Chapter 6: Moving Up Together: Trust, Processes and Interpersonal Bonds

"Trust is the glue of life. It's the most essential ingredient in effective communication. It's the foundational principle that holds all relationships."
— **Stephen R. Covey**

In this chapter we will explore the area of trust. Reflecting upon the last two chapters, we have seen that the quality of trust is vital for both the capacity to move our school upward on the roadmap and is the essence of our movement over to the highest locations. If we were to identify the two most essential qualities for our school improvement effort to actualize, they would be vision and trust. When both exist, almost anything is possible. When either is missing our success will be limited. Trust without vision will appear as aimlessness and/or complacency. Vision without trust will play out as apprehension, stalled efforts, power struggles and active and passive resistance. And when neither trust nor vision exist, improvement is virtually impossible. Therefore, taking a very intentional approach to this cultivating this quality will be critical to our success.

As we envision our journey up the pathway, the quality of trust will define the nature of both our desired location, as well as the processes it will take to encourage our progress. The 1-Paradigm location is defined by a climate of trust in the classroom and out. Movement up the pathway will involve learning how to cultivate the qualities of trust in our 1-Style classrooms, and the organizational practices that guide the school.

Reflection 6.1. Begin by examining your answers to the following questions
Why do we trust others? Why do we trust a collectively cultivated Vision? Why do we trust that better things will happen if we change?

What affects the level of trust in a school with the stated intention of getting better? Of course, there are countless factors. But for the purposes of this chapter, we can identify five areas where trust is built and examine each in detail. If we do a good job addressing these five factors, we will be on solid footing. And as we have touched upon previously, much of the quality of trust is removing the existence of limiting fear. Therefore, we will want to examine some of the fears that are addressed when we promote the presence of a corresponding trusting quality. Yet, it is important to keep in mind that trust as it relates to our improvement process is not just about allaying fears, it is about engendering the existence of confidence and courage moving forward.

First, trust will be present when the leaders of the effort are seen as competent and worthy of trust. Are they up to the task and are they made of the kind of stuff that gives us confidence? The potential fear here is that the leader is not up the task, and/or the kind of person that can be respected. We offer a series of qualities to examine to assess the degree to which a leader can be seen as trustworthy. Second, if one is to head down a path toward somewhere, it is important that the destination is clear and desirable. The fear is that the destination is a mirage, a waste of time and effort, and/or a half-baked idea we don't understand. Therefore, having a roadmap to our destination and the appreciation that it is a "good" destination is necessary to trust that the journey is worth the effort, as well as trusting that the efforts in which we are engaged will result in getting us there. Third, we will trust to the extent that we are on the same page and we have a clear process to rely upon. Fear comes from feeling like we do not have the know-how and/or the faith in the know-how of others to make it on our journey. So, focusing on process actions/X's and process-based outcomes/O's rather than product-based

outcomes/O's will promote more trust. Fourth, a group will trust to the degree that it feels like there are rules and expectations making things feel safe and encouraging responsibility. The fear is that once things get going people will drop the ball, flake out or be selfish. So a functioning social contract and solid social bonds need to be in place for each of us to feel safe. Fifth, it is of great value if we feel like we care enough about the group and its members to do what it takes to succeed. The fear is that it can feel meaningless if I do not really feel connected to the collective and/or the cause is not engaging to me or what I think is best for everyone. In many respects trusting comes from liking. Consequently, we need to encourage communal bonds and a felt experience of moving up the pathway as a team where WE will create a better place to work for all members of the school family.

Reflection 6.2 – Take a moment at this time to reflect on the level of trust that you have for your colleagues and institution. Rate it between 1 and 10. Does your rating roughly correspond to your SCAI location on the roadmap?

As you pondered the reflection question above, was it difficult to rate your level of trust? My guess would be that it was not. Each of us can feel it. Its existence or absence is palpable.

Our movement and improvement are contingent on our ability to infuse our school with the qualities of trust and vision. Therefore, in a global sense we are trying to make our institution a more trusting place by nature – i.e., more trusting references/R's, practices/X's and outcomes/O's. In other words, we believe in the value of trust, we do what it takes to create trust, and in the end students, teachers and staff all experience a more trusting life at the school. But that being said what our research and that of others finds is that it is nearly impossible to find a school in which trust and vision exist without leaders who embodies and promotes those qualities. Therefore, whether we like it or not trust will start with us.

1. Trust in the Leader as a Person

Scan your experience with groups, teams, committees, projects, organizations and collectives of any kind. In those cases, whereas we grew to know a person in a leader role, and found them to be up to the task, it is likely that our level of faith and trust in the possibility of the group's success increased as well. Conversely, when we found the leader to be significantly flawed, it was likely that we experienced difficulty trusting that the whole venture would be able to achieve success.

This book and all the many leadership books and sources of advice can support growth and skill development (Covey, 1989, Fullan, 1993, Agular, 2013). And in the end, it is about what we do. Doing good leadership is our job and what we can control. However, who we are, and how we are perceived will be the single most significant factor in whether those in the school are able to trust engaging with us in a process of improvement. Who we are/R and what we do/X will always be interrelated. But call it our animal instinct, people want to know the R before they will feel safe following you into the forest.

In Figure 6.1, nine leader personal qualities are outlined. They reflect what we tend to require of a leader if we are to trust them. We might assess how we personally rate in each of them. Some might be more natural for you, while some might require a need for growth or support. For those that you see as areas where you could improve, sometimes improvement can come from simply having a more intentional focus on that area. However, sometimes the area reflects an area that is not one of our gifts. For those areas we offer some ideas for supplementing and enlisting support from others.

Figure 6.1. Nine Essential Personal Leadership Qualities, what they look like, and what we can do if we are not strong in one of them.

Needed Leadership Quality	What is looks like	Ways to supplement it
Has a Vision	Can see a better school emerging from the current state. Comfort in the role as leader Listens with a sense of purpose Shares their picture with others regularly Possesses insight into new possibilities	Formal vision setting process (see chapter 6) Including visionary thinkers on the leadership teams Stay connected and involved Undertake a personal visioning process (see chapter 12)
Has Integrity	Is honest with themselves and others Can give a direct straightforward answer Clear about their intentions for taking the job and expectations about how long they plan to stay. Does not play games or get too unnerved by a crisis. Character stands up to scrutiny.	Stop trying to please everyone Stop seeing yourself as a victim Ask others for an honest assessment of you and how you are perceived.
Can move between Big and Small picture easily	Gets the essential/macro/general problem or issue and can see what it implies in the micro/concrete and applied level. And visa-versa.	Engage in discussions with a leadership team to flesh out what is essential and what it means.
In touch with Humanity	Has a heart for others Is in touch with their own heart and feelings Sincerely cares about the students in the school	Spend more time with students in informal settings learning about their lives in and out of school.
Has Ego under control	See leader role as of profound importance, but he/she does not see it being about them. They see their job as being a servant and can keep perspective about their importance. Tends to be humble and give credit to others	Give yourself a reality check every once in a while, and see if you have inflated your importance. Fake being humble and a servant leader until it becomes more natural and authentic.
Has her/his finger on the pulse	They are in touch with what is happening at the school. And when they talk about it, it tends to ring true as a valid interpretation. Understands what others are going through	Get out and talk to people. Give useful surveys Ask for clarification from others
Doer not just talker	They tend to find a way to make it happen, rather than finding any reason why it cannot. They follow through on what they said they would do or give clear explanations for delays. Has a sense of priority and can communicate what is essential to do now and what will be nice to do but will need to wait.	Don't make commitments to things that you know you do not really want to follow-through on. Make lists of priority action Set goals Use strategic plans in a meaningful way.
Good with Money	Have a healthy perspective on money – not afraid of it, nor obsessed by it. Can see costs and budget in an accurate perspective.	Find someone who is good with money to rely upon, even if you are too. Print out budgets and keep them in mind. Development personnel can be really helpful.
Possesses a Sense of Moral Purpose	Will take a stand for or against something because it is right and/or for the good of the whole. Understands that the job is not just managing an entity but implies moral leadership. Refrains inappropriate use of power in actuality and appearance.	This has to be authentic. There is no one who can help you if this is not part of your make up.

As you survey the list above you may be inclined to be self-critical of past actions or defensive or even overwhelmed by the magnitude of your job. But it is best to simply keep in mind that you can only control one person – you. And all you can do is to do your best. But do make a commitment to these qualities as intentions to grow in the future. Move beyond the past and simply focus on your level of integrity moving forward. As you become more familiar with the next four areas, you should gain some confidence in what it takes to promote more overall trust at your school.
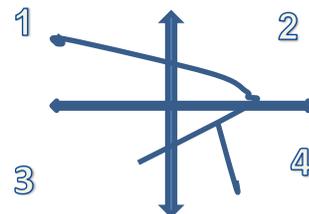
2. Trust in the Vision Location

This story in the reflection above may or may not resonate with your personal experiences, but it is a useful metaphor for what we are doing when we ask a group of people to engage in an improvement effort without being clear as to where it is headed. On some level we each want to know where things are going and how much effort is going to be required. "To a better place," and "It depends" are not answers that engender a lot of trust. Having a target location that is clear and standing still is necessary to promote that trust. Clear, as in the R's, X's and O's that define it can be explained and concretized in detail. Standing still, as in there is a stable commitment to this effort and this

Figure 6.2: Common pathway of movement up the roadmap to higher locations

location. In the classroom, students can most likely meet assessment targets that are clear and standing still, so providing them is critical to the 1-Style empowered classroom. In the process of school change the value of clear targets are no less essential. When targets are vague, we struggle to trust that what we are doing is right, and to trust what others are doing period.

When the intended location is clear and operational, we perceive the process in the following manner:
- We are on the right path. We are not heading to *some* destination. We are heading to a clearly defined and better location.

- The destination location is a target that is clear and standing still. The group may choose to change direction because of new information or factors. But we are clear about where all possible potential directions would lead.
- The X's and O's implied by the location are well understood and appreciated as valuable and an improvement over the current X's and O's by the majority.
- We appreciate the value of the better location enough that it is worth some discomfort, need for persistence and growing pains to get there. The benefits from the process to the students and to the ultimate level of job satisfaction are accepted by the majority.

Marshmallow Test: – In a study over 30 years Walter Mischel (2016) has asked thousands of students to choose between taking a single marshmallow immediately or waiting for a time in which case they can have 2 marshmallows. What the researchers have found is that those students who were able to delay their gratification and wait for the opportunity to have the 2 marshmallows rated higher on a number of traits including success, decision-making, self-worth, and cognitive functions, health and SAT score. This is a quality that we will want to encourage in the classroom. The more POS the more students learn to delay gratification and use self-discipline. In addition, this research implies to us in the change process that we can encourage the idea that it is worth some momentary effort or forbearance so that we can get a payoff in the future – i.e., moving up the pathway to a more functional location.

Story of Lori

Lori was a new Principal who inherited a 2.9/5 climate school (lower to middle level 2). Most of the teachers at the school were had been at the school for a long time and had had largely top-down leaders. In past years teachers had little faith in change initiatives as they seemed to be selected capriciously and were incoherent from one year to the next. So, the level of openness to being able to trust was low, when she began her work.

She began by setting the example of being absolute in her determination to make the school excellent. She communicated with all the teachers and staff on a regular basis and projected confidence that the school could in fact be excellent. She assembled a team of committed administrators and partners. The team set out a vision of where things should ideally head. She also made a strong commitment to trusting students as leaders and as capable to being responsible. Previously, few all school events were held due to the fear students would be unruly. She challenged the students to change that perception and her trust was rewarded with successful events where students showed a high level of maturity.

Overall, most aspects of the school reflected this higher level of trust in the process, after one year. The changes in X's lagged slightly behind the change in R's that she initiated with her steadfast vision. Yet, the school went from a 2.9 to a 3.6 SCAI ratings in a year. Her clear vision encouraged trust. And as trust began to emerge, the level of motivation and self-esteem of the school grew significantly.

To make the destination of our effort clear and standing still, we will first need to make it conceptually clear. That can happen in a few ways, but it will likely need to include some presentation to the faculty in which they can see the roadmap and are given an explanation of the R's, X's and O's that are implied in that desired location. The next chapter related to the vision setting process will provide a practical set of ideas and strategies for creating a clear theoretical direction. Next, to make our destination tangible we will need to discuss all the concrete implications of what we will be doing once we get there as well as the practical steps for getting there.

Seeing the new location abstractly is an essential first step. And yes, most members of the school will probably appreciate the idea the more functional nature of the locations defined by empowerment and vision driven practices. But to make that location concrete and comprehensible, we will need to make that location part of how we think and plan. First, we need to talk about it, and allow others to talk about it like it is

an eventuality. Second, we need to let the naysayers and the complainers complain, if it makes them feel better, but we can't let that define the narrative. The narrative needs to be something like "We are heading toward ____ and most people are on board, and we assume the others will appreciate it once we get there and they see what it is like." Third, we need to validate the notion that the effort is worth it. We can do that by promoting pride in the progress and helping people see the results they are achieving from the effort to move up the pathway. Just like in the 1-Style classroom, growth toward more trust and self-direction may not be readily recognized because it happens incrementally, so it requires a leader (in the classroom this is the teacher) to bring the new skills, abilities, and level of trust and function to the awareness of the group. Fourth, we need to find examples (we offer some in this book) of schools that have made similar efforts toward growth and have developed in positive ways and have experienced desirable O's along their journey and share their experiences when useful. But as we will discuss throughout the next few chapters, honesty, integrity and listening need always ground our process. So be wary of over-stating progress or over-selling.

And you might be saying to yourself, doesn't moving to up the pathway imply cultivating a more trusting entity by definition? Yes, it does. Therefore, while it takes more trust to move further into the 1-Paradigm location, it also means that we have become more trusting in general – in our classrooms with students, and with each other. So, the more we trust each other and practice trusting R's and X's, the further we move along up the pathway. Thus, the journey is the destination, and a winning journey will inevitably lead us to where we want to go. We need to learn to see ourselves as a high function 1-Paradigm entity along the way so that we can become one.

3. Trust and Process vs. Outcome values

As we move toward the 1-Paradigm location we will increasing appreciate how a primarily process focus will be more effective than a primarily product focus. One of the main reasons why this makes sense and is so critical to our effort is that a focus on the process inherently build trust.

What do we mean by processes? In the 1-Style classroom this means encouraging students to focus on the quality of their work, how they work together, reflecting on the operations they are using, self-evaluating their skills, etc. Among the faculty and staff members intending to operate in a 1-Paradigm fashion, processes are those R's in the form of "what we are trying to do," and X's in the form of what we do. Consequently, it implies adopting high quality practices and trusting the buy-in and commitment of others. We can contrast this to an emphasis on product or Outcome/O values such as test scores, symptoms, attendance levels, and behavior levels.

As we explore more deeply into the relationship between a process focus and the 1-Style classroom and the 1-Paradigm school operation, we find that a process focus is critical to promoting a psychology of success (POS) in each domain. A process focus builds internal locus of control, as it helps both students and teachers see the connection between their R's, X's and their eventual O's – i.e., "I am in control of my level of process investment, and I see that my invest level (cause), leads to the quality of my outcomes (effect)." Moreover, a process focus is at the heart of promoting a growth orientation - as a student, I am not a fixed set of abilities, and as a school we are not determined by our exterior context or history, we are what we do today. The better we do, the better we will be.

When our collective effort emphasizes quality processes, several positive effects are encouraged (See Figure 6.2). Among them is that we know not only do we know what to expect

from one another, but we can use one another to share, reflect and grow in our R's and X's. When the emphasis relates to outcome values the assumption is that we are instructed to "do whatever it takes." This may not sound that bad on the surface, but upon closer examination, we are able to recognize that doing whatever it takes leads to low quality, short cuts, misunderstanding, an accidental climate and a fundamental lack of trust. Reflecting on the scenarios below should help illustrate why this is.

Compare two scenarios

Basic situation: Jessie and Maria are a couple. They have been together for a few months. They are committed to the relationship, but they realize that they have a real problem with arguing. Neither of them really likes to argue or is trying to cause trouble, they just find themselves in arguments much of the time over both big and small matters.

Scenario 1 – Jessie and Maria decide that they want to stop arguing. So, they decide that they will commit to not arguing ever again. They shake hands and wish each other the best. (i.e., they make a commitment to an O value)

Reflection: How much faith do you have that this couple will change their behavior related to arguing?
Most people would not bet too much that the arguing would stop. It may stop for a while, but while there were good intentions, nothing of substance changed in the equation. They did not obtain any new R's or X's to solve their problem. Therefore, when the triggers that caused arguing in the past come up again, the likelihood will be that gradually they will find their old pattern and be back falling into the habit of unconscious arguing. But now, since they have made a commitment and broken it, they will feel even worse. They may feel guilty, resentful, blame, feel like the relationship is a lost cause, or helpless. Now they have added a feeling of being flawed to the problem of arguing. And where is their level of trust?

Scenario 2 – Jessie and Maria decide to read a book on conflict resolution together. They agree to such things as to use "I" messages, and not to make things personal, and to pull back and look at things from the others point of view, and keep asking themselves what the larger R is in the big picture, and other helpful process X's that lead to more effective communication when they heat gets turned up. And they also commit to reflecting on what happens to better learn how their buttons get pushed.

Reflection: How much faith do you have that this couple will change their behavior related to arguing?
I am guessing that you have more faith in the couple in scenario 2 as they have process tools to use to address problems as they arise.

Reflecting on the scenario above, how much faith do we have when we hear of a school that commits to raising its scores or becoming a drug-free zone or reduce their suspensions but plans to use essentially the same X's they were using in the past. Even if they add a program X to their existing X's, do we trust that their results will be significantly better? At a recent conference, I attended a presentation from a school where they committed to improving their reading scores. Their conclusion after an intense three-year effort was that they realized they had to "change everything they did" to change their reading scores. So we could say that this was a school that met its outcome goal, but it would be more accurate to say that this was a school that learned that it had to change its processes X's, make them organic to what they did (i.e., changed R's) and what they experienced as a result was a change in their O's.

If we are collectively trying to move to a location on the roadmap, we are in essence agreeing on the kinds of process X's that we will use to get there. In fact, we can only get there using particular X's, while others will lead us to entirely different locations. When we share X's, we share the opportunity to discuss them as artists can discuss their art, or craftsman can discuss their craft. We can discuss ways we have improved, insights we have gained, and results that have come from our growth and modification of our processes.

When we share simple O's, such as better test scores, or even the goal of better "classroom management," (an almost meaningless phrase upon closer examination) we have almost no idea the X's that the other intends to use. Better test scores are much like the goal of winning (see sports analogy below). What is your first reaction when someone tells you the goal of your school is a 30-point gain? Or your team is an undefeated season? What is your emotional reaction as a member of the team? My guess is that fear of failure arose almost immediately. In the short-term that may create some energy, but eventually it will tend to encourage short cuts, cheating in various forms, losing consideration for others who are in the way of the goal, and in the long-term it can create lower quality process X's. In chapter nine we will explore in more detail how a disproportionate focus on the outcome encourages us to make direct interventions to the symptoms of the problem and ignore the real problem. Our data would suggest that for many schools this "doing whatever it takes" approach is the reason that they are performing at a lower level on the pathway than they could be.

> "It's that preparation that goes into each week. We have a term: 'Trust your training, trust your teammate, and trust yourself.'
> - **Dan Quinn**

We will want to have some O goals as they are related to how we are doing with our R's and X's, but they should always be secondary. The chart below contrasts the effects of being guided by process X's vs. O values and goals.

A Sports Analogy.
The well-known coach John Wooden was the master of creating process values as collective R's for his basketball teams at UCLA. The X's that he expected from his team included making a total effort, executing and applied the processes that they had practiced, and playing as a team. All of these values are processes focused. He never told his team the goal was to win nor provided them much if any feedback related to results. But he provided vast feedback related to the quality of their process investment and execution. We know that not only did his teams win, but they experienced great personal and athletic growth in the process of playing.

Contrastingly, there was a team in the NFL recently whose coach made a bold proclamation that their goal and expectation was to win the Super bowl. The team was talented, confident and motivated. In the end, the team missed the playoffs, and underperformed relative to what they seemed capable of. Of course, this is only one team and one example, but it is worth looking at these events from the lens of the collective R that is created on a team with an outcome value. The first question we can ask is, "if the goal is to win, how will we achieve that goal?" No matter what we say, if the goal is the O of winning on the scoreboard, we are implicitly directed to "do whatever it takes."
Which mindset would you assume led to – More trust and less fear of failure? More trust in one another?

Table 6.2 outlines the conceptual and operational differences between processes and outcomes.

Figure 6.2 Contrasting Effects of Process vs. Outcome Values in School Practice

	Process	Outcome
Goal	Quality Process that leads to quality outcomes	Quality outcome by any means necessary
Common Effect	Tend to build teams that are on the same page.	Tend to build collections of individuals that are concerned about how they are performing relative to others.
Long-term result	Tends to focus on a longer-range sense of efficacy of the practice, as defined by a quality application.	Tends to focus on the short-term, and whatever is working today in the perception of the individual
Ability Assess & Improve	Provides a focus for thinking about improvement. "Can I do a better job with the process?" "Can I improve on the process?" "Are my students getting better at the process?"	Provides a benchmark for knowing where the progress is in relation to the desired outcome, but what is working and what is not are difficult to judge. Lots of things could be contributing to my progress or lack of it.
Ability to Replicate	As the process becomes more familiar and more the means for improving it in practice are better known, the ability to replicate or teach the quality process are increased.	Any effort to teach what has worked to achieve an outcome will inherently lead to the analysis of the process. An outcome focus is inherently process neutral and un-teachable.
Levels of Perception	Processes values can exist at all levels of perception. But processes operate well at the system and principle level. So as higher level perceptions tend to guide lower level functions, process values tend to inform and improve the quality of programs and sensory interventions.	Outcome level values tend to lead to relative processes – i.e., whatever works. This orientation is by definition un-systematic and un-principled beyond what any individual decides to do. While there will be higher level perceptions involved in the individual action, the collective R, will tend to default to a program level when values are defined by outcomes.
Communication and Sharing	A value defined by a process is by definition operational, so can be communicated, explained and shared between members with a reasonable understanding of the goal. Different group members can share their own experiences as they attempt to apply the process, so the group can in essence learn from one another's experiences.	Communicating an outcome is easy on the surface. Group members can share their progress toward achieving the outcome, but it is more difficult to share how they are trying to reach that outcome with language and concepts that others can understand. Constructive sharing will tend to be about the processes used to move toward that outcome.

4. Social Contract: Trust Requires Structures, a Sense of Safety, and Accountability

By definition, all groups have a social contract. Some are more intentional and conspicuous, others more accidental and neglected. Some promote function, others simply promote status quo. At the core of any social contract are social bonds. This level of bonds relates to such questions as:

- What is my job? And what is your job?
- What are the rules and what happens if we break them?
- What can I expect of you and what can you expect from me?

When we examine the idea of trust and the bonds that create it, it is useful to consider that the same mechanics that produce it in a classroom are much the same for the school as a collective. In Figure 6.3 we will examine the foundational bonds that hold a group together as a side by side comparison – classroom and school.

Social contract and social bonds are pre-requisite to the ability to trust communal bonds.

When we think of creating a trusting collective it can seem an overwhelming task. But it is not about perfection or an either or as much as it is about doing as well as we can.

It may help at this point to reflect upon a few questions about the current state of the collective at our school, and recognize potential areas where you may have concern:

- Do faculty and staff feel like things are fair?
- Are those that are doing their part feeling supported?
- Are those that contribute less held accountable?
- Do the structures and policies encourage a sense of fairness?
- Are there comfortable mechanisms for communicating concerns?
- Do meetings have protocols for encouraging broad and respectful contribution?
- Does the school feel like a democracy?
- Is it clear whose job __ is?

"If the people cannot trust their government to do the job for which it exists - to protect them and to promote their common welfare - all else is lost."

Barack Obama

Figure 6.3: Comparing Elements of the Social Contract/Social Bonds in the 1-Style Classroom and the 1-Paradigm School

	1-Style Classroom	1-Paradigm School
Rules and Expectations	Rules and expectations exist in the minds of the students. Students know the rules and assume others do too. Students expect that things are functional because there are clear expectations for function and the teacher is responsible for following through when students violate rules.	Rules and expectations exist and are discussed periodically. People take the time to clarify rather than allowing misunderstanding. Rather than getting personal about who what should have happened, people use experiences to clarify the expectations and codify them if it is useful.
Accountability	Students do what helps the collective run smoothly partly because they appreciate why it is important and partly because they have seen first-hand that the teacher follows through on consequences.	Faculty and staff appreciate that the rules and duties at the school involve them. Staff ensure that the policies in place encourage fairness and penalties for those that do not demonstrate the effort of the quality or the consideration that is expected.
Sharing the Load	Students work in collaborative situations and understand that the group outcome depends on the collective effort of each individual member. With practice, students become good at contributing. Teacher grading, modeling and clarifications help support this growth.	As professionals and colleagues then feel it is their duty to do their part. Everyone tries to contribute in a way that fits their gifts or the pressing needs of the collective. Everyone appreciates that once in a while team mates need to sacrifice for the team.
Count on Each Other	Students count on their classmates to do what they have committed to in the social contract. When they don't students call each other on it. Students also trust that they teacher will do their job and provide support to those that are doing their best and consequences for those that are undermining the efforts of the group.	Faculty and staff members rely on one another to maintain standards and expectations at the school, as well as policies that require ALL members to do their part. What faculty members make a commitment to a policy or expectation, the status of the fidelity of that policy or expectations is discussed so that resentments are minimized. Faculty members trust leadership to interview with those that are letting down the group.

Resentment and History

We cannot deny that any collective has "history." So what? So, we need to be patient and accept that that history is doing its thing. We can move past it, but it will take as long as it takes, and it will take a little intention and attention.

If the faculty and staff have been around for a while, it is inevitable that some resentments have accumulated over the years. It is a cynical but somewhat valid adage that "familiarity breeds contempt." We have all trusted and got burned. Maybe we were let down by a leader, maybe by a current colleague. We have probably had negative things said about us that hurt. We have likely at some time felt like we were part of the small group holding some aspect of the school together or doing what was required while others dropped the ball. And that is not to mention all the possible personal offenses that we have experienced over the years that we still are holding on to.

So, groups do get past their histories and move on. We can too.

Directly addressing hurts and history can be effective. But it can also signal a looking backward in the process. Does your group need a professional to come in and help them heal? Maybe. But assuming that your sense is that momentum and trust can be built now, here are some thoughts to help you encourage moving forward and getting past the past.

Why do we move on? For a lot of reasons but here are some to consider:

- Because even if I still feel some hurt associated with you, you are essential to my ability to move toward a goal that I really would like to accomplish for me and/or for the school.
- Because, when I think about it, I realize that resentment is not that healthy or helpful, so I will stop being a victim and grow and mature.
- Because it is the right thing to do for the students
- Because in the process in the present day, we are building back some trust and respect.
- Because you acknowledged what happened in the past and we came to an understanding.
- Things have changed. What made me feel untrusting is not there now, and so I can approach things in a new light.
- Time has passed.

There is no simple of global advice to be given in this kind of area. But it may be useful to consider the pitfalls of getting too clever and trying to manipulate things (i.e., perceptions, healing and relationships) too much. It may be better to treat others like they are adults and evolved enough to do move ahead and do what is right and talk and plan like everyone is ready to be their best selves.

5. Communal bonds

Communal bonds are those feelings that imply that we are part a connected human collective. Like a family or a close-nit team, or a group of friends. Whereas, social bonds ask, "What is my job?" "What is expected of me?" and "What can I expect from you and the institution?" Communal bonds ask, "How can I help?" and "Who am I and what is my role in this group?" and "What does the group need from me, and what do I need from the group?" My feelings are important to others and others' feelings are important to me.

"Because you believed I was capable of behaving decently, I did."
— **Paulo Coelho**

If social bonds are not in place, the level of trust will not be sufficient to effectively sustain communal bonds. We have all experienced feeling let down, underappreciated, unfairly treated, or as if there were no adult in the equation and have likely responded with a lessening of our level of trust. That may have taken many forms, but it usually includes a closing off and minimal and safe level of effort and emotional investment.

Because communal bonds and community look similar across context, we can again compare them within the classroom and the school setting. And this is just one more place to remind the reader that a 1-paradigm school requires mostly 1-Style classrooms to succeed. And 1-Style classrooms will be much more readily created and maintained in a 1-Paradigm school context. Solid social bonds will be critical in moving up the pathways and building increasingly more extensive and solid communal bonds are a great indicator that we are moving up and over on the roadmap.

Reflection 6.5; Which kind of school has more structure – a 2-Paradigm school that is based on organization and external enforcement or a 1-Paradigm school? Common sense tells us that in the real world that 2-paradigm school will be more structured because the 1-paradigm school and the 1-style classroom is just less predictable. But as you look closer, this is probably not true. Real structure comes from the bonds that really exist. Social and communal bonds are real. They exist in the minds and hearts of the students and members of the school community. Where do rules and external authorities exist? Externally. So, the real structure and forces that lead to order are much more present in the 1-paradigm location than the 2- or 4-paradigm. Check your assumption. What would the students do in any school if all the adults left for 20 minutes? Or with the teachers, if the leadership all disappeared? In a self-directed empowered school community, not much would expect to change. That is real structure and order.

Figure 6.4: Comparing Elements of a Communal Connection in the 1-Style Classroom and the 1-Paradigm School

	1-Style Classroom	1-Paradigm School
Team Bonds	In the high functioning classroom, there is a feeling like we are in this together. The success of each of us is dependent on the success of what we can do together. Therefore, students tap into their need for being part of something larger and the intrinsic need to contribute and learn to trust each other and trust the enjoyment of that feeling.	In the high function school faculty and staff members feel a sense of collective purpose and so enjoy the feeling of being part of a team effort. The feeling or trust and purpose and accomplishment feels good, and so it is worth doing what it takes to encourage its growth.
Feeling and Human Bonds	Students learn to know and appreciate each other as individuals. They learn about who one another are and what they value and care about. Knowing breads liking. And it feels good to get past the superficial and have others really know you. And feel accepted for who you are.	Faculty and staff members are able to talk about their lives in and out of school and put down their teacher face for a while and be just a human being. They trust that others know that they have noble intentions and are committed to the cause, so they do not have to worry about being too cautious about how they act when they let down their guard.
Identity and "We"	The classroom has a strong sense of identity. That identity is forged through standing for something and being about something. Over time we feel like the other members of the class "have our backs" and are on our side. We share more history and more team wins all the time.	The faculty and staff feel like this is their school. The location, the building, the students – it is all part of a place that they feel a loyalty toward. They do superficial things like wear school colors or insignia, and more profound things like reaching out to one another even when it is not convenient.
Team Wins	In the class students work together on collective efforts and see positive results and feel good about what the group has created. And over time as the class feels and functions better each day they feel like they are part of a winning effort and are lucky to be a member.	The faculty and staff members work together to make improvements to the school and move toward a desired location on the roadmap. They appreciate that it took a lot of peoples' effort to make it happen. And that feels good and breeds trust to work together to achieve something. The more successes they experience, the more of the feeling of winning, and the more energy there is for the next effort. Overall, no matter where the school started on the roadmap, it feels great to be part of a collective that is making a difference and fulfilling the potential of what it can be.

One of the qualities that are inextricably connected to the level of trust and that needs to be cultivated to make the "left hand turn" from the middle location on the roadmap to the higher levels is honesty. We need to be honest with ourselves, we need to be honest with each other, and we need to be able to make honest assessments without fear of penalty. If we examine the level of honesty at our school currently, it is likely that we see a tendency to repress honesty, if

our school is like most schools. Because the level of trust is lacking, we lack the courage to be honest. This leads to the tendency for middle level schools to be cordial but not genuinely collaborative. At this level we can function as a polite group, but not as a team that can count on one another. The growth toward the higher levels usually involves some uncomfortable growth toward more honesty. But as our expectation becomes increasingly more that we assume people are saying what they really think, our level of trust grows along with it. When our R's are more transparent, we can work with our growth related to X's with more confidence and specificity. In the lower quadrants, the implicit principle related to R's is "don't ask, don't tell." In the 1-Paradigm, the expectation includes a value for honest conversations about what we do and why we do it. So as with most ideas in the chapter, the implication here is that the nature of the journey and the nature of the destination are the same. In other words, if we are going to become a trusting 1-Paradigm school that is defined by honesty, we need to trust that we can be honest today about what we need to do to move up.

> "Trust starts with truth and ends with truth."
> — **Santosh Kalwar**

After examining the idea of trust in more detail in this chapter, it becomes clear that it is an essential quality in our progress. There is no substitute for it and no way to avoid creating it if we want to encourage growth at our school. Trust will be a core component of our ability to create the capacity to move upward on the roadmap to higher levels of function. And it will characterize the essence of our movement across to the highest locations. Therefore, each of the five factors that determine the level of trust need to be given conscious attention and made part of our collective intention. Trustworthy personal qualities, a direction that is clear and standing still, a process-focus, social structures, and communal bonds will all be vital elements to the level of trust and thus our ability to move up the pathway. Now we can move our attention to building the other core ingredient required for our success – vision. Both trust and vision are fragile, need to be built over a period of time, and can be destroyed in an instant. It will be essential that we keep the lessons from this chapter in mind as we work to promote the quality of vision at our school in the next chapter.

Exercise:
You are given each of the five trust factors explained about in a table. In each line of the chart one of the factors is assumed to be absent. In your group or on your own, determine in your own estimation and experience what would happen if that particular trust factor was missing from the process at the school. See the suggested answers below.

(this version will include the suggested answer – that column will be removed in the final version and the suggested answers will be moved to a location below.

Factor is present = o
Factor is absent = x

Leader personal Qualities	Location of the Vision	Process vs. Outcome emphasis	Social Contract/ Accountability	Communal bonds/We	Likely Result (if X is not present in the process)
X	O	O	O	O	Anxiety and Political Confusion. Most meaningful conversations occur outside of formal meetings and forums.
O	X	O	O	O	Uncertainty of purpose, lack of confidence that effort is worth it and/or making a contribution
O	O	X	O	O	A feeling of pressure and a fear of failure. A sense that one and the school as a whole are being judged.
O	O	O	X	O	People feeling offended and reacting with anger and resentment or finding passive ways around the formal process to get their way.
O	O	O	O	X	A feeling that the effort has no heart and stays just a job and/or an exercise in organizational housekeeping.

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