

***BUILDING ORGANIZATIONAL TRUST***



**INSTRUCTOR GUIDE**  
**ONE-DAY COURSE**

***BUILDING ORGANIZATIONAL TRUST***

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# Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

## Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

## Application of Adult Learning Styles





Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

## Course timing

### Chapter One: Trust: The Seeds of Success

Type of Activity	Segment	Time
	Where does trust come from?	15
	Trust and your Coat of Arms	20
	Taking the risk	15
	Assessing your organization's trust levels	15
	The benefits of working with trust	10

### Chapter Two: Trust Essentials

Type of Activity	Segment	Time
	Building the pillars of trust	10
	Competency and consistency	15
	Life as a tornado	10
	Integrity by design	15




Reading

Written  
Exercise

Facilitate

Group  
Activity

# Course timing

Type of Activity	Segment	Time
	Values, actions, and integrity	20
	Your word is your bond	10
	Showing concern in the workplace	15
	Listening skills	15
	Give trust time	5



Reading



Written Exercise






Facilitate



Group Activity

## Chapter Three: Building Trust Through Leadership

Type of Activity	Segment	Time
	Which leader are you?	10
	Leading with trust and mutual respect	15
	Translating trust into actions	15

## Course timing

Type of Activity	Segment	Time
	Build loyalty	10
	Keep open lines of communication	10
	Empower employees	15
	Turning mistakes into opportunities	10
	Delegation quiz	15
	Delegating means "I trust you"	10
	Steps to delegate	10
	Hold employees accountable	10
	Trust traps	10



Reading



Written  
Exercise




Facilitate



Group  
Activity

# Course timing

## Chapter Four: When Promises are Broken: Rebuilding Trust

Type of Activity	Segment	Time
	Trust lost	15
	Trust found	10
	Investing in your organization's future	5
	Trust in action	15



Reading



Written  
Exercise



Facilitate



Group  
Activity

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**Building Organizational Trust**

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**Course Objectives**

- Understand the benefits of working in a high trust environment
- Learn risk aversion techniques when deciding whether to trust another person
- Assess your organization's trust levels
- Recognize and practice the five pillars of trust
- Use leadership techniques that will encourage a culture of trust
- Regain trust that has been lost

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## Course objectives

Successful completion of this course will increase your knowledge and ability to:

- ◇ Understand the benefits of working in a high trust environment
- ◇ Learn risk aversion techniques when deciding whether to trust another person
- ◇ Assess your organization's trust levels
- ◇ Recognize and practice the five pillars of trust
- ◇ Use leadership techniques that will encourage a culture of trust
- ◇ Regain trust that has been lost

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## Chapter One



## ***TRUST: THE SEEDS OF SUCCESS***

**Where does trust come from?**

- Does trust come from talking and friendship?
- Does it come from meeting someone face-to-face and gaining a "vibe" or can that vibe be gained remotely?
- Can trust come from reading various works by a person and finding them to be congruous with your own way of thinking?
- Does trust come from association? Does trust come from perceptions of status and class?
- Does trust come from qualifications?

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Welcome participants and introduce the topic of trust in the workplace. As a warm-up activity have the participants read through the scenarios on this page and fill in the thermometer picture with their level of trust. Let them know that a "full" thermometer represents a high level of trust, where an empty thermometer represents low level of trust. Encourage participants to think through the questions below the scenarios before they fill in their illustrations.

Have volunteers share their experiences and ideas with these scenarios.

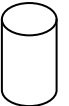
Continue the discussion by asking the questions below:

- Why do we trust someone?
- Does trust come from talking and friendship?
  - Does it come from meeting someone face-to-face and gaining a "vibe" or can that vibe be gained remotely?
  - Can trust come from reading various works by a person and finding them to be congruous with your own way of thinking?
  - Does trust come from association (meaning that someone you know and trust also believes strongly in another person and the trust simply transfers)?
  - Does trust come from perceptions of status and class (meaning everyone always talks about the person, so they must be good)?
  - Does trust come from qualifications (speaking at conferences, moderating at forums, articles published)?

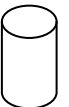
# Where does trust come from?

Read the scenarios below and color in the trust thermometer on the right-hand side of the page. A full thermometer represents a high level of trust in that situation; an empty thermometer represents a low level of trust in the situation.

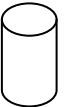
Your best friend asks to borrow \$50.



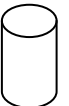
An acquaintance asks to borrow \$50.



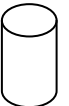
A new employee wants more responsibility.



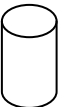
Your team tells you that they have some important issues they need to discuss with you.



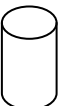
Your boss wants you to give a presentation to the CEO.



You give an important document to a temp to overnight to a client.



Your boss wants you choose to an employee to represent the organization at a local industry association meeting.



**Check your body:**

When you think of that situation, what is happening in your body? Are you fidgeting, tense, in pain?

**Check your heart:**

How do you feel emotionally? Are you happy and excited?

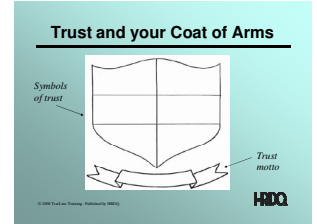
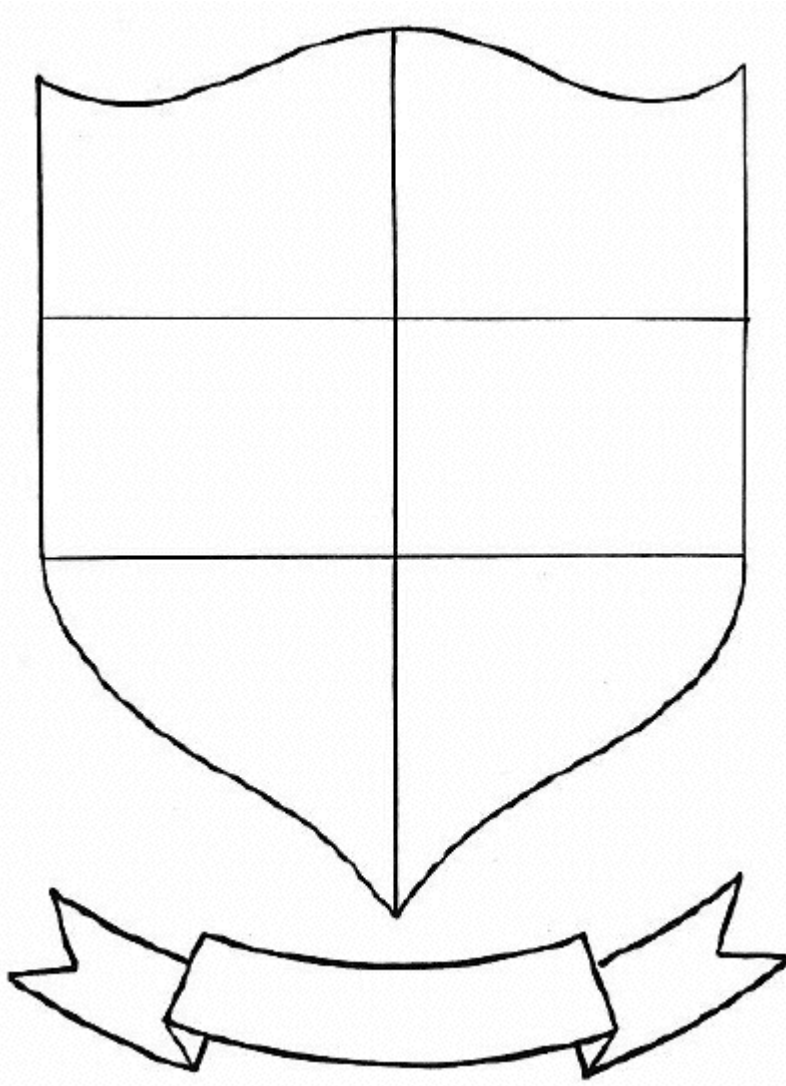
**Check your mind:**

What do you think rationally? Given what you think, is trust reasonable?

**Check your gut:**

If you had to make an immediate decision about this situation, what would it be?

# Trust and your Coat of Arms



A Coat of Arms is generally used to represent the highest visual symbols given to a model or organization, such as a state, government, or family. They can also be used, as in this activity, to illustrate important elements of a concept or idea.

In this exercise, have participants think about a person or persons in their life, work or personal, that they trust deeply. Have them write down the most important aspects of why they trust that person. Ask leading questions such as, "What characteristics does this person have?" and "What actions do these people display that makes trusting them easy?"

Have participants create pictures to symbolize these attributes in the spaces provided in the Coat of Arms. Let them know that many Coat of Arms include animals, tools or weapons, and natural events such as a rising sun or moon.

After they have created their symbols of trust let participants know that the banner on the bottom of the Coat of Arms is used to display a motto or words to live by, have participants write a motto pertaining to trust.

Ask for volunteers to share their Coat of Arms with the group. Let them know that they will be referring back to these later in the training.

If you are reluctant to take risks, you will be unlikely to see how competent and trustworthy others are. If you are unable to let go of your defenses you will never gain the trust of others. Not taking risks in trusting others can be just as risky.

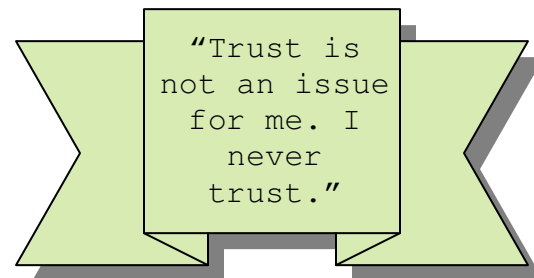
We must balance focus on the task with building a valued relationship, healthy skepticism with well-founded trust, somewhere between total assurance, deep suspicion, and fear.

Sometimes a concern needs to be surfaced and addressed—unearth the consequence you want to avoid, assess the actual risk vs. potential reward, and do something to mitigate the risk. At other times, it's best to just acknowledge a concern and let it be.

If you acknowledge a concern and you still feel anxiety, confusion, or doubt, you can ask yourself, "What's the worst thing that could happen?"

## Taking the risk

When it comes to building relationships based on trust, a certain amount of discomfort or "edge" is probably a good sign. After all, many times putting your trust in someone else can also be a reflection on you. Reaching out of your comfort zone is a critical factor in being able to trust others, and in return gain their trust. If the "motto" above resonates with you, use the tips below to break down your trust defenses. It could mean the difference between success and failure.



## Breaking through your defenses

### Embrace your concerns

- ◇ Address the consequence you want to avoid.
- ◇ Assess the risk vs. reward by trusting another.
- ◇ Create a plan to diminish the risk involved.
- ◇ Acknowledge the concern, take a deep breath, and move forward.

### Focus on strengths

- ◇ Look for strengths in others and start with those.
- ◇ Display confidence and encouragement in others abilities.
- ◇ Practice positive intent.

### Use the 10-10-10 rule

Decision	Ten minutes	Ten months	Ten years

**The 10-10-10 rule**

Decision	Ten minutes	Ten months	Ten years
You want to ask an employee to take on a scheduling duty that has become too time-consuming for you to handle.	What will the consequences be in the next 10 minutes?	What will the consequences be in the next 10 months?	What will the consequences be in the next 10 years?

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Use the 10-10-10 rule to help you decide the consequences of a decision. It works like this: Envision a decision that you want to make, for instance, you want to ask an employee to take on a scheduling duty that has become too time-consuming for you to handle. Ask yourself: What are the consequences of this decision in the next 10 minutes. You would have to support, train, and give them the needed resources to do the job well. That would take time right now. The employee may feel empowered and trusted to do the task.

Continue on asking what the consequences would be in 10 months and 10 years. Worst case/best case scenarios. This activity helps participants to put things into perspective and allows them to take a risk based on forward thinking and clear judgment.

# Assessing your organization's trust levels

## In this organization...

Power and control are in the hands of a few individuals or groups.	1	2	3	4	5	Employees at all levels feel like they have ownership in the business.
"Turf wars" among teams or departments is common.	1	2	3	4	5	Groups and teams across the organization work collaboratively together.
Employees "play it safe" and don't like to rock the boat.	1	2	3	4	5	Employees are willing to take personal risk in order to help the organization grow.
Employees hold back feelings and thoughts.	1	2	3	4	5	Employees express their views openly, even if it is not in agreement with the majority.
No one takes responsibility for their mistakes and they are repeated over and over.	1	2	3	4	5	We are open about mistakes and learn from them by discussing alternatives.
People are constantly trying to pass the buck and are reluctant to make a decision.	1	2	3	4	5	Individuals are reliable and feel free to make decisions.
People feel micro-managed and restrained in what they can do.	1	2	3	4	5	People are given freedom and flexibility to do their jobs.
Overall, people do not trust each other in the organization.	1	2	3	4	5	Overall, people trust each other in the organization.

When talking about trust in the workplace, there are two levels of trust that are in play: organizational trust and personal trust. Many times these two levels are intertwined and are hard to tell apart. Leaders of organizations often have an incredible amount of influence over the culture of trust in an organization. Have participants complete the assessment on this page. Discuss.

**The benefits of working with trust**

- More productive individuals and teams
- Empowered workforce
- Collaborative teams and groups
- Enhanced organizational learning
- Responsive and effective virtual communications
- Effective conflict management
- Happier employees

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Review the benefits of working with trust and the warning signs that trust is not a priority in an organization.

**Red flags**

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## The benefits of working with trust

- ◇ More productive individuals and teams
- ◇ Empowered workforce
- ◇ Collaborative teams and groups
- ◇ Enhanced organizational learning
- ◇ Responsive and effective virtual communications
- ◇ Effective conflict management
- ◇ Happier employees

## Low trust warning signs

- ❖ Low retention, high turnover
- ❖ Turf wars
- ❖ Defensive, “protect yourself at all costs” attitude
- ❖ Backstabbing
- ❖ Inaccurate rumors and grapevine
- ❖ High employee fear factor
- ❖ Low morale
- ❖ Low productivity






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