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**A CASE STUDY OF THE EFFECTS OF THE STRATEGIC PLANNING
PROCESS ON THE TRUST LEVEL OF ADMINISTRATIVE STAFF
IN A K-12 SCHOOL DISTRICT**

by

Michael F. Paskewicz

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Educational Leadership

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**Western Michigan University
Kalamazoo, Michigan
April 2000**

**A CASE STUDY OF THE EFFECTS OF THE STRATEGIC PLANNING
PROCESS ON THE TRUST LEVEL OF ADMINISTRATIVE STAFF
IN A K-12 SCHOOL DISTRICT**

Michael F. Paskewicz, Ed.D.

Western Michigan University, 2000

Strategic planning is a process that has been used in the business world since the 1960s as a tool to build employee trust through the development of a shared vision and goals. Public education and other government agencies began to use the strategic planning process in the mid 1970s (Herman, 1994).

The study used data collected by a K-12 school district, two years into the strategic planning process. This study sought to determine if the trust level of administrators would be impacted by the level of participation in the strategic planning process. Trust level was defined by self rating by administering the Kouzes and Posner Leadership Practices Inventory (1997). Items used to measure the ratings included Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. The .05 alpha level of significance was used and the findings of the study revealed. There was no significant difference between the trust levels of administrators who participated in the strategic planning process at a high involvement level and the administrators who participated at a moderate/limited involvement level.

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ACKNOWLEDGMENTS

Six years ago Ruth Paskewicz encouraged me to enter a doctoral program and complete my terminal degree. Ruth knows me better than any other person in the world and recognized abilities and determination that even I had not uncovered. She knew that the six year project would be a drain on our personal time and would require sacrifices of time and emotion. Without you Ruth I would never have completed the doctoral work and dissertation research. I have learned a whole new lesson about planning and trust from you.

I remember the first class meeting with Dr. Charles Warfield. The opening remark has guided me throughout the past six years - Remember, you must support every statement with data. His statement to me following class has carried me through the entire program: If you keep asking questions like that, you'll never make it through the program. After the first class, I understood that there was a whole new world of research based programs, thoughts, and practices. I realized how little I know. Thank you for your gentle pressure constantly applied to the Graduate School of Education to make long distance graduate work a reality for me and for students who follow me. You have helped bring Western Michigan University into the technology and information age. Your deep understanding of organizational trust and leadership has helped me form and complete this work. More importantly, the literature you have introduced into my professional life has made me a better educator

Acknowledgements—continued

and leader.

Dr. Van Cooley graciously agreed to serve on my committee. Your keen awareness of the role of the superintendent has helped to bring meaning to my doctoral work. Your tireless editing and commenting on my written work literally saved me hours of time and made this dissertation an easily read and understood document. I will look forward to working with you in the future on projects that will improve leadership in schools and school districts across the United States.

Dr. David Greene, you are my friend and my mentor. Thank you for modeling the way. Your work with the Student Success Alliance is a constant reminder that everything we do must be related to student achievement or we have missed our mark. Thank you for your help and encouragement.

Dr. Jeffery Grotsky, you are a true advocate of all children. Your support and advice during my doctoral studies have been invaluable. I am a better educator because of your influence.

Thank you to the administrators of the K-12 school district for agreeing to bare your soul in the Leadership Practices Inventory. Your honesty and dedication to students has changed me forever. Thank you to the K-12 school district Board of Education for allowing me to complete my doctoral studies during my service to you as superintendent.

Michael F. Paskewicz

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CHAPTER I

INTRODUCTION

Background of the Problem

A lengthy collection of research exists regarding the strategic planning process as a method of building employee trust through involvement in the decision making process. Much has been written and researched concerning the trust level of employees in organizations (Sonnenberg, 1994). Strategic planning is not a new concept to the business world (Bernhardt, 1994). Forms of strategic plans came into existence in the early 1960's (Mintzberg, 1994). Government agencies, including school systems, did not begin to use strategic planning until the mid 1970's (Herman, 1994). A K-12 school district invested \$30,000 and 3000 hours of employee and community member time to engage the process of strategic planning. School districts investing equal or greater amounts of resources must clearly define desired outcomes prior to the investment of resources (Bernhardt, 1994).

Kline and Sanders (1993) believed that strategic planning is a process that builds strong convictions and a shared vision. It creates a framework for team building and collaborative decisions making. Strategic planning builds trust through ownership, and shared purpose (Herman, 1994). Blanchard (1997) stated that strategic planning is a process to define a clear view of where the organization is going, how they will get there, and how they are going to include everyone in the journey.

Strategic planning is a continuous and ever evolving process. Plans must be questioned, refined, and modified (Rammunjam, 1992).

Konnert and Augenstein (1990) studied the ability of leaders to involve people in work related goal setting and decision making that has a direct impact on their work. They further defined the purpose of strategic planning as a vehicle to provide planning and direction for the organization while being concerned with the system wide mission and goals as well as the motivation of employees to accept and commit to the goals.

Bennis and Nanus (1985) called for the creation of focus as a major role of planning and trust building. A clearly stated vision brings about confidence on the part of employees, a belief that they are capable of performing the necessary tasks. When organizations exhibited a clear sense of purpose, direction, and a desired future state and when this image is widely shared, individuals defined their own role. When members of the organization are accountable, interact positively, think on the job, take risks, work cooperatively, seek personal mastery, and think systemically, workers develop trust (Senge, 1990).

Kline and Sanders (1993) identified ten steps to a learning organization. They believed without strong convictions, established through planning, synergy is not possible. They stated trust is not possible without a shared vision. Senge (1990) believed without a shared vision trust is not possible.

Jerry Herman (1994) stated a need to devise a change model that reviews the operational requirements that will enhance the chance of successful change. Their

prerequisites included a clear and written description of the organizational vision of what and should be in the future; an action plan to allow the organization to reach its desired future vision and; frequent and high quality two way communication. Strategic planning is part of a long term investment designed to improve the effectiveness and efficiency of the organization. Strategic planning creates a framework for team building, collaborative decision making, and an environment of trust (Herman, 1994).

Trust is a key component of building the foundation for the strategic planning process (Sonnenberg, 1994). Trust is an essential building block in the implementation of organizational goals. Integrity, ownership, and shared purpose are key components of trustworthiness (Kouzes & Posner, 1995). Kouzes and Posner (1995) stated that trust is at the heart of fostering collaboration. Trust is the essential element of organizational effectiveness. Employees who are unable to trust others fail to become leaders.

Kouzes and Posner (1995) stated that when leaders engaged people together to work on a project such as strategic planning, they must be concerned with how group members relate to each other. Relationships lacking trust interfere with and distort employees perceptions of the problems. Energy and creativity are diverted from the search for realistic solutions. Creating and sustaining mutual goals builds trust (Kouzes and Posner, 1995).

A position paper from college business officers, presented in the *Business Officer* (November, 1993), focused on the importance of establishing trust within the organization and the role of strategic planning as the two most important components

of effective communication. These researchers used a process similar to Kouzes and Posner's (1997) Leadership Practices Inventory to survey employees of the respective college. Baldus & Nelson (1993) stated the need to develop a strategic planning process with a vision statement, goals, and objectives. Included in the process was a course on trust building activities. Schlechty (1990) studied the requirements of change. People must focus on the commitment of energy, resources, and trust. People need to take risks and break habits that sustain the status quo. People must be assured they are an honored participant, respected intellect, deserving support, and a valued colleague.

Bennis and Nanus (1985) appeared to support Schlechty as well as Kouzes and Posner in that their research indicated that trust is the lubricant that makes it possible for organizations to work. Trust implies predictability. Based on predictability, trust is developed by making positions clear.

Problem Statement

Participation in a strategic planning process builds the level of trust in employees, encourages administrators who participated in the process at a high involvement level to challenge the process, to inspire a shared vision, enable others to act, model the way, and encourage the heart of fellow employees. Having a knowledge of the trust levels of participants in the strategic planning process will aid school districts in the planning and implementing of a process to build employee trust.

The Purpose of the Study

The purpose of the study was to determine if the strategic planning process contributed to the trust level of administrators in a K-12 school district. The study explored the leadership behaviors associated with trust (Kouzes & Posner, 1997) and the level of participation in the strategic planning process.

Null Hypotheses

Statistical significance was sought for the following null hypotheses:

1. There is no difference between the self rating of administrators in “Challenging the Process” who participated in the strategic planning at a high involvement level and the administrators who participated at a moderate/limited involvement level.
2. There is no difference between the self rating of administrators in “Inspiring a Shared Vision” who participated in the strategic planning process at a high involvement level and the administrators who participated at a moderate/limited involvement level.
3. There is no difference between the self rating of administrators in “Enabling Others to Act” who participated in the strategic planning process at a high involvement level and the administrators who participated at a moderate/limited involvement level.
4. There is no difference between the self rating of administrators in “Modeling the Way” who participated in the strategic planning process at a high involvement

•

level and the administrators who participated at a moderate/limited involvement level.

5. There is no difference between the self rating of administrators in “Encouraging the Heart” who participated in the strategic planning process at a high involvement level and the administrators who participated at a moderate/limited involvement level.

Significance of the Study

A K-12 school district spent \$30,000 and 3,000 hours of human and financial resources on strategic planning processes to develop mission, core beliefs, goals, strategies, and awareness of systems thinking. Kouzes and Posner (1995) stated that organizations without a base of trust are incapable of implementing strategies to accomplish the identified mission. Strategic planning increases the number of internal and external participants in setting the direction for the organization (Bernhardt, 1994). Participation builds ownership and ownership builds trust (Janov, 1994). Therefore, a need exists to evaluate the strategic planning process as a method to build trust. Bennis and Nanus (1985) called for processes to build trust in employees.

The researcher maintains that those administrators who participated in the strategic planning process at a high involvement level have a higher trust level and are viewed by themselves as leaders who exhibit behaviors that build trust. School districts must use processes that create and maintain an environment of trust. There

is a need to identify processes that are effective in building employee trust (Bennis & Nanus, 1985).

The results of the study are expected to shed some light on what impact strategic planning has on the trust level of administrators in the school district. The results are also expected to offer information about specific leadership behaviors that encourage collaborative decision making and an environment of trust.

The study attempts to answer the following questions: Is the trust level of administrators who participated in the strategic planning process at a high involvement level higher than those who participated in the process at a moderate/limited involvement level? In addition, is there any difference in the leadership behaviors of challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart (Kouzes & Posner, 1997) between administrators who participated in the strategic planning process at a high involvement level and those who participated at a moderate/limited involvement level?

Limitations of the Study

Limitations of the study included:

1. The study does not assess the impact of the length of time an administrator has been employed by the school district.
2. The study does not assess the impact of the administrators assignment-- district office, school based, secondary or elementary.
3. The study does not assess the administrator's readiness for systems

thinking.

4. The study was limited to the perceptions of the administrative group only and did not include the certified teachers or the classified employees.

5. The study was limited to data generated by a questionnaire consisting of items deemed important to behaviors associated with trust.

6. The study does not assess the trust level of administrators by gender.

7. The study does not assess the impact of the culture of the predominate religion on the administrative staff.

Definition of Terms

Several terms are consistently used throughout this study. The terms as defined below will serve as the basis for further discussion and reference.

Strategic Planning -- Blanchard (1997) defined strategic planning as a process for leaders to define a clear view of where the organization is going, how they will get there, and how they are going to include everyone in the journey. Strategic planning is a continuous, evolving process with plans being questioned, refined, and modified.

Trust -- Benis and Nanus (1985) defined trust as the lubricant that makes it possible for organizations to work.

Transformational Leadership -- Burns (1978) stated that Transformational Leadership over human beings is exercised when persons with certain motives and purposes mobilize institutional, political, psychological, and other resources so as to

arouse, engage and satisfy the motives of followers. Reconciling the divergent interests of the organization and the individual is a key component of leadership.

Vision -- Senge (1993) defined vision as a shared mental model. The love of truth and openness. There exists a commonality of purpose and the acknowledgment of the current reality.

Mission -- Block (1996) defined mission as the services and products an organization offers to its customers.

Change -- Burns (1978) stated that social change or real change is the ending stage of leadership. Real change is a transformation of attitudes, norms, institutions, or behaviors that last over time.

Culture -- Kouzes and Posner (1995) defined culture by what it means to the members of the organization.

Synergy -- Maslow (1970) defined synergy as our conception of culture and our relationship to that culture. There should be less exclusive stress on antagonism and more on possible collaboration.

Organization -- Mintzberg (1994) defined organization as being organized to carry out expert work in relatively stable setting, hence emphasizing the standardization of skill and the pigeonholing of services to be carried out by autonomous and influential specialists. Administrators serve as support more than exercising control. This is common in hospitals and educational organizations.

Communication -- Patterson (1992) defined communication as the skill necessary in the process of influencing others to achieve mutually agreed upon purposes of

the organization.

Methodology and Procedures

The purpose of the study was to determine if the strategic planning process contributed to the trust level of administrators in a K-12 school district. The methodology and procedures for collecting and analyzing the data for the study were divided into five sections as follows: (1) Identification of the Population, (2) Demographics of the Community, (3) Identification of a Data Collection Instrument, (4) Data Collection Procedure, and (5) Analysis of Data.

Identification of the Population

Subjects selected for this study were administrators in a K-12 school district in Utah. The K-12 school district collected data from the administrative staff. The district believed the administrators would best be able to describe the leadership behaviors associated with trust and to determine their perceived level of participation in the strategic planning process.

Demographics of the Community

The community served by the K-12 School District has a population of 70,000 residents. Approximately 67% of the population cite The Church of Jesus Christ Latter Day Saints as their religion of choice. A growing Latino population make up approximately 15% of the city. The community is a mix of white and blue

collar families. Weber State University is located within the city boundaries and draws a significant number of local high school graduates for post high school education. The primary industries include rocket propulsion for the space industry, auto parts manufacturing, computer technology, mineral processing, and an air force base. The socio-economic levels range from very poor, as defined by National School Lunch qualifications, to very affluent. Sixty-three percent of the students in the school district qualify for free or reduced federal lunch programs.

The school district is comprised of 23 schools that consist of two high schools, one alternative high school, four middle schools, fifteen elementary schools, and one early childhood center. There are a total of 49 administrators, 13 at the district office level and 36 at the school site level. Forty-seven (47) participated in the study. Two did not participate due to incomplete surveys.

Administrators have as little as five months experience to as much as 28 years experience. Twenty-four administrators are male. Twenty-five are female.

Data Collection Instrument and Measurement

The Kouzes and Posner Leadership Practices Inventory (LPI) was used by the school district to assess administrator trust level. The LPI was developed through a triangulation of qualitative and quantitative research methods and studies. Case studies from participants' personal best leadership experiences generated five key leadership practices associated with trust (Kouzes & Posner, 1995):

1. Challenging the Process -- leaders search for opportunities to change the

current reality. They look for innovative ways to improve the organization. They experiment and take risks. Risk taking involves mistakes and failures. The disappointments are seen as learning opportunities.

2. Inspiring a Shared Vision -- leaders passionately believe that they can make a difference. They see the future, creating an ideal and unique image of what the organization can become. Leaders enlist others in their dreams. They breathe life into their visions and get people to see exiting possibilities for the future.

3. Enabling Others to Act -- leaders foster collaboration and build teams. They actively involve others. Mutual respect and trust is what sustains extraordinary efforts. Leaders strive to create an atmosphere of trust and human dignity. They strengthen others, making each person feel capable and powerful.

4. Modeling the Way -- principles are established concerning the way people should be treated and the way goals should be pursued. Leaders create standards of excellence and then set an example for others to follow. They create opportunities for victory.

5. Encouraging the Heart -- to keep hope and determination alive, leaders recognize contributions that individuals make. They share rewards and celebrate accomplishments. They make people feel that they are trusted.

The Leadership Practices Inventory (LPI) reliability has been empirically determined in several ways. Reliability tests of the LPI split the responses in half to determine if the halves correlated. If the halves were perfectly correlated we would expect a 1.0 correlation coefficient. Acceptable internal reliability coefficients are

usually .50+. The LPI scales are generally above .80. The LPI has strong internal reliability (Kouzes & Posner, 1995).

The second empirical measure of reliability is the fact that the LPI asks about behavior more than one time. The LPI is inherently more reliable than a one or two item scale. The LPI scale contains six items or statements for each of the five leadership practices that relate to trust.

The validity of the LPI was determined several ways. The first is face validity, which determines on the basis of subject evaluation, that the instrument appears to be measuring what it is supposed to measure. Given that the items on the LPI are related to the statements that survey participants make about their own or others leadership experiences, the LPI has excellent face validity.

An empirical measure of the validity is factor analysis. The LPI contains five factors, the items within each factor relating more to one another than to other factors. For example, the items that measure Enabling Others to Act are more related to one another than they are to items measuring the other four practices.

The LPI has relevance to participants. As shown in studies of the relationship of LPI scores and such variables as work group performance, team cohesiveness, member commitment and loyalty, satisfaction, upward influence, and credibility, the LPI is predictive and concurrent validity is determined.

The LPI employs a thirty response Likert scale. Items received score values of 1 (Almost Never) to 10 (Almost Always). The respondents' scores on each item were the same as the Likert response value (1 to 10). All items were regularly

scored; there was no reverse scoring. Items from all five sub-tests were included in the scoring. The percentile scores of the international group were used as a reference point for the percentile score for the selected population.

A score on the LPI that is at or above the 70th percentile is considered to be a high score. A score at or below the 30th percentile is considered a low score. A score that falls between those ranges is considered moderate.

Additionally, the respondents were asked to rate their involvement in the strategic planning process of a K-12 school district using a Likert scale of 1 (limited involvement) to 5 (highly involved). Survey respondents were placed in two groups based on their responses. Those responding as involved or highly involved were identified as the high involvement group. Those responding a moderately involved, somewhat involved, or limited involvement were identified as the moderate/limited involvement group.

Data Collection Procedure

The Leadership Practices Inventory was administered by the school district between March 1 and June 30, 1999. Administrators were reminded that honest responses were important to the study. The completed answer sheets were collected and returned. Data from each respondent was entered into the LPI scoring software database and processed. Data was compiled in an aggregate format protecting the confidentiality of each respondent.

Analysis of the Data

The researcher obtained permission from the K-12 school district to use the previously collected data. The researcher began the analysis of the data after the December 14, 1999 approval by the Human Subjects Institutional Review Board (see Appendix).

A single variable correlation was utilized to test the hypotheses for statistical significance. A t-test was used to assess if there was a relationship between the level of participation in the strategic planning process and the trust level of the administrator. The level of significance was set at $p = <.05$.

The outcomes were measured by the level at which the administrator participated in the strategic planning process as compared to the trust level of the administrator as measured by the self rated response on the five leadership behaviors identified in the Leadership Practices Inventory. A directional hypothesis was used as the study anticipates that the higher level of participation in the strategic planning process, the higher the trust level of the administrator. It is believed that a relationship exists between the administrators' level of involvement in the strategic planning process and the administrators' trust level.

Organization of the Study

The study was developed in five chapters, a selected reference list, and an appendix. Chapter I includes the introduction, problem statement, purpose of the study, significance of the study, statement of hypotheses, limitations of the study,

definition of terms, as well as the methodology and procedures of the study.

Chapter II contains a review of the related literature pertaining to strategic planning and trust.

Chapter III contains the presentation of the methodology, sample description, demographics of the community, instrument description, reliability and validity of the instrument, measurement, and the procedure for administration of the instrument.

Chapter IV contains the results of the study and the data analysis procedure as well as the results of the tests of the hypotheses.

Chapter V contains a summary, discussion, conclusion, and recommendations for further study.

An appropriate appendix and selected reference lists were attached as concluding sections.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The purpose of the study was to determine if the strategic planning process contributed to the trust level of administrators in a K-12 school district. The study explored the leadership behaviors associated with trust (Kouzes & Posner, 1997) and the administrator's level of participation in the strategic planning process.

The literature review is divided into two parts. Part one is a discussion of strategic planning. Part two explores trust as it relates to employee involvement in an organization.

The strategic planning process is defined as a vehicle to involve people in the decision making process (Blanchard, 1997). Blanchard (1997) continued by stating involvement is a key component of building trust and that strategic planning is essential for change and trust. This continuous, evolving process that encourages questioning, refinement and modification (Rammunjam, 1992) is necessary for school systems to set direction and to build trust among the administrative employees. The process of planning sets aside time for reflective analysis. Only then can the organization think together in a strategic manner. Yukl (1989) stated that planning is largely a cognitive activity involving the processing of information, analyzing, and deciding. A model for strategic planning by Mintzberg (1994) and its

components is shared. Strategic planning brings consistency of statements and actions and clarifies the vision (Spanbauer, 1992). Commitment to the vision is closely related to follower trust (Kelly, 1992).

The discussion of trust as it relates to employees involvement is explored. Deming (1986) related that effective organizations must drive out fear so that everyone may work effectively. His Point #8, drive out fear, of the 14 Points of Effective Organizations, could not be present in an organization with the absence of trust. Trust is defined as the lubricant that makes it possible for organizations to work (Bennis & Nanus, 1985). Trust is a confidence that stems from reliability and predictability. The commitment to a vision for the organization as developed by strategic planning, involved integrity and honesty that in turn build trust (Caldwell & Gould, 1992). Kelly (1992) stated that trust is meeting the expectations of followers. Janov (1994) offered support when he stated that trust is a process not a thing. Trust is a confidence, reliability, and certainty. Sonnenberg's (1994) circles of trust are shared. Yukl (1989) stated trust is dependent on the perceived expertise of the leadership, but it also depends on the consistency in statements and actions. Strategic planning brings consistency of statements and actions. Commitment to the vision is closely related to follower trust.

Strategic Planning

Blanchard (1997) stated that strategic planning is a vehicle to involve people in the decision making process. Involvement in decisions that have a direct impact

on people's work is a cornerstone in building trust. Trust is essential if organizations are to be successful in the change process (Sonnenberg, 1994). Sonnenberg (1994) believed the level of participation in the decision making process are related to the level of trust of employees.

Konnert and Augenstein (1990) studied the ability of the Chief Executive Officer to involve people in goal setting and decision making that have a direct impact on their work. The transformational leader was characterized as a change agent who took risks, believed in people, were driven by values, participated in life long learning, and dealt with complexity - uncertainty - ambiguity. The purported purpose of strategic planning was to provide planning and direction for the school system while being concerned with system wide mission and goals and the motivation of employees to accept and commit to the goals. Strategic plans were essential for strategic change and trust. Strategic planning was a continuous, evolving process with plans being questioned, refined, and modified based on current information (Rammunjam, 1992).

Yukl (1989) stated that time must be set aside for reflective analysis and planning. Only then can organizations think together in a strategic manner. Planning was largely a cognitive activity involving the processing of information, analyzing, and deciding. Identifying a coherent and appealing vision was not enough. It must be communicated and embodied in the culture of the organization.

Officials from Transformation Systems Ltd. (1998) defined strategic plans as long term, system wide, created fundamental change, vision driven, and results based.

The process was inclusive, consensus driven, locally developed, accountability for results is built in, and the plan is adjusted periodically. They determined that several subsystems must be assessed prior to engaging in the planning process. Communication, site planning/decision making, staff development, curriculum development, assessment, and research are identified as the key subsystems.

Henry Mintzberg (1994) asked several critical questions regarding strategic planning. He asked questions regarding the relationship between planning and strategy. Mintzberg traced planning as a budget exercise in the America of 1950s. It began to spread quickly and was installed in most large corporations by the late 1960s. At that point strategic planning became an obsession among American corporations and government agencies. Mintzberg defined formal planning as future thinking, controlling the future, decision making, integrated decision making, and a formalized procedure to produce an articulated result, in the form of an integrated system of decisions.

Planning means thinking about the future. While the definition cannot be bound by a single limitation it does suggest that almost all work needs to be planned. Ackoff (1970) believed that planning was the design of the future and of the effective ways to move toward the future. Planning was creating a controlled change in the environment. Every decision was made with the future in mind. George (1972) stated that planning was not a separate act, every managerial act is connected with planning.

Ackoff (1970) stated that planning was required when the future state that we

desire involves a set of interdependent decision, a system of decision if you will. The complexity of planning was derived from the decisions being interrelated. This view of planning related to strategy making since the process also deals with the relationships of important decisions within the organization.

Bryson (1988) stated that planning has an emphasis on formalization which sets it aside from other processes. Bryson (1988) also referred to Strategic Planning as a disciplined effort, a simple set of concepts, procedures, and tests that have been formalized in the organization. Mintzberg (1994) defined formalization as to decompose, to articulate, and to rationalize the process by which decisions are made and integrated in organizations. Above all, planning was characterized by the nature of analysis. This view of planning was not consistent with Ackoff's (1970) definition.

Porter (1980) stated that organizations must plan to coordinate their activities. He argues that there are significant benefits to gain through an explicit process of formulating strategy that is directed at a common set of goals. Mariann Jelinek (1996) in her book "Institutionalizing Innovation" presented the argument for formalizing strategic planning. The separation between operating a business and developing a strategy must be formalized. Strategic planning is focused on generating new tasks that may eventually become routine or formal in the organization. The management of strategy can be sharply separated from the management of operations. The strategy formation process itself can be institutionalized by the use of formal systems.

Bennis and Nanus (1985) called for the creation of focus as a major role of planning and trust building. Conveyed vision brings about confidence on the part of

employees, a belief that they were capable of performing the necessary acts. When organizations have a clear sense of purpose, direction, and desired future state and when this image was widely shared, individuals were able to find their own role. Benis and Nanus (1985) characterized strategic planning as a process to achieve voluntary commitment to shared values.

Alexander and Wagner (1991) interviewed twelve superintendents and found that four areas are critical to effective restructuring and planning. Their survey and focus group methodology defined the areas as the need for training all employees, making student learning a priority, leadership based on core values is established in a strategic planning process, and building trust at all levels of the organization was an outcome of the strategic planning process.

Senge (1990) stated that strategic planning also brings other factors into play. When members of your organization are accountable, interact positively, think on the job, take risks, work cooperatively, seek personal mastery, align themselves with the organizational vision, and think systemically, they will trust and function in all systems.

Kline and Sanders (1993) studied the ten steps to a learning organization. The authors believed that without strong convictions, synergy was impossible. Without synergy a shared vision could not be created. If the purpose of the organization was learning then every member must be personally committed to the value of providing learning. Good systems kept track of themselves. The purpose of the system was defined, the rules were articulated, and continuous improvement was

required. Human behavior was part of the system.

Herman (1994) studied the need to devise a change model that reviews the operational requirements that will enhance the chance of successful change. They stated ten prerequisites:

1. Leadership and key stakeholders must be committed to the change.
2. The school district's vision of what should and could be in the future was a clearly written description.
3. The present stage of the districts operation was clearly written.
4. A discrepancy analysis that identifies the needs that are indicated when comparing the Current State and the Desired State.
5. An action plan to allow the district to reach its desired future vision was present.
6. Training was available for those individuals who are to plan and implement the actions.
7. Adequate financial and human resources were provided to enhance the likelihood of successful implementation and the desired change.
8. Frequent and high quality, two-way communication was present.
9. Adjustments were made when called for.
10. End results were predicted.

Herman (1994) stated that strategic planning was a part of a long term investment designed to improve the effectiveness and efficiency of the school district and its component schools. It should be considered crucial. Strategic planning

created a framework for team building and collaborative decision making. Strategic planning involved a wide variety of stakeholders in the district's planning and decision making process. It acquired broad-based support and ownership of the district's products and programs. A critical mass of support from the community at large and employees was developed. Collectively they determined the preferred future vision including specific results (Herman, 1994).

Mintzberg (1994) defined strategy as a plan, a direction, a guide or a course of action into the future. A path to get there from here. Strategy is also a pattern or more clearly stated a consistency in behavior over time. An organization that always markets the most expensive products in its industry has a high-end strategy. The person who accepted the most challenging jobs is described as pursuing a high-risk strategy. The strategies can be grouped into two patterns. One we can call intended strategy and the other realized strategy. The intentions that are fully realized can be called deliberate strategies and those that are not realized can be called unrealized strategies.

Mintzberg (1994) added a third strategy called emergent, where a realized pattern was not expressly intended. Actions taken one by one, converged in time in some sort of pattern. He argued that not all strategy making is deliberate.

Spanbauer (1992) stated that the continual process of making decisions in a systematic way based on review of the past, a look at the future, and analysis of the present is necessary for organizational change. Trust occurred when there were processes for: (a) determining mission and purpose, (b) defining strategic direction, (c)

identification and prioritizing program and course needs, (d) involving the employees in the planning process, and (e) planning is continuous and flexible.

A group engaged in a process that goes beyond the ordinary, far beyond what others thought possible, is a behavior encouraged in the strategic planning process. When leaders effectively communicated a vision that vision has very potent effects. Employees reported a significantly higher level of job satisfaction, motivation, commitment, loyalty, and pride in the organization (Kouzes & Posner, 1995).

In 1962 a Harvard Business Review article by Gilmore and Brandenburg signaled the beginning of literally hundreds of models of a process by which strategy could be developed and operationalized. The models ranged from the simple elaboration of steps to the highly detailed specification of its steps, using all kinds of check lists, tables, diagrams and techniques.

The Core Design School Model (Gimore & Brandenburg, 1962) identified one single set of concepts that underlies all the proposals to formalize the strategic planning process. The model was referred to the SWOT model (strengths, weaknesses, opportunities, and threats) as developed by Kenneth Andrews in 1971. It was constructed on the belief that strategy formation is a process of conception. The strategy was created at the intersection of an external appraisal of the threats and opportunities facing an organization in its environment, considered in terms of key factors for success, and an internal appraisal of the strengths and weaknesses of the organization itself, distilled into a set of distinctive competencies. Outside opportunities were exploited by inside strengths, while threats were avoided and weaknesses

circumvented. Taken into consideration were the creation of the strategies and their evaluation to choose the best, were the values of leadership as well as the ethics of the community. Once a strategy had been chosen it was implemented.

The K-12 school district used the strategic planning model promoted by Transformation Systems, Ltd. (1998) to develop a ten year strategic plan. The model plan contained the key components of the Core Design School Model. They defined Strategic Plans as long term, system wide, creates fundamental change, vision driven, and results based. The planning process is inclusive, consensus driven, locally developed, accountability for results is built in, and the plan is adjusted periodically. Program developers determined that several subsystems must be assessed prior to engaging in the planning process—communication, site planning/decision making, staff development, curriculum development, assessment, and research. Gray (1986) supported the statement that sub-systems must be in place prior to engaging in the planning process. He stated when strategic planning was newly installed, it often assumed that the organizational units already in place would handle the planning.

The formalizing of a system to structure decisions and act as a tool to facilitate organizational learning is a critical outcome of the strategic planning process (Allair & Firsirotu, 1988). Systems can also help in the generation of consensus (Makridahis, 1990). Formalization was necessary to strengthen the loose edges of planning. It was a double-edged sword that could reach a point of being a hindrance (Mintzberg, 1994).

Kaufman (1991) relied on the assumptions that strategies should emanate for

the top of the organization, that goals can be clearly stated, formulation of strategies must be followed by implementation, and that employees will respond to the strategies.

Sonnenberg (1994) in his book “Managing with a Conscience” stated a way to foster communication within organizations is the strategic planning process. It was easier to implement actions when employees are involved in the planning process. Critical to the success of the organization is developing employees who will be deeply committed to the organization’s mission and values.

Max DePree (1992) stated that an ethos for change derived its vitality from vision based change. People easily followed the leader who clearly connected meaningful changes to a strategic plan. The work of leaders was bringing about change. Risks and tension were natural. Raising the level of trust was necessary.

Murphy and Schiller (1992) stated that it was critically important that all staff at every level of the organization be involved in developing the mission. It was equally important that the wording of the mission statement be clear and easily understood. Clear communication developed trust.

Bernhardt (1994) defined strategic planning as the process of answering the questions: (a) where are we going, (b) where do we want to go, (c) how do we get there, (d) are there processes getting us to where we want to go, and (e) how will we know when we are where we want to be? Values and beliefs are at the core of who we are. Core values and beliefs describe not only how we think we work, and how society and the world operate, but how we think they should operate.

Blanchard (1997) stated that in order to establish a strong foundation of trust, leaders must show employees not only that they mean them no harm but that prospective changes are in everyone's best interest. For this to develop, those in charge must be perceived as having a clear view of where the organization is going, how they will get there, and how they are going to include everyone else in the journey. The greatest element in trust building is the dissemination of information to people in all roles and at all levels throughout the organization. By holding back on trust, you stifle your own creativity and ultimately limit the growth of the organization.

Kesler (1996) stated three barriers to the change process in organizations are lack of a strategic vision and mission; low commitment, trust, and teamwork; and a bureaucratic organizational culture. She attributed successful change to using a process for participative decision making.

The report of the master plan for higher education (Washington State Higher Education Coordinating Board, 1992) in the state of Washington recommended three strategies for accomplishing the a commitment to opportunity. First, a strategic planning process that focuses on efficient resource allocation. Second, improved partnerships with public schools, business, and the community. Third, a new alignment of responsibilities, based on trust, between the state and its post secondary education institutions.

Deming (1986) established fourteen (14) points of effective organizations. He stated that people cannot work effectively in the presence of fear. Deming believed that trust drives out fear. The common denominators of fear in any form is

loss from impaired performance and padded figures. Another loss from fear is an inability to serve. Deming believed that everyone in the company must work to accomplish the transformation. Creating this constancy of purpose builds trust.

Duvivier (1992) stated that as the value and nature of employees' organizational relationships improve, fear was displaced with trust. Caldwell and Gould (1992) found that establishment of trust requires the development of a visionary plan so that changes have a meaningful context. The development of a vision involved the development of trust, which entailed integrity and honesty.

Summary of Literature on Strategic Planning

Sonnenberg (1994) stated that strategic planning is a vehicle to involve people in the decision making process. Konnert and Augenstein (1990) studied the ability of the Chief Executive Officer to involve people in goal setting and decision making process as it related to the level of trust of employees.

Yukl (1989) stated that time must be set aside for reflective analysis and planning. Mintzberg (1994) defined formal planning as future thinking, controlling the future, decision making, integrated decision making, and a formalized procedure to produce an articulated result.

Bryson (1988) referred to strategic planning as a disciplined effort, a simple set of concepts, procedures, and tests that have been formalized in the organization. Mintzberg (1994) defined formalization as to decompose, to articulate, and to rationalize the process by which decisions are made.

Jelinek (1996) presented the argument for formalizing strategic planning. Bennis and Nanus (1985) called for the creation of focus as a major role of planning and trust building. Senge (1990) stated that strategic planning also brings other factors into play when members of the organization are accountable, interact positively, think on the job, take risks, work cooperatively, seek personal mastery, align themselves with organizational goals, and think systemically.

Kline and Sanders (1993) studied the ten steps to a learning organization and stated that a shared vision through planning builds trust. Herman (1994) developed ten prerequisites necessary for successful strategic planning.

Spanbauer (1992) stated that the continual process of making decision in a systematic way is necessary for organizational change. Defining a strategic direction through planning is critical. Allair and Firsirotu (1988) agreed that formalizing a system to structure decision making is a critical outcome of strategic planning. Transformation Systems, Ltd. (1998) defined strategic plans as being long term, system wide, fundamental change, vision driven, and results based.

Kaufman (1991) stated that goals must be clearly stated, formulation of strategies must be followed by implementation, and employees will respond to the strategies developed in strategic plans. DePree (1992) stated that an ethos for change derives its vitality from vision based change. Murphy and Schiller (1992) stated that it is critically important that all staff at every level of the organization be involved in developing the mission and vision. Bernhardt (1994) believed that values and beliefs are at the core of who we are.

Blanchard (1997) stated that those in charge must be perceived as having a clear view of where the organization is going. Strategic planning gives organizations a direction. Kesler (1996) stated three barriers to the change process, the first of which is a lack of strategic vision and mission.

Deming (1986) established fourteen points of effective organizations. Point 8 discusses the need to drive out fear so that everyone may work effectively for the company. Strategic planning creates a constancy of purpose. Caldwell and Gould (1992) found that the establishment of trust requires the development of a visionary plan so that changes have a meaningful context.

Trust

Trust was a key component of building the foundation for the strategic planning process (Janov, 1994). Sonnenberg (1994) stated that trust was built by the characteristics of integrity, reliability, and openness. It was the fabric that bound us together, that created an orderly, civilized society free from chaos and anarchy. Janov (1994) believed that trust was a process not a thing. Trust was a confidence, reliability, and certainty.

Kouzes and Posner (1995) stated that trust was at the heart of fostering collaboration. Trust was the essential element of organizational effectiveness. Employees who are unable to trust others fail to become leaders. Their demonstration of lack of trust in others promotes others to lack trust in them.

When leaders brought people together to work on a project they were

concerned with how group members related to each other. Relationships lacking trust interfered with and distorted employees perceptions of the problems and diverted energy and creativity from the search for realistic solutions (Kouzes & Posner, 1995). Creating and sustaining cooperative goals builds trust. Kouzes and Posner (1995) in "The Leadership Challenge" stated seven points necessary for fostering collaboration and building trust.

Kouzes and Posner (1995) found that people who are trusting are more likely to be happy and psychologically adjusted than those who view the world with suspicion. One of the clearest advantages of trusting others lies in the way people respond to individuals who are trusting. Figure 1 identifies the trust behaviors. Utilizing the behaviors listed makes us vulnerable to others whose subsequent behavior we cannot control. We can only control our own behaviors and trust was built when we made ourselves vulnerable to others (Kouzes & Posner, 1995).

A position paper from four experienced college business officers, presented in the *Business Officer* (November, 1993) focused on the importance of establishing trust within the institution and the role of strategic planning as two key components of effective communication in organizations. Baldus & Nelson (1993) stated the need to develop a strategic planning model with a vision statement, goals, and objectives. Included in the model was a course on trust building activities.

Interviews with twelve superintendents in a study conducted by Alexander and Wagner (1991) on school based management found that four areas are critical to effective restructuring. The investigators survey and focus group methodology

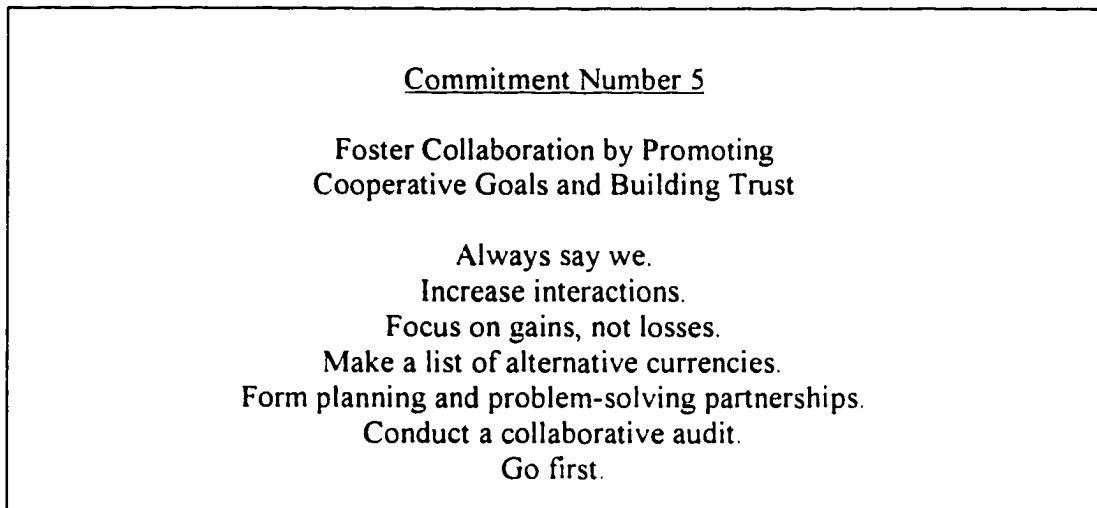


Figure 1. Commitment Number 5.

Source: Kouzes, J.M., & Posner, B.Z. (1995). *The Leadership Challenge*.

defined the four critical areas as the need for training for all employees, making student learning a priority, leadership based on core values established in a strategic planning process, and building trust at all levels of the organization.

Samuels (1988) in a conference paper delivered to Community College administrators stated two conditions must be present in order to establish a basis for trust: a statement of values to serve as a normative standard for staff; and participatory structures developed to involve administrators, faculty, and staff in decision making. Groff (1986) supported the belief that a vision and values must be established and understood for a basis for trust to exist. The technology of strategic planning and management offers a model for developing this requisite understanding. Schlechty (1990) stated that change requires commitment of energy, resources, and trust. It required people to take risks and break habits. When people are undergoing

change they need more support and security. They must be assured that they are an honored participant, respected intellect deserving support, and a valued colleague.

Schlechty (1990) stated that in order for change to occur five functions must be fulfilled. The five functions that build employee trust are as follows:

1. Nature of change must be conceptualized.
2. Those not involved in conceptualization must be made aware.
3. Feedback from those not involved must be solicited and incorporated.
4. Activity to implement change must begin.
5. A system of ongoing support and training must be present.

Peters (1992) related that trust was essential. Away from home a climate of trust was an absolute must and more of a stumbling block to future organization success than getting the strategic plan right.

Bennis and Nanus (1985) believed that trust was the lubricant that makes it possible for organizations to work. Trust implies accountability, predictability, and reliability. We know when its present and when its not. Based on predictability, trust was developed by making positions clear. Constancy and courageous patience allows for managing trust through positioning. Bennis and Nanus used the Quick Environmental Scanning Technique (QUEST) to identify the other factors contributing to trust. The authors state that integrity, mutual respect, reliability, competence, and vision are brought into play.

Kelly (1992) in his study of the power of followership has found that the alienation of followers resulted from unmet expectations and broken trust. The lack

of trust was a major issue with followers. Followers trusted direct supervision about two thirds of the time and top management about half of the time. Followers increased the odds that their voices were heard by creating trust and avoiding the effects of mistrust. Trust was developed by being involved in the decision making process (Sonnenberg, 1994).

Kouzes and Posner (1995) studied how to keep getting extraordinary things done in organizations. The more severe the events and the more compressed the time frame, the more cynical people were likely to become. Cynics had less trust in their management than upbeat people. Nearly half of the cynics doubted the truth or what management told them. Leaders must be credible yet we contributed to undermining their credibility by expecting them to focus on a clear direction for the future. A balance of the personal desire to achieve important ends with followers needs to believe the leader has others' best interest at heart. Trust was at the heart of fostering collaboration (Covey, Merrill, & Merrill, 1994). It was the central issue in human relationships. Trust was an essential element of organizational effectiveness. Those who are unable to trust other people fail to become leaders (Kouzes & Posner, 1995).

Boss (1994) in a study of trust and managerial problem solving identified the characteristics of high trust groups. Members were more open about feelings, experienced greater clarity about the groups problems and goals, and searched more for alternative courses of action. Employees reported greater levels of mutual influence on outcomes, satisfaction with meetings, motivation to implement decisions, and a closeness as a team.

Kouzes and Posner (1995) stated that when people don't trust each other they ignore and twist facts, ideas, conclusions, and feelings they believed their vulnerability increased. Trust has been shown to be the most significant predictor of individuals satisfaction with their organization.

Kouzes and Posner (1995) stated that trust makes work easier, because it forms the basis for greater openness between individuals and departments. People who experience the most trust in leaders feel trusted in return and are the most satisfied with participation. To trust the organization, individuals must be confident that the organization and its agents opened communication and the opportunity to participate (Kouzes & Posner, 1995).

Trust was never guaranteed and it cannot be won overnight. It must be carefully constructed, vigorously nurtured, and constantly reinforced. Trust was established over time through a long chain of successful experiences. The characteristics that led to trust are integrity, reliability, and openness (Sonnenberg, 1994).

Sonnenberg (1994) stated people consciously or unconsciously examined actions rather than words. His First Ring of Trust found the examination of integrity or seeing if the person has a good value system, is being honest, straightforward, and is non-manipulating. Doing the right thing or giving of yourself even if you do not have anything to gain at that moment, and addressing problems before they become public. Demonstrating strength of conviction regarding personal and organizational ethics. People who are trustworthy projected self-confidence and are comfortable enough to admit their faults and errors. Covey et al. (1994) stated that synergy

results from valuing differences and bringing together different perspectives in a spirit of mutual trust. People need to feel safe and trust increased when the individual is seen to be competent. Reliability was a component of trust. Openness to a point of never breaching a confidence and use the information against the person at a later date (Sonnenberg, 1994). Communication was vital in the First Ring of Trust. Communication permitted the employee to influence the decision.

Sonnenberg's (1994) Second Ring related to the test of time. People trust and are more comfortable with those who are predictable. The Third Ring was a move from predictability to faith. Faith enabled you to go beyond the facts and still feel secure about the organization. Employees had the right to know that their employers have confidence in them and in their abilities. They wanted to know that management trusted their abilities and respected them enough to assume they will do a reasonable job and select the best available alternative.

Sonnenberg (1994) continued to say that trust was the fabric that binds us together, creating an orderly, civilized society from chaos and anarchy. Trust was not an abstract, theoretical, idealistic goal forever beyond our reach. Trust, or the lack of it, was inherent in every action we took and affected everything we do. Trust built relationships. People who trusted one another shared information.

Sonnenberg (1994) believed high levels of trust reduced friction among employees, bonded people together, increased productivity and stimulated growth. Low levels of trust adversely affected relationships, stifled creativity, and hampered decision making. Low trust pushed people to operate with incomplete information.

Organizations with low levels of trust had employees who had difficulty exploring the range of alternatives and creatively responding to problems. Trust made colleagues willing to spend time together and make sacrifices for one another (Sonnenberg, 1994).

Kelly (1992) believed the lack of trust was a major issue for followers. Only two of five managers were able to instill trust. Credibility grows with each action and day by day through consistent demonstration of trustworthiness. A powerful emotional deposit was to help others get what they want.

Each person must have a personal integrity account that reflects the amount of trust we have in ourselves. Deposits equal making and keeping commitments (Covey et al., 1994). Trust was the glue of life (Bennis & Nanus, 1985). It was the most essential ingredient in effective communication. It held all relationships together. At the heart of empowerment was trustworthiness. Trust creates an environment in which all the other elements flourished. Trust came out of the experience of pursuing what was true. What was true lies within each of us (Block, 1996).

Janov (1994) stated personal power was derived from three attributes: credibility, integrity, and trust. Each of these was an outcome of our words and deeds. Trust was a confidence, reliability, and certainty. Trust was derived from our ability to tell the truth, no matter the setting, regardless of the risk. Trust was a process not a thing. It developed out of interactions with others that are best captured in a series of steps (Janov, 1994).

Harris (1995) discussed institutional transformation and the need for change

over time as non-linear. The organizational structure must be understood, the institutions vision must be clear, and an environment of trust must be created if change is to occur. Goens (1996) supported Harris that a demonstration of trust and openness must be present in organizations.

Standley (1993) believed that an organization must look at the essential components of trust and establishing a common purpose in order to be effective. Argyris (1993) stated that organizations must overcome resentment and rebuild trust to improve. Kratzer (1997) established trust, respect and caring as crucial components in achieving school effectiveness. Harris (1995) states that quality and community flourish in an environment of trust. People cannot feel a sense of ownership and trust unless they feel included.

Deal (1994) found linking work with organizational mission is critical in fostering trust. Guzman (1994) supported Deal by stating that the process of covenanting toward a common purpose, translating that into reality, and achieving success through creation of synergistic relationships was foundational to building trust and changing individuals and systems. A system of planning that has the elements of common purpose, communication, change, trust and ritual was necessary.

Kouzes and Posner (1995) stated five practices and ten commitments of leadership that build trust in organizations. Figure 2 explains the five fundamental practices of exemplary leadership that can serve as the basis for learning to lead by building trust. They served as a guide on how leaders get extraordinary things done in organizations.

Practices	Commitments
Challenge the Process	<ul style="list-style-type: none"> • Search out challenging opportunities to change, grow, innovate, and improve • Experiment, take risks, and learn from the accompanying mistakes
Inspire a Shared Vision	<ul style="list-style-type: none"> • Envision an uplifting and enabling future • Enlist others in a common vision by appealing to their values, interests, hopes, and dreams
Enable Others to Act	<ul style="list-style-type: none"> • Foster collaboration by promoting cooperative goals and building trust • Strengthen people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support
Model the Way	<ul style="list-style-type: none"> • Set the example by behaving in ways that are consistent with shared values • Achieve small wins that promote consistent progress and build commitment
Encourage the Heart	<ul style="list-style-type: none"> • Recognize individual contributions to the success of every project • Celebrate team accomplishments regularly

Figure 2. Ten Commitments of Leadership.

Source: Kouzes, J.M., & Posner, B.Z. (1995). *The Leadership Challenge*.

Summary of Literature on Trust

Janov (1994) stated a key component of building the foundation for the strategic planning process was trust. Sonnenberg (1994) stated that trust was built by the

characteristics of integrity, reliability, and openness. It is the fabric that binds us together. Kouzes and Posner (1995) stated that trust was at the heart of fostering collaboration, an essential element of organizational effectiveness.

Kouzes and Posner (1995) stated that relationships lacking trust interfered with and distorted employees perceptions of the problems and diverted energy and creativity from the search for realistic solutions. Baldus and Nelson (1993) stated the need for including a course on trust building in the models for strategic planning.

Alexander and Wagner (1991) conducted a study that found four areas are critical to effective change in organizations. Samuels (1988) stated several conditions for the establishment of trust in organizations.

Schlechty (1990) stated change requires commitment of energy, resources and trust. He stated that five functions must be present for change to occur: change conceptualized, awareness of the conceptualization, feedback solicited from those not involved, implementation must begin, and ongoing support and training must be present. Peters (1992) related that trust is essential and an absolute must to the future of the organization.

Bennis and Nanus (1985) believed trust was the lubricant that makes it possible for organizations to work. Kelly (1992) found that the alienation of followers resulted from unmet expectations and broken trust.

Kouzes and Posner (1995) studied how to keep getting extraordinary things done in organizations. Covey et al. (1994) stated that trust is at the heart of fostering collaboration, the central issue in human relationships.

Boss (1994) identified the characteristics of high trust groups. He stated members were more open, experienced greater clarity about goals and problems, and searched for alternative courses of action more often. Sonnenberg (1994) developed Rings of Trust and stated that people examined actions rather than words.

Covey et al. (1994) stated each person must have a personal integrity account that reflects the amount of trust we have in ourselves. Janov (1994) stated that trust develops out of interactions with others. Goen (1996) believed that a demonstration of trust must be present in organizations.

Standley (1993) believed that an organization must look at the essential components of trust and establishing a common purpose in order to be effective. Argyris (1993) said organizations must overcome resentments and rebuild trust to improve. Kratzer (1997) established trust, respect, and caring as crucial components in achieving effectiveness in schools. Harris (1995) stated that quality and community flourish in an environment of trust.

Deal (1994) found linking work with mission is critical in fostering trust. Guzman (1994) supported Deal by stating that the process of covenanting toward a common purpose is foundational to building trust and changing individuals and systems. Kouzes and Posner (1995) identified five practices of leadership that build trust in organizations.

CHAPTER III

METHODOLOGY

Overview

The purpose of the study is to determine if the Strategic Planning Process contributed to the trust level of administrators in a K-12 school district. The study explored the leadership behaviors associated with trust and the level of participation in the Strategic Planning Process.

Sample Description

Subjects selected for this study were administrators in a K-12 school district in Utah. The K-12 school district collected data from the administrative staff. The district believed the administrators would best be able to describe the leadership behaviors associated with trust and to determine their perceived level of participation in the strategic planning process. The subjects were selected by the district and permission granted to the researcher to use the data set for this dissertation.

Demographics

The community served by the K-12 school district has a population of 70,000 residents. Approximately 67% of the population cite The Church of Jesus Christ Latter Day Saints as their religion of choice. A growing Latino population makes up

approximately 15% of the city. The community is a mix of white and blue collar families. Weber State University is located within the city boundaries and draws a significant number of local high school graduates for post high school education. The primary industries include rocket propulsion for the space industry, auto parts manufacturing, computer technology, mineral processing, and an air force base. The socio-economic levels range from very poor to very affluent. Sixty-three percent of the students in the school district qualify for free or reduced federal lunch programs.

The school district is comprised of 23 schools that consist of 2 high schools, one alternative high school, 4 middle schools, and 15 elementary schools, and one early childhood center. Student population numbers 13,000 with a professional staff of 750 and a support staff of 800. There are 49 administrators, 13 at the district level and 36 at the school level.

Administrators have as little as five months of experience to as much as 28 years of experience. Forty-seven administrators participated in the study. Two did not participate due to incomplete surveys. Twenty-three of the administrators are female and twenty-four are male.

Instrument

The Kouzes and Posner Leadership Practices Inventory (LPI) was chosen by the school district to assess administrator trust level. The LPI was developed through a triangulation of qualitative and quantitative research methods and studies. Case studies from people's personal best leadership experiences generated five key

leadership practices (Kouzes & Posner, 1997):

1. **Challenging the Process:** Leaders search for opportunities to change the current reality. They look for innovative ways to improve the organization. They experiment and take risks. Risk taking involves mistakes and failures. The inevitable disappointments are seen as learning opportunities.

2. **Inspiring a Shared Vision:** Leaders passionately believe that they can make a difference. They see the future, creating an ideal and unique image of what the organization can become. Leaders enlist others in their dreams. They breathe life into their visions and get people to see exciting possibilities for the future.

3. **Enabling Others to Act:** Leaders foster collaboration and build teams. They actively involve others. Mutual respect and trust is what sustains extraordinary efforts. Leaders strive to create an atmosphere of trust and human dignity. They strengthen others, making each person feel capable and powerful.

4. **Modeling the Way:** Principles are established concerning the way people should be treated and the way goals should be pursued. Leaders create standards of excellence and then set an example for others to follow. They set interim goals so that people can achieve small wins. They create opportunities for victory.

5. **Encouraging the Heart:** To keep hope and determination alive, leaders recognize contributions that individuals make. They share rewards and celebrate accomplishments. They make people feel like heroes and that they are trusted.

A question was added to determine the level of participation in the strategic planning process. The Leadership Practices Inventory has reliability and validity

verified and is a standardized test. The sample size is larger than twenty-five.

The K-12 school district chose to employ all five of the sub-scales for this particular study: (1) Challenging the Process, (2) Inspiring a Shared Vision, (3) Enabling Others to Act, (4) Modeling the Way, and (5) Encouraging the Heart.

The items under Challenging the Process included: (a) asks “what can we learn?”; (b) experiments and takes risks; (c) seeks challenging opportunities; (d) challenges people to try new approaches; (e) looks outside the organization for ways to improve; and (f) takes initiative to overcome obstacles.

The items under Inspiring a Shared Vision: (a) shows others how their interests can be realized, (b) speaks with conviction about the meaning of work, (c) describes compelling image of future, (d) is enthusiastic and positive about future, (e) appeals to others to share dream of future, and (f) talks about future trends.

The items under Enabling Others to Act: (a) develops cooperative relationships, (b) listens to diverse points of view, (c) ensures people grow in their jobs, and (d) treats people with dignity and respect.

The items under Modeling the Way: (a) ensures that people adhere to agreed upon standards; (b) is clear about his/her philosophy of leadership; (c) follows through on promises and commitments; (d) ensures that goals, plans, milestones are set; and (e) sets example of what is expected.

The items under Encouraging the Heart: (a) creatively rewards people for their contributions, (b) praises people for a job well done, (c) expresses confidence in people’s ability, (d) gives team members appreciation and support, and (e) recognizes

people for commitment to shared values.

The Leadership Practices Inventory Surveys

The Leadership Practices Inventory (LPI), Self Response surveys was used. The Self Response sheet contained 30 questions that were rated on a Likert Scale from 1 (Almost Never) to 10 (Almost Always). The responses were transferred to an answer sheet.

The Self Response sheet statement began with the word “I”. The directions made the statement “to what extent do you typically engage in the following behaviors?”

The level of participation in the strategic planning process was determined by a self rating on a Likert Scale. Participation ranged from 1 (limited involvement) to 5 (highly involved).

Reliability and Validity of the Instrument

Any good instrument should have sound psychometric properties – reliability and validity. An instrument is reliable when it measures what it is supposed to measure. It is valid when it accurately predicts performance. The LPI is internally reliable, test-retest reliability is high, the five scales are generally independent, and the LPI has both face validity and predictive validity.

Reliability

Reliability refers to the extent to which an instrument has measurement errors that cause scores to differ for unrelated reasons. The smaller the error rate the more reliable the instrument. The LPI reliability can be empirically determined several ways. Reliability tests of the LPI split the responses in half to determine if the halves are correlated. If the halves were perfectly correlated we would expect a 1.0 correlation coefficient. This is called internal reliability. Acceptable internal reliability coefficients are usually .50+ The LPI scales were generally above .80. The LPI has strong internal reliability (Kouzes & Posner, 1995).

The second empirical measure is test-retest reliability. Over periods as short as one or two days and as long as three to four weeks, scores on the LPI show consistency at levels greater than .90 correlation.

A third empirical measure of reliability is asking about behavior more than one time. The instrument asks about behavior more than one time. This means that the LPI is inherently more reliable than a one or two item scale. The LPI scale contains six items or statements for each of the five leadership practices.

Validity

Validity has to do with whether an instrument measures what it is supposed to measure and whether its scores have meaning for a respondent. Validity of the LPI is determined through face validity and factor analysis. Validity of the LPI is determined several ways. The first is face validity, which determines on the basis of

subjective evaluation that the instrument appears to be measuring what it is supposed to measure. Given that the items on the LPI are related to the statements that survey participants make about their own or others leadership experiences, the LPI has excellent face validity.

An empirical measure of the validity is factor analysis. The LPI contains five factors, the items within each factor relating more to one another than to other factors. For example, the items that measure Enabling Others to Act are all more related to one another than they are to items measuring the other four practices.

The LPI has relevance to participants. To determine the relevance predictive and concurrent validity is determined. As shown in studies of the relationship between LPI scores and such variables as work-group performance, team cohesiveness, member commitment and loyalty, satisfaction, upward influence, and credibility.

Measurement

The Leadership Practices Inventory employs a thirty response Likert scale. Items received score values of 1 (Almost Never) to 10 (Almost Always). The respondents' scores on each item were the same as the Likert response value (1 to 10). All items were regularly scored; there was no reverse scoring. Items from all five sub-sets were included in the scoring. The percentile scores of the international group were used as a reference point of reference for the percentile scores of the sample population.

A score on the LPI that is at or above the 70th percentile is considered to be a high score. A score at or below the 30th percentile is considered a low score. A score that falls between those ranges is considered moderate.

Additionally, the respondents were asked to rate their involvement in the Strategic Planning Process of a K-12 school district using a Likert scale of 1 (limited involvement) to 5 (highly involved).

Instrument Administration Procedures

The Strategic Plan of Action was formally adopted by the Board of Education in November 1997. Implementation steps were taken during the 1997-1998 school year. The LPI was administered by the K-12 school district between March 1 and June 30, 1999. The survey was conducted at regularly scheduled administrators' meetings. Instructions were read to the administrators. The completed answer sheets were collected at the close of the meetings. Analysis of the data was completed after the December 14, 1999 approval from the Human Subjects Institutional Review Board (see Appendix). The K-12 school district granted the researcher permission to use the existing data for this dissertation.

CHAPTER IV

RESULTS OF THE STUDY

Participants

Forty-nine administrators participated in the Leadership Practices Inventory (Kouzes & Posner, 1997) survey. Administrative experience ranged from 5 months to 28 years. Thirteen were district office administrators and 36 were school-based administrators. Twenty-four administrators were male and 25 were female. Three administrators were excluded due to incomplete surveys. Responding participants were grouped into “High Involvement” and “Moderate/Limited Involvement” (see Tables 1-5).

Table 1

Comparative Mean Ratings of the High Involvement and Moderate/Limited Involvement Groups of Administrators, Self Rating: Leadership Practices Inventory Challenging the Process (CP)

<u>High Involvement</u>			<u>Moderate/Limited Involvement</u>		
<u>N</u>	Mean	<u>SD</u>	<u>N</u>	Mean	<u>SD</u>
20	44.85	7.492	24	44.04	5.94

Note: N = number of participants. SD = standard deviation.

Table 2

Comparative Mean Ratings of the High Involvement and Moderate/Limited Involvement Group of Administrators, Self Rating: Leadership Practices Inventory Inspiring a Shared Vision (ISV)

<u>High Involvement</u>			<u>Moderate/Limited Involvement</u>		
<u>N</u>	Mean	<u>SD</u>	<u>N</u>	Mean	<u>SD</u>
20	44.75	8.091	24	44.04	6.11

Note: N = number of participants. SD = standard deviation.

Table 3

Comparative Mean Ratings of the High Involvement and Moderate/Limited Involvement Groups of Administrators, Self Rating: Leadership Practices Inventory Enabling Others (EO)

<u>High Involvement</u>			<u>Moderate/Limited Involvement</u>		
<u>N</u>	Mean	<u>SD</u>	<u>N</u>	Mean	<u>SD</u>
20	50.60	4.147	24	50.79	3.79

Note: N = number of participants. SD = standard deviation.

Tables 1-5 state the mean scores and standard deviations of the total population, broken out by level of involvement. The data set means, differed between the high involvement group and the limited involvement group, as would be expected with any sample. The magnitude of this difference varied from small to possibly

Table 4

Comparative Mean Ratings of the High Involvement and Moderate/Limited Involvement Groups of Administrators, Self Rating: Leadership Practices Inventory Modeling the Way (MW)

<u>High Involvement</u>			<u>Moderate/Limited Involvement</u>		
<u>N</u>	Mean	<u>SD</u>	<u>N</u>	Mean	<u>SD</u>
20	48.25	5.369	24	48.25	5.01

Note: N = number of participants. SD = standard deviation.

Table 5

Comparative Mean Ratings of the High Involvement and Moderate/Limited Involvement Groups of Administrators, Self Rating: Leadership Practices Inventory Encouraging the Heart (EH)

<u>High Involvement</u>			<u>Moderate/Limited Involvement</u>		
<u>N</u>	Mean	<u>SD</u>	<u>N</u>	Mean	<u>SD</u>
20	45.85	6.651	24	48.21	6.01

Note: N = number of participants. SD = standard deviation.

significant. This was done as a first step to examine the factors to determine if further examination was warranted, keeping in mind the two types of hypothesis under examination:

1. Did the high involvement group obtain a significantly greater score than

the limited involvement group. This is a one-tailed question, where the data does not have the freedom to be negative; and

2. Is there any significant difference between the scores of the high involvement group and the limited involvement group. This is a two-tailed question, where the data is free to vary in either direction.

In the case at hand this researcher chose to proceed with the next step, comparing each pair of groups using the F-test. The F-test is a preliminary step conducted prior to a t-test which helps answer the question about which form of t-test procedure to choose (see Tables 6-10).

Table 6

F-Test Two Sample for Variances High Involvement and Moderate/
Limited Involvement Groups Challenging the Process

	<u>High Involvement</u>	<u>Moderate/Limited Involvement</u>
Mean	45.85	45.25
Variance	28.829	25.065
Observations	20	24
df	19	23
F	1.1502	
P(F<=f) one-tail	0.3707	
F Critical one-tail	2.0608	

Table 7

F-Test Two Sample for Variances High Involvement and Moderate/Limited Involvement Groups Self Rating: Inspiring a Shared Vision

	<u>High Involvement</u>	<u>Moderate/Limited Involvement</u>
Mean	44.75	44.042
Variance	65.461	37.346
Observations	20	24
df	19	23
F	1.7528	
P(F<=f) one-tail	0.0999	
F Critical one-tail	2.0608	

Results of the LPI

The results include table means and standard deviations comparison data of two populations, the “High Involvement” group and the “Moderate/Limited Involvement” group. The study also examined the self rated perceptions of the “High Involvement” group and the “Moderately/Limited Involvement” group self rating in Challenging the Process, Inspiring a Shared Vision, Enabling Others, Modeling the Way, and Encouraging the Heart (Kouzes & Posner, 1997).

Table 8

F-Test Two Sample for Variances High Involvement and Moderate/
Limited Involvement Groups Self Rating: Enabling Others

	<u>High Involvement</u>	<u>Moderate/Limited Involvement</u>
Mean	50.6	50.792
Variance	17.2	14.346
Observations	20	24
df	19	23
F	1.1989	
P(F<=f) one-tail	0.3358	
F Critical one-tail	2.0608	

Data Analysis Procedure

Introduction

The data set means, differed between the high involvement and limited involvement groups, as would be expected with any sample. The magnitude of this difference varied from small to possibly significant. The next step, comparing each pair of groups using an F-test. The F-test is a preliminary step conducted prior to the t-test which helps answer the question about which form of t-test procedure to choose.

The outcomes are measured by the level at which the administrator

Table 9

F-Test Two-Sample for Variances High Involvement and Moderate/
Limited Involvement Groups Self Rating: Modeling the Way

	<u>High Involvement</u>	<u>Moderate/Limited Involvement</u>
Mean	48.25	48.25
Variance	28.829	25.065
Observations	20	24
df	19	23
F	1.1502	
P(F<=f) one-tail	0.3707	
F Critical one-tail	2.0608	

participated in the strategic planning process as compared to the trust level of the administrator as measured by the Self Response on the five criteria of the Leadership Practices Inventory (Kouzes & Posner, 1997).

This is a single variable correlation and the study will utilize a t-Test to assess if there is a relationship between the level of participation in the strategic planning process and the administrator's trust level. The level of significance will be set at $p = < .05$.

Limitations

The study has several limitations that may affect the conclusions. Limitations

Table 10

F-Test Two Sample for Variances High Involvement and Moderate/Limited Involvement Groups Self Rating: Encouraging the Heart

	<u>High Involvement</u>	<u>Moderate/Limited Involvement</u>
Mean	44.85	48.208
Variance	65.461	37.346
Observations	20	24
df	19	23
F	1.226	
P(F<=f) one-tail	0.3177	
F Critical one-tail	2.0608	

of the study include:

1. The study does not assess the impact of the length of time an administrator has been employed by the school district.
2. The study does not assess the impact of the administrator's assignment--district office, school based, secondary or elementary.
3. The study does not assess the administrator's readiness for systems thinking.
4. The study was limited to the perceptions of the administrative group only and did not include the certified teachers or classified employees.
5. The study was limited to data generated by a questionnaire consisting of

items deemed important to behaviors associated with trust.

6. The study does not assess the trust level of administrators by gender. A directional hypothesis is used as the study anticipates that the higher the level of participation in the strategic planning process the higher the self rating level of the administrator.

7. The study does not assess the impact of the culture of the predominant religion on the administrative staff.

A relationship exists between administrator's level of involvement in the strategic planning process and the trust level of administrators.

Hypothesis 1

Ha: Administrators who participated in the strategic planning process at a high involvement level will rate themselves higher in "Challenging the Process" than administrators who participated at a moderate/limited involvement level.

Ho: There will be no difference between the self rating of administrators in "Challenging the Process" who participated in the strategic planning process at a high involvement level and the administrators who participated at a moderate/limited involvement level.

Hypothesis 2

Ha: Administrators who participated in the strategic planning process at a high involvement level will rate themselves higher in "Inspiring a Shared Vision"

than administrators who participated at a moderate/limited involvement level.

Ho: There will be no difference between the self rating of administrators in “Inspiring a Shared Vision” who participated in the strategic planning process at a high involvement level and the administrators who participated at a moderate/limited involvement level.

Hypothesis 3

Ha: Administrators who participated in the strategic planning process at a high involvement level will rate themselves higher in “Enabling Others to Act” than administrators who participated at a moderate/limited involvement level.

Ho: There will be no difference between the self rating of administrators in “Enabling Others to Act” who participated in the strategic planning process at an high involvement level and the administrators who participated at a moderate/limited involvement level.

Hypothesis 4

Ha: Administrators who participated in the strategic planning process at a high involvement level will rate themselves high in “Modeling the Way” than administrators who participated at a moderate/limited involvement level.

Ho: There will be no difference between the self rating of administrators in “Modeling the Way” who participated at a high involvement level and the administrators who participated at a moderate/limited involvement level.

Hypothesis 5

Ha: Administrators who participated in the strategic planning process at a high involvement level will rate themselves higher in “Encouraging the Heart” than administrators who participated at a moderate/limited involvement level.

Ho: There will be no difference between the self rating in “Encouraging the Heart” of administrators who participated in the strategic planning process at a high involvement level and the administrators who participated at a moderate/limited involvement level.

Results of the Tests of the Hypotheses

Results of Hypothesis 1

Hypothesis 1: There will be no difference between the self rating of administrators in “Challenging the Process” who participated in the strategic planning process at a highly involved level and the administrators who participated at a moderate/limited involvement level.

Since the obtained probability of .93 was greater than the established .05 alpha level, the null hypothesis was accepted. There was no significant difference (see Table 11).

Results of Hypothesis 2

Hypothesis 2: There will be no difference between the self rating of

Table 11

t-Test: Two Sample Assuming Equal Variances Challenging the Process

Group	<u>N</u>	Mean	t-Critical two-tail	p
High Involvement	22	45.795	2.0117	0.9321*
M/L Involvement	27	45.63		

*p < .05. M/L = moderate/limited.

administrators in “Inspiring a Shared Vision” who participated in the strategic planning process at a high involvement level and the administrators who participated at a moderate/limited involvement level.

Since the obtained probability of 0.7764 was greater than the established .05 alpha level, the null hypothesis was accepted. There was no significant difference (see Table 12).

Table 12

t-Test: Two-Sample Assuming Equal Variances Inspiring a Shared Vision

Group	<u>N</u>	Mean	t-Critical two-tail	p
High Involvement	22	44.841	2.0117	0.7764*
M/L Involvement	27	44.259		

*p < .05. M/L = moderate/limited.

Results of Hypothesis 3

Hypothesis 3: There will be no difference between the self rating of administrators in “Enabling Others to Act” who participated in the strategic planning process at a high involvement level and the administrators who participated at a moderate/limited involvement level.

Since the obtained probability of 0.5595 was greater than the established .05 alpha level, the null hypothesis was accepted. There was no significant difference (see Table 13).

Table 13

t-Test: Two-Sample Assuming Equal Variances Enabling Others to Act

Group	N	Mean	t-Critical two-tail	p
High Involvement	22	50.409	2.0117	0.5595*
M/L Involvement	27	51.074		

*p < .05. M/L = moderate/limited.

Results of Hypothesis 4

Hypothesis 4: There will be no difference between the self rating of administrators in “Modeling the Way” who participated in the strategic planning process at a high involvement level and administrators who participated at a moderate/limited involvement level.

Since the obtained probability of 0.9321 was greater than the established .05 alpha level, the null hypothesis was accepted. There was no significant difference (see Table 14).

Table 14

t-Test: Two-Sample Assuming Equal Variances Modeling the Way

Group	N	Mean	t-Critical two-tail	p
High Involvement	22	48.318	2.0117	0.9524*
M/L Involvement	27	48.407		

*p < .05. M/L = moderate/limited

Results of Hypothesis 5

Hypothesis 5: There will be no difference between the self rating of administrators in “Encouraging the Heart” who participated in the strategic planning process at a high involvement level and the administrators who participated at a moderate/limited involvement level.

Since the obtained probability of 0.0915 was greater than the established .05 alpha level, the null hypothesis was accepted. There was no significant difference (see Table 15).

Table 15

t-Test: Two-Sample Assuming Equal Variances Encouraging the Heart

Group	<u>N</u>	Mean	t-Critical two-tail	p
High Involvement	22	45.159	2.0117	0.0915*
M/L Involvement	27	48.296		

*p < .05. M/L = moderate/limited

CHAPTER V

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

Discussion

Research has indicated that the strategic planning process builds employee trust. Strategic planning is a process that has been used in the business world since the 1960's as a tool to build employee trust through the development of a shared vision and goals. Public education and other public agencies began to use the process in the mid 1970's.

One of the reasons cited for low levels of employee trust is the lack of a strong vision, mission, and shared goals. Trust is often measured by but not limited to the following areas: Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart.

Discussion of the Results of the Hypotheses Testing

The results of this present study, as shown in Tables 11-15, indicate that the trust level of administrators with high involvement in the strategic planning process was no different than the trust level of administrators with moderate/low involvement in the strategic planning process.

The level of trust dealt with how well administrators rated themselves in Challenging the Process, Inspiring a Shared Vision, Enabling Others, Modeling the

way and Encouraging the Heart. The level of involvement in the strategic planning process dealt with whether administrators ranked themselves as high involvement or moderate/limited involvement.

The trust level of administrators who stated they had high involvement in the strategic planning process was not significantly different than the trust level of administrators who stated they had moderate/limited involvement. In the area of Encouraging the Heart, the moderate/limited involvement group of administrators rated themselves higher than the high involvement group of administrators at a .05 alpha level of significance.

Tables 1-5 show the mean scores and standard deviations of the total population, broken out by level of involvement in the strategic planning process. The data set means differed between the high involvement group and the moderate/limited involvement group. The magnitude of this difference varied from small to possibly significant. This first step determined that further investigation was warranted.

Tables 6-10 show the results of an F-test. The F-test was used as a preliminary step to determine which form of t-test to choose. The variance between the means of the high involvement group and the moderate/limited involvement group ranged from small to possibly significant. This researcher determined that further study was warranted and performed a t-Test, two sample assuming equal variances for Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart.

Table 11, Challenging the Process, shows that the high involvement group of

administrators had a mean trust level of 45.795. The moderate to limited involvement group of administrators had a mean trust level of 45.63. The probability of 0.9321 was greater than the established .05 alpha level. There was not a significant difference between the two groups. Challenging the Process included seeking out challenging opportunities to change, grow, innovate, and improve; experimenting, taking risks, and learning from the accompanying mistakes.

Table 12, Inspiring a Shared Vision, shows that the high involvement group of administrators had a mean trust level at 44.841. The moderate/limited involvement group of administrators rated had a mean trust level of 44.259. The probability of 0.7764 was greater than the established .05 alpha level. There was not a significant difference between the two groups. Inspiring a Shared Vision included envisioning an uplifting and enabling future; enlisting others in a common vision by appealing to their values, interests, hopes and dreams.

Table 13, Enabling Others to Act, shows that the high involvement group of administrators rated had a mean trust level of 50.409. The moderate/limited involvement group of administrators had a mean trust level of 51.074. The probability of .05595 was greater than the established .05 alpha level. There was not a significant difference between the two groups. Enabling Other to Act included fostering collaboration by promoting cooperative goals and building trust; strengthening people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support.

Table 14, Modeling the Way, shows that the high involvement group of

administrators had a mean trust level of 48.318. The moderate/limited group of administrators had a mean trust level of 48.407. The probability of .09524 was greater than the established .05 alpha level. There was not a significant difference between the two groups. Modeling the Way included set the example by behaving in ways that are consistent with shared values; achieve small wins that promote consistent progress and build commitment.

Table 15, Encouraging the Heart, shows that the high involvement group of administrators had a mean trust level of 45.159. The moderate/limited involvement group had a mean trust level of 48.296. The probability of 0.0915 was greater than the established .05 alpha level. There was not a significant difference between the two groups. Encouraging the Heart included recognizing individual contributions; celebrating team accomplishments regularly.

One interesting observation, the means for Encouraging the Heart shows a difference between the two groups with the t statistic of -1.723 being greater, when direction is ignored, than the t Critical one-tail value of 1.6779. This in a unique way significant at the 0.0458 point, which would make that finding significant at the .05 alpha level. The limited/moderate involvement group of administrators rated themselves higher than the high involvement group of administrators.

Conclusion

The results of this study reveal that administrators in a K-12 school district that participated in the strategic planning process at a high involvement level showed

no significant difference in their trust level than the administrators who participated in the strategic planning process at a moderate/limited involvement level. Administrators who were highly involved were no more likely to exhibit the behaviors of Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart than administrators who were involved at a moderate/limited level.

It is interesting to note that the literature on strategic planning stated that the process was inclusive and developed high levels of trust with participants. The process of developing a common mental model, shared goals, and participation in the decision making process has strong indicators in the literature that would indicate that individuals involved in such a process would have a higher level of trust than those who were not involved.

It would appear that those things that are conducive to building high levels of trust in administrators are taking place in a K-12 school district environment. They may be taking place regardless of whether or not the administrators were involved in the strategic planning process.

The school district has implemented a number of initiatives to include all employees in the decision making process. Those initiatives include training all employees in a common problem solving process, increasing employees interpersonal skills, and placing representatives from all levels in the school district on decision making committees.

Further, administrators are challenged to seek opportunities to grow, change,

innovate and improve. Experimentation based on best practices is rewarded in the school district. Administrators have been given direct access to budgets that were formally held by the office of the superintendent.

Administrators led the development of a school-based mission that correlated with the school district mission. They developed a one year plan of action to implement the school and school district strategies. They were responsible for enlisting their respective staffs in a common vision by appealing to their values.

Power was given away to administrators prior to the actual strategic planning process. They were given choices on selecting staff, participation in district level committees, and direct access to the superintendent through one on one meetings as well as small group meetings with peers.

In spite of only 20 administrators stating they were highly involved in the strategic planning process and 24 administrators stating they were at a moderate/limited involvement level of participation, the trust level is not significantly different.

Recommendations

The purpose of this study was to determine if the strategic planning process contributed to the trust level of administrators in a K-12 school district. The study explored the leadership behaviors associated with trust and the level of participation in the strategic planning process.

The study was conducted in a K-12 school district in Utah using administrators at the district office and school level. The length of service in a

administrative role at the district office ranges from 3 months to 15 years. The length of service at the school level ranges from 3 months to 28 years. The current superintendent of schools has been in place for two years. The length of time in the school district may have influenced the outcome on the assessment tool. The culture of the predominant religion of the area may have influenced the study.

Many administrators have worked with three different superintendents and 10 were directly involved with the development of a five year plan of action under the previous superintendent. The length of time in the school district may have influenced the outcomes on the assessment tool.

The study did not take into account any previous learning of the administrators tested regarding trust and strategic planning. More than half the administrative staff are certified in Stephen Covey's Seven Habits of Highly Effective People. Six of the administrators are licensed trainers of the process. Seven administrators are certified trainers in the Xerox Quality Improvement Process.

The study does not compare groups across school districts that have used the strategic planning process. While the study results may indicate a relationship between involvement in the strategic planning process and the administrators trust level it cannot be concluded that the relationship exists in other districts.

A final limitation is the trust level of administrators prior to the strategic planning process. A base line study of previous trust levels is not available so it is difficult to determine if the trust levels of administrators prior to strategic planning is similar to the trust levels following strategic planning.

In light of the limitations of this particular study it is recommended that further studies be conducted in this area that would include the length of administrative service and the past learning of administrators in leadership behavior. It is further recommended that the same type of study be conducted in states that have different demographics than a K-12 school district and school districts that have used a different strategic planning process.

This researcher suggests that a follow up study be conducted in the K-12 district that compares the responses of administrators that are of the predominant religion and those that are not of the predominant religion. This research may shed some light on the impact of the religious culture on the administrators' trust level.

Lastly, it is recommended that a study of the comparison of administrators view of their trust level and the view of other employees, who participated in the strategic planning process, trust levels.

The purpose of the recommendations are not made in any effort to discredit any particular strategic planning process but rather as a means of examining the nature of building organizational trust. Hopefully some answers will be found that will make the trust building process more successful in school districts. Information gleaned from future studies could improve the trust levels in our school district which in turn would benefit all employees and students.

Appendix

Approval Letter From Human Subjects Institutional Review Board

Human Subjects Institutional Review Board

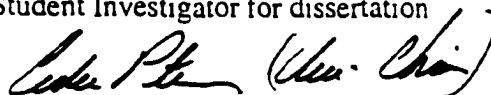
Kalamazoo, Michigan 49008-3899

WESTERN MICHIGAN UNIVERSITY

Date: 14 December 1999

To: Charles Warfield, Principal Investigator
Michael Paskewicz, Student Investigator for dissertation

From: Sylvia Culp, Chair



Re: HSIRB Project Number 99-11-11

This letter will serve as confirmation that your research project entitled "A Case Study of the Effects of Strategic Planning on the Trust Level of Administrative Staff in the Ogden City Schools" has been **approved** under the **expedited** category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you may **only** conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: 14 December 2000

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