

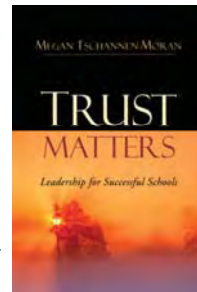
Cultivating Trust A Key Resource for School Success

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The Overzealous Reformer



- Passionate about the task
- Impatient to make change
- Forgot that teachers are at the heart of the work of schools

Breech in Civic Order

- Lying
- Breaking promises
- Stealing ideas or credit
- Changing the rules
“after the fact”
- Abusive exercise of authority
- Shirking job responsibilities
- Disclosing private confidences



Breech in Identity

- Public criticism
- Wrong or unfair accusations
- Blaming others for personal mistakes
- Insults to oneself or to one's collective



[The Keep-the-Peace Principal]

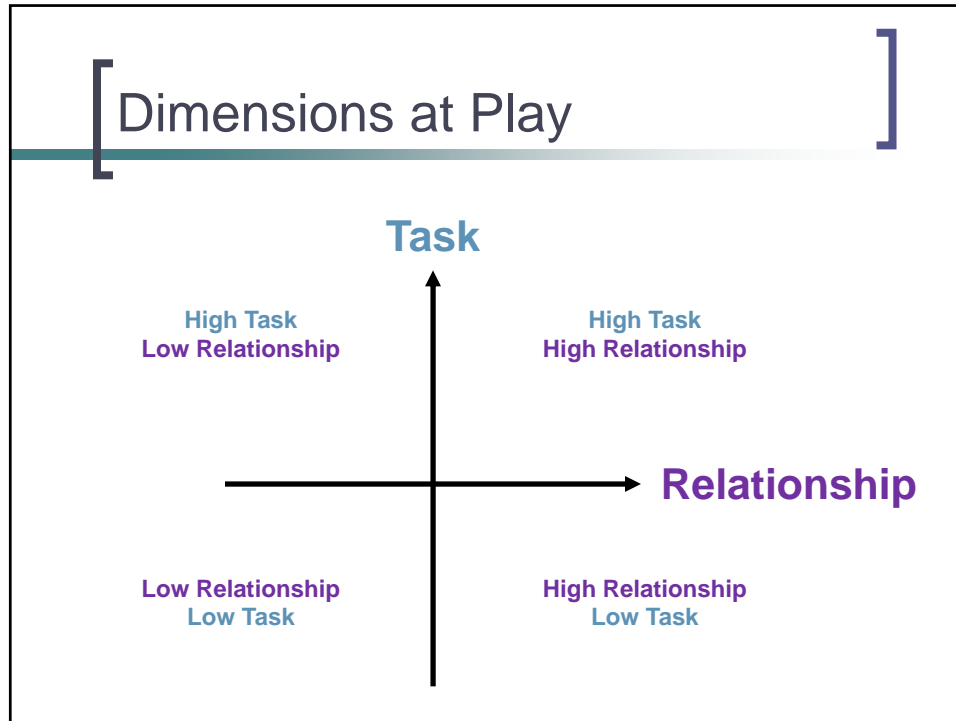
- Avoided conflict
- Failed to hold students and teachers accountable
- Avoided making hard decisions
- Teachers and staff felt vulnerable



[Moment of Truth]



- Great ideas to make things BETTER
- BETTER means different
- Different means change
- Change can lead to resistance



[High Engagement Leader]

- Balanced commitment to the task with commitment to the people
- Expected a great deal
- Provided resources and support
- Inspired teachers to go beyond their contractual obligations

The illustration shows a dark silhouette of a person with their arms raised, reaching towards a teal rectangular area filled with yellow stars of various sizes. The person is positioned on the left side of the teal area, with their right arm extended upwards and to the right.

[Trust Is ...]

a willingness to be vulnerable based on the confidence that the other person is:



- **Benevolent**
- **Honest**
- **Open**
- **Reliable**
- **Competent**

[Benevolence]



- Unfailing good will
- Empathy & caring
- Offering encouragement
- Expressing appreciation
- Being fair
- Being responsive

[Honesty]

- Telling the truth
- Integrity
- Self-awareness
- Authenticity
- Accepting responsibility



[Openness]

- Open communication
- Sharing important information
- Sharing power
- Delegation
- Shared decision making



[Reliability]



- Keeping promises
- Honoring agreements
- Being consistent
- Predictability
- Diligence
- Dedication

[Competence]

- Inspiring a shared vision
- Co-creating possibilities
- Striving for results
- Problem solving
- Conflict resolution
- Elevating energy



[Trust Is ...]

a willingness to be vulnerable based on the confidence that the other person is:



- **Benevolent**
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[Benefits of Trust]



- Infuses systems with positive energy
- Makes for more adaptive, agile organizations
- Utilizes resources to greatest advantage

Correlates of Trust

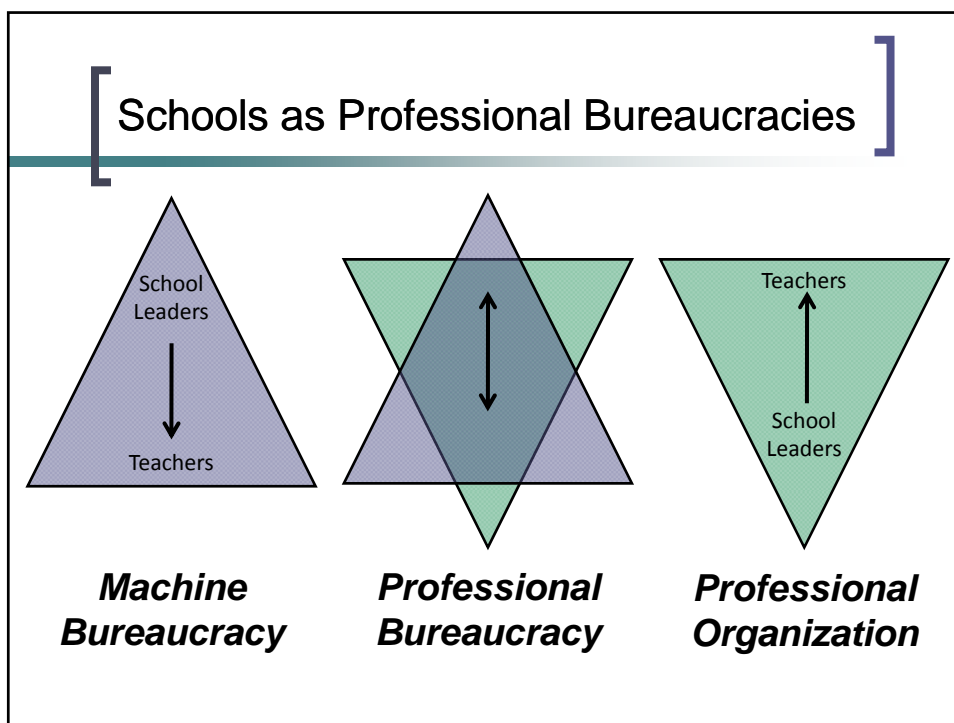
- School Climate
 - academic optimism
 - academic press
 - teacher professionalism
 - collegial leadership
 - community engagement
- Collective Efficacy
- Organizational Citizenship Behavior
- Collaboration



Faculty Trust in Administrators

	2.	3.	4.	5.
1. Trust in Administrators	.97**	.96**	.70**	.95**
2. Collegial Leadership		.96**	.65**	.92**
3. Instructional Leadership			.69**	.94**
4. Collective Teacher Efficacy				.73**
5. Morale and Satisfaction				

** = Statistically Significant at $p < .01$



Faculty Trust in Colleagues

	2.	3.	4.	5.
1. Trust in Colleagues	.94**	.87**	.53**	.77**
2. Teacher Professionalism		.93**	.54**	.78**
3. Organizational Citizenship Behaviors			.64**	.81**
4. Elementary Student Achievement				
5. Middle School Student Achievement				

** = Statistically Significant at p < .01

Faculty Trust in Students

	2.	3.	4.	5.
1. Trust in Students	.91**	.71**	.85**	-.92**
2. Academic Press		.83**	.86**	-.85**
3. Community Engagement			.77**	-.68**
4. Collective Teacher Efficacy				-.88**
5. Safety Problems				

** = Statistically Significant at p < .01

Parent Trust in Teachers

	2.	3.	4.	5.
1. Parent Trust in Teachers	.91**	.85**	.85**	.65**
2. Parent Trust of Administrators		.86**	.79**	.57**
3. Perceptions of Fair Discipline			.81**	.61**
4. Perceptions of Safety				.68**
5. Parent Involvement				

** = Statistically Significant at p < .01

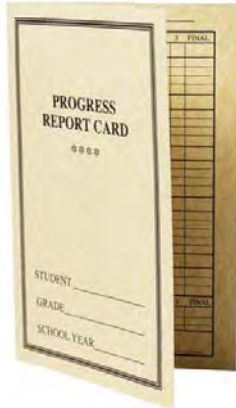
[Student Trust]

	2.	3.	4.	5.
1. Student Trust in Teachers	.96**	.80**	.65**	.74**
2. Student Identification with School		.78**	.53**	.70**
3. Parent Trust			.63**	.81**
4. Elementary School Student Achievement (Reading & Math)				
5. Middle School Student Achievement (Reading & Math)				

** = Statistically Significant at p < .01

[Bottom Line]

- Trust is related to student achievement
- In HLM analysis, an even more potent a predictor than SES



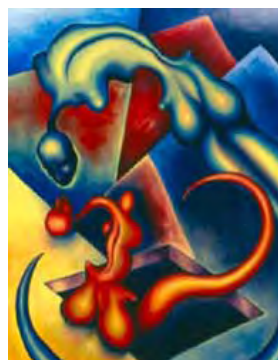
[Betrayal is]

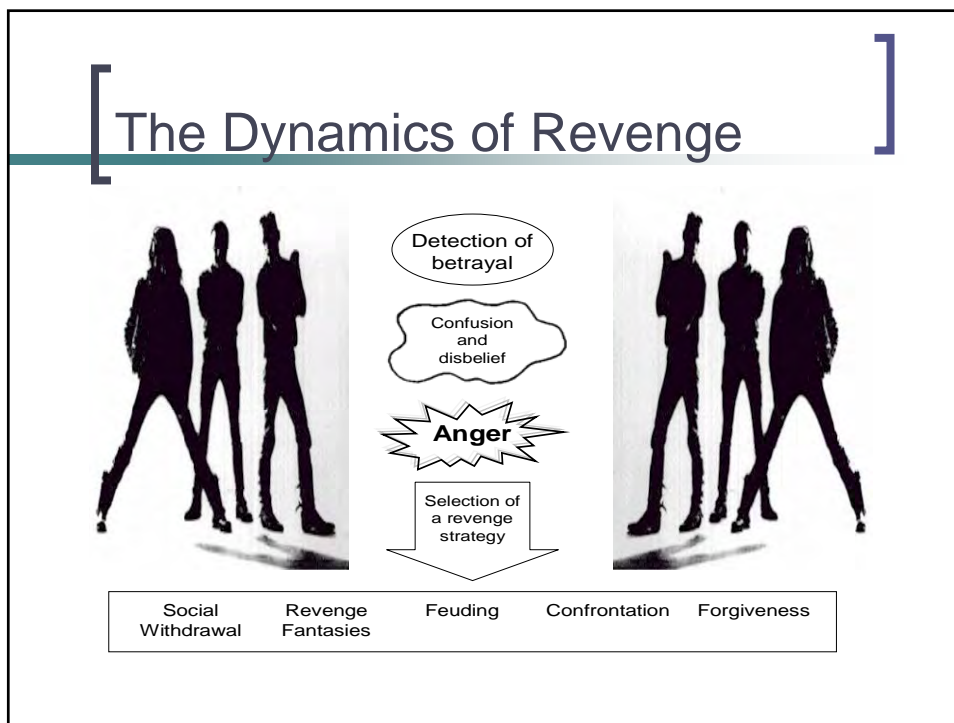
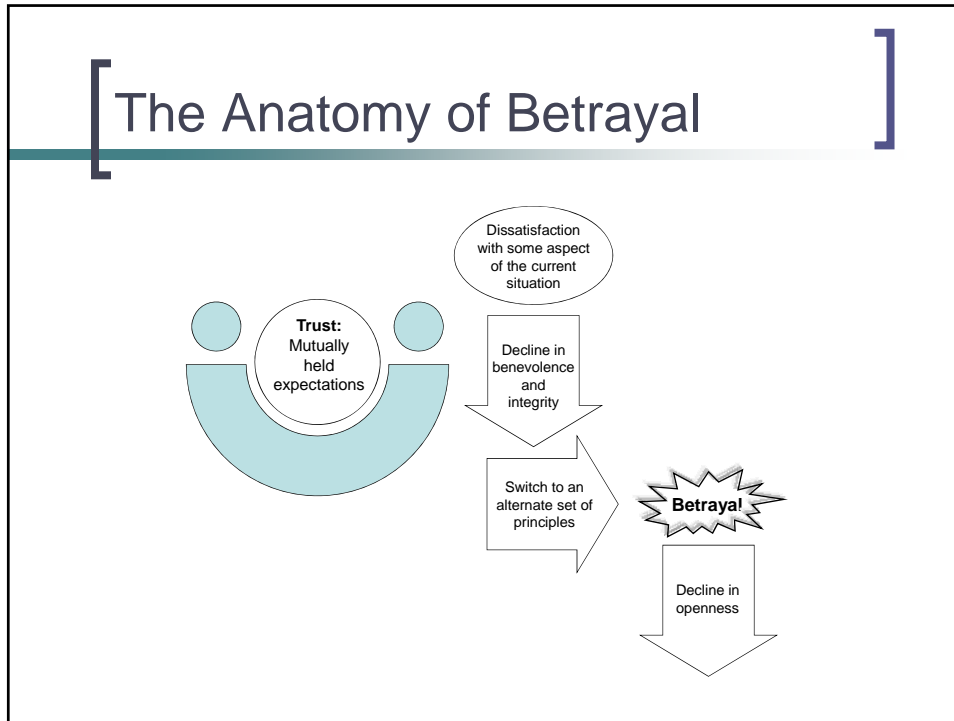


a voluntary violation of mutually understood expectations that has the potential to threaten the well-being of the trusting person

[Betrayal]

- Betrayal involves an action or behavior
- The act has the potential to cause harm, even if other factors mitigate the actual harm caused
- Even if never detected, the violation still constitutes a betrayal





Restoring Trust

Even in the midst of tension and conflict, trust can be fostered

- through the conciliatory initiatives of one party acting unilaterally, signaling the desire to establish trust
- without sacrificing the genuine need to protect his or her interests (Fisher & Brown, 1988).



The Four A's of Absolution



- Admit it
- Apologize
- Ask Forgiveness
- Amend Your Ways

[Trust Repair]

Facilitated By

- demonstrating constructive attitudes
- expressing empathy
- establishing clear boundaries
- being meticulously reliable
- using persuasion rather than coercion
- communicating promises and credible threats
- using conscious conflict-resolution strategies.



[Appreciative Inquiry]

A strengths-based approach to learning that enables people to quickly generate the



energy, ideas, strategies, and momentum for transformational change.

[Excellence]

“Excellence is not the opposite of failure.
To learn about success
you have to study success.
Only successful examples
can tell you what excellence looks like.”

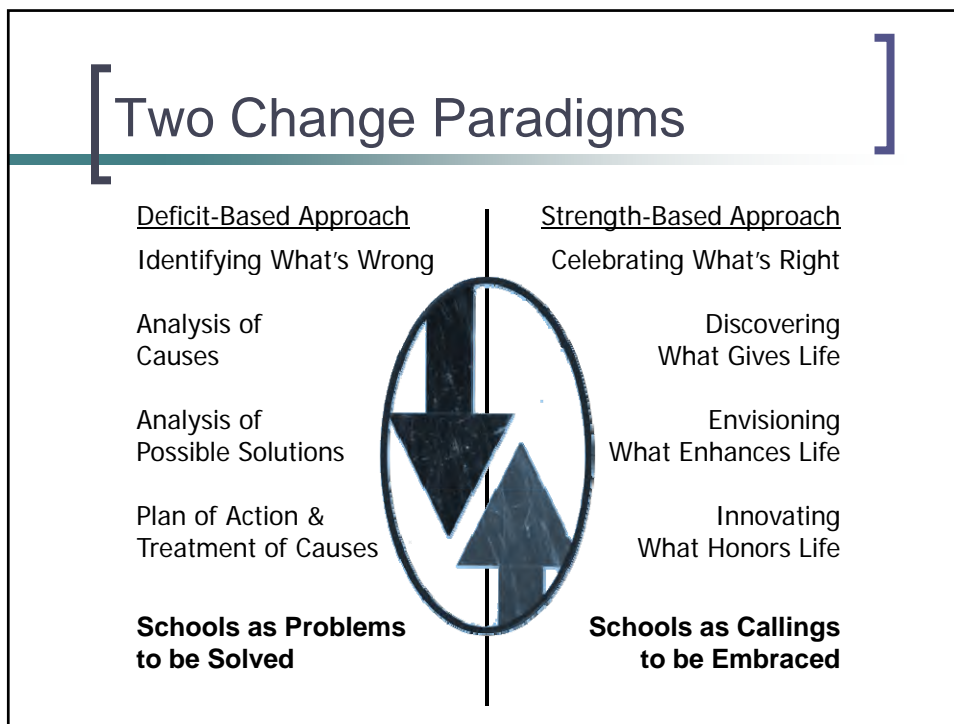
~ Marcus Buckingham




[Symphony of Strengths]

By looking for strengths rather
than weaknesses,
Appreciative Inquiry
inspires cooperation,
vision, trust, and
organizational
alignment.

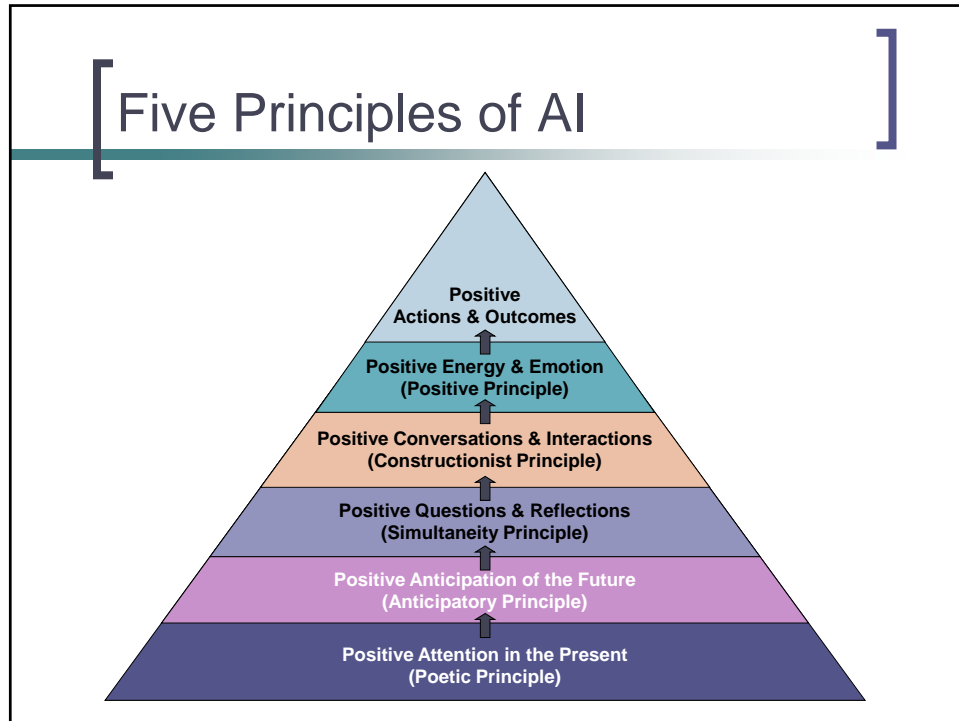




CELEBRATE
WHAT'S
RIGHT
WITH THE
WORLD™
with
Dewitt Jones




***“By celebrating what’s right,
...we find the energy
to fix what’s wrong.”***

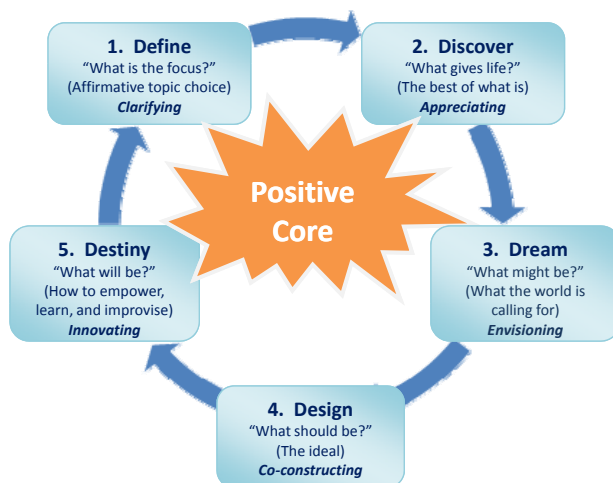


[Core Assumptions of AI]

- ❖ What we focus on becomes our reality.
- ❖ Vitality is always there to be discovered.
- ❖ The more we know about our strengths the better our changes will be.



Mapping the Positive Core



Questions Matter



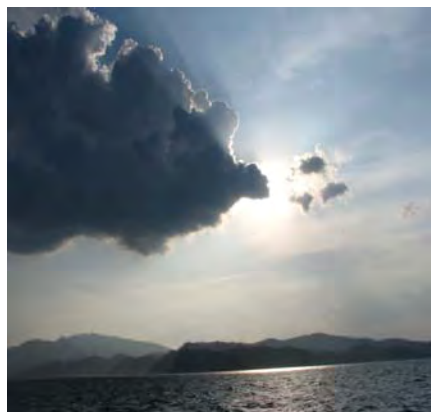
A world of questions is a world of possibility.

Inquiry opens our minds, connects us to each other, and shakes outmoded paradigms.

We have only to ask the right questions to begin.

– Marilee Adams

Discovery Process



- Paired Interviews
 - Best Experiences
 - Core Values
 - Three Wishes
- Identify Themes in Small Groups

Dreaming Together

When we dream alone, it is just a dream.
When we dream together,
it is the beginning
of a new reality.



~ Brazilian Proverb

Dream Process

■ Small Group Dreaming

- Explore images of a high trust work environment
- What resonates and captures your imagination?
- Notice what gives energy, life, and hope

■ Generate Provocative Propositions



- Bold
- Grounded
- Desired
- Participatory
- Declarative

Our Task

- Design Creative Presentations
- Write Provocative Proposition on Flip Charts
- Lunch
- Share Presentations



Designs Matter



“We cannot solve our problems with the same thinking we used when we created them.”

~ Albert Einstein

Ripples Planning Process

Align Key People

with

Organizational

- processes,
- procedures,
- practices,
- policies, systems, and resources.



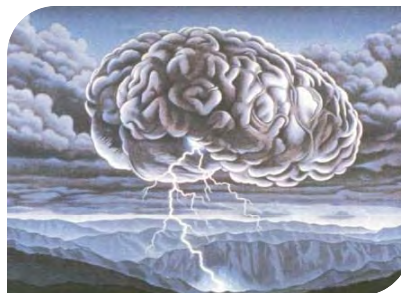
[Design Process]



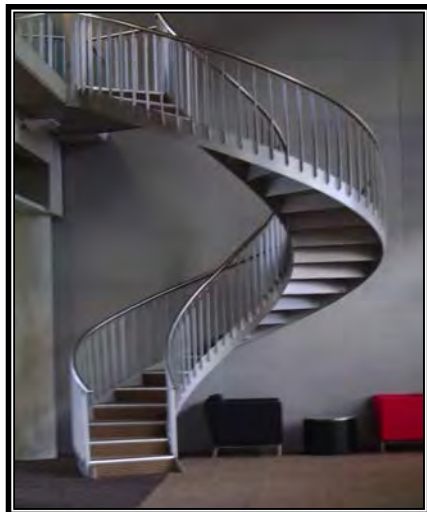
- In Small Groups
 - Brainstorm ideas for making your dream a reality
 - Select one or more
 - Make commitments and requests
 - Be specific about time lines

[Better Brainstorming]

- Set a playful tone
- Go for quantity
- Number your ideas – go for at least 10
- Encourage wild ideas
- Defer judgment
- Jump and build
- One conversation at a time



Destiny Process



Sharing Our Designs

- What might be
- Who might do what
- Embellishing and improvising on our designs

Inspiring Change

If you want to build a ship,
don't drum up people to gather wood,
give orders,
and divide the work.

Instead,
teach them to yearn
for the vast and endless
sea.

– Antoine de Saint-Exupery,
The Wisdom of the Sands

