

## **13 Behaviors to Build and Restore Trust**

- **Talk straight**
- **Demonstrate respect**
- **Create transparency**
- **Right wrongs**
- **Show loyalty**
- **Deliver results**
- **Get better**
- **Confront reality**
- **Clarify expectations**
- **Practice accountability**
- **Listen first**
- **Keep commitments**
- **Extend trust**

## 13 Behaviors that Build Relationship Trust

(Behaviors that are common to high-trust leaders and people throughout the world)

From *The Speed of Trust* by Stephen R. Covey

These behaviors are powerful because:

- They are based on principles that govern trusting relationships. They have proven successful in all thriving civilizations over time.
- They flow out of what you are not what you might pretend.
- They are actionable. They can be implemented immediately.
- They are universal. They can be applied in any situation – at work or at home , in your personal or professional life and in any cultural.

1. *Talk Straight- be honest and up-front. Say what you think. Give the facts. Make your intentions clear. Don't manipulate people or spin the truth. Don't leave false impressions and be sure to temper the truth with tact, skill and good judgment.*
2. *Demonstrate Respect- Genuinely care for others. Respect the dignity of every person and every role. Treat everyone with respect, especially those who can't do anything for you.*
3. *Create Transparency-Be open and authentic. Live by the saying "What you see is what you get."*
4. *Right Wrongs-Apologize and make restitution when you are wrong. Do so quickly.*

5. Show Loyalty- *Give credit freely. Acknowledge the contributions of others. Don't talk badly about people.*
6. Deliver Results-*Make things happen. Get the right things done.*
7. Get Better-*Be a constant learner. Seek and act on feedback. Don't be above receiving feedback. Continuously improve your knowledge and skills.*
8. Confront Reality-*Take issues head on- even the tough stuff. Confront it directly. Don't pretend things aren't there when there are things that need to be confronted.*
9. Clarify Expectations- *Discuss and validate expectations. Hold yourself accountable to expectations. Make sure they are clear and shared. Don't assume everyone knows what is expected.*
10. Practice Accountability- *Hold yourself and others accountable. Don't point fingers when things go wrong. Be clear about how you will communicate how you are doing.*
11. Listen First- *Listen before you speak. Understand. Diagnose. Don't assume to know what matters most to those you work with. Don't presume to have all the answers or all the questions. Listen with your ears, eyes and heart.*
12. Keep Commitments- *Say what you are going to do and then do what you say. Don't break confidences. Make commitments carefully and hold yourself to them.*

13. Extend Trust- *Demonstrate a tendency to trust. Don't withhold trust because risk might be involved. Learn how to appropriately extend trust to others based on the situation, risk, and credibility.*

# Key Findings of Trust and Schools

## Trust in Schools

By Anthony S. Bryk and Barbara Schneider

- Social trust among teachers, parents, and school leaders improves much of the routine work of schools and is a key resource for reform.
- The need to improve the culture, climate, and interpersonal relationships in schools has received too little attention.
- The Bryk and Schneider study was conducted in more than 400 Chicago schools over four years studying school cultures while simultaneously monitoring student reading and math achievement. By linking evidence on schools' changing academic productivity with survey results on trust, it made it possible to document the powerful influence that such trust plays as a resource for reform.
- Relational trust is grounded in social respect and genuine listening, personal regard for others, role competence, and personal integrity.
- A school with a low score of relational trust at the end of our study had only a one in seven chance of demonstrating improved academic productivity. Schools with chronically weak trust reports had virtually no chance of improving either reading or mathematics.
- Schools with high relational trust were more likely to demonstrate marked improvements in student learning. Overall these schools had a one in two chance of improving.
- It is through words, actions, simple interactions that schools increasing relational trust and deepening organizational change support each other.
- Principals' actions play a key role in developing and sustaining relational trust.

## Trust Matters

*By Megan Tschannen Moran*

- Trust is a glue that holds things together, as well as the lubricant that reduces friction and facilitates smooth operation.
- Trust deepens when you feel confident that the other person is benevolent, honest, open, reliable, and competent.
- Principals have greater influence within the relationships of a school and they have greater responsibility for the establishment and maintenance of a culture of trust.
- As trust develops, it "gels" at different levels, depending on the degree of interdependence, knowledge, and experience. Authentic trust emerges when the parties have a deep and robust trust in each other, one that can endure an occasional disappointment.
- When betrayal of trust occurs, there is stunned disbelief that later turns to anger and the desire is revenge. Avoidance of the related conflict is an act of moral neglect that is likely to lead to the distrust of the leader.
- In a climate of distrust, teachers are unlikely to give their best efforts to the school and its mission.
- Micromanagement is an act of distrust and is likely to lead to resentment. A breakdown in trust leads to a proliferation of rules, which can hamper school effectiveness.
- A "can do" attitude is more likely in schools with greater trust among teacher colleagues, resulting in greater effort, persistence and resilience in the face of difficulties.

## **The Speed of Trust**

### **By Stephen M. R. Covey**

- Trust is not some soft, illusive quality that you either have or you don't; rather trust is pragmatic, tangible, actionable asset that you can create.
- The ability to establish, grow, extend, and restore trust is not only vital to our personal and interpersonal well-being; it is the key leadership competency of the new global economy.
- Competence and character are vital to trust. Developing trust demands attention to integrity, intent, capabilities, and results.
- We must learn to interact with others in ways that increase trust and avoid interacting in ways that destroy trust.
- When there is high trust within an organization (school) there are increased dividends in increased value, accelerated growth, enhanced innovation, improved collaboration, stronger partnering, and heightened loyalty.
- To restore trust, each side must believe that the effort is worth it. The four A's of absolution are admit it, apologize, ask forgiveness, and amend your ways.
- Trustworthy leadership applies the five facets of trust (benevolence, honesty, openness, reliability, and competence) to the five functions of leadership (visioning, modeling, coaching, managing, and mediating).
- Trustworthy principals foster the development of trust in schools by demonstrating flexibility, focusing on problem solving, and involving teacher in important decisions.
- Trust matters to successful leaders and their schools.

# School culture survey

## COMMENTS TO FACILITATOR

This tool will help a school assess its culture based on the 12 norms of a healthy school culture identified by Jon Saphier and Mathew King in their article, "Good Seeds Grow in Strong Cultures," *Educational Leadership*, March 1985.

The facilitator should prepare individual sheets ahead of the meeting and distribute to participants.

After individuals declare their positions, the facilitator should collect the responses and tabulate privately. The cumulative responses should be shared at the next team meeting. The facilitator should then lead a discussion about possible implications of the responses. *In what areas is there already substantial agreement that the team is performing well together? What areas does this team need to work on? What are some strategies for improvement in that area?*

**The professional staff in this school use their talents and knowledge to help each other with challenges and needs.**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

**This school encourages and supports experimentation with new ideas and techniques.**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

**This school has high expectations for teachers and administrators.**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

**Staff and students in this school trust and have confidence in each other.**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

**Time and resources are available to support teachers to do their best work.**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

**Teachers and leaders in this school reach out to a knowledge base to inform their work with students and with each other.**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

**Good teaching is recognized and appreciated by the school and community.**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

**This school culture values caring, celebration, and humor.**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

**School leaders consistently involve staff in discussing and making decisions about most school issues.**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

**School administrators keep meetings and paperwork to a minimum in order to protect teachers' instructional and planning time.**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

**The school has traditions in both curriculum and recurrent events that are significant and known by all.**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree

**Honest, open communications exist among staff members.**

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree