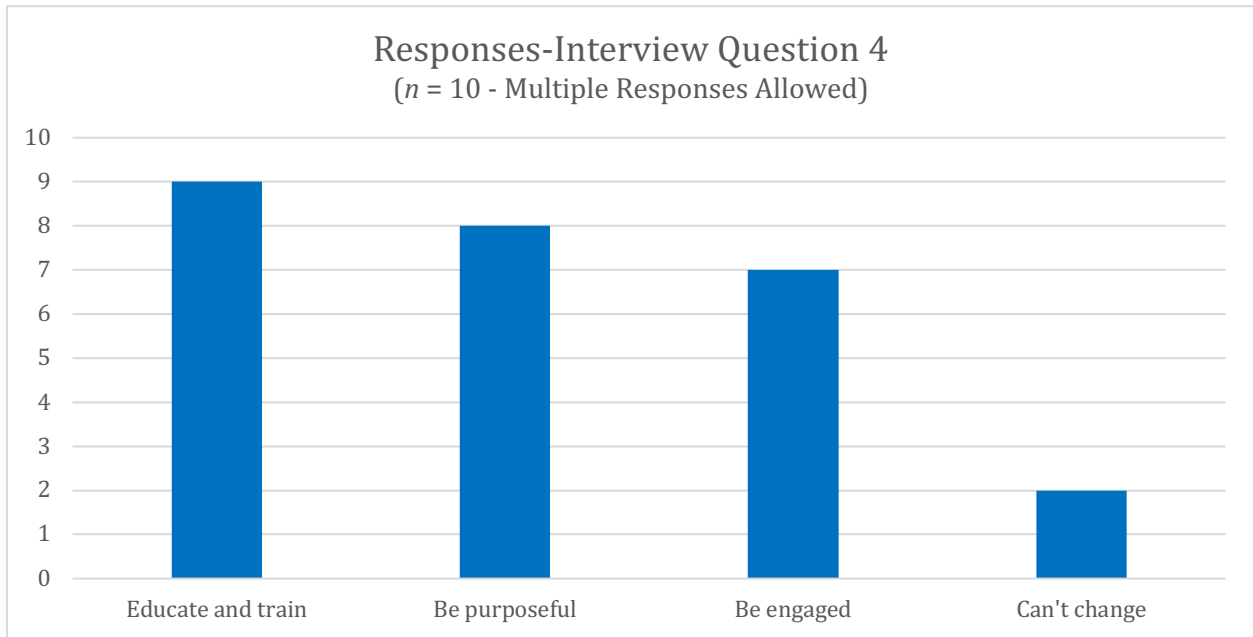


Figure 6. How to overcome challenges in implementing change. The figure demonstrates the four themes that emerged from responses to interview question 4. Data are presented in decreasing order of frequency. The number in each theme indicated the number of participants who made direct or indirect statements that fell in one of the themes.

Educate and train. Interview question 4 yielded educate and train as the most notable strategy in the industry. Of the 26 key responses, nine (34.6%) were directly or indirectly related to educate and train. According to Bregendahl and Flora (2002), training for Native Americans is preferred in a central location in a semi-public setting. This is needed for public monitoring of who is using the resources and how they are being used. Doing so will help with transparency, public diversity, accountability, and building relationships of trust among tribal members. The label of educate and train includes: one on one training, companywide buy in, knowledge and lack of knowledge, learning, education, training and education, vendor training, and outside sources train. For example, P4 said, “It always comes back to training and education, but a lot of it is I use a lot of vendors and outside resources.”

Be purposeful. Interview question 4 yielded be purposeful as the second most notable strategy in the industry. Of the 26 key responses, eight (30.8%) were directly or indirectly related to be purposeful. Per Kesler (2002), future potential must be differentiated because of the scarcity of development resources, so giving the right people these types of resources will provide the most fruitful results. The label of be purposeful includes: build versus buy; constant state of change; move employees around often; mid-level leaders advocate change; identify their strengths; project management mentality; and focus on the scope, stakeholders, and budget. For example, P1 said,

We're trying to follow a project management methodology, to make sure that before we even begin a project, before we even submit it for approval, we're laid out who our stakeholder is, what we think the budget is, what our scope is."

Be engaged. Interview question 4 yielded diversity as the third most notable strategy in the industry. Of the 26 key responses, seven (26.9%) were directly or indirectly related to diversity. According to Garrett and Garrett (2002), the concept of leadership from an American Indian perspective is one of service for the betterment of the community. The label of diversity includes: coaching, front line mentor, takes a lot of time, be prepared, be present, be available and assist, and be there to help. For example, P9 said, "It's just being present, being available for them, making sure that they know that if there is any situation that arises, we're there to help them."

Can't change. Interview question 4 yielded diversity as the fourth most notable strategy in the industry. Of the 26 key responses, two (7.7%) were directly or indirectly related to diversity. According to Cohen (2005), change remains a crucial challenge for organizations. The

label of can't change includes: can't change, and it's not in the culture. For example, P4 said, "It's in the culture to the greatest degree, so it's accepted better, here, it's not in the culture."

Interview question 6. Interview question 6 asked, "How do you manage conflict in your organization?" Through the analysis of all the responses to interview question 6, a total of 28 strategies were identified and grouped into four common themes. The themes that emerged were as follows: (a) individually (32.2%) (b) open communication (25.0%), (c) empathy (21.4%), and (d) leveraging relationships (21.4%; see Figure 7). The most notable theme was individually.

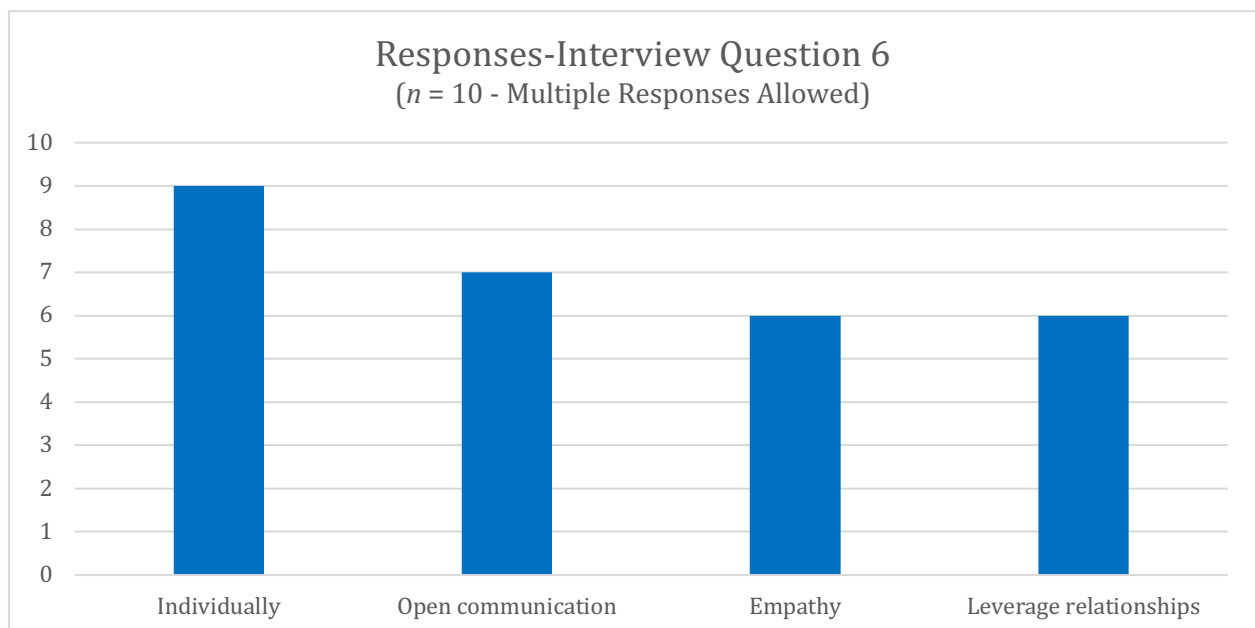


Figure 7. Managing conflict in the organization. The figure demonstrates the four themes that emerged from responses to interview question 6. Data are presented in decreasing order of frequency. The number in each theme indicated the number of participants who made direct or indirect statements that fell in one of the themes.

Individually. Interview question 6 yielded individually as the most notable strategy in the industry. Of the 28 key responses, nine (32.2%) were directly or indirectly related to individually. According to Bloom and Sosniak (1981), in talent-development situations, the person, or *talent*, is seen as unique, and receives appropriate learning tasks geared for each individual. The label of individually includes: case by case, pick battles, individually, work with

a person, speak at the end of shift, and one on one. For example, P2 said, “It’s definitely handled on a case by case basis, it’s handled based on the individual and their personality.”

Open communication. Interview question 6 yielded open communication as the second most notable strategy in the industry. Of the 28 key responses, seven (25%) were directly or indirectly related to open communication. According to Kotter (1996), clarity and simplicity of a message are directly correlated with the energy required for effective communication of a vision. Information that is focused and jargon-free can be disseminated to large groups of people with cost savings over complicated, clumsy communication. The label of open communication includes: listening, communication, communicate, open communication, talk often, and bring everyone in. For example, P8 said, “My approach to people is communication. I communicate with everybody, I bring everyone to the big table, I talk with my team as if they were all executives.”

Empathy. Interview question 6 yielded empathy as the third most notable strategy in the industry along with leveraging relationships. Of the 28 key responses, six (21.4%) were directly or indirectly related to empathy. Kotter (1996) stated that if communications are candid and heartfelt, they may win over the organization. The power of the vision affects an organization when there is a common understanding of its goal and direction, and the shared desire for future outcomes helps motivate action and create transformations. The label of empathy includes: guest complaints, recognize emotion, it’s not the person—it’s the behavior, taking things personally, and controlling expectations. For example, P1 said, “You can practice conflict resolution without getting temperamental. It’s important to recognize the emotions of your employees. Always remember you aren’t addressing the person you are addressing the behavior.”

Leveraging relationships. Interview question 6 yielded leveraging relationships as the third most notable strategy in the industry along with empathy. Of the 28 key responses, six (21.4%) were directly or indirectly related to leveraging relationships. Warner and Grint (2006) concluded that the holistic style of leadership among the sample of Native Americans mirrored what is found in the research on community-based leadership. The label of leveraging relationships includes: building relationships, coaching, mentoring, discussion, treat team like executives, and get their opinions. For example, P6 said, “I’m a big proponent of discussion, mentoring, and coaching.”

Interview question 8. Interview question 8 asked, “How do you overcome these cultural challenges?” Through the analysis of all the responses to interview question 8, a total of 25 strategies were identified and grouped into four common themes. The themes that emerged were as followed: (a) vision and purpose (36%), (b) training (24%), (c) educating (24%), and (d) mentoring (16%; see Figure 8). The most notable theme was vision and purpose.

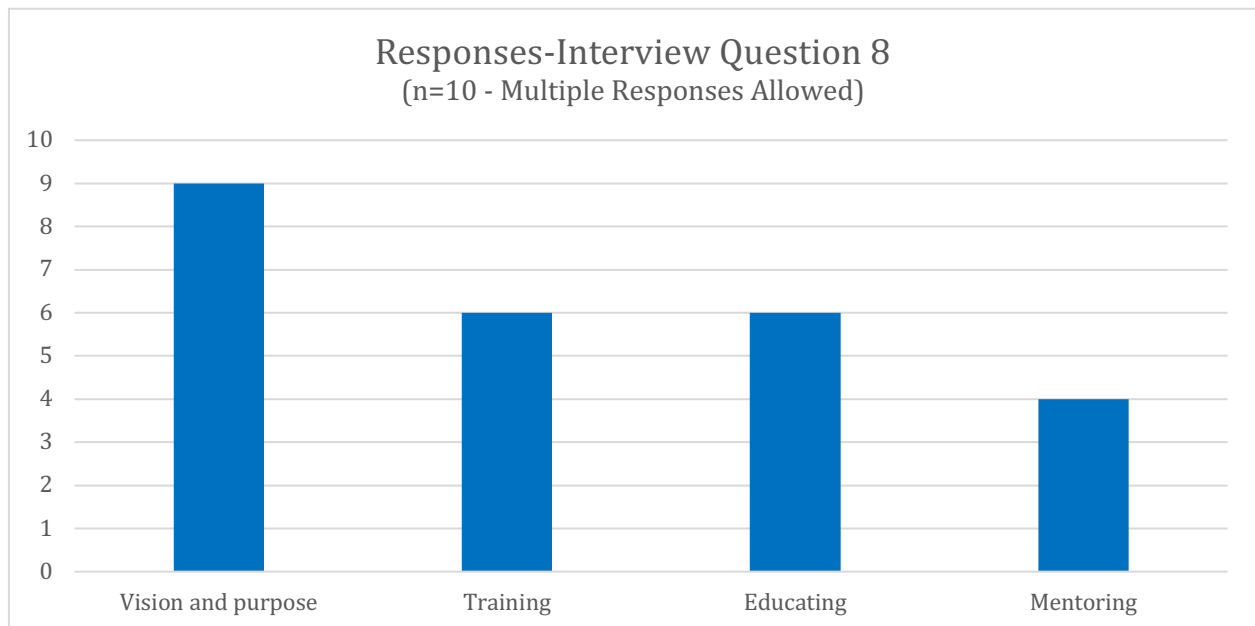


Figure 8. Overcoming cultural challenges. The figure demonstrates the four themes that emerged from responses to interview question 8. Data are presented in decreasing order of frequency. The

number in each theme indicated the number of participants who made direct or indirect statements that fell in one of the themes.

Vision and purpose. Interview question 8 yielded vision and purpose as the most notable strategy in the industry. Of the 25 key responses, nine (36%) were directly or indirectly related to vision and purpose.

Leadership is a shared vision among American Indian people. One way this shared vision may be achieved is by recognizing, identifying, and nurturing future leaders through the use of a traditional American Indian worldview that involves collectivism, collaboration, compassion, and courage intertwined with concepts of relational theory of women's development. (Portman & Garrett, 2005, p. 287)

The label of vision and purpose includes: develop plans, set expectations, expose them to other departments, motivate the majority, positivity, number one company initiatives, purpose driven, and 3-year plan. For example, P4 said, "They don't understand where it will benefit them and the casino, so it's like our number one initiative this year to figure out how we are going to improve customer service."

Training. Interview question 8 yielded training as the second most notable strategy in the industry, along with educating. Of the 25 key responses, six (24%) were directly or indirectly related to training. According to Bregendahl and Flora (2002), training and assistance for Native Americans may best be delivered by Native Americans. The program could be established as a train-the-trainer setup, which would permit and encourage relationship-establishing between different tribes. This could also involve methods that are being implemented and working in other locations and their use of new technologies. The label of training includes: train the trainer, train about the history of the tribe, intranet in multiple languages, training in different languages, one on one training. For example, P4 said, "We're bringing in a new survey company that is

going to survey our customers. They'll also help with training to provide train the trainer to the point where we can send everyone through training on certain key topics.”

Educating. Interview question 8 yielded educating as the second most notable strategy in the industry along with training. Of the 25 key responses, six (24%) were directly or indirectly related to educating. Bregendahl and Flora (2002) stated that children have become technical resources, with schools being known for their technical infrastructure. Partnerships between schools and businesses should be developed to capitalize on these resources. The curriculum should be designed around computer skills and used for the benefit of the community while recognizing that there are some limitations. The label of educating includes: learn history of the tribe in onboarding, educate vendors, educate customer base, lead with tribal understanding, and different than non-tribal tourism companies. For example, P3 said, “We have to educate them on your business and how it works ahead of time, and continually.”

Mentoring. Interview question 8 yielded mentoring as the most notable strategy in the industry. Of the 25 key responses, six (16%) were directly or indirectly related to mentoring. According to Piner and Paradis (2004), when Olsen was asked how she approached her position as the Director of Tourism, her response emphasized the training of tourism management. She expressed that she is not there to simply develop and run the tourism program; rather, she said part of her job is to teach the *business of tourism*. Her approach was to be a *culture broker* and not merely take control when performing activities, but rather transfer her knowledge and skills to her employees. As a culture broker, mentor, or leadership developer, Olsen had a vision that would transform the industry as well as the Native American nation as a whole. The label of mentoring includes: working with them, listening, mentoring, and being willing to help. For

example, P9 said, “Showing them what we expect and if they ever wanted to move up how they can do that.”

Interview question 9. Interview question 9 asked, “What leadership training or development do you currently have in your organization for those who aspire to reach leadership levels in your organization?” Through the analysis of all the responses to interview question 9, a total of 32 strategies were identified and grouped into four common themes. The themes that emerged were as follows: (a) no formal training (31.3%), (b) online training (28.1%), (c) on the job training (25%), and (d) one on one training (15.6%; see Figure 9). The most notable theme was no formal training.

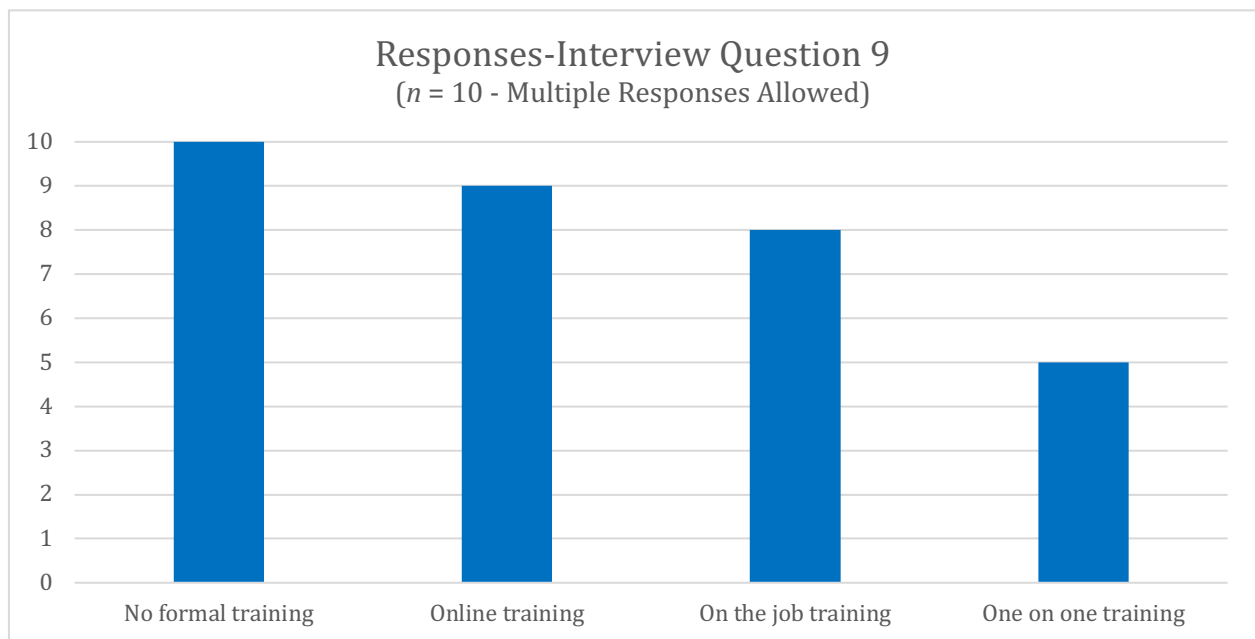


Figure 9. Training and development currently in the organization. The figure demonstrates the four themes that emerged from responses to interview question 9. Data are presented in decreasing order of frequency. The number in each theme indicated the number of participants who made direct or indirect statements that fell in one of the themes.

No formal training. Interview question 9 yielded no formal training as the most notable strategy in the industry. Of the 32 key responses, 10 (31.3%) were directly or indirectly related to no formal training. James et al. (1994) stated that lack of education has served as a roadblock to

efforts by Native Americans in obtaining higher-level positions in organizations. It doesn't contribute solely to unemployment, but factors into the equation and can provide more economic opportunity. The label of no formal training includes: used to have leadership training, no formal program, its cyclical, use to have online, none, formally had, but don't have now, bringing it back, no formal training, not yet here, and changes often. For example, P3 said, "So, we don't really have a formal program right now."

Online training. Interview question 9 yielded online training as the second most notable strategy in the industry. Of the 32 key responses, nine (28.1%) were directly or indirectly related to online training. Per Kesler (2002), future potential must be differentiated because of the scarcity of development resources, so giving the right people these types of resources will provide the most fruitful results. The label of online training includes: remote IT training, training application, project management courses, online business and project management, online training courses, Franklin Covey, continual online opportunities, and webinars. For example, P7 said, "I had mentioned the Franklin Covey, because we do utilize that. Through our online training there are courses that they can take as well."

On the job training. Interview question 9 yielded on the job training as the third most notable strategy in the industry. Of the 32 key responses, eight (25%) were directly or indirectly related to on the job training. Bregendahl and Flora (2002) stated that training and technical assistance should focus on hands-on, practical training that helps business owners perform functions that will be needed for their businesses. The label of on the job training includes: motivational speakers, intern programs, promote from within, identify those with leadership skills, instill leadership perspective, leadership training in staff meetings, and books. For

example, P4 said, “I have staff meetings that sometimes include second level leadership people, so they can get exposure to some of the things we talk about.”

One on one training. Interview question 4 yielded one on one training as the fourth most notable strategy in the industry. Of the 32 key responses, five (15.6%) were directly or indirectly related to one on one training. “In general, school learning emphasizes group learning and the subject or skills to be learned. Talent development typically emphasizes the individual and his or her progress in a particular activity” (Bloom & Sosniak, 1981, p. 90). The label of one on one training includes: working one on one, feedback, discuss goal and performance with staff, and meet with staff one on one. For example, P4 said,

Meet with my staff, talk about their career goals, and sit down and talk about where they are currently in their performance, knowledge level and talk about what it’s going to take to reach those goals that they have for themselves.

Summary of research question 2. Research question 2 asked, “What business leadership strategies and practices are employed by Native American business organizations in the tourism industry?” A total of five interview questions were asked to interview participants in order to provide an answer to research question 2. The five questions relating to research question 2 were:

1. What strategies do you use to overcome these leadership challenges?
2. How do you overcome the challenges you face in implementing and managing change?
3. How do you manage conflict in your organization?
4. How do you overcome these cultural challenges?

5. What leadership training or development do you currently have in your organization for those who aspire to reach leadership levels in your organization?

The responses from all the participants were analyzed and common themes were found in relation to research question 2. A total of 20 themes were found by analyzing the responses, keywords, and phrases related to the five interview questions. The themes include: communication, coaching/mentoring, external training, internal training, educate and train, be purposeful, be engaged, can't change, individually, open communication, empathy, leverage relationships, vision/purpose, training, educating, mentoring, no formal training, online training, on the job training, and one on one training (see Table 7).

Table 7

Summary of Themes for Research Question 2

RQ 2. Successful Leadership Strategies	
Communication	Empathy
Coaching/mentoring	Leveraging Relationships
External training	Vision/purpose
Internal training	Training
Educate and train	Educating
Be purposeful	Mentoring
Be engaged	No formal training
Can't Change	Online training
Individually	On the job training
Open Communication	One on one training

Research Question 3

Research question 3 asked, “How do managers measure the success of organizational leadership in Native American businesses in the tourism industry?” Interview questions related to research question 3 included:

10. How do you measure your own success?

11. How do you track that success?

Interview question 10. Interview question 10 asked, “How do you measure your own success?” Through the analysis of all the responses to interview question 10, a total of 27 measurements were identified and grouped into four common themes. The themes that emerged were as follows: (a) success of their team (37.0%), (b) feedback (26.0%), (c) accomplishing goals (18.5%), and (d) personal commitment (18.5%; see Figure 10). The most notable theme was success of their team.

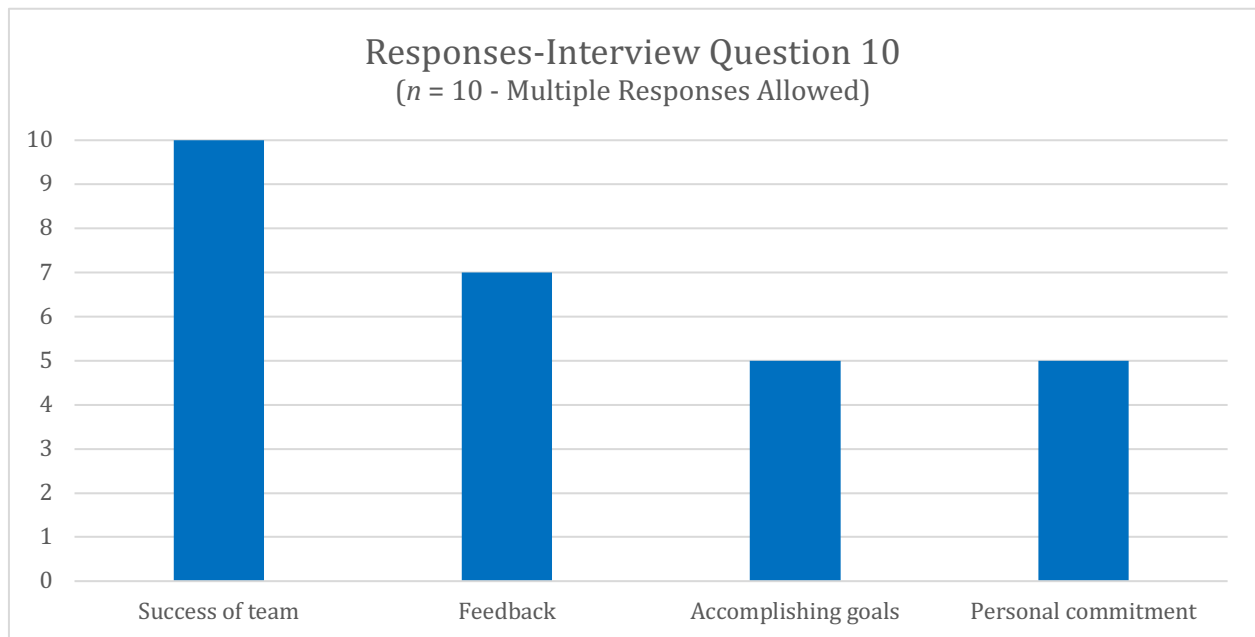


Figure 10. Measurement of success. The figure demonstrates the four themes that emerged from responses to interview question 10. Data are presented in decreasing order of frequency. The number in each theme indicated the number of participants who made direct or indirect statements that fell in one of the themes.

Success of their team. Interview question 10 yielded success of their team as the most notable strategy in the industry. Of the 27 key responses, 10 (37.0%) were directly or indirectly related to success of their team. “When it comes to running businesses, what societies typically need is to find the best business people available, people, who know how to make businesses

succeed and become lasting sources of income, jobs, and productive livelihood” (Cornell & Kalt, 1998, p. 15). The label of success of their team includes: happy boss, success of team members, shining, growth of team, success of team, advancement, how happy employees are, employees’ problem solving on their own, and empowered employees. For example, P7 said, “I measure my own individual success by the success of my team. As I see these individuals grow, I pat myself on the back.”

Feedback. Interview question 10 yielded feedback as the second most notable strategy in the industry. Of the 27 key responses, seven (26.0%) were directly or indirectly related to feedback. According to Richardson and McLeod (2011), leadership development will have to take a slightly different approach because of the level of education, but mentorships and feedback will still be valuable and can be implemented immediately to help ensure economic sustainability and grooming of new talent for future leadership opportunities within the business setting. Besides educational challenge, the label of feedback includes: feedback, complaints, customer surveys, yelp, praise from other departments, manager feedback, and daily updates and reports. For example, P2 said, “Feedback or lack thereof from upper management. I’d say a majority of the time I would say I’m doing a good job if the customer thinks we’re doing a good job.”

Accomplishing goals. Interview question 10 yielded accomplishing as the third most notable strategy in the industry along with personal commitment. Of the 27 key responses, five (18.5%) were directly or indirectly related to accomplishing goals. According to Bloom and Sosniak (1981), the talent’s progress is measured according to specific standards set by the teacher that are specific to the talent. Teachers compare one talent to others, but work to place emphasis on the individual or talent and his/her progress or measurement against the established

standards. The label of accomplishing goals includes: daily accomplishments, goals, financial goals, and 1- and 2-year goals. For example, P4 said, “It’s really just the standard stuff, set deadlines, set goals, I keep track of them for myself and my team to understand if we are fulfilling the objectives we put out for the year”

Personal commitment. Interview question 10 yielded personal commitment as the third most notable strategy in the industry with the same amount of responses as the theme accomplishing goals. Of the 27 key responses, five (18.5%) were directly or indirectly related to personal commitment. The label of personal commitment includes: giving my best, giving my all, ability to wear multiple hats, and personal commitment. “In the traditional American Indian way, leadership is nurtured in young people through self-mastery, inner strength, and the development of individual abilities that contribute to the well-being of the tribe” (Garrett & Garrett, 2002, p. 87). For example, P6 said, “It’s my mentality to do my best 110% at all times. I know for a fact that I’ve given my all.”

Interview question 11. Interview question 11 asked, “How do you track that success?” Through the analysis of all the responses to interview question 11, a total of 18 methods were identified and grouped into four common themes. The themes that emerged were as followed: (a) goal completion (55.6%), (b) incentives (16.7%), (c) feedback (16.7%), and (d) no tracking (11.0%; see Figure 11). The most notable theme was goal completion.

Goal completion. Interview question 11 yielded goal completion as the most notable strategy in the industry. Of the 18 key responses, 12 (55.6%) were directly or indirectly related to goal completion. According to Bloom and Sosniak (1981), the talent’s progress is measured according to specific standards set by the teacher that are specific to the talent. Teachers compare one talent to others, but work to place emphasis on the individual or talent and his/her progress

or measurement against the established standards. The label of goal completion includes: goals, progression, tracking surveys weekly and monthly, operations ticket queue, goals, team member evaluations, documenting success of employees, file notes, and report to the tribe monthly and quarterly. For example, P1 said, “By the goals we set at the beginning of the year, how we are progressing and if we’ve done anything major to help the organization.”

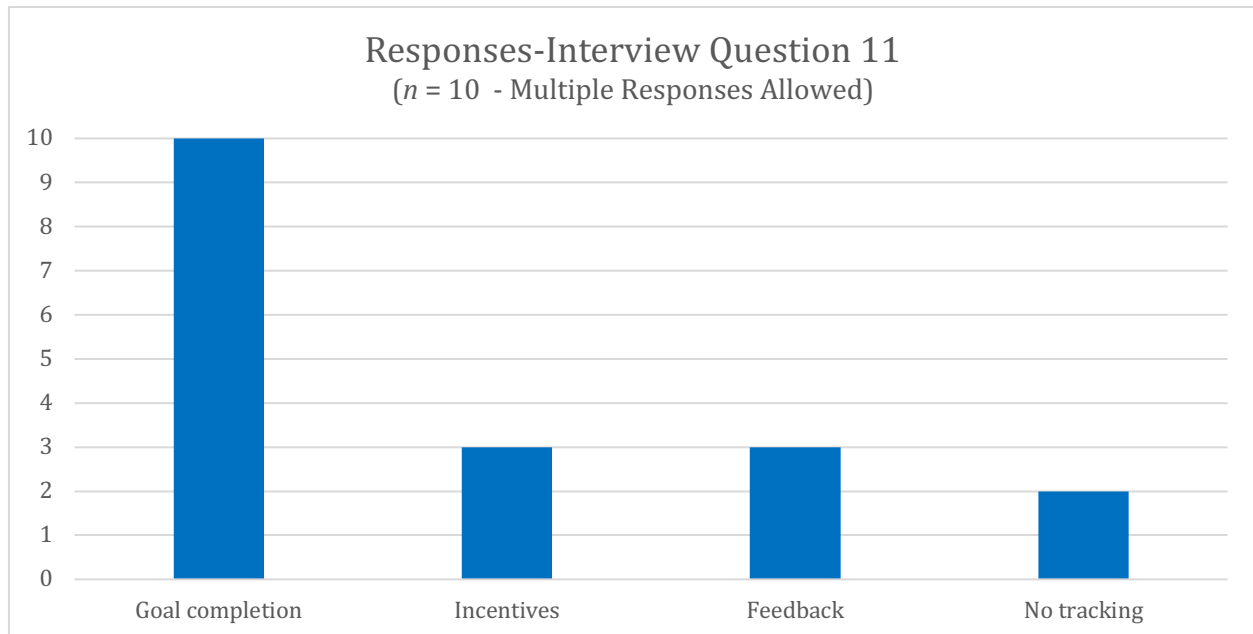


Figure 11. How success is tracked. The figure demonstrates the four themes that emerged from responses to interview question 11. Data are presented in decreasing order of frequency. The number in each theme indicated the number of participants who made direct or indirect statements that fell in one of the themes.

Incentives. Interview question 11 yielded incentives as the second most notable strategy in the industry along with feedback. Of the 18 key responses, four (16.7%) were directly or indirectly related to incentives. According to Bloom and Sosniak (1981), rewards given should be individualized. The label of incentives includes: employee of the month, employee of the year, awards, incentives, bonuses, and parties. For example, P5 said,

We monitor them all the time and give them incentives. The GM actually at Christmas gives them bonuses, has an employee party like in the middle of the year where they can bring their whole family and do a cookout and everything.

Feedback. Interview question 11 yielded feedback as the second most notable strategy in the industry along with incentives. Of the 18 key responses, four (16.7%) were directly or indirectly related to feedback.

The development actions that have the most impact building future general managers are those aimed at giving target candidates continuously increasing levels of responsibility, at the right time intervals, in a series of tough, but manageable jobs — roles that are likely to develop greater abilities to manage business complexity — supported by frequent feedback. (Kesler, 2002, p. 41)

The label of feedback includes: company feedback, frontline employee feedback, associate and customer feedback, and 360 evaluations. For example, P3 said, “A metric where our customers or our associates that we deal with can provide feedback on individuals as well as on team performance.”

No tracking. Interview question 11 yielded no tracking as the thirds most notable strategy in the industry. Of the 18 key responses, two (11.0%) were directly or indirectly related to no tracking. According to Kelsler (2002), many if not most of the companies that start talent-management practices lack have a clear vision of the outcomes that they seek. The label of no tracking includes: we don’t, and no tracking. For example, P9 said, “As far as tracking, I wouldn’t necessarily say that we have any sort of tracking for that.”

Summary of research question 3. Research question 3 asked, “How do managers measure the success of organizational leadership in Native American businesses in the tourism

industry?” A total of two interview questions were asked to interview participants in order to provide an answer to research question 3. The two interview questions relating to research question 3 were:

12. How do you measure your own success?

13. How do you track that success?

The responses from all the participants were analyzed and common themes were found in relation to research question 3. A total of eight themes were found by analyzing the responses, keywords, and phrases related to the two interview questions. The themes include: success of team, feedback, accomplishing goals, personal commitment, goal completion, incentives, feedback, and no tracking (see Table 8).

Table 8

Summary of Themes for Research Question 3

RQ 3. Measurements of Success	
Success of team	Goal completion
Feedback	Incentives
Accomplishing goals	Feedback
Personal commitment	No tracking

Research Question 4

Research question 4 asked, “Based on their experiences, what recommendations would participants make for future implementations of organizational leadership and development?”

Interview questions related to research question 4 include:

1. If you were starting your leadership journey again, what would you do differently?
2. What advice do you have for those who aspire to reach leadership levels in your industry?

Interview question 12. Interview question 12 asked, “If you were starting your leadership journey again, what would you do differently?” Through the analysis of all the responses to interview question 12, a total of 23 strategies were identified and grouped into four common themes. The themes that emerged were as follows: (a) more strategic (43.5%), (b) more adaptable (26.1%), (c) seek a mentor (17.4%) , and (d) educational path (13.0%; See Figure 12). The most notable theme was being more strategic.

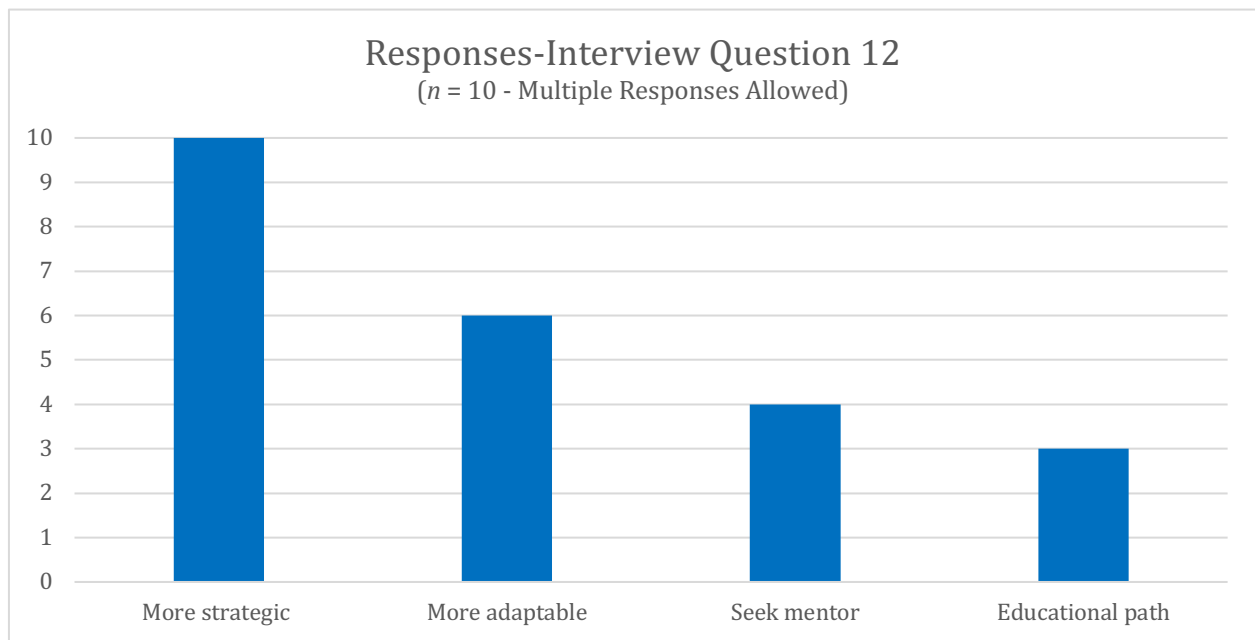


Figure 12. If leadership journey was started again, the changes that would be made. The figure demonstrates the four themes that emerged from responses to interview question 12. Data are presented in decreasing order of frequency. The number in each theme indicated the number of participants who made direct or indirect statements that fell in one of the themes.

More strategic. Interview question 12 yielded more strategic as the most notable strategy in the industry. Of the 23 key responses, ten (43.5%) were directly or indirectly related to more strategic. Piner and Paradis (2004) stated that education is considered a key to the future of the Yavapai-Apache people. Their small land base does not allow for a reliance on agriculture or major natural resource industry beyond local quarrying operations. Instead, they must rely on well-educated people for direction and future planning. The label of more strategic includes:

more direction, well rounded, more direction and not wander, think like a leader, forward thinking, didn't have time to plan, perhaps a different path, IT to GM, not move to chase opportunities, and more strategic and less personal. For example, P4 said, "How do I rewire my brain slightly to the point that I start thinking like a leader, and what does that mean?"

More adaptable. Interview question 12 yielded more adaptable as the second most notable strategy in the industry. Of the 23 key responses, six (26.1%) were directly or indirectly related to more adaptable.

Leadership is a set of processes that creates organizations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles. (Kotter, 1996, p. 28)

The label of more adaptable includes: more open to change, marketing degree, got into my career by accident, open to new adventures, accept change as it comes, people do things different than you, and diverse experience. For example, P4 said, "People are going to do things differently than you, and you need to learn to accept that."

Seek a mentor. Interview question 12 yielded seek mentor as the third most notable strategy in the industry. Of the 23 key responses, four (17.4%) were directly or indirectly related to seek mentor. According to Chao (1997), with the support provided by mentorship, mentees typically enjoy a greater return than those without a mentor. Those who experience more career-related support from their mentors generally enjoy greater organizational rewards. These results can be interpreted to mean that true mentorship, or an intense working relationship between a senior and junior member in an organization, is beneficial. The label of seek mentor includes: seek out a good mentor, seek out advice from others, be aware of who you work for, mentors,

empowered by a mentor. For example, P3 said, “Seek out a good mentor earlier in my career path.”

Educational path. Interview question 12 yielded educational path as the fourth most notable strategy in the industry. Of the 23 key responses, three (13.0%) were directly or indirectly related to educational path. According to Evans and Topoleski (2002), Native Americans living on reservations have twice the high school dropout rate and one fifth the graduation rate than those not on reservations in the United States. According to Guillory and Wolverton (2008), in 2002, Native Americans represented less than 1% of all students enrolled in college. Most of them attended 2-year institutions, typically within the tribal college system. American Indian graduation rates were equally low, with Native Americans earning just 0.7% of all associates, bachelors, and advanced degrees conferred in that year. The label of educational path includes: finish education earlier, not gone to a Junior College, and seek learning. For example, P6 said, “My education, I’m happy with it, but I may have done it sooner.”

Interview question 13. Interview question 13 asked, “What advice do you have for those who aspire to reach leadership levels at your organization?” Through the analysis of all the responses to interview question 13, a total of 28 strategies were identified and grouped into four common themes. The themes that emerged were as follows: (a) be empathetic (32.1%), (b) work hard (28.6%) (c) seek learning (21.4%), and (d) be open minded (17.9%; see Figure 13). The most notable theme was be empathetic.

Be empathetic. Interview question 13 yielded be empathetic as the most notable strategy in the industry. Of the 28 key responses, nine (32.1%) were directly or indirectly related to be empathetic. “Native American entrepreneurs have a greater propensity to be subjective thinkers or, ‘think with their hearts’” (Garsombke & Garsombke, 2000, p. 94). The label of be empathetic

includes: put yourself in others’ shoes, constructive criticism, have patience, listen, servant heart, people you lead where are they going, you ain’t that special, don’t be better than, firing should hurt, you control lives, and you aren’t better than the person across from you. For example, P8 said, “You ain’t that special. If you fire somebody or write somebody up or if you have to move somebody’s life in a direction, it should hurt, it should be hard, it should be tough.”

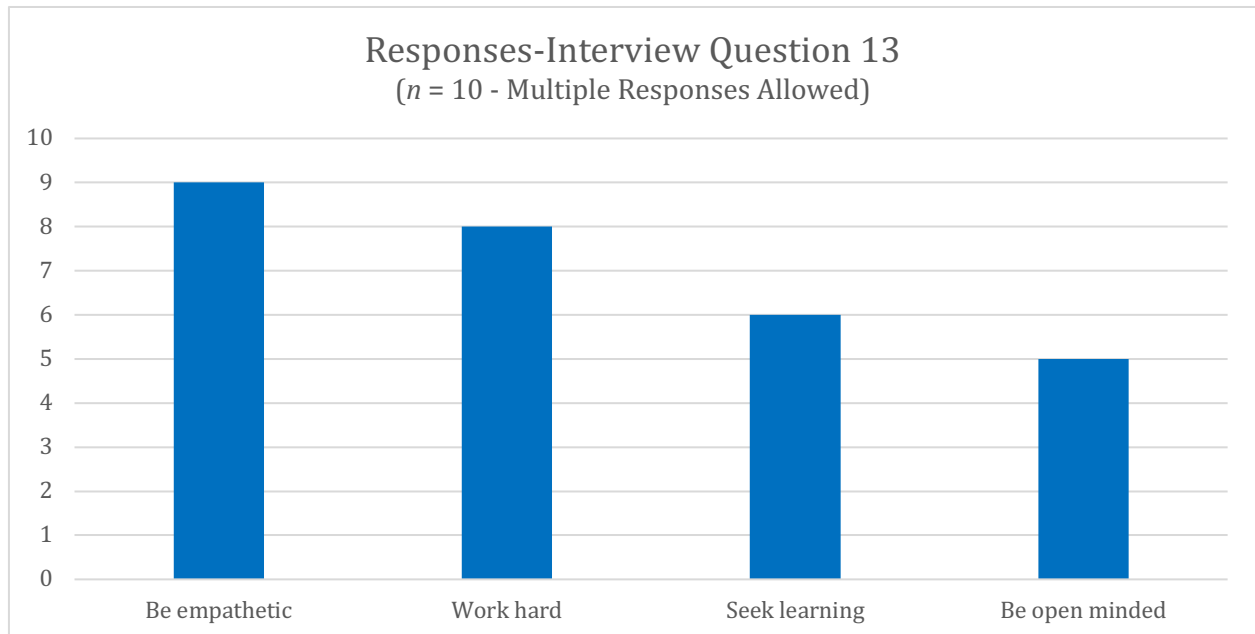


Figure 13. Advice for future leaders of the organization. The figure demonstrates the four themes that emerged from responses to interview question 13. Data are presented in decreasing order of frequency. The number in each theme indicated the number of participants who made direct or indirect statements that fell in one of the themes.

Work hard. Interview question 13 yielded work hard as the second most notable strategy in the industry. Of the 28 key responses, eight (28.6%) were directly or indirectly related to work hard. “Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles” (Kotter, 1996, p. 28). The label of work hard includes: do what you need to do, do everything asked, your work will speak for itself, be willing to do the work, take pride in your work, driven, and do the best job possible. For

example, P3 said, “Be willing to do the work, don’t get hung up on the titles, don’t get hung up on the pay scales, do the work and your work will speak for you.”

Seek learning. Interview question 13 yielded seek learning as the third most notable strategy in the industry. Of the 28 key responses, six (21.4%) were directly or indirectly related to seek learning. “The new environment often requires knowledge, skills, abilities, and attitudes that are different from those needed in the past. A lack of necessary skills can slow or even stall needed action” (Cohen, 2005, p. 119) The label of seek learning includes: stake of constant learning, learn to use technology, learn about IT, be a sponge, learn everything, and train above and beyond your current duties. For example, P1 said, “You should always be in a state of constant learning.”

Be open minded. Interview question 13 yielded be open minded as the fourth most notable strategy in the industry. Of the 28 key responses, five (17.9%) were directly or indirectly related to be open minded.

Leadership is a set of processes that creates organizations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles. (Kotter, 1996, p. 28)

The label of be open minded includes: adaptability, be open minded, open mindedness, and say yes more than no. For example, P2 said, “Try to say yes more than no, and always keep an open mind and put yourself in other people’s shoes.”

Summary of research question 4. Research question 4 asked, “Based on their experiences, what recommendations would participants make for future implementations of organizational leadership and development?” A total of two interview questions were asked to

interview participants in order to provide an answer to research question 4. The two questions relating to research question 4 were:

1. If you were starting your leadership journey again, what would you do differently?
2. What advice do you have for those who aspire to reach leadership levels in your industry?

The responses from all the participants were analyzed and common themes were found in relation to research question 4. A total of eight themes were found by analyzing the responses, keywords, and phrases related to the two interview questions. The themes include: more strategic, more adaptable, seek mentor, educational path, be empathetic, work hard, seek learning, and be open minded (See Table 9).

Table 9

Summary of Themes for Research Question 4

RQ 4. Recommendations	
More strategic	Be empathetic
More adaptable	Work hard
See mentor	Seek learning
Educational path	Be open minded

Chapter 4 Summary

The purpose of this study was to determine what business strategies and practices are employed by Native American business organizations in the tourism industry and to determine what challenges Native American businesses face in implementing those strategies and practices, as employed through organizational leadership development. This study also strove to determine how managers measure the success of the organizational leadership development in Native American businesses in the tourism industry and to determine, based on their experiences, what

recommendations participants would make for future implementations of organizational development. To accomplish this task, this study sought to answer the following four research questions:

- RQ1: What challenges are faced by the Native American businesses in implementing those strategies and practices employed in organizational leadership development?
- RQ2: What business leadership strategies and practices are employed by Native American business organizations in the tourism industry?
- RQ3: How do managers measure the success of organizational leadership in Native American Businesses in the tourism Industry?
- RQ4: Based on their experiences, what recommendations would participants make for future implementations of organizational leadership and development?

Data for this study were collected through 10 semi-structured interviews. The data were coded with the assistance of two interrater Pepperdine doctoral candidates. Data analysis yielded a total of 52 themes, as seen in Table 10.

Table 10

Summary of Themes for Four Research Questions

RQ1. Obstacles and Challenges	RQ 2. Successful Leadership Strategies	RQ3. Measurements of Success	RQ4. Recommendations
Qualified Candidates	Communication	Success of team	More strategic
Training	Coaching/mentoring	Feedback	More adaptable
Location	External training	Accomplishing Goals	Seek mentor
Turnover/Retention	Internal training	Personal commitment	Educational path
Tribal Limitations	Educate and train	Goal completion	Be empathetic
Compliance/legal	Be purposeful	Incentives	Work hard
Resistance to change	Be engaged	Feedback	Seek learning
Lack of Resources	Can't Change	No tracking	Be open minded
Recruiting qualified talent	Individually		
Retention	Open communication		
Discipline	Empathy		
Hiring Process	Leveraging relationships		
Diversity	Vision/purpose		
Customer Service	Training		
Lack of Urgency	Educating		
Competitive Hiring	Mentoring		
	No formal training		
	Online training		
	On the job training		
	One on one training		

Note. This table demonstrates a summary of all the themes derived through the data analysis process.

Chapter 5: Conclusion

Discussion of Findings

The chapter begins by providing a summary of the study as well as a restatement of the purpose of the study. The chapter then follows with a discussion of the findings, additional recommendations for future research, and the researcher's final thoughts regarding the study.

Summary of the Study

The findings of this study were intended to identify best practices helping leaders in Native American tribal businesses succeed. The following section provides further discussion of the findings and themes from the interviews. Findings will be compared to existing literature to determine if they agree with, contradict, or add to the existing literature. A total of 10 participants were interviewed for this study. Participants have a minimum of 5 years of work experience in Native American business organizations and also have worked within the IT departments in their organizations. Of the 10 participants, four were female and six were male. Each participant is currently in a Senior Management role in a Native American tribal business.

The purpose of this study was to determine what business strategies and practices are employed by Native American business organizations in the tourism industry and to determine what challenges Native American businesses face in implementing those strategies and practices, as employed through organizational leadership development. This study also strove to determine how managers measure the success of the organizational leadership development in Native American businesses in the tourism industry and to determine, based on their experiences, what recommendations participants would make for future implementations of organizational development. To accomplish this task, this study sought to answer four research questions.

Results and Discussion for Research Question 1

Research question 1 asked, “What challenges are faced by the Native American businesses in implementing those strategies and practices employed in organizational leadership development?” An analysis of the themes and responses indicate that challenges lie in the following three areas:

- Competitive hiring with a tribal focus and limited talent pool and candidates.
- Tribal limitations focused on discipline, urgency, and change.
- Use of training in hiring, customer service, and retention.

For Native American tribal businesses, competitive hiring can be complicated for multiple reasons, including: rural locations, size of local and tribal talent pool, lack of candidates with qualifying technical expertise, tribal preference in hiring, and persuading qualified talent to move to rural areas. With tribal businesses being some of the sole sources of tribal development, a focus on employing tribal members is imperative to the growth of the individual, tribe, and business. The research shows that there are challenges at times hiring from within the tribe for highly technical IT positions. One of these challenges is limited education and technical training as “American Indian educational attainment is lowest on reservations and in designated tribal areas. One-third of American Indians living on reservations have less than a high school education, a rate slightly higher than Indians living outside of tribal areas” (Richardson & McLeod, 2011, p. 2).

In addition to educational challenges, Richardson and McLeod (2011) found additional problems when implementing training for Native Americans, including unreceptive staff, isolation, and poverty as well as A lack of technology coordinators or proper resources to implement training with the employees. According to James et al. (1994), lack of education has

served as a roadblock to efforts by Native Americans obtaining higher-level positions in organizations.

With the rural nature of many of the Native American tribal businesses and incentives to stay on the reservations, many Native American tribal employees have had very little exposure to other businesses within the tourism industry. Exposure to other companies can provide employees and management an opportunity to think outside the box and challenge the status quo. Additionally, the interviewees made references to challenges with retention, and although there comments were made about turn over, surprisingly, there was also discussion about lack of turn over. Some employees that start in an entry level position with little desire to move up or progress their career are content staying where they are. In multiple situations, this is their first and only job, even though they may have been employed for a significant amount of time. Lack of exposure to other tourism businesses can also limit the ability to see areas of improvement within their organization or other ways to improve. Bregendahl and Flora (2002) recommended that training and assistance may best be delivered by Native Americans. The program could be established as a train-the-trainer setup, which would permit and encourage relationship-building between different tribes. This process could also introduce methods that are being implemented and working in other locations as well as their use of new technologies. If the trainer is not a tribal member, ideally it would be someone who is politically neutral and sensitive to cultural issues. These programs build both human and social capital and can promote coordination among tribal colleges, business information centers, and tribal resources.

Results and Discussion for Research Question 2

Research question 2 asked, “What business leadership strategies and practices are employed by Native American business organizations in the tourism industry?” An analysis of the themes and responses indicated that challenges lie in the following three areas:

- Formal internal and external training opportunities.
- Purposeful coaching and mentoring programs fostering communication.
- Strategic focus on interpersonal skills, engagement, empathy, and relationship building.

Currently, training programs in tribal businesses are limited. Internal and external training options are needed that will expand the knowledge, exposure, and experiences of tribal business employees, providing access to a tribal network of professionals that work together to strengthen technical knowledge and provide greater resources for tribal employees, especially those in remote areas. According to Bregendahl and Flora (2002), tribes should consider tailoring training to meet the specific needs of tribal members that are seeking assistance. Tailoring programs can be done via proper planning to ensure participants feel comfortable. Items for consideration include physical setting, who is doing the training, the cadence of the training, as well as if there are any special needs or help needed to guide participants in the learning process. The training should be results-based, where quick results build confidence and interest. The total amount and duration of training will depend on the level of comfort and confidence achieved by the participants in the program.

Coaching and mentoring programs can provide a setting for instruction, education, training, and communication to happen organically in addition to training and knowledge transfer. According to Day (2001), management development focuses on education and training,

emphasizing the acquisition of specific types of knowledge, abilities, and skills that increase task performance within that management role. Management development focuses on making the talent more efficient and making sure that these individuals have all the skills and knowledge needed to do their job as effectively as possible. Leadership, in contrast, expands the talent's capacity and grows transferable skills that can grow others as well as the organization.

Results and Discussion for Research Question 3

Research question 3 asked, "How do managers measure the success of organizational leadership in Native American Businesses in the tourism Industry?" An analysis of the themes and responses indicated that recommendations lie in the following three areas:

- Team and individual performance, recognition, and incentives.
- Success tracking, through personal, department, and company goals.
- Create a feedback culture.

Personal, team, and organizational recognitions and incentives build unity, increase performance, and enhance engagement. In addition to recognition, goal tracking fosters accountability. A more formal weekly reporting system can provide visibility on the work that is being accomplished, goals being met, and progression of projects, also opening the door for feedback. Exponential benefits can result from implementing a more formal review process for employees through one on one mentoring, coaching, and feedback from the leaders of the organization, focused on daily tasks, short and long term personal and career goals, and education/training. Leaders can also participate in leadership reviews and 360 performance reviews; however, with greater tracking comes greater opportunity. Increased tracking provides a more quantitative approach to measuring success as well as feedback and transparency.

Creating a feedback culture is the responsibility of all the members of an organization, but starts with management and executive leadership. Creating an environment where employees ask for and offer constructive feedback to one other, other departments, management, and customers fosters a business of growth, change, and progression. According to Kesler (2002), as candidates were interviewed post-assessment, more than three-quarters of the participants stated that this was the first substantial feedback they had received in more than 5 years. In the feedback, one-third of the future leaders were informed of behaviors that had the power to derail their careers. More than two-thirds of these succession candidates had to change their behaviors as a result of the feedback and desired more feedback from their bosses.

Results and Discussion for Research Question 4

Research question 4 asked, “Based on their experiences, what recommendations would participants make for future implementations of organizational leadership and development?” An analysis of the themes and responses indicated that recommendations lie in the following three areas:

- Hardworking, strategic, and adaptable.
- Continual learning and education objectives.
- Seek mentors.

For every level of employee, a more strategic approach to continuous training, learning and education will augment skills and provide more qualified employees and leaders. Training, learning, and education can be internal or external, creating well-rounded employees through interpersonal strategy and technical strategy. Interpersonal strategy can have organizational behavior-based training with a focus on empathy, emotional intelligence, adaptability, change management, and customer service. Practical application for employees through interactions with

guests, team members, and management can enhance their abilities. Education and learning opportunities focused on technical skills and software they use daily can also provide them the expertise and skills needed to advance.

Cross-tribal internships, apprenticeships, and mentorship opportunities can enhance exposure, well-roundedness, networking, and relationship building. Bennetts (2001) identified factors that contribute to the value of a mentoring relationship. The first of these factors is the way the relationship is formed and the structure of said relationship. Another significant part of the mentor relationship includes the bond that cements and extends the relationship as well as a quotient that measures how valuable the mentor relationship is to the mentor and the talent or mentee. Bennetts also advised that an effective mentor relationship should not be constrained by formality.

Implications of the Study

The findings of this study offer immediate implications for IT and operations executives and managers in the Tourism industry, with a focus on Native American tribal businesses. Interviews were conducted with employees of five different Native American tribal businesses in four different states, yet common themes were throughout all of them. Additional implications were identified for Chiefs and Tribal Councils, both from a tribal leadership management perspective as well as in terms of their oversight of the businesses. The study's findings also have implications for all employees in Native American tribal businesses. Future impact includes Native American students, future tourism employees of Native American tribal businesses, students focusing on the tourism industry, Native American tribal economic development, leadership and development trainers and educators, vendors, and technical trainers and educators. This research helped identify current challenges in Native American tribal businesses, how to be

most successful in leadership training and development programs, as well as changes that can be made today to increase employee and management success.

Findings

The Indian Removal Act has effects on Native American tribal businesses today. Throughout the interviews, rural location was a major factor in lack of thriving local talent pools, challenges and expenses recruiting top talent from larger cities and incentivizing top talent to move to rural locations. With limited education and limited work experience outside of the current tribal business, Information Technology leaders are facing challenges with recruiting, hiring, training, and educating their employees. For many tribal members and employees of tribal businesses, the reservation and therefore these businesses, are a hub. There may not be another employer for miles, or even in the town. The tribal business may be the only employer available, and also may employ most of their tribal friends and family members as well. Their current employer may be the only company for which they have ever worked, or may be the only company for which they will work. The perspective of a leader that has worked in many companies in many locations throughout their career may see things very different than their tribal employees whom they lead. The experience of tribal employees may only be what they are currently experiencing, how they are currently doing their job, and expectations may differ. The findings from the research are presented subsequently.

Six key findings were identified: including lack of formal leadership and development programs, challenges recruiting qualified talent, lack of training, importance of interpersonal skills, pivotal role of mentoring and coaching, and using communication and feedback to set goals and track progress.

Lack of formal leadership and development programs. Tribal leaders emphasized training in a variety of forms, but few had formal training programs. Discussion around formal training was pulled from past companies and experience, or training they would like to implement in the future. The training that is occurring is informal in a one on one setting on of the job training as employees work together.

Challenges recruiting qualified talent. Many of the tribal businesses are in rural and remote locations, which can make recruiting top talent from big cities challenging. The Information Technology expertise needed for tribal businesses is specific and complex. With significant tribal members lacking formal education, or specific training and education directly related to the jobs at hand, IT leaders have challenges recruiting. With tribal preference in hiring, leaders discussed having positions filled by employees that have limited abilities and can only perform half of the tasks the jobs require.

Lack of training. Very few of the tribal businesses had current training programs, though there was a gap between employee's ability and performance and the needs of the organization. Leaders had participated or lead internal trainings at previous companies. Some of the tribal businesses were bringing third-party speakers and trainers in for their staff as well as had online courses available and books for those that wanted to further their training, education, and abilities.

Importance interpersonal skills. Interpersonal skills were discussed by the leaders both from working with other departments, working with other employees within the department, or from a customer service perspective assisting guests and patrons. In the tourism industry, it is important for employees to be able to communicate clearly, problem solve, troubleshoot, and show empathy to those with whom they are working or servicing.

Pivotal role of mentoring and coaching. In the interviews, each of the leaders discussed the impact of a mentor, coach, or leader on the direction of their career, during transformative decisions, and early on as they were wayfinding. The relationships were talked about with tenderness, some of which changed their careers and their lives. Many of the leaders were also striving to give back their teams, their companies, and individuals within their organizations.

Using communication and feedback to set goals and track progress. In terms of goal setting, individual, team, and company progress, feedback and communication were emphasized. Reporting provided visibility both with leaders as well as with the tribe. Operationally, many tribal businesses also solicited feedback from their guests on their experience. With IT rolling out large technology platforms and changes, communication was imperative.

Conclusion: Training and Workshop Recommendations

Through training and workshops, challenges discussed in the findings as well as strategies and be discussed, learned, implemented, and tracked. Based on the findings from this study, the researcher recommends training and workshops based on the obstacles and challenges discussed in the research. These obstacles and challenges include: unqualified candidates, training, location, turnover and retention, tribal limitations, compliance and legal, resistance to change, lack of resources, recruiting qualified talent, retention, discipline, hiring process, diversity, customer service, lack of urgency, and competitive hiring. It is recommended that training and workshops focus in four key areas: growing employees through assessment, recruiting, motivation and engagement, and management resources.

Growing employees through assessment. Topics include how to be more effective in employee reviews, how to use employee reviews in each one on one meeting, strengthening engagement through one on one meetings, consistency and follow up after reviews, assessments

to identify strengths, talents, abilities, and areas to improve, goal setting as part of employee reviews and effective follow up, and expanding employee's expertise and abilities through training and feedback.

Recruiting. Topics include: effective tools to broaden recruiting reach, marketing tips to attract qualified talent, simplifying the hiring process, becoming more competitive locally and regionally to secure top talent, and promoting company and culture.

Motivation and engagement. Topics include: helping employees grow into their positions, using rotations (internships or externships) to identify departmental fit, promotional opportunities, enhancing well-roundedness, diversity, and empathy through exposure. Enhance employee engagement through culture, feedback, employee empowerment, and autonomy.

Management resources. Topics include: understanding compliance and legal, budgeting to expand resources, onboarding, dealing with problem employees, recognition, incentive programs, effective communication, and change management.

Recommendations for Future Research

Recommendations for future research include leadership and development programs for tribal businesses, technical training, internship and externship programs, technical college courses, certificates, and degrees, the role and influence of tribal leadership on tribal businesses, and the effect of Native American culture on tribal businesses.

Native American leadership and development programs. Understanding successful leadership and development programs, paired with Information Technology technical expertise within Native American tourism industry.

Technical training for tribal employees and businesses. Understanding the technical needs of tribal businesses and training programs geared toward Native American tribal employees and leaders.

Native American internship and externship programs. Understanding the foundation of successful internship and externships programs and applying them to Native American tribal Employees.

Technical or collegiate partnerships for courses, programs, certificates. Understanding technical skills needed for tribal businesses in terms of partnership with established technical programs or collegiate programs to offer courses, programs, and certificates for tribal employees to gain skills needed to meet technical needs.

The relationship between tribal leadership and tribal business. The relationship between the Chief, Tribal Council, and tribal leaders and tribal business leaders and the effects it has on business, growth, and strategy.

The role of tribal culture on tribal businesses. More fully understand Native American tribal members, tribal culture, and the effects on Native American businesses, leadership, and development.

Final Thoughts

The findings from this study can be used to establish training and development programs and workshops for current employees focused on expanding technical expertise especially for tribal members and leadership training programs for current management as well as future leaders. Additionally, tribal businesses would benefit greatly from companywide customer service training and workshops focused on adult learning, role playing, and practical application.

In these training programs, departments should participate in operations rotations, giving them increased skills and greater emotional intelligence.

Technical college-style classes can be created to provide certifications for potential employees, new employees, or employees seeking technical skills. Enrollment would empower employed tribal members, as well as increase technical abilities of the existing talent pool.

Technical learning opportunities pre and post application of the job, or a more extensive onboarding that provides continuous, extensive technical training for employees.

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APPENDIX A
IRB Approval Notice



Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: February 28, 2019

Protocol Investigator Name: Douglas Quist

Protocol #: 17-02-514

Project Title: EXPLORING LEADERSHIP DEVELOPMENT IN NATIVE AMERICAN BUSINESS ORGANIZATIONS WITHIN THE TOURISM INDUSTRY

School: Graduate School of Education and Psychology

Dear Douglas Quist:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chair

cc: Mrs. Katy Carr, Assistant Provost for Research

APPENDIX B

Interview Recruitment Email Script

Dear Mr. Smith,

My name is Douglas Quist, and I am a doctoral student in the Graduate School of Education and Psychology at Pepperdine University. I am conducting a research study examining leadership development in Native American business organizations within the tourism industry and you are invited to participate in the study. If you agree, you are invited to participate in phone interview in relation to your experience in the industry.

The interview is anticipated to take no more than 45 minutes and interview and auto-taped. Participation in this study is voluntary. Your identity as a participant will remain confidential during and after the study. A numeric indicator will be used in place of your identity. If you have questions or would like to participate, please contact me at [REDACTED] or [REDACTED].

Thank you for your participation,

Douglas Quist
Pepperdine University
Graduate School of Education and Psychology
Doctoral Student

APPENDIX C

Interview Questions

Interview Question 1: Are there leadership challenges that you face that are unique to the Native American Tourism industry? If so, what are they?

Interview Question 2: What strategies do you use to overcome these leadership challenges

Interview Question 3: What challenges do you face in managing and implementing change in your organization?

Interview Question 4: How do you overcome the challenges you face in implementing and managing change?

Interview Question 5: What human resource challenges do you face?

Interview Question 6: How do you manage conflict in your organization?

Interview Question 7: What cultural challenges do you face that are unique to your industry?

Interview Question 8: How do you overcome these cultural challenges?

Interview Question 9: What leadership training or development do you currently have in your organization for those who aspire to reach leadership levels in your organization?

Interview Question 10: How do you measure your own success?

Interview Question 11: How do you track that success?

Interview Question 12: If you were starting your leadership journey again, what would you do differently?

Interview Question 13: What advice do you have for those who aspire to reach leadership levels in your industry?

APPENDIX D

Informed Consent Form

PEPPERDINE UNIVERSITY
Graduate School of Education and Psychology

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

EXPLORING LEADERSHIP DEVELOPMENT IN NATIVE AMERICAN BUSINESS ORGANIZATIONS WITHIN THE TOURISM INDUSTRY

You are invited to participate in a research study conducted by Douglas Quist, Organizational Leadership Doctoral Candidate under the direction of Rarzin Madjidi, EdD at Pepperdine University, because you are in Information Technology within a Native American tribal Business in the tourism industry. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. You will also be given a copy of this form for your records.

PURPOSE OF THE STUDY

The purpose of the study is to determine business strategies that are in place in the Native American tourism industry and examine the challenges that are being faced by the businesses and employees therein.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to participate in a semi-structured phone interview that will last approximately 30-45 minutes and will be audio-recorded. A sample research questions include: How do you manage conflict in your organization? and How do you track success?

POTENTIAL RISKS AND DISCOMFORTS

The potential and foreseeable risks associated with participation in this study include Possible risks to the participants may include feelings of discomfort from research questions or follow up questions, lack of interest, or fatigue from sitting during a long period.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants, there are several anticipated benefits to society which include: Potential societal benefits may include practical applications gained from the research, shedding additional light on Native American tribal organizations and employees.

CONFIDENTIALITY

The records collected for this study will be confidential as far as permitted by law. However, if required to do so by law, it may be necessary to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if disclosed any instances of child abuse and elder abuse. Pepperdine University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The data will be stored on a password protected computer in the principal investigator's place of residence. The data will be stored for a minimum of three years. The data collected will be coded, de-identified, identifiable, transcribed.

Any identifiable information obtained in connection with this study will remain confidential.

Your responses will be coded with a pseudonym and transcript data will be maintained separately. The audio-tapes will be destroyed once they have been transcribed.

Spreadsheets and documents used will be password protected and saved on the researcher's personal computer. A backup file will be saved on a USB Drive and stored in a lock box. All recorded information will be stored in a secure location for three years and then will be destroyed. Interviews will be captured on a recording device and on a phone, and the files will be immediately transferred to the researcher's computer and a backup on the USB drive in the lock box. Participants' names will not be associated with the recorded files, but will be identified by numbers. Transcription and coding will be done by the researcher. Protection of the participants will be assured through data collection by using a number instead of a name, without organizational or identifiable information.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating or only completing the items for which you feel comfortable.

EMERGENCY CARE AND COMPENSATION FOR INJURY

If you are injured as a direct result of research procedures you will receive medical treatment; however, you or your insurance will be responsible for the cost. Pepperdine University does not provide any monetary compensation for injury

INVESTIGATOR'S CONTACT INFORMATION

You understand that the investigator is willing to answer any inquiries you may have concerning the research herein described. You understand that you may contact Douglas Quist, [REDACTED] and/or Farzin Madjidi, EdD [REDACTED], [REDACTED] if you have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.