Why not Go Out on a Limb? That's Where All the Fruit is... And What Does this Have to Do with Dispute Resolution in Special Education?

CADRE

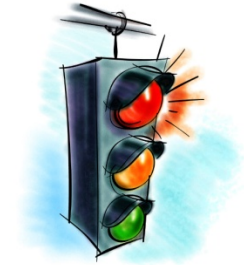### Fifth National Symposium on Dispute Resolution in Special Education

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…BELIEVE OUR JOB IS TO:

MAKE
SUCCESS
IRRESISTIBLE

-Rick Stiggins, "New Beliefs,
Better Assessment," 2003

Based on your learning in this session, What might you:

- Stop doing

- Continue doing

- Start doing

Where we're headed... (Objectives)

◆ Provide an awareness and understanding of **trust types** as they relate to organizational effectiveness and improved student achievement.

◆ Provide an awareness and understanding of **trust attributes** as they relate to organizational effectiveness and improved student achievement.

◆ Other?

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....

The importance of trust in schools...
Using Data From the 1997 School Year...

- In top-quartile schools, three-quarters of teachers reported strong or very strong relations with fellow teachers, and nearly all reported such relations with their principals.

- 57 percent had strong or very strong trust in parents.
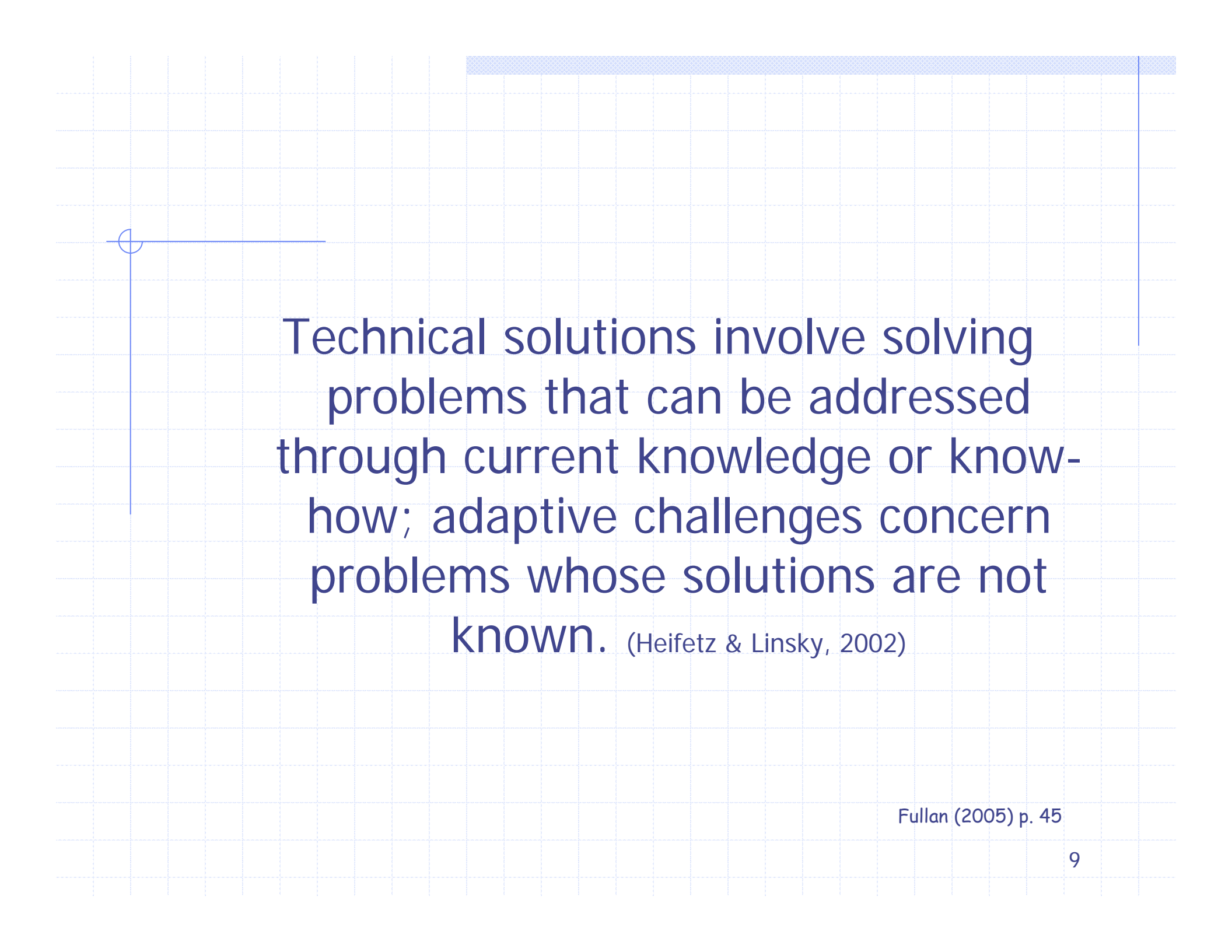
(1997 school year continued)

◆ By contrast, at schools in the bottom quartile, a majority of teachers reported little or no trust in their colleagues, two-thirds said the same about their principals.

◆ Fewer than 40 percent reported positive, trusting relations with parents.

In A Separate Analysis...

The researchers looked at 100 schools that made the greatest improvements on standardized tests in math and reading between 1991 and 1996.

Bryk and Schneider found that schools with strong levels of trust at the outset of reforms had a **1 in 2 chance** of making significant improvements in math and reading while those with weak relationships had a 1 in 7 chance of making gains.

Technical solutions involve solving problems that can be addressed through current knowledge or know-how; adaptive challenges concern problems whose solutions are not known. (Heifetz & Linsky, 2002)

Fullan (2005) p. 45

Heifetz's (2004) properties of an adaptive challenge:

1. A gap between aspiration and reality
2. Requires difficult learning
3. People with the problem are the problem, and they are the solution
4. Adaptive work generates disequilibrium and avoidance

Fullan (2005) p. 45

Knowing that your staff will be experiencing disequilibrium and avoidance…

The question becomes… how will you create an environment in your school where people trust and support each other?

What does trust mean to you?

◆ 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.

◆ Physical Capital
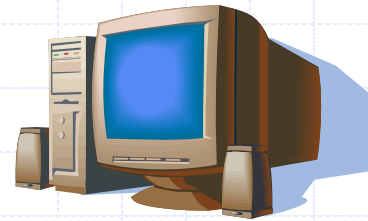
◆ Human Capital

◆ 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.

-Robert Putmnam Bowling Alone:
Declining Social Capital Journal of Democracy 6:1

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."

Putnam has shown…

that when citizens trust each other less and become less engaged in society, a country loses an asset – **social capital**- that is **essential to collective problem-solving**.

-Robert Putnam (1993)
Making Democracy Work:
Civic Traditions in Modern Italy

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What About Trust?

Its highly contextual...

Multifaceted...many elements

Dynamic... can change over the course of a relationship...

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)**;
- One party holds **expectations about obligations** of the other party, and;
- Involves some **risk and vulnerability**...

For Trust to Work Well…

Members need to reach agreement in <u>each</u> role relationship in terms of the understandings held about the **<u>obligations and expectations of others</u>**.

(Bryk & Schneider, 2002, p. 41)

Trust...

...involves some **risk and vulnerability**...

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

Its *voluntary*.

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

(Cloud, 2006, p. 217)

"Progress always involves risk; you can't steal second base and keep your foot on first."

-Frederick Wilcox

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.

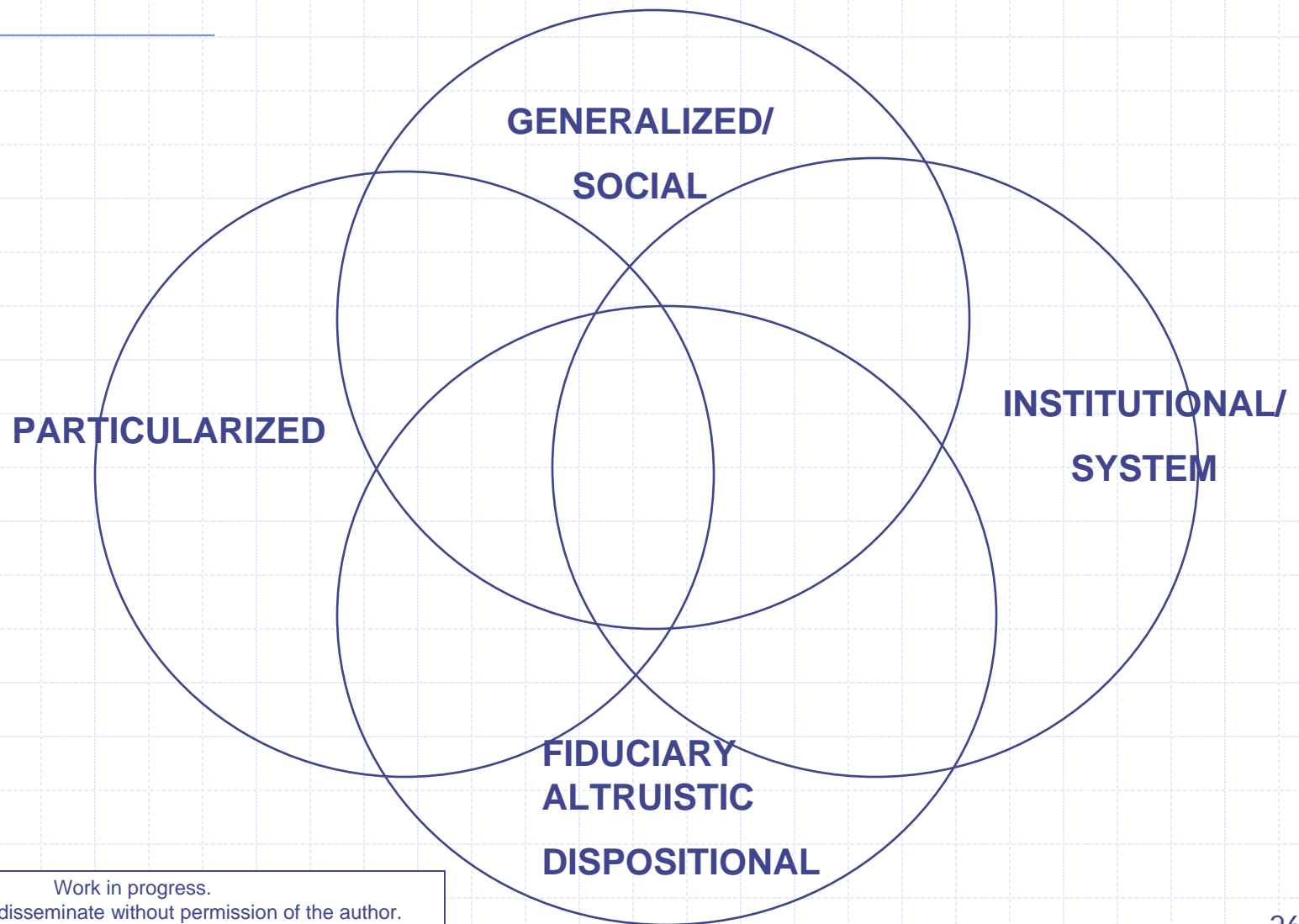- Power/position referents
- Equals
- etc....

Leaders must recognize the type and level of trust that characterize each of their relationships....
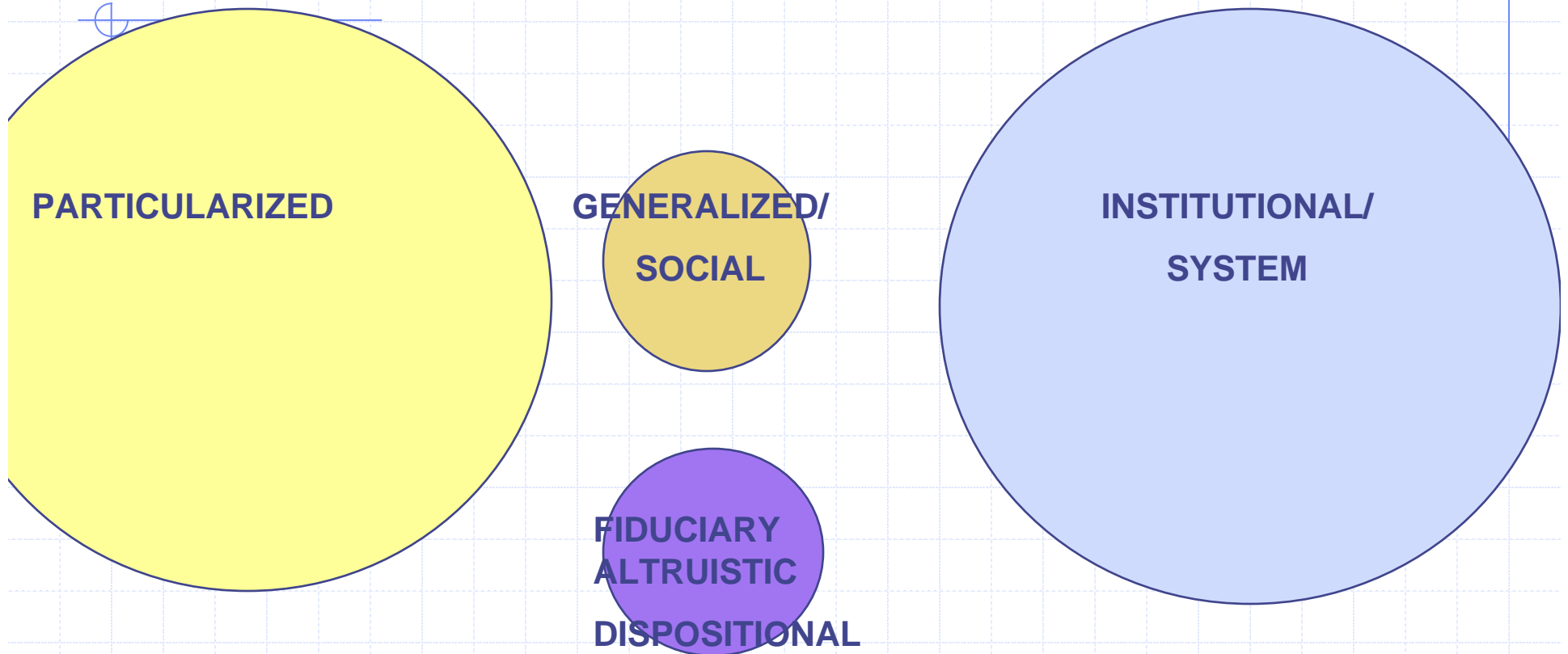
(Joni, 2004, p.2)

Interdisciplinary Trust Typology

GENERALIZED/
SOCIAL

PARTICULARIZED

INSTITUTIONAL/
SYSTEM

FIDUCIARY
ALTRUISTIC

DISPOSITIONAL

The practice of leadership is not the same as the exercise of power. If I put a loaded gun to your head I can get you to do the things you might not otherwise do, but I've not practiced leadership, I've exercised power.

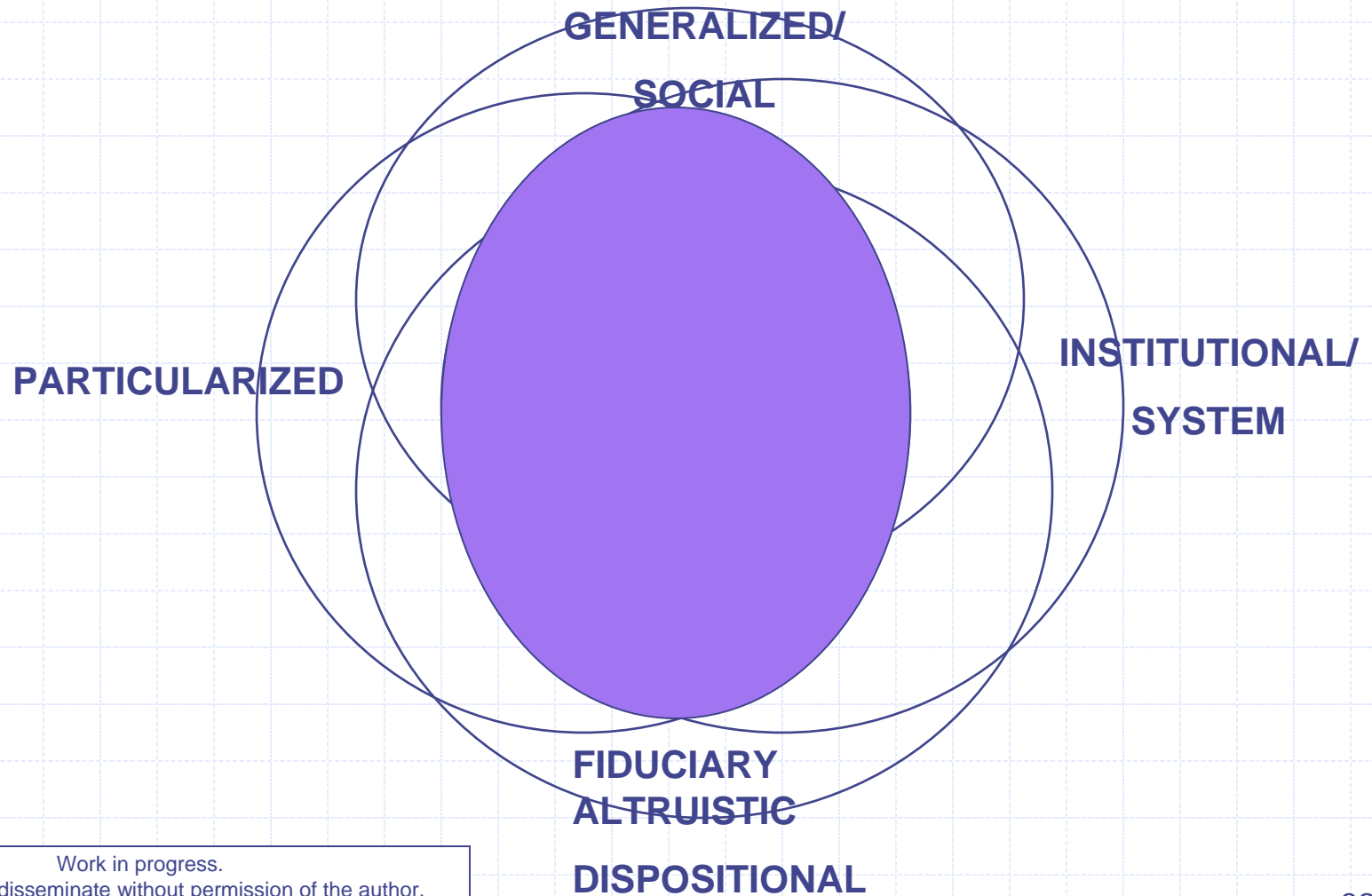◆Where are you in your skill set to get a conversation unstuck?

Collins, 2005, p. 12
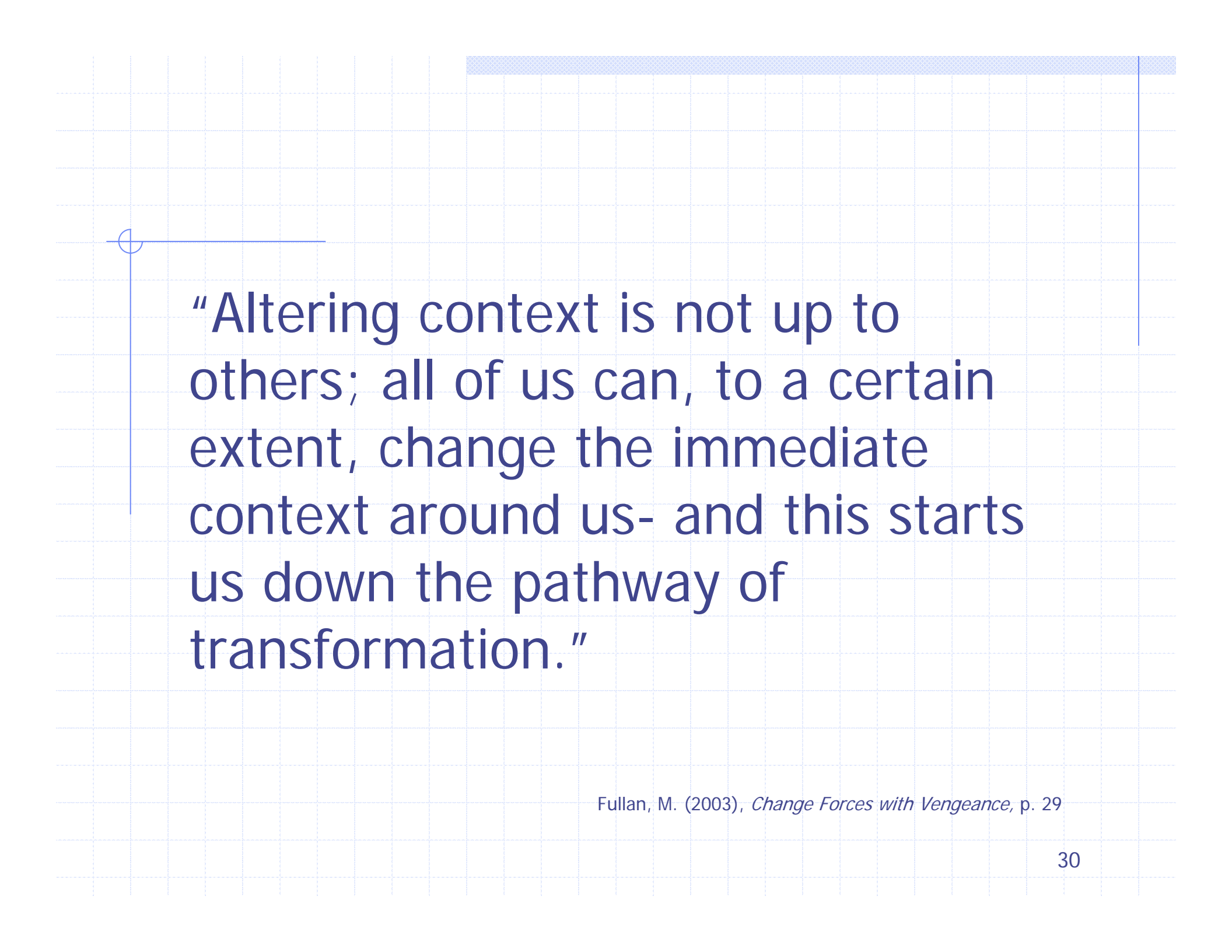
Interdisciplinary Trust Typology
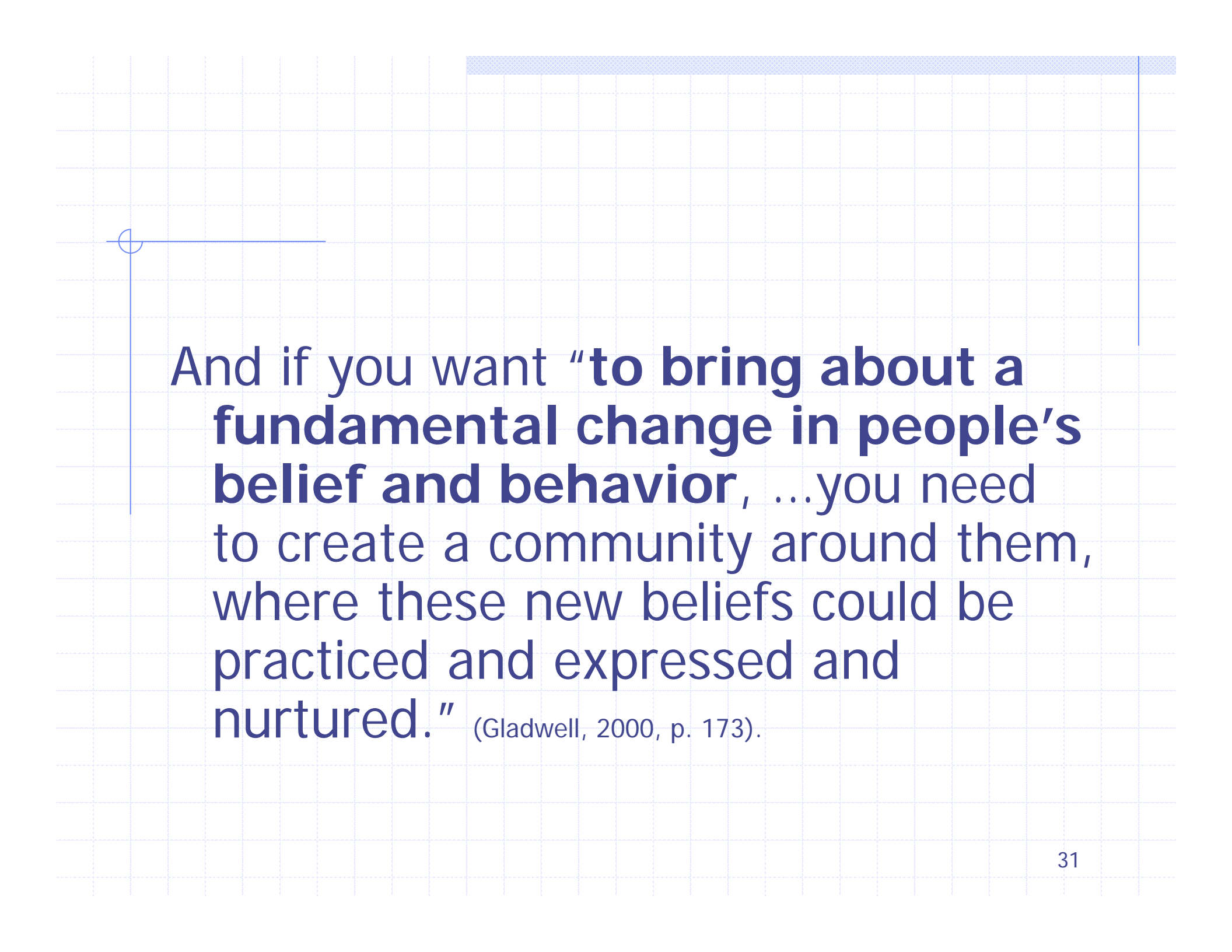
PARTICULARIZED

GENERALIZED/

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Interdisciplinary Trust Typology

GENERALIZED/
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PARTICULARIZED

INSTITUTIONAL/
SYSTEM

FIDUCIARY
ALTRUISTIC

DISPOSITIONAL

"Altering context is not up to others; all of us can, to a certain extent, change the immediate context around us- and this starts us down the pathway of transformation."

Fullan, M. (2003), *Change Forces with Vengeance,* p. 29

And if you want "**to bring about a fundamental change in people's belief and behavior**, ...you need to create a community around them, where these new beliefs could be practiced and expressed and nurtured." (Gladwell, 2000, p. 173).

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)

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)

"On a small scale, Gladwell (2000) has already identified **context as a key "tipping point**." Fullan, (2005) pp. 16-17

⑩ The power of context says that **what really matters is the little things.**
(p.150)

"Real change begins with the simple act of people talking about what they care about."

Margret J. Wheatley

Turning to One Another

2002, p.22

Let's begin with the end in mind.

Our compelling future looks like....

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 paperwork and untold paths to nowhere....

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

Benevolence/Caring

- **Extending good will**
- **Having positive intentions**
- **Expressing appreciation for staff efforts**
- **Being fair**
- **Guarding confidential information**
- Do we care about each other both professionally and personally?
- Confidence that one's well being will be protected by the trusted party.
- Are we willing to go beyond our formal roles and responsibilities if needed– to go the extra mile?

In his book on gratitude, Emmons (2007) notes that...

Bonds of attachment... are forged through **benevolent actions** between givers and their beneficiaries, and cemented and strengthened by the emotion of gratitude. Gratitude is based on the assumption that the other person wanted to do something good for me because its good for me. He made *my* concern, *his* concern. (p.44)

You do not imagine that *a mere matter of etiquette could foil you.* But the social dimension turns out to be as essential as the scientific--matters of how casual you should be, how formal, how reticent, how forthright. Also: how apologetic, how self-confident, how money-minded. In this work against sickness, we begin not with genetic or cellular interactions, but with **human** ones. They are what make medicine so complex and fascinating. **How each interaction is negotiated can determine whether a doctor is trusted, whether a patient is heard, whether the right diagnosis is made, the right treatment given.** But in this realm there are no perfect formulas.

Gawande, A. (2007)
Better

Good to Great…

"Good, good people who **respected** and admired one another…had fun…they enjoyed each other's company and actually looked forward to meetings. Their experiences went beyond just mutual respect. They loved what they did, largely because they loved who they did it with."

Collins, 2001, p. 62

Honesty

- **Having integrity or walking your talk**
- **Telling the truth, Keeping our word**
- **Keeping promises/honoring agreements**
- **Being authentic, being real, being true to oneself**
- **Accepting responsibility**
- Avoiding manipulation
- Can we trust each other to put the interests of children first, especially when tougher decisions have to be made?
- "Demands that a moral-ethical perspective guides one's work."

The Fulfillment of Obligations...

...entails not only 'doing the right thing,' but also doing it in a respectful way, and for what are perceived to be the right reasons."

-Bryk and Schneider, 2002

The interests of others (children) are met with….

DATA DRIVEN DECISIONS

Which come from confronting the brutal facts….

We should continue to ask ourselves…..

- Why are we doing this?
- What above everything else takes precedent in our work (school/ district)?
- Is learning embedded in the culture of our agency (school/district)?

Eaker (February 23, 2005)

After action reviews...

◆ What was supposed to happen?

◆ What happened?

◆ What accounts for the difference? (positive, negative or neutral?)

Fullan (2005) p.23

Being honest and walking with integrity means that we confront the challenges before us…

Confrontation does not have to be adversarial. It merely means that we are going to "face this issue together instead of putting our heads in the sand and ignoring it."

Its, "You and I versus the problem."

(Cloud, 2006 pp. 191 & 193)

Openness

- **Engaging in open communication**
- **Do we genuinely talk and <u>listen</u> to each other?**
- Sharing important information: also, the extent to which there is no withholding of information from others.
- Sharing decision making
- Sharing power

Openness

"Learning to listen has been and remains one of the most challenging tasks for me. One reason listening is so difficult is that it threatens my assumptions, opinions and beliefs about life. If I listen to you, I have to admit that my vision of reality is limited. I may need to change my opinion of you. If I listen to you, I will need to acknowledge and accept that that there are many ways of doing a particular task. I will be enriched, and yet I am fearful of what that may mean for me. I believe that if I truly strive to listen to you with compassion, I will find that deep down we share a lot in common."
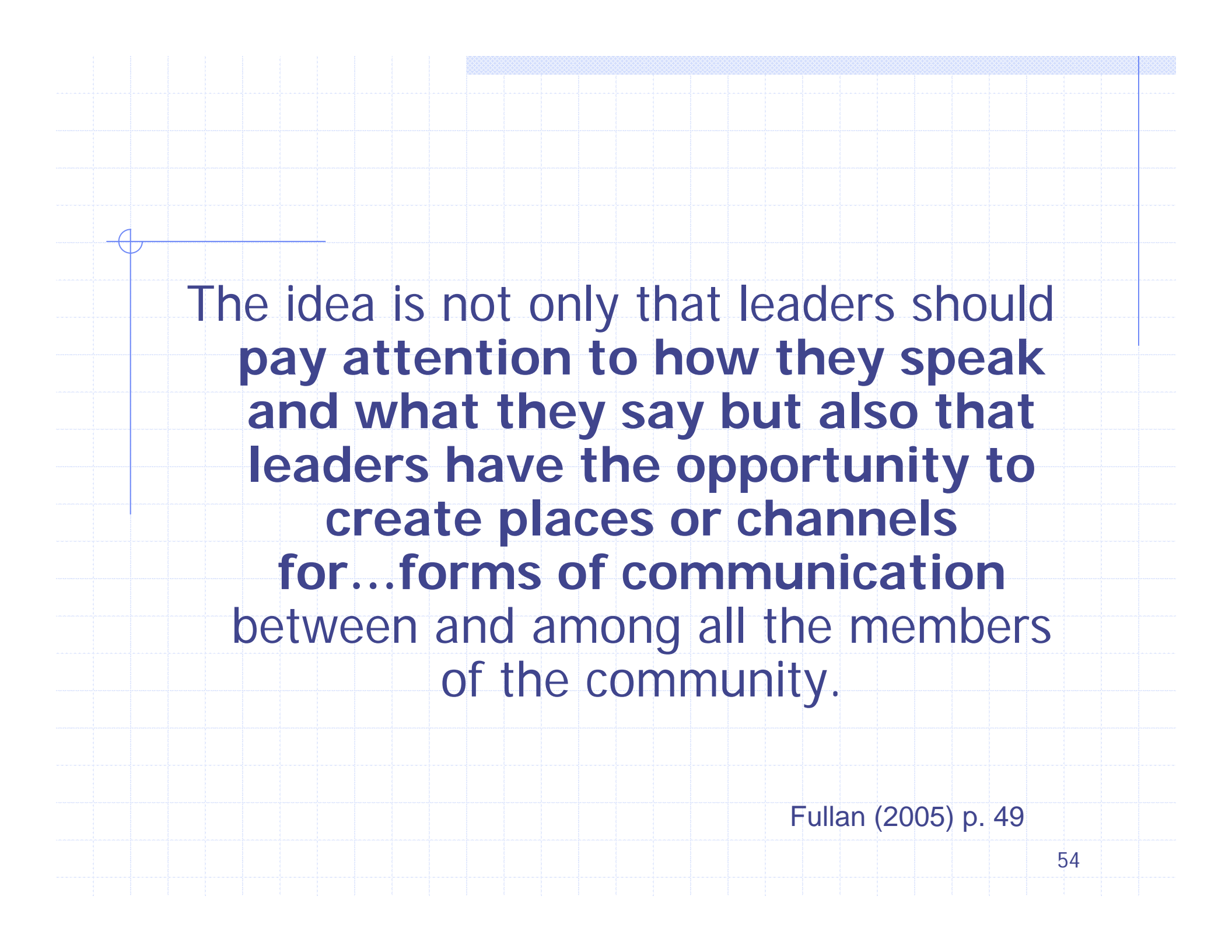
(Kokorowski, 1995, p. 3)

Good to Great...

Creating a climate where the truth is heard involves four basic practices:

◆ Lead with questions, not answers.

◆ Engage in dialogue and debate, not coercion.

◆ Conduct autopsies, without blame.

◆ Build red flag mechanisms that turn information into information that cannot be ignored.

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Collins, 2001, p.88-89

Transparency in decision making...

is a key element in an open environment...

It also mitigates the vulnerability of being wrong- everyone knows when it was not intentional... or, intentional...

The idea is not only that leaders should **pay attention to how they speak and what they say but also that leaders have the opportunity to create places or channels for…forms of communication** between and among all the members of the community.

Fullan (2005) p. 49

How smart an organization or community is reflects the **kinds of conversations** that people have with one another, taking conversations in a broad sense to include all sorts of **interactions**.

Fullan (2005) p. 46

Reliability

◈ Being consistent

◈ Being dependable

◈ Demonstrating commitment

◈ Having dedication

◈ Being diligent

◈ **The extent to which one can count on another person or group…**

Competence (in core role responsibilities)

◆ The ability to perform a task as expected , according to appropriate standards.

◆ Ability and skill (i.e. people skills -problem solving, conflict resolution and technical skills - instruction and content knowledge etc.)

◆ Setting standards

◆ Results oriented – "getting the job done"

◆ Being flexible

◆ Do we believe in each other's <u>ability</u> and <u>willingness</u> to fulfill our responsibilities effectively?

◆ Incompetence left unaddressed can corrode school wide trust at a devastating rate.

Accountability.....

Group behavior is an aggregate of the choices of individuals. Groups **sanction their members' actions and define acceptable and non-acceptable behaviors**.

Whether or not a group knows it is directing its own dynamics, this is the most determining factor in accomplishing work.

Robert J. Garmston, JSD Fall 2002, p. 76

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