Training or Book Study Supplement

The Trust Factor

Strategies for School Leaders

2nd Edition

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Introduction

Thank you for selecting *The Trust Factor: Strategies for School Leaders*. Whether you are reading this book individually or as part of a group book study, the information and activities on the following pages will help you reflect more deeply on the important concepts of building and sustaining trust.

As we wrote in the Introduction, “Trust makes the difference between leaders who succeed and leaders who do not.” Our book is focused on three primary concepts:

- We take actions as leaders that break trust. Leaders who engage in trust buster behaviors over time are less effective.
- Leaders must be intentional in developing and implementing trust building behaviors at every level of the school community.
- Once trust is established, leaders must continue to engage in trust boosting behaviors to sustain and maintain high levels of trust within the school community.

This supplement is organized in six sections:

Section I—Getting Started
Section II—Trust Busters
Section III—Trust Builders
Section IV—Trust Boosters
Section V—Putting It All Together
Section VI—Suggested Training Schedules

You may print any of the pages in this supplement for your use.
Understanding trust and discussing trust can be helpful. To get started, review Covey’s (2004) example of the trust accounts. Trust is like a financial transaction where we:

- Open an account
- Make deposits with our actions
- Take withdrawals with our actions
- Keep savings & reserves
- Might have “Hot Checks” where we withdraw more than we have saved in the account


Trust Account Activity: List three individuals you know well, either from your family or work. Think about actions you take that they would consider to be a deposit in their “trust account.” Next, list actions you take that they would consider to be a withdrawal of trust. Being aware of our actions in building and breaking trust is an initial step.

<table>
<thead>
<tr>
<th>Name</th>
<th>Deposits</th>
<th>Withdrawals</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

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1. Finish these sentences:

   When trust is broken on a team, I see . . .
   ______________________________________________________
   ______________________________________________________

   When trust is broken on a team, I hear . . .
   ______________________________________________________
   ______________________________________________________

   When trust is broken on a team, I feel . . .
   ______________________________________________________
   ______________________________________________________

2. Identify five behaviors that you consider Trust Busters.
   
   a. _____________________
   b. _____________________
   c. _____________________
   d. _____________________
   e. _____________________
3. In your group, share your individual lists and come to consensus on the three Trust Busters that you believe are most critical in breaking trust.
   a. ________________________
   b. ________________________
   c. ________________________

4. Why do you consider these three Trust Busters the most critical?
   ______________________________________________________

5. What is the impact on the school community when these busters happen?
   ______________________________________________________

6. What do you consider the most important concepts in this section about Trust Busters?
   ______________________________________________________
   ______________________________________________________

7. Review the title headings for the Trust Busters in this section of the book. Based on your experiences, what are some additional Trust Busters not mentioned?
   ______________________________________________________
   ______________________________________________________

1. “I Want Your Input, but Not Really”
2. “I Ignore Incompetence”
3. “I Prefer Group Reprimands”
4. “I Like Drama”
5. “Get Over It”
7. “Inconsiderate and Insensitive, Who me?”
8. “It’s Not My Fault”
9. “Leave Me Alone”
10. “I Expect Perfection”
11. “I’m in Love with My Ideas”
12. “I Take Things Personally”
13. “I’ve Changed My Mind Again”
14. “I’m in a Bad Mood”
15. “I Like to Gossip”
16. “Everyone Likes Me on Social Media”

8. Share an example with your group of the impact this Trust Busting behavior you added can have on the school community.

________________________________________________________________________
________________________________________________________________________

9. Sometimes we can damage trust because we don’t take action. What are some inactions of leaders that break trust?

________________________________________________________________________


   a. Which Trust Buster behaviors might you improve?

   ______________________________________________________________________

   b. What will you do to change these behaviors or actions?

   ______________________________________________________________________
1. Finish these sentences:
   a. When trust is being built on a team, I see . . .
      __________________________________________
      __________________________________________
   b. When trust is being built on a team, I hear . . .
      __________________________________________
      __________________________________________
   c. When trust is being built on a team, I feel. . .
      __________________________________________
      __________________________________________

2. Identify 5 behaviors that you consider Trust Builders.
   a. ___________________
   b. ___________________
   c. ___________________
   d. ___________________
   e. ___________________
3. In your group, share your individual lists and come to consensus on the three Trust Builders that are most critical to building trust.
   a. ________________________
   b. ________________________
   c. ________________________

4. Why do you consider these three Trust Builders the most critical?
   ______________________________________________________
   ______________________________________________________

5. What is the impact on the school community when people do these builders?
   ______________________________________________________

6. We wrote about the 3 Bs of Trust: Be Consistent (Builder 4), Be Transparent (Builder 8), and Be Visible (Builder 15).
   a. What “Be Consistent” behaviors can you think of that can build trust?
      ______________________________________________________
   b. What “Be Transparent” behaviors can you think of that can build trust?
      ______________________________________________________
   c. What “Be Visible” behaviors can you think of that can build trust?
      ______________________________________________________
7. Mother Teresa wrote, “Honesty and transparency make you vulnerable. Be honest and transparent anyway.” How does being transparent contribute to your ability to be a Trust Builder within the school community?

8. In Trust Builder 1, Understand Trust, we wrote about the 4 Cs of trust. One of these trust builders is care. Bracey (2002) described caring actions as:
   a. listening to me,
   b. not making me wrong,
   c. acknowledging my strengths,
   d. looking for my positive intentions,
   e. telling me the truth with compassion,
   f. showing me personal regard, and
   g. providing me with safety.


Talk with your group about a time when you or your leaders built trust by showing care for someone. What did they do? How did these actions affect others on the team?

9. When writing about the 4Cs of trust we noted the importance of competence as a trust building behavior. What is your experience with competence as a trust builder?
10. Consider the 6 Ws of Communication (See Builder 13, Communicate Effectively). Discuss a recent situation where you had to communicate with others. How did you consider the 6 Ws?

What? _________________________________

Why? _________________________________

Who? _________________________________

Way? _________________________________

Where? _________________________________

When? _________________________________

11. Promoting a school culture and climate where faculty and staff are able to try creative ideas is important. Review Trust Builder 22, Take Risks. How does trust relate to taking risks?

___________________________________________________

To encourage risk-taking and creative problem solving, review the following activity. Read the article about the Nine-dot solutions:

** ** **

** ** **

** ** **

12. What do you consider the most important concept in this section about Trust Builders?

___________________________________________________

___________________________________________________
13. Review the title headings for the Trust Builders in this section of the book. Based on your experiences, what are some missing Trust Builders?

1. Understand Trust
2. Repair Broken Trust
3. Listen Actively
4. Be Consistent
5. Use Empathy
6. Stay Calm Under Pressure
7. Use Power Wisely
8. Be Transparent
9. Assume the Best in Others
10. Go to the Source
11. Delegate Strategically
12. Say Thank You Often
13. Communicate Effectively
14. Set High Expectations
15. Be Visible
16. Manage Your Time
17. Maintain Confidentiality
18. Build Consensus
19. Acknowledge Interdependence
20. Follow Through
21. Empower Others
22. Take Risks
23. Respond with Respect
24. Use Humor
25. Treat Others as You Want to Be Treated

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14. Share an example with your group of the impact this Trust Building behavior you added can have on the school community.

________________________________________________________________________


________________________________________________________________________


   a. What trust building behaviors might you improve?

      ______________________________________________________________________

   b. What specific steps will you take to improve these behaviors?

      ______________________________________________________________________
1. Finish these sentences:
   a. When trust is being boosted on a team, I see . . .
      ________________________________________________
      ________________________________________________
   b. When trust is being boosted on a team, I hear . . .
      ________________________________________________
      ________________________________________________
   c. When trust is being boosted on a team, I feel . . .
      ________________________________________________
      ________________________________________________

2. Identify four behaviors that you consider Trust Boosters.
   a. _____________________
   b. _____________________
   c. _____________________
   d. _____________________
3. In your group, share your individual lists and come to consensus on **two** Trust Boosters that you believe are most important.
   a. ________________________
   b. ________________________

4. Why do you consider these two Trust Boosters the most important?
   _____________________________________________________

5. What is the impact on the school community when individuals engage in these trust boosting actions?
   _____________________________________________________

6. What do you consider the most important concepts in this section about Trust Boosters?
   _____________________________________________________

7. Review the title headings for the Trust Boosters in this section of the book. Based on your experiences, what Trust Boosters are missing?
   1. Assess Trust
   2. Talk about Trust
   3. Recognize Strengths
   4. Foster Leadership
   5. Help Others Deal with Change
   6. Honor the Past
   7. Allow People to Fail
   8. Improve your competencies
   9. Provide Resources
   10. Engage in Self-reflection
   _____________________________________________________
8. Share an example with your group of the impact this Trust Boosting behavior you added can have on the school community.

___________________________________________________

9. Ask a trusted colleague: “What Trust Boosters do I do especially well?” List them:

___________________________________________________


   a. What Trust Boosting actions might you improve?

      ________________________________________________

   b. What specific steps will you take to improve these behaviors?

      ________________________________________________
1. Communication is a key to building trust. Notice as you look back through all of the busters, builders, and boosters in this book how many are aspects of communication. If you were to identify 5 tips for communication to build trust—what would your tips be?
   a. ________________________________________________
   b. ________________________________________________
   c. ________________________________________________
   d. ________________________________________________
   e. ________________________________________________

2. In Booster 10, Engage in Self-reflection, we discussed the ORID process for reflection after an event has occurred. This model can also be used to consider an on-going challenge. As a group, use the ORID model to guide a group discussion regarding a challenging issue at your school.
   
   **Observations**—What are the facts about the issue?
   
   **Reflect**—What emotions are involved?
   
   **Interpret**—What has worked so far and what has not worked? How is trust being affected?
**Decisions**—What potential decisions could be made and how might these decisions influence trust on the team? What could be done differently in the future to build and boost trust?

3. Engage your leadership team in trust building activities. There are several websites including YouTube.com that provide free team-building activities. Using a search engine, find activities with the search “Trust Building Activities.” Share some of these activities with your group.

4. Here is a “Getting to Know You” activity to use with a team called a “Personal Histories Exercise.” Discuss these questions:
   a. Where did you grow up?
   b. How many siblings do you have?
   c. Describe a unique or interesting challenge or experience from your childhood.

   This activity can be a low-risk way to help the team learn about one another and begin to build a trusting relationship.

5. For Your Eyes Only: Sometimes, no matter how hard we try, leaders’ actions break trust within the school community. Review the acronym RESTORE explained in Builder 2, Repair Broken Trust:
   - Resolve to take responsibility
   - Evaluate your actions
   - Seek to know more
   - Talk about what happened
   - Openly apologize
   - Reaffirm your goals
   - Explore ways to show you care

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Think of someone with whom you have broken trust. Using the acronym RESTORE to guide your efforts, what can you do to try to repair trust?

R ____________
E _____________
S ____________
T ____________
O _____________
R _____________
E ______________

6. Now that you know what behaviors leaders should avoid and what behaviors to build and boost trust, we challenge you to do the following:

   a. Commit to not engage in trust busting behaviors.
   b. Commit to implementing the behaviors you have identified to build trust.
   c. Commit to implementing the behaviors you have identified to boost trust.
Suggested Training Schedules

Many professionals have reported using the book, *The Trust Factor*, as the focus of a book study with their teams. Listed in this section are four different options for training. The first option follows a traditional book study. The options vary in preparation and length. Ideally, the person planning the training would assess the group and select specific chapters from *The Trust Factor* that best fit the needs of the group.

**Option 1: Traditional Book Study**

Time requirement: 30–45 minute-meeting, 3 times
Preparation for individuals: 45 minutes

**Facilitator instructions:**

1. Assign dates for the meetings. Share the chapter assignments with members in advance of the meetings. Ask members to read the chapters and be prepared to discuss strategies or reflection questions meaningful for them.
2. For the meeting, depending on the number of individuals in the group, decide if you want to divide the members into groups of 4–5. During the meeting, allow members to share strategies and reflection questions that were most meaningful.
3. Close the meeting by summarizing the main points of the group discussions. Review the assignment for the next meeting.

**Suggested schedule:**

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Focus of Book Study Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting 1</td>
<td>Preface, Trust Busters 1–5, Trust Builders 1–9, Trust Boosters 1–3</td>
</tr>
<tr>
<td>Meeting 2</td>
<td>Trust Busters 6–10, Trust Builders 10–17, Trust Boosters 4–7</td>
</tr>
<tr>
<td>Meeting 3</td>
<td>Trust Busters 11–16, Trust Builders 18–25, Trust Boosters 8–10</td>
</tr>
</tbody>
</table>

Note: You can modify the schedule by increasing or decreasing the meetings and altering the chapter assignments.

**Option 2: Monthly Leadership Meetings**

Time requirement: 10 to 15-minute activity at leadership or faculty meetings through the year
Preparation for individuals: 0 to 15 minutes

**Facilitator instructions:**

1. If members do not have time before the meeting to prepare, ask individuals to bring their books to the monthly meeting. Following a schedule, allow the first five minutes for reading one of the two assigned chapters.
2. During the meeting, discuss the reflection questions at the end of the assigned chapter. Depending on the trust levels present in the group, you might ask individuals to reflect on one or two reflection questions at the end of the assigned chapter. If trust levels are higher, the group can be divided into pairs or triads for a group discussion of the application of the trust strategy.

**Suggested schedule:** (ideally, the planner would select chapters of greatest relevance to the group). These chapters are suggested for groups in the beginning phases of trust development studies.
<table>
<thead>
<tr>
<th>October</th>
<th>Trust Buster 2 “I Ignore Incompetence” OR Trust Builder 2 “Repair Broken Trust”</th>
</tr>
</thead>
<tbody>
<tr>
<td>November</td>
<td>Trust Buster 3 “I Prefer Group Reprimands” OR Trust Builder 3 “Listen Actively”</td>
</tr>
<tr>
<td>December</td>
<td>Trust Buster 5 “Get Over It” OR Trust Builder 4 “Be Consistent”</td>
</tr>
<tr>
<td>January</td>
<td>Trust Buster 6 “Do What I Say, Not What I Do” OR Trust Builder 5 “Use Empathy”</td>
</tr>
<tr>
<td>February</td>
<td>Trust Buster 8 “It’s Not My Fault” OR Trust Builder 6 “Stay Calm Under Pressure”</td>
</tr>
<tr>
<td>March</td>
<td>Trust Buster 10 “I Expect Perfection” OR Trust Builder 9 “Assume the Best in Others”</td>
</tr>
<tr>
<td>April</td>
<td>Trust Buster 11 “I’m in Love my Ideas” OR Trust Builder 10 “Go to the Source”</td>
</tr>
<tr>
<td>May</td>
<td>Trust Buster 16 “Everyone Likes Me on Social Media” OR Trust Builder 12 “Say Thank You Often”</td>
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</tbody>
</table>

**Option 3: Leadership Meeting, 3 times a year**

Time requirement: 1 hour (can be altered)  
Preparation for individuals: 30 minutes

**Facilitator instructions:**

1. Before each meeting, select the chapters to be covered. Ask members to read the selected chapters before the meeting. Ask each member to choose one chapter that has the most meaning for them and be prepared to share the strategy.
2. During the meeting, in groups of 4–5 members, have each person discuss the trust buster, builder, or booster they selected and why.
3. As a large group, discuss how we can be unaware of actions that break trust. Conclude with an action-focused
question: “This week, what will you pay attention to about breaking trust?”

Suggested schedule:

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Content for Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting 1</td>
<td>Trust Busters chapters 1–16</td>
</tr>
<tr>
<td>Meeting 2</td>
<td>Trust Builders chapters 1–25*</td>
</tr>
<tr>
<td>Meeting 3</td>
<td>Trust Boosters chapters 1–10</td>
</tr>
</tbody>
</table>

*You could add a fourth meeting by dividing the Builders into chapters 1–13 and 14–25.

**Option 4: Training session**

Time requirement: 2–3 hours  
Preparation for individuals: 0 minutes

Facilitator instructions:

1. During the meeting, ask members to read the first few pages of the Introduction. Engage in a discussion about how we define “trust.”
2. Create a collective list of the qualities that exist when trust is present and when trust is absent. See Introduction for ideas.
3. Read Trust Builder 1, Understand Trust.
4. In discussion groups, review the questions in the Reflection section at the end of the chapter.
5. Using the Tool 2: Assessment for Trust Builders at the end of the Builder section, have members complete the tool privately. Based on their interest of the builders or their assessments, have each member select one builder to review. Allow time for a review of the selected trust builder strategy.
6. Divide the members into groups of 3–4 individuals. Instruct the groups to allow time for each member to present his/her selected trust builder strategy. After each
person has shared, ask the group to summarize relevant points about building trust.

7. Allow time for whole group sharing. Bring the group back together.

8. Extend the application of trust for leaders new to their positions and others dealing with change. Assign the members a number of 1 or 2. Eventually, the 1 and 2 will form a pair. Ask the 1s to read Trust Booster 5 Help Others Deal with Change. Instruct the 2s to read Trust Booster 6 Honor the Past. Allow time for 1s and 2s to create a pair to share what each has learned. As a whole group, discuss the points of these chapters that have the most relevance for building trust in times of change.

9. End the session with members creating individual lists of “points I want to remember.”