CARNEGIE

Trustworthy leadership:
Building reputational accountability

AAC&U Forum on Transformational Leadership

Emma Jones | April 3, 2025

Presenter



Emma Jones

Executive Vice President, Credo

The Charming and Confident Director

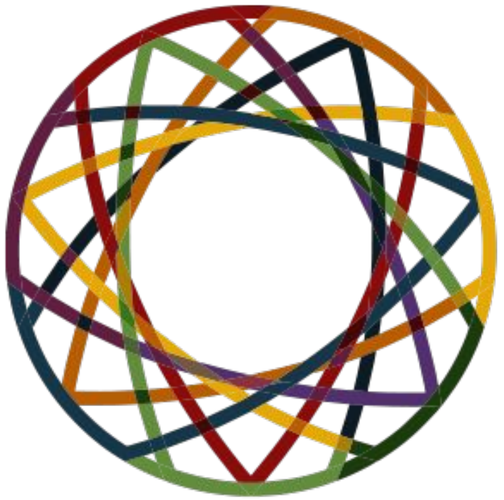
20+ years in higher ed and international ed

Keynote speaker on leadership, change, and trust in higher education

Facilitator for national leadership development programs

Curator for Credo's higher ed marketplace relationships

Executive Editor for Credo Press



CREDO

POWERED BY CARNEGIE

Focus Areas

+ Strategy

+ Strategic Planning
+ Institutional Optimization
+ Feasibility Studies
+ Program Market Analysis
+ Merger & Acquisition Advising

+ Student Success

+ Moving the Needle
+ Student Success Assessments
+ Residential Life Experience Planning
+ Success Initiatives

+ Campus Planning & Architecture

+ Campus Planning
+ Focused Facilities Planning
+ Classroom Utilization
+ New Facility Design
+ Comprehensive Facility Renovations

+ Leadership

+ Leadership Development Programs
+ Board Development
+ Team Development
+ Executive Coaching
+ Strategic Presidential Advising
+ The Credo Collective

CARNEGIE

Credo = We Believe

in the transformative impact of education.

January 2025

Across all our work, we know...

The challenges in higher ed won't be solved by strong leaders alone.

But they won't be solved at all without strong leaders at the table.

CARNEGIE

1

Why talk about trust and reputation?

Our reputation is built on the consistency with which people can expect us to show up.

... and is a powerful asset when that consistency is positively experienced, and thus generates trust.

Trust is foundational in the quality of our relationships.

... and is a key component in successfully navigating complex change in organizations.

LET'S DEFINE IT.

Reputational accountability is:

- created when organizations are transparent, ethical, and responsive to stakeholders - these characteristics build organizational reputation, which stakeholders then expect.

- created when colleagues experience the leadership behaviors from you that they then expect.

LET'S DEFINE IT.

Trust…

- is a positive expectation of another's motives
- is a choice
- is anticipatory
- is reciprocal

Migliore, 2012; Reichheld & Dunlop, 2023; Reina & Reina, 2015

CARNEGIE

Trust Challenges

TRUST IS INTANGIBLE - A COMPLEX SOCIAL CONSTRUCT

TRUSTWORTHINESS DOES NOT EQUATE TO BEING TRUSTED

TRUST AT ANY LEVEL REQUIRES VULNERABILITY

TRUST IS HARD TO BUILD AND EASY TO BREAK

TEAMS AND ORGANIZATIONS MOVE AT THE SPEED OF TRUST

CARNEGIE

The Four Relational Hierarchies of Trust

What are the dimensions of trust that inform trust dynamics in professional spaces?

+ Self-Trust

An individual's capacity to extend trust to others and to self; involves a willingness to be vulnerable and assume risk in trusting others.

+ Interpersonal Trust

Relational, 1:1 trust among colleagues and friends. High value, hard to scale to organizations.

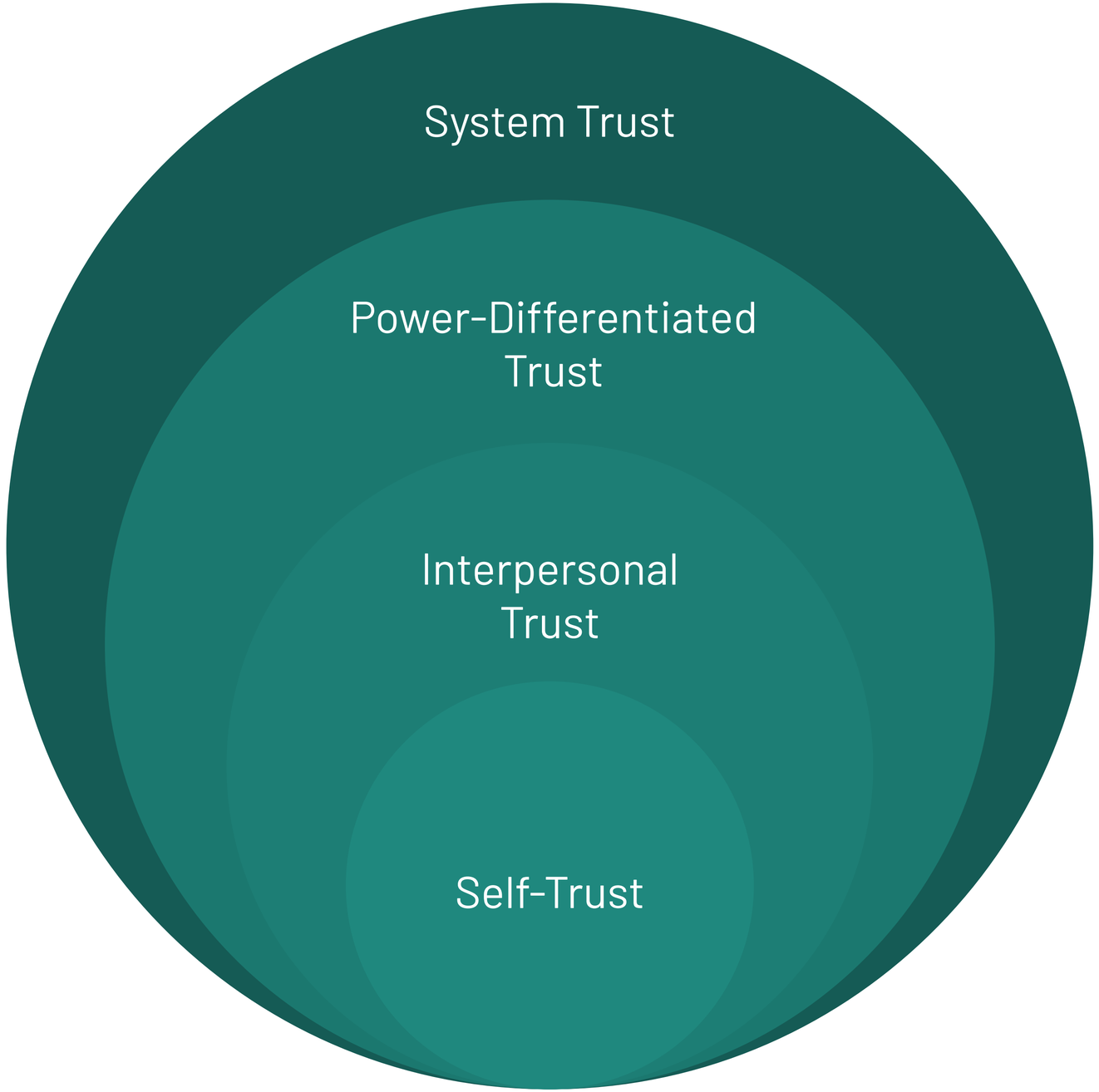
+ Power-Differentiated Trust

Informed by positional/ hierarchical roles; more significantly, through systems of systemic oppression and layers of individual identity

+ System Trust

The degree to which members of a group trust the integrity of the system. In systems, trust and organizational controls sit in tension.

Relational Hierarchy of Trust



?

With a Neighbor

+ How does your degree of self-trust impact how you lead?

+ How does power-differentiated or system trust show up at your institution?

CARNEGIE

2

Building Trust in Uncertain Times

CARNEGIE

HUMANITY

HUMILITY

PERSPECTIVE

SELF-CARE

HOPE

Consider these intentions:

I will lead with...



With a Neighbor

+ What resonates for you the most about how you are leading right now?

+ What do you think you may need to place focus on?

CONNECTING THE DOTS

- The degree to which you build trust through your leadership informs your reputation.

- Your reputation, when positively experienced, will be what colleagues hold you accountable to; and a standard to which you hold yourself.

?

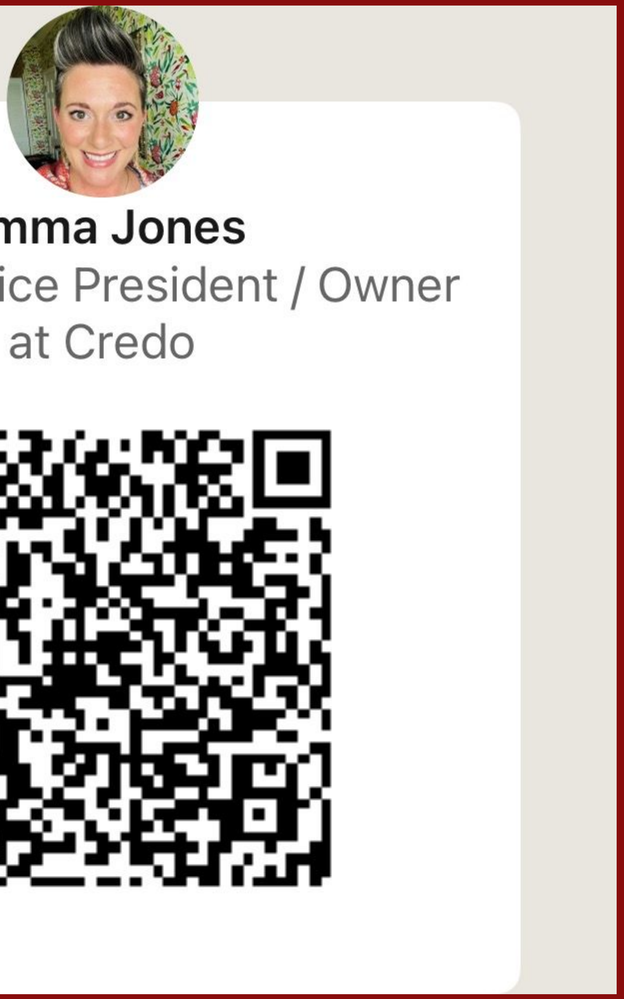
On Your Own

+ To what reputation do YOU want to be accountable?

+ Who can be your accountability partner(s)?

Q&A...

CredoHigherEd.com
CarnegieHigherEd.com



+ today's agenda

1. Why do trust and reputation matter?
2. How can we define trust?
3. How can we build reputational accountability?
4. Questions + Answers

550+ Colleges, universities, and higher education association clients since 1995

175+ Projects per year with about 120 clients

30 Team members, + external affiliates

4 Areas of Focus

About CredoPBC

- **Mission:** To help higher education thrive in order to impact the success of students.
- **Focus:** Strategy, leadership, and culture as the primary drivers of institutional health and the student experience.
- **Impact:** To shape transformational experiences for a million learners and the leaders who stand in service to them.

Our National Partnerships

+ Higher Ed Associations & Organizations











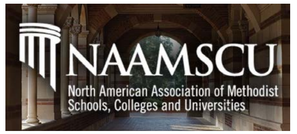


















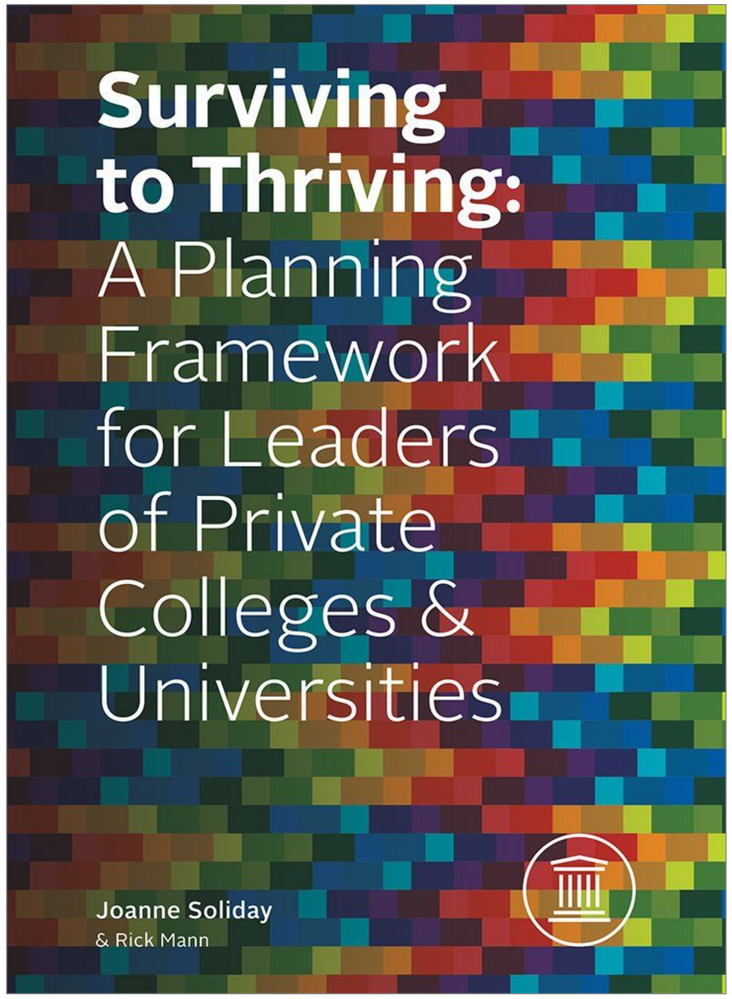


Partners at a Glance

+ Advancing institutional strategy, campus planning, and student success

Austin Community College District
Duke University
University of St. Thomas Minnesota
Ohio Wesleyan University
University of the Ozarks Clarksville • Arkansas
CMU Online Central Michigan University
California Lutheran University
Morehouse College
St. Olaf College
Dunwoody College of Technology
Macalester
Rose-Hulman Institute of Technology
Mizzou Online
UCSF University of California San Francisco
Valparaiso University
Wake Forest University
University of North Alabama

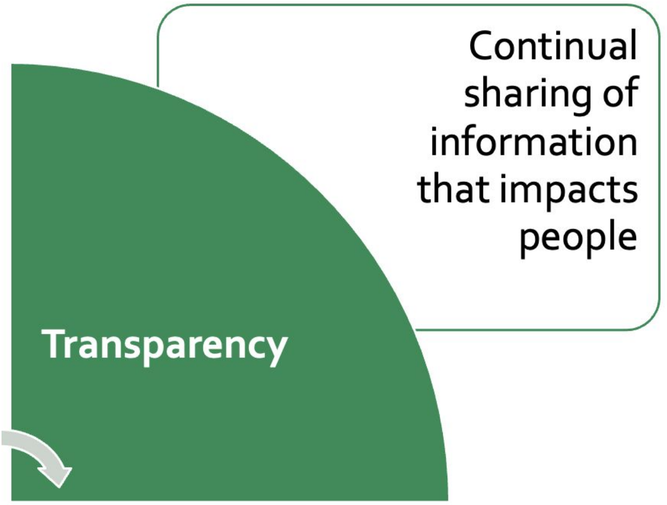
Our Experience Guides Our Thinking





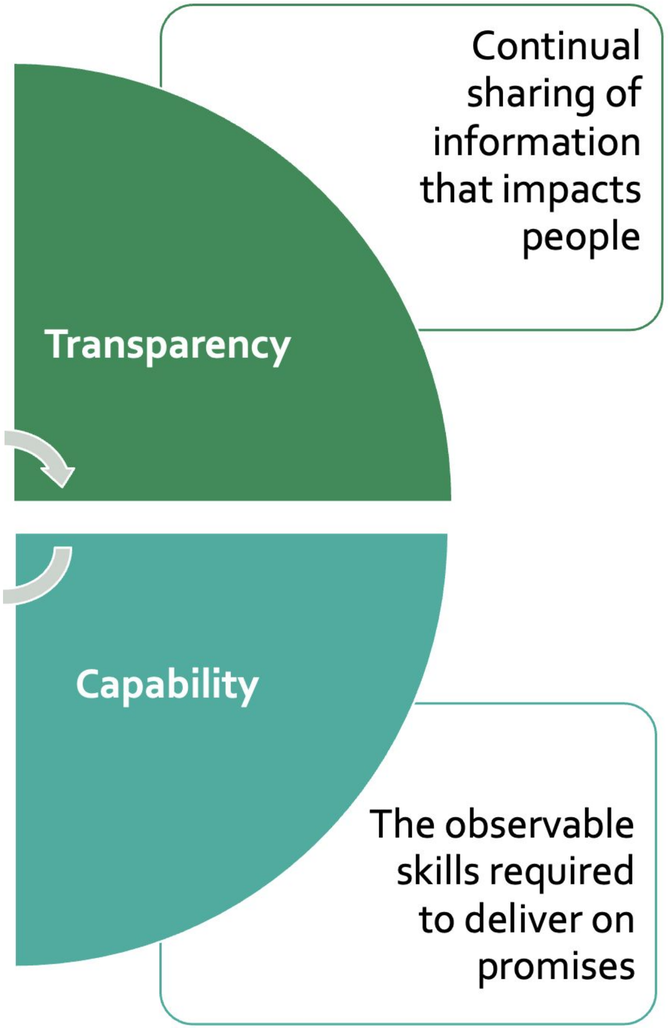
- Thriving Framework for Universities
- Framework for Sustaining in the College Presidency
- Trustworthy Leadership

FOUR FACTORS OF TRUST



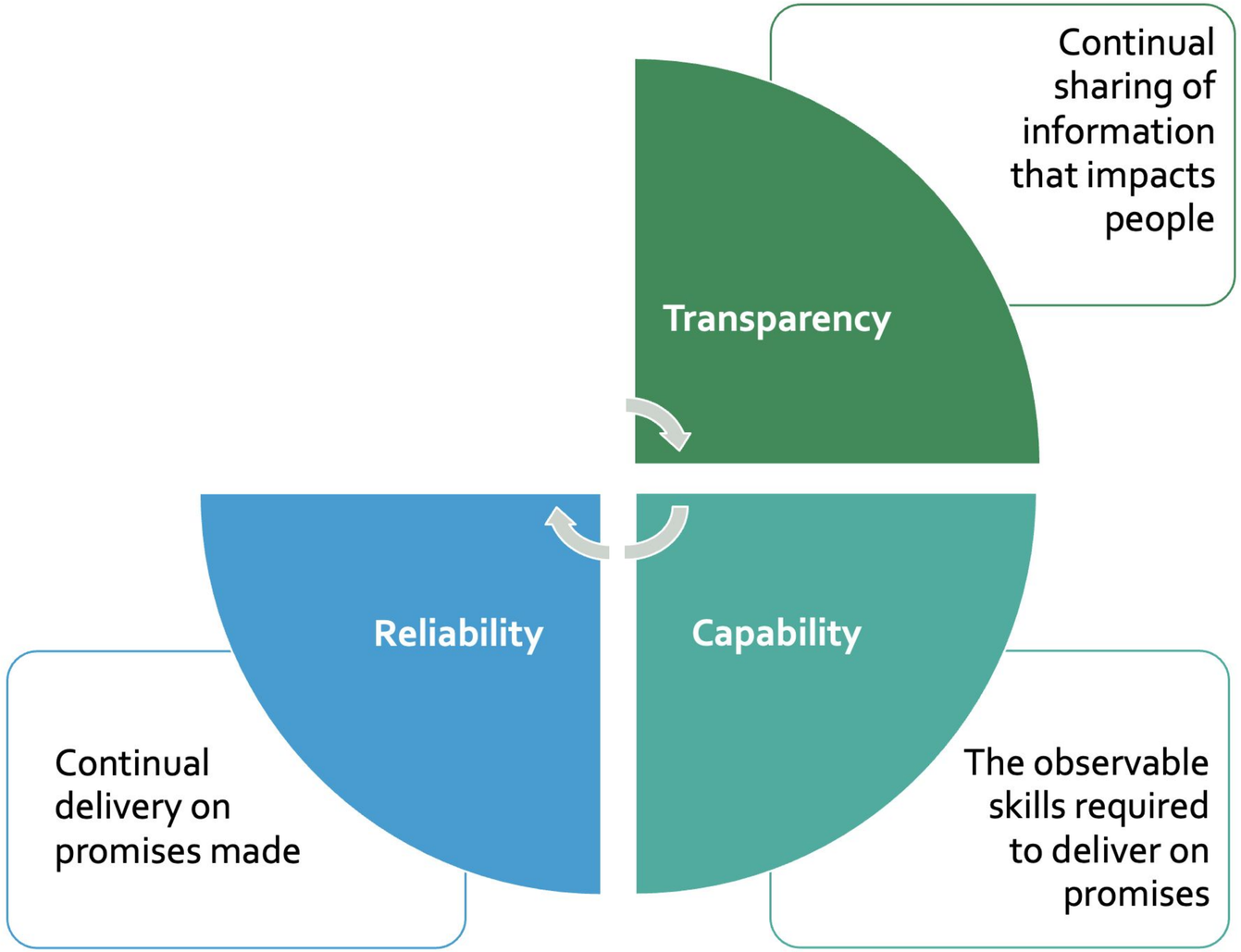
Reichheld & Dunlop, 2023

FOUR FACTORS OF TRUST



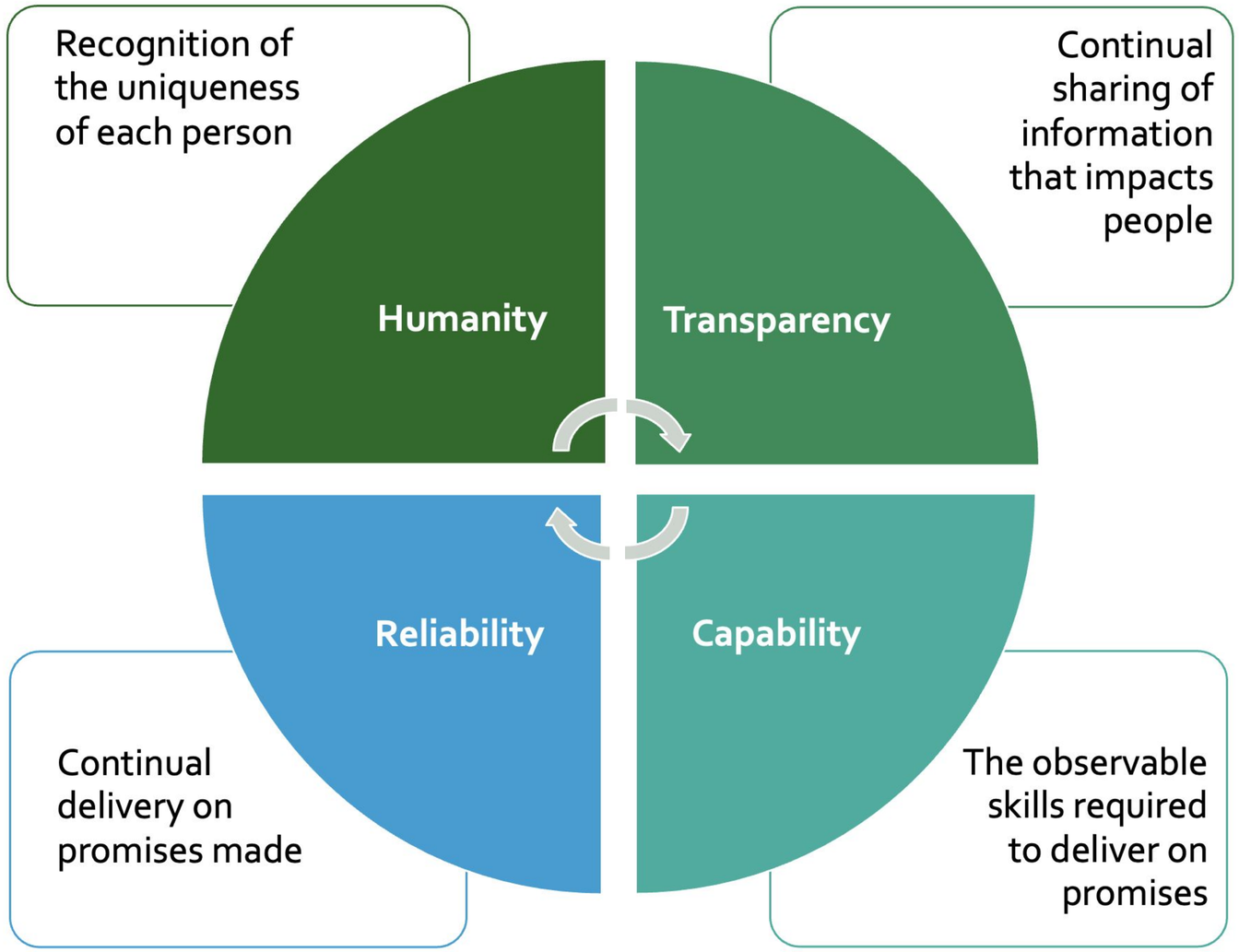
Reichheld & Dunlop, 2023

FOUR FACTORS OF TRUST



Reichheld & Dunlop, 2023

FOUR FACTORS OF TRUST



Reichheld & Dunlop, 2023

CARNEGIE

Today’s Goal

[ADD A LEARNING GOAL BELOW - delete this and bullet points below after you have inserted the goal.]

- A learning goal is a broad, general statement about what you hope to achieve through a learning process.
- **Purpose**: It provides a general direction or intent for learning without specifying the exact measurable outcomes.
- **Example**: "Understand the principles of effective management."

Consider the intersections of trust-building and reputational accountability for leaders

Learning Outcomes

[ADD 2-3 LEARNING OUTCOMES BELOW - delete this and bullet points below after you have inserted the goal.]

- Learning outcomes are specific, measurable statements that describe what learners will be able to do as a result of the learning process.
- **Purpose**: They provide clear criteria for assessing whether the learning goal(s) have been met and focus on the skills, knowledge, or attitudes the learner will demonstrate.
- **Example**: "Apply the principles of effective management to resolve workplace conflicts." Consider starting with words like: understand, learn, describe, identify, apply, etc.

Remember, learning goals set the direction for learning, while learning outcomes specify the tangible results of the learning process.

- XXX
- XXX
- XXX

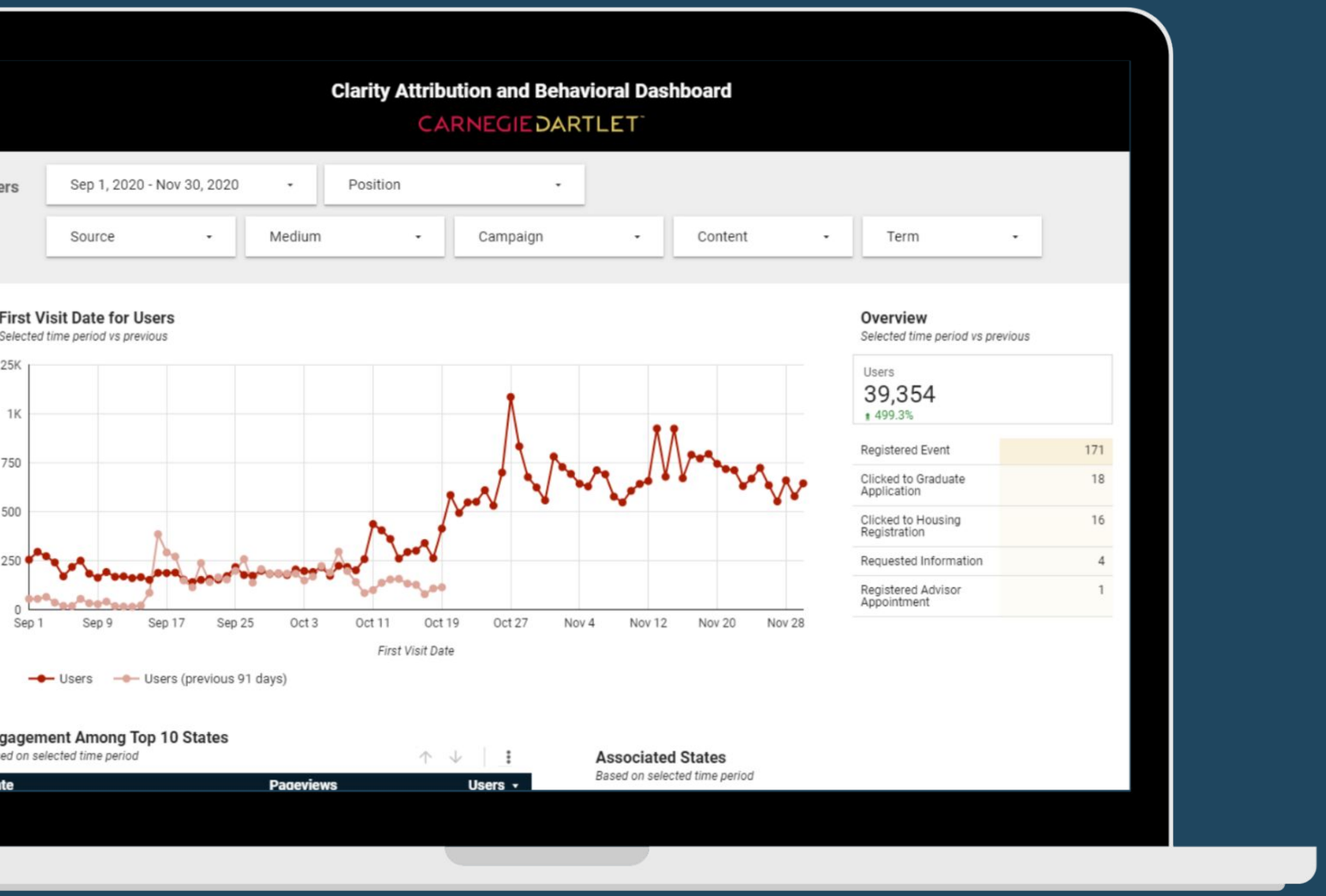


Image Slide Header

Insert supporting text here. Bold your keywords for ease of reference. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Donec egestas consequat viverra. In faucibus placerat augue, quis blandit est malesuada pellentesque.

CARNEGIE

3

You Get The Point

CARNEGIE

Subhead Text

Repeat As Needed

CARNEGIE

4

Questions + Answers