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Communication Competence and Trust In Leaders: From Transactional, Through Transitional, to
Transformational Exchanges

by

Ian Edwin Sutherland

A Dissertation
Presented to the Graduate and Research Committee
of Lehigh University
in Candidacy for the Degree of
Doctor of Education
in
Educational Leadership

Lehigh University
July 7, 2011

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Certificate of Approval

Approved and recommended for acceptance as a dissertation in partial fulfillment of the requirements for the degree of Doctor of Education.

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ABSTRACT

Trust is recognized as a critical component of effective leadership. However, limited empirical evidence exists that provides support for specific leader behaviors that contribute to the development of trust in followers. One way trust forms is through the experiences in the history of communication transactions between individuals. The Spitzberg and Cupach (1984, 2002) communication competence skills construct clearly defines measurable leader communication behaviors that characterize the basic human transaction. This study was a first step to test and explain the relationship between communication competence and trust in leaders (Hoy & Tschannen-Moran, 1999; Tschannen-Moran & Hoy, 2000). A sample of 1,138 international school teachers from 17 schools in the East Asian Regional Council of Schools responded to a survey that measured teacher perceptions of the communication competence and trustworthiness of their principal. An exploratory factor analysis produced a three-factor solution for communication competence skills for the sample including attentiveness-coordination, composure, and expressiveness. Hierarchical multiple regression analysis showed a significant relationship between the three communication competence factors and trust, and that the attentiveness-coordination factor was the strongest predictor of trust. Attentiveness-coordination behaviors are characterized as two-way relationship building behaviors that appear to push the principal and teacher interaction beyond the basic transaction to transitional exchanges. It is proposed that conditions created by attentiveness-coordination behaviors initiate transitional exchanges that foster trust and may lead to transformational exchanges. The findings suggest that principals should deliberately practice attentiveness-coordination behaviors to increase the quality of interactions with teachers in order to build trust.

CHAPTER 1

Rationale and Literature Review

The purpose of this study is to investigate the relationship between communication competence and the development of trust in leaders. Three basic questions are asked in order to organize the review of the research literature and propose the research questions. What is trust? Why does trust matter? Finally, how does trust develop? The first question prompts a review of the conceptualizations and definitions of trust from the research literature leading to the working definition of trust for this study. The second question focuses on the importance of trust and its benefits for relationships between leaders and followers, specifically, for this study, between principals and teachers. The final question leads to a discussion about the process of how trust in leaders develops, and argues for the role of the leaders' communication competence in the process of trust development. As a result of this review, the research questions are posed.

What is Trust?

Complex systems work efficiently when trust is the basis for individuals working together (Seabright, Leventhal, & Fichman, 1992). Trust is a social and interpersonal phenomenon that serves as the “grease that keeps the wheels turning” (Goodwin, 1996, p. 48) in relationships. The research literature has conceptualized and theorized trust as complex (Hosmer, 1995; Kramer, 1999; Tschannen-Moran & Hoy, 2000; Dirks & Ferrin, 2002) and multi-dimensional, including cognitive and affective (Lewicki, Tomlinson & Gilespeie, 2006; Kramer, 1999; McAllister, 1995; Jones & George, 1998; Mayer, Davis, & Schoorman, 1995; Lewis &

Weigert, 1985), and behavioral elements (Lewis & Weigert, 1985; Lewicki, Tomlinson, & Gilespie, 2006).

Trust is conceptualized as cognitive because it involves a rational process of evaluating evidence for trustworthiness (McAllister, 1995; Lewis & Weigert, 1985). A necessary condition for trust to occur is that Person A lacks knowledge that guarantees a desired outcome in an interpersonal transaction or experience with Person B, setting up a condition of risk. Cognitive trust results when Person A evaluates his or her existing knowledge about Person B and decides that it is worth taking risks with Person B. Person B may be found to be trustworthy or not as a rational and logical conclusion (McAllister, 1995; Lewis & Weigert, 1985; Mayer, Davis, & Schoorman, 1995). Knowledge is the foundation for the cognitive conceptualizations of trust.

Trust is conceptualized as affective because it is founded on an emotional bond between the giver and receiver of trust (McAllister, 1995; Lewis & Weigert, 1985; Mayer, Davis, & Schoorman, 1995). Person A has an emotional investment in Person B to the extent that Person A expects Person B to reciprocate benevolence under risk taking conditions. After repeated successful experiences with Person B, Person A develops an emotional commitment and trust with Person B (McAllister, 1995; Lewis & Weigert, 1985).

Trust is conceptualized as behavioral when it occurs as the result of a person's judgment about the observable choices and behaviors of the target of trust (Deutsch, 1958; Axelrod, 1984; Lewis & Weigert, 1985; Lewicki, Tomlinson & Gilespie, 2006). In the behavioral conceptualization, cooperative behavior is described as observable trust (Lewicki, Tomlinson & Gilespie, 2006). Person A decides to trust Person B by deciding how much to cooperate in risk taking situations with the expectation that Person B will cooperate in return (Lewis & Weigert,

1985). The level or extent of trust is determined by the level of cooperation offered by Person A through observable choices and behaviors. Behavioral trust is not only related to the cognitive and affective elements of trust, it is reciprocally dependent on them (Lewis & Weigert, 1985). Behavioral bases for trust help to form the cognitive and affective bases for trust, which in turn contribute to behavioral bases for trust.

In their meta-analysis of the psychological research on trust, Dirks and Ferrin (2002) organized the cognitive, affective, and behavioral conceptualizations of trust around the leader-follower relationship by what they called the relationship-based and character-based perspectives. The relationship-based perspective combines affective and behavioral conceptualizations of trust to describe how a follower understands and experiences a leader-follower relationship. Goodwill and mutual obligations motivate the participants to go beyond the connection of economic contract (Blau, 1964). The relationship focuses on the leader's care and consideration of the employees' or followers' ideas that are thought to produce increased organizational citizenship behaviors (Konovsky & Pugh, 1994).

The character-based perspective (Dirks & Ferrin, 2002) combines the cognitive and behavioral conceptualizations of trust. Character-based trust explains the perceived impact of a leader's character on a follower's experience. A leader's character affects organizational decisions that may affect a follower's ability to achieve personal and organizational goals. If a leader is perceived to be competent and dependable, and operates with integrity, a follower will assign the leader more trust leading to positive working relationships and productivity within the organization. The follower gathers available information about the leader, assesses the credibility of that information, and then makes a decision about whether to trust the leader. Trust

is not a product of the actual character of the leader, but of the follower's perception and evaluation of the leader's character (Dirks & Ferrin, 2002).

In order to develop empirical support for the conceptualizations of trust, researchers offer numerous definitions (Tschannen-Moran & Hoy, 2000). While the definitions of trust often overlap conceptually, they tend to demonstrate a bias towards a part or parts of an overall trust concept. McAllister (1995, p. 25), Rousseau and colleagues (1998, p. 395), and Dirks' definitions (2000, p. 1004) are examples that communicate most but not all of the important aspects of the conceptualizations of trust that authors in the current literature present.

Arguably, the most inclusive definition of trust comes from the work of Hoy and Tschannen-Moran (1999) and Tschannen-Moran and Hoy (2000) who conducted comprehensive reviews of the definitions of trust in the research literature. Their conclusion was that trust is a multi-faceted construct that should be defined as "a party's willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable, and competent" (p. 556). They presented five facets of trust in their definition that they argued play a significant role in what trust is and how it is developed (Hoy & Tschannen-Moran, 1999). Benevolence describes the confidence followers have that trusted leaders will protect and act in one's best interest. Reliability combines predictability with benevolence to describe the extent to which followers can depend on leaders to provide resources to complete tasks. Competence is when followers perceive that leaders have a high enough level of skill to fulfill an expectation. Honesty is a combination of character, integrity, and authenticity. Openness refers to the extent that important and relevant information is shared with others.

The remaining element in the definition is the underlying characteristic of vulnerability that seems to be the core ingredient of trust. Vulnerability is the interdependence between two people in which an individual can only achieve desired goals with the participation of another (Hoy & Tschannen-Moran, 2003). Interdependence requires risk taking because it creates the opportunity for one party to take advantage of the other. Individuals involved with one another are vulnerable to the intentions and the actions of one another. In organizations, vulnerability can exist between different actors such as co-workers, supervisors and subordinates, employees and clients. A person exercises trust when s/he decides to take a risk and becomes vulnerable to the intentions and performance of another (Hoy & Tschannen-Moran, 2003).

The multifaceted definition of trust is not only a more inclusive definition of the important characteristics of trust in comparison to others (Deutch, 1958; Rotter, 1967; McAllister, 1995; Mayer, Davis, & Schoorman, 1995; Rousseau, Sitkin, Burt, & Camerer, 1998, Dirks 2000) but it also has considerable empirical support of its validity. Hoy and Tschannen-Moran (1999) reported an early study of 898 elementary teachers in an urban public school system in the Midwestern United States. The results suggested that the five facets of trust and vulnerability were found in a coherent pattern in all of the trust relationships that were studied including faculty trust in client, faculty trust in principal, and faculty trust in colleagues. The study contributed to the development of a valid instrument for measuring the multiple facets of trust proposed by Hoy and Tschannen-Moran (1999). Later, Hoy and Tschannen-Moran (2003) conducted a series of factor analytic studies that refined and established the validity of the instrument, the Omnibus Trust Scale, designed to operationalize the multi-faceted model of trust.

Subsequent research has used the model and validated instrument to investigate hypothesized relationships between trust and other desired organizational constructs. A study of trust and collaboration in 51 randomly selected elementary schools in an urban school district reported a strong correlation between trust and teacher collaboration with parents, colleagues, and school leaders (Tschannen-Moran, 2001). Other studies have found significant relationships between trust and organizational citizenship (Tschannen-Moran, 2003), trust and organizational justice (Hoy & Tarter, 2004), trust and mindfulness (Hoy, Gage, & Tarter, 2006), and in the role of trust in the ecology of democratic communities (Kensler, Caskie, & White, 2009).

The empirical work done to validate and apply the multi-faceted trust definition provides a more comprehensive and inclusive definition of trust than other suggested definitions (Tschannen-Moran & Hoy, 2000). Tschannen-Moran and Hoy (2000) conceptualized the five-faceted definition from a comprehensive review of the trust literature that clearly defined what was proposed to be important about trust. The five facets and the principle of vulnerability appear to cover the conceptual scope of trust. Also, a valid and reliable measure of the model, the Omnibus Trust Scale, has been developed and used substantially in subsequent research. Finally, the definition and empirical findings shows that the definition can be applied to specific relationships, including faculty trust in principal, faculty trust in colleagues, and faculty trust in students and parents.

While the five-faceted definition of trust (Hoy & Tschannen-Moran, 1999; Tschannen-Moran & Hoy, 2000) has shown significant and positive relationships with other variables, further research needs to continue to explore the relationship between trust and both

interpersonal antecedents and outcomes. If trust is as important as it is believed to be, it is necessary to understand how it develops and relates to other variables on the interpersonal level.

Given a clear, working definition of trust, the questions turn to the relevance of studying trust. Why does trust matter? Why is it important to know how trust positively contributes to relationships and organizations? Why is it important to know what conditions and what behaviors facilitate trust development? The following section outlines the importance of trust in leader follower relationships. The terminology used for the leader includes supervisor, manager, and principal. The terminology used for follower includes employee, personnel, faculty, and teacher.

Why Does Trust Matter?

Trust is one of the critical constructs that forms the foundation for organizational theory (Kramer, 1999) and effective organizational leadership (Bennis, 1999). Research suggests that trust both establishes a leader's legitimacy (Nanus, 1989), motivates employee work behaviors and attitudes (Dirks & Ferrin, 2002), and in turn, increases job performance (Dirks & Ferrin, 2001), organizational citizenship behaviors (Konovsky & Pugh, 1994), risk taking behaviors (Mayer, Davis, & Shoorman, 1995), and enterprising behaviors (Costigan, Insinga, Berman, Ilter, Kranas, & Kureshov, 2006). Trust also reduces the number of transactions among employees necessary to complete tasks in organizations (Rousseau, Sitkin, Burt, & Camerer, 1998). In short, having a high level of trust appears to be related to behavioral and attitudinal outcomes that characterize more effective and productive organizations.

In contrast, distrust is a costly condition for interpersonal relationships within organizations (Tschannen-Moran & Hoy, 2000). The lack of trust in relationships produces anxiety and insecurity causing individuals to monitor others' motives (Fuller, 1996) and to engage in self-protecting behaviors in order to reduce the chance of being taken advantage of (Limerick & Cunnington, 1993). Distrust is believed to waste productive energy and resources in both individual relationships and group behaviors by undermining cooperation and efficiency (Deutch, 1958; Tarter, Bliss, & Hoy, 1989; Tschannen-Moran & Hoy, 2000). Individuals use their time to defend their own interests (Tyler & Kramer, 1996). Distrust is strongly self-perpetuating and powerful to the point that it "impedes communication which could overcome it" (Grovier, 1992, p. 56). Therefore, the development and the continual enhancement of trust seems to be imperative for organizations in order to help individuals within the organization cope with uncertainty, complexity, diversity, and change in the contemporary multicultural and globalized human experience in our world today (D'Aveni, 1994; Hamel & Prahalad, 1994; Spring, 2008).

Empirical studies have evaluated the connection between trust in leader and positive outcomes in organizations. Dirks and Ferrin (2002) conducted a meta-analysis of the research literature on trust in leaders that organized the key outcomes commonly found including behavioral outcomes and job attitudes and intentions, and economic outcomes. Behavioral outcomes generally tended to have weaker relationships with trust; however, the most promising relationship was found between trust and organizational citizenship behaviors (OCB). OCB is defined as an employee's willingness to go above and beyond the economic contract for the good of the organization. Dirks and Ferrin (2002) found moderate relationships between trust and

each of the types of OCB including altruism ($r = .19$), civic virtue ($r = .11$), conscientiousness ($r = .22$), courtesy ($r = .22$), and sportsmanship ($r = .20$). The moderate relationships are consistent with Tschannen-Moran's (2003) findings about trust and overall OCB ($r = .38$), and those of others (Konovsky & Pugh, 1994; Deluga, 1994; Podsakoff, MacKenzie, Moorman & Fetter, 1990). Thus, research tends to show a moderately significant relationship between trust and OCB.

The relationship between trust and job attitudes and intentions included the outcome of job satisfaction (Dirks & Ferrin, 2002). Managers have power over employees including tasks such as performance evaluations, support for the job, and job assignments. For example, Rich (1997) found that employee's perceived trustworthiness of the manager is related to their job satisfaction. In their analysis of the relationship between trust and job attitudes and intentions, Dirks and Ferrin (2002) found significant positive relationships with job satisfaction ($r = .51$). The finding is consistent with earlier research in job satisfaction (Muchinsky, 1977; Driscoll, 1978; Rich, 1997). Muchinsky (1977) and Driscoll (1978) found strong correlations between trust in leaders and job satisfaction with $r = .72$ and $r = .52$, respectively. However, small sample sizes limit the generalizability of both Driscoll (1978), $n=109$, and Rich (1997), $n=183$.

When the trust research shifts to the school context, behavior outcomes are found to have the most significant relationships with teacher trust in principal. Several behavioral outcomes are related to perceived trust such as organizational justice (Hoy & Tarter, 2004), and collaboration among teachers and principals (Tschannen-Moran, 2001). A notable study in Chicago schools reported a relationship between trust in principal and student learning (Bryk & Schneider, 2002; King-Bilcer, 1997). Bryk and Schneider (2002) reported their analysis of the

King-Bilcer (1997) study that examined the relationship between faculty trust in principal and student achievement in 422 urban elementary schools. More than half of the faculty members working in schools that ranked in the top quartile of student achievement reported very strong levels of trust in their principal. In contrast, faculty members working in the bottom quartile schools reported little to no trust in their principal (Bryk & Schneider, 2002). Although a causal relationship was not tested, the results suggested that schools in which faculty reported perceptions of a trustworthy leader were also schools at which students achieved higher results. The findings, however, contributed to the belief that teacher trust in their principals mattered for effective schools (Hoy, Tarter, & Witkoskie, 1992).

In short, schools that were characterized by OCB, justice, collaboration, and higher levels of student achievement were frequently found to be effective schools. If trust in leaders matters for effective organizations such as schools, it is important to understand factors that might contribute to trust development. Are there specific leader behaviors or conditions that are related to the development of trust in leaders?

How Does Trust Develop?

Dirks and Ferrin (2002) suggested that trust is not a product of the actual leader-follower relationship itself, but of the follower's perception of the trustworthiness of the leader. The implication from this perspective is that trust is driven by the follower's knowledge of the leader. Available knowledge, observed or not, forms perceptions that allow the follower to take risks, thereby exercising trust. McAllister (1995) supported the argument suggesting that cognition-based trust often preceded and facilitated the formation of affect-based trust. What is the process

by which knowledge and perceptions form, and the specific leader behaviors that contribute to trust forming leader-follower transactions?

In his conceptualization of trust development, Kramer (1999) identifies six bases of trust development from which perceptions can be formed. Five of the bases, dispositional, third party, category-based, role-based, and rule-based trust, are factors beyond the control or direct influence of those involved, such as the principal and teacher. Dispositional trust represents a person's general predisposition to trusting. Third party trust represents the influence of gossip or second-hand knowledge about another. Category-based trust develops from the trustee's membership in a particular social or organizational category. Role-based trust develops from the leader's role in an organization and the responsibilities and expectations the role carries. Rule-based trust develops from behaviors that fit the norms and expectations defined by the formal and informal rules of an organization.

The sixth base, history-based trust, develops from individual's perceptions of the trustworthiness of another based on the history of transactions that have occurred between them (Kramer, 1999). Perceptions of trust develop through inferential processes that determine the trustworthiness of another. The process begins with the formation of transactional histories. Transactional histories are the cumulative interactions between individuals that provide information for making inferences about others. The inferential processes that result in an attribution of trust occur when the follower uses the information perceived from transactional histories in order to develop a stable assessment and belief about levels of trust in the target of trust (Kramer, 1999). The important implication is that history-based trust is the only base upon which the leader or target of trust can actively influence trust development in followers by

his/her actions. The process of history-based trust can provide further insight into the types of leader behaviors that influence followers' perceptions of the trustworthiness of leaders. Such insight has been the target of considerable empirical and conceptual efforts.

Leader behaviors that are related to follower trust range from complex variables like procedural justice (Konovsky & Pugh, 1994) and leadership styles (Hoy and Tarter, 2004; Tschannen-Moran, 2003) to simple variables like basic communication (Deutsch, 1958; Lewicki, Tomlinson, & Gillespie, 2006; Whitener, Brodt, Korsgaard, & Werner, 1998; Korsgaard, Brodt, & Whitener, 2002). For example, Konovsky and Pugh (1994) studied 630 hospital employees and found a strong correlation between supervisor's procedural justice and trust in supervisor ($r = .77$). Procedural justice represents the fairness of leader-follower interactions, particularly involving decision-making such as when a supervisor was open to employee input in decisions that directly affected the employee. Similarly, strong relationships have been found between leaders who are perceived to practice behaviors consistent with transformational leadership (Tschannen-Moran, 2003), and collegial leadership (Hoy & Tartar, 2004). Two independent studies investigated transformational and collegial leadership using a survey of faculty in a significant number of middle schools in Midwestern states of the United States. Tschannen-Moran (2003) found that transformational leadership behaviors, described as caring, inspirational, motivational, and stimulating, had a strong relationship with faculty trust in their principal ($r = .75$). Using multiple regression techniques and path analysis, Hoy and Tarter (2004) found that collegial leadership behaviors, described as warm, supportive, and expressive, and clear, had a strong relationship with faculty trust in their principal ($\beta = .72$). In general, the research suggests that leaders who behave in ways that communicate fairness, support, clarity,

and are engaging in their transactions, are perceived to be trustworthy by their followers. Much of the development and establishment of trust appears to come down to the effectiveness of a leader in communicating their intentions and support for followers through basic interpersonal transactions.

Deutsch (1958) asked the basic question about how communication opportunities can be used to increase the confidence in the trustworthiness of the communicator as well as elicit reciprocal trustworthiness. Lewicki and colleagues (2006) argued that communication processes are integral to how trust and distrust increase and decrease over time. In their study of 119 credit union employees in the Southeastern United States, Korsgaard, Brodt, and Whitener (2002) found that open communication mitigated the effects of negative interactions on employees' judgments of the trustworthiness of managers. Specifically, when managers and employees had disagreements or conflicts, managers were held less responsible when they openly communicated and demonstrated concern for employees.

However, when connecting communication and trust, the research literature is not clear about the definition of communication. It is a loosely defined action rather than a clearly defined construct. For example, Korsgaard, Brodt, and Whitener (2002) and Tshannen-Moran (2003) suggested that open communication, a common theme in communication research, is what affects the development of trust. By limiting communication to open communication, they did not clearly or completely operationalize the behaviors that would be said to measure communication. In addition, trust is often defined as having an openness facet (Tshannen-Moran & Hoy, 2000). It is possible that when measuring openness in communication, researchers are measuring the same variable as openness in trust.

What is needed is a clearly defined communication construct that can be behaviorally measured and accessed in human perception. One promising approach is the communication competence construct, defined by Spitzberg and Cupach (1984, p. 63) as, “the ability to adapt messages appropriately to the interaction context.” For this study, the words communicative and communication, with regards to competence in performing the behaviors, are used synonymously.

Wiemann and Backlund (1980) conceptualized communication competence as both behavioral and cognitive. The behavioral perspective focuses on the actions or skills displayed by an individual (Jablin & Sias, 2001). Examples include listening, giving feedback, persuading, motivating, instructing, among others (Maes, Weldy, & Icenogle, 1997). The behavioral perspective is further broken down into two dimensions, altercentrism and interaction management. Altercentrism (other-centered) is demonstrating empathy, listening, supportiveness, and concern for others’ needs as opposed to focusing on the self. Interaction management involves behaviors such as appropriate turn-taking and managing interruptions and emotions. The two dimensions focus on the mechanics of the communicator actions themselves.

Cognitive refers to the underlying processes that contain the knowledge about previous interactions between people and the skills on the part of both persons to evaluate those interactions in terms of openness (Wiemann and Backlund, 1980; Spitzberg & Cupach, 1984; Jablin & Sias, 2001). Hymes (1971) and Fillmore (1979) provided further clarification by suggesting that communication competence includes both knowledge of good communication skills and knowledge of how to use them in a context. Cooley and Roach (1984) supported the cognitive distinction in their definition of communicative competence as having knowledge of

norms of appropriate communication in a given situation, and the ability to use the knowledge. The cognitive perspective also posits that communication competence involves traits, knowledge, and cognitive abilities an individual possesses and chooses to use for interpersonal exchanges. Examples of terms from the empirical research include cognitive differentiation, perspective taking, and self-monitoring (Sypher & Zorn, 1986). Cognitive factors underlie the communication exchange in the sense that the communicator possesses knowledge and abilities that are precursors to applications in behavior that are deemed competent.

The behavioral and cognitive components were incorporated into what Spitzberg and Cupach (1984) termed a relational component model. This integrated model added motivation, knowledge, and skill to the construct of communication competence. Motivation encompasses the very basic dynamics of interpersonal interaction. When engaging another individual, participants make the basic emotional decision to engage or avoid the context or the individual in the potential transaction (Zajonc, 1980). The communicator must be motivated to engage the individual based on the goals of the transaction and the value it brings to them. Social-emotional factors such as anxiety derived from past experiences or the unknown characteristics of the other participant when no transactional history exists may negatively affect the motivation of a communicator. A competent communicator must demonstrate a desire to engage in the interpersonal transaction and to display a confidence that the transaction will produce valuable outcomes for the parties involved (Spitzberg & Cupach, 1984; Spitzberg, 2000).

The second component is knowledge of the skills, strategies, and the norms and rules of the context (Spitzberg & Cupach, 1984). The knowledge component is very much a cognitive component, explained through self-monitoring (Snyder and Cantor, 1980), information

processing (Shatz, 1978), and personal memory (Pavitt & Haight, 1986). Snyder and Cantor (1980) studied the way that skilled self-monitors used their knowledge to make decisions. High self-monitors used knowledge about types of people and knowledge about cues in social situations to make choices about how to engage in appropriate interaction for a given context. Information processing describes an evaluation of the personal resources needed to complete a task (Shatz, 1978). Therefore, a communicator will decide whether or not to use skills and resource to communicate depending on the effort it takes to use them and the returns or value the effort will produce. The third aspect is the personal memory model (Pavitt & Haight, 1986) that combines the self-monitoring and information processing aspects of the knowledge component. Personal memory uses prototypes of an individual who is known to be a competent communicator. Based on the positive and negative characteristics of the prototype, and knowledge of the rules of a context, a communicator will make decisions and cognitively monitor the effectiveness of communication behavior during a transaction.

The third personal component, skill, refers to the specific behaviors and strategies that carry out the knowledge and motivation of a communicator (Spitzberg & Cupach, 1984, 2002; Spitzberg, 2000,). An individual may be motivated to communicate and may be knowledgeable about how to engage a context. However, until the individual demonstrates communication in action, his/her level of competence cannot be determined. Numerous lists are available of what skills are deemed competent. They are typically organized around four types of skills clusters, namely attentiveness, composure, expressiveness, and coordination (Spitzberg & Cupach, 2002; Spitzberg & Hurt, 1987; Spitzberg, Brookshire, & Brunner, 1990). Attentiveness refers to what is called altercentrism, or other-orientation. Attentiveness includes asking questions and speaking

about the other. Composure refers to calmness and confidence in communication, and includes vocal confidence and lack of fidgeting. Expressiveness refers to facial and vocal expressions and variety. Coordination refers to the interaction management behaviors. Coordination may include the ability to control the flow of the conversation and control interruptions (Spitzberg, Brookshire, & Brunner, 1990).

The relational component model of communication competence (Spitzberg & Cupach, 1984) is generally accepted as a more comprehensive model of communication competence than those models that include only the cognitive and behavioral components (Martin, 1993; Jablin & Sias, 2001). The three personal components, motivation, knowledge, and skill, have been discussed theoretically (Spitzberg, 2000; Martin, 1993; Jablin & Sias, 2001) and studied empirically (Spitzberg, 1990, 1991; Spitzberg & Brunner, 1991; Spitzberg & Cupach, 1984; Spitzberg & Hecht, 1984; Spitzberg & Hurt, 1987; Spitzberg, 2006), and have brought some unity to otherwise diverse conceptualizations and applications of communication competence (Spitzberg, 2006).

A major benefit of component models in general is that it allows for the individual components to be isolated from one another (Spitzberg, 2007). Such isolation allows the role of each component to be evaluated in relation to overall competence. A person may possess competent knowledge and motivation, but lack the skill to competently communicate in a context. Likewise, a person may lack motivation and thereby choose not to be a competent communicator (Spitzberg, 2007). The second benefit is that the isolation allows for flexibility to choose what individual components of communication competence to study.

As previously argued, trust in a leader involves the history of transactions that inform the

followers' perceptions of the trustworthiness of the leader (Kramer, 1999). Studying trust in leaders requires studying follower perceptions. Studying followers' perceptions of the communication competence of the leader are important for understanding the potential role of communication competence in trust development. Spitzberg (2003) argued that social transactions and communication are interchangeable ideas. Therefore, the transactions that contribute to the development of trust include communication and should be related to the communication competence of the leader. Followers' perceptions of both the communication competence of the leader and the trustworthiness of the leader must be measured in order to study the relationship between communication competence and trust in leaders.

One obstacle to the study of communication competence and trust in leaders is that the relational component model of communication competence suggests that knowledge and motivation are only known to the self (Spitzberg, 2007) and can only be measurable by self-rating. Only the self can know if one is motivated to communicate with another or possesses the knowledge to be successful in communication. Subsequently, the various instruments measuring knowledge and motivation are strictly self-report measures (Duran & Spitzberg, 1995; Spitzberg, 1990, 1991; Spitzberg & Cupach, 1989). In contrast, skills are suggested to be the operationalization of underlying ability and a function of the motivation and knowledge components (Spitzberg, 2003, 2006). Communication competence is revealed through another person's observation of the skills component (Spitzberg, 2007). By definition, skills are both observable and measurable expressions of communication competence that can be rated by both self and others. In order to access followers' perceptions of the communication competence of a leader, the followers must rate the competence of the leader with regards to communication

skills. By using the skills component, followers' perceptions of a leader's communication competence can be measured.

In conclusion, trust is an important characteristic of effective leader-follower relationships. The process of developing trust in leaders is a result of transactional histories. On a basic level, transactional histories are shaped by the competence of leaders in communicating their intentions, directions, and support for followers. The communication competence construct provides a framework for measuring follower's perceptions of a leader's communication competence. The five-faceted model of trust provides a framework for measuring followers' perceptions of the trustworthiness of a leader. The anticipated relationship between communication competence and trust in leader has broad implications for leader behaviors. No empirical study has yet explored the relationship between communication competence and trust in leaders.

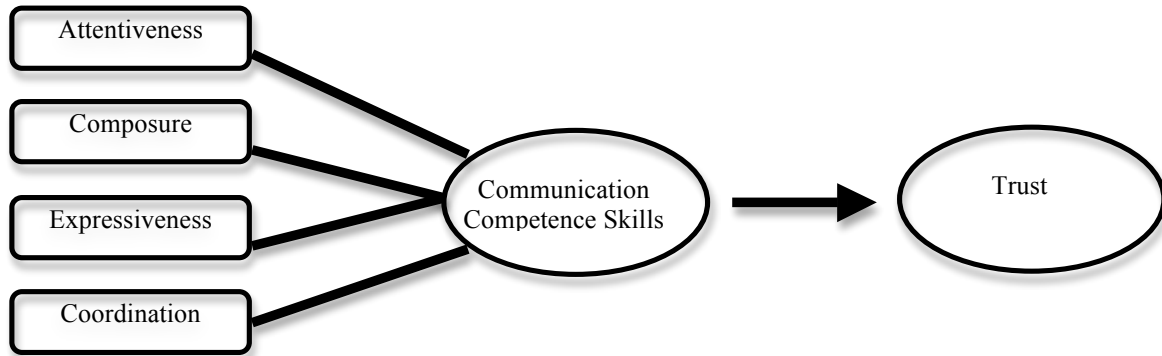
Purpose and Research Questions

The purpose of this study is to investigate the relationship between the communication competence skill component as defined by Spitzberg and Cupach (1984) and trust in leaders as defined by Hoy and Tschannen-Moran (1999) and Tschannen-Moran and Hoy (2000). Figure 1 illustrates the model.

The variables for this study are communication competence skills and trust. Communication competence is made up of a set of variables that includes the four skill cluster areas, attentiveness, composure, expressiveness, and coordination (Spitzberg and Cupach, 2002; Spitzberg, 2007). While trust is conceptualized as having five facets, empirical testing of the

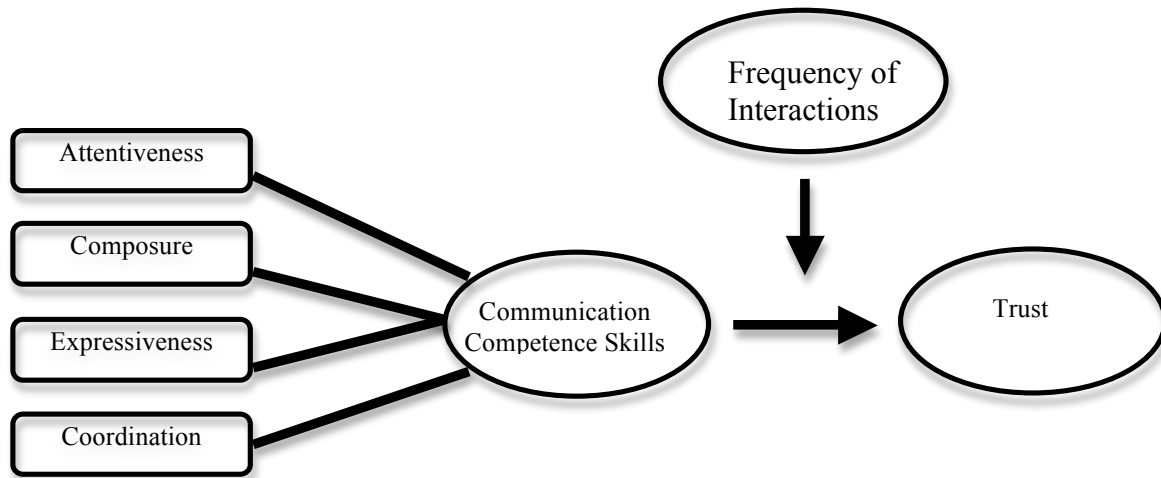
model shows that the items are highly correlated to each other and co-vary closely with each other (Hoy & Tschannen-Moran, 2003). Therefore, trust can be thought of as an omnibus concept, and is measured and analyzed as a single variable.

Figure 1. Communication Competence and Trust



The study will explore whether or not the factor structure of the four communication competence skills factors transfers to the sample of international school educators. Then the study will explore the proposed relationship between communication competence skills and teacher trust in their principal or direct supervisor (See Figure 1). Finally, this study will explore if the proposed relationship between communication competence and trust in leaders is related to or influenced by the frequency of conversational interactions occurring in the leader-follower dyad that is being studied (See Figure 2).

Figure 2. Frequency of Interactions Related To Communication Competence and Trust



Thus, the research questions for this study are the following:

1. Is the factor structure of the four communication competence skills factors (Spitzberg, 2007) in the international school teacher sample selected for this study consistent with the structure found in previous studies?
2. Is there a relationship between communication competence skills as defined by Spitzberg and Cupach (1984, 2002) and trust in leaders as defined by Hoy and Tschannen-Moran (1999) and Tschannen-Moran and Hoy (2000)?
3. Finally, is the relationship between communication competence skills and trust related to the frequency of interactions between the leader and follower, the principal and teacher?

Definition of Terms

The following definitions provide an explanation for the key terms used in the literature review and design of this study:

APAC – The Asian Pacific Activities Conference is a school activities and athletic conference comprised of twelve major international schools in East Asia. Schools compete in athletic competitions, share cultural and arts events, and participate in student conferences such as Model United Nations. The APAC conference helps to further organize and join together a coalition of schools for student extra-curricular experiences and to provide a larger voice of representation for the schools in the EARCOS region.

Attentiveness – Also known as altercentrism, attentiveness is a factor of communication competence skills that means other-orientation. In a communication interaction it is the ability or tendency for the communicator to ask questions and focus the conversation on the other person in the interaction.

Benevolence – Benevolence is one of the five facets of trust. Benevolence describes the confidence followers have that trusted leaders will protect and act in one's best interest.

Communication Competence – Communication competence is defined by Spitzberg and Cupach (1984, p. 63) as, “the ability to adapt messages appropriately to the interaction context.” Communication competence is made up of three main variables, motivation, knowledge, and skill. Motivation and knowledge can only be known and reported by the communicator her/himself, while skills can be reported by the communicator, conversational partners, and by third party observers.

Communication Competence Skills – One of the three main variables of the overall communication competence construct. They are observable and measurable communication behaviors. Many sets of communication skills have been compiled but they are usually clustered around four factor areas including attentiveness, composure, expressiveness, and coordination. Spitzberg's Communication Skills Rating Scale measures twenty-five items around the four factor areas. When measured or observed, communication competence skills are generally regarded to express the overall communication competence construct and to be the operationalization of knowledge and motivation.

Competence – Competence is one of the five facets of trust that describes when followers perceive that leaders have a high enough level of skill to fulfill an expectation.

Composure – Composure is one of the four factors of communication competence skills. Composure is calmness and confidence in a communication interaction.

Coordination – Coordination is one of the four factors of communication competence skills. It involves the management of the flow of the communication interaction.

EARCOS – The East Asian Regional Council Of Schools is a council of 119 international schools in the East Asian region. EARCOS is supported by the U.S. Department of State Office of Overseas Schools, whose regional director sits on the EARCOS board of directors. EARCOS provides a support structure to otherwise independent and isolated school experiences by providing funding for professional development weekend workshops, annual teacher and administrator conferences, and other support programs including those that involve students.

Expressiveness – Expressiveness is one of the four factors of communication competence skills. Expressiveness includes facial and vocal expressiveness.

Five-faceted Model of Trust – A model of trust developed by Hoy and Tschannen-Moran (1999) and Tschannen-Moran and Hoy (2000) that defines trust as, “a party’s willingness to be vulnerable to another based on the confidence that the other is benevolent, honest, open, reliable, and competent” (p. 556). The model is arguably more comprehensive than any previously developed. Although there are five facets of trust, they co-vary so closely that the model of trust can be considered an omnibus concept. Hoy and Tschannen-Moran (2003) developed an instrument, the Omnibus Trust Scale for use in schools.

Honesty – Honesty is one of the five facets of trust that combines character, integrity, and authenticity.

IASAS – The Interscholastic Association of Southeast Asian Schools is a school activities and athletic conference comprised of six major American based international schools in Southeast Asia. Schools compete in sports and share experiences for cultural and arts programs, and student conferences such as Model United Nations.

International Schools – A loose definition of typically western influenced and based schools that are established in other countries in order to provide a cultural and educational link for expatriate and diplomatic communities to their home countries. Most international schools do not have an outright majority of any ethnic student subgroup, and host country nationals make up a small percentage of the population or are not permitted to enroll. Curricula and academic programs are typically based on North American models or use the International Baccalaureate programs.

Openness – Openness is one of the five facets of trust that describes the extent that important and relevant information is shared with others.

Principal – The term principal for this study is primarily applied to the administrative building level supervisor position. The primary participants in the study were teaching faculty reporting about their principal. However, since the study focused on the leader-follower, supervisor-subordinate dyad, allowed for a choice of direct supervisor, and allowed for principals and other administrators to participate, the term principal applies to a broader category of direct supervisor including heads of departments or programs, superintendents and heads of schools, and deputy or assistant superintendents or heads of school. The terminology used in the original subscales was principal, and that was retained for this study.

Reliability – Reliability is one of the five facets of trust that combines predictability with benevolence to describe the extent to which followers can depend on leaders to provided resources to complete tasks.

Teacher – The term teacher for this study is primarily applied to full time teaching faculty. The primary participants in the study were teaching faculty reporting about their building level principal. However, since the study focused on the leader-follower, supervisor-subordinate dyad, allowed for a choice of direct supervisor, and allowed for principals and other administrators to participate, the term principal applies to a broader category of full time educational professionals, both teaching faculty and administrative, reporting about their direct supervisor. This category may include administrative positions reporting about a direct supervisor who is one level of administration above the participant.

Transaction – The basic interpersonal exchange that occurs between two people.

Chapter Two

Method

Participants

The participants for this study were international school teachers from seventeen American overseas schools that are both members of the East Asian Regional Council of Schools (EARCOS) and one of two international school activities conferences in the EARCOS region: the Interscholastic Association of Southeast Asian Schools (IASAS) and the Asian Pacific Activities Conference (APAC). The IASAS conference is composed of six schools that are some of the largest American Overseas Schools in Asia: Singapore American School, International School of Bangkok, Taipei American School, International School of Manila, International School of Kuala Lumpur, and Jakarta International School. Their curricula, staff, and student experience are typical of the standard for American overseas schools and international schools in Asia (R. Krajczar, personal communication, September 6, 2010). One school could not participate due to a school board policy prohibiting teacher participation in outside research projects. That school was excluded from the sample. The APAC conference has a membership of twelve international schools in Asia including Brent International School Manila, Shanghai American School Puxi, Shanghai American School Pudong, International School of Beijing, Hong Kong International School, Seoul Foreign School, Canadian Academy of Japan, Concordia International School Shanghai, American International School of Guangzhou, United Nations School of Hanoi, Western Academy of Beijing, and Taejon Christian International School. The APAC schools are typically slightly smaller in size than the IASAS schools, but are similar in

mission and setting standards for international schools in both EARCOS and for international schools in Asia (R. Krajczar, personal communication, September 6, 2010).

The population of teachers from the seventeen schools based on EARCOS demographic survey data (EARCOS, 2010) was 2,823 teachers. The ratio of teachers per supervising administrator ranged from 16.0 to 31.2, with an average of 25.2 (EARCOS, 2010). The ratios are shown in Table 1 (EARCOS, 2010).

Table 1
Number of supervising administrators, teachers, ratio of teachers per supervising administrator, responses and response rate per school

School	# of supervising Administrators	# of teachers	# of teachers per supervising administrator	# of Responses	Response Rate
A	5	123	24.6	95	77%
B	8	192	24.0	106	55%
C	6	178	29.7	31	17%
D	7	215	30.7	76	35%
E	5	127	25.4	52	41%
F	5	125	24.0	51	41%
G	5	132	26.4	58	44%
H	4	92	23.0	66	72%
I	4	76	19.0	51	67%
J	6	106	17.7	28	26%
K	12	230	19.2	90	39%
L	6	96	16.0	45	47%
M	6	184	30.7	86	47%
N	8	238	29.8	76	32%
O	6	168	28.0	90	54%
P	11	343	31.2	100	29%
Q	7	198	28.3	37	19%
Total		2823		1138	40%

To increase the credibility of the study for the seventeen superintendents and school heads, and to increase the likelihood of teacher participation, the executive director of EARCOS endorsed the study and facilitated communication between the researcher and the selected schools. All of the superintendents from the seventeen sample schools responded positively to the request for permission to allow teachers in those schools to participate on a voluntary basis. The number of usable responses (N) was 1,138, for a 40.3% response rate. A mean of 67 teachers per school responded to the instrument with a minimum of 28 and a maximum of 128.

Instrument

The survey instrument was entitled the Communication Skills and Trust in Leader Survey (CSTILS) (see Appendix A). The survey began with a set of instructions and a box that the participants were asked to read and check in order to indicate their informed consent to participate. When consent was given, participants were directed to an introductory section in which they confirmed their position as a full-time teacher and then indicated that they understood that the rest of the survey items were to be completed based on their perception of their immediate supervisor. The participants were asked to clarify the position title of the supervisor that they were going to report about from a list of options, or write in the position title in a blank line that was provided. The teachers were then asked to estimate the frequency of their conversational interactions with their immediate supervisor per week, including zero interactions, 1 to 3 interactions, 4 to 6 interactions, 7 to 9 interactions, and 10 or more interactions.

The remaining survey items were divided into two sections. The first section featured the items from the Conversational Skills Rating Scale (CSRS) Rating of Partner form (Spitzberg, 2007). The second section featured the eight items from the Faculty Trust in Principal items from the Omnibus Trust Scale (Hoy, & Tschannen-Moran, 2003).

Conversational Skills Rating Scale. The CSRS measures the perceived communication competence skills of another person (Spitzberg, 2007). The measure consists of twenty-five skill specific items that are clustered according to the four factors of communication skills. The factors include attentiveness, expressiveness, composure, and coordination. Teachers were asked to use a five-point Likert-type scale to report their perception of the communication skills of their principal as inadequate, fair, adequate, good, or excellent. Five additional global competence questions asked the teachers to use a 5 point Likert-type scale to report the overall competence of communication skill of their principal, from poor to excellent (Spitzberg, 2007). In the final analysis the global competence items were not used.

The CSRS is considered to be factorially complex because it produces factor solutions ranging from three to five factors (Spitzberg, 2007), but it has shown construct validity across several studies (Spitzberg & Cupach, 1989; Spitzberg & Brunner, 1991; Spitzberg, Brookshire, & Brunner, 1990). Analysis of the reliability consistently shows Cronbach alpha coefficients in the high .80s to low .90s (Spitzberg, 2007). Additionally, the instrument has not been used with teachers in the international school context, for a teacher and principal relationship, and in conjunction with a trust scale. Therefore, an exploratory factor analysis was conducted for the communication skill items from the CSRS to determine what factors are present and if the factor structure is stable for the sample. The four factors of communication competence skills are

measured by specific questions of the CSRS that are included in the CSTILS instrument (see Table 2). Additionally, Cronbach’s alpha coefficients for reliability will be calculated for the items relating to each of the four skills factors.

Concerns about the potential cross-cultural application of the CSRS in the international school context are addressed in three ways. First, the international schools in which the CSRS items were used were intentionally created to be a cultural bridge from North America to the host country. The cultures of the schools take on their own characteristics, but the staffing, structures, curricula primarily represent a North American culture. Secondly, the CSRS was designed to be used universally (Spitzberg, 2007). Specific skills and behaviors may or may not be relevant in one culture or another, or may be valued in different ways. Thus, the scaling of the CSRS asks if the use or lack of use of a behavior is competent or not. A neutral description was given to the behavior so that competence could be judged. Finally, an exploratory factor analysis was conducted to see whether or not the factors in this sample were consistent with previous studies.

Table 2

CSRS Items Connection to Communication Skills Factors

Communication Skill Factor	Corresponding Items in CSRS/CSTILS
Attentiveness	8, 12, 18, 19, 20, 21
Composure	2, 3, 6, 7, 9, 10
Expressiveness	4, 5, 11, 13, 14, 15, 16
Coordination	1, 17, 22, 23, 24, 25

The 25 skill-specific communication competence items were not scored to provide individual communication competence scores. Instead, the factor scores from the exploratory factor analysis were used to provide continuous data for the multiple regression analysis.

Omnibus Trust Scale. The Omnibus T-Scale (Hoy & Tschannen-Moran, 2003) measures faculty trust in colleagues, principals, and clients. A series of factor analytic studies of two similar scales designed to test elementary and secondary schools respectively resulted in the final version of the Omnibus T-Scale (Hoy & Tschannen-Moran, 2003). The Omnibus T-Scale has shown consistently high Cronbach alpha reliability coefficients and a consistently stable and strong factor structure at both school levels (Hoy & Tschannen-Moran, 2003)

This study only used the eight items of the Faculty Trust in Principal sub-scale, one of the three sub-scales of the Omnibus T-Scale. These items measured a teacher's willingness to be vulnerable to their principal with the belief that the principal was benevolent, reliable, competent, honest, and open. Teachers were asked to use a six point Likert-type scale, ranging from strongly disagree to strongly agree, to rate whether or not each statement is true of their principal. The Trust in Principal items have shown factor loadings ranging between .86 and .97, indicating strong construct validity. Additionally, the sub-scale has demonstrated Cronbach's alpha reliability coefficient of .98 (Hoy & Tschannen-Moran, 2003). Additionally, Cronbach's alpha coefficients for reliability were calculated for the items relating to trust for this study.

The Omnibus T-Scale Faculty Trust in Principal sub-scale is typically used when a school level is the unit of analysis, for example in an elementary school or middle school (Hoy & Tschannen-Moran, 2004). The focus of this study is the relationship between the individual teacher and the principal. The trust scale cannot produce true continuous data for the multiple

regression analysis. In order to produce a greater range of scores the sum total of the trust items were used in the analysis, resulting in scores from 6 to 48.

The CSTILS was piloted with a group of volunteers from an EARCOS member school that is not a member of IASAS or APAC. The pilot study was used to evaluate the survey experience for participants. The volunteers were asked to record the time that it took to complete the survey, to indicate any level of discomfort with the survey items, and to include any suggestions for clarification of questions. The times to complete the survey ranged from six minutes to twelve minutes and averaged nine minutes. Participants did not indicate any discomfort with the items or difficulty understanding the items.

Cronbach's alpha reliability coefficients were calculated for each of the scales, specifically the items representing each of the four communication competence skills factors, the items representing global competence, and for the eight trust items. The reliability of the instrument items based upon the pilot study was consistently high with attentiveness items at $\alpha = .95$, composure items at $\alpha = .95$, expressiveness items at $\alpha = .96$, coordination items at $\alpha = .94$, global competence items at $\alpha = .98$, and faculty trust in principal items at $\alpha = .95$.

An identical CSTILS electronic survey will be prepared for each school, with a unique hyperlink, so that response rates can be tracked for each school. The sections of the survey will be randomly ordered and the individual items within each section will be randomly ordered to control for order effect and response set bias. Reliability coefficients for the CSTILS factor scores and faculty trust scores were calculated for responses to this version and are reported in the results section of this document.

Procedure

The proposal for this study was presented to the EARCOS executive director in January of 2011. Then, a letter was sent to the IASAS and APAC school superintendents seeking their approval to conduct the study with their faculty (see Appendix B). The letter included the EARCOS Executive Director's endorsement of the project and a description of the purpose and design of the study, the benefits of participating in the study, and directions for participating in the study. Superintendents were asked to respond by email indicating their decision to participate. A follow-up email was sent to those who did not respond to the initial letter of invitation after two weeks (see Appendix C). Superintendents who indicated their intent to allow their teachers to participate were sent an instructional email (see Appendix D) to forward to teachers. The email included instructions about how to send the information to their faculty and a link to the electronic survey. The link to the survey was unique to each school in order to monitor response rates per school. Once teachers accessed the electronic survey, they read directions for participation and a statement of consent to participate in the study that they must actively check in order to take the survey. Within ten days, a follow up email (see Appendix E) was sent to all superintendents asking them to remind their faculty to complete the survey. The researchers did not know the identities of the participants.

The EARCOS Executive Director facilitated communication and follow up with school superintendents in order to achieve a successful data collection effort. Any teacher who wished to decline to participate in the study did so anonymously and without any consequence from their school, EARCOS, or Lehigh University.

As an incentive to participate in this study, all participating teachers were given the opportunity to enter into a drawing to win a grand prize of an Apple iPad and five runner-up prizes of an Apple iPod Nano. Once participants complete the survey items and select the finish button, the electronic survey launches a second independent survey (see Appendix F) that invited participants to enter the prize drawing or request a final research report by voluntarily providing their name and contact information. Any teachers who wished to receive a copy of the final research report were invited to provide their names and email address. This method of collecting personal information was completely voluntary, and ensured that the names and personal information were completely separated and unlinked to survey responses.

Chapter Three

Results

The analysis began by conducting an exploratory factor analysis to determine if the factor structure of communication competence skills found in previous studies existed in this international school sample. Reliability was estimated for each of the sub-scales resulting from the factor analysis and the trust scale of the CSTILS. A multiple regression analysis was then used to explore the relationship between the resulting factors of communication competence and trust (see Figure 1), and if the proposed relationship between communication competence and trust was related to the frequency of conversational interactions (see Figure 2).

Exploratory Factor Analysis

Factorability. All 25 CSTILS items correlated with at least one other item between .40 and .79. The Kaiser-Meyer-Olkin measure of sampling adequacy was .97. Bartlett's test of sphericity was significant at $p < .0001$. All communalities were well above .30 confirming that each item shared some common variance with other items.

Factor Structure. Principal component analysis was used to identify and compute the composite communication competence skills scores for the factors underlying the 25 CSRS items in the CSTILS. The analysis used oblique promax rotation because the factors strongly correlated with one another, and because of the large sample size. Coefficients below .30 were suppressed. Table 3 presents the pattern matrix that revealed a three-factor solution with no overlap of variables across factors. While the scree plot indicated the possibility of four factors, the eigenvalues of components after the first three factors were below the threshold of 1.00. Thus, a

three-factor structure was accepted in which the first factor explained 59.17% of the variance, the second factor, 5.88%; and the third factor 4.40%. The three-factor solution explained 69.46% of the variance.

Factor Labels. The three-factor structure was consistent with the range of three to five factor solutions reported in the literature (Spitzberg, 2007). The CSRS scale items, however, were designed to measure four factors. Table 4 presents a comparison of the labels that shows that Factor 1, communication competence skills, encompasses items from both attentiveness and coordination from the CSRS. The factor was labeled as attentiveness-coordination to represent the combined CSRS factors. Factor 2 included items from all four CSRS factors. The pattern appears to primarily represent the CSRS factor composure. Factor 3 appears to represent behaviors associated with the CSRS factor expressiveness.

Reliability

The internal consistency for each of the sub-scales in the final version of the CSTILS was examined using Cronbach's alpha. The reliability of the CSTILS instrument items was consistently high with Factor 1, the CSRS attentiveness and coordination items, $\alpha = .95$ (9 items); Factor 2, composure items, $\alpha = .95$ (10 items); Factor 3, expressiveness items, $\alpha = .92$ (6 items), and faculty trust in principal items, $\alpha = .93$ (8 items), respectively. No substantial increases in alpha for any of the scales was achieved by eliminating items.

Table 3

Factor loading pattern structure, eigenvalues, and percentage of variance accounted for by the factors extracted from the 25 CSRS items from the CSTILS.

Item	Factor 1	Factor 2	Factor 3
Asking questions	.73		
Speaking about partner	.80		
Speaking about self	.83		
Encouragements or agreements	.77		
Personal opinion expression	.75		
Initiation of new topics	.62		
Maintenance of topics	.63		
Interruption of partner speaking	.82		
Use of time relative to partner	.92		
Speaking rate		.83	
Speaking fluency		.85	
Vocal confidence		.74	
Articulation		.87	
Vocal variety		.64	
Volume		.74	
Posture		.58	
Lean towards partner		.48	
Shaking or nervous twitches		.75	
Unmotivated movements		.67	
Facial expressiveness			.73
Nodding of head in response			.82
Use of gestures			.82
Use of humor and stories			.73
Smiling and laughing			.86
Use of eye contact			.68
Initial eigenvalues	14.79	1.47	1.10
% of variance accounted for	59.17	5.88	4.40
Cumulative % of variance Accounted for	59.17	65.05	69.46

Note. Factor loadings < .30 are suppressed

Table 4

Comparison of the factor labels from the twenty-five communication competence skills items from the CSRS (Spitzberg, 2007) and CSTILS.

Item	CSRS Factors				CSTILS			4- Factors	3-
	COMP	EXPRESS	ATTEN	COORD	ATTEN-COORD	COMP	EXPRESS		
1				X		X			
2	X					X			
3	X					X			
4		X				X			
5		X				X			
6	X					X			
7	X					X			
8			X			X			
9	X					X			
10	X					X			
11		X						X	
12			X					X	
13		X						X	
14		X						X	
15		X						X	
16		X						X	
17				X	X				
18			X		X				
19			X		X				
20			X		X				
21			X		X				
22				X	X				
23				X	X				
24				X	X				
25				X	X				

Note. COMP = Composure; EXPRESS = Expressiveness; ATTEN = Attentiveness; ATTEN-COORD = Attentiveness-Coordination

Multiple Regression

In order to conduct the multiple regression analysis, the trust items were reverse coded to correct the direction of the responses, making choice 1 “strongly disagree” and choice 6 “strongly agree.” Then, the sum of the eight trust scale items was used as the trust score for each respondent, with possible scores ranging from 6 to 48.

The next step involved dichotomizing the frequency of conversational interaction responses in order to prepare for the multiple regression analysis: zero represented zero to three interactions per week and one represented three or more interactions per week. The three interaction terms were calculated by multiplying each of the three factor scores (attentiveness-coordination, composure, and expressiveness) individually with the dichotomized frequency of interaction. The factor scores used as independent variables for the multiple regression did not need to be centered because the factor scores used normalized values with a mean of 0 and standard deviation of 1.

Intercorrelations. Table 5 presents the intercorrelations between variables. Frequency of interactions was significantly but weakly and negatively correlated with trust ($r = -.21, p < .0001$), attentiveness-coordination ($r = -.17, p < .0001$), composure ($r = -.13, p < .0001$), expressiveness ($r = -.17, p < .0001$). The three communication competence skills variables, attentiveness-coordination, composure, and expressiveness were highly and positively correlated with each other: $r = .71, p < .0001$ for attentiveness-coordination and composure, $r = .73, p < .0001$ for coordination and expressiveness, and $r = .69, p < .0001$ for composure and expressiveness. Trust was highly and positively correlated with attentiveness-coordination ($r = .72, p < .0001$), composure ($r = .61, p < .0001$), and expressiveness ($r = .65, p < .0001$).

Table 5

Intercorrelations between variables.

Variable	Trust	FI	COR	COM	EXP	I1	I2	I3
Trust	1.00							
Frequency of Interaction(FI)	-.21**	1.00						
Coordination(COR)	.72**	-.17**	1.00					
Composure(COM)	.61**	-.13**	.71**	1.00				
Expressiveness(EXP)	.65**	-.17**	.73**	.70**	1.00			
Interaction Variable 1(I1)	.61**	-.07*	.83**	.59**	.60**	1.00		
Interaction Variable 2(I2)	.51**	-.05*	.57**	.85**	.57**	.69**	1.00	
Interaction Variable 3(I3)	.52**	-.07*	.59**	.58**	.84**	.71**	.68**	1.00

Note. * = $p < .05$; ** = $p < .0001$

Hierarchical Multiple Regression. A hierarchical multiple regression analysis was performed to examine the relationship between communication competence and trust, the unique contributions of the three factors of communication competence skills, and the moderating influence of frequency of conversational interactions to the relationship between communication competence and trust. The three factor scores of the variables that explain communication competence skills and the frequency of interaction variable were entered into step 1. In step 2, the first interaction term was entered. Finally, the second and third interaction terms were entered in step 3.

The results of step 1 indicated that the variance accounted for (R^2) with the four independent variables attentiveness-coordination, expressiveness, composure, and Frequency of Interaction, equaled .56, $p < .0001$ (adjusted $R^2 = .56$). All four independent variables were statistically significant with the Frequency of Interaction $B = -1.29$, $p < .0001$; the Coordination $B = 3.64$, $p <$

.0001; the Expressiveness $B = .97, p < .0001$; and Composure $B = 1.67, p < .0001$. In step 2, the first interaction terms, Attentiveness-Coordination by Frequency of Interaction, was entered into the regression equation. The change in variance accounted for (ΔR^2) was small, at .002, $p < .05$. In step 3, the second and third interaction terms were entered into the regression equation. No significant change in variance accounted for was found by the second and third interaction term. Thus, the final model was re-calculated to include only steps 1 and 2. See table 6 for the model summaries.

Table 6

Hierarchical Regression Analysis for the Effects of Communication Competence Skills and Frequency of Interaction on Trust.

Variable	Step 1			Step 2			Step 3		
	<i>B</i>	β	<i>t</i>	<i>B</i>	β	<i>t</i>	<i>B</i>	β	<i>t</i>
Freq. Int.	-1.29	-.08	-3.89**	-1.38	-.83	-4.13**	-1.35	-.08	-4.05**
Atten-Coordination	3.64	.46	14.70**	3.16	.40	9.30**	2.77	.35	5.78**
Composure	.97	.24	4.10**	.97	.12	4.12**	1.16	.15	2.46**
Expressiveness	1.67	.21	6.87**	1.67	.21	6.88**	2.01	.26	4.22**
Interaction Term 1				.69	.07	2.06	1.21	.13	2.16*
Interaction Term 2							-.25	-.03	-.47
Interaction Term 3							-.47	-.05	-.84
<i>R</i>	.750			.751			.752		
R^2	.563			.565			.565		
Adjusted R^2	.562			.563			.563		
ΔR^2	.563			.002			.001		

Note. **

= significant at $p < .0001$; * = significant at $p < .05$; Freq. Int. = Frequency of Interaction; Interaction Term 1 = Attentiveness-Coordination by Frequency of Interaction; Interaction Term 2 = Composure by Frequency of Interaction; Interaction Term 3 = Expressiveness by Frequency of Interaction; *B* = unstandardized coefficients; β = standardized coefficients

The beta values suggested that the attentiveness-coordination variable was the strongest individual predictor of trust, with a large standardized beta accounting for almost one half of a standard deviation of change in trust. The partial and semi-partial correlations were used to support the finding that attentiveness-coordination was the strongest predictor of trust (see Table 7). A first look at step 2 in Table 7 shows that the partial and semi-partial correlations of attentiveness-coordination variable are not much larger than the expressiveness variable, indicating that attentiveness-coordination is not clearly the greatest predictor. However, note that the partial and semi-partial correlation values of composure, expressiveness and frequency of interaction did not change from step one to step two, only the values of attentiveness-coordination. The change in attentiveness-coordination to much lower values can be explained by the addition of the first interaction term in the second step. The first interaction term was the product of attentiveness-coordination and the variable named frequency of interaction. The inclusion of the interaction term, which included attentiveness-coordination, caused a greater overlap in the shared variance with the variable attentiveness-coordination. Therefore, the unique variance explained in trust by the variable attentiveness-coordination decreased significantly as shown in the partial and semi-partial correlations. Also, while statistically significant, the interaction term was not found to demonstrate a real effect and was ruled out as a moderating variable. In light of this explanation, the partial and semi-partial correlations of step 1, which did not include the interaction term, were used to further evaluate the strength of the effects of the communication competence variables in explaining trust. In conclusion, the beta values (see Table 6) and the step 1 partial and semi-partial correlations (see Table 7) clearly

identify attentiveness-coordination as a strong predictor of trust, and a much stronger predictor than expressiveness, coordination, or frequency of interaction.

Table 7

Partial and Semi-Partial Correlations

Variable	Step 1		Step 2	
	<i>Partial</i>	<i>Part</i>	<i>Partial</i>	<i>Part</i>
Atten-Coordination	.40	.29	.27	.18
Composure	.12	.08	.12	.08
Expressiveness	.20	.14	.20	.12
Freq. Int.	-.12	-.08	-.12	-.08
Interaction Term 1			.06	.04

Note. Part = Semi-Partial Correlation

For the final model, VIF and tolerance statistics were used to determine that multicollinearity was not a problem. The tolerance statistics were above the .02 value of concern (Menard, 1995). The VIF statistics were below the value of 10, that Myers (1990) suggested was the value of concern.

Chapter Four

Discussion

This study was the first step to explain the relationship between communication competence (Spitzberg & Cupach, 1984) and trust in leaders (Hoy & Tschannen-Moran, 1999; Tschannen-Moran & Hoy, 2000). The findings suggested that teachers who perceived their principals to demonstrate communication competence skills, in particular, attentiveness-coordination behaviors, more likely perceived them as trustworthy. However, not only did communication competence predict trust, attentiveness-coordination appeared to change the nature of the basic transaction into a more intimate exchange that promotes relationship connection. Finally, this study contributes to the research on trust (Hoy & Tschannen-Moran, 1999; Hoy & Tshcannen-Moran, 2000; Tschannen-Moran, 2001; Tschannen-Moran 2003) and practice. Implications are discussed in the context of leadership and practice.

Attentiveness-Coordination and Trust

All of the independent variables in the multiple regression model significantly predicted trust. The real story, however, lies in the question of why the attentiveness-coordination factor was the strongest predictor of trust. The results clearly showed that the three communication competence factors were unequally weighted in the communication competence factor structure and in the relationship between communication competence and trust. This finding raises questions about why and how the attentiveness-coordination factor was far more important than composure and expressiveness. The actual influence of composure and expressiveness on trust

though statistically significant is weak. The sample size of this study ($n > 1,000$) was large enough to detect statistically significant effects for all three factors of communication competence. The beta statistics revealed, however, that only the attentiveness-coordination factor demonstrated a large impact on trust. This finding leads the discussion to consider the nature of attentiveness-coordination in the communication competence skills model, and how the factors relate to trust.

Attentiveness-coordination requires the participation of both principals and teachers in a two-way interaction that draws principals and teachers together into connections that form relationships (Spitzberg & Cupach, 2002). Composure and expressiveness may operate with principals only, and not involve teachers. However, attentiveness-coordination requires that teachers participate. Attentiveness (Spitzberg & Cupach, 2002) is other-centered or other-focused behaviors such as empathy, interpersonal diplomacy, and responsiveness to others in a transaction. These behaviors are thought to engage teachers in reciprocal interactions that form relationships. Principals likely use coordination in order to guide interactions to satisfactory outcomes by managing the interactions through behaviors such as balancing the time spent by principal and teacher in the interactions, sustaining the topics, and managing emotions and interruptions among other behaviors (Spitzberg & Cupach, 2002).

Kramer (1999) argued that one way trust develops is from the interpretation of the transactional histories between two actors. Teachers have to perceive the principals' behaviors in order to form beliefs about what they mean. In turn, principals confirm or disconfirm the teachers' beliefs through subsequent actions. Trust evolves because ensuing interactions refine mutual beliefs and interpretation of each partner's actions using basic relationship forming

behaviors. Trust is also dependent on vulnerability (Hoy & Tschannen-Moran, 2000) characterized by the interdependence between the principals and teachers. Vulnerability and interdependence are part of the process of forming the basic development of human relationship. Therefore, it is possible that the attentiveness-coordination factor of communication competence emerged as the strongest individual predictor of trust in this study because it measured its potential role in building basic interpersonal relationship through two-way interactions. This conclusion is consistent with previous research that suggested relationship building behaviors represented by transformational (Tschannen-Moran, 2003) and collegial leadership styles (Hoy & Tartar, 2004) were strongly related to trust.

However, what if attentiveness-coordination were absent in communications in which principals had expressiveness and composure? Would principals be perceived as competent and trustworthy if they cannot manage transactions and guide them to satisfactory outcomes? For example, consider a scenario in which a principal implements a classroom policy that requires teachers to openly post on the classroom bulletin board the big ideas of a unit in order to help focus and remind students of the unit's focus. A teacher asks to meet with the principal to question the policy. The principal remains outwardly composed throughout a meeting and spends most of the time presenting reasons about why the teacher should implement the policy. The teacher responds that the mandate is out of line and teacher autonomy should not be disregarded. The principal thanks the teacher for his/her opinion and then closes the discussion saying that s/he had another meeting to attend. The principal feels satisfied that reasonable arguments were provided to the teacher in order for her/him to support the policy. However, the teacher leaves the meeting feeling unheard and with an increased resolve to challenge the

principal and disobey the mandate. In this example, the principal demonstrated expressiveness and composure. However, the interaction may also be interpreted to be one-sided, and lacked evidence of attentiveness or coordination behaviors. The teacher's concerns and ideas were not solicited and thus could not be integrated into the discussion. The discussion was closed before the topic was explored. It was essentially a transactional exchange. The principal's domination of the interaction may have increased the likelihood that the teacher does not believe that the principal is benevolent, honest, open, and competent. Had the principal expressed vulnerability by allowing criticism and other ideas to be heard and integrated into the discussion, perhaps the teacher would have been satisfied with the exchange. The behaviors related to attentiveness-coordination are arguably the foundation upon which the relationship between communication competence and trust is strengthened.

The findings about the frequency of interactions between principals and teachers further reinforce the importance of attentiveness-coordination. The negative relationship between frequency of interaction and trust, while statistically significant, was weak in predicting a change in perceptions of trust and moderating the relationship between communication competence and trust. As the frequency of transactions between principals and teachers increased beyond three conversational interactions per week, the perceived trustworthiness of the principals decreased somewhat. This result raises the question of whether a point of diminishing returns exists in terms of the quantity of interactions in developing trust if attentiveness-coordination is not present (Kramer, 1999). The nature of attentiveness-coordination suggests that greater importance lies in the quality of the interactions than the quantity of interactions. If principals intentionally demonstrate competence in attentiveness-coordination in every interaction, the

quality of the transactions are expected to be higher, and more likely to predict higher levels of trust.

From Transactions to Transitional Exchanges

All principals begin with transactional exchanges with their teachers and staffs. Through transitional exchanges principals start a process of forming relationships that ideally build trust. Trust, in turn, leads to transformational exchanges (Tschannen-Moran, 2003). The literature often presents leadership types as a dichotomous choice between transactional and transformational exchanges or forms of leadership (Burns, 1978; Bass, 1985; Leithwood & Jantzi, 1999). Leadership types are often viewed and evaluated according to these static categorical states.

In contrast, the results of this study suggest that a three-stage process that includes transitional exchanges as the second stage may better describe the process by which specific communication behaviors lead to trust development (see Figure 3). Kuhnert and Lewis (1987) offered an early conceptualization of a three-stage process in which they described their first and third stages as transactional and transformational. Their second stage was thought to describe the early signs of transformational leadership in which a reorganizing process occurs when trust and mutuality are experienced for the first time. Leaders begin to give attention to integrating and coordinating the followers' needs with their own needs and goals. Leaders begin to focus on these forms of relationships that are then used to motivate followers.

Kuhnert and Lewis (1987) described how the personalities of leaders influenced the practice of particular forms of leadership. Their work was based on the belief that transactional

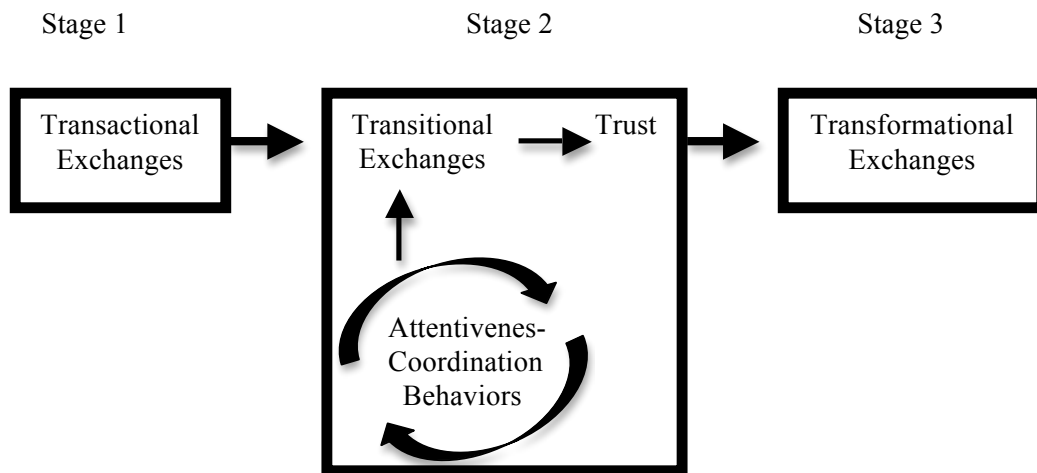
and transformational leaders were “qualitatively different kinds of individuals who construct reality in markedly different ways” (p. 649). As a function of personality structures, leaders approached their roles and the roles of others in fundamentally different ways. Kuhnert and Lewis (1987) labeled the first type of personality as imperial, in which transactional leaders defined themselves by personal goals and agendas, viewing followers as the means to achieve their own personal goals regardless of the consequences for co-workers. It was based on an inward egocentric focus that can conflict with the best interests of co-workers. For example, principals institute major changes in a school at the start of their tenure in order to establish their authority despite the consequences on their relationships with their teachers.

The second personality type was labeled interpersonal, in which leaders were able to look outwardly and integrate others into their goals and experience. Conflict can occur when loyalties to different parties are incongruous. For example, a principal has built a good relationship with two teachers on a teaching team who disagree about a change in curriculum. An interpersonal type principal would be torn between choosing which teacher to support because of loyalties to each. The final personality type was labeled institutional, and is similar to the characteristics of a transformational leader. These principals define themselves by a core value set and standards that transcend the personal agendas of imperial-type principals, and the relationships and loyalties of interpersonal principals. They have the ability to motivate teachers to adopt beliefs in common with them. Kuhnert and Lewis (1987) believed that leaders approached relationships based upon the personality that characterized them.

In contrast, this study proposes a behavioral approach in which relationships develop as a result of the conditions created by principals’ behaviors rather than their personalities.

Leithwood and Jantzi (1999) suggested a behavioral approach in which teachers' experiences of leader behaviors are the basis for defining leadership forms (Leithwood & Jantzi, 1997). Figure 3 illustrates the stages of the proposed model. All interactions have to start with transactional exchanges, the first stage. Stage 2 begins when the bi-directional relationship building behaviors of attentiveness-coordination are present. Attentiveness-coordination behaviors spark a deeper more intimate transitional exchange that offers the opportunity for trust to develop. If trust takes hold the exchanges can move to the third stage, described as transformational.

Figure 3. Proposed Behavioral Stage Model



Assuming this approach, trust can be fostered because transformational leadership forms can be learned, and both are maintained with deliberate practice. The approach based upon personality calls into question the need for leadership training. The alternative behaviorally focused process described here offers a more optimistic perspective. Conditions created by

attentiveness-coordination behaviors initiate transitional exchanges that provide principles with the opportunity and the access to a trust building process that may lead to transformational exchanges with teachers.

Contributions to Research and Practice

The findings of this study offer important contributions to the communication competence literature, the trust literature, and the practice of leadership. First, this study provides further empirical support for the communication competence skills model (Spitzberg & Cupach, 2002). In particular, the three-factor solution is consistent with the previously found factor structures for the model, and is consistent with the range of factor models that Spitzberg (2007) described. The unique weighting of the factors suggests that further research should explore whether or not the prominence of attentiveness-coordination is found in other populations such as in public school populations or non-school organizational populations. Qualitative methodology also could be employed in which both actors and co-actors are interviewed about interactions and observed in natural settings in order to develop a richer and more detailed understanding of why attentiveness-coordination or other communication behaviors were perceived to be important contributors to communication competence. Observing communicatively competent and high trust principals throughout their work day could also provide insights into the nature and dynamics of transitional exchanges that will identify the ways and frequency with which they are used. Furthermore, future studies may also explore whether or not leaders who are perceived to be incompetent in composure or expressiveness may still be considered communicatively competent if they are perceived to be competent in

attentiveness-coordination behaviors.

This study also contributes to the trust literature. Primarily, the attentiveness-coordination behaviors described in this study are similar to the variables that characterized trusting relationships (Tschannen-Moran, 2003). In the five-faceted model of trust (Hoy & Tschannen-Moran, 1999; Tschannen-Moran & Hoy, 2000; Tschannen-Moran, 2003), interdependence is conceived as two-way interactions described by transitional exchanges that build trusting relationships. Tschannen-Moran (2003) explained that the benevolence facet is a result of a leader demonstrating consideration, or being other focused. The competence facet is a result of fulfilling the expectations of another that is facilitated by good interaction management. Openness results from becoming vulnerable during specific interactions with the anticipation that it is reciprocated, thus initiating an upsurge of trust interactions.

This study was initially conceptualized to examine the traditional leader follower relationship between principals and teachers. However, the implications may have applications beyond traditional leader-follower dyads. Current trends in schools appear to promote conceptions of developing groups such as Professional Learning Communities (Dufour, Dufour, Eaker, & Many, 2006) rather than individuals. These ideas emphasize sharing leadership, developing collaborative cultures, and fostering consensus building. The communication process is of primary importance as principals become aware of and attend to how meetings are conducted, how conflicts are addressed, and how decisions are made. Sharing leadership does not work by following a checklist of behaviors. Instead, leaders need to integrate into their practice guiding principles about human interaction in order to develop and nurture important

connections with people in their communities. Trust is what appears to make those connections strong.

However, several limitations to this study must be considered. First, the sample was limited to teachers in a sample of international schools. These teachers work in a private school setting and are highly mobile. The findings must be cautiously interpreted when applied to groups such as United States public school teachers. Second, the CSRS (Spitzberg, 2007) items used in the CSTILS instrument were designed to measure episodes, or instances of interaction. Further qualitative inquiry will provide a fuller assessment of follower's perceptions of both leaders' communication competence and trustworthiness by enlarging the context and the occasions in which communication behaviors are observed and recorded. Third, the results were limited to the perceived communication competence skills of the principals albeit from the most critical group in the schools, the teachers. Other variables in Spitzberg's model, motivation and knowledge, can only be self-measured, thus they were not used in this study.

Future studies should include qualitative methods in order to observe what high trust administrators actually do in terms of communication behaviors. How do they perform attentiveness-coordination behaviors? How often do they do so? What is the reaction of those who are involved in the interactions? Secondly, in the qualitative approach, it is important to observe principals longitudinally. Do they consistently perform behavior over time? What are the consequences when they do not? If they perform a behavior that seemingly may lead to a loss of trust, how do they adjust and do they regain the original level of trust? Also, it is important for future research to explore whether or not the performance of trust building communication behaviors differ according to gender or by cultural group? Do cross-gender or

cross-cultural interactions occur? Do principals demonstrate different behaviors depending upon the demographic background of their teachers? Finally, future studies should include knowledge and motivation as measures of leader communication competence in order to more fully describe a model of how communication relates to trust.

Nevertheless, these results compel principals and leaders in general to examine their behavior when interacting with teachers. The results also remind leadership preparation programs about the importance of relationships. We cannot forget to include course experiences about communication and relationships along with other content material such as school law, data driven management, curriculum development and management, and finance,. Natural ability may make a difference, but Colvin (2006) suggested that strategic practice and hard work are the keys to greatness. He wrote:

The best people in any field are those who devote the most hours to what the researchers call, “deliberate practice.” It's activity that's explicitly intended to improve performance, that reaches for objectives just beyond one's level of competence, provides feedback on results, and involves high levels of repetition (Practice makes perfect section, para. 1).

Leaders and followers engage in transactions that shape relationships, and thereby shape school and organizational cultures and impact student learning. Leadership at its best is deliberate practice that builds trust.

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APPENDIX A: Instrument

CSTILS 1.1

Introduction and Instructions

Dear Colleague:

My name is Ian Sutherland. I am the Director for Academic Affairs at Brent International School Manila and I am also a doctoral student at Lehigh University, under the advisement of Dr. Ron Yoshida. I am conducting a dissertation that will examine the relationship between communication competence and trust in leaders. I am interested in your honest opinions.

If you have received this survey your superintendent or head of school has approved this research according to the expectations of your school. Your role in this study will be to complete one questionnaire. The first section of the questionnaire measures your perception of your principal's communication skill. The second section of the questionnaire measures your trust in your principal. There are 38 items in all for you to answer and your participation will require approximately ten minutes. The survey will end when you come to the completion page and select the "complete" button.

Data gathered will be completely confidential. Your superintendent or head of school, principal, and colleagues will not have any access to, or knowledge of, individual or school-wide responses. Neither your school nor any individual teacher will be identified anywhere in the survey. School and personal information is not asked for or allowed to be collected in the actual research survey. Your participation in this study is strictly voluntary. Should you choose not to participate or to withdraw your participation at any point in the experience, for any reason, your relationship with your school and/or Lehigh University will not be affected. The Human Subjects Review Board at Lehigh University has approved the procedures designed to insure the confidentiality of all participants. All teacher responses are anonymous. The EARCOS Executive Director and staff have also reviewed and endorsed this study and its procedures as both ethically sound and a valuable contribution to the field of international school leadership. A pilot study was conducted to review the items and the comfort of participants in responding honestly to the items.

If you have any questions or concerns, please contact Ian Sutherland at ies206@lehigh.edu, and/or Dr. Ron Yoshida at rky2@lehigh.edu. If you would like to talk to someone other than the researcher, you are encouraged to contact Susan E. Disidore at (610)758-3020 (sus5@lehigh.edu) or Troy Boni at (610)758-2985 (tdb308@lehigh.edu) of Lehigh University's Office of Research and Sponsored Programs. All reports or correspondence will be kept confidential.

I know how busy you are, so I greatly appreciate that you would consider participating in this study. While you will not be compensated for your participation, one participant will be randomly selected to receive a gift of an Apple iPad, and five others will receive an Apple iPod Nano. If you wish to be eligible for one of these gifts you will find information at the end of the survey.

In order to participate, you will need to indicate your informed consent. To access the survey, please select the appropriate options below, indicating your willingness to participate in the study.

Sincerely,
Ian Sutherland

Are you a full-time teacher?

- Yes, I am a full-time teacher.
- No, I am not a full-time teacher.

I have read the instructions and understand the study.

- Yes, I have read the instructions and I understand the study.
- No, I do not understand and wish to exit the study.

Informed consent to participate in the study.

- Yes, I give my informed consent to participate in this study.
- No, I do not give my consent to participate in this study.

CSTILS 1.1

Relationship to Supervisor

This survey is seeking your honest opinion about your direct supervisor. When answering the questions you should focus on one person, your supervisor. In order to clarify the nature of your relationship, please select the title of your direct supervisor, or indicate the title in the comment field. More than one choice is acceptable.

Head of School or Superintendent

Principal

Assistant or Vice Principal

Other (please specify)

Please estimate on average, the frequency of the conversational interactions you have, per week, with the supervisor you have indicated above. The interactions must include a conversation of any length.

No Interactions

1-3 Interactions

4-6 Interactions

7-9 Interactions

10 Or More Interactions

CSTILS 1.1

Communication Skill

Rate how skillfully your principal (the one principal directly supervising you) uses or does not use the following communicative behaviors in conversations, where:

- 1- INADEQUATE (use is awkward, disruptive, or results in a negative impression of communication skill)
- 2- FAIR (occasionally awkward or disruptive, occasionally inadequate)
- 3- ADEQUATE (sufficient, but neither noticeable or excellent. Produces neither strong positive or negative impressions)
- 4- GOOD (use was better than adequate but not outstanding)
- 5- EXCELLENT (use is smooth, controlled, results in positive impressions of communication skills)

Speaking rate (neither too slow nor too fast)

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Speaking fluency (pauses, silences, "uh" etc.)

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vocal confidence (neither too tense/nervous nor overly confident sounding)

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Articulation (clarity of pronunciation and linguistic expression)

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vocal variety (neither overly monotone nor dramatic voice)

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Volume (neither too loud nor too soft)

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Posture (neither too closed/formal nor too open/informal)

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lean toward partner (neither too far forward nor too far back)

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CSTILS 1.1

Communication Skills 2

Rate how skillfully your principal (the one principal directly supervising you) uses or does not use the following communicative behaviors in conversations, where:

1- INADEQUATE (use is awkward, disruptive, or results in a negative impression of communication skill)

2- FAIR (occasionally awkward or disruptive, occasionally inadequate)

3- ADEQUATE (sufficient, but neither noticeable or excellent. Produces neither strong positive or negative impressions)

4- GOOD (use was better than adequate but not outstanding)

5- EXCELLENT (use is smooth, controlled, results in positive impressions of communication skills)

Shaking or nervous twitches (aren't noticeable or distracting)

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Unmotivated movements aren't noticeable or distracting (tapping feet, fingers, hair-twirling, etc.)

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Facial expressiveness (neither blank nor exaggerated)

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Nodding of head in response to partner statements

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use of gestures to emphasize what is being said

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use of humor and/or stories

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Smiling and/or laughing

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use of eye contact

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CSTILS 1.1

Communication Skills 3

Rate how skillfully your principal (the one principal directly supervising you) uses or does not use the following communicative behaviors in conversations, where:

- 1- INADEQUATE (use is awkward, disruptive, or results in a negative impression of communication skill)
- 2- FAIR (occasionally awkward or disruptive, occasionally inadequate)
- 3- ADEQUATE (sufficient, but neither noticeable or excellent. Produces neither strong positive or negative impressions)
- 4- GOOD (use was better than adequate but not outstanding)
- 5- EXCELLENT (use is smooth, controlled, results in positive impressions of communication skills)

Asking questions

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Speaking about partner (involvement of a partner as topic of conversation)

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Speaking about self (neither too much nor too little)

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Encouragements or agreements (encouragement of partner to talk)

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal opinion expression (neither too passive nor aggressive)

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Initiation of new topics

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Maintenance of topics and follow-up comments

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interruption of partner speaking turns

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use of time speaking relative to partner

	INADEQUATE	FAIR	ADEQUATE	GOOD	EXCELLENT
My principal is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CSTILS 1.1

Overall Competence

Rate your principal's overall performance on a five point scale. My principal is a...

Conversationalist

Poor

 2 3 4

Good

Conversationalist

Conversationalist

Social Skills

Socially Unskilled

 2 3 4

Socially Skilled

Competence

Incompetent

Communicator

 2 3 4

Competent

Communicator

Appropriateness

Inappropriate

Communicator

 2 3 4

Appropriate

Communicator

Effectiveness

Ineffective

Communicator

 2 3 4

Effective

Communicator

CSTILS 1.1

Overall Competence

Rate your principal's overall performance on a five point scale. My principal is a...

Conversationalist

Poor
Conversationalist

2

3

4

Good
Conversationalist

Social Skills

Socially Unskilled

2

3

4

Socially Skilled

Competence

Incompetent
Communicator

2

3

4

Competent
Communicator

Appropriateness

Inappropriate
Communicator

2

3

4

Appropriate
Communicator

Effectiveness

Ineffective
Communicator

2

3

4

Effective
Communicator

CSTILS 1.1

Trust in Principal

For the next eight items please indicate your level of agreement with each statement from strongly agree to strongly disagree. Your answers are confidential.

Teachers at my school have faith in the integrity of the principal.

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Select one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers at my school trust the principal.

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Select one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The teachers at my school are suspicious of most of the principal's actions.

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Select one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The principal at my school typically acts in the best interest of teachers.

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Select one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The principal at my school does not show concern for the teachers.

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Select one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers at my school can rely on the principal.

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Select one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The principal at my school is competent in doing his or her job.

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Select one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The principal at my school doesn't tell teachers what is really going on.

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Select one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CSTILS 1.1

Closing Information

Thank you for participating in this study. Please be reminded that if you have any questions about the study, please contact me directly by email at les206@lehigh.edu, by phone at +1.828.414.4846, or on my cell phone at +63.917.575.9289. You may also contact my advisor Dr. Ron Yoshida at Lehigh University by email at rky2@lehigh.edu, or by phone at +1.610.758.6249. Any problems or concerns that may result from your participation in this study may be reported to Ruth Tallman, Office of Research, Lehigh University – +1.610.758.3024.

When you complete this survey you will be redirected to a new survey that will allow you to enter your name and contact information into the prize drawing, and request a final copy of the research report. If you wish to be considered for the drawing of the grand prize of an Apple iPad, or the five runner up prizes of an Apple iPod Nano, please provide your name and email address in that new survey page. Be assured that your name and any contact information cannot be linked to your responses in this survey.

Thank you!

APPENDIX B: Letter of Invitation

Subject: Letter of Invitation

Date

Superintendent's Name

School

School Address Line 1

School Address Line 2

Dear *Superintendent*:

My name is Ian Sutherland. I am the Director for Academic Affairs at Brent International School Manila. I am also a doctoral student at Lehigh University under the advisement of Dr. Roland (Ron) Yoshida. I am conducting a dissertation that will examine the relationship between communication competence and trust in a leader.

Will you please help me to complete this study? Your role in this study will be to encourage your teachers' voluntary participation and to send an instructional email with a link to an electronic survey that your faculty will complete. Teachers' participation will require approximately ten minutes or less to complete the survey instrument. While the teachers will not be compensated for their participation, one participant will be randomly selected to receive a gift of an Apple iPad, and five others will receive an Apple iPod Nano as a token of my appreciation. I know how busy you and your staff members are. I greatly appreciate your consideration of my request.

Strict confidentiality will be maintained throughout this study in accordance with the *Federal Policy for the Protection of Human Subjects* (Federal Register, 1991) and the *Ethical Principles in the Conduct of Research with Human Participants* (APA, 1982). Data will be reported with no identification of individuals or schools. Your participation is strictly voluntary, as is the participation of each of your teachers. The only risk to you and your teachers is the potential breach of confidentiality, which I am taking specific steps to avoid. Neither your school nor any individual teacher will be identified anywhere in the survey. School and personal information is not asked for or allowed to be collected in the actual research survey. In addition, the EARCOS executive director, Dick Krajczar, and the EARCOS staff have reviewed the proposal and have endorsed the study as both ethically sound and meaningful for our understanding of effective international school leadership.

To indicate your willingness to participate in the study, please email me at ies206@lehigh.edu. In your email please clearly state your consent for your school to participate. Your positive response via email will serve as your consent to send you the

instructional email with a link to the electronic survey instrument. Please retain this letter for your reference and information about informed consent.

If you have any questions about the study, please contact me directly by email at ies206@lehigh.edu, by phone at +1.828.414.4846, or on my cell phone at +63.917.575.9289. You may also contact my advisor Dr. Ron Yoshida at Lehigh University by email at rky2@lehigh.edu, or by phone at +1.610.758.6249. Any problems or concerns that may result from your participation in this study may be reported to Susan E. Disidore at +1.610.758. 3020 (email: sus5@lehigh.edu) or Troy Boni at +1.610.758. 2985 (email: tdb308@lehigh.edu) of Lehigh University's Office of Research and Sponsored Programs.

Sincerely,

Ian Sutherland
Director for Academic Affairs,
Brent International School Manila

Dick Krajczar
Executive Director
EARCOS

APPENDIX C: Follow Up Letter of Invitation

Subject: Follow Up Letter of Invitation

Date

Dear *Superintendent*:

I understand how busy you are and appreciate your time. This is a follow up communication requesting your approval for *School Name* teachers to participate in a study that is endorsed by EARCOS. My name is Ian Sutherland. I am the Director for Academic Affairs at Brent International School Manila. I am also a doctoral student at Lehigh University under the advisement of Dr. Roland (Ron) Yoshida. I am conducting a study that will examine the relationship between communication competence and trust in leaders.

Your role would be to forward an instructional email to your faculty that includes a link to an electronic survey, and to encourage your teachers' voluntary participation. Teachers' participation will require approximately ten minutes or less to complete the survey instrument.

To indicate your willingness to allow *School Name* teachers to participate in the study please reply to this email. In your email please clearly state your consent for your school to participate. Your positive response via email will serve as your consent for me to send you the instructional email with a link to the electronic survey instrument. Please retain this letter and the initial letter below for your future reference.

If you have any questions please do not hesitate to email me. Dick Krajczar has also offered to answer any questions you might have.

With sincere thanks,

Ian Sutherland
Director for Academic Affairs,
Brent International School Manila

Dick Krajczar
Executive Director
EARCOS

-----Forwarded Initial Email-----
On Mon, Jan XX, 2011 at X:00 XM, Ian E. Sutherland

<isutherland@brent.edu.ph> wrote:

Superintendent's Name
School
School Address Line 1
School Address Line 2

Dear *Superintendent*:

My name is Ian Sutherland. I am the Director for Academic Affairs at Brent International School Manila. I am also a doctoral student at Lehigh University under the advisement of Dr. Roland (Ron) Yoshida. I am conducting a dissertation that will examine the relationship between communication competence and trust in leaders.

Will you please help me to complete this study? Your role in this study will be to encourage your teachers' voluntary participation and to send an instructional email with a link to an electronic survey that your faculty will complete. Teachers' participation will require approximately ten minutes or less to complete the survey instrument. While the teachers will not be compensated for their participation, one participant will be randomly selected to receive a gift of an Apple iPad, and five others will receive an Apple iPod Nano as a token of my appreciation. I know how busy you and your staff members are. I greatly appreciate your consideration of my request.

Strict confidentiality will be maintained throughout this study in accordance with the *Federal Policy for the Protection of Human Subjects* (Federal Register, 1991) and the *Ethical Principles in the Conduct of Research with Human Participants* (APA, 1982). Data will be reported with no identification of individuals or schools. Your participation is strictly voluntary, as is the participation of each of your teachers. The only risk to you and your teachers is the potential breach of confidentiality, which I am taking specific steps to avoid. Neither your school nor any individual teacher will be identified anywhere in the survey. School and personal information is not asked for or allowed to be collected in the actual research survey. In addition, the EARCOS executive director, Dick Krajczar, and the EARCOS staff have reviewed the proposal and have endorsed the study as both ethically sound and meaningful for our understanding of effective international school leadership.

To indicate your willingness to participate in the study, please email me at ies206@lehigh.edu. In your email please clearly state your consent for your school to participate. Your positive response via email will serve as your consent to send you the instructional email with a link to the electronic survey instrument. Please retain this letter for your reference and information about informed consent.

If you have any questions about the study, please contact me directly by email at ies206@lehigh.edu, by phone at +1.828.414.4846, or on my cell phone at +63.917.575.9289. You may also contact my advisor Dr. Ron Yoshida at Lehigh University by email at

rky2@lehigh.edu, or by phone at +1.610.758.6249. Any problems or concerns that may result from your participation in this study may be reported to Susan E. Disidore at +1.610.758. 3020 (email: sus5@lehigh.edu) or Troy Boni at +1.610.758. 2985 (email: tdb308@lehigh.edu) of Lehigh University's Office of Research and Sponsored Programs.

Sincerely,

Ian Sutherland
Director for Academic Affairs,
Brent International School Manila

Dick Krajczar
Executive Director
EARCOS

APPENDIX D: Letter of Instructions

Subject: Faculty Letter of Instruction

Date

Dear Colleague:

My name is Ian Sutherland. I am the Director for Academic Affairs at Brent International School Manila. I am also a doctoral student at Lehigh University under the advisement of Dr. Roland (Ron) Yoshida. I am conducting a dissertation that will examine the relationship between communication competence and trust in leaders. Your head of school has given approval for you to participate and is forwarding this letter of instruction to you. The Human Subjects Review Board at Lehigh University has approved the procedures designed to insure the confidentiality of all participants. In addition, the EARCOS executive director, Dick Krajczar, and the EARCOS staff have reviewed the proposal and have endorsed the study as both ethically sound and meaningful for our understanding of effective international school leadership.

Will you please help me with this study?

Your role in this study will complete a survey instrument that will take approximately ten minutes. While you will not be compensated for their participation, one participant will be randomly selected to receive a gift of an Apple iPad, and five others will receive an Apple iPod Nano as a token of my appreciation. I know how busy you are. I greatly appreciate your consideration of my request.

If you are willing to participate, please follow this link:

www.surveymonkey.com/XPFV102KY

Sincerely,

Ian Sutherland
Director for Academic Affairs,
Brent International School Manila

APPENDIX E: Follow Up Letter of Instructions

Subject: Follow up instructions for *School Name* teachers

Dear *Superintendent*,

Thank you again for facilitating the participation of *School Name* teachers in my study. I am required to finish my data collection very soon and am following up with all of the schools in my sample. I wanted to ask if you might follow up with one reminder to your faculty, encouraging voluntary participation. The email and link are copied below in case you need it. I completely understand if you are not comfortable with a reminder and decide not to do so.

Thanks again for your support!

All the best,

Ian Sutherland

----- Forwarded message -----

From: Ian E. Sutherland <isutherland@brent.edu.ph>

Date: Wed, Feb 9, 2011 at 3:19 PM

Subject: Instructions for Teachers

To:

Dear Colleague:

My name is Ian Sutherland. I am the Director for Academic Affairs at Brent International School Manila. I am also a doctoral candidate at Lehigh University under the advisement of Dr. Roland (Ron) Yoshida. I am conducting a study that will examine the relationship between communication competence and trust in leaders.

Superintendent has given approval for you to participate and is forwarding this letter of instruction to you. The Human Subjects Review Board at Lehigh University has approved the procedures designed to insure the confidentiality of all participants. In addition, the EARCOS executive director, Dick Krajczar, and the EARCOS staff have reviewed the proposal and have endorsed the study as both ethically sound and meaningful for our understanding of effective international school leadership.

Will you please help me with this study?

Your role in this study will complete a scale that will take approximately ten minutes. While you will not be compensated for your participation, one participant will be randomly selected to receive a gift of an Apple iPad, and five others will receive an Apple iPod Nano as a token of my appreciation. I know how busy you are. I greatly appreciate your consideration of my request.

If you are willing to participate, please follow the link below. Further instructions will be given at the beginning of the survey.

<http://www.surveymonkey.com/s/7RMT63C>

Sincerely,

Ian Sutherland

APPENDIX F: Prize Drawing and Final Report Request Survey

CSTILS Prize Drawing and Final Report Request

You have been directed to this location to allow you to enter the prize drawing and/or receive the final research report for the Communication Skills and Trust in Leader Survey. No connection can be made between this survey and your responses on the Communication Skills and Trust in Leader Survey. Providing your personal information is entirely optional. Please see the options below.

Please review the options below, and then SELECT ALL THAT APPLY.

NO thank you, please exit the survey.

YES, I would like a copy of the final report.

YES, I would like to be entered into the prize drawing.

If you selected YES to any option, please provide your NAME and EMAIL ADDRESS so that you can be contacted. Your information will be kept strictly confidential.

APPENDIX G: Vitae

Ian E. Sutherland

276-H Watauga Village Drive, #127
Boone, North Carolina 28607
iesutherland@gmail.com

Education

Doctor of Education, Educational Leadership Lehigh University, Bethlehem, PA	September, 2011
Master of Education, Curriculum and Instruction George Mason University, Fairfax, VA	August, 2005
Bachelor of Arts, Psychology The Pennsylvania State University, State College, PA	May, 1999

Professional Experience

Principal, Lower School and Early Learning Center Brent International School Manila, Biñan, Laguna, Philippines	2011 – Present
Director for Academic Affairs Brent International School Manila, Biñan, Laguna, Philippines	2008 – 2011
Upper School Faculty Brent International School Manila, Biñan, Laguna, Philippines	2002 – 2007
Development and Education Consultant The Palawan Project Foundation, Inc.	1999 – Present
WE International Philippines, Inc.	2010 – Present