Learning Forward

Trust: An Essential Element

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Trust: An Essential Element

Trust is an essential element of any relationship. Explore the synergy of four drivers — trust, collaboration, leadership, and professional learning. Consider ways to build trust, encourage deep listening, transform resistance, and design learning structures at all levels of your system. Discuss how to enhance high relational trust on your teams.
Outcomes

- Define the stages of community focusing on being both trustworthy and trusting.
- Assess the current state of the teams you work with and develop a plan to support and advance more collaborative work.
- Review tools and surveys to help your teams assess the dimensions of trust
- Understand possible causes of resistance and consider ways to respond that will enhance high relational trust.
- Support collaboration “in all directions” and learn strategies to facilitate the work of high trust, collaborative teams.
- Learn with and from one another
Attributes of Collegiality

Directions:

- **Stand Up, Hand Up, Pair Up.**
- **Find ONE learning partner from a different table.**
- **Talk about the attributes of collegiality listed in the handout on page 2.**
Trust Application

- Think of 2 people you work with—one you trust and one you do not trust. (You do not need to name the people.)
- List behaviors or traits that lead you to trust the person on the left side and not trust the person on the right side of your T chart.
- Describe the impact on your work and life on the effect portion of the worksheet.
- Share ideas that you identified with your tablemates.
Teams, Trust, and Relationships
Stages of Community

Based on the work of Scott Peck, Bruce Tuckman, and Rob and Kathy Bocchino

Scott Peck
- Pseudo-community
- Chaos
- Trust-Building, Listening
- Community

Bruce Tuckman
- Forming
- Storming
- Norming
- Performing
Pseudocommunity

ISSUES
- Want to be in the community
- Afraid of differences
- Afraid of conflict

BEHAVIORS
- Conform
- Strong authority
- Act as if we are in community
- No conflict or can’t name the conflict

MOVE THE TEAM
- New member
- Success/event
- Leader
- Name the stage
Chaos

ISSUES

◦ Unmanaged conflict
◦ Survival
◦ Want chaos to go away
◦ New person on team may “name the conflict.”

BEHAVIORS

◦ Fight or flight
◦ Pairing
◦ Factions
◦ Divisive

.Groups may want to return to pseudocommunity, back to being nice.
Trust Building/Listening

**ISSUES**
- Build trust.
- Promote listening.
- Admit conflict and acknowledge differences.
- Allow the system to “tell the truth.”

**BEHAVIORS**
- Listen non-judgmentally.
- Recognize that we can be different and nobody dies.
- Allows for accuracy and completeness (gestalt)
- Extend trust.
TRUST

<table>
<thead>
<tr>
<th>Trustworthy</th>
<th>Trusting</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="https://www.wikihow.com/Become-a-Trustworthy-Person" alt="Diagram" /></td>
<td><img src="https://www.wikihow.com/Get-Over-a-Phase-of-Not-Trust-Phase-of-Not-Trusting-People" alt="Diagram" /></td>
</tr>
</tbody>
</table>
**Trust**  
(in the system, the process, the individuals)

<table>
<thead>
<tr>
<th>TRUSTWORTHY</th>
<th>TRUSTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>◦ I do what I say.</td>
<td>◦ I have faith in you.</td>
</tr>
<tr>
<td>◦ I keep my word.</td>
<td>◦ I will take a risk with you.</td>
</tr>
<tr>
<td>◦ I keep my confidences.</td>
<td>◦ I don’t have to control everything.</td>
</tr>
<tr>
<td>◦ You can count on me.</td>
<td>◦ I am vulnerable.</td>
</tr>
</tbody>
</table>
Community

** ISSUES **

- Opportunity for growth, development
- We identify ourselves through our differences.
- Joy

** BEHAVIORS **

- Conflict is managed.
- Conflict is not personal, territorial, emotional.
- Honor diversity.
- Listen and learn.
- Trust the individuals, the process, the system.
TEAM DEVELOPMENT WHEEL

**STAGE 4: Performing**
- Mature
- Close
- Resourceful
- Flexible
- Open
- Supportive
- Effective

**STAGE 1: Forming**
- Testing
- Polite
- Impersonal
- Watchful
- Guarded

**STAGE 3: Norming**
- Getting Organized
- Developing Skills
- Establishing Procedures
- Giving Feedback
- Confronting Issues
- Listening

**STAGE 2: Storming**
- Infighting
- Controlling
- Conflicts
- Confronting
- People Opting Out
- Difficulties

Bruce Tuckman
Guiding Questions.

- What evidence do you have that you can use to describe the stage(s) of teams in your school or office?
  - Are there teams that are at different stages?

- How safe is it to express yourself?
  - What do you know about whether staff feel safe to talk about important issues?

- What can you do to assure that there will be no reprisals for disagreeing?

- Are you aware of any “unfinished business” or other issues that could prevent your teams from working together effectively?

HOW ARE YOU GOING TO CREATE THE HIGH TRUST CULTURE THAT YOU WANT?
Stand Up, Hand Up, Pair Up:

- Compare Megan Tschannen-Moran’s list and Stephen Covey Jr.’s lists. How are they the same/different? (Handout, pages 3-4.)

- Describe three things you have done this year to build relationships and establish trust in you and in your role as a __________.

- Identify three things you WILL do to extend the culture of trust in the coming three months.


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13 BEHAVIORS OF HIGH TRUST LEADERS
The Speed of Trust, Stephen Covey, Jr.

1. Talk straight
2. Demonstrate respect
3. Create transparency
4. Right wrongs
5. Show loyalty
6. Deliver results
7. Get better
8. Confront reality
9. Clarify expectations
10. Practice accountability
11. Listen first
12. Keep commitments
13. Extend trust

Homework: Read Trust Matters, pages 5-6.
Assessing Trust
The Importance of Trust

Schools with low relational trust have a **1 in 7 chance** of showing gains in student achievement.

Schools with high relational trust have a **1 in 2 chance** of showing gains in student achievement.

Five Components that Measure Trustworthiness

- **Benevolence** – having confidence that another party has your best interests at heart and will protect your interests.

- **Reliability** – referring to the extent to which you can depend upon another party to come through for you, or act consistently, or follow through.

- **Competence** – belief in another party’s ability to perform the tasks required by his/her position.

- **Honesty** – the degree to which a person can be counted on to represent situations fairly. (Integrity, character and authenticity are all dimensions of trust.)

- **Openness** – how freely another party shares information with others.

Trust – A Key to Developing A Collaborative, Learning Focused School

Reflecting on your school/department, please identify how you would rate each of these “vital signs.”

<table>
<thead>
<tr>
<th>Respect</th>
<th>1 (low)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (high)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence</td>
<td>1 (low)</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5 (high)</td>
</tr>
<tr>
<td>Personal Regard</td>
<td>1 (low)</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5 (high)</td>
</tr>
<tr>
<td>Integrity</td>
<td>1 (low)</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5 (high)</td>
</tr>
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Trust Surveys

TRUST ON OUR TEAM

- Review the handouts called “Trust on Our Team Survey” and the “Faculty Survey” on pages 5-6.
- Consider if there is any way to use or adapt these surveys for your teams.

TRUST MATTERS

- Some principals may choose to take the “principal survey” in the Handout “Tools for Schools” called “Trust Matters.” (page 11)
- Consider whether this survey could be adapted for other role groups.

See http://teamtrustsurvey.com/
DIRECTIONS:

- Choose a team to consider.
- The characteristics on the chart in the TRUST FACTORS handout help teams understand levels and elements of trust among team members. (pages 15-16)
- Build a picture of the trust level in your team by placing marks on the chart at the appropriate level for each trust factor.
- Consider your team members as a whole when indicating the level of trust.
- Describe your findings with a shoulder buddy.
Behaviors that Build Trust in the Workplace  (Microsoft Peer Coaching model)

- Act consistently and responsibly
- Listen effectively to others’ ideas
- Practice using the building blocks of trust
  - Compassion
  - Communication
  - Commitment
  - Collaboration
  - Ability
  - Integrity
“The best way to find out if you can trust somebody is to trust him/her.”

Ernest Hemingway
Teams and Trust

TEAM DISCUSSION: What ideas from this conversation about teams and trust will inform the way that you want to work in your school/department, with your teams?
Resistance
Resistance (Handout, page 7-8)

People in Groups (E. Rodgers)

- 8% will be innovators.
- 17% will be leaders.
- 29% will be early adopters.
- 29% will be late adopters.
- 17% will be resisters.

What are the implications for you in your work?
Causes of Resistance

- Form role-alike teams.
- Think about people you know who resist change.
- Describe ways people exhibit resistance.
- What does it look like and sound like?
- Brainstorm what you think are some of the possible causes of their resistance.
**Resistance**
*(Handout, pages 7-9, Adapted from Ann Kilcher, Lawrence Ryan, Rick Torben)*

<table>
<thead>
<tr>
<th>People don’t know why they are doing it (the purpose).</th>
<th>People don’t know what to do (lack of knowledge).</th>
<th>People don’t know how to do it (lack of skills/abilities).</th>
</tr>
</thead>
<tbody>
<tr>
<td>The workload and work pressure are increasing.</td>
<td>People can’t see the benefits of changing.</td>
<td>People are not involved in decision making.</td>
</tr>
<tr>
<td>People don’t experience support.</td>
<td>The innovation conflicts with the school culture.</td>
<td>People are worried about failure.</td>
</tr>
<tr>
<td>People are satisfied with the way things are.</td>
<td>People don’t see the change agent or advocate as credible.</td>
<td>People have a negative past experience with change.</td>
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</tbody>
</table>
Getting Beyond the Resistance  Mauer, 1996

POSSIBILITIES

Maintain clear focus
  • Keep long and short term view
  • Persevere

Embrace resistance
  • Counterintuitive response
  • Understand the voice of resistance

Respect those who resist
  • Listen with interest
  • Tell the truth

Relax
  • Stay calm and stay engaged
  • Know their intentions

Join with the resistance
  • Begin together
  • Change the game
  • Find themes and possibilities
TASK: If you are with a “natural buddy,” please discuss these questions together. If you are not here with a “natural buddy,” find a learning partner/team. Identify the three causes for resistance in your schools/department. Discuss strategies for reducing the resistance.

<table>
<thead>
<tr>
<th>Resistance</th>
<th>Transforming Resistance</th>
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Look on pages 17-20 in your handout for more ideas about responding to resistance.
Reflecting on Trust
Developing Trust: A Three-Part Solution

- Trust in the Leader
- Trust in Each Other
- Trust in the Work
What Doesn’t Work?

Charisma

Power

Perks or Rewards
Reactions?

☑️ Do you remember when you first “arrived” at your current job or role? What were your actions? How were you received? How do you know?

☑️ Does a lack of knowledge of another person’s culture, race, or beliefs create trust challenges for you?
Credibility

1. Integrity - are you congruent?
2. Intent - what is your agenda?
3. Capabilities - are you relevant?
4. Results - what is your track record?
I included a couple of articles.

- What I’ve Learned by Jon Saphier, (pp. 21-23)
- Trust in Schools (pp. 24-30.)
TRUST

- A team of people is not a group of people who work together. A team is a group of people who trust each other. (Simon Sinek)

- I work in a strange business, and trust is a word that’s not even in the vocabulary. (Gerald Barzan)

- Always trust your gut. It knows what your head hasn’t figured out yet. (Unknown)

- Without trust we don’t truly collaborate, we merely coordinate or, at best, cooperate. It is trust that transforms a group of people into a team. (Steven Covey)

- Forgiving isn’t the hard part. It’s trusting again. (Unknown)

- A single lie discovered is enough to create doubt in every truth expressed. (Unknown)

- I don’t trust words. I trust actions. (Iliketoquote.com)

- Good teams become great ones when the members trust each other enough to surrender the me for the we. (Phil Jackson)

- **What?** Explain the key learnings you’ll take with you.
- **So what?** How are you making sense of this learning? What difference will it make in your professional life?
- **Now what?** What will you do with this learning? How will you apply it?