

THE INFLUENCE OF RELATIONAL TRUST BETWEEN THE
SUPERINTENDENT AND UNION PRESIDENT

by

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DEDICATION

I dedicate this work to my father, Buzz Christiansen, my first teacher. Upon my arrival into this world, I heard often the need to strive and learn more. Advocacy for children and for teachers has been my lifelong mission due primarily from your influence. Your encouragement and advice have influenced insurmountably who I am as an educator. I am so very proud of that fact. To my Mother, thanks for the encouragement you have given over the years to our entire family. We are who we are today because of you.

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ABSTRACT

Relational trust focuses on the distinct roles within a district setting and the obligations and expectations each has within the organizational. When obligations and expectations are met, this enhances trust within the school or district environment. School districts across America are influenced by labor statute, which drive negotiation processes between school boards and classroom teachers. The negotiations process in school districts today is predominately driven by collective bargaining statutes; however, a small number of states, categorized as Right to Work states, embrace other bargaining practices, such as the meet and confer process. The purpose of this comparative case study was to examine, describe and compare the importance of trust in school districts as it relates to the relationship between the union president and the superintendent bound by a collective bargaining process and the relationship between the union president and the superintendent not bound by the collective bargaining process. Also, this study examined the influence this relationship has on superintendent leadership behaviors. Two small, rural school districts, one in Montana and one in Wyoming, were the focus of this study.

The research questions in the study are 1) What role does trust play in the relationship between teacher union presidents and the district superintendent in collective bargaining and non-collective bargaining districts? 2) What role does trust play in the relationship between union presidents and superintendents in Wyoming, who are not bound by a collective bargaining agreement? 3) What are the similarities and differences of the superintendent/union president relationship, as well as similarities and differences in superintendent leadership behavior, in these two types of districts? and 4) How do key stakeholders in a district perceive the influence the union president superintendent relationship has on the superintendent's leadership behavior?

Study findings included the significant role relational trust plays in this working relationship. In addition, a key leadership behavior prevalent in the collective bargaining district was the trait of compromise. Another finding resulting from this study was the importance of the superintendent's ability to understand a district's definition and expectation to be considered trustworthy and then the overall ability to meet these expectations.

CHAPTER ONE

INTRODUCTION

Background, Purpose, and Need for the Study

American society entrusts its children to educational institutions to teach, guide, counsel, and protect. Yet, little is known about the nature of trusting relationships in a school once children start the school day (Tschannen-Moran & Hoy, 2000). Trust is an important element in human learning because much of what is learned is based on the verbal and written statements of others (Rotter, 1967). Lack of trust is a serious impediment to many reforms and accountability requirements taking place in American schools. Traditional management practices have emphasized social distance among competing parties and have engendered a sense of distrust or a low expectation of responsiveness (Tschannen-Moran & Hoy, 2000). This study examined the importance of trust in school districts, especially pertaining to the relationship between the union president and the superintendent. Furthermore, this relationship was explored in terms of how trust impacts superintendent leadership behavior.

The history of collective bargaining in public schools began with early attempts to organize labor in the private sector. Following the establishment of bargaining in this sector, public institutions started to see the beginnings of collective bargaining (Sharp, 2003). Since the 1960's when collective bargaining began, two union groups, the National Education Association (NEA) and the American Federation of Teachers (AFT) have lobbied state legislatures across the country to pass laws authorizing the right to organize, to negotiate, and to strike. Prior to the first collective bargaining agreement, many school boards and administrators met with teacher

representatives to discuss salaries, working conditions and grievance procedures ultimately agreeing upon a contract. The contracts were verbal or written agreements, depending primarily on the interests of the groups involved in the process. Most teachers and administrators joined the National Education Association at both the state and national levels, and established local organizations as well to further professional growth. When the opportunity arrived for exclusive representation by national association for collective bargaining, the teachers' organization was in place. The NEA eventually terminated the relationship with administrative members standing ready to pressure legislatures (Sharp, 2003).

As previously stated, collective bargaining was largely unknown in the K-12 public schools until the 1960's. Before then, most school districts across the country enjoyed autonomy in setting compensation and work conditions. In 1960, the United Federation of Teachers (UFT) chose to strike in New York City over these very issues, resulting in a generous collective bargaining agreement. This event was instrumental in the powerful process called collective bargaining and sparked a rise in union membership (Angus & Mirel, 2001).

In 1962, the NEA Representative Assembly passed resolutions on professional negotiations, avoiding the term collective bargaining. The assembly asked state and local associations to seek state legislation to establish the right of teachers to negotiate collectively (Sharp, 2003). Both the American Federation of Teachers and the National Education Association have been vying for teacher membership from 1962 to the present (Sharp, 2003).

Over a ten year span, there were 27 state collective bargaining laws for teachers. These laws reflected similarities across state laws; however, very few early laws provided the right to strike. Collective bargaining laws predominately covered the following areas: the right of public

employees, or teachers, to organize; the right of employees to be represented in collective bargaining by a representative of their choice; rules for the “duty to bargain” (Sharp, 2003, p. 8) obligation for both employers and employees organizations; a definition of Unfair Labor Practices (ULP) process and procedures; procedures for settling impasses, such as mediation services, fact finding, and arbitration; and in some states, the right to strike (Sharp, 2003).

By the early 1990’s, collective bargaining in the public schools was a reality in many school districts across the country. The negotiations process has gone from being virtually nonexistent, to a process today that involves a great deal of time, money, directly or indirectly, and emotion (Sharp, 2003). Largely absent amid the discussions about teachers’ unions in general is a clear understanding of what collective bargaining looks like today. Collective agreements are the contracts that govern the relationship between any group of employees and its employer (Sharp, 2003). In the case of teacher collective bargaining, the two parties involved in the negotiating process are the local teachers’ union and the school district (Hess & Kelly, 2006).

Collective bargaining agreements are created in public school settings by implementing some type of collective bargaining process. These methods may include win-win or interest-based bargaining which is considered less adversarial than other bargaining methods. Bargaining methodologies in some respects have changed the way school districts negotiate contracts. Contractual agreements between the teachers’ union and school district now result from an organized process within the district structure, primarily involving the school board, the union president, and the administration as key participants. The central office team, led by the superintendent, is charged with implementing reform measures to improve efficiency and improved student performance, while simultaneously trying to avoid labor-management conflict.

Moreover, district superintendents and members of the administrative team are typically former teachers and principals who need the support of teachers to implement instructional reforms or improve student achievement as part of the mandate outlined in the No Child Left Behind (NCLB) legislation. School board trustees and superintendents may prefer to interpret contract language in routine, accepted ways and hesitate to aggressively pursue changes attempting to maintain labor peace (Hannaway & Rotherham, 2006). In the day-to-day working relationship of the union president and the superintendent, trust plays a pivotal role in implementing all aspects of a complex collective bargaining agreement.

Public education is considered to be the single largest employer in state and local government, with 5.1 million employees and expenditures of \$400 billion in 1997. In 2001, the NEA claimed 2.7 million members and the AFT claimed approximately 1.3 million members (Kahlenberg, 2001). The NEA has been officially classified as a union since 1976 by the Bureau of Labor Statistics and the Internal Revenue Service, despite continued insistence by the NEA that the association is not a union (Kearney, 2001).

The courts have ruled that states may regulate collective bargaining but may not prevent public employees from joining unions, deeming such restrictions a violation of the First Amendment right to free association. Consequently, all 50 states have teachers' unions and more than 90% of all teachers today are union members (Kahlenburg, 2006). The school law scholar Louis Fischer (2003) explains, "While the First Amendment protects the rights of teachers to associate and advocate, it does not guarantee that their advocacy will be effective or that government bodies must bargain with them" (Hannaway & Rotherham, 2006, p. 56).

In nearly all states, the teacher collective bargaining process is regulated at the state level. In states with mandatory collective bargaining, employers are required to collectively bargain with organized employees. Unorganized employees may seek to organize as a bargaining unit by going through the following process: an organization seeking to represent the employees must petition the state agency, be approved by the agency, and win a majority vote of employees in a certified election. If the organization fails to win a majority vote by the membership, no collective bargaining agent is created. In 2002, thirty-three out of the fifty states had mandatory collective bargaining laws established by state legislatures and another six allow collective bargaining, but do not require it (Krueger, 2002).

In most states, teachers may still organize and pursue collective bargaining, but the school district is not obliged to bargain with the selected representative. In a few states, state law stipulates that districts may *not* collectively bargain. In the state of Texas, for example, districts where teachers have organized and selected a representative, typically negotiate with teachers through a process called “exclusive consultation” (Hannaway & Rotherham, 2006, p.55). A state bargaining law usually defines the bargaining unit. The state employment relation’s board must craft procedures for electing the employees’ representative. Once the teachers have elected their representative, the school board must negotiate only with the elected representative of the teachers. This elected official is called the *exclusive bargaining agent* or *exclusive representative* of the teachers. The elected official continues to be the sole representative of the teachers until a new election brings in a different representative (Hannaway & Rotherham, 2006).

A 1979 study of teacher bargaining by Lorraine McDonnell and Anthony Pascal (Henderson, Urban, & Wolman, 2004) found that, though districts often bargained with little

attention to state laws, the presence of such a law *makes a difference*. McDonnell and Pascal suggested, “Local attitudes and the relationship the two parties create with each other are far more significant (than collective bargaining laws) in determining the tenor of the negotiations process and the quality of the final contract” (Hannaway & Rotherham, 2006, p. 59).

Teachers’ unions were mentioned in the political arena in August 1996, when presidential candidate Bob Dole accepted his nomination at the Republican National Convention. Dole excoriated teachers unions: “If education were a war, you would be losing it. If it were a business, you would be driving it into bankruptcy. If it were a patient, it would be dying.” (Dole 1996 Republican Speech, p. 6)

In actual practice, it is difficult to separate the effects of unionization from those of collective bargaining, and the two may in fact be interrelated; for example, states with strong teachers’ unions are more likely to lobby for collective bargaining. For this reason, most literature does little to distinguish between these two effects.

Superintendents’ ability to function under collective bargaining agreements in this new era of educational accountability requires a unique set of leadership skills. Regardless of the nature of specific reform and accountability efforts, union presidents and superintendents will play an important role in reform and accountability measures. School administrators, especially superintendents, have the organizational authority to determine how education will be conducted, and teachers will determine the actual implementation (Rosow & Zager, 1989). Thus effective work relationships between school administrators and teachers are critical for successful educational reform.

One ingredient of effective work relations between union leadership and superintendent is trust. Trust has been researched heavily in the corporate arena; however, little research has been conducted in the field of education pertaining to the relationship between the superintendent and the union president.

Trust is a complex dynamic particularly as it relates to “organizational processes such as communication, collaboration, climate, organizational citizenship, efficacy, and effective” (Tschannen-Moran & Hoy, 2000, p. 547). Rosow & Zager (1989) suggest that administrator-teacher collaboration is difficult to obtain for at least four reasons. First, administrators tend to see reform programs as an infringement on managerial rights. Second, administrators tend to perceive teachers as experts in their day-to-day instructional duties, but incapable of contributing to improvement of a school as a whole. Third, both administrators and teachers’ unions’ members tend to believe that the other group will embrace education reform programs as a means to advance partisan interests. Fourth, teachers assume that their increased involvement in school governance matters is no more than the latest management fad used by superiors to extract more work for the same pay. These examples suggest that administrator and teacher groups see different risks in reform initiatives.

Today’s superintendents are faced with the dynamic of effectively managing a school district and honoring a collective bargaining agreement simultaneously. The purpose of this study was to ascertain whether or not relational trust between union presidents and the superintendent influences the superintendent’s leadership behavior.

The focus on superintendents and union presidents is supported by research on the importance of relationships among group representatives in organizations (Adams, 1976).

Lawrence & Lorsch (1967) suggested that the relationships among organizational group representatives can influence overall organizational effectiveness and success. Also, Brown (1983) emphasized that internal and external environmental pressures to produce organizational change exerts stress on group interfaces by generating uncertainty and conflict (Currall, 1992).

Additionally, ascertaining the role trust plays in the development of the superintendent's leadership behavior is significantly important because it will assist superintendents to identify specific leadership behaviors that will result in greater success as a leader. One aspect of trust is the willingness to risk vulnerability. A stipulation of trust is interdependence, wherein the interests of one party cannot be achieved without reliance upon another (Rousseau, Sitkin, Burt, & Camerer, 1998). Where there is no evidence of interdependence, there is no need for trust. The degree of interdependence may influence the form trust takes. Interdependence brings with it vulnerability. Vulnerability is a matter of importance or value to the trusting person as conveyed in most definitions of trust (Baier, 1986; Coleman, 1990; Deutsch, 1958; Mayer, Davis, & Schoorman, 1995; Mishra, 1996; Zand, 1971). The trustor is aware of the possibility for betrayal and harm from the other person (Granovetter, 1985; Kee & Knox, 1970; Lewis & Weigert, 1985) and uncertainty concerning whether the other person intends to and will act appropriately is the source of risk (Rousseau et al., 1998). The definition of risk is the perceived probability of loss as interpreted by the decision maker (Coleman, 1990; Williamson, 1993). Risk creates an avenue for trust, which then leads to risk-taking. Moreover, risk-taking connects the notion of trust when the expected behavior presents itself (Coleman, 1990). Rousseau, et al., (1998) define trust as the willingness to be vulnerable under conditions of risk and interdependence. This study examined

specific leadership behaviors superintendents must embrace when striving to build a trusting relationship with a union president.

Statement of the Problem

Research has been conducted in the area of relational trust as it pertains to organizations, politics, and personal relationships. However, a minimal amount of relational trust research has been done specifically analyzing the role trust plays between a union president and a district superintendent. Few studies analyzed trust factors in educational settings, rather the studies focus on the meaning of trust in organizational settings (Tschannen-Moran & Hoy, 2000). In fact, researchers have yet to agree on a single definition for trust, some referencing trust as an attitude and others a behavior (See Appendix E). Since the research is unclear about the characteristic of relational trust between union leadership and the district superintendent in collective bargaining districts and non-collective bargaining school districts, and how trust levels influence the superintendent's leadership behavior, the study focused on trust within this working relationship.

Research on trust in schools is relatively recent with studies conducted by Currall (1992) and Bryk & Schneider (2002) leading the forefront; however, interest in the dynamics of trust in organizations has been present for a longer time. Research on trust in organizations can be of significant importance as it relates to relationships in schools. When relationships are embedded in an organizational context, the dimensions and dynamics of trust have a very real impact on the collective sense of effectiveness of the entire organization (Tschannen-Moran & Hoy, 2000).

The Purpose of this Study

The purpose of this study was to examine, describe and compare the characteristic of relational trust between the union president and the district superintendent in collective bargaining and right to work districts and describe the perceptions of key stakeholders regarding the influence the union-administration relationship has on the superintendent's leadership behavior. This purpose was achieved through a comparative case study design. Individual cases in the collection may or may not be known in advance to manifest the common characteristic. When more than one case is studied, it is referred to as a collective case study (Stake, 1994).

Whitener, Brodt, Korsgaard, & Werner (1998) suggested five behaviors managers can embrace to develop trust: consistency, integrity, concern, communication, and shared control. Studies of teachers in schools have suggested that some elements of trust are more prominent in teachers' judgments of colleagues than others. A sense of caring has been shown to lay a foundation of trust among teachers. Studies have revealed that, in high trust schools, teachers are willing to share professional secrets, successful teaching strategies, curriculum materials, and equipment with the intent of helping students learn (Kratzer, 1997; Short & Greer, 1997; Tschannen-Moran & Hoy, 1998). This study examined the behaviors of consistency, integrity, concern, communication, and shared control as demonstrated by superintendents and union presidents in collective bargaining and right to work environments.

Research Questions

The following questions were used to examine and compare the characteristic of relational trust between teacher leaders, serving as union presidents, and the district

superintendent in collective bargaining and right to work districts: 1) What role does trust play in the relationship between teacher union presidents and superintendents in Montana who are bound by a collective bargaining agreement? 2) What role does trust play in the relationship between teacher union presidents and superintendents in Wyoming, who are not bound by a collective bargaining agreement? 3) What are similarities and differences of the superintendent/union president relationship, as well as similarities and differences in superintendent leadership behavior in these two types of school districts? 4) How do key stakeholders in a district perceive the influence that the union president and superintendent relationship has on their superintendent's leadership behavior?

Creswell indicated that a case study is a "bounded system" (1998, p. 61) of a case, or multiple cases, over time through detailed, in-depth data collection involving multiple sources of information that is rich in context. Creswell indicated a bounded system is bounded by place and time and is the case being studied whether it is reflecting a program, an event, an activity, or individuals. The goals of this study aligned to those outlined by Creswell (1998). The boundaries of this study included the location of the school districts, one in Montana and one in Wyoming, the superintendent and the union president in each district, key stakeholders in each district; including school board members, teachers, at least one other administrator, parents, and community members, and the presence or absence of a collective bargaining agreement.

By conducting face-to-face interviews with the superintendents, union presidents, classroom teachers, school board members, other district administrators, and parents, and by collecting artifacts documenting the relationship between the union president and the superintendent, a comparative analysis was done focusing on the many dimensions of trust in a

collective bargaining and right to work district and the implications this had on superintendent leadership behavior.

Significance of this Study

A union president and a district superintendent are required to work together under collective bargaining agreements in 33 states including Montana. This study sought to better understand the role trust plays in the collective bargaining process. This study assisted in defining specific behaviors which elicit trust in the bargaining process.

In addition to defining whether bargaining is “authorized, allowed, or prohibited,” (Hess & Kelly, 2006, p. 56) state bargaining laws generally cover several other subjects. The laws define such parameters as

...which employees will be bound by the contract, how teachers who wish to collectively bargain can choose a representative, how bargaining takes place, how disputes will be resolved, the legality of teacher strikes, the legality of payroll deduction of union dues or agency fees, and the scope of the bargaining process (Hess & Kelly, 2006, p. 56).

The scope refers to whether bargaining on certain issues is mandated, permitted, or prohibited. In actual practice, the scope of negotiations is controlled by what state law allows and how state law regulates district operations (Hess & Kelly, 2006).

A collective bargaining agreement is a legal contract which outlines the rights and responsibilities of teachers and the school board. The agreement establishes “the terms and conditions of employment of employees, places limitations on the ability of the employer to change those terms and conditions, and specifies certain kinds of duties or requirements of employees” (Lieberman, 2000, p. 56).

Osgood (1959) observed that trust is essential to cooperation, but that trust can be difficult to establish once a cycle of suspicion, competition, and retaliation has been initiated. This study assisted superintendents to better understand the role relational trust plays by identifying specific leadership behaviors that will breed a trustworthy relationship with the union president. This study provided superintendents with additional information about the importance these specific behaviors have in the development of an overall leadership style.

Strengthening the leadership role of the superintendent in this age of reform and accountability is critical. Trust is required for many of the reform efforts taking shape in American schools. New forms of governance, which exist in school districts today, such as site-based management, collaborative decision-making, and teacher empowerment depend on trust (Tshannen-Moran & Hoy, 2000). The primary intent of the NCLB legislation is to improve student achievement. Higher standards and more accountability have created conditions of suspicion and blame of both parties. Finding ways to overcome these obstacles to trust will be important so that schools can reach the standards set for them in order to be successful in providing academic success for all students; therefore, superintendents must develop a culture of trust for all stakeholders within the district (Tcshannen-Moran & Hoy, 2000).

Definition of Terms

For purposes of this study, the following definitions are offered:

Associations— an organized body of people (*American Heritage Dictionary*, 1994).

Associations are not bound by statute.

Collective bargaining— defined in the National Labor Relations Act (NLRA) as the performance of the mutual obligation of the employer and the representative of the employees to meet at reasonable times and confer in good faith with respect to wages, hours, and other terms and conditions of employment, or the negotiation of an agreement, or any question arising there under, and the execution of a written contract incorporating any agreement reached if requested by either party, but such obligation does not compel either party to agree to a proposal or require the making of a concession (Sharp, 2003).

Collaborative Bargaining—an expression used by many but not all writers to refer to a form of bargaining in which both parties collaborate to solve problems that each side brings to the table. This is sometimes referred to as *win/win* bargaining (Keane, 1996).

Compromise—the balance between the needs of the organization and those of the individual (Thomas, 1976).

Dispositional trust—an individual personality trait reflecting general expectancies about the trustworthiness of others (Rotter, 1971). A person has dispositional trust if he or she has a consistent tendency to trust across a broad spectrum of situations and persons (McKnight, Cummings, & Chervany, 1995).

Distributive Bargaining—the traditional concept of collective bargaining which is considered to be a “zero-sum” game. Also called *win/lose* bargaining (Keane, 1996).

Expedited Bargaining—the negotiating parties agree to reach agreement in a defined short period of time and limit the number of issues that can be brought to the table. If agreement is not reached within the self-imposed time limit, the parties proceed to the regular bargaining process.

Impact Bargaining—contracts are sometimes reopened before their expiration. When changes in state or federal law, district policy, or district fiscal circumstances call for management actions that conflict with existing agreement, the district can renegotiate specific elements of the contract with the union (Hannaway & Rotherham, 2006).

Integrative Bargaining—a term that is sometimes used synonymously for collaborative bargaining (Keane, 1996).

Interpersonal trust—an expectancy held by an individual or a group that the word, promise, verbal or written statement of another individual or group can be relied upon (Rotter, 1967). Also defined as one party's willingness to depend on the other party with a feeling of relative security even though negative consequences are possible. Interpersonal trust is a person-specific concept; one person is ready to depend on a specific other person. It is a situation-specific concept; it applies in a specific situation. Interpersonal trust is an intentional state; the person is willing (or ready or planning) to depend on the other in the situation. (McKnight, Cummings, & Chervany, 1995).

Meet and confer process—an informal process with meeting times and agendas set by the superintendent. Discussions regarding conditions of employment and no decisions are binding the Board.

Negotiations—any process during which individuals or groups come together to reconcile needs or interests (Sharp, 2003).

No Child Left Behind (NCLB)—federal legislation enacted in January 2001. Accountability measures and practices associated with school reform.

Principled Bargaining—a term used by Fisher and Ury (1981) to distinguish it from collaborative bargaining which they view as a misleading expression; it can suggest that either side must give up important interests for the sake of pleasant relations between the parties. Principled negotiations are focused on the important interests of each party, not any particular table position.

Relational trust—in schools focuses on the distinct roles in the school or district setting and the obligations and expectations associated with each. Meeting the expectations and obligations enhances trust.(Bryk & Schneider, 2002).

Right-to-Work Principle—affirms the right of every American to work for a living without being compelled to belong to a union. Compulsory unionism in any form—“union,” “closed,” or “agency” shop—is a contradiction of the Right to Work principle and the fundamental human right that the principle represents.

Situational trust—the conscious regulation of one’s dependence on another that will vary with the task, the situation, and the referent person (Zand, 1972).

Strategic Bargaining—each party develops a projection of the organization’s future. Projections are reconciled and goals are established. Joint committees study each area and then negotiate toward pre-established goals (Keane, 1996).

Superintendent—individual responsible for all school district operations, responsible for carrying out all school district policies and procedures outlined by the district’s Board of Trustees, as well as serving as the liaison to all school constituent groups, i.e. local and state government.

System trust—the belief that proper impersonal structures are in place to enable one to anticipate a successful future endeavor. Impersonal structures include such safeguards as regulations, guarantees, or contracts. System trust may also refer to belief in the proper structure of one’s own role and others’ roles in the situation, but it is not specific to a person (McKnight, Cummings, & Chervany, 1995).

Trust— an individual’s reliance on another person under conditions of dependence and risk. Reliance is behavior that allows one’s fate to be determined by the focal person, the person about whom a decision to trust must be made (Currall, 1990).

Trustee— one to which trust is given (Raimondo, 2000).

Truster— one which gives trust (Raimondo, 2000).

Union president—elected representative of a teachers’ union (Sharp, 2003).

Unions—organizations that exist in whole or in part to represent employees to their employers on their terms and conditions of employment (Sharp, 2003). Statute defines the overall purpose and conditions under which unions, as a group, can operate.

Assumptions

School districts by their very nature are complex systems. Because of this complexity, this study was limited by a defined timeframe. One threat to credibility was that the researcher may not be able to spend an equal amount of time in each school district due to unforeseen circumstances. This study was also limited by demographic data available in each school district. Each district possessed unique characteristics, such as novice versus veteran instructional staff and different board governance systems. School board’s organizational structure, as well as

defined duties and responsibilities are based on state statute. Since this study crossed state lines, the governance structures may be different in the two identified districts. The researcher noted differences between the two school districts as it related to demographic information. A delimitation of this study was the generalizability of the referent group's perceptions of the trust relationship between the union president and the superintendent.

Researcher Bias

There is no value-free or bias-free research design. A qualitative researcher identifies biases as part of the preliminary study information. By identifying biases, the reader can easily see how the questions that guide the study are crafted (Denzin & Lincoln, 1994). The researcher was employed as the superintendent in a large school district in the state of Montana. While in the role of superintendent, the researcher participated in complex contract negotiations which resulted in a 21 day teachers' strike. The collective bargaining process was traditional in nature. The role of the superintendent in negotiations has been debated from the beginning of school negotiations to the present time. In 1961, the superintendents' national organization, American Association for School Administrators (AASA) suggested that the superintendent role should be an independent third party (AASA, 1961). However, in 1968 the organization said that the superintendent should serve as a consultant for both groups (AASA, 1968). Others have suggested that the superintendent serve in a transactional role and not identify with either the board of trustees or the teachers' union (Getzels, 1968). The researcher's role during the 2002 contract negotiations was one of an interpreter. The National Education Association reduces the superintendent to the go-between; the American Association of School Administrators sees the

superintendent in a dual role; the National School Boards Association (NSBA) views the superintendent as a channel or interpreter. None of these roles are dynamic and each may result in destroying the overall effectiveness of the superintendent with his or her staff, with the general public, and ultimately with the board of trustees (Shils, 1968). Strikes by their very nature are a violation of trust. Bies & Tripp (1996) suggest trust violations in organizations reflect two broad categories: a damaged sense of civic order or a damaged identity. In the case of a protracted strike, both categories may be present. Prolonged strikes are especially damaging to the superintendent—union president trust relationship (Currall & Judge, 1995). Walton and McKersie (1965) emphasized the importance of trust as a variable in labor-management negotiations. When employees do not trust the leader, the leadership behaviors do not result in increased citizenship (Podsakoff, MacKenzie, Moorman, & Fetter, 1990). The implications for schools are significant. If superintendents and other administrators are to be effective in producing an organizational culture in which employees are inspired to go beyond the stated requirements of their job, they must earn the trust of members in the organization (Deluga, 1994; Walker, 1999). Mindful of the philosophical bias as well as the experiential bias, the researcher took specific steps to address this bias, including member checking and triangulation of data.

Summary

The importance of this study has been outlined as it relates to the complex nature of school districts, the complex nature of the collective bargaining process, and the complex working relationships within the school district, particularly between the superintendent and the union president. Based on previous trust research and the complexities associated with this

dynamic, the goal of this study was to examine the role trust plays in the important working relationship between the union president and superintendent and the ultimate influence trust has on superintendent leadership behavior.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

A great deal has been written about the positive and negative influence teachers' unions across the country have had on topics such as educational reform, improving teachers salaries and benefits, and the increased presence unions have in the collective bargaining process. Extensive research has been conducted on both sides of the unionism issue, both in favor of the union's presence in public education and against the union's presence in public education. However, little research has been conducted focusing on the trust relationship between union presidents and superintendents.

Currall & Judge (1992) have conducted two studies analyzing the relationship between union leadership and the superintendent specifically as it relates to trust. Fairholm's (1994) research focuses on the creation of an organizational culture, trust relationships, and leadership. Other researchers have looked at other aspects of trust specifically as it relates to organizations. Trust in general, reflects a significant amount of research as it relates to trust in the corporate world, trust in political leaders, and trust in society today. Trust and educational leadership as a combined area of focus elicits minimal research.

Research about collective bargaining practices in education is extensive and ranges from the results collective bargaining has on educational reform efforts to the influence these outcomes have on general district operations. Additionally, research exists on the various methods used to collectively bargain and the influence this process has on the trust relationship.

While a great deal of research exists in the area of school leadership, ranging from leadership styles to leadership training, minimal research exists focusing on the leadership as it pertains to the interpersonal trust relationship between district superintendents and union leadership.

Teachers' Unions

Ask people whether teachers unions are good or bad for education and the response is likely to reflect a wide array of opinions. A 1998 Gallup Poll asked whether teachers' unions helped, hurt, or made no difference in the quality of education in the U.S. public schools. Twenty-seven percent responded that unions helped, twenty-six percent that they hurt, and thirty-seven percent that they made no difference, while ten percent said they did not know (Rose and Gallup, 1998).

Kerchner, Koppich, & Weeres (1997) portray teachers' unions as an integral part of the mission to improve education. Lieberman (2000) depicts unions as unalterable supporters of the status quo, inflexible, and politically powerful enemies of reform. Neither source devotes attention to the importance of trust in the relationship between union leadership and the district superintendent relationship.

Garcia (1997) conducted a research study in the state of Texas analyzing the perceptions of teachers and superintendents on the impact teacher associations have had on five job-related areas. The five areas included working conditions, instruction, teacher power, relationships and communications. Conclusions from this research included perceived differences in how communication occurred between the two groups, how superintendents understood teachers' issues, and how superintendents should use principals more effectively as vehicles to elicit issues

of common concern by teachers (Garcia, 1997). The results indicated there are different perceptions between teachers and superintendent in the five areas explored.

Thomas conducted research investigating perceptions and attitudes of California school superintendents toward professional negotiations. The study revealed that all 38 districts studied reported that the collective bargaining process resulted in creating a written document. Twenty-four districts reported that adversarial relationships developed as a result of collective bargaining. Twenty-eight districts reported that teacher militancy had increased since the initiation of collective bargaining. All superintendents interviewed indicated that the collective bargaining process forced them to become more organized and structured within the district. The collective bargaining process influenced the leadership behaviors of the superintendents represented in this study (1981).

Even though collective bargaining has been in most school districts since the 1960's, what is known and what we think we know about unions creates a gap. Aspiring to close this gap, the Program on Education Policy and Governance at Harvard University solicited papers from researchers focusing on the topic of teachers' unions and educational reform. Participants at the 1998 conference represented a diverse array of disciplinary backgrounds, including union presidents and some of the unions' harshest critics. The papers reflect research examining the relationship of teachers' unions and educational reform particularly whether or not unions affect educational productivity, most notably in regard to the impact on student achievement. In addition, the research analyzes how teachers' unions function as professional organizations concerned with the occupation of teaching, as institutional actors defending interests within a bureaucratic system of education, and as politicians wielding influence on legislation and

elections (Loveless, 2000). This research illustrates the varied dimensions of the teachers' unions' role in American education and offers a well-balanced, comprehensive analysis of the unions' controversial relationship with educational reform. Moreover, this conference fielded no research focusing on trust in educational settings.

At a conference held in 2005, several respected education researchers and analysts convened to study teacher collective bargaining and the related promise and perils for advancing educational initiatives in the country. Also in attendance at this conference were well-respected representatives from the American Federation of Teachers and the National Education Association. Researchers at this conference noted there is a lack of data, research, and analysis on the topic of teacher collective bargaining (Hannaway & Rotherham, 2006). Hess & Kelly (2006) suggest through research that district management is also party to contract terms and suggest that administrators and school board members may sometimes use the collective bargaining agreement "as an excuse for inaction" beyond constraints in the agreements themselves (Hannaway & Rotherham, 2006, p .3)

All the studies presented at these conferences represent a variety of viewpoints and analytic perspectives, serving as a baseline for continued discussion, which is long overdue in the education arena. In addition, questioning the collective bargaining process is often equated with attacking teachers. Teachers are well-respected members of our society. When asked by pollsters about occupations they trust, Americans consistently rank teachers at the very top (Hannaway and Rotherham, 2006).

Right to Work

The Right to Work principle establishes the right of every American to work for a living without being forced to belong to a union. Compulsory membership in any union, closed, or agency shop, is a contradiction of the Right to Work principle and the basic right that the principle represents (Right to Work, 2005). The Right to Work law guarantees that no person can be forced, as a condition of employment, to join or not to join, nor to pay dues to a labor union. Section 14(b) of the Taft-Hartley Act establishes the states right to enact Right to Work laws. There are 22 states in the country which have passed Right to Work laws. The Supreme Court case ruling in *Chicago Teachers Union v. Hudson*, ruled that public employees have due process rights under the First and Fourteenth Amendments. Employees have the right to be notified, as potential objectors, of how their forced dues are spent and how to prevent the spending of their dues for politics and other non-collective bargaining purposes (Concerned Educators Against Forced Unionism, 2005).

The National Right to Work Committee promotes that every individual must have the right, but must not be forced, to join a labor union. The National Right to Work Committee, founded in 1955, lobbies both Congress and state legislatures for the elimination of all forms of forced unionism. This national committee also conducts a nationwide education program on the Right to Work principle.

The National Right to Work Legal Defense Foundation, founded in 1975, assists employees who are victims because of their assertion of this principle. Concerned Educators Against Forced Unionism (CEAFU) has been leading the battle for education reform and against forced unionism abuses in public education for over 30 years.

Exclusive representation is the special privilege, given by federal law that empowers union officials to represent all employees in a company's bargaining unit (National Right to Work, 2006). This compulsory union representation deprives employees, even in Right to Work states, of their right to bargain for themselves. Teachers are obliged to encounter some degree of compulsory representation by either the NEA or the AFT in all but seven states (Concerned Educators Against Forced Unionism, 2005). The Right to Work legislation profiles an alternative to collective bargaining legislation.

Trust Between Organizational and Union Leaders

The existing literature on trust is extensive and is growing at a significant pace; however, the literature on relational trust in the field of education is limited. Researchers have analyzed trust in the world of politics, psychology, sociology, management, international relations and economics, but have spent little time focusing on trust as a dynamic in the education profession (McKnight, Cummings, & Chervany, 1995).

The literature on trust reflects inadequacies that fall into the following categories: the definition of trust, creation of trust, and the emotion and dynamics of trust. First, due to widely differing conceptual definitions of trust, the literature on trust presents a confusing picture of what trust is. Appendix E provides a matrix of authors and their trust definitions. Included in this appendix is a reference to the behavior aligned to the specific definition. The key is located below the table. Second, too little is understood about how trust forms and on what trust is based. Third, little has been justified about the role emotion plays in trust formation (McKnight, Cummings, & Chervany, 1995).

Public trust, corporate trust, and trust in leadership are all areas that have been reported in the literature (Gardner, 1990). Trends of society in general would come to a complete end if people did not trust each other most of the time. A leader capable of bridging the hierarchical structure of an organization inspiring trust is valuable in precipitating collaboration among the mutually suspicious elements of an organization (Gardner, 1990). When there is little or no trust among the parties, adversarial tactics can result. Those stakeholders who feel disenfranchised or believe they have limited leverage in a formal and deliberate process of negotiation promote these tactics. They often have little to lose by raising the stakes or circumventing formal processes (Kearns, 1996).

Trust can significantly alter managerial problem-solving effectiveness (Zand, 1972); thus the leader's effectiveness depends on his/her ability to acquire the trust of subordinates (Brockner et al., 1997). In high trust groups, there is less socially generated uncertainty. Groups, which develop high levels of trust, generally solve problems more effectively than low trust groups; specifically, they are better at locating relevant information, and incorporating members' individual skills to generate alternatives resulting in overall commitment. Generally, members of high trust groups have a higher level of professional satisfaction and motivation than members of low trust groups (Zand, 1972).

The literature regarding trust proposes that certain types of individuals have a propensity for being more trusting than others. Those individuals with an internal locus of control not only take greater responsibility for their experiences at work, but also perceive the work environment as less threatening. Consequently, these individuals have a greater capacity for trust. The literature also suggests women are more trusting than men because they are generally less

cynical, more committed, and place greater emphasis on attachment, relatedness, and caring (Carnevale & Wechsler, 1992).

Currall & Judge (1995) conducted a study which defined trusting behavior as being generalizable to any work relationship. On the basis of existing literature, four dimensions of boundary role person's trust were identified in this study. The dimensions include: 1) open and honest communication with the counterpart boundary role person; boundary role persons manifest trust by not disclosing potentially self-damaging information, being accurate when communicating and not filtering or distorting information (Alter & Hage, 1993; Roberts & O'Reilly, 1974) 2) entering into an informal agreement with the counterpart boundary role person; by definition, an informal agreement is one that has no binding written document stating sanctions to be brought against one who fails to fulfill specific obligations, thus entering an informal agreement manifests trust because the absence of a document creates risk stemming from possible untrustworthiness by the other boundary role person, 3) maintaining surveillance over the counterpart boundary role person; although the other trust dimensions that deal with behaviors that manifest high trust, surveillance behaviors manifest low trust, i.e., if a boundary role person has little trust in the other boundary role person, one will feel the need to keep careful watch over that person (Strickland, 1958) and, 4) task coordination with the counterpart boundary role person; boundary role persons from counterpart organizations typically have complementary resources, information, or skills (Jarillo, 1988). As a result, boundary role persons employ methods of coordination and task integration across organizational boundaries (Alter & Hage, 1993). Boundary role persons manifest trust in each other when they work cooperatively to carry out those tasks that can't be done independently.

There is relevance in analyzing this study as it relates to superintendents and union presidents in the work they do with each other. For example, because a union president has access to the teachers' grapevine, a superintendent often manifests trust by seeking to coordinate efforts with the union president to stop false rumors from circulating among teachers about teacher transfers and promotions. Such rumors can generate substantial union leader—superintendent conflict. Superintendent interviews in the Currall and Judge study (1995) revealed that the union president exhibits distrust by allowing rumors to continue circulating. In addition, perceived norms for trusting the counterpart boundary role person were analyzed in this study. Referent groups', including classroom teachers and school board members, perceptions were a part of this study. Rotter's (1967) interpersonal trust scale measures the extent to which an individual has a trusting personality. In a school district where strikes have occurred, superintendent-union president trust is likely to be low. Protracted strikes would be especially damaging to superintendent-union president trust relationship (Currall & Judge, 1995).

The research of Currall & Judge conveys a multidimensional overview of trust between the superintendent and the union president. First, in the area of communication, the superintendent's greater authority and access to resources makes him/her more powerful than the local union president. Awareness of this reality may make union presidents hesitant to share information that could be used against the teachers' union. Second, the analyses showed weak negative relationships between perceived norms and informal agreement. There was a non-significant correlation between informal agreement and the longevity of prior work relationship as well as between informal agreement and the conflict (i.e., strike) measures (1995).

Currall (1992) examined relational trust between 305 superintendents and 293 union presidents. Currall's study focused on interpersonal trust in their work relationships with each other. The work of superintendents and union presidents includes a number of recurring events such as collective bargaining negotiations, grievances, and teacher promotions. In the interactions associated with these events, superintendents and union presidents behaved either in a trustworthy or untrustworthy manner. Superintendent interviews revealed five events, such as collective bargaining, grievances, and teacher promotions, in which a union president proves either trustworthy or untrustworthy (e.g. a president's instructions to teachers concerning when they should or should not file a grievance). The union president interviews revealed five different events in which a superintendent behaved in a trustworthy or untrustworthy manner (e.g. fairness in deciding teacher dismissals). These five trust-related events served as the framework for the survey questions administered to superintendents and union presidents.

Currall's study results found several differences between superintendents and union presidents. First, the superintendent was more willing to trust than was the union president. Also, superintendents reported more overall normative pressure to develop trust with one's counterpart than did the typical union president. The union president perceived the superintendent to have significantly less benevolent intentions than the superintendent perceived was true of the union president. Last, the superintendent had a significantly more trusting personality than did the union president (Currall, 1992). This research included data regarding referent groups for both the superintendent and the union president. Two referent groups for the superintendent, the school board and other administrators in the district besides the superintendent, encouraged the union president to trust the superintendent. However the opposite was true for the four referent

groups of the union president. The teachers in the school district, the field representative of the state teacher union, other local teacher union presidents within the school district, and other local teacher union presidents outside the district, pressured the union president to distrust the superintendent. Union presidents were more motivated to comply with the referent groups promoting distrust and less motivated to comply with the two referents that urged trust in the superintendent. Interestingly, superintendents reported that teachers sent the strongest signals to the superintendent to trust the union president. Union presidents reported that teachers discouraged them from trusting the superintendent. Union presidents were more motivated to comply with teachers, while superintendents were not particularly motivated to comply with the desires of teachers. Superintendents reported that the board of education sent the superintendent relatively weak signals to trust the union president, but union presidents reported receiving strong signals from the board of education to trust the superintendent. Superintendents were more motivated to comply with the wishes of the board, while union presidents were the least concerned about complying with board directives (Currall, 1992).

The implications from Currall's study represented psychological factors leading either the superintendent or union president to trust one another and the contradictory inter-group pressures from their respective referent groups. A key finding was that superintendents and union president's willingness to trust was significantly predicted by expectations about the other person's future behavior and perceived normative pressures. Overall, the most consistent finding was that respondents were heavily dependent on their own expectations about the focal person. From preliminary interview data, it was clear that both superintendents and presidents sought to project themselves as strong decision makers not easily swayed by the wishes of others.

Baker approached the topic of trust between the superintendent and union differently than other researchers. A qualitative study was conducted in eight school districts in Arizona. The districts were selected relative to union and superintendent strength. Baker concluded that union strength depends on union membership, credibility, and aggressiveness on issues in districts where both trust and union strength are high. In low union strength districts, superintendents tend to treat the union differently depending on the perception of union strength. When superintendents do not believe the membership is high or is lacking in credibility, they often act in a manner that leaves the teacher union out of important decisions and the tendency is to control rather than collaborate with teachers. Superintendents in a high trust district reported a desire that a strong union deliver on promises so that true collaborative negotiations can occur. There seems to be an element of mutual respect and trust when working with a strong partner. The union and superintendent, if they are both strong, tend to build a strong relationship because mutual give and take occurs (2001).

Further, Baker outlined four models depicting union strength, trust, and trust-establishing behaviors. The four models summarize the types of superintendent leadership behavior which result in high trust and low trust districts. In addition, the models reflect various union traits resulting from specific leadership behaviors. Model One consists of the set of operating principles that guides behaviors based on communication, collaboration, and values-based behaviors which elicit results in high trust. Model Two is a strong and narrowly focused union with a “captive” superintendent that causes fights, tension, and blame with both parties working to gain the upper hand and results in low trust. Model Three contends that if the union is weak, but the district is led by a benevolent and paternal superintendent, the trust appears to be high but

in reality the union must accept whatever the superintendent is willing to give them and this situation results in low trust, as teachers must accept what they can get. Model Four says that if the union is weak and the district is led by a self-centered and top-down superintendent, a form of tyranny results in which teachers feel bullied and abused. This situation leads to resentment and passive-aggressive behavior by the union (2001).

Behaviors outlined in the Baker study, which determine a high-trust culture, include communication, collaboration, and specifically the behaviors of honesty, integrity, and consistency (2001). The researcher will further analyze these behaviors in this case study.

Organizational circumstances significantly influence an employee's trust, relative to his personality predisposition to trust. Otherwise, why bother attempting to nurture trust within an organization when all that's required is to hire trusting people? Situational trust is the conscious regulation of one's dependence on another that will vary with the task, the situation, and the referent person which is reflected in the literature stating that situational characteristics do greatly influence an individual's decision to trust (Zand, 1972).

Trust is recognized as an important element in successful organizations. Trust is necessary for effective cooperation and communication which are the foundations for cohesive and productive relationships in organizations (Baier, 1986; Parsons, 1960). Trust functions as a lubricant greasing the way for professional operations when people have confidence in other people's words and deeds (Arrow, 1974). Trust decreases the complexities of transactions and exchanges far more efficiently than other means of managing organizational life (Powell, 1990, 1996; Williamson, 1993).

Taylor (1985) examined the available research on trust, and found an array of definitions and connotations for trust. Today, researchers are still far from a consensus on what trust means. In fact, researchers indicate that trust definitions have become a *confusing potpourri*, (Shapiro, 1987) a *conceptual confusion* (Lewis & Weigert, 1985), and an *elusive concept* (Gambetta, 1988; Yamagishi & Yamagishi, 1994) (See Table 1). In summary, the literature covers the complex nature of trust and the research associated with these complexities.

Relational Trust

The concept of relational trust stems from research conducted over a ten-year period by the Center for School Improvement at the University of Chicago. The case studies focused specifically on relationships within the school and the influence these relationships had on math and literacy. Positive relationships start with the adults in the school building and within the school district. Bryk & Schneider (2002) determined that positive relationships among adults in a school setting greatly influence the extent to which students succeed. Rossi & Stringfield (1997) denotes attributes of interpersonal trust dealt with students feeling cared for, teachers sharing a vision and a sense of purpose, and teachers and students maintaining open communication. As a result, constituents felt an overall sense of trust.

Bryk & Schneider (2002) outlined four components of relational trust. These include: respect for the importance of the person's role, personal regard for others, competence to administer the role, and integrity. As a result, the highly effective leader will create a sense of relational trust by embracing these four components as part of an overall leadership style.

Interpersonal Trust

Interpersonal trust is defined as one party's willingness to depend on the other party with a feeling of relative security even though negative consequences are possible (McKnight, Cummings, & Chervany, 1995). "Trust....tends to be somewhat like a combination of the weather and motherhood; it is widely talked about, and it is widely assumed to be good for organizations. When it comes to specifying just what it means in an organizational context; however, vagueness creeps in" (Porter, Lawler & Hackman, 1975, p. 497). Interpersonal trust is a person-specific concept; it applies in a specific situation. Interpersonal trust is an intentional state: the person is willing or ready or planning to depending on the other person in the situation (McKnight, Cummings, & Chervany, 1995).

Recent developments in the organizational sciences reflect the importance of interpersonal trust relationships for sustaining individual and organizational effectiveness (McAllister, 1995). Interpersonal trust has cognitive and affective foundations. Trust is cognition-based in that "We choose whom we will trust in which respects and under what circumstances, and we base the choice on what we take to be *good reasons*, constituting evidence of trustworthiness" (Lewis & Wiegert, 1985, p. 970). The amount of knowledge necessary for trust extends between total knowledge and total ignorance (Simmel, 1964). When a person is given total knowledge, there is no need to trust. Acquiring available knowledge along with having a sense of rationale will serve as a foundation for trust decisions, the platform from which people make leaps of faith (Luhmann, 1979; Simmel, 1964).

Affective foundations for trust also exist, consisting of the emotional bonds between individuals (Lewis & Wiegert, 1985). People who make emotional investments in trust

relationships generally express care and concern for the welfare of partners, believe in the intrinsic virtue of such relationships, and believe that these sentiments are reciprocated (Pennings & Woiceshyn, 1987). Ultimately, these emotional ties link individuals on the basis of trust.

Antecedents of Cognition-based trust

In organizations, the extent to which a manager is willing to embrace cognition-based trust in peers may depend on the success of past interaction, the extent of social similarity, and organizational context considerations (Zucker, 1986). First, when assessing trustworthiness, it is possible for people to consider the track record of peers, or how they have carried out role-related duties in the past (Cook & Wall, 1980; Granovetter, 1985). Evidence that a peer's behavior is consistent with fairness and follows through on commitments is vital (Lindsfold, 1978; Stack, 1988). In working relationships involving high interdependence, peer performance can have an impact on personal productivity. Evidence that peers carry out role responsibilities reliably will enhance a manager's assessments of a peer's trustworthiness.

Second, the ability to create and maintain work relationships based on trust is more likely to occur in socially similar groups. Groups of individuals with similar fundamental characteristics, such as ethnic background, may have an advantage maintaining trusting relationships (Light, 1984). Third, formal organizations specify boundaries for trust relationships and professional credentials serve as clear signals of role expectations (Baier, 1985; Fox, 1974).

Hoy and Tarter (1995) propose a model of shared decision making whereby stakeholders embrace either a zone of indifference or a zone of acceptance when conditions involve subordinates in decision making. A zone of indifference refers to the subordinates' acceptance of

a decision without conscious questioning of their authority. The term zone of acceptance is simply a more positive term and is used interchangeably in the literature. The difficulty for administrators is to determine which decisions fall inside and which fall outside the zone.

Bridges (1967) suggests two tests to determine the answer to this question: the test of relevance, which questions the personal stake in the decision outcomes, and the test of expertise, which questions the expertise subordinates have to make a useful contribution to the decision. Hoy and Tarter (1995) propose two additional theoretical positions, suggesting subordinates involved in decisions which they have marginal expertise, will be marginally effective, and as subordinates who are involved in making decisions for which they have marginal interest, will be marginally effective.

Adding the role of trust to the shared decision making process further complicates the process. Hoy and Tarter do not recommend delegating decisions to subordinates when personal goals conflict with organizational goals because of the high risk that decisions will be made on personal basis at the expense of the overall welfare of the school. Hoy and Tarter propose this test to gauge subordinate trust. The test of trust: Are subordinates committed to the mission of the organization? And can they be trusted to make decisions in the best interests of the organization? (Hoy & Miskel, 2005). Further, if the decision is outside of the zone of acceptance and the subordinates can be trusted to make decisions in the best interest of the school or organization, then participation in the shared decision making process should be extensive.

Antecedents of Affect-Based Trust

Research findings indicate that behavior which is personally chosen rather than role-prescribed, serving to meet legitimate needs, and demonstrating interpersonal care and concern rather than enlightened self-interest, may be critical for the development of affect-based trust (Clark & Mills, 1979; Clark & Waddell, 1985; Holmes, 1978; Kelly, 1979; Rempel, Holmes, & Zanna, 1985). Because affect-based trust is grounded in an individual's acknowledgement of the motives for others' behavior, it should be limited to contexts of frequent interaction (Lewis & Wiegert, 1985). Working relationships among leaders requires some level of cognition-based trust for affect-based trust to develop; people's initial expectations for peer reliability and dependability must be met before they will invest further in relationships. Thus once a high level of affect-based trust has been developed, a foundation of cognition-based trust may no longer be necessary (McAllister, 1995).

When one person, interdependent with another, cannot rely on the other individual to be dependable and reliable, steps can be taken to manage the uncertainty inherent in the situation (Bradach & Eccles, 1989; Pennings & Woiceshyn, 1987). Besides assuring some minimal level of peer performance, managers must perform their own duties with little disturbance, buffer themselves from the influence of others, and protect their personal interests. For example, individuals behave defensively when managers use formal versus informal means to document requests (Ashforth & Lee, 1990). A manager who expresses a high level of cognitive-based trust in a peer will direct little defensive behavior toward that peer (McAllister, 1995).

Within this theoretical framework, control-based monitoring and defensive behavior are behavioral consequences of cognition-based trust alone. In affect-based trust relationships,

sensitivity to the personal and work-related needs of employees is high. This is referred to as need-based monitoring. Individuals who express high affect-based trust in peers may also direct a great amount of interpersonal citizenship behavior between them. Organizational citizenship behavior is defined as those behaviors which are intended to provide help and assistance toward a peer that is outside an individual's work role, not directly rewarded, and conducive to effective organizational functioning (Organ, 1988).

McKnight, Cummings, & Chervany (1995) defined both interpersonal trust and trusting beliefs to have an emotional component of feelings of security. A number of researchers have said that trust has an emotional component or is based on feelings of security (Lewis & Weiger, 1985). At the trust level, the emotional aspect refers to feelings of security about one's willingness to depend or rely on the other party. At the belief level, the emotional aspect means a person has feelings of security about his beliefs regarding the other party's trustworthiness. The person who feels secure in his beliefs about another person's trustworthiness will tend to feel assured in a willingness to rely on the other party (Lewis & Weiger, 1985).

Leadership and Trust

A few years ago, many people joined in asking the question, "Where have all the leaders gone?" (Fairholm, 1994, p. 9). True, visible, active dynamic leadership is scarce in American society and many of its institutions and organizations. One perception is that the wrong question has been asked. The missing element in the context is the notion that the culture of the organization makes leadership possible. Leadership takes place in an atmosphere of mutual trust based on shared vision, ideals, and values. The real purpose of organizational culture is to create

a climate and condition of mutual trust within which all persons can decide and want to grow and whereby individuals develop their full potential as leaders and followers. It is only in this kind of a shared trust culture that leadership can truly develop and flourish (Fairholm, 1994). Trust in leaders is particularly important for effective functioning teams and organizations where tasks are complex and unstructured requiring high levels of interdependence, cooperation, and sharing of information (Creed & Miles, 1996).

Common values among stakeholders build trust, as trust is the foundation of collaboration. Just as values shape the culture; the culture shapes leadership. The leadership style embraced by leaders cultivates from ideas and feelings about the nature of humankind (Fairholm, 1994). Superintendents, as are the majority of all educators, are in the *people business*. Fullan states, "Moral purpose, relationships, and organizational success are closely interrelated (Fullan, 2001, p.51).

Culture creation and maintenance, from an organizational perspective, is one which focuses on leadership. Creating the kind of physical and psychological environment necessary to get others to want to follow them challenges leaders' abilities at all levels. Nevertheless, this is *the* primary leadership task. It is essentially a problem of developing trust. Culture determines a large part of what leaders do and how they do it. Peters and Waterman (1982) recognized organizational cultural factors that impact the leader's skills, knowledge, and abilities (Fairholm, 1994). In actuality, leadership is a consequence of organizational culture and culture is a result of leadership (Wildavsky, 1984; Schein, 1993).

A dysfunctional culture leads members to conflict, rather than to cooperation; to distrust rather than trust; and to work against, rather than to build teams and work together (Fairholm,

1994). Fairholm defines trust as “the reliance on the integrity, or authenticity of other people” (p. 113). Trust places an obligation on both the truster and the person in whom we place our trust. It is the foundation of success in any interpersonal relationship. Trust implies being proactive. When we trust another person, we act toward the person with assurance, even when we do not have all needed or desired information about the person (Fairholm, 1994).

Kostenbaum (1991) presented a diamond theory of leadership composed of four points: vision, ethical behavior, reliability, and courage. These factors provide a culture within which both the leader and the follower can make a commitment to each other. The combination of these four traits leads to trust, the critical element in leadership theory and practice. Where trust exists, leadership can take place (Fairholm, 1994).

Thomas (1976) asserts there are five conflict management styles, which come into focus when attempting to satisfy organizational demands. Satisfying organizational demands can be viewed along an assertive-unassertive continuum, with the conflict management style of compromise in the center of Thomas’s model. The administrator’s skill at compromise assists when there is a “standoff” (p.233), to gain temporary settlements to a complex problem or situation, when the objectives or outcomes are important, however not equal to the potential disruption, to prompt action when time is important, and finally, to use when collaboration or competition fails.

The varying levels of trust in certain situations include those situations where the decision should be made by consensus or majority role, called a democratic situation, a conflictual situation, where the decision is outside the zone of acceptance and there is little trust in the subordinate, or a non-collaborative situation, where the decision is not relevant to

subordinates and they have no expertise, requires no involvement on the part of the subordinates. Hoy and Tarter (1995) further point out that stakeholders who have a personal stake in the issue but little expertise have what is called a stakeholder situation, whereby subordinate participation should be limited and only occasional. The last situation is described as an expert situation, whereby subordinates have no personal stake in the overall outcome yet have knowledge or expertise. In this situation, subordinates should be involved on an occasional level (Hoy & Tarter, 1995). Leaders have the difficult task of determining the situation and at what level of interest, expertise, and trust level the subordinate maintains.

Defining a trust culture is critical to the success of the leader; however, as previously stated, the difficulty is in defining the term trust. There is limited research literature on developing intimate trust relationships. There is even less research literature regarding the intricacies of developing and maintaining a trust culture (Fairholm, 1994). Understanding aspects of the elements of trust is vitally important simply because of the complex role trust plays in organizational relationships. Various researchers have looked closely at the following attributes as they relate to trust.

Elements of Trust

The elements of trust include acceptance of self and others; of group-made decisions; of group aims; of intrapersonal and interpersonal control; of the need to participate in group decisions; of identifying differences in others (Lagenspetz, 1992). These assumptions indicate that the issues fall into two opposing camps represented by: either-or thing; the world is unsafe or safe (Barnes, 1981). Authentic caring translates to personal interest, openness to others, willingness to risk close relationships, and the willingness to serve others (Gibb, 1978). Ethics

involves peer relationships, organizational practices, fiscal policy, and the moral values of the larger society (Sims, 1992). Leadership elements include predictability, consistency, cooperation and service orientation.

When a leader's behavior and actions are predictable, trust is built (Bennis and Nanus, 1985); cooperative leaders develop trust; and, leaders who demonstrate a gentle manner and are congruent in their actions, in which word and deed convey the same message, are essential (Sinatar, 1988). A record of service to followers is crucial in defining the leader's trust relationship with followers (Greenleaf, 1977). Individual character expects honesty in others, trust, and, a spontaneous, open (not defensive) approach when working with others (Klimoski & Karol, 1976).

Developing trust between the union president and the superintendent is difficult and is compounded by the nature of the roles and responsibilities of the positions. Haney (1973) notes that to trust is to take a chance on another person. Trust is a risk relationship that increases the truster's vulnerability. Zand's research, including a survey of 4,200 supervisors, suggests that high trust relationships stimulate higher performance (1972).

Building Trust

In a trust relationship, the critical factors include: integrity, patience, altruism, vulnerability, action, friendship, personal competence, and judgment (Fairholm, 1994). Britton & Stallings (1986) suggested that people develop trust through various behaviors and actions by both the person who trusts and by the person who is trusted. The behavior listed below assists in understanding how personal actions, along with the actions of others, assist in building trust. The

actions include: trusting self; modeling trusting behavior; making decisions that can withstand the scrutiny of objective critics; understanding what is important to followers and response at that level; modeling kindness, openness, and understanding even in crisis or hostile situations.

Of equal importance is the understanding of how specific behaviors of one person influence others. This knowledge is key to better understanding the roles of two individuals in a relationship. Actions include: never exploiting followers; letting those affected by the decision have input; working for consensus, avoiding voting; delegating important tasks frequently; recruiting people who are trusting; providing training; allowing autonomy; nurturing follower's needs; and setting logical limits on behavior.

Actions also include, promoting happiness (trust and happiness go hand in hand) and gradually improving levels of trust (Britton & Stallings, 1986). While trust is linked to values and creating a culture reflecting those values, the attributes listed above promote specific behaviors aligned to building a trusting relationship.

Britton and Stallings noted at least four strategies for developing trust. First, individuals must make a commitment to people. The second strategy is to reward trust and penalize distrust. The third strategy is to not abuse power as a leader. The final strategy is to build cooperation and independence. These strategies reflect specific behaviors superintendents could embrace when working to develop a trust relationship with union leadership (1986).

Peter Senge (1990) simplifies the notion of truth as it relates to structural conflict. Senge cites "*telling the truth*" (1990, p.159) as a profound strategy when dealing with structural conflict. Commitment to the truth does not mean to merely seek the truth, the absolute final word, or ultimate cause. Rather, it means a relentless willingness to root out ways that prevent

seeing what is, and to continually challenge theories of why things are the way they are (Senge, 1990).

Senge (2000) connects truth to the ladder of inference. People live in a world of self-generating beliefs that remain largely untested. People adopt beliefs based on conclusions, which are inferred from what has been observed, plus our past experience. The ability to achieve the results one desires is eroded by feelings that: “Our beliefs are *the* truth; the truth is obvious; our beliefs are based on real data; the data we select are the real data” (Senge, 2000, p. 68). While Senge applies this notion to educators, it applies to truth and leadership as well.

Leadership and Leadership Styles

The trend has been to embrace a participative leadership style in order to develop trust; however, leaders can use other styles of leadership to encourage trust, as long as there is consistency in application. Followers come to rely on the leader who behaves in a consistent and predictable way; they can be free to extend their trust to that leader. When a leader demonstrates inconsistent, erratic, and unpredictable behavior, the result is distrust. When leadership behavior is erratic, there is no true foundation upon which to develop trust (Fairholm, 1994).

Kouzes & Posner (2003) wrote leadership is not a place, it's not a gene, and it's not a secret code. The truth is that leadership is an observable set of skills and abilities that are useful, in specific contexts, whether one is a leader in the chancellor's office, the bookstore, library, classroom, dining hall, residential learning community, human resources, public safety, information technology, or student services. Leadership can be strengthened with knowledge relating to skill development and training in order to build and strengthen skills specific to

exemplary leadership. Leaders do exhibit certain distinct practices when they are doing their best. Good leadership is understandable and universal. Kouzes & Posner (2003) identify five practices of exemplary leadership.

Model the Way

Exemplary leaders know that if they want to gain commitment and achieve the highest standards, they must be models of the behavior they expect of others. Leaders are not afraid to do what needs to be done. They would not ask others to do things they themselves wouldn't do (Kouzes & Posner, 2003).

Inspire a Shared Vision

Leadership is a dialogue with others, not a monologue. To enlist support of others, leaders must have intimate knowledge of people's dream, hopes, visions, and values. Research, which focuses on the trait of trust, indicates a connection to the importance of values. Conveying values and beliefs as part of the vision for any organization is significant. Gaining support from all constituent groups is even more important (Kouzes & Posner, 2003).

Challenge the Process

Leaders are not idle and are often viewed as early adopters of innovation. Embracing the change process is often the norm for exemplary leaders and is a way of doing business. As part of challenging the process, leaders are meshed in learning. Exemplary leaders take advantage from learning by building on their successes and learning from their failures (Kouzes & Posner, 2003).

Enabling Others to Act

The dimension of enabling others to act reflects leadership behaviors associated with trust. Enabling others to act reflects a strong sense of collaboration and trust building by the leader. Exemplary leaders make it possible for others to do good work. Leaders understand that the command-and-control techniques of the Industrial Revolution no longer apply. Instead, leaders strive to make people feel strong, capable and committed. Leaders enable others to act not by maintaining the power they have but by giving it away. When leadership is a relationship founded on trust and confidence, people take risks, make changes, and keep organizations and initiatives alive. Through these relationships, leaders turn their constituents into leaders themselves (Kouzes & Posner, 2003).

Encourage the Heart

Leaders know that celebrations and rituals build a strong sense of collective identity and community spirit that can carry groups through tough times (Kouzes & Posner, 2003). The five leadership traits weave the role of trust and its importance in how instrumental it is for leaders to embrace these traits when creating a culture of trust.

In addition, Kouzes and Posner have identified ten commitments of leadership. These ten characteristics are imbedded in what leaders do to move organizations forward as seen through the eyes of the individuals being led. The number one characteristic of admired leaders is honesty, followed by forward-looking thinking and overall competency. Through updated research, thousands of individuals repeatedly rank these three characteristics—honesty, forward-looking thinking and competency—at the top of the list. The characteristic of honesty certainly

connects to the characteristic of trust, as honest individuals can usually be trusted (Kouzes & Posner, 2003).

Another leadership perspective is portrayed by Kenneth Thomas (1976) through his research examining five conflict-management styles. At the center of Thomas's model is compromise, which is described as the balance between the needs of the organization and those of the individual. The main focus of this particular style is on negotiating, looking for the middle ground, trade-offs, and searching for ideas and solutions that will be acceptable or satisfactory to both parties.

The other four management styles, the avoiding style, which is described as the administrator's willingness to avoid conflicts, hoping they will solve or remedy themselves, the competitive style, which is more of a win/lose situation whereby the administrator is assertive and uncooperative in attempts to resolve conflict, the accommodating style, whereby the administrator gives in to the demands of the subordinates, and the collaborating style which is seen as the assertive and cooperative approach viewing problems and conflicts as challenges.

Emotional Intelligence

Daniel Goleman (2002) conducted extensive research analyzing leadership from an emotional intelligence perspective. This research focuses on the characteristics associated with leadership and the importance of implementing these skills regularly in order to embed these traits. When it comes to developing leadership, it takes an emotionally intelligent approach to create these neural changes, one that works directly on the emotional centers. It is the responsibility of emotionally intelligent leaders to create such resonant organizations. These

leaders involve people in discovering the truth about themselves and the organization. In addition, these leaders recognize the truth about what is really going on, and they help people to name what is harmful and to build on the organizations strengths. In order to create a resonant, emotionally intelligent, and effective culture the research identified three key findings that are needed to reach this goal (Goleman, 2002). The research produced three key findings, which include discovering the emotional reality, visualizing the ideal, and sustaining the emotional intelligence. Goleman's research solidifies the importance of developing leadership traits and behaviors and how they are intentionally mastered. By not embracing and using these behaviors on a regular basis, they will be lost.

Summary

The literature review reflects studies conducted in areas ranging from teachers unions' to leadership. These various studies elicit pertinent information as it applies to the role of trust between the union president and the district superintendent. In ongoing relationships within organizations, the social network can exert both formal and informal control that encourages people to act in a trustworthy manner. There is incentive for leaders to behave in ways that are trustworthy, to develop a reputation for trustworthiness, and to reap the benefits of trusting relationships (Coleman, 1990; Fukuyama, 1995; Putnam, 1993). The importance of acquiring trust information as it relates to differing organizational structures is paramount when focusing on the dynamic of trust between two key leadership roles in education. This study will further explore this dynamic by implementing the methodology outlined in the next chapter.

CHAPTER THREE

METHODOLOGY

Introduction

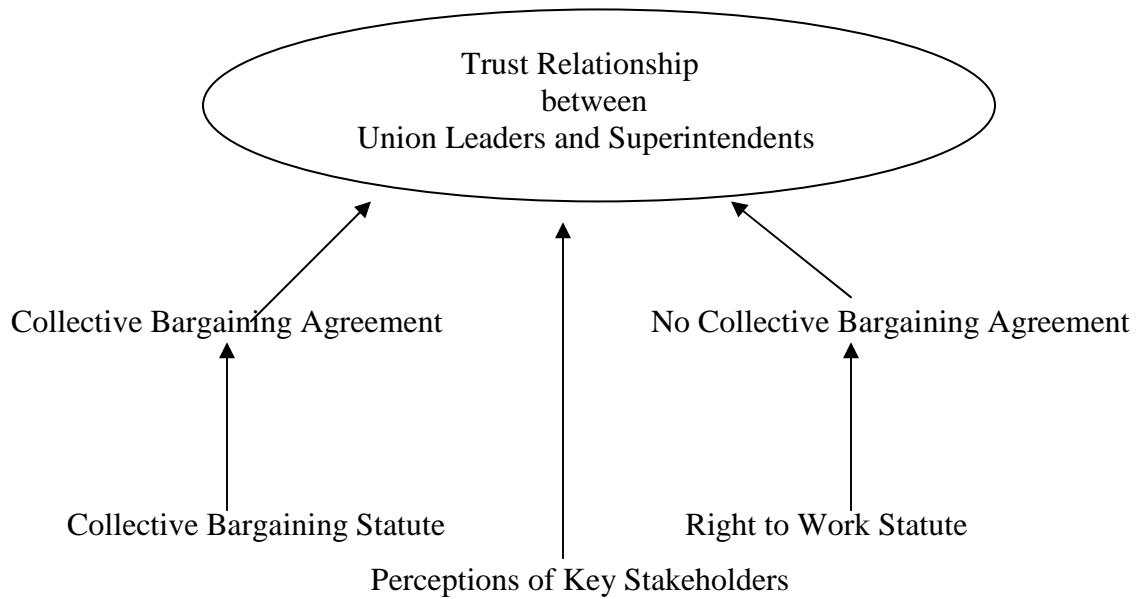
The goal of this study was to examine the role of trust in two small, rural school districts in the states of Montana and Wyoming. In particular, this study explored trust as it pertains to the relationship between the teacher leader, in the form of a union president, and the superintendent described through the perceptions of key stakeholders regarding the influence the union-administration relationship has on their superintendent's leadership behavior. Specifically: What role does trust play in the relationship between teacher union leaders and superintendents in Montana who are bound by a collective bargaining agreement? What role does trust play in the relationship between teacher union leaders and superintendents in Wyoming, who are not bound by a collective bargaining agreement? What similarities and differences exist pertaining to the working relationship between the superintendent and union president in these two types of districts, as well as the similarities and differences in superintendent leadership behavior? And how do key stakeholders in a district perceive the influence the union president and superintendent relationship has on their superintendent's leadership behavior?

Research Design

A collective case study best describes the overarching methodology of this inquiry. This design accommodated the need for comparative description of the role of trust in the two organizational structures. When relationships are embedded in an organizational context, such as

a school district, the dimensions and dynamics of trust have a very real impact on the effectiveness and collective sense of efficacy of the organization (Tschannen-Moran & Hoy, 2000). Figure 1 provides a graphic display of this study’s topical boundary.

Figure 1: The Topical Boundaries of this Study

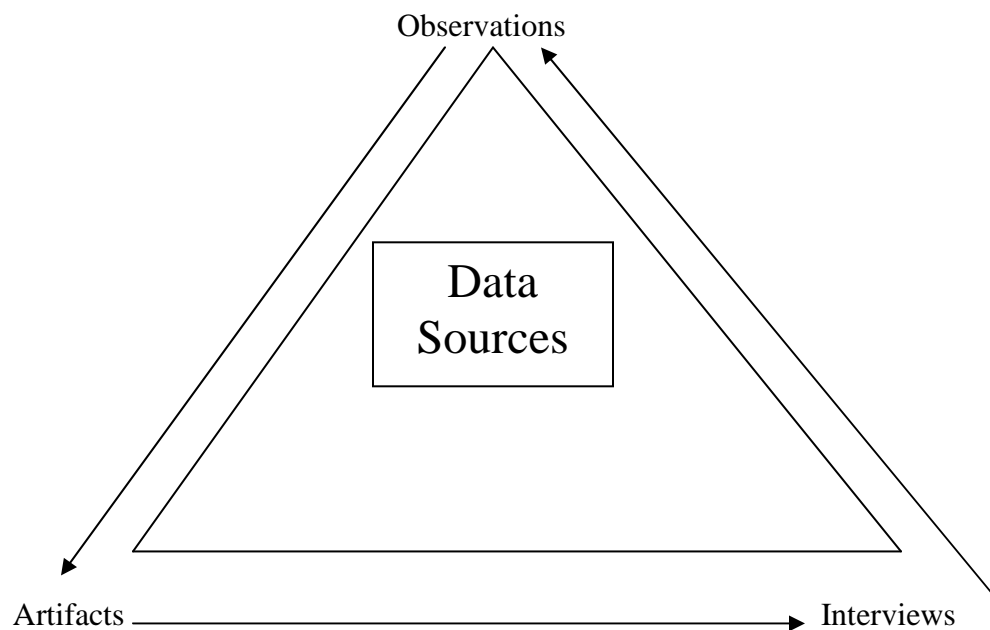


This figure shows the two continuums that form the basis of the research topic. At one end of the continuum is the trust relationship between the union president and the superintendent created with the presence of a collective bargaining. The collective bargaining agreement is derived from state statute. At the other end of the continuum is the trust relationship between union presidents and superintendents created from the absence of a collective bargaining agreement. Right to Work statute influences other types of agreements other than collective bargaining agreements. The perceptions of key stakeholders within the district is a significant dimension of this study as stakeholders work in a variety of capacities with the superintendent and have a perception of

how this working relationship with the union president influences superintendent's leadership behaviors.

In addition to the topical boundaries in this study, investigational boundaries were also considered. Figure 2 graphically depicts the investigational boundaries and priorities of this study.

Figure 2: Investigative Boundaries and Priorities



The researcher observed the superintendent and the union president during a joint interview, observed a Board meeting, and observed a district Meet and Confer committee meeting. The artifacts included board meetings minutes, district newsletters, district website information, bargaining agreements, and other district documentation. Interviews were completed with the superintendent, the union president, classroom teachers, at least one other district administrator, support staff, parents, trustees and community members.

A variety of data sources were collected and investigated to garner information that was rich in context (Creswell, 1998). It was necessary to use various procedures, to reduce the likelihood of misinterpretation (Denzin, 1989; Goetz & LeCompte, 1984). Trustworthiness of the data were facilitated by triangulation of these various aspects of the study. Triangulation was present in this study as multiple informants were interviewed, the researcher utilized multiple data sources (e.g. archival sources, interviews, website information), and employed multiple methods (e.g. observations, participant interviews). Triangulation increases confidence in and credibility of study results. A table of specifications was the guiding document aligning the interview and the research questions (Appendix A).

The first oral interview was conducted with the district superintendent simply to explain the purpose of the study and to outline procedures. A subsequent taped interview was held with the superintendents to acquire data about specific thoughts pertaining to the working relationship between themselves and their union president. The purpose of the oral interviews was to acquire data about the superintendents' views of the role trust plays in the working relationship between themselves and the union president. The transcripts of the taped interviews were returned to all participants for review and comment. Follow up questions from the researcher were conducted to acquire additional clarification. The member checks were critical to establishing authenticity of the case descriptions and the findings of this study. These aspects have a reciprocal nature in that the interviews facilitated insider meaning to the observations and artifacts. Observations provided an understanding of how participants behaved in situations. Thus, by interviewing the superintendent and the union president together, the researcher was able to observe connecting these observations with information shared in their individual interview. Observing the district Meet and Confer

committee, as well as the Board meetings, assisted in connecting this process to information conveyed in individual interviews. In addition, the examination of the referent group's perceptions provided an external perspective of the role trust plays between the union president and the superintendent. The third level of examination was the review of artifacts documenting actions between the union president and the superintendent. This data source presents an edited version of the activities and events that have transpired throughout the tenure of this working relationship. The final level of examination included artifacts, such as district newsletters, board minutes and agendas, teacher contracts, and inter-school communiqués, which provided valuable insight into the ways in which all referent groups worked together.

Participants

This descriptive, collective case study used individual case studies of two small, rural school districts—one in Montana and one in Wyoming—each with approximately 500 students, with a superintendent who has been in the district for at least three years, with at least five school board members, and at least one other administrator. The Montana district was given the pseudonym of Montana Rural School District, and the Wyoming district was given the pseudonym of Wyoming Rural School District. The selection of the specific districts was based on matching the criteria listed above, then convenience in terms of the proximity, within approximately 100 miles, of the district to the researcher. Selecting a school district with an experienced superintendent was key to the study, as an inexperienced superintendent may be experiencing a honeymoon period not reflecting the trust dynamic in a realistic manner. Of equal importance is locating a school district with at least three board members as this will provide the

researcher valuable data from this perspective without compromising quorum or meeting status within the statute. The smaller district elicited a rich variety of data from the same representative groups without the volume of data. For example, a larger school district has a great contingent of certified teachers, perhaps a larger school board, and an increased number of administrators, resulting in a substantially greater volume of data. The superintendent, union president, classroom teachers, other administrative staff, trustees, parents, and community members were associated with the specific school district. School district participants were randomly selected from the representative names received by the superintendent. Parents and community members were selected from a list of names given by the superintendent.

Primary Study Procedures

A combination of methods was used to collect data for this study (Figure 2). Prior to data collection, an initial meeting was held with the superintendent of the district outlining the purpose and procedures of the study.

Initial Meeting with the Superintendent

The initial, face-to-face interview with the district superintendent was completed to fulfill the following purposes: (1) to communicate the overall purpose and process of the study, (2) to identify representatives of the referents groups available for interviews, (3) to discuss procedures for the acquisition of archival data, (4) to get approval to meet with other district personnel and (5) to acquire contact information for the school board chairperson. Within a week's time, the researcher scheduled interviews and started to acquire artifact data.

Initial Meeting with the School Board Chairperson

A meeting was held with the school board chairperson to fulfill the following purposes: (1) to communicate the overall purpose and process of the study, (2) to share consent forms and interview protocol, (3) to acquire approval to review historical board minutes, and (4) to acquire information about scheduled upcoming meetings of the full board of trustees.

Interview with the Superintendent

The audio taped, face-to-face interview with the district superintendent was conducted: (1) to obtain informed consent for participation in the study, (2) to obtain a brief history of the district in terms of employee relations, (3) to obtain demographic information about the district, to collect biographical information about their role as superintendent of the district, and (4) to obtain initial description about the trust relationship between themselves and their union president (Appendix A). A superintendent who had been employed in both a collective bargaining district and a non-collective bargaining district was asked to validate the interview questions prior to the superintendent's interview.

Interview with the District Union President

The initial interview was conducted in exactly the same manner as the district superintendent interview in order: (1) to communicate the overall purpose of the study, (2) to obtain informed consent for personal participation, (3) to obtain a brief history of the district in terms of employee relations, (4) to obtain biographical information about their role as the union president, and (5) to obtain initial description about the trust relationship between themselves and

the district superintendent (Appendix A) To guard against researcher bias, a written transcription was given to the union president for review and comment prior to the final case analysis.

Interviews with Stakeholder groups

Individuals from the various referent groups, school board, parents, community members, other administrators, support staff and classroom teachers, were interviewed individually. Individuals from each of the small groups were randomly selected from the referent list generated at the initial meeting with the superintendent. Interviews were scheduled at the convenience of the individuals being interviewed. Participants were given a consent to participate form along with a cover letter outlining the purpose of the study prior to the taped interview. “The interview had an open-ended nature,” (Yin, 1994, p. 39), providing participants the opportunity to include topics and information not mentioned by the researcher (Appendix B). The goal of these oral interviews was to acquire descriptive information about their perceptions regarding the influence the union-administration relationship had on their superintendent’s leadership behavior. Transcripts were mailed back to each participant for review and comment. Additional follow-up questions were asked at this time to gain a richer understanding of the perceptions.

Reviewing Artifacts

Another data source pertaining to the role of trust in the union president-superintendent relationship was the review of artifacts such as district newsletters, school board minutes, memos to faculty, communiqués to community members, communiqués to parents, standard personnel procedures, personnel policies, teacher/employee handbooks, and school improvement plans.

Initial approval to review these documents was acquired in the initial superintendent interview. The researcher reviewed any additional documents or artifacts the superintendent or union president wanted to include as part of the data collection. Researcher field notes were used to organize this data.

The primary reason to include artifacts into the study was to provide another observational perspective. For case studies, the most important use of documents is to corroborate and augment evidence from other sources (Yin, 1994). The researcher reviewed archival data throughout the case study, in between other observations and interviews.

Follow-up Interview with the Superintendent

A follow-up interview was conducted with the superintendent upon completion of the other interviews, observations, and review of archival data. The purpose of this interview was to clarify information and ask follow-up questions based on observations, other interviews, and other data collection. The audiotapes were transcribed for analysis by independent transcriptionists. To guard against researcher bias, a written transcription of the entire case study was given to the superintendent to review and make changes to prior to inclusion in the final case analysis.

Maintaining a Reflective Journal

The researcher maintained a reflective journal throughout the timeframe of each case study to document thoughts, reflections, timelines, technical considerations, and feelings regarding the study. By documenting researcher thoughts and feelings, value judgments were

exposed and articulated. These notes were handwritten and served as another data source for the study.

In concluding the procedures section, it should be noted that some of the methods did occur in a specific sequence. For example, the superintendent interviews were conducted first, followed by the union president interviews, then individual stakeholder interviews. The observations were done during the joint superintendent/union president interview, which followed the individual superintendent/union president interviews. Review of archival data was ongoing throughout the case study. The second superintendent interview was conducted following all other data acquisition. Journal entries were recorded throughout the research process. As indicated, member checks were completed as part of the interview process. All interviews were audio taped and transcribed for review by the participants.

The superintendent and union president were given a copy of the district's case study for review and comment. All participants were given their transcripts for review. Individual respondents were contacted to clarify information shared during the taped interview.

Analysis of Data

The form of analysis used for this study was a grounded theory approach. This approach required the researcher to follow specific procedures. These procedures included developing categories of information (open coding), interconnecting the categories (axial coding), building a story that connects the categories (selective coding), and ending with a discursive set of theoretical propositions (Strauss & Corbin, 1990).

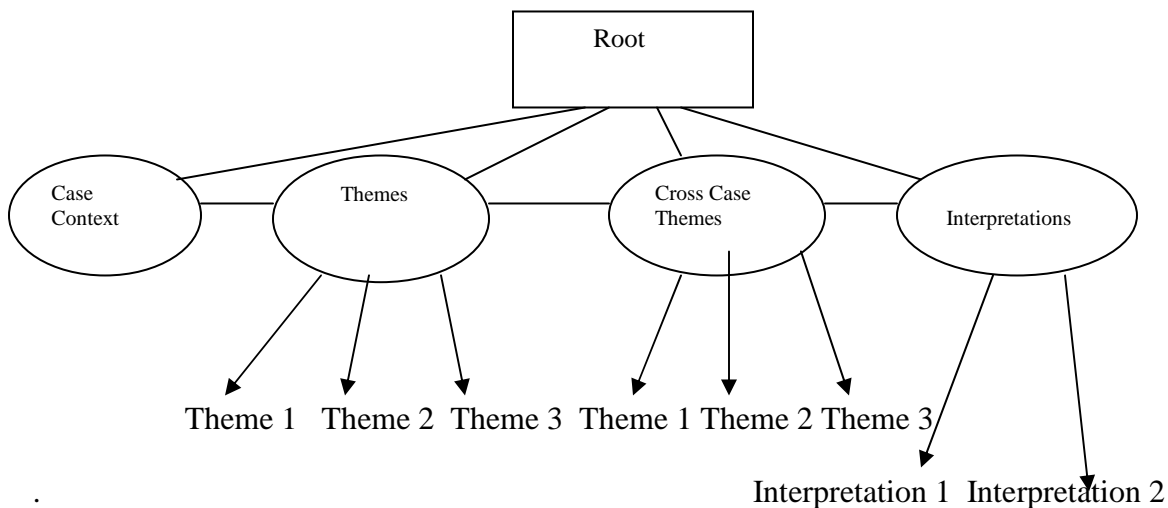
The researcher conducted a thorough examination of all the information, including observational field notes, interview transcriptions, and archival data field notes to obtain a sense of the overall data, a procedure also advocated by Tesch (1990) to garner categories supported by text. Once the themes were selected, the data was reviewed to look for all instances that represented the category and those instances were coded. This review of the data continued until insight into the new categories was exhausted (Creswell, 1998). The properties were dimensionalized and presented in a continuum. This process reduced the database to a small set of themes or categories. Following the initial set of categories, the researcher identified a single category of interest and began exploring the interrelatedness of categories through axial coding. Casual conditions and strategies, which influenced and addressed the phenomenon, were explored. In this phase of the analysis, a coding paradigm, or theoretical model, was developed by the researcher. This model visually portrayed the interrelatedness of the axial coding categories. After the theoretical model/grounded theory/hypothesis was established, the hypothesis was tested to ensure it explained all of the data. The researcher employed descriptive detail, classification and interpretation in some combination, to analyze the data. (See Table 1)

Table 1: Data Analysis and Representation by Research Traditions (Creswell, 1998)

Data Analysis and Representation	Case Study
Data Managing	Create and organize files for data
Reading, memoing	Read through text, make margin notes, form initial codes
Describing	Describe the case and its context
Classifying	Use categorical aggregation Establish patterns of categories
Interpreting	Use direct interpretation Develop naturalistic generalizations
Representing, visualizing	Present narrative augmented by tables, and figures

In addition to the process outlined previously, the NUD-IST (non-numerical unstructured data indexing, searching, and theorizing; (Richards & Richards, 1994) theory-building program was used to assist with data analysis. The software was used to store and organize files, to search for themes, to search for cross themes, to diagram categories and themes, and to create a template (Figure 3). Figure 3 depicts a visual representation of the NUD-IST software.

Figure 3: Tree Diagram for Case Study Using NUD-IST Program (Creswell, 1998)



There are parameters of the grounded theory approach which must be considered in the data analysis process. The selective coding must provide a clear, analytic story. In triangulation, the researcher made use of multiple and different sources of data and methods to corroborate evidence. This process shed light on a theme or perspective. The NUD-IST software helped to

find evidence of codes the researcher had established. In addition, a colleague was asked to independently review and code the data and subsequently comparing the codes to those of the researcher. Multiple and different sources of data included interviews, archival data, and artifacts. Additional methods included naturalistic and purposive observations of the superintendent and the union president, as well as board meetings. The researcher used member checks to establish credibility by taking data, analyses, interpretations, and conclusions back to the participants so they could judge accuracy and credibility of the account. According to Creswell participants should “play a major role directing as well as acting in case study” (1998, p. 203).

CHAPTER 4

RESULTS

This study was conducted to examine the role trust played in the working relationship between union presidents and school district superintendents. Leadership behaviors demonstrated as a result of this relationship were also examined. This research informs superintendents and union presidents about the role trust plays in this partnership. This descriptive case study involved two small, rural school districts—one in the state of Montana and one in the state of Wyoming.

Montana Rural School District

The Montana school district pseudonym is Montana Rural School District (MRSD). The director of the School Administrators of Montana (SAM) was contacted to ascertain information about state superintendents who fit the profile for this study. From the names acquired through SAM, contact was made with the superintendent in the district where study criteria was present. Soon after, as referenced in the researcher's log, March 5, 2007 was the date the MRSD superintendent agreed to participate in the study. Another log entry reflected the preliminary meeting with the superintendent was held two days later. The purpose of this meeting was to discuss purpose of the study, outline the study process, and to schedule interview and observation dates. Field notes kept by the researcher assisted in organizing interview and observation appointments.

Study criteria included a district with approximately 500 enrolled students, which has a superintendent who has been in the position for at least three years, school board has at least five trustees, has at least one other administrator and is in close proximity to the researcher. The MRSD district enrollment was approximately 400 students with approximately 65 support and certified staff. In addition, the superintendent had four years of experience as a superintendent. The board consisted of six trustees and three other administrators were employed in the district. The Montana district was located within 100 miles of the researcher. The MRSD superintendent agreed to allow the district to participate in the study upon approval from the Board Chair. No other school districts were contacted as a result.

The MRSD operated under a joint collective bargaining agreement driven by Montana collective bargaining statute. The multi-page teachers' contract was in year one of a two-year agreement. The contract agreement was created by representative members of the district's Board of Trustees and the local teachers' union. The collective bargaining process was used to create the document. The contract was agreed upon following formal negotiations sessions lasting less than one week.

The district operated an elementary school, a central office facility and a 7-12 school. A decline in enrollment in recent years forced the elimination of a separate middle school facility. All district facilities were well kept, with up-to-date resources, such as computers and textbooks evident in the classrooms. Along with the collective bargaining agreement, faculty handbooks, and board policy served as formalized documents supporting district operation. The six-member Board of Trustees met on a monthly basis. Board agendas and meeting minutes were posted on the district website.

Following the initial two-hour meeting with the district superintendent, interviews were scheduled and archival data was acquired. The researcher spent a total of one and a half days in the school district collecting data. A significant amount of information was acquired through the school district website. The researcher met with the superintendent a final time to provide a copy of the MRSD case study for review and comment. Website information included board meeting agendas and minutes, parent/student handbooks, district mission and vision statements, and staffing information. The researcher downloaded this information for analysis.

Montana Rural School District Participants

The majority of the MRSD staff interviewed were veteran teachers with many serving over 15 years in the school district. All participants were interested in the study most often questioning how they were chosen to participate. With the exception of union leadership, participants were randomly selected from a staff roster located on the districts website. All participants received a cover letter and consent to participate form prior to the onset of the face-to-face interview. Upon arrival to the MRSD, the superintendent presented the researcher with a written copy of the final interview schedule, complete with location of each interview.

Initially, participants were hesitant to be interviewed; however, once the purpose of the study and the process were outlined, participants openly shared their thoughts and opinions. Pseudonyms were given to all participants to retain the accuracy of the data while maintaining confidentiality of all participants. A total of 16 individual interviews were conducted along with a joint interview with union president and superintendent. All interviewed certified staff were members of the local teachers' union. Approximately 80% of the entire K-12 certified staff were

members of the teachers’ union. The parent and community member interviews were conducted over the phone while all other interviews were conducted face-to-face. Interviews were conducted at the convenience of the participant. The researcher met the participant in a designated conference room at the respective school. The administrative interview was conducted off district property at the request of the participant. Interviews met the schedule agreed upon by the superintendent and the researcher each lasting 20 to 25 minutes. The union president and superintendent interviews lasted 45 minutes. No technical difficulties with equipment or any other unforeseen problem occurred. Word-processed transcripts were mailed back to each participant for review and comment. Participants returned the edited script in a stamped self-addressed envelope to the researcher. Participants who were interviewed over the phone received the consent to participate form and the cover letter in the mail with the typed transcript. An entire day was spent in the MRSD conducting interviews and observations. Field notes were taken throughout the observations. The researcher observed a board meeting following the interviews. The MRSD interviews were completed by the middle of April.

Table 2: MRSD Participant Demographics

Participant	Role in the Montana District	Participant	Role
Mr. Summers	Superintendent*	Ms. Antonson	Administrator
Ms. Barker	Elementary Support Staff	Mr. Stanton	Board Chairman
Ms. Schiff	Union president; K-12 Specialist	Mr. Kaufell	Trustee*
Mr. Edwards	Elementary Classroom Teacher	Ms. Wilson	Trustee
Ms. Stinson	MS/HS Support Staff	Ms. Herbert	Community Member
Ms. Morrow	MS/HS Support Staff	Mr. Clausen	Parent
Ms. George	MS/HS Classroom Teacher	Ms. Stevens	Parent
Mr. Cook	MS/HS Classroom Teacher*		
Mr. Everhardt	Union president; HS Teacher		

*Denotes membership on district negotiating committee

The MRSD superintendent, Mr. Summers, was a veteran educator, with experience at the classroom, school and district levels. Mr. Summers had been an administrator in another Montana school district; however, this was the first superintendency held by this individual. Mr. Summers was the least senior certified staff member in the district, as the majority of the participants in this study were veteran employees with no one employed less than 15 years. Mr. Summers succeeded an individual who served as the superintendent for less than four years. The superintendent attended student's sporting events, concerts, and other club related activities. In addition, Mr. Summers participated in the local Rotary club oftentimes giving presentations on issues important to the district and community.

Mr. Stanton, the current Board chair, was a newcomer to the Board with only two years of experience. The other two trustees interviewed for the study were veteran trustees each with approximately four years of experience.

Support staff members were not members of the MRSD certified teachers' association. As a result of membership in the local association, certified staff were members in the state and national teachers' association. MRSD embraced a closed shop, meaning that non-union members paid a representation fee to the local association. The union president indicated, "Thirty-two out of the 35 certified staff are members of the association." As noted by the superintendent, "I would say we have a good representation of membership in our association. They have everyone, like most schools do, from the person that pays their dues and probably doesn't even vote to those that are very staunch and make a lot of calls and such to check on things."

The majority of the professional years of the union president have been spent as a certified employee in the MRSD. Ms. Schiff had served the association for approximately ten

years. The union president was elected annually by the association membership. The union president met with the superintendent two times a week depending on the need. The superintendent indicated, “I call on her as a resource. I want her input on things. I feel if I have their input in being proactive it prevents a reactive response. We meet anywhere from once a month to twice a week.” Ms. Schiff indicated the periodic meetings are held for the following purpose, “He (superintendent) wants to be very clear when I am visiting with him about any situation. He is very clear, very open, very specific about things so that when we leave that meeting we both understand very clearly and there is not any doubt between the both of us as what he is trying to say or do.”

The taped interviews revealed participant thoughts and perceptions regarding the role trust has in the working relationship between union leadership and district superintendent. In addition, participants shared insight regarding specific superintendent leadership behaviors resulting from the working relationship.

Montana Rural School District Demographics

This study involved a small, rural school district in the state of Montana. The community thrived from the agricultural trade, as well as from farming and ranching. The 500 plus student body is drawn from a significant radius, roughly 400 square miles. The school district was an integral part of community life. Community members and parents actively supported student activities and district initiatives. Some faculty held dual roles as educators as well as small businessman. One teacher indicated, “I actually share a business with the union president, so there is a social association outside of school.”

The district supported three physical plants, including an administration building, an elementary school, and a middle school/high school building. The buildings were well maintained and housed current materials and technology.

The MRSD was currently in year one of a two-year collective bargaining agreement. This agreement was reached after a forty-five minute negotiation session. The previous two-year contract came as a result of three negotiation sessions. The make up of the teachers' negotiating team included three teachers who have served on the team since the arrival of this superintendent four years ago. The Board had a three-member team. The superintendent served as a resource to the negotiating team as indicated by his response, "I serve as a resource. Of course, I am not a voting member of either party."

The MRSD employed certified teachers in specialized areas, such as a technology instructor who is responsible for all K-12 technology initiatives. In addition, the district supported a full time librarian and school counselor. Support staff included three Title One aides, a library aide, and a special education aide. One support staff member indicated, "I have been in the district for 29 years and my duties range from working in the library to supervising the playground." Several support staff indicated dual roles, such serving as a Title One aide and a special education resource room aide. While the MRSD does not employ a full time elementary principal, it does have a full time middle school/high school principal. The elementary principal, who worked three days a week, had served for a total of five years in the district and had a lead teacher on call in her absence. A district clerk/business manager was responsible for board business and financial record keeping.

The MRSD employed thirty-five K-12 certified staff. Veteran experience was prevalent in the district. Ms. George responded, “Some of the lengthy tenure in the district has to do with the employment of spouses.” One teacher indicated tenure of 15 years with experience in teaching biology and earth science along with numerous coaching responsibilities. Yet another indicated a professional career lasting 34 years in the district changing positions within the district following the acquisition of a master’s degree. Two of the veteran teachers interviewed indicated serving in the past as union president, one teacher holding the position for four years, the other serving on past grievance and negotiations committees.

The MRSD was governed by a six-member Board of Trustees consisting of four men and two women. The Board met on a monthly basis. All board minutes and agendas were located on the district’s website. The Board of Trustees was governed by the district’s policy manual. Policies were brought forward to the Board by the superintendent for revision and final approval following a three reading process. Meeting agendas were posted in advance of the regularly scheduled meeting. Board meetings were conducted by the Board Chair. At the onset of the public meeting, the Board approved then followed the published agenda. Meeting protocol and procedures were followed according to *Roberts Rules of Order*. Board minutes were kept during the meeting by the District Clerk. Board meetings were not audio or video recorded. Trustees were presented hard copy information on agenda items prior to the meeting. The superintendent communicated with the Board of Trustees through emails and phone conversations. One trustee indicated, “I’ve been on the negotiating team for the past two negotiations for the union contract. I was the chairman of the committee during one negotiation and I was a committee member

during the second negotiation.” Trustee Wilson indicated previous employment with the district by saying, “I was a previous faculty member in the district as well as a coach.”

This small, rural community had confidence in the leadership of the K-12 educational system as evidenced by the parents and community members interviewed for this study. One parent, Ms. Stevens, indicated, “We had to deal directly with the superintendent and he handled the situation well. We had confidence in him and enjoyed working directly with him. I felt like we could talk to him and he was being honest and direct, forward with us.” Ms. Stevens went on to indicate, “He’s very supportive of our community and involved. He backs the community.”

Another parent, Mr. Clausen, indicated an association with the superintendent outside the school district.

He is a member of the local Rotary Club. He has made presentations as a guest speaker and talked about the school district and some of the legislative tasks at hand in Helena. His knowledge is very good. The superintendent is very active and shows some leadership as he takes things head on and does want to do what’s right for the kids and for the district.

Teachers, an administrator, trustees, support staff, parents, and community members offered thoughts and perceptions on the relationship between the union president and the superintendent and the role trust has in this relationship. Stakeholders, along with the union president and the superintendent, were asked specific questions on this topic. The results to these questions are outlined in the next section.

Evidence of a Trustworthy Situation

Participants communicated examples of situations whereby the union leadership and the superintendent exhibited trustworthy behavior. The examples reflected district calendar changes,

Pupil Instruction Related (PIR) staff development record keeping, and contract language interpretations.

Administrator Antonson noted a calendar change occurred as a result of shifting parent-teacher conference days and the final checkout day for teachers. While the calendar change initially caused a stir in the district, the superintendent conducted a thorough review of the situation.

The superintendent initially contacted union leadership to go out and talk with their members and get ideas on different options on how to approach the issue. The calendar change ended up by, 'finding a trade-off.' Teachers ended up splitting the time with half of a day devoted to parent-teacher conferences and half a day devoted to teacher check out time. One of the certified teachers cited this as an example of a trustworthy situation as well. I thought they (union leadership and superintendent) tried to work together to inform everybody and to make it work pretty smoothly. It worked out okay.

A contract language issue was also mentioned as an example of union leadership and the superintendent exhibiting trustworthy behavior. Rather than take the issue to the board about a past hiring practice, the superintendent indicated, "We have to change this in the next negotiations." "I guess I was fortunate to start negotiating when the relationship was already positive, but I hear and know of board stories of past relationships where that would never have happened. It would never have been discussed."

Ms. Schiff, union president, stated,

I can probably think of a couple situations in which trust was a very important integral part of the issue, and I think the superintendent is one you can trust in those situations and have confidence in that relationship. I think it has developed into a good working relationship between the two groups, the administration and the local association. Ms. Schiff followed with a reflection of how the union and the superintendent worked on a personnel matter, which was delicate in nature. Since it was a delicate situation, we were trusting each other and what we were doing was in the best interest of the staff member and the school. So we worked through the situation and it worked out real well.

Mrs. Schiff indicated this superintendent was interested in renewing the teachers' contract upon the arrival to the district.

The superintendent came in very willing to renew the contract between the teachers and the school district, and was very willing to work within the boundaries set by the contract. That automatically set a good tone for working relationships." The union president went on to reflect, "There was an openness to discuss any issue from their side or our side in an informal way and so trust has been built over time.

Trustee Wilson noted,

An example of trustworthy behavior between union leadership and the superintendent would be the fact that we were the first school district in the state of Montana to sign our contract. I attribute that to the leadership and the openness and just the culture that he was developing here and the trust that just expedited the whole process.

Since support staff are not union members, employees in this group are not privy to all the meetings and communiqués afforded to certified staff. As a result, Ms. Stinson commented on what is heard second or third hand. For example, "It's just little bits and pieces I might hear in the lounge and in the hall. It is things like, "Well, we had a good meeting last night, so it's nothing concrete that I could say."

Superintendent Summers referenced a complex situation involving students as his example of a time trustworthy behavior was demonstrated. "Any time you move into a new situation, it is your obligation to demonstrate that you are number one trustworthy. This complex situation initially opened the door to some interaction with staff to see that I was going to be honest."

Evidence exists in the MRSD of trustworthy behavior exhibited between the union president and the superintendent. Teachers, trustees, union president, superintendent, and an

administrator shared perceptions regarding experiences they have either been involved in or observed dealing with trustworthy behavior between the union president and the superintendent. Parents and community members were unable to respond to specific examples or situations where this behavior was observed.

The researcher attended an evening board meeting on April 10, 2007, primarily to conduct the joint superintendent/union president interview. The board meeting also provided the researcher an opportunity to communicate, prior to the start of the meeting, with the Board Chair regarding the status of the daylong interview process in the district. The Board Chair was anxious to hear how the day had gone and was supportive of the entire process. The Chair communicated the successful day resulted from the superintendent's support and commitment to the study. The Board meeting was conducted in an organized format, following the previously posted agenda. The MRSD Board routinely met once a month unless a special meeting was requested by the administration or a trustee. The Board Chair led the meeting, with the superintendent seated between the chair and the vice-chair. The Board clerk arranged the room, distributed board materials, and kept the board minutes. The Board meeting was not audio or video recorded. A small number of staff, students and parents were present at the meeting. All audience members registered their attendance on the form provided near the entry to the boardroom. The initial agenda items included two student group presentations. The presentations highlighted the work done by the student group allowing the superintendent and the Board the opportunity to congratulate them on the results of their hard work. Following the presentations, the Board continued to work through the stated agenda.

The superintendent was instrumental in providing additional information or comment to the information provided in the Board packet. Additionally, the superintendent answered any questions about the content and provided the Board with an administrative recommendation. The Board Chair sought guidance from the superintendent throughout the meeting by asking for an introduction to each agenda item. The communication between the Board of Trustees and the superintendent was professional and respectful in nature. In turn, all communication from the Board and superintendent to the public was conducted in the same manner.

Trustworthy behavior was also evidenced through the openness of Board agendas and Board meeting minutes. The MRSD Board of Trustees posted all meeting agendas and minutes on the district website. Minutes included information about all transactions conducted by the Board of Trustees, including financial transactions, policy related decisions, and communication from the public. The minutes reflected a continual theme of supporting administrative recommendations both from building level and district level administrators, usually with a unanimous vote by the Board. Another theme evident in the Board minutes was the recognition of staff for various awards or elected positions to state educational organizations. The Board as a whole affirmed the dedication and commitment of all staff. There was a great deal of evidence in the Board minutes whereby student accomplishments were applauded as well. Additionally, the Board Policy manual was organized in a traditional style with specific categories filed after a specific numerical designation. The superintendent presented updated policy language to the Board for consideration. In addition, the policy manual referenced Board approval dates and Montana Code Annotated (MCA) reference. This was consistent with Montana board policy manual format. One section of the manual outlined the specific duties and responsibilities of the

superintendent. While this manual accurately reflected a listing of policies embraced by this Board of Trustees, it also reflected the state required process used to draft, renew, and update board policy language.

Staff bulletins, along with other supporting documents such as parent and student handbooks, reflected specific information about the overall procedures governing the district and its employees.

Two parent/student handbooks, one for K-6 and one for 7-12, were located on the MRSD website. In addition, a separate handbook for activities was located on the web. The multi-page document included information on the following topics: attendance, academic programs, student services, such as special education and Title I, policies and regulations, student code of conduct, and student discipline. The documents provided easy access to all constituents regarding procedures in each building. While the handbooks reflected the overall positive climate under which schools operated, it also reflected consistent, predictable consequences when procedures were not followed. The tone of the information was professional and provided a wealth of information to students and parents about general operating procedures. The handbooks reflected an atmosphere of respect and cooperation.

The MRSD superintendent sent a weekly staff communiqué via email to all certified and support staff in the district. The weekly bulletin provided staff with information about upcoming student and staff events, scheduled meetings, and general information of concern to staff. The bulletins reflected a “state of the district” on a week-by-week basis as communicated by the superintendent.

Study participants indicated the presence of trustworthy behavior between the superintendent and the union leader evidenced through first hand experiences and observations within the district. Participants reflected on the intentional role the superintendent played in creating a positive, nurturing environment through open, honest communication. In addition, formal documents, such as Board agendas and minutes, parent handbooks, and staff communiqués reflected a professional style of communication, which conveyed from the superintendent to all constituent groups a willingness to compromise and work together.

Influence on Leadership Relationships

The collective bargaining agreement is the binding agreement between the Board of Trustees and the teachers. Contract language communicated information about working conditions, salary, benefits, grievance procedures, and teacher evaluation. The collective bargaining agreement was reached through a negotiations process whereby three members of the Board of Trustees and three members of the local teachers' union finalized the conditions outlined in the contract. Montana statute outlines the process under the collective bargaining Montana Code Annotated (See Appendices). The superintendent in the MRSD served as a resource to both parties.

Trustee Kaufell, who is a member of the negotiating team, indicated the current negotiations process was a positive experience.

We have had a very good process. It's been formal, but I think both members of the school district team and the union team have a lot of respect for each other. I think that we knew each other very well and were willing to sit down and make sure that certainly the school district has goals we want to accomplish and they have what they want accomplished. I think there is that understanding that we were probably not going to get everything either side wanted.

Trustee Wilson indicated,

The collective bargaining agreement has been in place a long, long time so it is a pretty solid document. The relationship is just a matter of the union trusts the school district and the superintendent to follow that agreement and it's adhered to closely and honored.

Ms. Antonson mentioned the superintendent," Has been really up front with the paperwork that delineates the dollars. In the past, there was an attitude that the numbers weren't right and that there was money all over the place. That is no longer the case with this superintendent."

Certified staff shared the importance of following the approved collective bargaining agreement. Following the agreement translated to confidence in the superintendent when making district decisions. Mr. Edwards noted, "Contract issues are usually communicated to staff through union emails." Additionally, Mr. Edwards indicated that the superintendent is not the "stern dictator type, however the contract language is interpreted and followed." Ms. George indicated,

The superintendent is very good about going to the collective bargaining agreement before making a decision. He goes through sticky notes, clarifies what he believes, calls the union members in and if he has any question at all asks what their interpretation is before making the decision. He makes sure he is using the collective bargaining tool before decisions are made. This has definitely cut back on grievances in the district.

Ms. Schiff sees it as useful to set the boundaries of teachers' rights and for the rights of administration and the board.

There is a purpose and we all will abide by it. This superintendent is open about district finances. In fact, the superintendent's salary is tied to the teachers' salary so that automatically builds trust. Additionally, the contract is really important on both sides. I found this administration is very good about being open and flexible and willing to work; try to work out the situation or concerns through the contract.

Superintendent Summers indicated the collective bargaining agreement is a tool not a weapon.

I know a number of other fellow administrators that look at it as a weapon rather than a tool. I don't see it that way. I see it more as a guideline for me and for the teachers. It's a map in and of itself. I see it as a two-way road, and that's very, very positive." He goes on to add, "The style of bargaining is aligned to a win-win bargaining format; respect is shown for one another.

Parents and community members had no comment regarding the influence the collective bargaining agreement has on the working relationship of the union leadership and the president.

The MRSD collective bargaining agreement, arrived at jointly between the MRSD Board of Trustees and representatives from the union, was agreed upon with actual formal negotiation sessions lasting three days. Preliminary conversations leading up to the creation of the document were categorized as informal and cordial. While the collective bargaining agreement was categorized as a binding, formal agreement, negotiation participants attempted to decrease the formalized atmosphere by competing with each other to see who would bring the best treats to the negotiations session. The agreement primarily focused on working conditions, salaries and benefits.

Table 3: Montana Rural School District Collective Bargaining Agreements

Subject Areas in the MRSD Agreement	Number of Pages
Recognition	1
Powers of the Board	1
Association and Teachers Rights	2
Grievance Procedures and Grievance Forms	2
Leaves	2
Teacher Evaluation Instrument	2
Salary Schedule (2 years)	2
Stipend Position Salary Schedule	1
Payroll and Insurance Deduction Information	1
Reduction in Force	2

The collective agreement contained a plethora of information ranging from how teachers received written notice of their classroom assignment for the forthcoming school year to a complex pay matrix. The contract language aligned to district policy.

The district superintendent was an integral part of the negotiations process serving as a conduit between the Board and the union. While serving as a non-voting member of the negotiations team, the superintendent provided accurate financial information, provided the Board with possible changes to contract language provided to the superintendent through input from other district administrator team members, and provided insight on how proposed changes, both salary and language, would impact the district. The MRSD superintendent categorized the most recent negotiations process as upbeat and positive, aligning to the win-win style of bargaining. Upon arriving in the district, Superintendent Summers proposed three key ground rules for a successful negotiations process. The ground rules included creating a sense of collegiality by communicating who brings treats to the meetings, creating a sense of openness by defining a specific number of negotiation sessions, complete with dates and times, and finally creating a sense of respect, by modeling respect for one another.

Mr. Summers affirms,

If you get to a stalemate of any kind the meeting is over, you sit, and you agree you don't leave for fifteen minutes, you have a cookie together, and you visit a little more. I am a true believer in not trying to hide the finances, don't try to hide things. I have an obligation to show that money and at the same time explain the outcome of starting to expend it. Once they see that what you are saying is factual, the trust and bridge is built.

The MRSD collective bargaining agreement resulted in a two-year contract with salaries ranging from \$24,000 to \$47,000 over this timeframe. The collective bargaining

agreement did not reflect specific language changes for the length of this contract.

A committee consisting of certified staff and the superintendent wrote the certified evaluation instrument, included in the collective bargaining agreement. The instrument was periodically reviewed for possible agreed upon revisions prior to board approval.

The collective bargaining agreement served as the binding document between the Board and the teachers' union. The agreement was organized with specific, succinct language, which reflected how the two groups would work together. The superintendent served as the steward when confronted with language interpretation and contract implementation. Participants responded favorably when referencing the role this superintendent held in implementing the agreed upon contract. Respondents indicated the superintendent was one who could be trusted to fairly interpret contract language with a decision, which often reflected compromise. While the superintendent's involvement in the actual contract bargaining process was viewed simply as a resource, many respondents viewed this role as instrumental in the rapid agreement reached between the Board of Trustees and the teachers' union.

Influence Trust has on Contract Negotiations

Union presidents and the superintendent were asked specifically about the influence trust has on contract negotiations. From the perspective of union leadership, Ms. Schiff shared,

You have to be able to trust that the information you are getting from the district is accurate, true. You have to trust that what is stated or signed in negotiations are going to be carried through on both sides. You have to trust and develop good ground rules, good negotiating processes. You just have to trust that what they say is true and they understand that from our position, too, and be open about finances, be open about contract, don't try to sneak things in with language, because that's been done. This superintendent is an individual you can trust. His word is golden and he does what he's going to say he does, and I think he wants

to be fair to work in that way. Everyone had a trust of each other going into it; there wasn't a whole lot posturing and I guess game playing that can go on in negotiations.

Superintendent Summers conveyed the importance of not trying to hide things.

Over a period of time, the association realizes that what you're telling them is factual and they might not like to hear what you are telling them. Once they see that what you are saying is factual, the trust and bridge are built. It must go two ways. It comes back the other way.

Union leadership categorized the negotiations process and results in a similar fashion, however indicated it had not run so smoothly under previous leadership. Ms Schiff outlined the key differences between the previous superintendent and the current superintendent in the following statement.

You are treated as a professional doing your part of any school operations and that is respected. It's acknowledged that you have a voice in how things go for you as a professional within the system. In the past, it was kind of, there were times, not always, but a few times where the superintendent isolated the administration from the teaching staff, so therefore it was an us against them mentality. It was always people were trying to overcome that, there was no sense of a unified whole that I personally perceive right now. I think many people feel that, we all have our part to play and it's respected and at times it wasn't respected. In fact, it was I'm the boss and we'll do things the way I want them and to heck with you kind of attitude. Other times it was well you do your thing and I'll do my things.

Union presidents and the superintendent indicated the influence trust has on contract negotiations through actual first hand experiences on both sides. This question was not asked of other stakeholder groups.

Participants viewed the superintendent as one who could be trusted during the contract negotiations process. Information was shared freely and openly, making sure all financial information was readily available to both parties. Respondents also held the belief that this superintendent had benevolent intentions, in other words he did as he said he would do.

Teachers were treated as professionals with information brought to the bargaining table begin validated by the superintendent.

Influence this Working Relationship has on Superintendent Leadership Behavior

Interview participants shared perceptions regarding specific leadership behaviors, which resulted from the working relationship of union leadership and the superintendent. Perceptions were shared based on observations or first-hand experiences.

Superintendent Summers shared the following analogy:

As children we had the old paddleballs. When you hit it, it went out and then it came back or maybe you could look at it a little bit like a badminton game back and forth. My leadership style dictates the trust and the relationship and likewise the trust and relationship dictates my leadership style. He adds. We have had the kind of things, suicides of middle school aged children for example, that make it difficult in a school to work through. Because of the relationship everyone is there. Everybody is together and working to get past these things.

Ms. Schiff concurred with the thoughts of the superintendent.

He knows we have a good working relationship that his time and energy can be directed toward more positive outcomes, rather than either figuring out how to maneuver things or to get the upper hand. His energy can be devoted toward setting district direction since the trust is going on within the district. I think developing a good trust base has allowed him to utilize his view of where the school district could be and what could be improved. If there are concerns then I know they will be handled in a respectful, thought, by-the-book way. The superintendent is very willing to meet and is very willing to work within the boundaries set by the contract. I think it just automatically sets a more positive tone with staff to know that our rights are going to be respected.

Mr. Schiff also included such leadership behaviors as fairness. "I would describe his leadership style as lead by example, I guess. By modeling, by doing what he says he's going to do and his openness."

Prior to the onset of the Board meeting, the researcher conducted a joint interview with the union leadership and superintendent. The purpose of the interview was primarily to visually ascertain whether or not either person displayed specific behaviors as it related to information contained in the individual face-to-face interview, as well as to ask additional questions resulting from previous individual interviews.

The superintendent and union president both touted the importance of respect and listening. Furthermore, both parties highly valued the importance of a collegial relationship. However, during the joint interview, neither individual afforded the other direct eye contact, which reflected a sense of inattention or lack of focus. The interview arrangement might have had a part to play in this observed behavior, as they were seated side by side rather than across from each other. Additionally, the superintendent, board and the union president were all focused on a difficult agenda item forthcoming in the board meeting.

Superintendent Summers reflected on why he thought the staff might see a change from previous superintendent leadership by stating, I don't believe in keeping secrets. Secrets and lies get you in trouble. It's stupid to do that. It just doesn't accomplish anything and I feel that the union doesn't hide things from me and I don't hide things from them because how are we going to work something out if we hide things?

Ms. Schiff went on to add,

We've had that in the past. We have definitely had a sense that you had to be double-checking anything that was said to you about financial aspects of the operation. There was always a subterfuge that you had to around double-checking. I mean literally to the point of going to the courthouse and digging through records to verify because sometimes you found out they were lying.

Superintendent Summers indicated he had worked under a leadership style the union president described in the interview. "I worked in an environment exactly what (she) is talking

about and I didn't like it. I won't do that again, either as an employee or a supervisor, I just won't, I'll just go away."

Ms. Antonson shared the importance of regular all administrator team meetings. These weekly meetings provide the superintendent an opportunity to gain the pulse on various situations and initiatives within the district.

In terms of decision-making, students are always first. He really seeks out the dialogue, makes phone calls, and gets out and about. If he thinks things are moving along well, he steps into other places. His style is proactive.

District support staff indicates he listens to teachers, encourages teachers, and is pretty open. "If there is a complaint, the superintendent encourages individuals to work through the channels." Ms. Morrow mentioned the improvement of communication. "I think he stays on top of things."

Regarding specific leadership behaviors displayed by the superintendent, Mr. Clausen said, "I think his knowledge is very good and he is always trying to do what's right for kids and for the district." Community members had the opportunity of hearing the superintendent address district initiatives at Rotary meetings. The focus on students and overall student achievement comes through the presentations. Ms. Herbert, who served on a district committee, commented on a time when the superintendent addressed a complaint from a parent by indicating, "He actually listened to the individual and took for value what that individual was talking about."

Trustee Kaufell believes the tone set in the district is a result of the superintendent's leadership behavior.

He sets an informal atmosphere in the district by bringing people to the table and getting input from them. The union doesn't have to schedule meeting times the groups just come together. He talks with the teachers not at the teachers. The employees feel valued and as if what they are doing truly is important and by the

simple fact that he is sitting in on those committees it tells them that he really does care about the curriculum and what is going on in the classrooms. He will just stop by and talk to some of the union members and just get their input without it being a formal meeting.

Trustee Kaufell supported the idea of an informal, yet professional atmosphere in the school district.

One thing that is evident is his work ethic. I think he has demonstrated that he is willing to put in the time to work on a wide variety of different projects that affect both the teachers and the school board. I think the teachers respect. I think he has been willing to listen to teachers when they have a concern that has been brought to his attention, and he is willing to address the concern. He's been willing to make hard decisions when he has to, yet not alienate teachers or union members. The key to having a good working relationship between the union, the school board, and the superintendent is his involvement and being so active.

Certified staff thought strong communication and listening skills were part of the superintendent's leadership style. Additionally, staff supported his efforts to be visible in the school buildings and being approachable on any issue. His ability to compromise was also a strength area shared by staff. "We compromised a little and we still have some hours on that last day and I think that was because union leadership and the superintendent worked together and they did try to listen to the rank and file." Another faculty member stated, "I think he's good about keeping people informed about things."

The superintendents understanding of school law and school budgets were mentioned by staff. Staff connected these skills to a better understanding by the superintendent of the teachers' contract. "He constantly goes back and checks the contract before decisions are made. If there is a discrepancy, union leadership and the superintendent go back and discuss what they thought the interpretation was at the time the information was first included in the contract. This is done

in a professional manner. He is not the stern dictator; if necessary, “He makes a point to go talk with the individual.”

In the joint interview with the Superintendent Summers, Ms. Schiff captured the overall essence of the superintendent’s leadership behavior as it compares to previous leaders that have been in the district.

This superintendent treats you as a professional doing your part in the school operation and that is respected. It’s acknowledged that you have a voice in how things go for you as a professional within the system. In the past, the superintendent was isolated from the teaching staff. There was no sense of a unified whole that I personally perceive right now. We all have our part to play and it’s respected and at times it was respected. In fact, it was I’m the boss and we’ll do things the way I want them and to heck with you kind of attitude.

Superintendent Summers responded by saying,

You know there is nothing that bothers me more than someone that tries to make other people look bad so they look good. That is absolutely ridiculous. Why wouldn’t I take the things (she) shines in and not only be proud of those, but show them to other people, because what does that do? That makes me look better, and that makes our district look better.

Constituent groups mentioned leadership behaviors such as listening, being open, and strong communication being embraced as part of the superintendent’s leadership style. In addition, behaviors such as having strong background knowledge in such topics as curriculum, school finance, and school law were noted as being evident in Superintendent Summer’s day to day leadership.

Superintendent Summers was referred to as a fair and honest leader. Respondents shared the belief in Superintendent Summers’ ability to listen and communicate in an effective manner resulted in a district culture and climate, which conveyed trust and collegiality. His knowledge in areas of school finance, school budgets, and curriculum were seen as positives for the district, as

his time could be better spent in these areas rather than in settling disputes or disagreements. Participants held the belief that members of the district were respected and valued as professionals and individuals. Superintendent Summers regularly modeled respect and professionalism as part of his overall leadership style.

Situations Exhibiting Distrust

Interview participants shared perceptions about situations in the MRSD when a lack of trust, or distrust, was exhibited. These perceptions were a result of personal experience or observations made by the participant. Regarding participants' thoughts on situations or events, which demonstrated a lack of trust or distrust, respondents were unable to address specific situations involving a lack of trust, rather respondents likened it to miscommunication. For example, Trustee Wilson offered,

No, I haven't experienced a situation where there was a lack of trust. There have been a couple of situations, not necessarily dealing with the union as part of the negotiations process, but just a couple of miscommunications in the few years this superintendent has been here.

Union president Schiff could not recall a time where she had personally experienced a lack of trust in the current superintendent. However, Ms. Schiff commented on how previous leadership displayed distrust.

We've had that in the past. We have definitely had a sense that you had to be double-checking anything that was said to you about financial aspects of the operation. A lot of different things, there was always a subterfuge that you had to go around double checking, I mean literally to the point of going to the courthouse and digging through records to verify because sometimes you found out they were lying. That is not the case with this superintendent.

Ms. Schiff went on to explain,

You know that old saying, ‘you’re not going to please all the people all of the time?’ I’ve had a couple of people who thought their input was not as valued as they would have liked it to be, and that created a few hard feelings in the staff. Did that promote trust? Well, probably not.

From the perspective of the superintendent, he stressed the importance of communication and collaboration. When disagreement occurs, Mr. Summers relies on these tools in working with union leadership in resolving the disagreement.

You know the old theory, I was here when you came and I’ll be here when you’re gone. The leadership actually joined in and said you know if we can come to amiable understandings about this issue, then we are certainly going to support you. On another issue, I felt like I had forced the situation on them. I put too many parameters on them initially and I felt really bad about that. They were correct that I had my own vision about what the resolution should be. I had to back off, and quite frankly, ironically, it came back to being very similar to what I had proposed.

Ms. Antonson concurred with other respondents in that she had not observed a situation where there was a lack of trust between the superintendent and union leadership.

She focused more on what Mr. Summers’ actions are in a situation where misunderstanding or miscommunication exists.

Mr. Summers stresses the need to contact people and get together and try to get back into a dialogue to try to determine how we are going to move forward. He is proactive and he really seeks out the dialogue. Mr. Summers focuses on really talking to people and seeking them out.

Mr. Edwards stated, “I don’t know if I can think of a time or not. I don’t know of any specific situations where there has been a lack of trust.”

Commenting on a situation where a lack of trust between the union president and the superintendent existed, Ms. George recanted a time early in the superintendent’s tenure in the district involving staff training. Faculty was unsure of specific staff development requirements

outlined in the district's technology plan. After extensive discussion initiated by Mr. Summers, union leadership and the superintendent arrived at a compromise on how faculty would meet the state standard. Throughout this disagreement, Mr. Summers maintained an open door policy. "Both sides were getting their ducks in a row in legalities, school laws, standards, and any documentation needed to resolve the conflict."

Overall, respondents had limited comments about their experience in observing a situation where a lack of trust was exhibited between the union president and the superintendent. Respondents compared trust to miscommunication and the importance of dialogue in resolving conflict, continuing to affirm evidence of trust in the superintendent.

Respondents were limited in their reflections regarding situations they had experienced which resulted in distrust. Participants referenced miscommunication or lack of understanding as being present in times of perceived conflict. Individuals shared experiences, which after additional information resolved themselves with no deceit or distrust on the part of the superintendent. The superintendent stressed the importance of collaboration and communication when striving to solve problems or conflict, maintaining an open door policy as a key to success in this area.

Summary

Participants in the MRSD shared reflections about the superintendent's role in contract negotiations, contract disputes, and daily district operations. Respondents indicated this superintendent held specific leadership traits, which resulted in creating an open, honest, fair climate within the school district. Participants viewed this superintendent as being a strong communicator, willing to listen to all parties on any issue. In addition, he was categorized as

being approachable, respectful, and embracing a high degree of professionalism and integrity. As evidenced through stakeholder reflections, the superintendent was one who was viewed as someone to trust, modeling trustworthy behavior. He was regarded as a strong collaborator and compromiser during times of discord. Because this superintendent was viewed as one who could be trusted, stakeholders supported the superintendent's efforts to collaborate and compromise with them as professionals when resolving conflict within the district. Stakeholders touted the superintendent's ability to compromise as a key leadership trait.

Wyoming Rural School District

The Wyoming school district pseudonym is Wyoming Rural School District (WRSD). The director of the Wyoming School Boards Association was contacted to garner information about state superintendents who fit the profile for this study. The director cited at least three districts within the 100 mile radius of the researcher which met the study criteria. Numerous phone calls were exchanged between the researcher and perspective superintendents, which were due in part to missed calls or lack of interest in the study participation. Fortunately, one district, which met study criteria, agreed to participate in the study with the initial meeting with the superintendent held in late April. The selected district had an enrollment of approximately 600 students with roughly 130 support and certified staff. The superintendent had veteran experience, and the district had at least one other administrator. While the superintendent was in his second year as superintendent in the district, he was a known entity in the district serving as middle school principal for four years and as the interim superintendent for one year. The district was located within 100 miles of the researcher. The WRSD operated under a joint contract agreement

driven by the meet and confer process. The contract agreement required approval by the seven-member Board of Trustees. Trustees were elected for four year terms. The district governance process allowed certified staff to establish a meet and confer committee, which primarily focused on salary, benefits and working condition items. The district committee membership consisted of five individuals, one support staff member, three classroom teachers, and the local association president. The Board of Trustees meet and confer committee consisted of the Board Chair, the Vice-Chair, two trustees, and the superintendent. The business manager provided financial information to the Board's meet and confer committee. The meet and confer process provided an avenue for staff to communicate information to the Board of Trustees through the superintendent regarding such items as salary, benefits and working conditions. The WRSD did not engage in any type of a formal negotiations process. The researcher had the opportunity to observe the first Board meet and confer meeting of the year. In attendance at the evening meeting were the Board Chair, who conducted the meeting, superintendent, one other trustee, and the business manager. The meeting discussion focused on a new salary matrix format, projected salary increases, creating a staff development incentive, and health benefits. The superintendent and business manager prepared the information for the committee to consider. In addition, the superintendent provided the committee with administrative recommendations.

The district operated a K-6 elementary school facility and a 7-12 middle and high school facility. Along with the teacher handbook, which outlined language specific to working conditions, the board policy manual served as formalized documents supporting district operation. The WRSD Board embraced the Leadership Governance model, which was supported through the Wyoming Schools Boards association. The Leadership Governance model focused

on boardsmanship, leadership, and performance of the board and the superintendent. The model outlined what the board would do, not what they should do. Specifically, the model addressed creating realistic expectations, delineating clear roles and responsibilities, increasing accountability for results, basing leadership on policy rather than administrative detail, making decisions collaboratively, governing proactively rather than reactively, and continual learning for boards, staffs, students and community. The six-member WRSD Board met on a monthly basis. Board policy, meeting agendas, and meeting minutes were posted on the district website.

Following the initial meeting with the district superintendent, staff were randomly selected and scheduled for face-to-face interviews and archival data was acquired. The superintendent sent the researcher a finalized interview schedule via email prior to the site visit. The researcher spent approximately one and a half days in the school district collecting data. A significant amount of information was acquired through the school district website. Website information included a superintendent video stream, which outlined the state of the district for the community, along with board policy, board minutes and district profile. This data was downloaded from the website for analysis. The researcher met with the superintendent a final time to provide a copy of the WRSD case study for review and comment.

Wyoming Rural School District Participant Demographics

Teacher participants represented all levels of the district along with support staff and one other administrator. Except for the association president and representatives from the meet and confer committee, participants were randomly selected from the staff roster located on the district website. Parents and community member participants were randomly selected from a list prepared by the superintendent. Participants were interested in the study openly sharing thoughts

and opinions. Pseudonyms were given to all participants to retain the accuracy of the data while maintaining confidentiality of all participants.

A total of 15 individual interviews were conducted from representative groups. The trustees, parents, union president and community member interviews were conducted over the phone, while all other interviews were conducted face-to-face. Interviews were conducted at the convenience of the participant. The researcher met with participants in their classrooms or office to conduct the taped interview. Interviews met the schedule agreed upon by the superintendent and the researcher each lasting approximately 20 to 25 minutes.

The association leadership and superintendent interviews lasted approximately 45 minutes. No technical difficulties with equipment or any other unforeseen problem occurred. Word-processed transcripts were mailed back to each participant for review and comment. Participants returned the edited script in a stamped self-addressed envelope to the researcher. Participants who were interviewed over the phone received the consent to participate form and the cover letter in the mail with the typed transcript. Two half-days, and one evening, were spent in the WRSD conducting interviews and observations. Field notes were taken throughout the observations.

The researcher observed a board meeting, via a tape recording. Additionally, the researcher observed a scheduled Board meet and confer committee meeting. The WRSD interviews were completed by the first week in May. Member checking was completed by the middle of May.

Table 4: WRSD Participant Demographics

Participant	Role in the Wyoming Rural School District
Mr. Connor	Superintendent*
Mr. Farnsworth	Support Staff*
Mr. Lacey	Union President; High School Classroom Teacher*
Ms. Mountain	Elementary Classroom Teacher
Ms. Flowers	High School Classroom Teacher*
Ms. Duval	Elementary Classroom Teacher*
Ms. Mortenson	Elementary Specialist Teacher*
Ms. Hancock	Administrator
Mr. Ricardo	Board Chair*
Mr. Josephson	Trustee*
Mr. Winkler	Trustee
Mr. Kingston	Community Member
Ms. Howard	Community Member
Mr. Panther	Parent
Ms. Atkins	Parent

**Denotes membership in the Board Meet and Confer committee.

*Denotes membership in the District Meet and Confer committee.

The WRSD superintendent was a veteran educator previously employed as a classroom teacher and building administrator. His professional experience included time in other districts beside the current district. While a novice in his capacity as superintendent, he has veteran experience as a middle school principal and special education direction in this district. Mr. Connor’s predecessor was employed as superintendent for approximately five years. Mr. Connor was eager to share information about the district to interested parties by providing periodic updates on the website. Attendance at student activities, such as sporting events and concerts was considered a priority for Mr. Connor. Staff birthday cards sat ready for distribution on the superintendent’s desk. Cards were distributed to individual staff members with a personal visit from the superintendent.

The majority of teacher participants in the study were veteran staff, teaching for a minimum of eight years. The study reflected input from staff at all grade levels. The meet and confer committee did not require participants to be members of the local association. This committee represents all members of the certified staff and support staff, with only roughly 25% holding membership in the local association. Local membership entitles participants membership in both state and national level associations. The low level of participation in the local association was a direct result of individual differences in philosophical positions taken by the national association.

Elementary classroom teacher, Ms. Mountain stated,

There are some pretty strong feelings against NEA and I think that is where it stands. In Wyoming, if you could belong to the associations individually, there would be a much stronger force. The dissatisfaction is not with the Wyoming Education Association. I really feel it is the NEA.

Mr. Connors went on to explain,

They tell me that number one, we are paid well, so why should we pay dues for a process that works. Secondly, we don't mind if our dues go to the WEA, but we don't want them going to the NEA. We don't like the NEA; we don't like what the NEA stands for. We live in a conservative state and conservative people live in it. They don't see the NEA as representing their views on a national political scene and they don't want anything to do with the NEA.

Support staff can be members of the local association and are represented by the district Meet and Confer committee. Table 4 denotes membership in the two, district Meet and Confer committees.

Mr. Ricardo, the current Board Chair, was a veteran trustee with over ten years of experience on the Board in some capacity. His participation on state level education committees was widely recognized. Mr. Ricardo chaired the WRSD meet and confer committee. The other

trustee participants were newcomers to the Board, one newly elected last spring. Both individuals touted highly the Leadership Governance model implemented in the WRSD.

The current president of the local association, Mr. Lacey, was a veteran classroom teacher who was in year two of a four-year term. Mr. Lacey's interview was conducted over the phone as he was out of town on school district business.

The taped interviews revealed participant thoughts and perceptions regarding the role trust had in the working relationship between union leadership and district superintendent. In addition, participants shared insight regarding specific superintendent leadership behaviors resulting from the working relationship. Stakeholders, along with the union president and the superintendent, were asked specific questions on this topic. The results to these questions are outlined in the next section.

This study involved a small, rural school district in the state of Wyoming. The district is situated in an agricultural area, however draws revenue from oil production in the area. Due to the rural setting, a significant percentage of the student body is bussed into the school district.

The school district supported three large, physical plants, including a combined central administration building with the high school, an elementary school, and a middle school. The facilities were equipped with up to date technology, textbooks, and library media materials. The physical plants reflected a warm, welcoming environment.

The WRSD embraced a meet and confer process resulting in decisions made regarding teachers' salaries, benefits, and other related teacher contract language. The Board assembled a representative meet and confer committee consisting of the Board Chair, superintendent, district clerk, and two additional trustees. The teachers' meet and confer committee consisted of the

union president, three other classroom teachers, one support staff member, and the superintendent. The superintendent scheduled all teacher meet and confer meetings, as they were held the Monday following a Board meeting. The teachers' meet and confer represented a teacher at each of the levels, elementary, middle and high school, as well as a member from the classified, support staff, unit.

The WRSD administrative team consisted of a full time elementary principal, middle school principal, and high school principal. In addition, a curriculum director, special education direction, and technology director are all considered to be members of the administrative team. A district clerk/business manager was responsible for board business and financial planning and record keeping. Roughly 75 certified staff, including librarians and counselors, along with 57 classified, or support staff, were employed by the school district. The elementary district had a full time art specialist complete with a fully equipped art classroom.

The WRSD was governed by a seven member Board of Trustees. Board meetings were conducted by the Board Chair, with the WRSD board agendas and board meeting minutes located on the district's website. Agendas and minutes for board meetings scheduled from June 2006 until the most recent meeting, May 2007 were archived under the Board of Trustees link on the district homepage. The agenda template, outlined in the board policy manual, was used to orchestrate board meetings during this timeframe. The board meeting followed a ten-item agenda format. Minutes reflected Board business conducted in an organized fashion with meetings lasting roughly two hours. Board meeting minutes were signed by the Board Chair and the board recorder. The hiring process was outlined in the Board minutes from April 2007 which reflected action taken by the Board regarding recommended hires for the ensuing school year. The

minutes reflected review of the recommended hire list, which was done during an executive session of the board. Upon reopening the meeting, Mr. Connors reviewed the lists of teachers recommended for hire for the 2007-2008 school year. The vice-chair made the motion to offer contracts to teachers as per the list provided by Superintendent Connors with Trustee Josephson making the second. The motion unanimously passed.

The minutes reflected support for superintendent recommendations, usually with a unanimous vote by the Board. Also reflected on every agenda was a Leadership Governance item. Board policy reflected a yearly calendar outlining the policy review timeframe as well as when other governance activities would take place.

The 19 page Board Policy Manual was organized using an alphabetic system. Specific duties and responsibilities of the Board and the superintendent were outlined in policy. Policy approval or revision dates were not noted in the manual. The Leadership Governance calendar, contained in the policy manual, specified which policies will be revised and when they will be discussed.

The Board Policy Manual defined the terms and conditions of employment rights and responsibilities. The meet and confer process was defined as an informal process with meeting times and agendas set by the superintendent. The meet and confer committee of employee representatives were determined by the employees of the district upon agreement of the superintendent. The board shall retain its authority to determine policy and set the terms and conditions of employment (WRSD Board Policy).

WRSD Board meetings were both audio and video taped, with closed circuit TV used to air monthly meetings out to the community. The Board clerk took written Board minutes.

Mr. Kingston, community member, stated,

I think he is doing a real fine job in the school district and I think he has a good relationship with not only the public but with the teachers. A lot of the community is very much behind him I believe. He's involved in a great many things here in town. You know he's active. He's out and about and gets involved with people. He has opened up the school board meetings and they are put on TV down here now for anybody who wants to watch. He is very community minded.

The researcher watched a DVD of a WRSD Board meeting held on May 14, 2007. The board agenda was posted on the district website and as stated by Mr. Connors consisted primarily of various reports. The taped Board meeting was held in the district's boardroom, which was decorated with numerous Board plaques and awards around the room. The meeting was televised over the local access station for any interested party to watch. The superintendent's administrative assistant was responsible for taking hand written minute. A student representative was seated with the Board. This individual was later recognized by the Board for her participation at Board meetings representing the student body in the school district. Audience members included students, district administrators, and teachers. All trustees were equipped with laptop computers, as the district was striving to implement a paperless system.

Board Chair Ricardo led the Board and audience members in the Pledge of Allegiance followed by a call to audience members to communicate with the full Board. No one addressed the Board in the call to the public. The Board passed the Consent Agenda then promptly engaged in staff and student recognitions. All recognized individuals were asked to shake individual Board members' hands and received a certificate from an individual trustee. Student groups were recognized for accomplishments in various student competitions, including a unique Cup Stacking competition recently held in Denver, Colorado. WRSD students did well in this regional competition demonstrating for the Board skill in stacking all sizes of cups. Students

demonstrating this amazing skill ranged from a kindergarten student to an upper elementary student. The superintendent, along with Board members, verbally recognized these students for their remarkable accomplishments.

The meeting shifted to various reports from district representatives. The superintendent's report included recognition to the high school administration and staff for exemplary response in a recent emergency situation. Mr. Connor said, "I want to commend the high school principal and his staff for the handling of a recent emergency situation. As a result, the district will be reviewing and revising a few of our emergency procedures, however overall the situation was handled in an exemplary manner."

The superintendent was asked by the Board Chair to explain his proposal for enticing certified staff to pursue National Board Certification. This same proposal was part of the Board's Meet and Confer discussion at the initial meeting held the previous week. The superintendent's proposal included monetary support for staff who were interested in completing this rigorous process. The Board unanimously supported the superintendent's recommendation.

The meeting ended with various other reports regarding grant funding and future budget implications followed with a look at the preliminary budget for the ensuing school year. The superintendent answered questions fielded by the Board. The two-hour meeting ended with the scheduling of the June Board work session.

Teachers, an administrator, trustees, support staff, parents, and community members offered thoughts and perceptions on the relationship between the union president and the superintendent and the role trust has in this relationship. The results were outlined in the next section.

Evidence of Trustworthy Situation

Participants communicated examples of situations whereby the union leadership and the superintendent exhibited trustworthy behavior. The examples reflected situations resulting from the work of the district meet and confer committee, as well as an example of how best to make up time from a snow day.

Mr. Lacey, union president, indicated that the trustworthy behavior exists as a result of the meet and confer process. He stated,

The way our whole meet and confer system works it's kind of based on trust. The superintendent gives us information, for example on district finances, all the time so there are no surprises. Like we're not sneaking up on anybody. If we want to bring up issues like time off or anything we discuss it all the time. Now we have a relationship to where throughout the year we're going through where everybody stands and nothing sneaks up on anybody.

From the vantage point of Mr. Connors, an example of a trustworthy situation was last year's meet and confer process itself. A raise to the base salary on the matrix was approved by the Board of Trustees. The confusion on the part of staff came as a result of how this raise on the base salary influenced other cells in the salary matrix.

Mr. Connors went on to explain,

We had a salary schedule 101 session. We looked at how salary schedules work and how that translates into it. We went through and I showed them how the least amount a teacher is going to make and the most a teacher was going to make. We worked through the process and they understood how a salary schedule works then they said okay we understand now. So you just have to work through some misunderstandings.

Ms. Hancock referenced this same situation as an example of trustworthy behavior. She heard about the previous meet and confer process from staff as she was currently in her first year as an administrator in the district.

Ms. Hancock stated,

I know last year when the state came out with all this extra money that our superintendent worked with that committee to make sure that all the teachers in the district got a phenomenal raise. That was a very positive thing. That was his priority and that was how that money was used. To make sure that the teachers were compensated as well as all the paraprofessionals in the district.

Mr. Winkler did not have any perspective on this topic due to his short tenure in the district. As Board Chair, Mr. Ricardo heard comments from both parties, the union and the administration, regarding how well the meet and confer process was working and cited this as an example of a trustworthy situation. His reflection includes,

I think they worked together throughout this whole meet and confer process. I think that there's an open conversation ongoing between the two of them bringing the interests of both the faculty and staff, as well as what the superintendent believes can be accomplished through what we have in terms of finances, time and everything for the staff. They have a real good working relationship. In fact, Mr. Connors has mentioned several times about how well they work together. Other than that, because I have not been in the meetings with them, just hearing from both of them about how it works. So my knowledge isn't first hand, its having spoken with each of them.

Ms. Howard, a community member who has legislative ties, perceived that trustworthy situations, "Occur on a daily basis. I have a strong working relationship and a deep sense of trust with our superintendent and I feel the same way about the leaders in the association." Ms. Howard touted the professionalism she observed from staff working with students and parents. Another community member, Mr. Panther, who worked in the media, felt he was not in a position to observe a trustworthy situation.

Mr. Farnsworth, a member of the district meet and confer committee as well as member of the support staff, also referenced the meet and confer process as an example of trustworthy behavior. Mr. Farnsworth noted,

Before this current superintendent we had negotiations where we would give what we wanted for salary on a piece of paper. The Board would take it and they'd come back and tell us what we'd get and that wasn't a very good deal. It's sort of that way now, but now we know a reason why. The figures are given to us.

“Ongoing discussions and feedback that is given back to teachers, which comes as a result of the meet and confer process, is an example of trustworthy behavior between the union and the superintendent,” commented Ms. Mountain. “We’ve had some other experiences where we could take our concerns, they were addressed, and then we received feedback. So I think there is a good trustworthy relationship between the union and the superintendent.” Ms. Duval and Ms. Mortenson agreed with Ms. Mountain’s perception. “I think that most of the time it is trustworthy behavior. He just kind of tells us how much money we have and basically know how a lot of it is spent. He shows us the whole budget and how the monies are spent. Mr. Connors is open and forthright with communication.”

Making up time as a result of a snow day, was the example Ms. Flowers cited as a trustworthy situation. Initially, there was discussion and varying opinions on how to make up the lost time. The meet and confer committee discussed it with the superintendent and ultimately arrived at a compromise.

As a result of participant reflections, the researcher attended a WRSD Board Meet and Confer committee meeting held on May 9, 2007 at 7:00 p.m. The researcher arrived at the district boardroom early to talk informally with the trustees who were members of the committee and the superintendent. All meetings of the Board, including committee meetings, were open to

the public and the press. While publicly noticed, no other members from the community or the school district attended this meeting. The researcher was the only member of the audience. The Meet and Confer committee consisted of 3 trustees and the superintendent. The business manager was in attendance to provide the committee with financial information for proposals. The committee focused on comparing salary increases to other districts in the surrounding area. It was important to the Meet and Confer committee to be competitive with area districts. The superintendent brought forth another proposal intending to encourage certified staff to complete the National Board Certification process. The state of Wyoming recognized certified staff in the state who received National Board Certification with a \$4,000 bonus. The superintendent presented a proposal to the committee, which outlined a plan to encourage veteran staff to consider this intense staff development process. The plan included paying for release time and the out-of-pocket costs involved in completing the national certification. The Meet and Confer committee was supportive of the proposal, indicating it was in line to support district efforts to improve student achievement.

The final proposal presented by Mr. Connors outlined a plan to change personal leave for certified staff. The administrators in the WRSD piloted a new personal leave process during this school year and the superintendent brought the plan forward to include all certified staff. The administrative team highly touted this plan. Because of the enthusiasm, certified staff was interested in garnering this benefit as well.

Following the superintendent's presentation on each discussion item, committee members asked questions for clarification as well as weighed in on whether or not they thought the full Board might support such a proposal. Committee members unanimously supported all three of

the superintendent's proposals. Superintendent Connors was knowledgeable about implications for all three, providing support information when necessary. Certified staff contracts were due to the superintendent by May 15, 2007 outlining their intent for the ensuing year. The full Board, however did not finalize the contract for the 2007-2008 school year until the regular June Board meeting. The Board completed this process by going into executive session. The WRSD Board policy manual specifically stated the Board had the option to move into executive session on 'matters relating to the employment or dismissal or other charges against district personnel.' (WRSD Board Policy manual)

When was asked how the Board committee members were chosen, Mr. Ricardo said:

I looked at people that actually wanted to serve on the committee. We try and give everybody a chance from all of the committees so we have a pretty good idea of what's going on in all the committees. I looked for people who have worked with not necessarily negotiations, but that have employed people so that they know about that. Then I just picked two trustees. Mr. Josephson had not served on it for a while. Another trustee had been on it last year and so he'll be rotating off, I'm sure this year, and then we will be bringing somebody else on just to give them a good idea about how we go about things.

The district Meet and Confer committee, which had been meeting with Mr. Connors throughout the year, had already reviewed and discussed the new matrix format. The district Meet and Confer committee had ongoing dialogue with the superintendent about the change in personal leave as well. Both superintendent proposals were given support by members of the district Meet and Confer committee. Observing this meeting first-hand assisted in understanding participant perceptions regarding the meet and confer purpose and protocol.

Parent and student handbooks were housed on the district website through each individual school link. The handbooks outlined pertinent information for parents regarding district policies as it relates to students.

Trustworthy behavior, exhibited by the superintendent, was evident in the WRSD as evidenced by stakeholder reflections. The superintendent was described as open, honest, and willing to share information. The meet and confer process worked well in this district, with all parties willing to communicate openly. One key display of trustworthy behavior resulted in the superintendent/Board of Trustees relationship, whereby the superintendent's opinions and recommendations on various issues were validated. The Board's validation of the superintendent's insight and knowledge further supported the overall district culture of professionalism and collegiality.

Influence the Teachers' Contract has on the Leadership Working Relationships

Wyoming is a Right to Work State, meaning state law secured the right of employees to decide for themselves whether or not to join or financially support a union. The WRSD teachers' contract did not result from a collective bargaining negotiations process; rather this district had a Board Meet and Confer committee, which had the sole responsibility of approving certified and support staff contracts. As previously mentioned, a low percentage of all staff were members of the local, state and national teachers' associations. The district meet and confer committee has the responsibility; however, of bringing all concerns of staff forward to the superintendent who then carried the concern or information to the Board meet and confer committee. The Board meet and confer committee typically completed the contract process, approving it during the June Board meeting.

The researcher had the opportunity to observe the May Board meet and confer meeting, which resulted in outlining the Board's intentions for salary and benefits. The public meeting of

the Board was given proper notice; however, the researcher was the only audience member in attendance. Two of the committee members were unable to attend. When the Board Meet and Confer committee acquired final approval for the contract from the entire Board, it was carried out in executive session, as individual names and salaries may come up during the discussion.

Mr. Winkler indicated the agreement ‘could be a huge impact on the relationship if both parties don’t agree.’ “In my opinion, for the most part, the teachers like and get along with the administration teams which are run by Mr. Connors.”

Union president, Mr. Lacey, states, “We’re more informed. By being more educated we have more of an idea of what would be more acceptable to ask for because there are some things you want, which is more money.” The difference between previous negotiations in the district and the meet and confer process is the increase of available information to staff. In previous negotiations, staff had a minimal amount of information from which to draft their request for salary increases. The meet and confer process allows staff an ongoing dialogue to the superintendent, as well as additional information.

Board Chair Ricardo did not perceive the contract influencing the relationship between the union president and the superintendent. “You know, I don’t see that because it is an open and honest process throughout the whole year. I don’t see it as influencing either of them particularly.” Board Chair Ricardo added, “They work together. We’ve always had our books wide open for anybody, faculty or staff, who is interested in and questioning how we spend our money.”

The teachers' contract does not result from a formal negotiations process. As

Superintendent Connors points out,

We do not have any formal negotiations in our district. We don't call it negotiations. We simply call it meet and confer. It's an ongoing informal dialogue in regards to what the meet and confer committee as representatives of the staff see as either working condition issues or questions that they have, suggestions they have, in such areas as salaries, benefits, leave policy, etc. We meet once a month but we try to meet on a regular basis once a month. We just have an ongoing dialogue in regards to how they see things and questions they have and the questions that they ask me regarding the district's position on those various issues. Meeting are strictly called by me and it's part of the agreement that we will typically meet the Monday after each board meeting. Mr. Lacey, union president, union president knows he can come and talk to me anytime and he does periodically. Our meetings are very pleasant, cordial meetings. We don't always agree. We agree to disagree on some items, but we maintain an open dialogue throughout the year. They can come and see me any time through their chair. I leave it up to them to decide how their committee will be organized. We have a good working relationship. It's based on trust and communication. Not that we will always agree, but we know we can talk to each other about everything and anything. We can do so openly.

Ms. Duval perceived the influence the contract had on the relationship between the union president and the superintendent differently. The previous contract approved by the Board supported a large increase to the base. Ms. Duval was one member of the meet and confer committee who didn't understand the impact the increase to the base had on her salary. Even though the superintendent spent time explaining how the base increase influenced all levels of the salary matrix, Ms. Duval felt misled.

I felt misled. I don't know if it was my fault. I don't think that was intentional, but some of us didn't know what was happening until it was done. It was just something that we were so excited about getting a raise and then we didn't look into what was happening under the surface, so it was our own fault. I don't think that it was intentional that he (superintendent) did it. It was a base raise and therefore it didn't go through all the lanes. That's not his (superintendent) fault except that I will be more wary of that kind of thing.

Regarding her thoughts on the influence this had on the overall relationship, Ms. Duval indicated, “It’s fine yet. We didn’t realize until afterward that this had happened.” The actual salary matrix was included as part of the district policy handbook.

Community members, support staff, and the administrator were unable to reference how the contract influenced the relationship between the union president and the superintendent. The administrator has only been in the district one year, so missed the contract approval process for the previous calendar year. The other respondents were unsure how the contract fit into district policy and procedure.

The multi-page certified handbook was a compilation of policies and procedures that applied to all certified staff in the district, however may not be all inclusive as some items were located in the policy manual. The Board of Trustees had final approval of this document. Staff had input into handbook language and salary increases through the meet and confer committee. The superintendent served as the communication link between this staff committee and the board. There were no formal negotiations in the WRSD. The meet and confer committee met on a monthly basis, usually following the monthly board meeting. The superintendent conducted the employee meet and confer committee meetings with all members submitting agenda items to the superintendent for discussion. Superintendent Connors finalized the committee agenda. While the current meet and confer committee consisted solely of association members, this was not a requirement for membership on committee.

The staff handbook contained the certified salary matrix reflecting salaries ranging from \$35,000 to over \$54,000. In addition, stipend information was noted in the handbook appendices reflecting salaries earned for coaching or activity related responsibilities. Noted on the salary

matrix is the \$4,000 bonus for certified staff who were Nationally Board Certified. Certified staff had leave options including sick leave, workers’ compensation leave, personal leave, family medical leave, professional leave, and a general leave of absence. Staff requesting a general leave must submit the request to the Superintendent prior to April 15th of the previous year. All certified staff contracts were due to the superintendent by May 15th. Acceptance of the contract indicated understanding and agreement of all terms of the contract.

If a teacher on contract should elect to break the contract by rendering his/her resignation or giving other notice after the May 15th deadline or by failing to teach for the district during the contract term, the teacher shall pay to the district liquidated damages as follows:

- \$250 if resignation is given after May 15th and before June 1st
- \$500 if resignation is given after June 1st and before July 1st
- \$1000 if resignation is given after July 1st of the year before the contract term or any time during the contract term.

Table 5: Staff Handbook Categories

Categories in the WRSD Agreement	Length of Material
Political Activity and Demonstrations	4 paragraphs
Professional Development	3 paragraphs
Chain of Command	1 paragraph
Hiring	3 paragraphs
Supervision	2 paragraphs
Contracts	7 paragraphs
Working conditions, such as hours, assignments, retirement program, identification cards, transfers	2-3 pages
Grievance procedures	2 paragraphs
Leaves	2 pages
Salary Schedule	1 page
Coaches/Sponsor	10 pages
Sexual Harassment	3 paragraphs
Assessments	1 page
Reduction in Force	6 paragraphs

Furthermore, the certified staff handbook included topics ranging from special education procedures and forms, 504 procedures and forms, software purchase approval form, requests for fundraising, and meeting the needs of English as a Second Language students.

The certified handbook outlined the group recognized by the Board to negotiate salary and working conditions as the local education association. The local association worked with the superintendent on preliminary issues. The written agreement between the Board and the local association was considered part of these policies and would be renewed automatically for a period of one year. The WRSD did not consider multi-year contracts.

Participants shared differing opinions about the influence the teachers' contract had on the working relationship between the union president and the superintendent. Several referenced the contract as if it was insignificant in nature and was developed in an open, non-confrontational manner due to sharing of information and honest communication on the part of the superintendent. Concluding there was nothing unusual about contract development process, yet other participants referenced the opinion that as teachers we don't have much input or say in the process. Information is shared; however the teachers' association doesn't have a defined role, other than garnering clarification on certain aspects of the contract, in the approval process. The Board was responsible for final approval of the contract with the superintendent serving as the communication conduit between the teachers and the Board. The majority of the certified staff interviewed for this study shared they felt the contract was a good one and they were reasonably paid, especially after the significant pay increase on this year's contract.

Influence Trust has on Contract Negotiations

Even though the WRSD did not have a formal negotiations process from which to operate, respondents shared perceptions on how trust influenced the meet and confer process.

Mr. Lacey affirmed that trust is the basis from which both parties operate. His comments reflected the fact that the superintendent does what he says he is going to do.

Asked if trust influenced the contract negotiations process, union president Lacey said:

I think when I say trust; we realize that when he says we get all the facts and figures, we get all the facts and figures. It's not like we get a trumped up view. I mean I guess it comes to the point where you gotta believe that their numbers are correct and a lot of the stuff is the same stuff that they are getting from the state auditors. We know it's the same information that the states sending us.

Under previous leadership in the district, the current superintendent noted, "They (staff) felt like there was a real lack of communication in the district, which consequently resulted in a lack of trust. When asked about the difference between previous leadership and his style of leadership as it pertains to trust, Superintendent Connors said:

So the first thing I did was to make sure that communication lines were open. I send out a Friday bulletin every week and I put a number of items in there keeping staff apprised as to what's happening and why. I do a superintendent's update about once a month on TV and on our website. We televise our board meetings, in addition to our minutes that go out to the public. I go to the buildings and just visit frequently and talk to staff in regards to just how things are going. We are well informed. So all of that, I think, ties to one thing and that is communication and trust.

Ms. Mortenson perceived the influence trust had on the meet and confer process had results from improved communication. "I feel it's better because he (superintendent) is really good about explaining it and telling us what the options are. If we have this

much money, he'll tell us. Before I felt like the administration was not doing that as well."

Other respondents were unable to reference how trust influences the meet and confer process; rather reference was made to the leadership traits demonstrated by the current superintendent. Respondents involved on the meet and confer committee shared specific perceptions on how trust influenced the process.

Communication was seen by respondents as the key reason the meet and confer process had vastly improved from previous leadership. The superintendent was seen regularly in the buildings talking with staff, as well as clarifying and sharing information. Participants felt the superintendent had set the tone two-way communication, sharing all kinds of information. The Board meetings were televised, Board agendas and board meeting minutes were posted on the district's website, and the staff received regular bulletins and communiqués from the superintendent. With the increased sharing of information and open communication, stakeholders connected that to a stronger feeling of trust between all parties.

The leadership trait of compromise was not referenced as a skill embraced as part of this superintendent's leadership style. The meet and confer process does not require the superintendent to use this skill, as the teacher contract process does not replicate a negotiations process with both parties exhibiting the need of give and take. Rather, the superintendent was required to be a strong communicator and resource of information in the meet and confer process.

Influence the Working Relationship has on Superintendent Leadership Behaviors

All respondents shared perceptions on specific leadership attributes of the current superintendent existing from the relationship with the union president. Common leadership themes, such as being a strong communicator and being approachable were present in the responses.

Certified staff indicated skills such as advocacy for teachers and visibility as aspects of Mr. Connors leadership behavior. Ms. Duval stated, “He’s truly genuinely concerned about teacher welfare and making sure you have salaries that are commensurate to the work you are doing with the children. Mr. Connors demonstrates his genuine interest in teaching staff by visiting the individual buildings. “He comes in the building often and he’s visible,” stated Ms. Mortenson.

In responding to what other traits the superintendent displayed, Ms. Duval confirmed the process when a problem arises. Ms. Duval said, “We are supposed to follow a chain. So we are supposed to go to our principal first or the person we are having a problem with.” Both Ms. Duval and Ms. Mortenson indicated Mr. Connors is approachable by sharing the following perspective:

Ms. Duval said:

You don’t feel that he’s patronizing. He’s much more approachable. We get to voice our opinion even though the money might be set. He’s open to other issues as well. He let’s us know when the district meet and confer meetings are scheduled, and he puts an agenda forth. We try to get materials that we think we’d like to talk about within that agenda. He also lets us bring up about any issue that we want at that time. He is very open and forthright with communication.

Ms. Mortenson concurred by saying:

Last time we had a list, a survey was done with all three schools and we took that list of everything that people had mentioned and brought it forth to him. He answered every question that we had and told us why that would work, or if he would consider it or if it was not a consideration he would tell us. That's nice to have that.

Yet another teacher, Ms. Mountain shared:

Our superintendent really tries to listen. I think he has shown that he has our interests at heart. I think that when there is a meeting with him, he comes back and informs us either in person or through email the results of meetings. So I think we are well informed as far as taking information to him and receiving an answer back. I feel very supported. I have approached him about some things of concern and I feel like he took note of my concerns, addressed them and got back to me.

All certified staff respondents indicated communication was vastly improved from the previous superintendent. Communication was demonstrated in both written and oral means. Ms. Mountain said, "I think he has done a very good job, an exceptional job, of informing us of everything that he possible can inform us. We receive many sometimes many, emails daily. He's quite extraordinary." Ms. Butters agreed with this perception by stating, "He will listen to what you say. He seems to be very open and willing to discuss if you've got a problem. He'll stop in every once in awhile just to shoot the breeze if the kids are working on something."

Mr. Connors connected his communication skills to being visible in the classrooms. Ms. Mountain said, "Yes, he comes into the classroom. He will write a note to each of us about what he saw and what he felt. He is very personable. He is visible at activities."

As a member of the support staff, Mr. Farnsworth talked about the superintendent's openness and communication. Mr. Farnsworth said,

He's been quite open with us. He's done a really good job of explaining all of that to us. Mr. Connors will find the information out for us and at the next meeting, or sooner if we need it, he'll give us the proper answers to any problems that we have. He's a very easy person to talk to and he will give you an answer even if it's not the one that is on your side. It is very nice just to express your opinion and go from there.

Union president, Mr. Lacey, shared that Mr. Connors demonstrates openness and honesty as part of his leadership behavior. "If he tells me he is going to do something, he does it. So you can take him, he's a man of his word I guess you would say. He's open. He says what he does and does what he says."

The WRSD trustees perceived Mr. Connors leadership behavior in a similar fashion as other respondents. Mr. Winkler shared:

I found out that he's someone that a new board member, such as myself, can go to and get the straight scoop, get his perspective on where we are on things and have it not be biased. I think he's very honest and sometimes it's things you don't want to hear but at least you get an honest answer. I know he lays things out on the counter, doesn't hide anything. He goes to great effort to present a whole picture to make new decisions. Mr. Connors does due diligence to get the information out there for them to make their decisions. I don't know how they couldn't have a good relationship with him.

He further explains what he sees as the strongest leadership trait demonstrated by Mr. Connors. He said:

I would think probably the biggest thing is the open door policy and his willingness to talk to teachers and not create personal friendships but give the teachers the impression that he does care. And he does. They are able to go talk to him about those things. So to go to a superintendent that does create and expect an open door policy and for teachers to be able to come to him with issues and problems and work through them, is an about face from where it was before. I think he treats everybody the same and expects the same, but he also understands that every person has their own personality and you may address things a little bit differently based on that personality.

Mr. Ricardo doesn't believe either the contract or the union influence the superintendent's leadership behavior. Mr. Ricardo explained:

You know, I haven't seen that change. You have to realize that we have very, very few of our teachers that belong to the union. So their influence and actually quite frankly the influence of the union in the state of Wyoming is diminishing. Yearly I would say. So I don't see that it influences him one way or the other. He's very open to listening and of course, our union president, Mr. Lacey, is an easy person to work with. Mr. Lacey works well with his group as far as bringing their questions, recommendations, wishes and that type of thing from the union, to the superintendent and ultimately to the Board meet and confer committee.

Parents and community members held similar perceptions of other respondents regarding the superintendent leadership behavior. Mr. Kingston said, "He has a good relationship with not only the public but with the teachers. A lot of the community is very much behind him, I believe." Ms. Howard supported the perception of being a strong communicator by stating, "Our superintendent is a really good listener. He listens to the whole side of an issue and then contemplates and thoughtfully replies." As a member of the local media, Mr. Panther supported the perception of communication. "Mr. Connors is one of the best communicators that I've ever been around in that kind of setting. He is extremely well organized with his thought processes and is very good at explaining things. He seems to be a quite open individual, said Mr. Panther. Mr. Panther added, "He is friendly, open and yet professional."

From an administrative perspective, Ms. Hancock indicated Mr. Connors advocates for teachers. "I know he is very active in advocating for teachers. He wants teachers to be paid well. He wants them to have the professional development that they need to do their jobs wells."

Ms. Hancock indicated Mr. Connor has created a really good environment in the district. She said:

He is very consistent. By that I mean, the board is as well. They stand behind us. They are doing something called Leadership Governance. It's very powerful. It lets educators do their jobs and they stand behind us. They hold our feet to the fire, they expect results, but they are very consistent and we stick to policies. He (superintendent) creates a common vision for our school district. He constantly refers to the mission statement we have. He is in my building a lot. He just drops in to classrooms, leaves notes for the teachers telling them they did a good job and specifically what he saw. Mr. Connors has a very clear-cut vision. You can trust him. He will do what he says he will do. He walks his talk. He's right there when I need him.

The Wyoming Leadership Governance model, endorsed by the WRSD Board, supports

Mr. Connor's efforts to lead the district. Asked about how this influences his leadership behaviors, Superintendent Connors said:

The Board has gone through Leadership Governance training through the Wyoming School Boards Association. The WSBA is providing that leadership from the very top in regards to these are our expectations. The Board wants to focus on student achievement stating exactly what they want out of student achievement. It's our job as a board then to hire a superintendent and say here's our expectations, here's what we do, here's what you do, and here's what we want you to do in regards to meeting these expectations. Now go do it. So I take it to the administrative team and we live by what's on the wall in regards to board leadership vision, mission and expectations. The board is in a constant renewal process. Most of our board meeting is reports, information, board discussion in regards to how we are doing with student achievement in our district and the business aspect of the meeting is kept to a minimum because they say that's what we hire the superintendent to do. You go do the business of the district. You keep us appraised as to what's happening. I send out a weekly bulletin to the board as well. Every Monday before a board meeting after we've sent out the packet, I call each board member and ask them whether or not they got the packet. We are entirely paperless now so I want to make sure they received the packet. I ask if they have any questions. So by the time they come to the board meeting, they tell me we are very comfortable. We are well informed. So all of that I think ties to one thing and that is communication and trust.

Respondents mentioned specific leadership behaviors present in Mr. Connors leadership of the district. Constituents perceived honesty, openness, being approachable and communication skills as traits demonstrated by this superintendent.

Stakeholders shared specific leadership attributes of this superintendent. The attributes included his strong sense of advocacy for teachers, his visibility in classrooms and at school activities, his willingness to listen, and his sense of openness being approachable and responsive to staff concerns and needs. The superintendent's strength in oral and written communication was repeatedly referenced. Participants viewed this as a key difference from previous leadership and that the communication helped to improve the overall culture and climate of the district. In addition, respondents shared his strong sense of integrity and honesty promoted a positive, professional environment. The superintendent worked well with union leadership because he worked well with everyone. This one individual was no different, as that is just how he operated and led the district.

Situations Exhibiting Distrust

Interview participants shared perceptions about situations in the WRSD when a lack of trust, or distrust, was exhibited between the superintendent and the union president. Referencing previous leadership in the district, Superintendent Connors stated, "Staff felt like there was a real lack of communication in the district which consequently resulted in a lack of trust."

Asked if there was a time the building administrator perceived a lack of trust with the superintendent, Ms. Hancock said:

No. I've had that before but not with Mr. Connors. I think one of the greatest things that I've learned from him at the very beginning of the year, because I hadn't had the type of support in the past that I have with him, in dealing with a difficult teacher, I was kind of beating around the bush instead of getting to the point. He said you can't do that. He showed me what to say and how to say it. It turned out wonderfully. So I've learned a great deal from him and totally trust him.

Parent and community member respondents indicated to their knowledge there was not a time when distrust or a lack of trust was evident. Responses included, “Not with this superintendent, no.” “Not that I’m aware of.” Ms. Atkins said, “I’ve always felt like I can trust them. No, I can’t think of a time when I felt that way.”

Asked if there was a time when distrust or lack of trust on the part of the superintendent or union president was evident from the role as a trustee, all three responded, “None whatsoever.” Mr. Ricardo added, “The Leadership Governance model the district embraced fully defined what it is that we want and what it is to be concerned about.” The model allows the WRSD administrators and staff to work in a collegial manner.

Mr. Lacey, union president, reflected on his relationship in general with Mr. Connors. “I have a different relationship with him because I have had his children in class and as a result you have relationships with the parents. No, I’ve never had that situation or time when I didn’t trust him,” added Mr. Lacey.

All certified staff responding to this question shared they had never experienced a time or situation of distrust, however were quick to point out that yes, distrust or a lack of trust was present in the previous superintendent. Mr. Farnsworth supported this perception by stating, “Not with this superintendent. Other superintendents I have.” Classroom teacher, Ms. Mortenson concurred by stating, “Well, with this superintendent I don’t believe so. You know if we had our previous superintendent I would say that.”

Overall, respondents had no comment about observing or experiencing a time or situation where the superintendent exhibited distrust. Additionally, respondents were unaware of a time or situation where a lack of trust existed between the superintendent and the union president. As a

result, there were no perceptions regarding how the superintendent leadership changed. Distrust was associated with the lack of communication and since this superintendent is a strong communicator, the respondents felt more trust than distrust.

Summary

Participants in the WRSD shared reflections about the superintendent's role in the meet and confer process and routine district operations. Stakeholders indicated this superintendent embraced specific leadership traits, such as strong communication, being approachable, open, visible in the school and community environments, and trustworthy. Respondents shared the belief that this superintendent did what he said he would do and could be trusted based on that fact. The meet and confer process utilized in the WRSD to define teacher working conditions, salary, and benefits, was considered by all participants in this study to be effective. Participants shared the success of this process was due to the superintendent's leadership traits, such as open, honest communication. As a result, respondents indicated the district's overall climate was viewed as positive.

The trust literature indicates numerous constructs have been analyzed including trusting beliefs, trusting intentions, and trusting behavior. Cooperative endeavors happen as a result of trust. In the literature reviewed, trust was a central theme in effective working relationships. While the literature reflects the importance of trust, consensus was not formed on what trust means (Kee & Knox, 1970). Also, the literature revealed the importance of creating a trust culture and how leadership influences the creation of such an environment. Findings in the two, rural districts in this study support the fact that trust is a central theme in effective working

relationships, and that cooperative endeavors happen as a result of trust. Each superintendent in the study held leadership traits including strong communication and collaboration. Key stakeholders in each district shared the belief that these leadership traits translated to a collegial, professional working environment based on trust. Both superintendents leadership style afforded stakeholders inside of the district a sense of validation on their role within the district. Stakeholders outside the district held the belief that the superintendent could be trusted, relying on them to make decisions in the best interest of the children within the district.

These case studies reflected several similarities with superintendent leadership behavior, such as strong communication, strong collaboration, availability, strong willingness to listen, and being approachable. Participants viewed both superintendents as honest with great integrity. Respondents validated the knowledge of both superintendents in their respective contract acquisition process.

The teacher contract negotiations process was entirely different when comparing the two districts. The Montana district negotiations process afforded the Board of Trustees, the superintendent, and the teachers' union an opportunity to reach agreement on the contract, meaning give and take and compromise were paramount to the success of the contract acquisition and implementation. The Wyoming district process afforded the Board of Trustees and the superintendent more control over the process as teachers were afforded information about the Board's intent, however were not engaged in a formal negotiations process. As a result, this study yielded a key difference in superintendent leadership style, the trait of compromise. The MRSD superintendent was viewed as a strong compromiser, not only throughout the negotiations process, but also on a daily basis when implementing the contract. The WRSD

superintendent was perceived as embracing other leadership attributes other than the ability to compromise, as the teacher contract process didn't embrace this belief from the onset. One participant did mention the WRSD superintendent's ability to compromise, however it was not a dominant trait or one demonstrated regularly as perceived by WRSD respondents.

CHAPTER 5

CONCLUSIONS, IMPLICATIONS AND
RECOMMENDATIONS FOR FURTHER STUDYIntroduction

There is a dearth of research-based information about the role trust plays between the union president and the district superintendent. In addition, there was no research focused on relational trust between union leadership and superintendents in a collective bargaining and non-collective bargaining school district, nor information about superintendent leadership behaviors necessary to build a relationship with a union president based on trust. This study examined, described, and compared the characteristic of relational trust between teachers serving as union presidents and the district superintendent in collective bargaining and non-collective bargaining districts. Data was gathered during interviews with stakeholders in each district, including parents, community members, teachers, trustees, and support staff to examine the relational trust between the superintendent and union president. Specifically, the union president and superintendent in each school district were interviewed. Archival data such as school board minutes and agendas, district handbooks, contractual agreements, district communiqués, and district website information were also gathered. Observations of meetings, along with a researcher's log and field notes were analyzed. The answers to all research questions were compiled and implications were drawn. Specifically the research questions were: 1) What role does trust play in the relationship between the union president and superintendent in Montana who were bound by a collective bargaining agreement? 2) What role does trust play in the

relationship between the teacher union president and superintendent in Wyoming, who are not bound by a collective bargaining agreement? 3) What are similarities and differences of the superintendent/union president relationship, as well as similarities and differences in superintendent leadership behavior in these two types of school districts? 4) How do key stakeholders in a district perceive the influence that the union president and superintendent relationship has on their superintendent's leadership behavior?

Findings in this study concluded that trust plays a significant role in the relationship between the union president and the superintendent in both the collective bargaining and non-collective bargaining districts. There were many similarities in superintendent leadership behavior including strong communication skills, collaboration, integrity, and honesty. The organizational structure seemed to influence how trustworthiness was recognized. Compromise was seen as a critical skill in a collective bargaining district, while participants did not view the ability to compromise as a critical skill for the superintendent in a non-collective bargaining district. However, this superintendent exhibited an ability to grasp expectations of the organization and to meet them. Two different organizational structures were explored in this study, indicating structures define what trust looks like and the importance of the superintendent adhering to the organizational expectations to be seen as trustworthy. Key stakeholders in both districts indicated the union president/superintendent relationship did influence the superintendent's leadership behavior. Stakeholders reported relational trust was of significant importance to this relationship particularly during the teacher contract process. This finding was consistent for both the collective bargaining negotiations process and for the meet and confer process.

Conclusions and Implications

Participant association to the district superintendent, the union president, or to the district in general, indicated relationships ranged from ongoing contact with the leadership to minimal contact with the leadership within the district. Parents and community members had minimal contact with the union president in his capacity as union representative. Parents and community members had sporadic interaction with the superintendent depending on need or intent of the contact.

The implication from this finding is that union presidents and superintendents issues relating to their duties and responsibilities were most important to those within the district. The public at large would not participate in the work of the union president/superintendent partnership. As the district representative, the superintendent was reported as being visible at community meetings, such as service group meetings, providing general information about the school district as it pertained to student achievement, finances, and facilities issues.

Participants in the Montana Rural School District (MRSD), who are bound by a collective bargaining agreement, reported the ability for the union president and superintendent to formulate a relationship based on trust aligned directly to the collective bargaining agreement. Respondents indicated that in order to maintain a culture of trust, the superintendent must closely interpret, adhere to, and implement the binding collective bargaining agreement. Within the context of a collective bargaining organization, trust is defined by the collective bargaining agreement. The MRSD superintendent shared his belief of the importance of regularly referring to the contract language to support decisions and resolve conflicts. Additionally, information and opinions were often sought by the superintendent from the union president to validate solutions.

Thomas (1981) conducted research investigating perceptions and attitudes of California school superintendents towards negotiations. Twenty-eight out of 38 districts reported that teacher militancy had increased since the initiation of collective bargaining. In the MRSD, however, participants didn't reflect a sense of militancy reporting the superintendent sought input from the union president regarding contract language interpretation. As a member of the teachers' bargaining group, the union president reported the information presented in the negotiations process was factual and accurate and that the superintendent was willing to work within the boundaries defined in the contract. Given that trust is defined by the collective bargaining agreement and that the MRSD superintendent worked within the boundaries of the agreement, the superintendent stayed within the boundaries of defined trust. MRSD trustees reported that the union trusted the district and the superintendent to honor and adhere to the teachers' contract. The superintendent supported the importance of maintaining the integrity of the agreement through consistent interpretation. Additionally, the superintendent affirmed the importance of respect for one another especially during the organized negotiations process.

The dimension of trust plays an integral role in the collective bargaining process as well as in the organizational culture of the district. Trust can significantly alter managerial problem-solving effectiveness (Zand, 1992); thus the leader's effectiveness depends on his ability to acquire the trust of subordinates (Brockner et.al., 1997). The implications to this study indicated the importance of trust between superintendents and union presidents as being instrumental in creating a positive culture. The superintendent must convey willingness to give and take on routine kinds of things, which translated later in the collective bargaining negotiations process. If the superintendent was viewed as a stern dictator type, respondents reported this behavior

diminishes trust in the collective bargaining process. Currall and Judge's (1995) study indicated that superintendents were more willing to trust than union leaders. In addition, teachers sent the strongest signals to superintendents to trust union leadership; however union presidents reported that teachers discouraged them from trusting the superintendent. Thomas (1976) asserted in the five conflict management styles model that the administrator's skill at compromise resulted in gaining temporary settlements to complex problems or situations, in prompting action when time was important, and was used when collaboration and competition failed. The MRSD participants supported this finding as it pertained to the superintendent's ability to compromise on routine contract interpretations and during the collective bargaining process. Emerging from the data was evidence that compromise was an important facet of leadership and trust in the school district served by a collective bargaining agreement.

The implication of this finding is the importance of trust in adhering to and maintaining the collective bargaining agreement on the part of the superintendent. By maintaining the integrity and importance of this binding agreement, union presidents are more apt to trust information brought forward during the negotiations process. Involving union leadership in conversations pertaining to contract language interpretation supports the superintendent's efforts in maintaining a culture of trust. Interpersonal trust, as defined by McKnight, Cummings, & Cervany (1995) is an intentional state: the person is willing or ready or planning on depending on the other person in the situation. Stakeholders in the collective bargaining district depended on the superintendent during the collective bargaining process as well as in conducting district business.

District stakeholders, the union president, and superintendent in a non-collective bargaining school district were asked what role trust played in the relationship between the union president and the superintendent. Even though certified staff in the WRSD was not involved in any type of formal negotiations process, participants reported the relationship between the union president and the superintendent was based on trust. Respondents reported trust resulted from the superintendents' ability as a strong communicator, his honesty, and his benevolent intentions. Since the superintendent in the Wyoming Rural School District (WRSD) served as a go-between for the district meet and confer committee to the Board Meet and Confer committee, the significance of the superintendent accurately forwarding the interests of staff as it pertains to salary and benefits was paramount. Providing certified staff an opportunity to dialogue with the superintendent in monthly district meet and confer meetings enabled staff to have a voice in the meet and confer process. In addition, the superintendents written bulletins sent out periodically provided staff with necessary information about the happenings within the district. The WRSD meet and confer process maintained trust and integrity as key underpinnings from which to operate. While all certified staff maintained they were well aware the Board Meet and Confer, and ultimately the full Board made the final decisions, all reported advocacy for them as teaching professionals was a part of the process. All certified staff respondents reported the superintendent undoubtedly was a man of his word and carried the information forward to the Board Meet and Confer committee. The Currall (1992) study represented one key finding in that superintendents and union president's willingness to trust was significantly predicted by expectations about the other person's future behavior. The implication to this study supports the belief held by WRSD stakeholders that past actions created a trustworthy environment.

Trust in leaders is particularly important for effective functioning teams and organizations where tasks are complex and unstructured requiring high levels of interdependence, cooperation, and sharing of information (Creed & Miles, 1996). In a shared trust culture leadership can truly develop and flourish (Fairholm, 1994). The implication for this study is that both districts stakeholders held beliefs regarding the superintendent's ability to serve as an interpreter, sharing accurate information to all parties, during the meet and confer and the collective bargaining process. In addition, participants shared that as a result of the trust built through this process, the superintendents were viewed as trustworthy when dealing with the overall management of the district.

District stakeholders, union presidents, and superintendents were asked to share an example of a trustworthy situation whereby the superintendent and union president exhibited trustworthy behavior. All 31 participants in both districts were able to recall a specific situation or time when trustworthy behavior existed in the district. Data reflected few differences in respondent's reflections regarding the working relationship between the superintendent and the union president. In addition, the data reflected one key difference when comparing leadership behavior. This difference was the superintendent's ability to compromise. There were many similarities between the two districts in the area of the working relationship between the superintendent and the union president and the overall leadership behavior of the superintendent.

Participants in both districts perceived communication, particularly encouraging two-way dialogue and discussion, as the predominant leadership trait exhibited by the superintendent in trustworthy situations. In the collective bargaining district, participants perceived the superintendent as an adept compromiser. Nine of the sixteen respondents in the MRSD reported

evidence of compromise. The ability of the superintendent to compromise effectively was mentioned by one participant in the non-collective bargaining district. This is a significant difference between the two districts. Since participants in both districts viewed the superintendent as trustworthy, this finding further supports the idea that trustworthiness is recognized differently depending on the expectations in the organizational structure.

Table 6: Superintendent's Behaviors

Behavior Exhibited in Collective Bargaining District (MRSD)	Number of References to the behavior	Behavior Exhibited in Non-Collective Bargaining District (WRSD)	Number of References to the behavior
Approachable/Open	21	Approachable/Open	21
Communication	34	Communication	32
Collaboration	9	Collaboration	3
Compromise	21	Compromise	1
Advocacy for Teachers	13	Advocacy for Teachers	10
Trust	11	Trust	9
Honesty	9	Honesty	8
Integrity	1	Integrity	1
Consistency	13	Consistency	12
Visibility	4	Visibility	7
Benevolent Intentions	7	Benevolent Intentions	9

All respondents viewed the superintendent/union president relationship in both school districts as positive and working well. Participants in both districts indicated that the superintendent validated the role of the union president through ongoing dialogue and engagement. Additionally, respondents noted the relationship was based on trust indicating the superintendent was a “man of his word.” Participants shared the examples of assessing trust levels on past practice of the superintendent and his benevolent intentions, or doing what he said

he would do. Currall & Judge (1992) examined benevolent intentions and its significant importance in developing trust. Currall's study found benevolent intentions or doing what you say you are going to do to be a significant leadership trait when developing trust. The collective bargaining agreement defines trust and serves as an agreed upon form of keeping ones word.

The trust research is very clear about defining the importance of communication in building and maintaining a trust relationship. As Baker (2001) established in his four models of superintendent leadership behaviors in high trust and low trust districts, Model One reflected superintendent behaviors that were based on communication, collaboration, and values-based behaviors eliciting a high sense of trust. Trust functions for professional operations when people have confidence in other people's words and deeds (Arrow, 1974). Leadership takes place in an atmosphere of mutual trust based on shared vision, ideals, and values (Fairholm, 1994). Trust in leaders is particularly important for effective functioning teams and organizations where tasks are complex and unstructured requiring high levels of interdependence, cooperation, and sharing of information (Creed & Miles, 1996). In this study the structures within the organization seemed to define how communication and collaboration were judged by participants.

The critical factors in building trust are integrity, patience, friendship, personal competence and judgment (Fairholm, 1994). Additionally, leadership elements included predictability, consistency, cooperation, and service orientation. Britton and Stallings (1986) indicated the importance of not abusing power as a leader. The implication for this study is that the superintendents demonstrated these leadership traits with district stakeholders, including the union presidents, resulting in relationships built on trust. The emerging theory from this study is organizational structural differences seem to influence how trustworthiness is recognized.

Participants in a collective bargaining district viewed the skill of compromise as being a critical skill for leaders to embrace, while in a non-collective bargaining district participants placed more emphasis on the superintendent’s ability to advocate for staff especially during the meet and confer process. Though different organizational structures defined trust in a different way, leaders are still expected to understand the ways in which the district culture defined trust and to meet these expectations.

An additional implication arising from this finding is the consistency with which the leadership traits were present in both superintendents resulting in a positive working relationship with the union president. Sixteen out of sixteen participants in the MRSD reported a positive working relationship between the superintendent and the union president. Fifteen out of the fifteen respondents in the WRSD reported a positive working relationship between the superintendent and the union president. The positive relationship is perceived to result from a partnership built on trust.

Table 7: Similar Leadership Traits

Similarities in Superintendent Leadership Traits in both Districts
Both superintendents exhibited strong communication skills through use of weekly staff bulletins, emails, phone calls, or personal visits. Additionally, both superintendents communicated regularly with community members through public meetings or through the district website.
Both superintendents exhibited an open door policy, encouraging all stakeholders to bring issues and concerns forward.
Both superintendents exhibited a desire to collaborate with stakeholders encouraging two-way dialogue
Both superintendents exhibited honesty, integrity, through advocacy for teachers
Both superintendents exhibited trustworthy behavior.
Both superintendents exhibited consistency when interpreting teacher contract language

Table 8: Different Leadership Traits

Differences in Superintendent Leadership Traits in both Districts
The superintendent in the Montana Rural School District exhibited the ability to compromise on a wide variety of issues.
The superintendent in the Wyoming Rural School District exhibited an ability to advocate for staff.

District stakeholders, the union president and superintendent were asked about how the union president/superintendent relationship influenced the superintendent's leadership behavior. Respondents in both districts reported this partnership modeled for other constituent groups the importance of collaboration and communication. Additionally, both superintendents validated the role of the union president through providing an open door policy allowing for two-way dialogue. Each superintendent encouraged staff to follow a defined process to rectify problems by directing the individual back to the closest point possible to resolve the issue. For example, communication was encouraged with individual building administrators first, rather than bringing issues straight to the superintendent. Moreover, union presidents were encouraged to bring all unresolved issues forward to the superintendent for further dialogue and discussion. Fisher and Ury (1981) acknowledged a three-step problem solving procedure as an effective way to present problems at the bargaining table. These steps include: Stating, (1) This is our problem, (2) These are the reasons that this issue is a problem for us and (3) Here are the facts that demonstrate that this is a problem. This procedure assists by putting "interests" (p.31) ahead of "positions" (p.31).

Currall and Judge (1995) pointed out the importance of communication from the superintendent as part of creating a culture of trust. Open, honest communication resulted in

creating trusting behavior. The superintendent and union leader were required to work collaboratively in a number of recurring events in the district, i.e., bargaining, grievances, and teacher placements. The importance of communicating district vision and mission statements conveyed to the community the significance of collegial work whereby individuals were striving to work together as a team. The critical nature of conveying to parents and community members a culture, which is founded on integrity and honesty, is the responsibility of the superintendent and is paramount to this leadership role. However, the superintendent must establish trust with and among staff before projecting this vision to the community.

While this study did not focus directly on the role of the Board of Trustees in either district, trustees were participants in the study providing insight from their perspective into this working relationship. An implication of this study, is whether or not the trustworthy behavior exhibited by the superintendent and the union president prompted the Board as a governing body to embrace trustworthy behavior. The Board chairperson in each district touted the importance of the superintendent and the union president working relationship be based on trust. Both chairperson perceived that trust was not only evident in the relationship but that the relationships based on trust. Therefore, since each chairperson held the behavior of trust as significant there might be a natural correlation as to how these Boards' governed the district. Since the climate and culture of the district was based on trust, the Board would embrace the same dynamic and conduct Board business in a trustworthy manner.

The Board of Trustees in both the Wyoming and the Montana district relied on the superintendent's ability to effectively communicate with all constituent groups, such as the staff, parents, and community members. Communication is a key leadership trait in creating a culture

based on trust. While study participants did not speak directly about the board's trustworthy behavior, the Board did look to the superintendent to serve as the go-between in communicating staff concerns, as well as staff interests throughout the contract development process. In turn, one might expect the same communication impotence, one of two-way sharing and dialogue.

The difference the union president/superintendent relationship had on influencing the superintendent's leadership behavior was exhibited in the superintendent's ability to compromise. The collective bargaining process defined as part of its process the need to compromise. Even though the superintendent's role in the collective bargaining process is that of a resource or go-between, staff envisioned the superintendent as their advocate in this process. The National Education Association, the American Association of School Administrators, and the National School Boards Association view the superintendent as an interpreter, serving as a consultant for both the teachers' union and the school board (Shils, 1968). Nine of the sixteen participants reported evidence of the superintendent's ability in reaching a compromise to resolve problems in the district. Respondents shared reports, which varied from complex situations to those minor in nature. According to Keane (1996), a school district might best be categorized as resource problems in that if there was enough money to go around all problems might be resolved. If there are district problems such as contract interpretation, policy interpretation, or administrative consistency, the best option might be to remove such issues from the collective bargaining process altogether encouraging them to be resolved as close to the issue as possible, or through ad hoc committee work. Superintendent's who exhibit an ability to compromise would continue to facilitate a trusting culture or environment as a significant number of problems would be resolved through other means. Specifically in the area of

compromise, Thomas (1976) described compromise as the balance between the needs of the organization and those of the individual. The implication of this study aligns to the collective bargaining district whereby the superintendent was regularly called upon to compromise, however in the meet and confer district the superintendent did not display the trait of compromise to the same degree, yet he was viewed as being trustworthy thus responding to the expectations of the organization. Respondents viewed this as an essential element as part of a superintendent's leadership behavior in a collective bargaining district, where as in the meet and confer district respondents did not emphasize this as essential to the success of the meet and confer process. Overall, respondents in both districts supported leadership traits such as communication, compromise, respect, honesty and collaboration, throughout the collective bargaining process and the meet and confer process, would ultimately aligned to an overall positive trust culture in the district. This finding further supported the need for leaders to understand the ways in which the district culture viewed and defined trust and the importance of how a superintendent strived to meet the expectations of the organization.

The implication of this finding is the importance of exhibiting an ability to compromise with staff, during the negotiations process as well as when a conflict or problem arises. In addition, other dimensions of trust behavior, including communication, collaboration, openness, consistency, honesty, integrity, and visibility were all evident in both superintendents leadership behavior. When a leader's behavior and actions are predictable, trust is built (Bennis & Nanus, 1985); cooperative leaders develop trust; and, leaders who demonstrate a gentle manner and are congruent in their actions, in which word and deed convey the same message, are essential (Sinatar, 1988) Individual character expects honesty in others, trust, and a spontaneous, open

(not defensive) approach when working with others (Klimoski & Karol, 1976). Respondents in both districts reported the importance of this behavior in organizational trust exhibited in this district. Additionally, MRSD staff reported the manner in which the compromise was reached was significant. Participants in the MRSD shared that their superintendent was able to reach a compromise by communicating accurate information, doing what he said he was going to do (benevolent intentions), and relying on the outcomes of past events to prove the compromise would resolve the problem. The MRSD superintendent was able to build a culture of trust by meeting the organizational expectations even through the collective bargaining process.

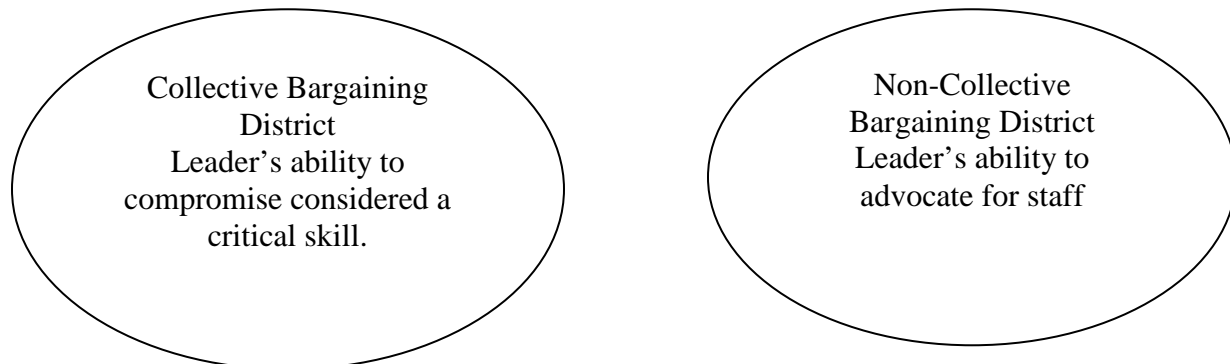
Superintendents who work with staff in non-collective bargaining districts don't exhibit the leadership trait of being a compromiser to the degree superintendents exhibit this behavior in collective bargaining districts in part because of the very nature of the bargaining process embraced by the district. By its very structure, the meet and confer process is not designed as a traditional negotiations process. The meet and confer process does not provide constituent groups an opportunity to reach a compromise on any part of the teachers' contract. Rather staff has an opportunity for two-way dialogue and input on various topics such as salary, benefits, and working conditions; however, the Board of Trustees has the final approval. While the superintendent in the non-collective bargaining demonstrated the ability to compromise, participants did regard staff advocacy as being a prevalent indicator of trust.

The grounded theory that finds a beginning in this study is the importance of superintendents in collective bargaining school districts understanding how the ability to compromise influences the trust culture in a school district as well as how it transfers to the actual collective bargaining process. Through the compromise process, other dimensions of trust

behavior exhibited by the superintendent would be evident. These other dimensions of trust behavior include communication, collaboration, openness, consistency, honesty, integrity, and being visible. Additionally, different organizational structures serve to define trust in different ways. Leaders must understand how the district culture defines trust and the importance of meeting the trust expectations set by the district.

Table 9: Theoretical Model

Differing organizational structures definition of trust=Leaders ability to meet
organizational definition and expectations of trust



Recommendations for Further Study

This comparative case study focused on two rural school districts located in Montana and Wyoming. Of specific importance to the study was the bargaining statute school districts were bound by when negotiating teachers' contracts. The Montana rural school district was bound by state law defining collective bargaining statute (See Appendix C). The Wyoming rural school

district was bound by Right to Work statute (See Appendix D). In addition, the Wyoming school funding formula clearly outlined for school districts in the state revenue earmarked for salaries and benefits for all employees. The local school board determined the final calculation on pay increases for employees with flexibility in diverting funds to other needs in the district (See Appendix F). This formula provided funding levels for local boards to consider when determining pay increases for staff. This is a key difference in revenue generated for salary increases. In the state of Montana, the revenue stream for salaries is not driven by a state formula rather the total school district budget was at the discretion of the local Board in earmarking funds for salary increases. This dynamic translated to parameters outside the control of the local superintendent.

Exploring similarities and differences as it relates specifically to salary and benefits would be useful to ascertain whether or not the collective bargaining process resulted in higher salary and increased benefits as compared to a non-collective bargaining district. In addition, discerning whether or not there are similarities and differences in leadership behaviors in a district where a lack of trust is exhibited compared to a district based on trust would further explore the dynamic of trust.

The courts have ruled that states may regulate collective bargaining but may not prevent public employees from joining unions. Consequently, all 50 states have teachers' unions (Kahlenburg, 2006). However, 22 states in the country have passed Right to Work Laws, which guarantees that no person can be forced, as a condition of employment, to join or not to join, nor to pay dues to a labor union (Concerned Educators Against Forced Unionism, 2005). Wyoming is one of the 22 states reflecting Right to Work statute. The Wyoming Rural School District

(WRSD) had as representation for support and certified staff the local teachers' union, however, the WRSD did not engage in a traditional style of bargaining rather the process was called meet and confer. The Montana Rural School District (MRSD) embraced traditional bargaining whereby district trustees negotiated with representative members of the local union. In the meet and confer process and in the collective bargaining process, the superintendent served primarily as an interpreter. Additional examination of whether or not the presence or absence of the leadership trait of compromise correlates to school districts embracing various styles of negotiations, such as interest based or win-win bargaining. In turn, whether or not the trait of compromise is more or less prevalent, as it relates to districts with varying styles of negotiations, in the superintendent's day-to-day management of general district business would provide additional information.

The two districts examined in the study were considered to be small, rural districts. Further examination of replicating this study in a large, urban district would provide a researcher the perspective of whether or not these findings and implications are unique to rural district demographics. While the researcher conducted the study in two districts based on set criteria, the rural nature of the districts assisted in data collection and analysis.

Summary

This study indicated the importance of trust between superintendents and union presidents as being instrumental in creating a positive district culture. Lack of trust is a serious impediment to many reforms and accountability requirements taking place in American schools today. Traditional management practices have emphasized social distance among competing

parties and have endangered a sense of distrust or a low expectation of responsiveness (Tschannen-Moran & Hoy, 2000). The contribution this study demonstrated to educational leadership was the importance trust plays in the working relationship between the superintendent and union leader regardless of the negotiations process. In addition, a trustworthy superintendent will be afforded many opportunities to implement reform and accountability measures within the district.

Another implication arising from this study is the importance of trust in adhering to and maintaining the collective bargaining agreement on the part of the superintendent. The collective bargaining agreement defines trust within the organizational structure of a collective bargaining school district, with the superintendent's ability to compromise a critical skill. The contribution made to the field of educational leadership, is that by maintaining the integrity and importance of this binding agreement, union presidents are more apt to trust information brought forward during the negotiations process. Involving union leadership in conversations pertaining to contract language interpretation supports the superintendent's efforts in maintaining a culture of trust. This study supports the definition (McKnight, Cummings & Cervany, 1995) of interpersonal trust, which is the intentional state whereby the person is willing or ready or planning on depending on the other person in a situation. Additionally, relational trust focuses on the distinct roles in the district setting and the obligations and expectations associated with each. Meeting the expectations and obligations enhances trust. Superintendents who meet these obligations and expectations will be viewed as trustworthy.

Respondents in general supported the theme of a positive working relationship based on trust. Respondents shared numerous examples of trustworthy situations whereby the

superintendent validated the role of the union president through ongoing dialogue and communication. Both superintendents viewed the union president as an important contact when attempting to resolve conflict or implement a new idea in the district. Union presidents based the trust level on the conclusion that the superintendent was one who provided accurate information, which was openly shared. In addition, union presidents supported the ideal that the superintendent could be trusted based on past actions. Both union presidents shared examples of historical events that translated to how current conflicts or situations were resolved based on past actions of the superintendent. Currall & Judge (1992) examined benevolent intentions and its significant importance in developing trust. This study supports this research. The contribution to the field of educational leadership is the importance of positive working relationships between the superintendent and union president based on sharing accurate information and consistent decision making connected to past practice.

Respondents shared consistent responses regarding such leadership traits as honesty, integrity, visibility, approachability, strong communication, advocacy for teachers, collaboration, consistency, and compromise, which are all dimensions of trust. The real purpose of organizational culture is to create a climate and condition of mutual trust within which all persons can decide and want to grow and whereby individuals develop their full potential as leaders and followers. It is only in this kind of shared trust culture that leadership can truly develop and flourish (Fairholm, 1994). The working relationship between the superintendent and union president was viewed positively by respondents allowing the superintendent in each district to embrace leadership behaviors such as collaboration, communication, and compromise as eliciting a culture based on trust. The contribution to the field of educational leadership is the

importance of superintendents embracing traits aligned to creating a trust environment, which include such traits as communication, collaboration, and compromise.

The study revealed evidence of similar trusting behaviors exhibited by superintendents in both types of districts. The importance of superintendents in collective bargaining school districts understanding how the ability to compromise influences the trust culture in a school district as well as how it transfers to the actual collective bargaining process is significant. Through the compromise process, other dimensions of trust behavior exhibited by the superintendent would be evident. Participants in the collective bargaining district reported the superintendent's ability to reach a compromise was of significant importance when creating a culture of trust. The core trait of Kenneth Thomas's (1976) research examining five conflict-management styles is the ability to compromise, which is described as the balance between the needs of the organization and those of the individual. The main focus of this particular style is on negotiating, looking for the middle ground, trade-offs, and searching for ideas and solutions that will be acceptable or satisfactory to both parties. This study supports Thomas's research. The contribution to the field of educational leadership is validating the overall importance of embracing compromise as part of superintendent leadership behavior. Without it, especially in a collective bargaining driven school district, superintendents are at a distinct disadvantage of finding success through the negotiations process.

With the financial security of school districts of today in jeopardy now more than ever, and the increased accountability toward improved student achievement, the motivation is monumental for school boards and superintendents to reach out to education labor unions with offers of a partnership based on trust. Superintendents proficient in their ability to understand

and meet organizational structures influencing trustworthiness and proficient in their ability to compromise will be successful as leaders in creating a district culture based on trust.

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APPENDICES

APPENDIX A

TABLE OF SPECIFICATIONS

STRUCTURED INTERVIEW WITH THE UNION PRESIDENT AND THE
SUPERINTENDENT

Table of Specifications

Structured Interview with the Union President and the Superintendent

Research Questions:	Interview Questions:
<p>(1) What role does trust play in the relationship between teacher union presidents and superintendents in Montana who are bound by a collective bargaining agreement?</p>	<p>(2) As part of your working relationship with the superintendent (union president), describe a time or situation whereby you believe the superintendent (union president) exhibited trustworthy behavior.</p> <p>(3) How does the collective bargaining agreement influence your working relationship with the superintendent (union president)? Would you describe your working relationship as formal or informal? Why?</p> <p>(4) How does trust influence contract negotiations?</p>
<p>(2) What role does trust play in the relationship between teacher union presidents and superintendents in Wyoming, who are not bound by a collective bargaining agreement?</p>	<p>(3) How does the contract process influence your working relationship with the superintendent (union president)? Would you describe your working relationship as formal or informal?</p> <p>(4) How does trust influence the contract process?</p>
<p>(3) What are similarities and differences of the superintendent/union president relationship, as well as similarities and differences superintendent leadership behavior in these two types of school districts?</p>	<p>(2) As part of your working relationship with the superintendent (union president), describe a time or situation whereby you believe the superintendent (union president) exhibited trustworthy behavior.</p> <p>(3) How does the collective bargaining agreement (contract process) influence your working relationship with the superintendent (union president)? Would you describe your working relationship as formal or informal? Why?</p> <p>(4) How does trust influence contract negotiations (contract process)?</p> <p>(5) How would you describe the influence your working relationship with the superintendent (union president) has on the superintendent's (your) leadership behavior?</p>

	(6) Describe a time or situation when you experienced a lack of trust in the superintendent (union president). How did your leadership behavior change?
(4) How do key stakeholders in a district perceive the influence that the union president and superintendent relationship has on their superintendent's leadership behavior?	(5) How would you describe the influence your working relationship with the superintendent (union president) has on the superintendent's (your) leadership behavior? (6) Describe a time or a situation when you experienced a lack of trust in the superintendent (union president)? How did your leadership behavior change?

APPENDIX B

TABLE OF SPECIFICATIONS

QUESTIONS FOR KEY STAKEHOLDER INTERVIEWS

Analysis of Questions

Questions for Key Stakeholder Interviews

Research Questions:	Interview Questions:
(1) What role does trust play in the relationship between teacher union presidents and superintendents in Montana who are bound by a collective bargaining agreement?	(3) How would you describe a time or situation whereby you observed the superintendent and union president exhibiting trustworthy behavior?
(2) What role does trust play in the relationship between the teacher union president in Wyoming, who is not bound by a collective bargaining agreement?	(3) How would you describe a time or situation whereby you observed the superintendent and union president exhibiting trustworthy behavior?
(3) What are similarities and differences of the superintendent/union president relationship, as well as similarities and differences in superintendent leadership behavior in these two types of school districts?	(2) How do you view the working relationship between the superintendent and the union president in the school district? How would you describe the working relationship, formal or informal? (3) How would you describe a time or situation whereby you observed the superintendent and union president exhibiting trustworthy behavior? (4) How does the collective bargaining agreement (teachers' contract) influence the working relationship of the superintendent and the union president?
(4) How do key stakeholders in a district perceive the influence that the union president and superintendent relationship has on their superintendent's leadership behavior?	(1) How long have you been associated in some capacity with the school district? Do you work closely with either the superintendent or the union president in the district? How so? (4) How does the collective bargaining agreement (teachers' contract) influence the working relationship of the superintendent and the union president? (6) Describe a time or a situation when the superintendent (union president) exhibited a lack of trust with the union president (superintendent). Describe the leadership behavior of the superintendent (union president) in this situation.

APPENDIX C

MONTANA CODE ANNOTATED 2005

39-31-101. Policy. In order to promote public business by removing certain recognized sources of strife and unrest, it is the policy of the state of Montana to encourage the practice and procedure of collective bargaining to arrive at friendly adjustment of all disputes between public employees and their employers.

History: En. Sec. 1, Ch. 441, L. 1973; R.C.M 1947, 59-1601

39-31-201. Public employees protected in right of self-organization. Public employees shall have and shall be protected in the exercise of the right of self-organization, to form, join, or assist in any labor organization, to bargain collective through representatives of their own choosing on questions of wages, hours, fringe benefits, and other conditions of employment, and to engage in other concerted activities for the purpose of collective bargaining or other mutual aid or protection free from interference, restraint, or coercion.

History: En. Sec. 3, Ch. 441, L. 1973; and. Sec. 1, Ch. 244, L. 1974; R.C.M. 1947, 59-1603(1).

39-31-304. Negotiable items for school districts. Nothing in this chapter shall require or allow boards of trustees of school districts to bargain collectively upon any matter other than matters specified in 39-31-305(2).

History: En.Sec. 2, Ch. 117, L. 1975; R.C.M. 1947, 59-1617.

39-31-305. Duty to bargain collectively—good faith. (1) The public employer and the exclusive representative, through appropriate officials or their representatives, shall have the authority and the duty to bargain collectively. This duty extends to the obligation to bargain collectively in good faith as set forth in subsection (2) of this section.

(2) For the purpose of this chapter, to bargain collectively is the performance of the mutual obligation of the public employer or his designated representative and the representatives of the exclusive representative to meet at reasonable times and negotiate in good faith with respect to wages, hours, fringe benefits, an other conditions of employment or the negotiation of an agreement or any question arising thereunder and the execution of a written contract incorporating any agreement reached. Such obligation does not compel either party to agree to a proposal or require the making of a concession.

(3) For purposes of state government only, the requirement of negotiating in good faith may be met by the submission of a negotiated settlement to the legislature in the executive budget or the bill or joint resolution. The failure to reach a negotiated settlement for submission is not, by itself, prima facie evidence of a failure to negotiate in good faith.

History: (1) En.Sec. 4, Ch. 441, L. 1973; Sec 59-1604, R.C.M. 1947; (2), (3)En.Sec 5, Ch. 441, L. 1973; amd.Sec. 1, Ch. 36, L. 1975; amd. Sec. 1, Ch97, L. 1975; amd. Sec. 2, Ch. 384, L. 1975; Sec 59-1605, R.C.M. 1947, 59-1604, 59-1605 (3), (4).

39-31-306. Collective bargaining agreements. (1) An agreement reached by the public employer and the exclusive representative must be reduced to writing and must be executed by both parties. (2) Except as provided in subsection (5), an agreement may contain a grievance procedure culminating in final and binding arbitration of unresolved grievances and disputed interpretations of agreements. (3) An agreement between the public employer and a labor organization must be valid and enforced under its terms when entered into in accordance with the provisions of this chapter and signed by the chief

executive officer of the state or political subdivision or commissioner of higher education or by a representative. A publication of the agreement is not required to make it effective. (4) The procedure for the making of an agreement between the state or political subdivision and a labor organization provided by this chapter is the exclusive method of making a valid agreement for public employees represented by a labor organization. (5) An agreement to which a school is a party must contain a grievance procedure culminating in final and binding arbitration of unresolved and disputed interpretations of agreements. The aggrieved party may have the grievance or disputed interpretation of the agreement resolved either by final and binding arbitration or by any other available legal method and forum, but not by both. After a grievance has been submitted to arbitration, the grievant and the exclusive representative waive any right to pursue against the school an action or complaint that seeks the same remedy. If a grievant or the exclusive representative files a complaint or other action against the school, arbitration seeking the same remedy may not be filed or pursued under this section.

History: En.Sec. 10, Ch 441, L. 1973; amd Sec.4, Ch. 313, L. 1974; R.C.M. 1947, 59-1610; amd. Sec. 1, Ch. 582, L. 1993.

APPENDIX D

WYOMING RIGHT TO WORK LAW

Wyo. Stat. Ann. 27-7-108. through 115.

27-2-108. Right to work; definitions.

- (a) The term “labor organization” means any organization, or any agency or employee representation committee, plan or arrangement, in which employees participate and which exists for the purpose, in whole or in part, of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work.
- (b) The term “person” shall include a corporation, association, company, firm or labor organization, as well as a natural person. (Enacted 1963)

27-7-109. Right to work; membership in labor organization not required.

No person is required to become or remain a member of any labor organization as a condition of employment or continuation of employment. (Enacted 1963)

27-7-110. Right to work; abstention from membership in labor organization not required.

No person is required to abstain or refrain from membership in any labor organization as a condition of employment or continuation of employment. (Enacted 1963).

27-7-111. Right to work; payment or nonpayment of dues not required.

No person is required to pay or refrain from paying any dues, fees, or other charges of any kind to any labor organization as a condition of employment or continuation of employment. (Enacted 1963)

27-7-112. Right to work; connection with or approval by labor organization not required.

No person is required to have any connection with, or be recommended or approved by, or be cleared through, any labor organization as a condition of employment or continuation of employment. (Enacted 1963)

27-7-113. Right to work; misdemeanor to impose or try to impose prohibited requirements; civil liability.

Any person who directly or indirectly places upon any other person any requirement or compulsion prohibited by this act (27-7-108 through 27-7-115), or who makes any agreement written or oral, express or implied, to do so, or who engages in any lockout, layoff, strike, work stoppage, slow down, picketing, boycott or other action or conduct, a purpose or effect of which is to impose upon any person, directly or indirectly, any requirement or compulsion prohibited by this act, is guilty of a misdemeanor and shall also be liable in damages to any person injured thereby. (Enacted 1963)

27-7-114. Right to work; injunction against prohibited conduct.

Any person injured or threatened with injury by any action or conduct prohibited by this act (27-7-108 through 27-7-115) shall, notwithstanding any other law to the contrary, be entitled to injunctive relief therefrom. (Enacted 1963)

27-7-115. Right to work; penalties.

Any person convicted of a misdemeanor, as defined in this act (27-7-108 through 27-7-115), shall be punished by a fine not to exceed one thousand dollars (\$1,000.00), or imprisonment in the county jail for a term not to exceed six (6) months, or both. (Enacted 1963).

APPENDIX E

TRUST DEFINITIONS

<i>Researcher(s)</i>	<i>Management Trust Definition</i>
Zand(1992) (* (**)	Actions that (a) increase one's vulnerability, (b) to another whose behavior is not under one's control, (c) in a situation in which the penalty (disutility) one suffers if the other abuses that vulnerability is greater than the benefit (utility) one gains if the other does not abuse that vulnerability.
Gulbert & McDonough (1986)	Trust pertains to whether or not one individual is able to value what another is up to and demonstrate respect for him or her particularly when the individual's need and those of the person taking the action momentarily compete.
Gambetta (1988) (* (**)	The probability that a person with whom we are in contact will perform an action that is beneficial or at least not detrimental is high enough for us to consider engaging in some form of cooperation with him.
Mishra & Morrisey (1990) (* (****) (** (*****) (***)	One's party's willingness to be vulnerable to another party based on the belief that the latter party is (a) competent, (b) open, (c) concerned and (d) reliable.
Carnevale & Weschler (1992)	The expectation of ethical, fair, and non-threatening behavior, and concerns for the rights of others.
Sabel (1993)	The mutual confidence that no party to an exchange will exploit the other's vulnerability.
Mayer, Davis, & Schoorman (1995) (* (***) (****)	The willingness of a party to be vulnerable to the actions of another party based on the expectation that the other party will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party.
McAllister (1995)	The extent to which a person is confident in, and willing to act on the basis of, the words, actions, and decisions of others.
Fukuyama (1995) (** (***) (*****)	The expectations that arise within a community of regular, honest, and cooperative behavior, based on commonly shared norms on the part of other members

	of that community.
Rousseau, Sitkin, Burt, & Camerer (1998) (* (** (***) (*****)	Trust is a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behaviors of another.
Doney, Cannon, & Mullen (1998)	A willingness to rely on another party and to take action in circumstances where such action makes one vulnerable to the other party.
Bhattacharya, Devinney, & Pillutla (1998)	Trust is an expectancy of positive (or nonnegative) outcomes that one can receive based on the expected action of another party in an interaction characterized by uncertainty.
Shockley-Zalabak, Ellis, & Cesaria (2003)	The organization's willingness, based upon its culture and communication behaviors in relationships and transactions, to be appropriately vulnerable based on the belief that another individual, group, or organization is competent, open and honest, concerned, reliable, and identified with common goals, norms, and values.
Researcher(s)	Organizational Behavior Trust Definitions
Zucker (1986)	A set of expectations shared by all those involved in an exchange.
Blomquist & Stahle (2000)	An actor's expectation of the other party's competence, goodwill and behavior.
Zaheer, McEvily, & Perrone (1998)	The expectation that an actor (1) can be relied on to fulfill obligations, (2) will behave in a predictable manner, and (3) will act and negotiate fairly when the possibility for opportunism is present.
Sitkin & Roth (1993)	A belief in a person's competence to perform a specific task under specific circumstances.

(Watson, 2005)

Key:

Vulnerability (*)

Benevolence (**)

Reliability (***)

Competence (****)

Honesty (*****)

Openness (*****) (Tschannen-Moran & Hoy, 2000)

APPENDIX F

BOARD MEETING AGENDAS

Tuesday, April 10th, 2007

7:00

***** BOARD MEETING*****
Middle School Building Board Room

AGENDA

- I. Welcome and Call to Order (7:00 p.m.)
Pledge of Allegiance
Roll Call

- II. Public Participation
At this time, the public may address any item. There will be no discussion of personnel. The Trustees will take no formal action at this point in the agenda. The public should limit their discussion to 3 to 5 minute per issue.

Revise/Review Agenda

IV. Consent Agenda

V. Students

1. Student Organization Update
2. Student Organization Presentation

VI. Personnel

1. Old Business

2. New Business
 - a. Extra-Curricular Position Resignations
 - b. Hire Extra-Curricular Fall Coaches
 - c. Rehire Certified Staff
 - d. Request for Extension of Lane Change Notification Date
 - e. Business Manager Evaluation
 - f.

VII. District

1. Old Business
 - a. Board Self-Evaluation
 - b. Elections – Set Levy Amount
2. New Business
 - a. Public Concern
 - b. Health Insurance Renewal
 - c. Change Meeting Date
 - d. Obsolete Equipment – Sale/Auction

- e. Language Arts Text
- f. Art Curriculum – First Reading

VII. Administration Team Reports

- 1. Elementary Principal
- 2. 7-12 Principal
- 3. Business Manger
- 4. Superintendent

IX. Next Meeting Date

May 8th, 2007

X. Adjournment

NOTICE

It is the intention of the Chairman that in the event that all business on this agenda is not concluded by 10:00 p.m., the meeting will be recessed and reconvened at 7:00 p.m., Wednesday, April 11th. The meeting will reconvene in the Middle School Building Board Room.

Regular Board Meeting Agenda
May 14, 2007
Board Room 7:00 PM

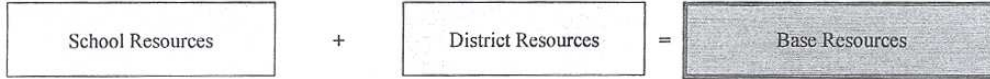
- I. Call to Order
- II. Pledge
- III. Roll Call
- IV. Visitors, Delegations, Etc.
- V. Consent Agenda
 1. Approval of Minutes for Regular/Executive Session of April 9, 2007
Special Meeting April 30, 2007
 2. Approval of General and Special Account Bills
 3. Approval of Agenda
- VI. Recognitions/Reports
 1. Recognitions—Bell Tower Bricks (retirees) Skills USA/Cup Stackers
 2. Monthly Focus—Summer School
 3. Reports
 - a. Student Achievement
 - b. Financial
 - c. Leadership Governance
 - d. Wyoming School Board Association
 - e. LHS Student Council
 - f. Administrators/Supervisors
 - g. Superintendent
- VII. Old Business
*Consolidated Grant 2006-07 and 2007-08
- VIII. New Business
 1. Preliminary Budget 2007-08
 2. Personnel
- IX. Agenda Building
 1. NSBA Annual Conference Report
 2. Leadership Governance Assessment
 3. Schedule June Board Work Session
- X. Adjourn

APPENDIX G

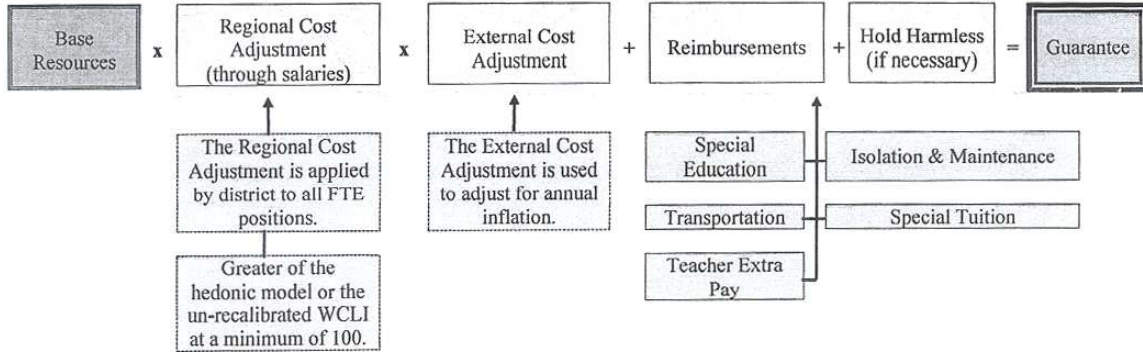
WYOMING SCHOOL FOUNDATION BLOCK GRANT

SCHOOL FOUNDATION BLOCK GRANT

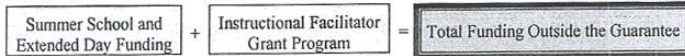
I. Base Resources (Page 3)



II. Guarantee (Page 9)



III. Funding Outside the Guarantee (Page 10)



SALARY

This section illustrates the district level salary computations per average FTE. These computations are specific to each personnel category in the model. NOTE: Not all adjustments (experience, education, responsibility) are made for each personnel category.

