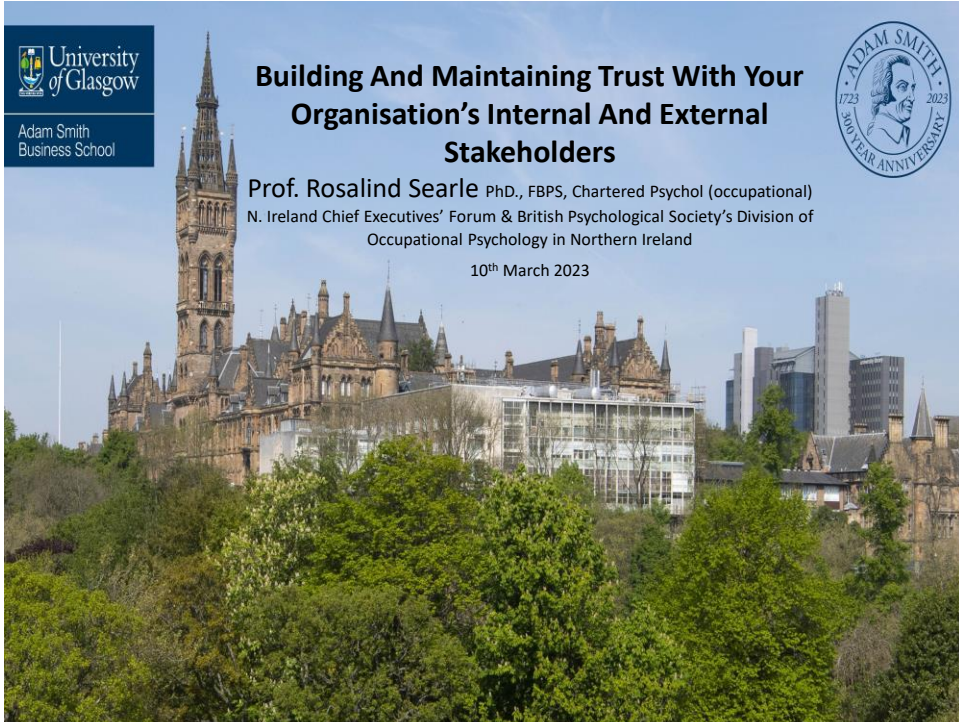


Building And Maintaining Trust With Your Organisation's Internal And External Stakeholders

Prof. Rosalind Searle PhD., FBPS, Chartered Psychol (occupational)
N. Ireland Chief Executives' Forum & British Psychological Society's Division of Occupational Psychology in Northern Ireland

10th March 2023



1



Agenda

- Understanding trust – why it matters
Evidence from Global survey on trust
- How trusted is your organization?
- What happens to trust in a crisis
- Stress and well-being
- Designing interventions in org

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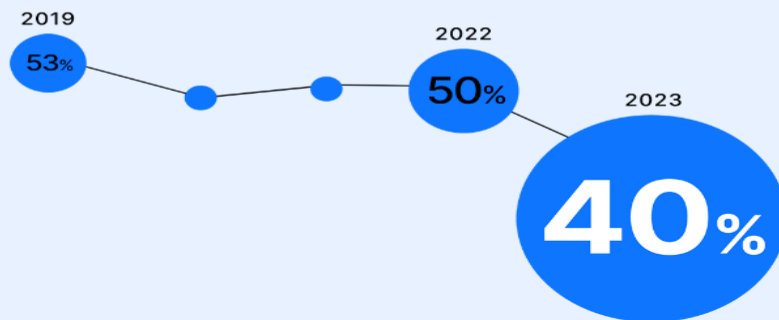
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3

Economic optimism collapses

People now fear for their economic future without a trust safety net. Only 40% of respondents say they and their families will be better off in five years, a 10-point decline from 2022.



4

Exercise: How has your organisation responded to cost of living crisis?



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Thinking about trust

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Defining Trust



➤ *Trust* is a 'willingness to be vulnerable to the actions of another party based on the positive expectations that the other will act beneficially, or at least not inflict harm, irrespective of any monitoring or control mechanism'

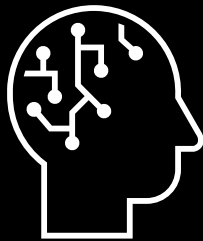
(Mayer et al, 1995; Rousseau et al, 1998)

➤ *Distrust* involves pervasive negative expectations of the motives, intentions or actions of others (Bijlsma-Frankema et al. 2015)

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Trust



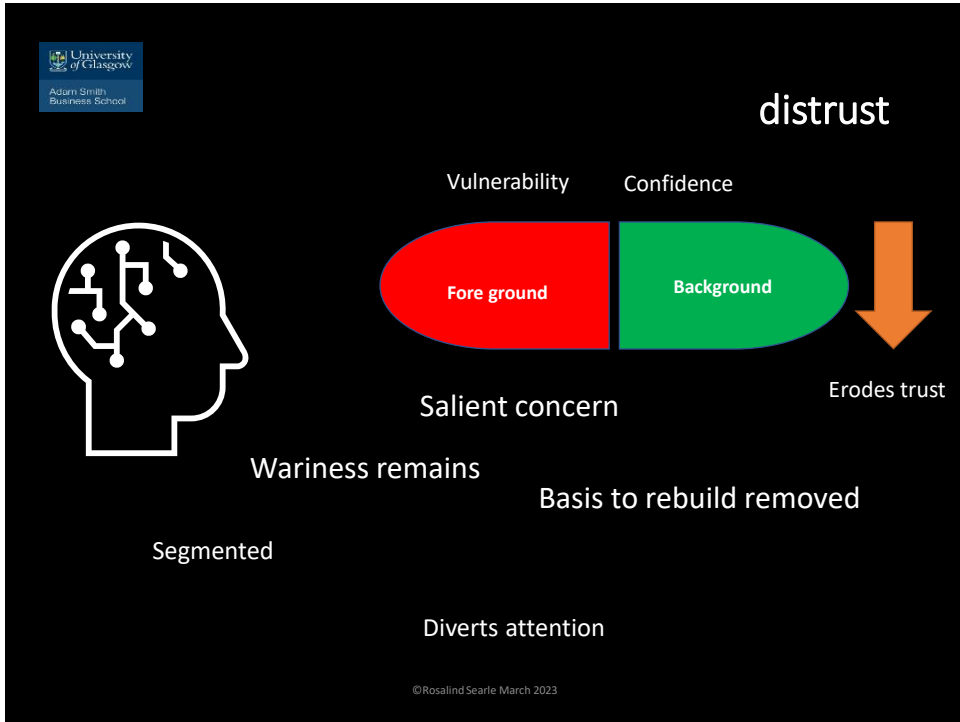
Competence – build trust



No longer a salient concern

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Public vulnerability to the police
Hamm, Searle, Carr & Rivers 2021

- USA study different groups in society
 - Black, White, Muslim
- Perception of vulnerability predict level of trust

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Distrust breeds polarization

Very few would help, live near, or work with someone who disagreed with their point of view:

Only **30%**

would help them if they were in need.

Only **18%**

would be willing to live in the same neighborhood.

Only **20%**

would be willing to have them as a coworker.

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Trust divisions along class lines

Trust Index
(average percent trust in NGOs, business, government, and media)

Distrust (1-49) Neutral (50-59) Trust (60-100)

2023 High income (top 25%)		2023 Low income (bottom 25%)	
64	Global 26	49	Global 26
90	China	71	China
85	Thailand	70	India
84	Saudi Arabia	68	Indonesia
82	Indonesia	64	Saudi Arabia
82	UAE	63	Kenya
78	India	63	UAE
73	Singapore	56	Mexico
70	Kenya	56	Nigeria
66	Malaysia	55	Malaysia
64	Mexico	55	Singapore
63	U.S.	48	Brazil
62	Nigeria	48	Thailand
62	The Netherlands	47	Canada
60	Germany	46	Italy
60	Ireland	46	The Netherlands
59	Italy	44	Colombia
56	Brazil	43	Australia
54	Australia	42	Germany
54	Colombia	42	Ireland
53	Canada	41	S. Africa
52	S. Africa	41	*Sweden
52	*Sweden	40	Spain
51	UK	40	U.S.
49	Spain	37	Argentina
48	Japan	35	UK
47	Argentina	29	Japan
44	S. Korea	29	S. Korea

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Polarisation driven by.....



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Where does in the org trust fit in?

Identity Commitment Trust

Psychological Attachment to employing org

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How is trust built?

How is trust built?

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Confidence in...



Cognitive- based -
Track record/ Reputation
Dependability, Reliability,
Professionalism

**Impact =
Certainty**

**Impact =
Resilience, Reduce Wariness**

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Sources of our Org trust



Org Systems & practices

Delivery through relationships

Individual difference - Propensity to trust

Collective experiences

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Exercise – how trusted is your organisation?

- What do service users say about your organisation?
 - Competence
 - Professionalism
 - Reliability
 - Care and respect for users?

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What matters most?



Searle et al 2011

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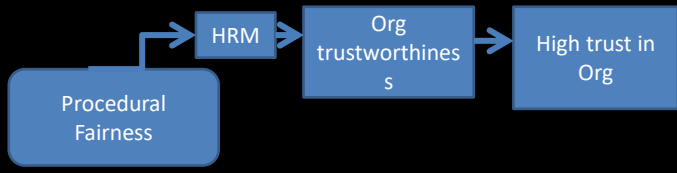
graph LR
    A[HRM policies] --> B[Org trustworthiness]
    C[Procedural Fairness] --> B
    B ==> D[High trust in Org]
  
```

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T'ain't What You Do (It's the Way That You Do It) Searle et al 2011



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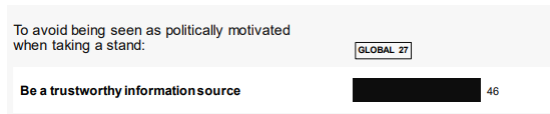
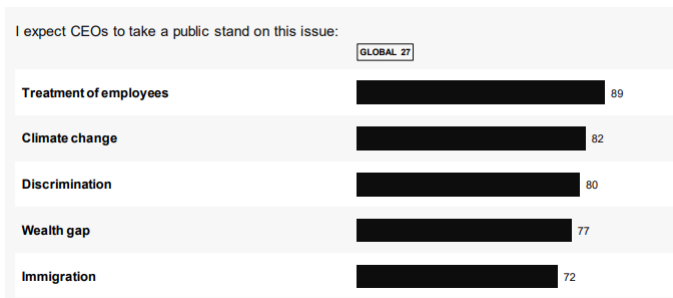
graph LR
    A[Procedural Fairness] --> B[HRM]
    B --> C[Org trustworthines]
    C --> D[High trust in Org]
    
```

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Fairness matters...

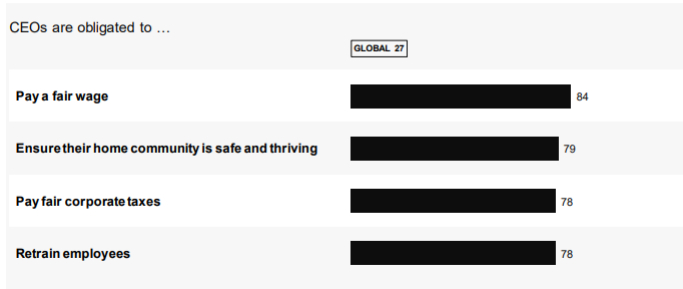


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**Improve Economic Optimism:
Invest in Fair Compensation, Local Communities, Skills Training**

Percent who say



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Building trust

Repairing trust

Feeling trusted

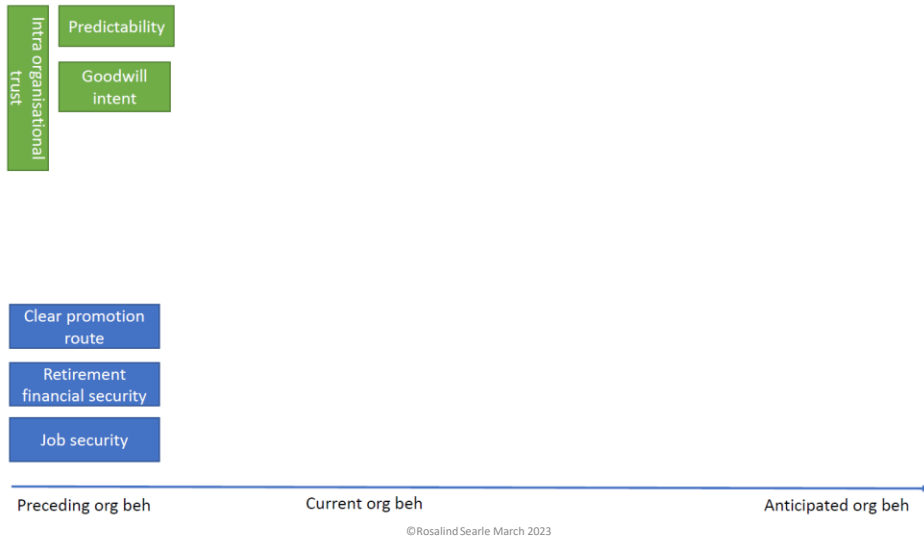
Preserving trust

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Organisational changes that create distrust

Searle & Rice, 2023



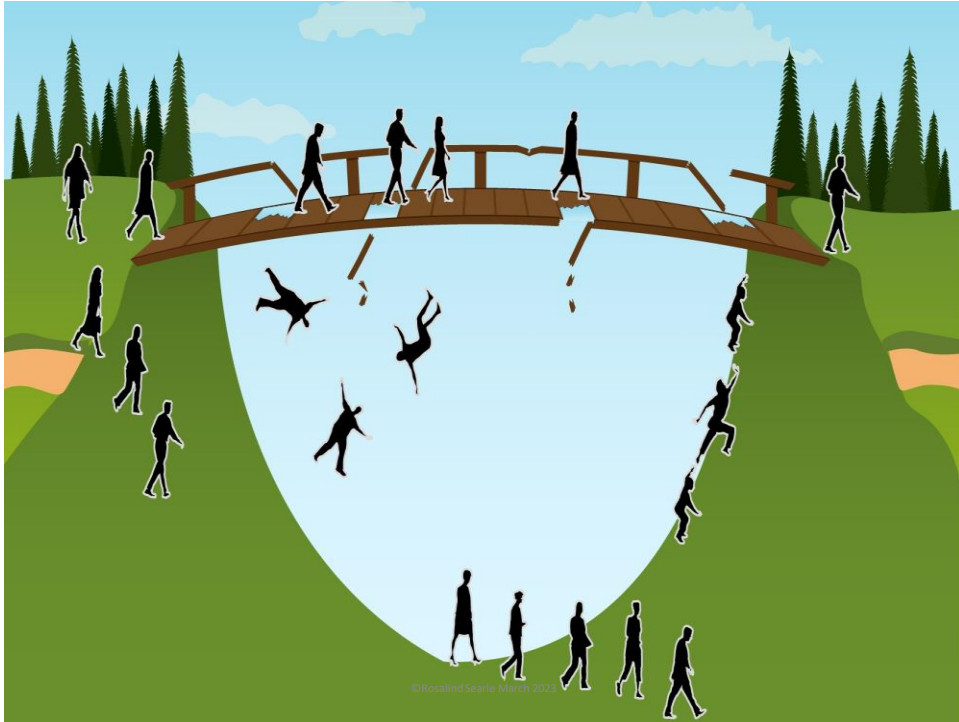
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Exercise – how trusted is your organisation?

- What do your employees say about your organisation?
 - Competence
 - Professionalism
 - Reliability
 - Care and respect for staff
- Would different groups of employees say different things?
- What recent factors, or events, might have altered their trust?
 - Have they made trust rise?
 - Or lead to greater vulnerability and concern?

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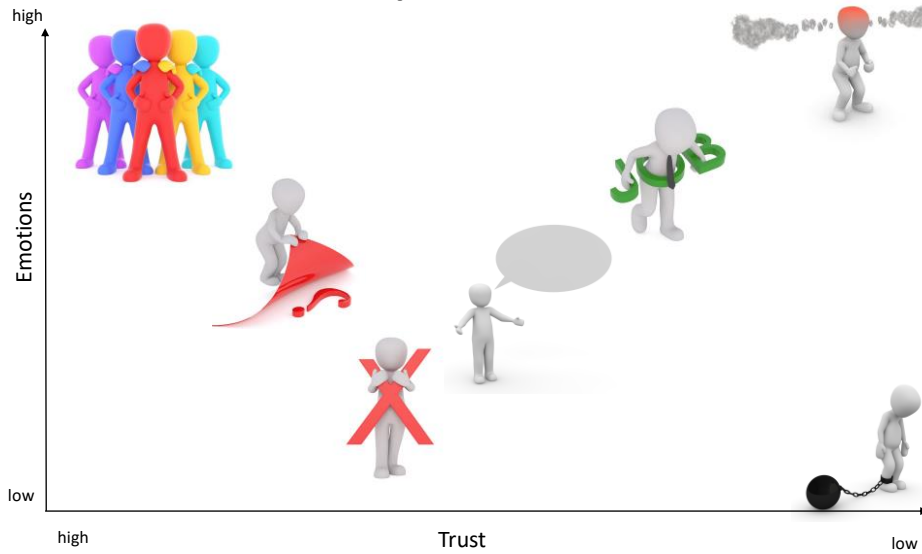


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Understanding different employees' pandemic experiences

Searle, et al., 2019



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This is not a static situationEmotional dynamics

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Emotions fuel negative behaviours




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Practice 1: Cognitive Bridging

Impact – reducing **UNCERTAINTY**

Mechanism – developing shared understanding

- Using familiar past to develop new future
- Making case for **WHAT** change needed
- Creating certainty in the future – future vision





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Practice 2: Emotional embodying

Impact – reducing **VULNERABILITY**

Mechanism – acknowledging & working through emotions

- Prioritizing emotions triggered by disruption
- Managing shock - Creating spaces to share, work through & shift emotions
- Reducing flight-fight responses
- Coaching & reminding ple capacity to cope

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 Practice 3:
Inclusive enacting

Impact – reducing
VULNERABILITY & uncertainty

Mechanism – voice & agency

- Participation in decision making
- 2-way communication - Error checking & missing issues
- Bestowing trust in others –
 - Enhance confidence of all




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 Enabling Mechanisms: a. Leaders' role

Understanding key role

- Guardians, Protectors and Stewards of the org
- Interaction - authentic, adult-to-adult communication mode,
 - Not paternalistic parent-to-child mode
- Embody the benevolence of the organization,
 - visibly demonstrating care and respect for the well-being of all the organisation's members





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Enabling Mechanisms: b. Mobilizing Established Trust Foundations

- Impact – reducing **VULNERABILITY**

Drawing on

- Prior organisational values and principles,
- Main structures and processes,
- Utilizing important
 - social practices,
 - rituals
 - stories





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The Way Forward

<p>1. Business is expected to act</p> <p>As the most trusted institution, business should leverage its comparative advantage to inform debate and deliver solutions on climate, DEI, and skill training.</p>	<p>2. Collaborate with government</p> <p>Business and government can build consensus and collaborate to deliver results that push us towards a more just, secure, and thriving society.</p>	<p>3. Restore economic optimism</p> <p>Invest in fair compensation, training, and local communities to address the mass-class divide and the cycle of polarization.</p>	<p>4. Advocate for the truth</p> <p>Be a source of reliable information, promote civil discourse, and hold false information sources accountable.</p>
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Take away

Resilient organisations



- Focus on Preserving not repairing trust
 - Emphasis on protecting what you have
- Critical role of leaders
 - Steward
- Segmenting communication
 - Pay attention to emotions & different concerns
- Offer timely front line support
 - Mental health first aiders
- Decent work options
 - Living wages
 - Living hours



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Trust arrives on foot

But leaves on horse back

& has enduring consequences



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Resources

- Segmentation animation - <https://crestresearch.ac.uk/resources/cwb-animation-organisational-change/>
 - Gufstasson, S., Gillespie, N., Searle, R., Hope-Halley, V. & Dietz, G. (2020). Preserving Organizational Trust During Disruption. *Organization Studies*. <https://journals.sagepub.com/doi/abs/10.1177/0170840620912705>
- [Sexual Violence & Harm in org](#)
 - [Witness to harm project](#)
 - [Engender – model policy](#)
- www.eawopimpact.org.
 - Living wage animation - <https://bit.ly/3o6c626>
 - Threats and securities animations <http://bit.ly/eawopi1>

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Thank you & any questions...
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Twitter: @profsearle

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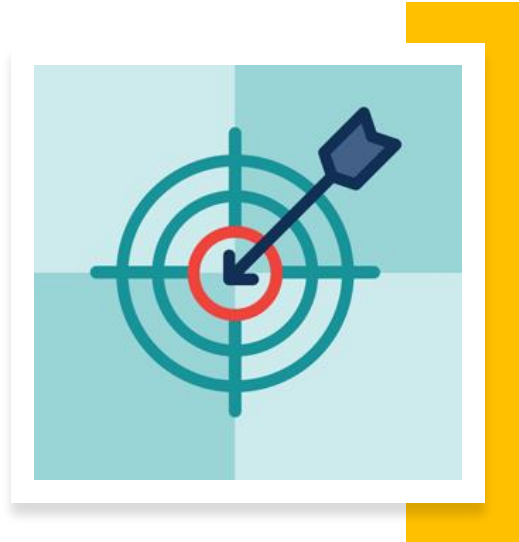
Stress and Well-being

Prof Roberta Fida
 Professor of Work Psychology
 Norwich Business School, University of East Anglia

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Aim

- Interventions to improve employees' wellbeing
- Perceived Organisational Commitment to Wellbeing
- Work self-efficacy
- "How to" of organizational change processes



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Work-related stress: some numbers

- 914,000 UK workers suffering from work-related stress, depression or anxiety (new or long-standing) in 2021/22 (HSE)
- 17 million working days are lost each year in the UK because of work-related stress, anxiety and depression (HSE), costing about £28 billion yearly (NICE)
- In 2021/22 mental health accounted for 51% of all work-related ill health cases and 55% of all working days lost due to work-related ill health (HSE)
- Stress, depression or anxiety is most prevalent in:
 - Public administration and defence; compulsory social security
 - Human health and social work activities
 - Education
- COVID-19 further contributed to short- and long-term absence (CIPD)
- Nearly half (46%) of organisations have employees who have experienced long COVID (symptoms lasting 12 weeks or more) in the last 12 months

https://www.cipd.co.uk/knowledge/culture/well-being/health-well-being-work?gclid=Cj0KCOjA0oag8hDHARIsAl-8bgcVboNgEumvbkHx1G2TD7-PMpZzuGWVhDITWWhEous7LhPCism-qaAgnkEALw_wcB

<https://www.hse.gov.uk/statistics/causdis/stress.pdf>

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What is your perspective?

- Does this picture reflect the situation in your organisation?
- Have you noticed changes pre-post COVID-?

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Consequences of work stress

Work-related stress affect individuals **physiologically, psychologically** and **behaviourally** (e.g., Duchaine et al 2020; Nielsen et al 2020; Taouk et al 2020)

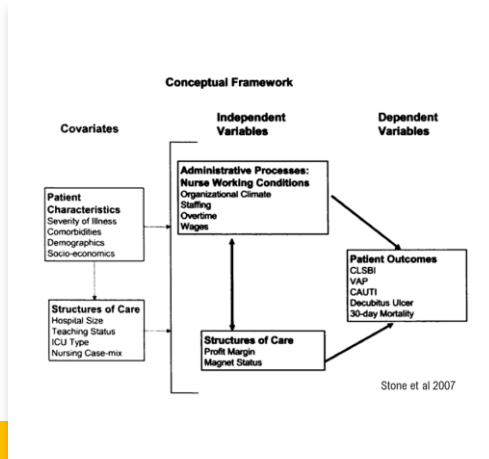
Decreased

- self-esteem
- job satisfaction
- motivation
- productivity
- proactive
- citizenship behaviours
- proactive and citizenship behaviours

Increased

- heart disease
- blood and cholesterol levels
- ulcers
- depression
- absenteeism
- counterproductive work behaviour

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Working conditions and Patient safety

- **Nurse staffing** is associated with patients' probability of **survival** (Aiken et al., 2002, 2003), **decubiti** (Stone et al., 2007; Unruh, 2003), **infections** (Amaravadi et al., 2000; Stone et al., 2007) and other patient **safety outcomes** (Blegen, 2006)

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What is your perspective?

What do you do to support employees' wellbeing?

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Three different approaches

Primary	Secondary	Tertiary
<ul style="list-style-type: none"> • target the problem at source • eliminate, reduce or change job stressors • organizational-level interventions, job re-design intervention, psychosocial interventions, or work environment interventions 	<ul style="list-style-type: none"> • prevent employees who are already showing symptoms of stress from getting sick, • altering the way employees respond to job stressors • individual-level interventions 	<ul style="list-style-type: none"> • treatment of employees who suffer from severe stress consequences and the rehabilitation of employees after a period of sickness absenteeism

3/10/2023

(Kompier & Kristensen, 2001; Quick, Murphy and Hurrell, 1992)

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Which approach should you prioritise?

Primary or Secondary/Tertiary?

BOTH!



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Self-Efficacy: A gateway to other mindsets, essential skills, and habits



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When self-efficacy is low

individuals are/have less:

- **proactivity** in coping with stressful events.
- **competencies** to transform threatening contexts and situations into benign ones (for example by creating a supportive environment)
- **positively oriented** and recall less easily their strengths and successful experiences
- **behavioural self-regulation** and are less compliant with rules and safety behaviour
- **emotional self-regulation** to deal with demands and stressors; are more likely overwhelmed by them
- **aware** of their needs and they are less **proactive** in taking the steps for improving their well-being.

As consequence they are **more likely to be/have**

- **stressed** (Bandura, 1997; Fida et al., 2015),
- **burned out** (Fida et al., 2016; Laschinger et al., 2015)
- **poor mental health** (Laschinger, et al., 2015)

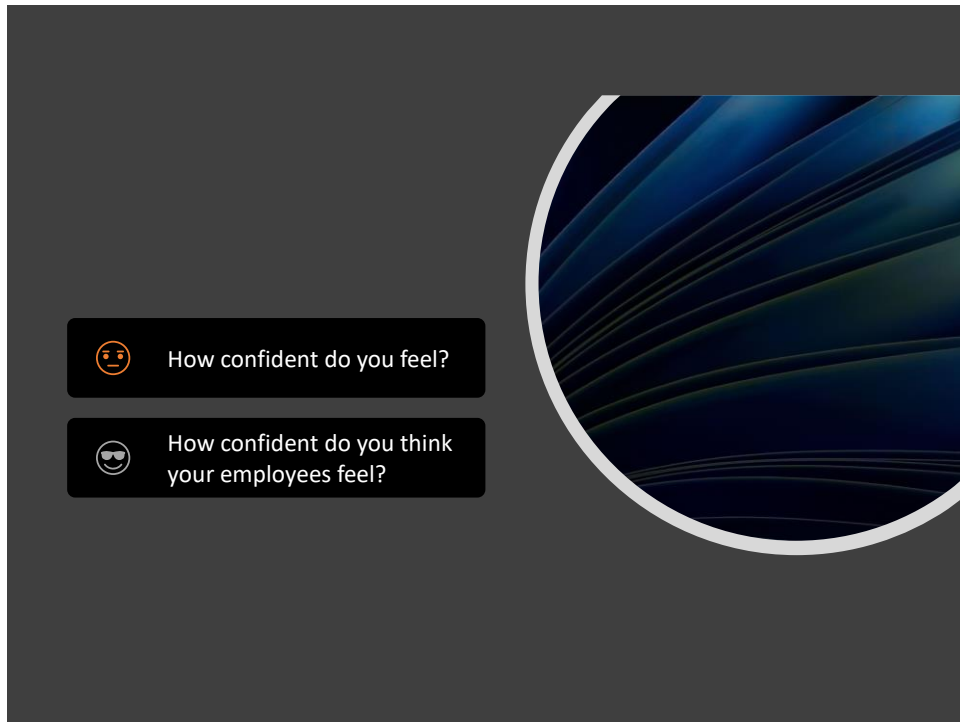
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Task Self Efficacy	Work hard on your activities until you reach the expected goals Seek additional information when you are unsure about what you already know
Emotional Self Efficacy	Overcome frustration if your superiors and/or colleagues do not appreciate you as you would like Control your anxiety when under pressure
Empathic Self Efficacy	Understand the mood of your colleagues Put yourself in the shoes of a work colleague who is in trouble
Assertive Self Efficacy	Express your opinion during work meetings Defend your opinions even when they are different from what others think
Moral Self Efficacy	Refuse to break a rule to solve a work issue Reflect upon your actions when you realize you have broken a rule

Barbaranelli, C., Fida, R., Paciello, M., & Tramontano, C. (2018). 'Possunt, quia posse videntur': They can because they think they can. Development and Validation of the Work Self-Efficacy Scale: Evidence from two Studies. *Journal of Vocational Behavior*, 106, 249-269.
 Fida, R., Paciello, M., Tramontano, C., Barbaranelli, C., & Famese, M. L. (2015). "Yes, I Can": the protective role of personal self-efficacy in hindering counterproductive work behavior under stressful conditions. *Anxiety, Stress, & Coping*, 28(5), 479-499.
 Paciello, M., Fida, R., Skovgaard-Smith, I., Barbaranelli, C., & Caprara, G. V. (2022). Withstanding moral disengagement: Moral self-efficacy as moderator in counterproductive behavior routinization. *Group & Organization Management*, 10596011221078665.

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Self-Efficacy during COVID-19

Elsevier Public Health Emergency Collection

Public Health Emergency COVID-19 Initiative

[Pers Individ Dif](#), 2022 Oct; 197: 111760.

Published online 2022 Jun 3. doi:[10.1016/j.paid.2022.111760](https://doi.org/10.1016/j.paid.2022.111760)

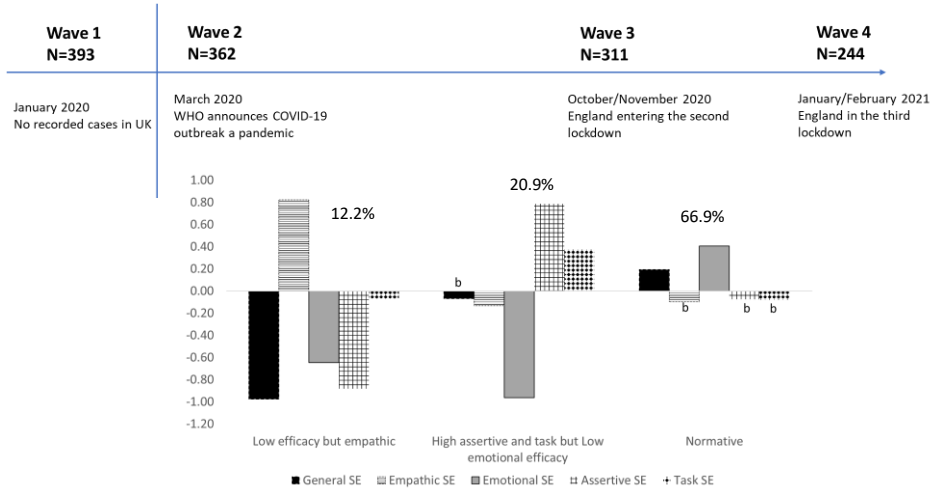
PMCID: PMC9163044

PMID: [35677891](https://pubmed.ncbi.nlm.nih.gov/35677891/)

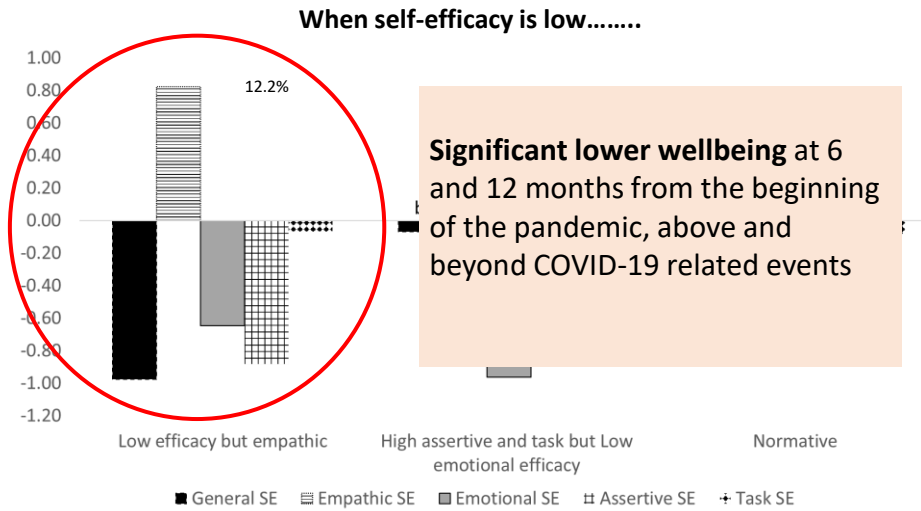
The protective role of work self-efficacy on wellbeing during COVID-19 pandemic:
Results from a longitudinal year-long study

[Roberta Fida](#)^{a,*}, [Marinella Paciello](#)^b, [David Watson](#)^a, and [Rachel Nayan](#)^a

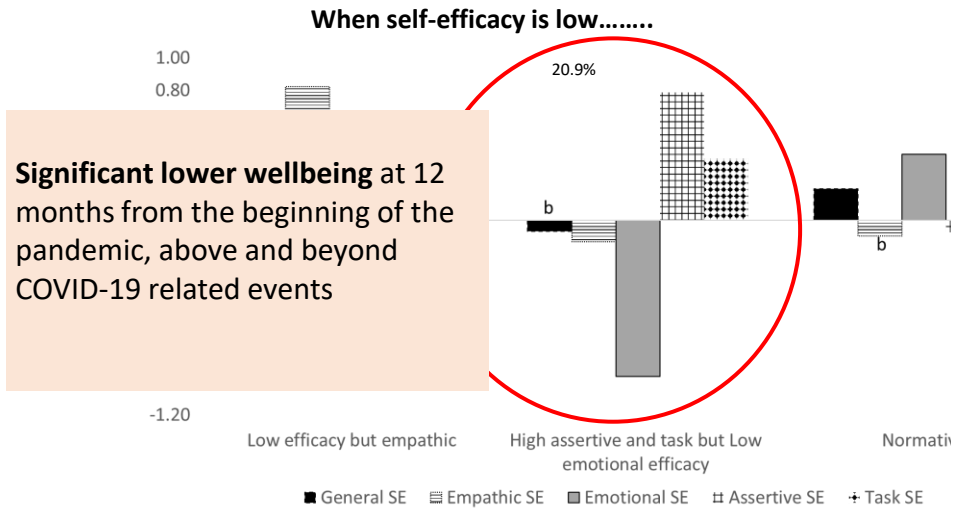
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Primary interventions

- Focus on **improving the psychosocial work environment** Through **changing how work is designed, organized and managed** (Cox et al, 2000)
- **Four focus areas (Semmer, 2011)**
 - Tasks (workload and working time)
 - Work context
 - Role clarity
 - Social relationships
- Most often a mixture

60

Practices- Expectations=Disparity

How much value does the organization give to employee wellbeing?
 What are the employees expectations? What's their reality?
 Is there a gap?

$$\text{DISAPPOINTMENT} = \frac{\text{EXPECTATION}}{\text{REALITY}}$$

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Measuring Perceive Organisational Commitment to Wellbeing?

I believe my employer SHOULD...					I believe my employer DOES...				
Not at all	Slightly	Somewhat	Very	Completely	Not at all	Slightly	Somewhat	Very	Completely
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5
1	2	3	4	5	1	2	3	4	5

Please keep this questionnaire as confidential. Do not share nor use it. If you would like to use it please contact David Watson (david.watson@uea.ac.uk)

David Watson, Roberta Fida et al (work in progress)

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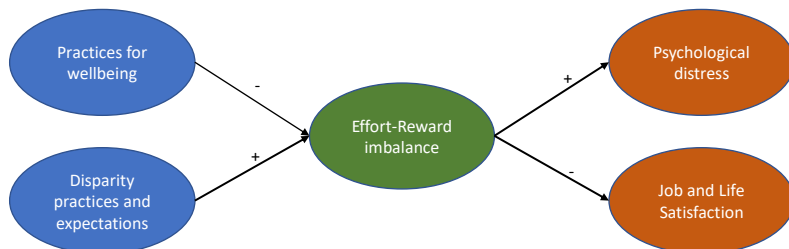
Our recent study

Study 1. 3-wave study in the UK. Participants at T1 were 523 employees (55.8% men).

Study 2. 3-wave study in Italy. Participants at T1 were 512 employees (66% men).

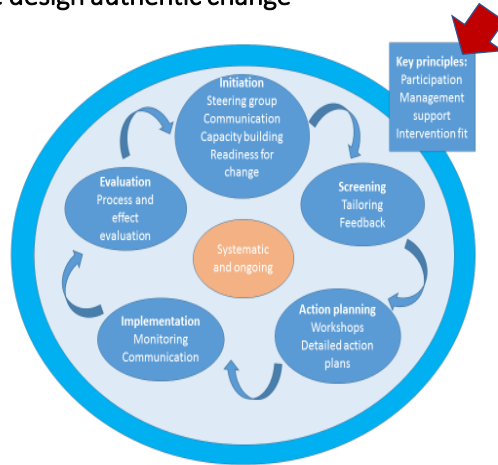
63

Practices are not enough!



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So how do we design authentic change programs?



Nielsen, K., Randall, R., Holten, A.L. & Rial González, E. (2010) Conducting Organizational-Level Occupational Health Interventions: What Works? *Work & Stress*, 24, 234-259.

65

Ground principle: Participation

- helps to optimise the fit of the intervention to the organizational culture and context
- provides a way of making use of employees' job expertise and knowledge of the organization
- facilitates integration
- can be viewed as an intervention in its own right
- can smooth the change process and increase exposure to the intervention (Roskam, 2009)



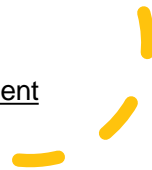
66



Step 1: Preparation

- Steering groups (operational and strategic)
- Employee and manager representatives
- (External) consultants

- Senior management support



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	Plan of activities	Area
COMMUNICATION STRATEGY	Who is the target group?	Employees in the area
	What is the goal of communication?	All employees know about the project and about progress. Employees get involved in the project and take responsibility for tasks within the project.
	What is the content of communication?	Progress: At which phase is the project? What is being worked on in the team? What improvement initiatives are taken in the team? What are the effects of improvement initiatives?
	Which media are used to communicate?	Oral information at team meetings Noticeboard: What are we working on right now? Letters to employees
	Who is responsible for/participates in communication?	Members of the steering group – both employees and managers
	How do we communicate in practice?	After each steering group meeting, members of the group get together to summarize what needs to be communicated and how. Improvement initiatives and other work going on as part of the project is a fixed item on the team meetings. Use of statements from the survey – where are we – are we making progress?
	How much time is set aside?	Planning of the project is set to 1-2 days a month
	What are the criteria for success?	Everybody needs to know the process and initiatives Everybody is involved to some degree
	How do we ensure feedback and follow-up?	Project champion contacts the individual teams about progress. Every month teams are followed up on the suitability of current practices and ideas as to how the communication may be adjusted if necessary

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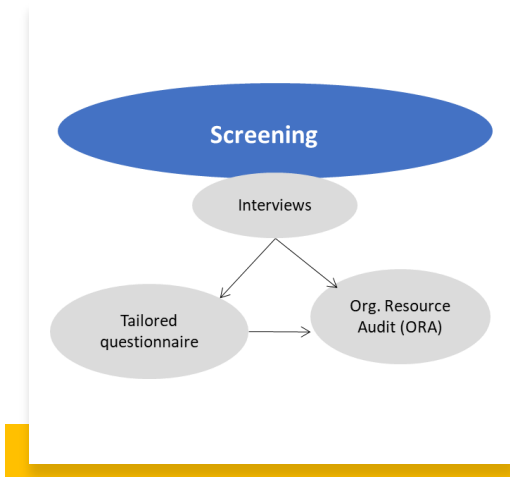
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Think about your organisation

- How many groups?
- Who should be a member?
- Who should/could be project champion?
- Develop a communication plan



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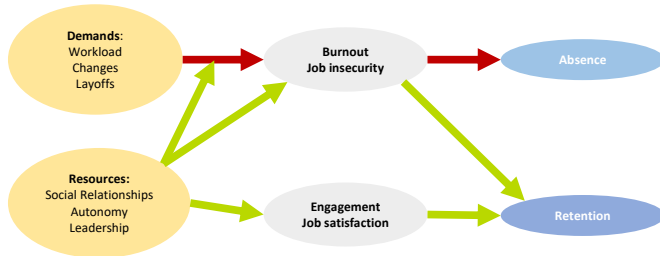


Step 2: Screening

- Objective: Identification of problem areas and key resources
- Method: Qualitative or quantitative?
- Supplements:
 - Before: Dialogue about questionnaire
 - Under: Qualitative elements in questionnaire
 - After: Feedback on and discussion of results

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Cognitive Mapping using Job-Demand Job-Resources Model



Bakker & Demerouti, 2007

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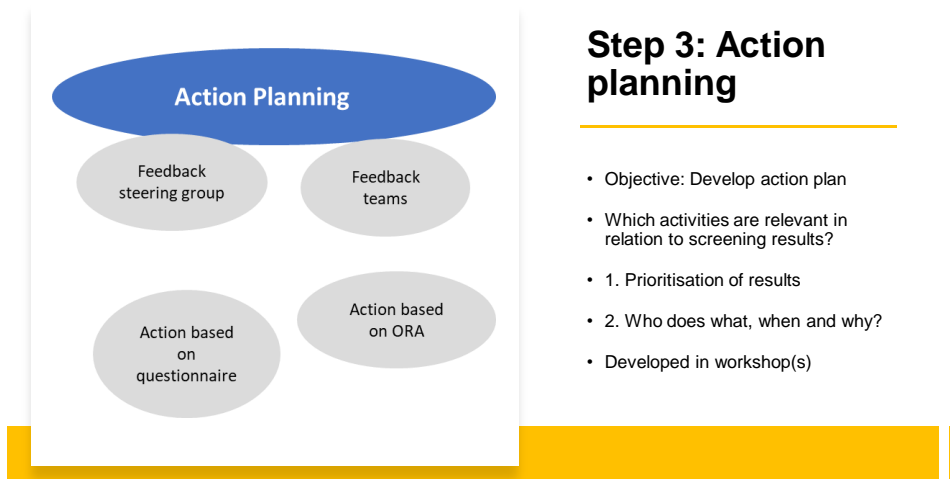
Nielsen, K., Abildgaard, J. S., & Daniels, K. (2014).

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Mapping key

- **Green post-its:** What are the positive aspects of....?
- **Yellow post-its:** Why is this positive?
- **Orange post-its:** What is being done to ensure this in the future?
 - Individual, Group, Leader, Organisation
- **Blue post-its:** What can be done to ensure this in the future?
 - Individual, Group, Leader, Organisation
- **Pink post-its:** What are the problematic aspects of....?
- **Yellow post-its:** Why is this a problematic?
- **Orange post-its:** What is being done to minimise the problem?
 - Individual, Group, Leader, Organisation
- **Blue post-its:** What can be done to prevent this problem in the future?
 - Individual, Group, Leader, Organisation

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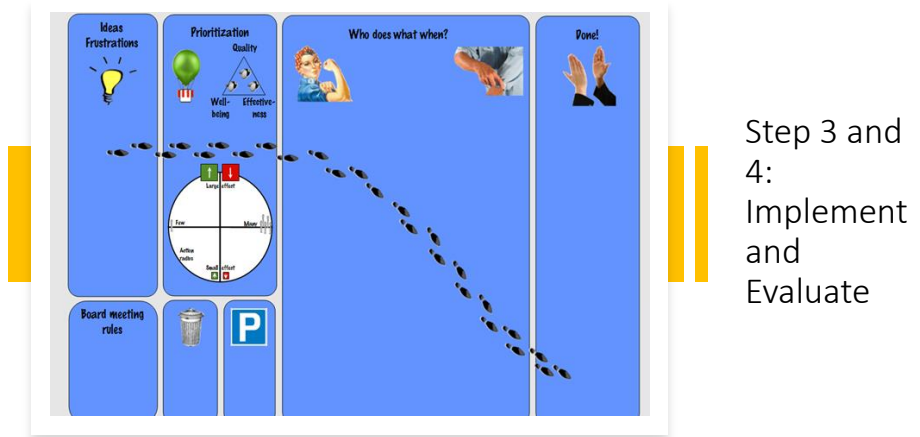
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Action plan example

Initiatives	Understanding	Goal	Deadline Responsibility	Evaluation Effect
Theme from survey <ul style="list-style-type: none"> • Statement A • Statement B • Statement C etc. 	Case 1: _____ _____ _____ Case 2: _____ _____ _____ Brainstorming <ul style="list-style-type: none"> • Why is this a problem? • What is the cause of the problem? 	Overall goal: _____ _____ _____ Subgoal: _____ _____ _____	Responsibility: _____ _____ Resources: _____ People involved: _____ _____ Timeline: _____ _____ Evaluation: _____ _____	<ul style="list-style-type: none"> • Has change happened? (in procedures, roles, methods, processes) • Has it solved the problem targeted?
Prioritization <ul style="list-style-type: none"> • The numbers? (amount, strengths, percentages) • Can we change it? (time, people, competencies, culture) • What do we want to change? • Are the issues that we have to send elsewhere in the system? 				

Nielsen, Stage, Abildgaard, & Brauer, 2013

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Step 3 and 4: Implement and Evaluate

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REMEMBER TO
INVOLVE PEOPLE!



STRUCTURE AND
PROCESS CRUCIAL



REALITY STRIKES!

Take home messages

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Further resources

- Nielsen, K., Randall, R., Holten, A.L. & Rial González, E. (2010) Conducting Organizational-level Occupational Health Interventions: What Works? *Work & Stress*, 24, 234-259.
- Nielsen, K., Stage, M., Abildgaard, J. S., & Brauer, C. V. (2013). Participatory intervention from an organizational perspective: Employees as active agents in creating a healthy work environment. In *Salutogenic organizations and change*(pp. 327-350). Springer, Dordrecht.
- Barbaranelli, C., Fida, R., Paciello, M., & Tramontano, C. (2018). "Possunt, quia posse videntur": They can because they think they can. Development and Validation of the Work Self-Efficacy Scale: Evidence from two Studies. *Journal of Vocational Behavior*, 106, 249-269.
- Fida, R., Paciello, M., Tramontano, C., Barbaranelli, C., & Farnese, M. L. (2015). "Yes, I Can": the protective role of personal self-efficacy in hindering counterproductive work behavior under stressful conditions. *Anxiety, Stress, & Coping*, 28(5), 479-499.
- Paciello, M., Fida, R., Skovgaard-Smith, I., Barbaranelli, C., & Caprara, G. V. (2022). Withstanding moral disengagement: Moral self-efficacy as moderator in counterproductive behavior routinization. *Group & Organization Management*, 10596011221078665.
- Fida, R., Paciello, M., Watson, D., & Nayani, R. (2022). The protective role of work self-efficacy on wellbeing during COVID-19 pandemic: Results from a longitudinal year-long study. *Personality and Individual Differences*, 197, 111760.

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Trust dividends

High Job Performance

Work

GREAT PLACE TO WORK®

~~STRESS~~

MOTIVATION

Participation in decisions

More co-operative

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A collage of images illustrating trust dividends. It includes a red heart with a keyhole and a key labeled 'Work', a red box with 'GREAT PLACE TO WORK®', a 'no stress' sign, a bar chart with a person climbing, a group of people with a 'Participation in decisions' label, a person with a magnifying glass, a person with a lightbulb, and a group of people with interlocking gears and a 'More co-operative' label. The text 'MOTIVATION' is also present.

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When a company is distrusted

- 57% will believe negative information after hearing it 1-2 times
- 15% will believe positive information after hearing it 1-2 times

When a company is trusted

- 51% will believe positive information after hearing it 1-2 times
- 25% will believe negative information after hearing it 1-2 times

Edelman Trust barometer 2011

Low trust

Low Distrust?

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University of Glasgow

Distrust shift to insider threat
(Searle & Rice 2018)

Perceived Integrity breach

Change in attributions

Cynicism

Moral disengagement

Active & passive insider threat

Start of CWB

start of disengagement

Insider threat - threat from an individual who has, due to their internal position in the organisation, a privileged level of access to the networks, systems or data of an organisation (Nurse et al., 2014).

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