

TRUST

THE HIGH

PERFORMANCE

CONNECTION


WORKBOOK



THE POWER OF A HIGH-TRUST CLIMATE

Watch the Day 1 video in your course dashboard and complete the following exercises.

- It is no secret that trust is directly connected to high _____
in your school.
- In a school context, trust can be linked to a number of different bottom lines, including student _____, progress, and how well students are _____ with school.
- Trust also affects how well the _____ work together and how rapidly the school can _____.
- When trust is high in your school, everything can happen more quickly, more easily and less _____.
- When trust is high, the routine day to day work that your school does is _____. There's simply less _____.
- When there is high trust, people are more likely to go _____ and _____, and give 110%.
- In a high trust culture, people are more willing to invest in _____

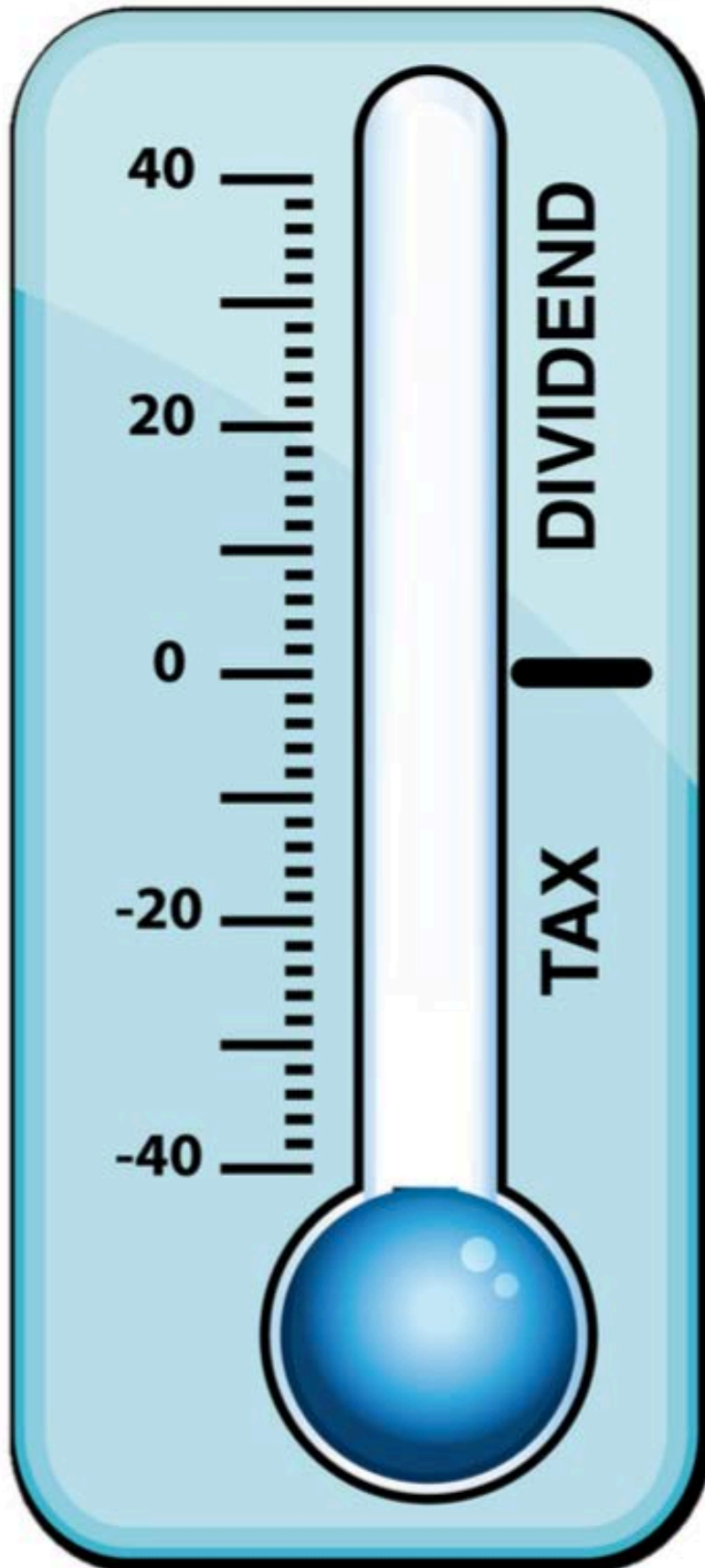
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- Students pick up on a lack of trust. The way your teachers treat _____
_____ will affect how your teachers treat their students.
 - Students learn _____ when they feel mutual trust.
 - Trust is an _____, because it takes effort, focus, and time.
 - When trust is high, everything is _____, _____, and
_____.

TAKING ACTION

1. On the Trust-O-Meter on the next page, rate the overall level of trust in your school. Are you paying a “trust tax” or receiving a “trust dividend”?
2. Comment on our website with your response to today’s reflection question: Are you paying a “trust tax” or receiving a “trust dividend”?

TRUST-O-METER

(See The Speed of Trust by Stephen M.R. Covey)



THE FUNDAMENTALS OF TRUST

Watch the Day 2 video in your course dashboard and complete the following exercises.

- Lots of behaviors can _____ trust, such as betraying confidences, saying one thing and doing another, or out and out lying/deception.
- Those types of behaviors are _____ when it comes to building a culture of trust. However most people aren't doing those things.
- That being said, not doing those deal-breaking behaviors is not _____ to reach the level of trust that you want to have in your school.
- It is difficult to trust someone who has a lack of _____ and _____.
- If you try to focus directly on those two key issues, you will run into a problem: everyone thinks that they have high standards of _____, and everyone thinks they are highly _____.
- Stephen Covey, author of *The Speed of Trust*, warns us about engaging

in _____ trust building behaviors.

- An example of a counterfeit trust building behavior is phony _____ . Often times behind the guise of phony friendliness is a wall of fear, _____ and _____ .
- _____ are at the core of trust. We cannot build trust from phony behaviors. We must be sincere in our efforts.
- To begin building trust, we need a plan that is _____ .

TAKING ACTION

1. Identify one trust-breaking behavior that is occurring in your school: _____

2. Comment on our website with your response to today's reflection question:

What have you done to try to increase trust in the past that hasn't worked for you? Why do you think that it failed?

HOW TRUST AFFECTS SCHOOL CULTURE

Watch the Day 3 video in your course dashboard and complete the following exercises.

- When we are working with other people, we can't know their actual level of integrity and competence, because these are _____ factors.
- Everyone has their own trust _____, people who you trust, and people who trust you.
- Your trust map connections are often _____. If you are a leader who inspires trust, people who you do not yet trust, will trust you.
- There are two dimensions to relationships that are the most relevant to trust: _____ and _____. This can also be thought of as the emotional side and the cognitive side.
- We determine how we feel about other people with questions such as "Does this person like me?" "Does this person have my best interests at heart?" We form our _____ and these feelings very quickly based on _____ interactions.
- Our predictions are the _____ that we have of other people. Predictions are the _____ side of trust.
- We make our analysis of what we think someone is going to do based on our _____, but also on what they have done in the _____ and

what we think they will do in the _____.

- We base this prediction of what they will do in the future based on whatever _____ we have. We also ask ourselves questions like, "Is this person going to keep their word?"
- These two factors working together, emotion and prediction, compose a trust _____. The better the emotion, the more positive the prediction, the _____ the level of trust.
- As school leaders striving to increase the trust relationships of our staff, we need to give people the opportunity to have good _____ with each other. That way we can have more evidence to base our feelings and predictions on rather than passing interactions.
- Each _____ you make in giving people the opportunity to build those relationships is an investment in trust.
- Trust is a matter of _____ of relationships that interact and overlap. It is complex, but that doesn't mean we can't do anything about it.

TAKING ACTION

1. Draw your trust map on the next page of this workbook, and store it somewhere private.
2. Comment on our website with your response to today's reflection questions:
3. How is your personal trust web affecting your performance?
4. Are there relationships that are building your sense of self-efficacy and helping you feel better about your work and do better work?
5. What can you do to strengthen those relationships?

DRAW YOUR TRUST MAP

(See <http://members.principalcenter.com/topic/trust-web-maps/> for more details)

THE IMPORTANCE OF SELF-TRUST

Watch the Day 4 video in your course dashboard and complete the following exercises.

- Any time that _____ are not met, trust is damaged.
- We need to start with self-_____, or as Peter Senge refers to it in his book *The Fifth Discipline*, “personal _____.”
- Your personal _____ will drive you to your goals.
- You need to be brutally honest concerning your _____ and your _____.
- The time you set your _____ _____ for is a commitment to your future self. It is better to set a _____ goal and plan accordingly, than to set an _____ goal, not meet it, and then have to scramble to succeed with your plan for the day.
- Another small but powerful example is sticking to your _____.

Be purposeful with how you are planning on spending your time, and be honest with yourself about what you can work on in a day.

- Keep up with the items on your _____ agenda.



TAKING ACTION

1. Find the smallest habit that you can improve to increase your sense of efficiency:
2. Comment on our website with your response to today's reflection question: What's a small change you could commit to that would make you feel a lot more effective?

THE IMPACT OF RELATIONAL TRUST

Watch the Day 5 video in your course dashboard and complete the following exercises.

- In their book *Trust in Schools*, Anthony Bryk and Barbara Schneider link social _____ and trust.
- Bryk and Schneider identify _____ trust as being especially critical for social capital.
- Bryk and Schneider distinguish relational trust from _____ trust.
- In _____ trust, each party knows what to expect of the other, and there is trust that they will follow through on their obligations.
- _____ trust is more interpersonal. It is emotional and experience-based. Not only does it include the idea of reciprocity, but it goes above and beyond reciprocity.
- Bryk and Schneider identify four organizational _____ of relational trust.
- First is the lower risk of _____—in a climate of high trust, new ideas are more likely to succeed.
- Second is faster _____. We negotiate less and agree more.
- Third is _____ control, which simply means that staff members

hold themselves accountable, and don't need to be "policed" by their supervisor.

- Lastly is what Bryk and Schneider refer to as an ethical or _____
_____ to pursue the work with a 110% effort.
- Relational trust is critical for innovation and _____.
There has to be trust for people to commit to making substantial changes to their practice.
- Bryk and Schneider identify four specific dimensions to relational trust by which we interpret each other's behavior: _____,
_____, personal _____, and _____.
- Often times there is a lack of trust in _____ because we don't have the opportunity to see our colleagues actually doing their work
- There are _____ factors which directly contribute to a lack of trust.
These are the things that we can do something about.
 1. A lack of common _____ or vision—this is a distinct leadership issue.
 2. Not having much in _____—diversity is great, but we must try even harder to create _____ trust among a diverse group of people.
 3. Unclear expectations—people can't _____ expectations or hold each other _____ when there is no expressed expectation.

4. Lack of frequent _____—when we aren't spending time together, we are not given the opportunity to build a trusting relationship. The less you know your colleagues, the more _____ you make about them.
5. Lack of _____ work—allowing others to influence our work, and reciprocating, is one of the most important ways to build relational trust.
6. Lack of appreciation and _____—appreciation is the fuel that drives us to give 110% and go above our contractual obligations.

TAKING ACTION

1. Fill out the Trust Grid below and on the next page for each team—print additional copies of p. 15 as needed
2. Comment on our website with your response to today's reflection question: Which of the six factors we discussed do you think is having the biggest negative effect on trust in your school?

TRUST GRID

Team: _____		
	Low	High
Respect	-----	
Competence	-----	
Personal Regard	-----	
Integrity	-----	

Team: _____		
	Low	High
Respect	-----	
Competence	-----	
Personal Regard	-----	
Integrity	-----	

Team: _____		
	Low	High
Respect	-----	
Competence	-----	
Personal Regard	-----	
Integrity	-----	

Team: _____		
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Personal Regard	-----	
Integrity	-----	

Team: _____		
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Personal Regard	-----	
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Team: _____		
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Respect	-----	
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Personal Regard	-----	
Integrity	-----	

Team: _____		
	Low	High
Respect	-----	
Competence	-----	
Personal Regard	-----	
Integrity	-----	

Team: _____		
	Low	High
Respect	-----	
Competence	-----	
Personal Regard	-----	
Integrity	-----	

FOUR STRUCTURES TO DEVELOP TRUST

Watch the Day 6 video in your course dashboard and complete the following exercises.

- There are four _____ that you can put in place to make sure that trust develops in your school. Some of these are probably already operating well.
1. Having structured grade level, PLC, or department _____.
 - Make sure these meetings are happening _____ enough that your staff can build relationships within their team or department.
 - Often the thing that is missing from these meetings is a structured _____ and _____. While it may feel confining to follow a protocol, it ensures that you will get a _____ outcome.
 - When people have the chance to commit to small preparation and follow-up actions, and follow through, trust _____.
 2. Having _____.
 - When you have committees, you give _____ of that work to your staff members. It creates more buy-in, and spreads the workload.

- Develop _____, or have your committee develop do so, to help work get done in a way that builds trust.
- If it seems like a lot of overhead to develop a process and a protocol for a committee meeting, what you may want to do instead is provide _____ language. This is something that you can _____.
- One example of language you can model is communicating _____. Model how you communicate your own intentions when you are sharing ideas, or debating someone else's ideas.

3. _____ activities.

- Activities like end of year holiday parties, and secret Santa gift exchanges aren't just for fun. These events build _____ and _____.
- People who have a connection to each other outside of team problem-solving and decision-making, make fewer _____ about each other.
- If you want to do substantive work on professional development, curriculum instruction, you can do what a lot of organizations do. That is have an _____. Have some sort of _____.
- You also need to make time for regular peer-to-peer _____. This _____ that appreciation is important and _____ it for staff.

4. The “Five _____”

- This technique helps to unpack _____. A great number of trust issues stem from unfounded assumptions about our colleagues.
- When you push yourself to go five why’s deep in your assumptions about other people, you quickly get to see whether those assumptions are _____ or whether you’re being _____.
- It also helps to unpack people’s theory of _____ when they make suggestions or you are deciding on something within a team.
- The “Five Why’s” are not to make people begin _____ each other, but rather to drill down to the assumptions and theories of action about particular strategies you might be pursuing.
- With the “Five Why’s” we can evaluate if the overall attempt to _____ a problem is solving the _____ problem entirely.

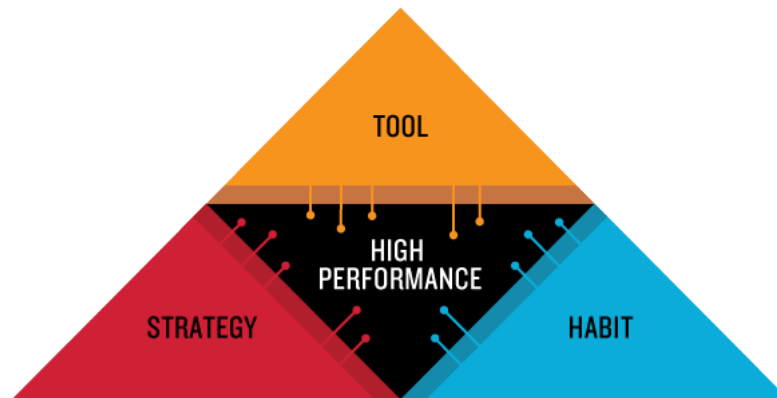
TAKING ACTION

1. Pick one team or committee and ask the members what they feel they need to have a successful meeting. What does it look like to communicate well and feel understood?
2. Comment on our website with your response to today’s reflection question: Think about your major teams and committees and the processes that they use for their meetings. How well do those processes address the six sources of trust deficits among staff members?

THE HIGH-PERFORMANCE TRIANGLE

Watch the Day 7 video in your course dashboard and complete the following exercises.

The High Performance Triangle contains three elements: Strategy, Tools, and Habits.



HABIT #1: Kaizen or continuous _____.

- The main idea with kaizen is that we never stop dedicating ourselves to _____ our work, devoting ourselves to becoming better and better.
- When people are constantly _____ together they develop an enormous amount of trust in each other.
- To promote continuous improvement we must _____ behavior. We need to be devoted to our _____ professional development if we want our staff and the organization to improve in the same way.
- We need to put structures and _____ in place so that our staff can get together more often and work together more smoothly.

HABIT #2: Benchmarking

- The idea with benchmarking is that you have a specific _____ for something that might not necessarily have a measurable outcome.
- There are two major benefits to benchmarking. The first is in terms of self-efficacy. When you set a benchmark you have _____ of yourself.
- The second benefit is that benchmarks promote self-_____ in groups. When we have expectations we want our staff to uphold, it is much _____ better when they are holding themselves _____.

HABIT #3: Communication

- We cannot build trust without communication. Trust demands _____ and _____.
- One tool that can be used to promote clarity is a _____. They inform everyone on what is going on, explain our theories of action, and ensure that everyone is on the same page.
- This clarity can reduce suspicion and help people _____ with the shared goals and values that are driving whatever agenda you are pursuing.

TAKING ACTION

1. Flip back through your workbook and look at what you've said about your different teams and about the level of trust in different places within your school.
2. Identify some next actions that you can take to work with those teams and individuals to move things forward:

3. Comment on our website with your response to today's reflection question: What was your biggest takeaway from this course?

ADDITIONAL RESOURCES

Trust in Schools: A Core Resource for Improvement, by Anthony Bryk & Barbara Schneider

The Trust Edge: How Top Leaders Gain Faster Results, Deeper Relationships, and a Stronger Bottom Line, by David Horsager

The SPEED of Trust: The One Thing That Changes Everything, by Stephen M.R. Covey

Trust Matters: Leadership for Successful Schools, by Megan Tschannen-Moran

Our Course Our Way: Building A Powerful Culture of Excellence In Your School, part of The Principal Center Professional Membership