



The Facilitators

Men and women at the forefront of Kamehameha’s Strategic Planning process are known as The Facilitators. It is the Facilitators on whom the burdens of time and labor have most heavily fallen. The hours each is contributing to the effort are staggering.

To them, *I MUA* posed three questions: Why is the Strategic Planning Process important to Kamehameha? What is your role in this process? And, what does your involvement in this process mean to you personally? Their answers, as individual as the persons themselves, are here in their entirety.

Wayfinding

by Neil J. Hannahs
Endowment Co-chair

In addition to his regular duties as Director of KS’ Endowment Group’s Region II, Neil Hannahs’ many roles as a SP Facilitator include co-chair of the Endowment Core Planning Team, membership in the Executive Planning Leadership Group, Strategic Planning Plenary Committee and Communications Support Group.



A quarter century ago, the Polynesian Voyaging Society was founded to replicate heroic feats of our ancestors. It was an ambitious test to validate bold assertions which have been told and retold with pride and conviction by our kūpuna:

- that these islands were deliberately settled through a series of migratory voyages in double-hulled canoes;
- that the vessels were directed by skilled navigators who found their way across a vast expanse of uncharted ocean without instruments by relying upon their ability to interpret Nature’s clues;
- that the incredible achievements revealed in our chants and oral histories about journeys to

a mythical homeland called Hawaiki were more than fanciful lore.

The Polynesian Voyaging Society has produced many shining moments and its accomplishments have surpassed our wildest expectations. Credit for these results can and should be spread widely through our community. It took a village.

Among the most deserving of praise are the individuals who dedicated themselves to acquiring traditional navigational skills. Led first by Nainoa Thompson and later joined by Chad Baybayan, they began as apprentices seeking knowledge from the Micronesian navigator Mau Piailug. Now, they are masters in their own right and teachers of a new generation.

Along the way, these navigators redefined their role and became wayfinders. The new title better captured the broad responsibilities they shouldered and leadership demanded of them. Chad discussed this evolution in the journal he kept on *Hokulea’s* recent voyage to Rapa Nui.

“Wayfinding is more than guiding the canoe. It is about nurturing a crew of friends by building positive relationships on the deck and among the communities we visit. It is also about the tradition of honoring our ancestors, and the culture and heritage they represent.

“Lastly, it is about cherishing the spirit of the many friends and supporters who fill Hokulea’s sails through their effort and work.

“As navigators and as a crew we would ‘raise’ the islands we were seeking if we all did our jobs. But how

*With us ride
Nā Pua A
Ke Ali’i Pauahi,
the beneficiaries
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and the hopes
and aspirations
of a people...*

– Neil J. Hannahs
Endowment Co-Chair

A Strategic Planning Update

by Nathan T.K. Aipa
Chief Operating Officer, and
Strategic Planning Coordinator



Nathan T.K. Aipa

Kamehameha Schools (KS) is nearing the end of Phase II of our Strategic Planning (SP) process. Strategic Planning Working Groups have concluded their work, and the dream to which we are pledged – to reconnect to the noble heritage bequeathed us and collectively define our future – is increasingly at hand

Phase I – November 3, 1999 through January 31, 2000 – consisted of two intensive months of staff and community outreach presentations designed to explain Kamehameha’s spending policy, the status of our educational programs, and the purpose and methods of strategic planning. More importantly, this outreach was intended to listen; to learn from our stakeholders – students, staff, alumni, parents, and the Hawaiian community – what Kamehameha Schools’ educational and stewardship roles should be in relation to the educational needs of the community.

In Phase II, nearly 400 people from all walks of life participated in 16 Working Groups, processing thousands of collected comments, analyzing the community’s educational needs, and suggesting ways Kamehameha might address those needs while maintaining its endowment in perpetuity. A retreat in early April brought all of these suggestions together for the first time for initial discussion.

The Working Groups’ recommendations will be further analyzed by education, endowment, and financial planning teams independently and then by a plenary committee made up of them all. From this will come the Draft Strategic Plan and Phase III of the process. Beginning in June, we will return to the statewide community to share the draft plan with KS’ stakeholders. We’ll also collect feedback before a Final Draft Strategic Plan is submitted to the Trustees for approval.

KS’ Strategic Planning effort is vital to our future. It is a massive and intensive process that will continue to claim above-the-call-of-duty volunteerism on the part of committed men and women throughout this institution and the state in pursuit of Kamehameha Schools’ bright future.

Our heartfelt mahalo goes to all our KS staff who have given so greatly of their time and energies to this task; to our alumni, parents, members of the Hawaiian community and their families; and, also to staff members who might not have been so intimately involved, yet who have continually supported this process most by keeping the home front effectively operational during this time.

As we forge our destiny together there are many roles to play. But, as *ōlelo no’eau* so wisely teaches:

‘A’ohe hana nui ke alu ‘ia...

NO JOB IS TOO BIG WHEN DONE TOGETHER BY ALL

we felt as a crew about the totality of the experience is as important a goal as making landfall.”

The words of Baybayan and the achievements of the Polynesian Voyaging Society offer inspiration for the undertaking at hand...the development of a strategic plan for Kamehameha Schools. If the ordeal through which we have suffered has taught us anything, it is that the credibility of the product will be a function of the process. Our plan’s proposed landfall will mean little if we do not nurture positive relationships, honor our culture and feel good about the voyage.

For this reason, we have:

- reached out for the input and participation of stakeholders, as well as the larger community;
- designed core planning teams and work groups to be broadly representative of our organizational hierarchy;
- included a feedback phase allowing us to explain our decisions and rationale to the stakeholders, as well as invite further comment; and
- imbued the entire process with our Christian beliefs and Hawaiian cultural values.

We have also transformed the original planning construct into an on-going cycle of assessment, accountability and adjustment. Strategic planning is not something we do merely to satisfy a court requirement; it will be something we do because the process enriches *“the totality of the experience.”*

There is further relevance of the voyaging metaphor. Travel by canoe over the open ocean can evoke sensations of thrill and exhilaration that can only be achieved in the presence of real peril and uncertain outcome. In these situations, hard work and competent preparation offer the best remedies for quelling our angst and averting catastrophe.

This applies to our planning efforts, as well. The results we seek will not just happen. We must give generously of our time and energy. And we must bring our best thinking and talents to the task.

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No doubt, there will be days when we are perched on the bow of our vessel feeling like “kings of the world.” Then, too, there will be other times when the rough going and our fear of the unknown will have us bent in misery over the side. We are not strangers to these tests of our endurance, resilience and faith. But our past has left us wiser. We must anticipate the low points, support one another through them, and, as we have recently demonstrated, survive.

In our noble quest, do not underestimate your capacity to make a profound contribution. Consider the life of God’s humble servant leader Mother Theresa, who once said,

“There is a light in this world, a healing spirit more powerful than any darkness we may encounter. We sometimes lose sight of this force when there is suffering, and too much pain. Then suddenly, the spirit will emerge through the lives of ordinary people who hear a call and answer in extraordinary ways.”

We must never forget that we have not ventured forth for our own enjoyment and self-gratification. We carry precious cargo, the value of which exceeds our ability to measure. With us ride Nā Pua A Ke Ali’i Pauahi, the beneficiaries of our founder and the hopes and aspirations of a people...in a word, our future.

And so it is that we invite you to come aboard and assist us as we endeavor to take every reasonable step to assure a safe passage to a landfall where the children of Hawai’i will rise to achieve their greatest potential, where they reach their Hawaiki.

Should we be successful, and we must, perhaps then we will have earned the right to be called the wayfinders of Kamehameha Schools. I mua e nā pōki’i!



Education Co-chairs Charlene Hoe and Julian Ako

Looking Ahead

An interview with Julian Ako, Charlene Hoe and Kathy Tibbetts
Co-chairs of the Education Core Planning Team

In their normal lives, Julian Ako is KSS’ Dean of Student Activities, Charlene Hoe teaches art at KES, and Kathy Tibbetts is KS’ Interim Director of Program Evaluation and Planning.

Kathy: What we are striving for is complex and multi-faceted. By that we mean we’re looking for the full range of perspectives that staff can bring to the process in developing our Strategic Plan. It’s extraordinary, really.

Charlene: My whole reason for wanting to be involved in this process is to try to reconnect within the institution. If we can be successful at that – institutionally and with our communities – then we have been absolutely successful in the strategic planning process.

That reconnect is more than the plan itself, it is what I would like to see continue out of this process. If that happens, and it’s genuine, there are no bounds for us. We have outstanding people committed to their responsibilities throughout the institution. And, if we can build on that, then I think this institution can be truly amazing...

Julian: I think for the plan to work in terms of the implementation phase, people need to feel that they had an opportunity to be involved. Even if they chose, for whatever reason, not to give the time that is necessary, at least the opportunity was offered to them. Hopefully that will be the basis of wider institutional support for the planning efforts. That thing called “buy-in.” The opportunity for stakeholder input throughout this process presents a hope that people can support whatever new initiatives and new directions come out of the plan.

Charlene: It’s the kind of thing that the faculty, through Nā Kumu and other efforts, has been advocating for a number of years. Because of that, I personally feel – and I’m sure everyone involved feels – a real heavy responsibility to carry that effort, their thoughts, and their dialogue over the years into this strategic planning process. It’s our opportunity to actually exercise what we have been saying we want.

“We want to be very, very rational and logical about the work that we’re trying to do, because people are going to hold us accountable.”

– Julian Ako
Education Co-Chair



Education Co-chair Kathy Tibbetts

Kathy: The Nā Kumu, KSFA people, and many others throughout KS, were galvanized during the controversy. I see this strategic planning process as an opportunity to not let that commonality of purpose fall by the wayside. This process presents an opportunity to turn that energy into a constructive and positive process, one we can all be a part of.

The people coming to this process – including faculty, staff, students, alumni and community members – are not coming to it to represent their particular constituency, although they bring that perspective to the table. They’re coming to serve the best interests of the beneficiaries.

Charlene: I think the planning effort is rippling out. There are more and more people genuinely aware of the process. And, they’re sort of plugging in one way or another, either through actual volunteering of time and effort or through mentioning to someone who they know is a volunteer what it is they want to have considered.

But it remains our challenge to get the entire institution involved. Not just a small core of people, but the institution. And, it is constantly on our minds. How do we reach out more? How do we get the awareness of this process on everyone’s screen?

Julian: And, I believe the credibility of the strategic planning process requires that people who normally are not involved in this kind of stuff, be involved. For example, Charlene’s a KES art teacher, that’s her normal job. And the fact that there are other people who normally don’t do this kind of stuff *are* involved will

hopefully be the basis of support from other staff members within the institution.

Kathy: The impact of this process can be really profound. Because we are examining our most prominent and fundamental assumptions about who we are and what our role is.

Julian: In the most recent past, the operational load had been pretty much among higher-level decision makers. They made all the decisions and did all the planning without providing an opportunity for the involvement of other people within the institution. Today...we have classroom teachers participating. They have good ideas and it’s a wonderful opportunity for them to be involved. Unfortunately all of this is very time consuming, particularly for our teachers who are making their contributions to strategic planning on top of their full-time teaching jobs.

So it’s a big demand on people to make this kind of commitment, yet I think it is really exciting to see the attempt made to be more inclusive throughout the institution in terms of involvement or opportunities for involvement.

Charlene: The impact of everyone’s work, will be directly related to the success we have in permeating this whole process throughout this institution.

If we’re successful at that, if we actually engage our stakeholders internally and externally, this institution will remain flexible and alert to changes in the community and able to address them as we go forward in the next century. If we are not successful, if we simply develop another paper plan and it sits on a shelf, well, that’s where we’ll be.

Julian: The fact that we have set up real opportunities and criteria, decision making criteria, should not let that happen. Decisions will not be a matter of what’s the most popular, but made in light of specific criteria.

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*“I feel honored,
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– LeeAnn Crabbe
Endowment Co-Chair



Prep work for yet another committee meeting

Charlene: The criteria are: Does the issue relate to the mission? Does it reflect the mission’s focus? Does it reflect or continue the values of the institution? Hawaiian as well as Christian values? And, is it future oriented? The other point that we are looking at at the strategic level is, are the issues broad-based in impact?

Kathy: In initially establishing our strategic issues, those were the main criteria that the Education Core Planning Team set out for decision making.

Julian: We want to be very, very rational and logical about the work that we’re trying to do. Because people are going to hold us accountable. They’re going to hold the institution accountable. So, say that there are 30 people on the core planning team and 25 of them really like a particular issue. It shouldn’t be a matter of what’s most popular with a given group. Another group of 30 people might pick something different. Hopefully, the criteria that are used are sound enough so that people can support the use of those criteria regardless of who they are.

Charlene: Establishing criteria helps us focus somewhat without getting too narrow. So when

we are identifying strategic issues, we are trying to bring all of the collected input into some focus through the criteria. We then assign the issues to working groups for further work, but without eliminating possibilities.

Julian: This can be difficult at times, but I think this process is so very important to the future of this institution that it’s worth my giving up my regular job. And, in plain language, I’m 57 years old...I’ve worked here for 20 years and I don’t know if there will ever be another opportunity for me to make a profound impact on the future of this institution.

Charlene: Sometimes the dishes will pile up at home. The laundry isn’t being done. But, then we’ll go out into the communities...and I end up, by the end of the meeting and at the end of another very long day, being so energized by the excitement, energy, thoughts and possibilities that come from the communities and the staff who are becoming involved, that the tired sort of goes away. And that adds to my sense of responsibility too, to make sure all that input is a part of our process. But, that’s also a time when I’m reassured and understand why I’m doing what I’m doing.

Strategic Planning is Vital

by LeeAnn Crabbe
Co-chair of the Endowment Core Planning Team, Chair of the Finance Planning Committee, Co-chair of the Technology Support Group

In real life, LeeAnn Crabbe is manager of KS’ Budget Administration Division

I believe strategic planning is vital to the health and well being of any important institution like Kamehameha Schools. It is fundamental. Working with budgets over the years has only reinforced my understanding of the need for good, sound planning – since a budget is basically a plan expressed in financial terms. And, over my years here, I have witnessed the consequences of poor or non-existent planning.

My role as a facilitator for the Endowment Core Planning Team involves a lot of administrative duties, yet a lot of forward thinking at the

same time. My brain gets tired pretty often nowadays, but I think we serve as advocates and promoters of the process, to keep it moving along. I often feel it is my responsibility to set a good example to encourage others to 'get with the program.' Someone's got to do it.

It's been a considerable time commitment. I have not worked out at The Gym since December – they send me postcards wondering where I am. I arrive here in the dark and leave in the dark. At one point I wasn't sure if I had car insurance since my personal bills weren't (aren't?) getting paid on time.

Yet I feel honored, fortunate and blessed to be part of this effort. Kamehameha Schools and its mission are the reason I work here and not at some business downtown on Bishop Street. What we do here is magical. I am just lucky that my background and talents are useful in moving this institution to a better place. But, I also need to put in a plug for my family and staff since without their support and encouragement there is no way I could juggle both operational and project duties and put in so many hours here. The work of my department still needs to get done, and it does, due to the hard work of many.

This Process is One of Inclusion

by Dwight "K" Kealoha

Co-chair of the Core Endowment Planning Team, Co-chair of the Technology Support Group

Dwight "K" Kealoha also coordinates the "Thought Leader Symposia" that have brought exciting, future-oriented speakers to campus in recent months. "K" Kealoha's regular duties are as director of KS' Information Systems Division.

It is my impression that this process will produce a plan that will help set the future direction for the school, its education mission and, perhaps help define Kamehameha Schools' role in the Hawaiian communities and Hawai'i at large. In addition to that, the planning is about process, in effect, how Kamehameha will operate in the future.

With the "bottom-up" planning approach evidenced in the 20-plus outreach meetings, this process is one of inclusion where the best ideas

and thoughts can be heard and influence decisions. It's about using the potential and talents of our people. In effect, the strategic planning process is about accomplishing a plan while serving as a symbol of the new way of doing business at Kamehameha Schools.

My primary role right now is to assist the Working Groups who are doing the "heavy lifting" to complete their work by March 31st. I'm also assisting the Core Endowment Planning team in the development of a Draft Plan in partnership with the Education Core Planning Team.

Like all who are participating in the strategic planning process, my pace has picked up considerably. Meetings have increased dramatically. The workload from our regular jobs has not gone away and finding enough time to get things done is a challenge. Even for employees not participating in the process, the impacts are there, as they have to pick up some of the load of those who are doing the planning. So everyone at Kamehameha is busy.

Nevertheless, the effort is well worth it, as this may be the only opportunity we have to influence such an important process and ultimately the plan for Kamehameha Schools' future. So, I would rather be "stretched" than miss this great opportunity.

"I would rather be 'stretched' than miss this great opportunity"

*– Dwight "K" Kealoha
Endowment Co-Chair*



Endowment Co-chairs Dwight "K" Kealoha and LeeAnn Crabbe