

Trust is like the air we  
breathe...we don't notice it  
until it is gone...

CADRE  
March 14, 2012

Cathy Fromme Ed.D  
TrustWorks  
trustwrks@gmail.com

**...BELIEVE OUR JOB IS TO:**

**MAKE  
SUCCESS  
IRRESISTIBLE**

# The importance of trust...

- ◆ The bond of society... (Locke 1954)
- ◆ As fundamental as getting up in the morning (Locke, 1954; Luhmann, (1979)
- ◆ A kind of all purpose social 'glue' (Scott, 2001)

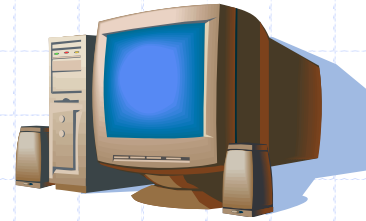
So, this is good info for life...

- ◆ Organizational literature: relates trust to cost controls and profit maximization.
- ◆ Trust in society: as social bases and social consequences.
- ◆ Democracy and trust: for representation, resistance and alternative forms of government.

# What we know...

There is a correlation between the quality of the relationships between the adults in the system and student achievement. (Bryk & Schneider, Hoy & Tschannen-Moran)

## ◆ Physical Capital



## ◆ Human Capital



## ◆ Social Capital



# Social Capital: What is it?

- ◆ **Social networks** (who people know).
- ◆ And the **inclinations** (from these networks) **to do things for each other** (“norms of reciprocity”).

...**networks, norms** and **social trust** that facilitate coordination and cooperation for mutual benefit.

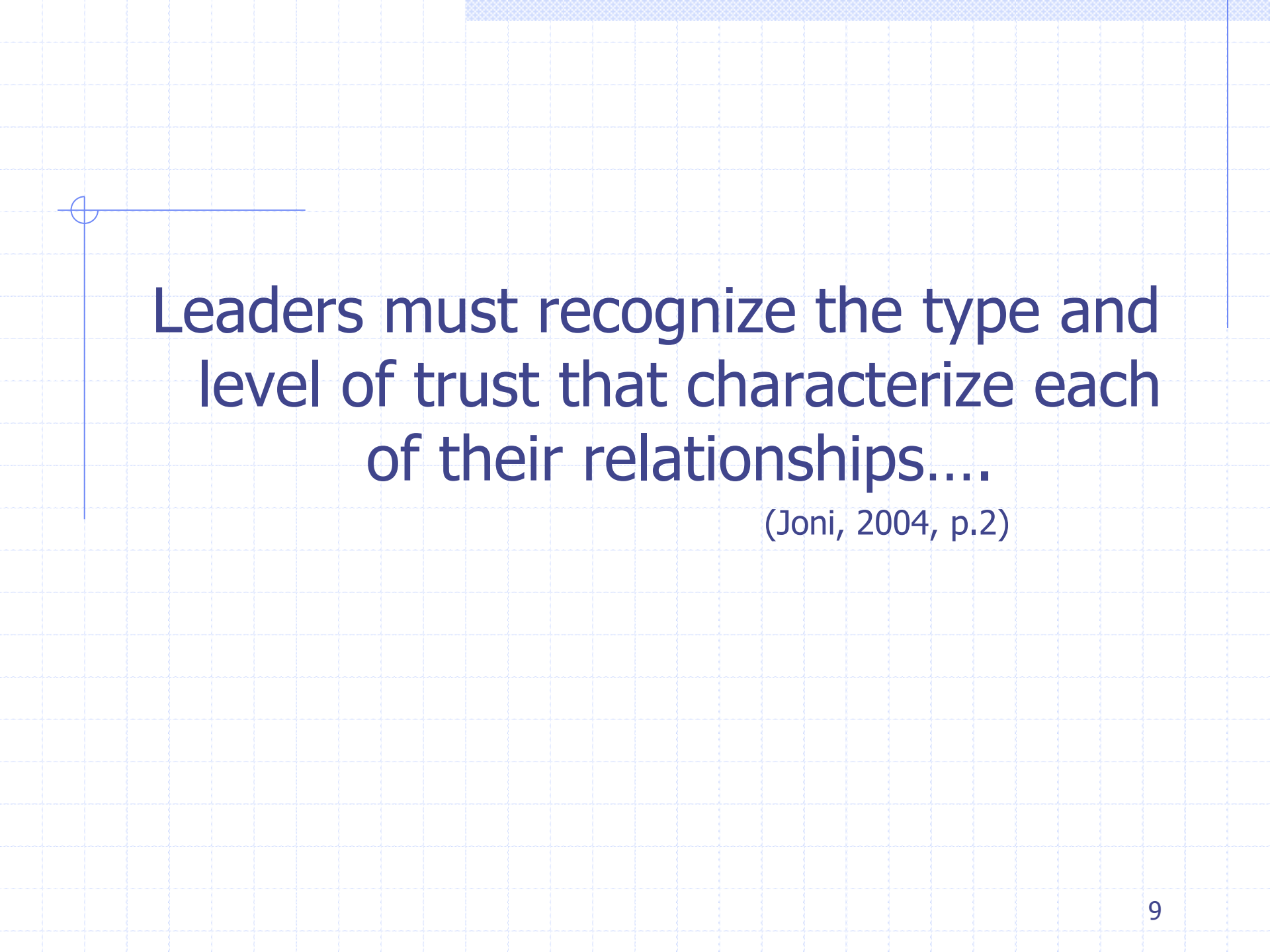
# Putnam (1993) suggests that,

“Social trust [social capital] in complex modern settings can arise from two related sources – **norms of reciprocity** and **networks of civic engagement.**” (p. 171)

*Making Democracy Work*

“... a situation of interdependent action for mutual benefit.”

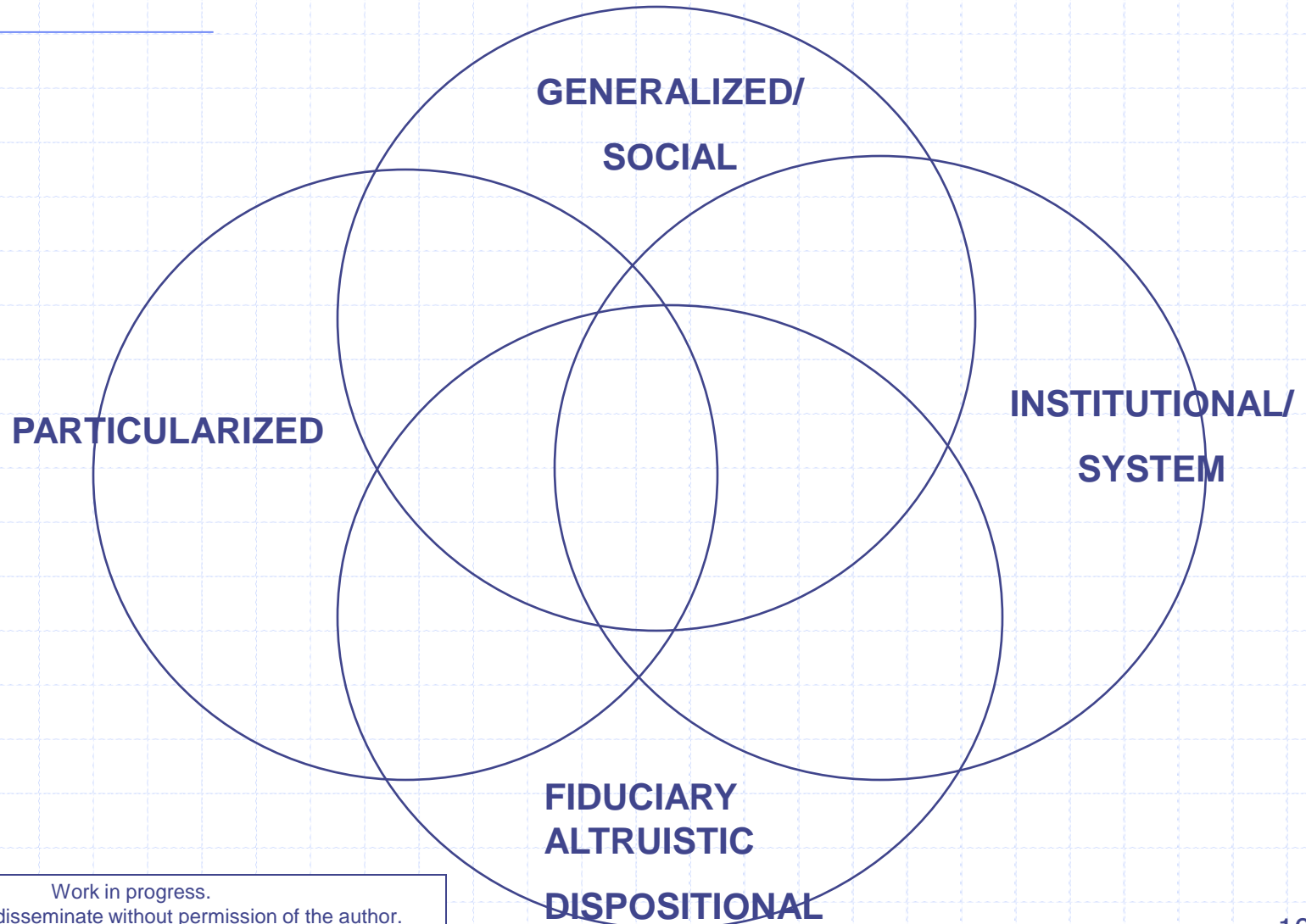




Leaders must recognize the type and level of trust that characterize each of their relationships....

(Joni, 2004, p.2)

# Interdisciplinary Trust Typology

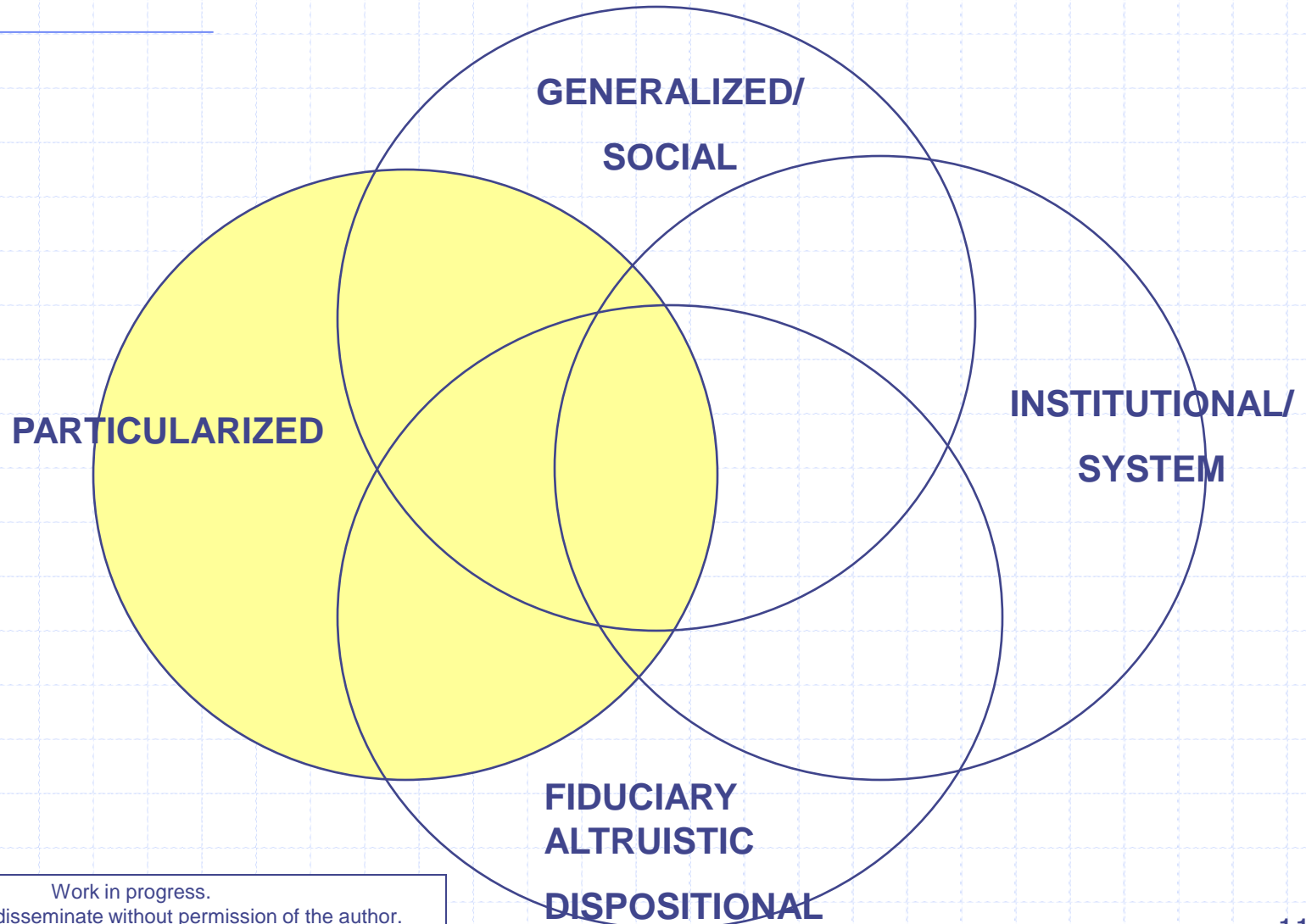


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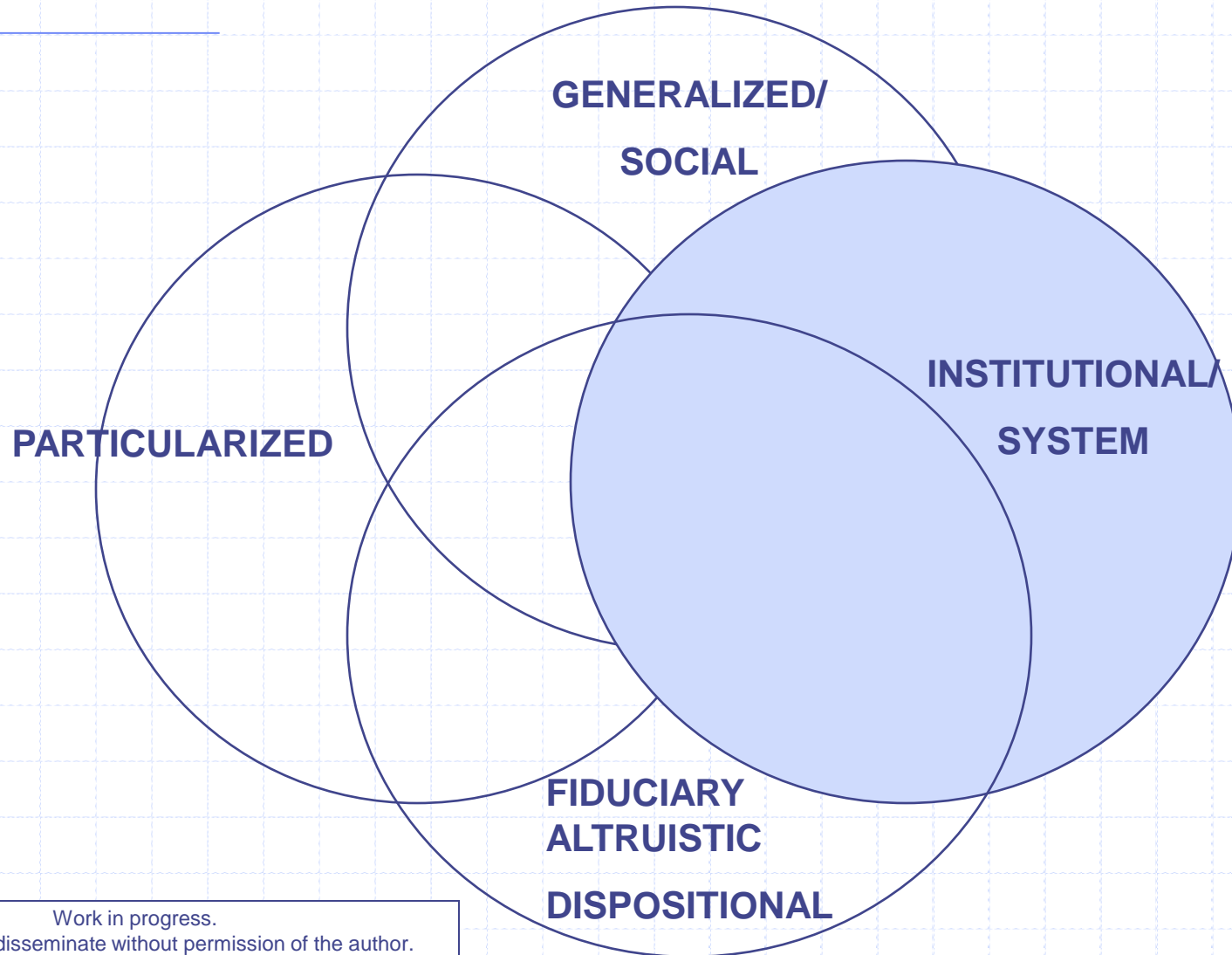
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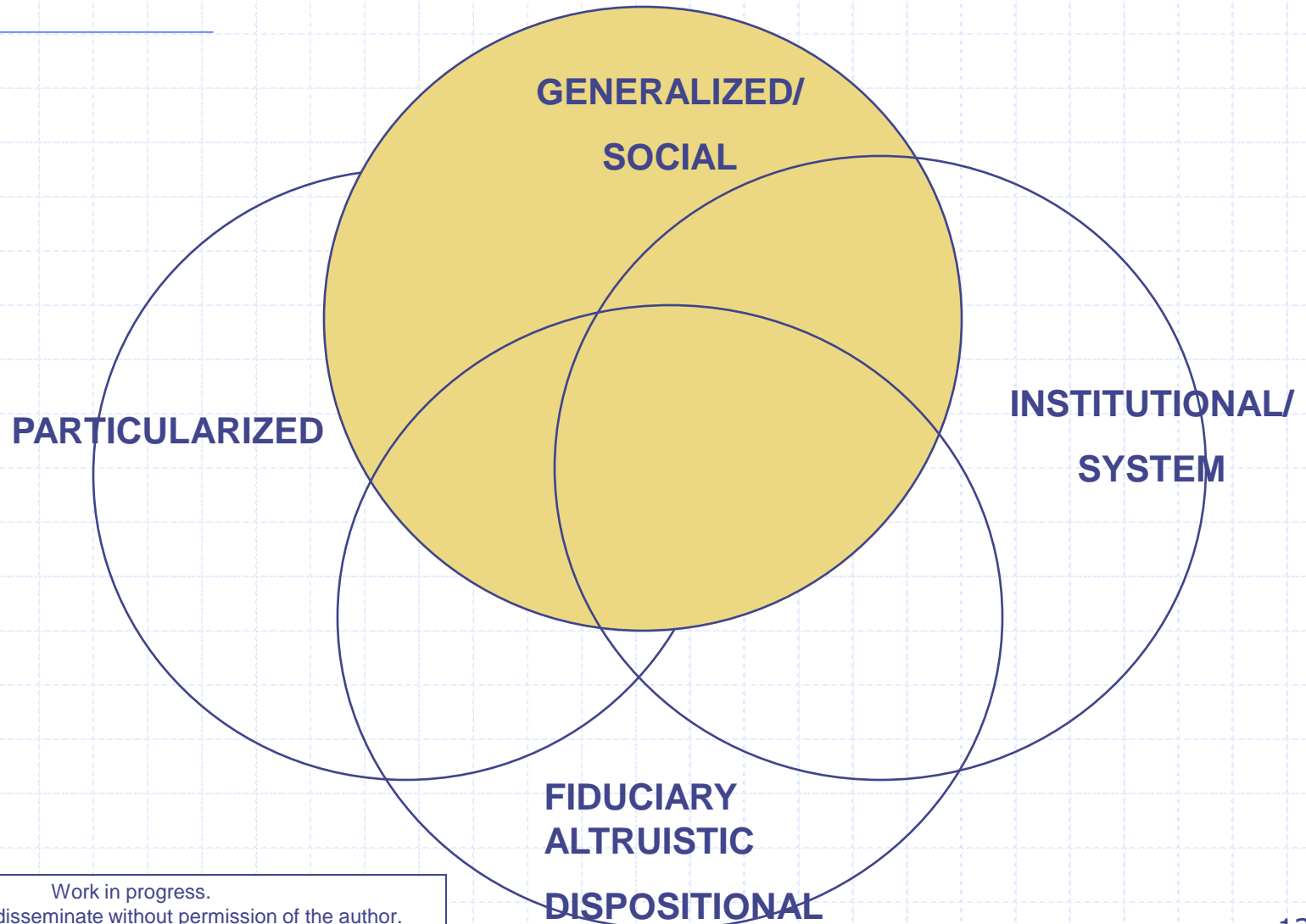
# Interdisciplinary Trust Typology



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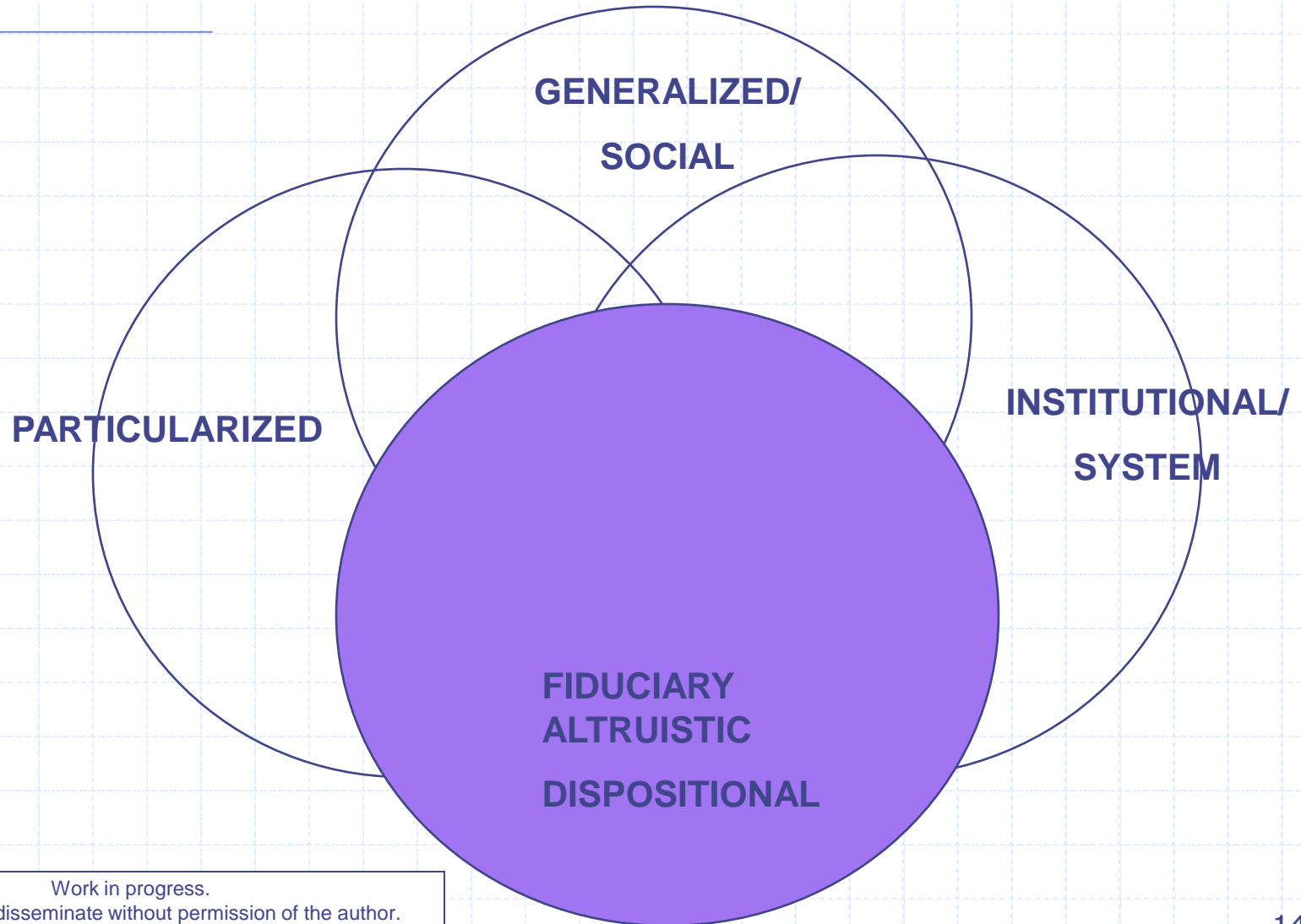


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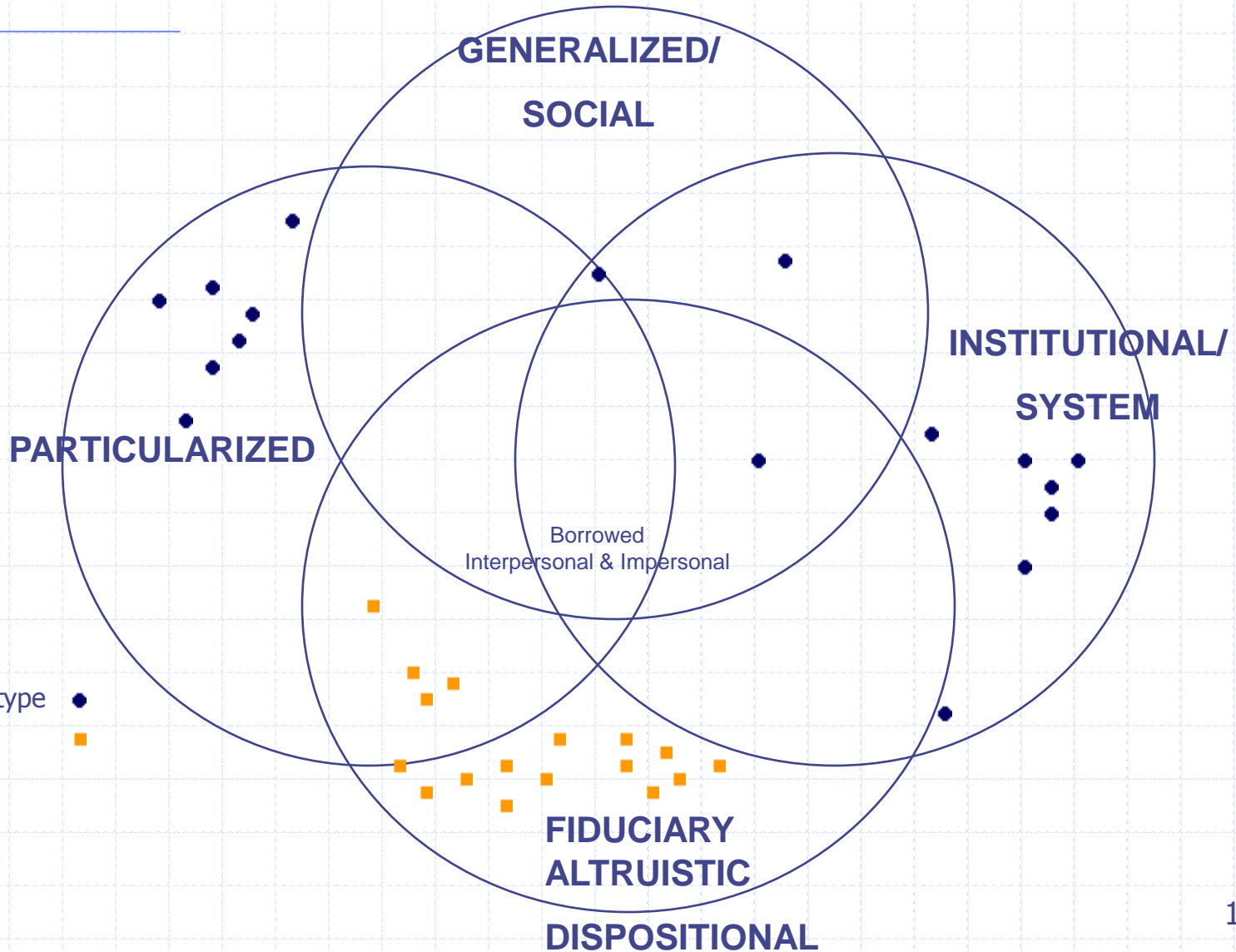
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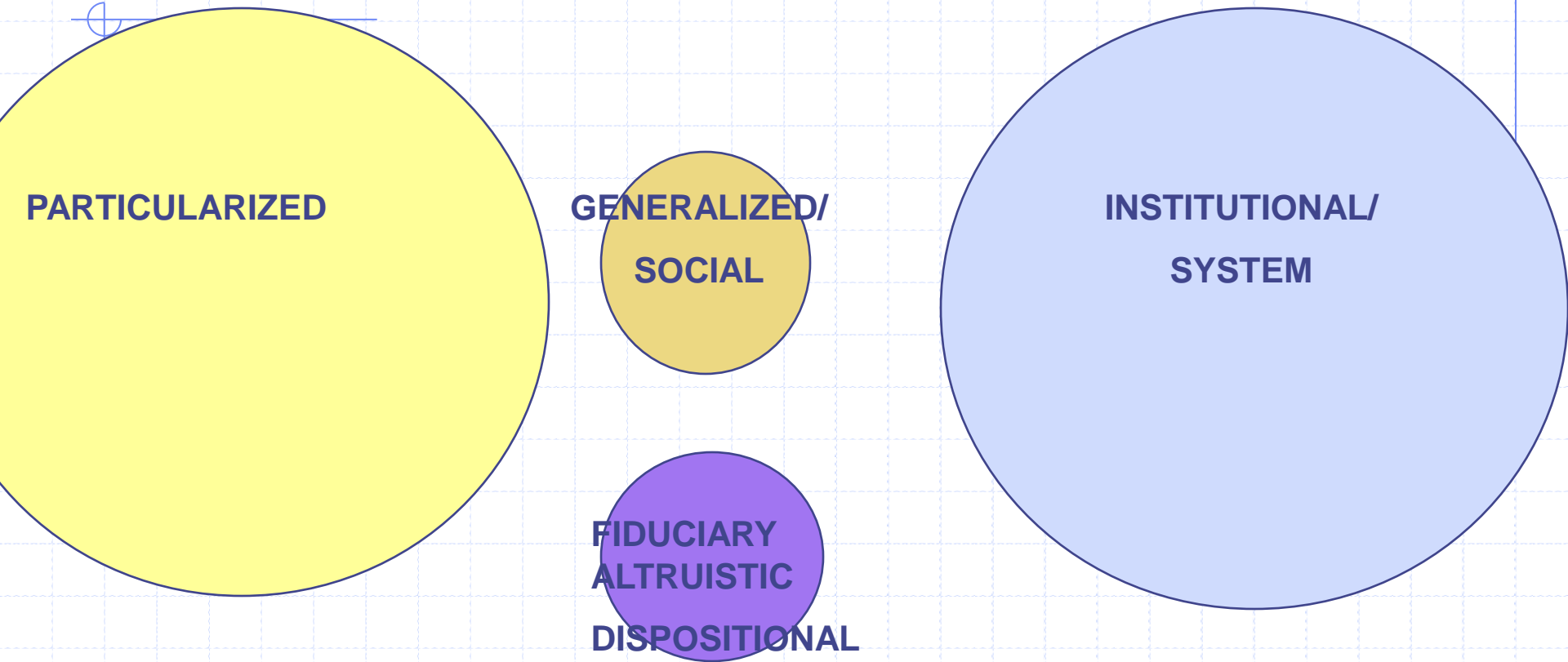
# Interdisciplinary Trust Typology

ABC Elementary

2011



# Interdisciplinary Trust Typology



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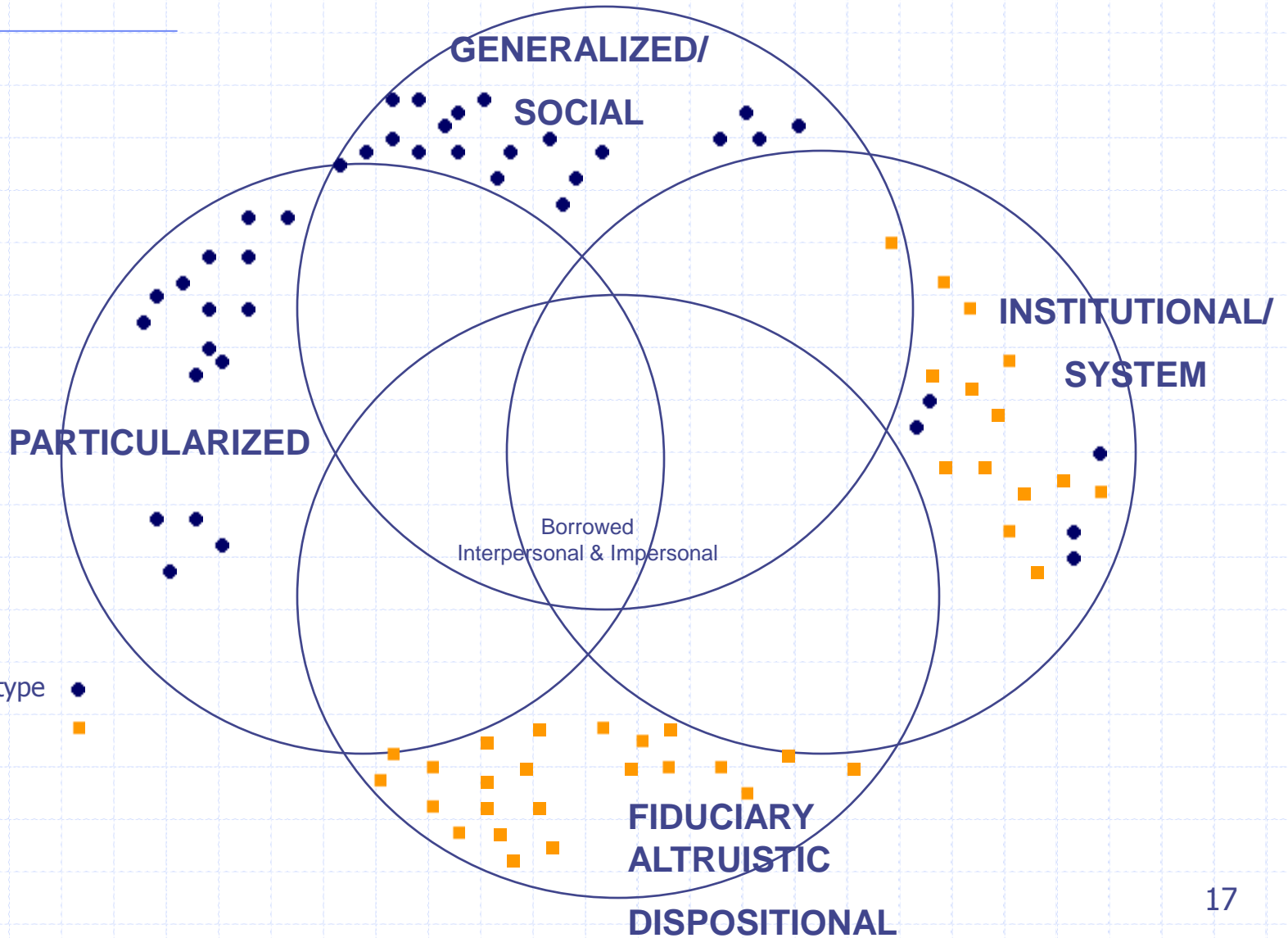
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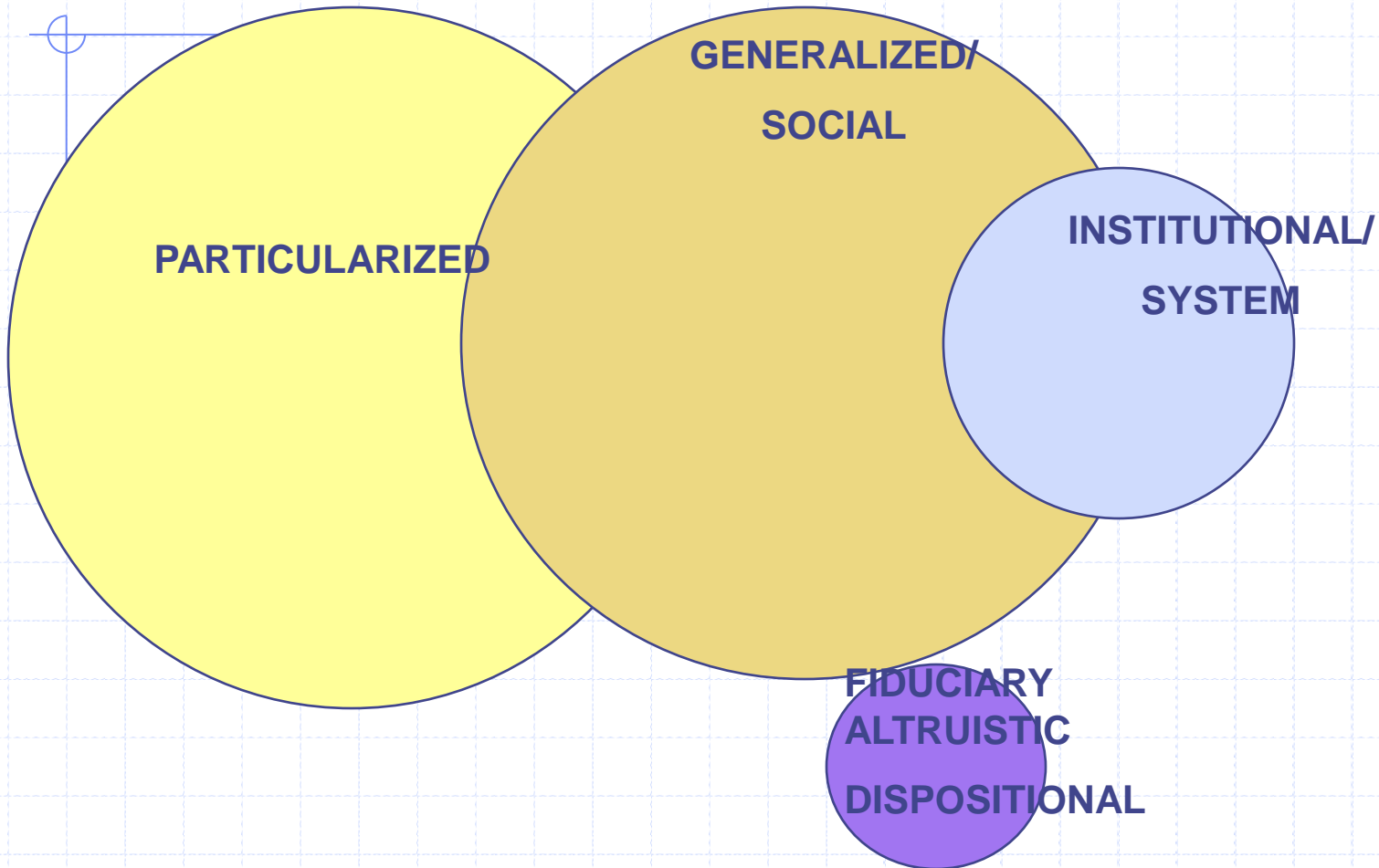
# Interdisciplinary Trust Typology

123 Elementary

2011



# Interdisciplinary Trust Typology



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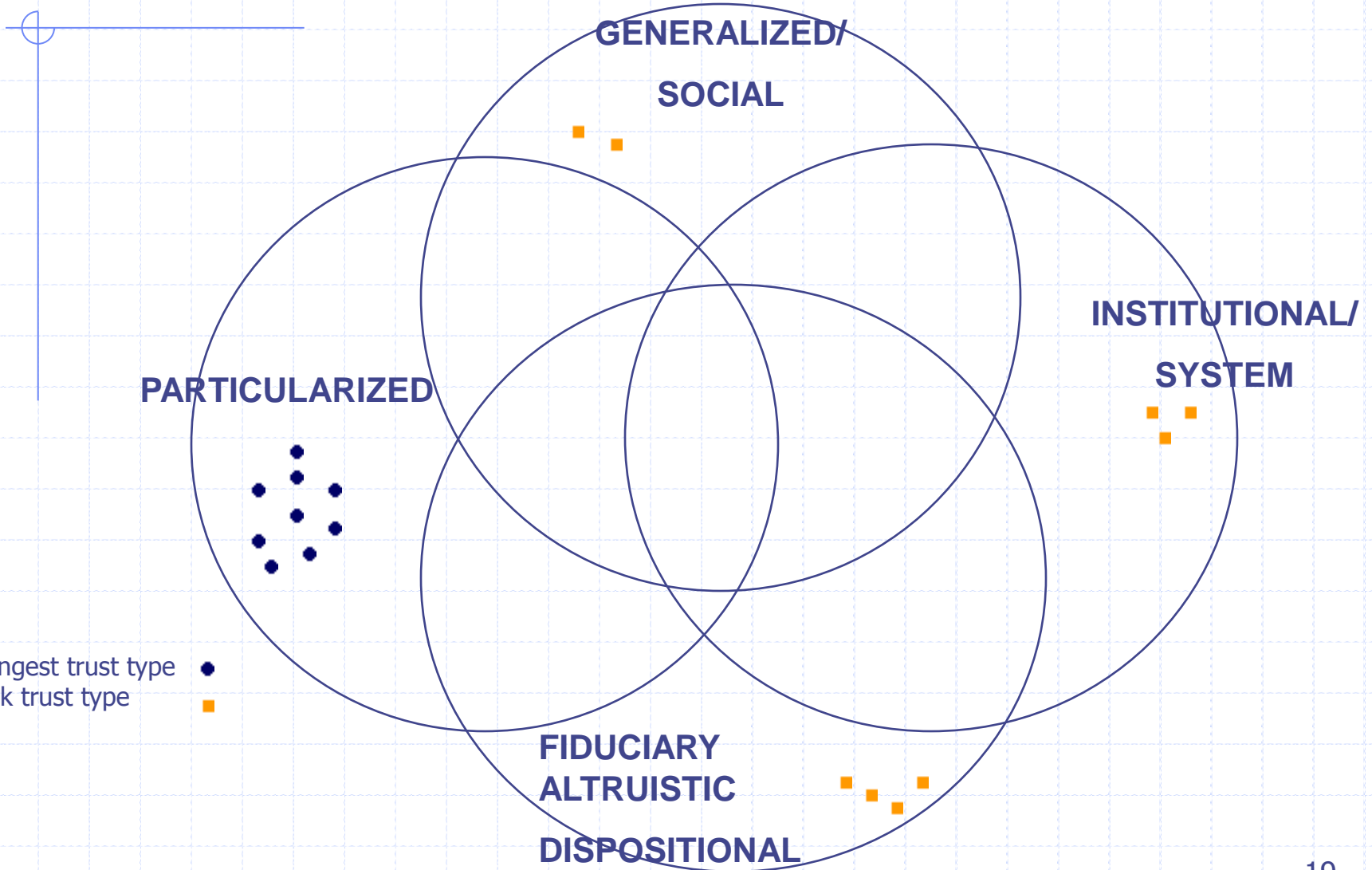
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# Interdisciplinary Trust Typology

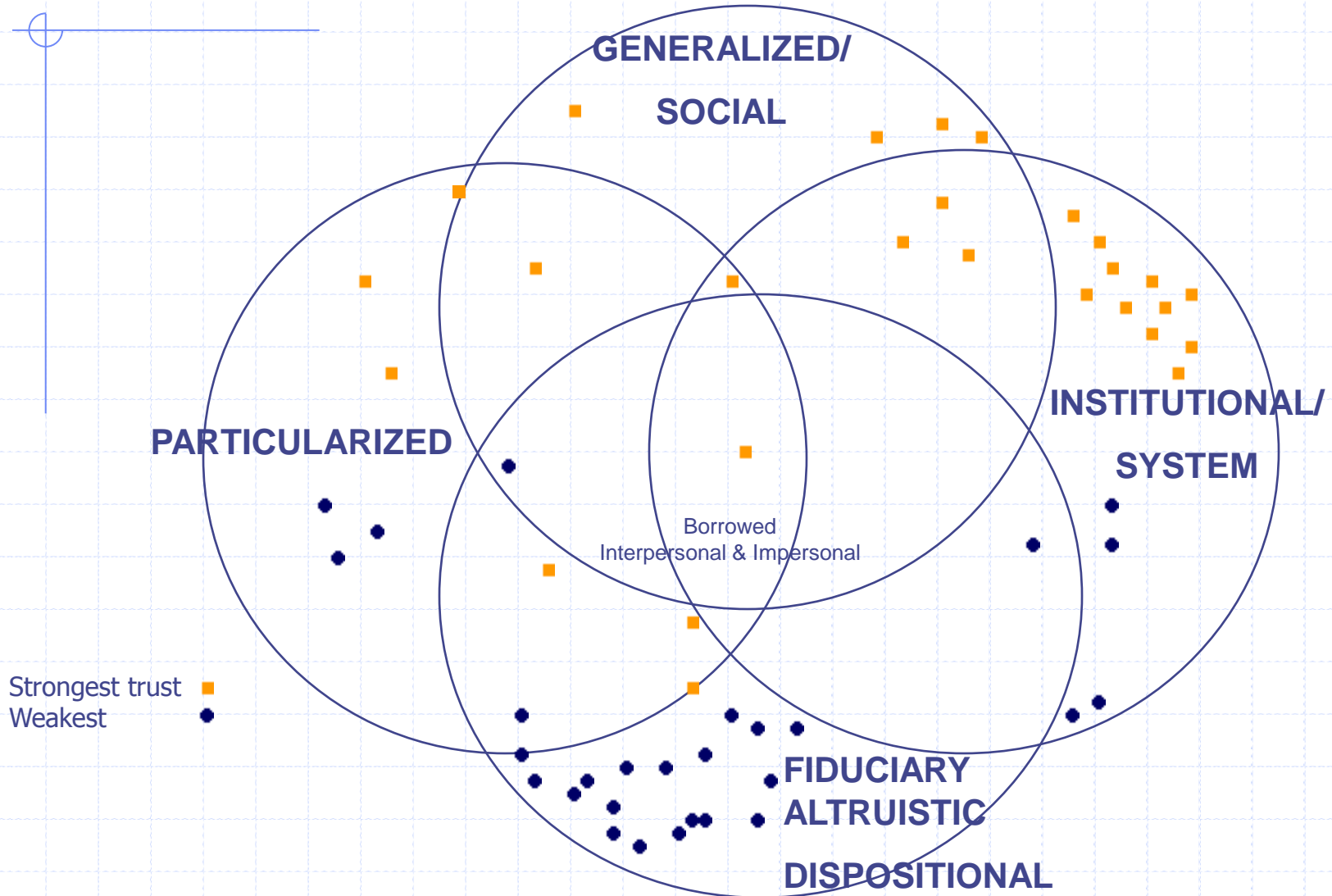
XYZ High School

2012

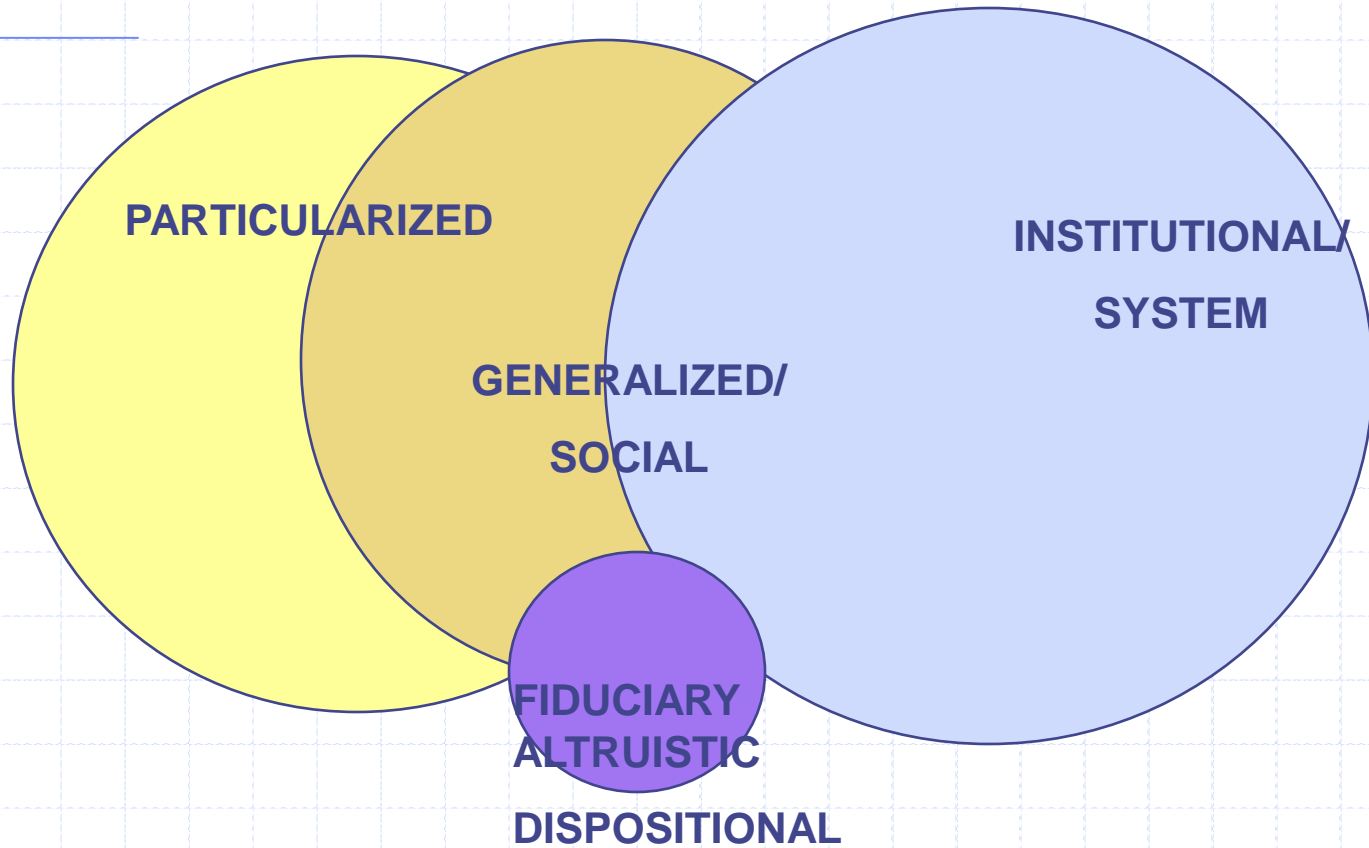


# Interdisciplinary Trust Typology

Middle School 2010



# Interdisciplinary Trust Typology

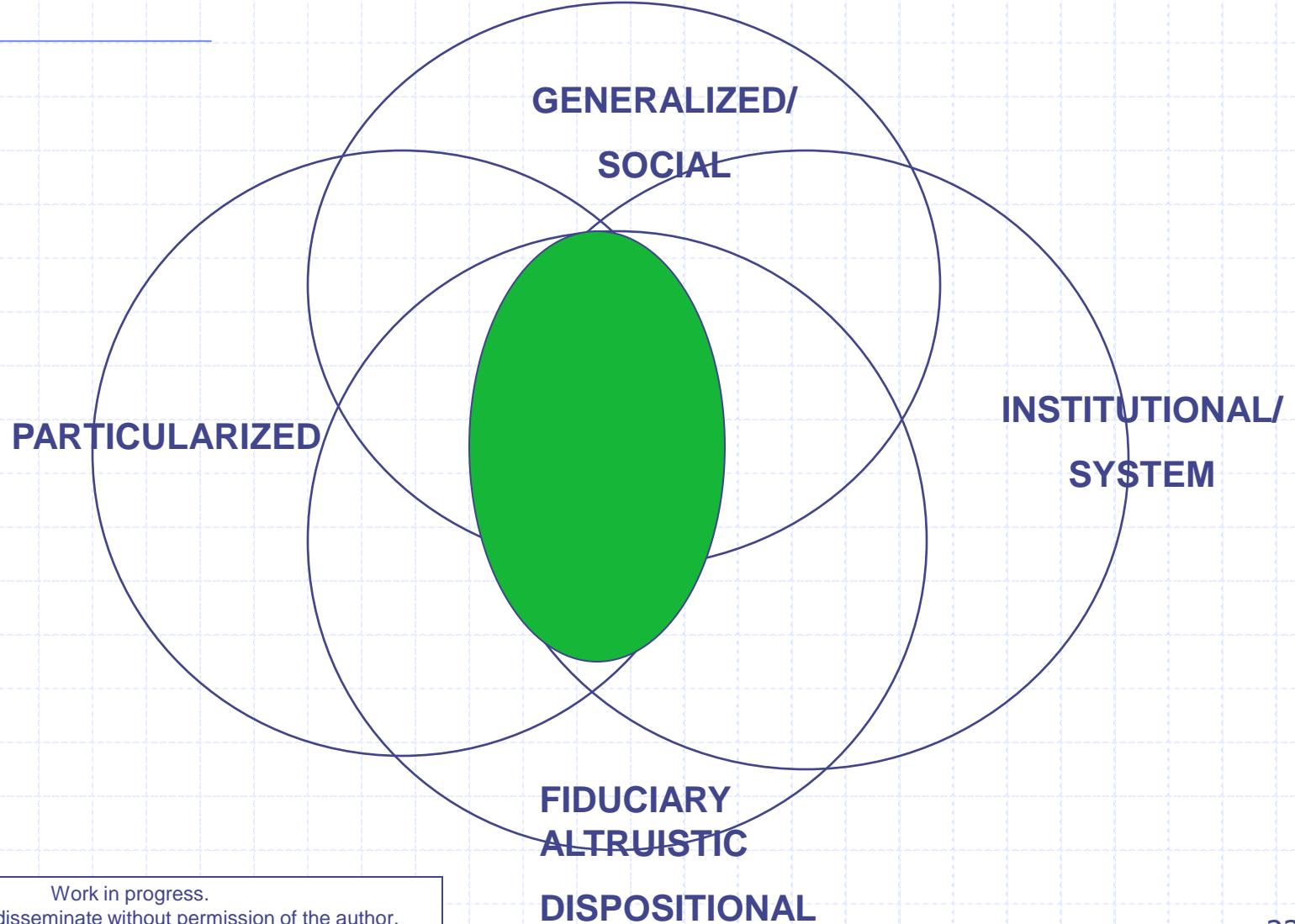


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# Interdisciplinary Trust Typology



# What About Trust?

- ◆ Relationship based
- ◆ **Beliefs or expectations** that – individuals will act in certain ways.
  - Each party maintains **an understanding** of his or her **role(s)**, and
  - Each party holds **expectations about obligations** of the other party, and
- ◆ Involves some **risk and vulnerability...**

Do you all have the same understanding of your **role(s)** as a teacher?

Yes	No
12	6



# The number one, most important role of the ...

## Teacher

- ◆Leader of classroom
- ◆Lead
- ◆Teach students
- ◆To teach the students they work with
- ◆To be a capable caring individual to teach kids
- ◆Teaching children
- ◆Teach
- ◆To teach and nurture children
- ◆Teach children
- ◆Support and educate children
- ◆Run a classroom that is conducive to student learning
- ◆To work with children and families
- ◆To get to know our children
- ◆Keep child safe
- ◆Being prepared
- ◆Preparation
- ◆Communication
- ◆Trust & honesty

# What About Trust?

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## Trust...involves some **risk and vulnerability**...

Risk just means that you are exposed... it means that you do something that has the *possibility* of a negative (**or** a positive outcome). You understand that and move towards it.

It is *voluntary*.

Its not a *gamble* where there is a stronger chance that things won't go well...

(Cloud, 2006, p. 217)

# Think about...

Where are you on a scale of 1-10 when it comes to **risk and vulnerability**...

- ◆ In a team/department meeting...
- ◆ On an average day in your classroom, office, district...
- ◆ During a supervisor observation or evaluation...
- ◆ In a negotiation meeting....
- ◆ With your best friend...
- ◆ Other?

Where are you on a scale of 1-10 when it comes to risk and vulnerability... with your **best friend**?

1 not comfortable -----> 10 very comfortable

1	2	3	4	5	6	7	8	9	10
		X					X	X	X
							X	X	X
							X	X	X
							X	X	X
								X	X
									X
									X
									X

# Where are you on a scale of 1-10 when it comes to risk and vulnerability... **in a staff meeting?**

1 not comfortable -----> 10 very comfortable

1	2	3	4	5	6	7	8	9	10
	X	X	X	X	X	X	X		
		X	X	X	X	X			
		X	X	X	X				
				X					
				X					

Where are you on a scale of 1-10 when it comes to risk and vulnerability... **average day in your classroom in**  
1 not comfortable -----> 10 very comfortable

1	2	3	4	5	6	7	8	9	10
X		X			X	X	X	X	X
					X	X	X	X	
						X	X	X	
						X	X	X	

# Where are you on a scale of 1-10 when it comes to risk and vulnerability... **in a team meeting?**

1 not comfortable -----> 10 very comfortable

1	2	3	4	5	6	7	8	9	10
			X		X	X	X	X	X
					X	X	X	X	
					X		X		
					X		X		
					X		X		
					X		X		



**“Progress always  
involves risk; you can’t  
steal second base and  
keep your foot on first.”**



Trust is embedded in relationships, and the referent of trust influences the meaning.

W.K. Hoy & Tschannen-Moran (2003)  
The Conceptualization and Measurement of Faculty Trust in Schools

# Research With Regard to Trust in Schools Looks at Trust Through the Following Relationships:

- ◆ Principal – teacher relationships
- ◆ Teacher – teacher relationships
- ◆ School professionals – students relationships.
- ◆ School professionals – parent/community relationships

Bryk and Schneider *Trust in Schools*. 2002.

# So what now??

- ◆ How to turn knowledge into action...
- ◆ How to hold ourselves accountable to each other...

...without creating an albatross of a system with pointless paperwork and untold paths to nowhere....

# How To Get There...

“You cannot achieve trust simply through some workshop, retreat, or form of sensitivity training...

Rather, trust is **built in day to day social exchanges**”.

Bryk and Schneider, 2003

# Actions Are Important...

**On a daily basis,** trust is raised or diminished depending on whether the way we act— and why— is consistent with the expectations we have agreed to.

In other words, through our **words and actions** we show our sense of obligations towards others- and others discern these intentions...

(Bryk & Schneider, 2003 p. 43)

# Trust Attributes

Mishra (1992, 1996)	McKnight & Chervany (1996, 2001)	Hoy & Tschannen – Moran (1999, 2003)	Bryk & Schneider (2002)	Tschannen-Moran (2003, 2004)
Competent	Competence	Competence	Competence	Competence
Open		Openness	Respect	Openness
Concerned	Benevolence/ Caring	Benevolence	Personal Regard	Benevolence
Reliable	Predictability	Reliability		Reliability
	Honesty/ Integrity	Honesty	Personal Integrity	Honesty


# Actions Are Important...

Trust grows through exchanges in which actions validate these expectations.

**Even simple interactions,** if successful, can enhance collective capacities for more complex subsequent actions...

(Bryk & Schneider, 2003 p. 43)





People must *behave* their way into new ideas and skills, not just think their way into them.

-Michael Fullan

Change Forces-Probing the Depths of Educational Reform, p. 15-16, 1993

# No one said it would be easy...



Tuesday, May 4, 2004

Wall Street Journal

# What will you add to your clothesline?

Gladwell (2000) has identified **context as a key “tipping point.”**

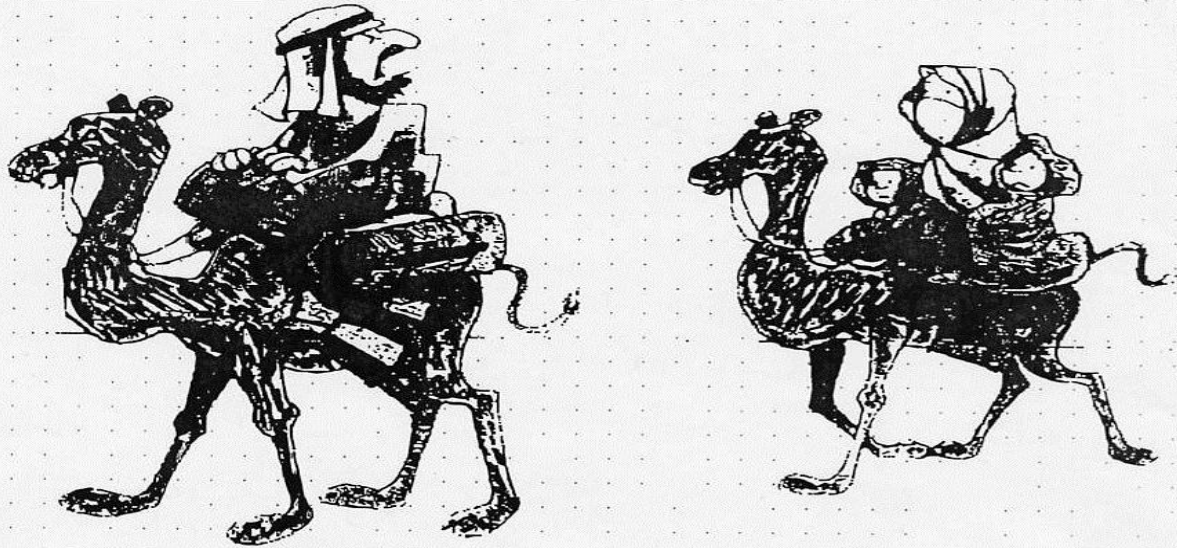
“...the Power of Context says that **what really matters is little things.**”

“Always aiming to constrain the bad man might be the safer option...”

It might even be perfectly rational. But it also makes us always miss out on what would happen if we did trust. In life, we take chances on one another. We trust, and we behave in trustworthy ways. Not always; not with everyone. But much more often than the cynical and unflattering views of human nature and interaction would predict. And when we do, it turns out that we thrive; at the least we do better than when we do not trust anyone.”

Benkler, Y. (2011) *The penguin and the leviathan* p. 249

# It is a journey!!



**“Stop asking me if we’re almost there!  
We’re nomads, for crying out loud!”**

# A Few of the Works Cited:

- ◆ Bryk, A.S. and B. Schneider. *Trust in Schools: A Core Resource for Improvement*. New York: Russell Sage, 2002.
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- ◆ Gladwell, M. (2000) *The tipping point: How little things can make a big difference*. Boston: Back Bay Books.
- ◆ Tschannen-Moran, M. (2004) *Trust Matters*. San Francisco: Jossey-Bass.