
LESSON 4. BUILDING AND REBUILDING TRUST

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Lesson 4. Building and Rebuilding Trust

Lesson Objectives

At the end of this lesson, the participants will be able to:

- Describe the role of trust as it relates to emergency management.
 - Examine their personal capacity to trust and to generate trust.
 - Identify behaviors that build trust or mistrust.
 - Develop strategies for building or rebuilding trust in their own leadership situation.
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Scope

- Introduction
 - Trust
 - Activity: Trust Behaviors
 - Trustworthiness
 - Reducing Trust
 - Activity: Trust vs. Mistrust
 - When Trust Breaks Down
 - Case Study: The Grapevine, Part I
 - Summary and Transition
-

Methodology

The instructor will begin the lesson by defining trust and explaining why trust is so important in the workplace, particularly in emergency management. The instructor will present strategies for building and nurturing trust, and participants will compare these strategies with their trust behaviors. Participants will learn about what reduces trust and how to address situations where trust breaks down. The instructor will introduce a case study called The Grapevine, and participants will identify where trust breaks down.

Materials

- PowerPoint visuals 4.1 – 4.18 and a computer display system
 - Instructor Guide
 - Student Manual
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Lesson 4. Building and Rebuilding Trust

Time Plan

A suggested time plan for this lesson is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Introduction	5 minutes
Trust	5 minutes
Activity: Trust Behaviors	15 minutes
Trustworthiness	10 minutes
Reducing Trust	5 minutes
Activity: Trust vs. Mistrust	15 minutes
When Trust Breaks Down	5 minutes
Case Study: The Grapevine, Part I	25 minutes
Summary and Transition	5 minutes
Total Time	1 hour 30 minutes

INTRODUCTION

Visual 4.1



Key Points

In the last lesson, we examined the phenomenon of change, and how an effective leader facilitates change. One of the most striking casualties of change is trust. The speed and frequency of change, and its often unintended consequences, often result in erosion of loyalty and trust that can continue to undermine an organization for years.

The relationship between change and trust is full of irony. You can't effectively facilitate change without mutual trust. But one of the hardest things to do in a changing organization is to build trust. Even more difficult is to rebuild trust after it is lost.


In this lesson, we will examine the issue of trust and explore ways in which an effective leader can build or rebuild trust among employees and other emergency management stakeholders.

INTRODUCTION


Visual 4.2

Lesson 4 Objectives

- Describe the role of trust as it relates to emergency management.
- Examine your personal capacity to trust and to generate trust.
- Identify behaviors that build trust or mistrust.
- Develop strategies for building or rebuilding trust in your own leadership situation.



Visual 4.2
Leadership and Influence (IS-240.b)



Key Points

After completing this lesson, you should be able to:

- Describe the role of trust as it relates to emergency management.
- Examine your personal capacity to trust and to generate trust.
- Identify behaviors that build trust or mistrust.
- Develop strategies for building or rebuilding trust in your own leadership situation.

TRUST

Visual 4.3

What Is Trust?

Trust is a relationship based on mutual confidence that we will both:

- Do what we say.
- Communicate honestly.
- Respect one another's knowledge, skills, and abilities.
- Maintain confidentiality.
- Keep our interactions unguarded.

Visual 4.3
Leadership and Influence (IS-240.b)

Key Points

Trust is a relationship based on mutual confidence that we will both:

- Do what we say.
- Communicate honestly.
- Respect one another's knowledge, skills, and abilities.
- Maintain confidentiality.
- Keep our interactions unguarded.


Trust is a state of mind. Notice that all of these things are actions. It's not our words that generate trust, but what we do. The real message is in our actions. Trust is a combination of trusting others and being trustworthy.

TRUST

Visual 4.4

What's So Important About Trust?

- **Trust is a fundamental building block of human relationships. In simple terms, it's just how people treat each other.**
- **Trust is also the very core of leadership. Willing followers must trust their leaders. (Without trust, no one will follow.)**
- **But trust cannot be mandated; it must be earned.**



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Key Points

Trust is a fundamental building block of human relationships. In simple terms, it's just how people treat each other.

Trust is also the very core of leadership. Willing followers must trust their leaders. (Without trust, no one will follow.) But trust cannot be mandated; it must be earned.

An earlier lesson pointed out that people working out of the Leader paradigm get their credibility and power “from behavioral integrity—‘walking the talk and talking the walk.’ Leaders’ power comes from their consistent, principle-centered behavior and actions that demonstrate honesty, integrity, trust, dignity, and respect for all people.” When leaders demonstrate behavioral integrity, people choose to follow them.

TRUST

Visual 4.5

Benefits of a High-Trust Environment

In a high-trust environment:

- There is commitment and loyalty to the organization.
- Leadership tells the truth, and people are enlightened about the organization's position and what actions they need to take to help achieve its goals.
- People are more willing to accept change and to work toward successfully integrating the effects of change.

FEMA

Visual 4.5
Leadership and Influence (IS-240.b)

Key Points

A high-trust environment creates commitment and loyalty to the organization. When people get the idea, “We’re all in this boat together,” the organization is invariably better for it.

In a high-trust environment, leadership tells the truth, and people are enlightened about the organization’s position and what actions they need to take to help achieve its goals.

In a high-trust environment, people are more willing to accept change and work together toward successfully integrating the effects of change.

TRUST

Visual 4.6

Trust in Emergency Management

- **Leading your subordinates.**
- **Developing trusting relationships with other levels of the government.**
- **Working with other agencies in joint prevention, preparedness, response, recovery, and mitigation efforts.**
- **Teaming with other agencies.**
- **Developing constructive relationships with the media.**
- **Building positive relationships with the public.**

FEMA
Visual 4.6
Leadership and Influence (IS-240.b)

Key Points

Every manager in business, industry, and government has an important leadership role in building a high-trust environment with his or her employees.

As a leader within emergency management, you have a more complex role of building trust at multiple levels. Trust is a necessary element of:

- Leading your subordinates to work energetically toward meeting the organization's goals.
- Developing trusting relationships with other levels of the government hierarchy to ensure a coordinated response to the needs of the community in times of crisis.
- Working with other agencies in joint prevention, preparedness, response, recovery, and mitigation efforts, including evaluation of hazards, planning, interagency exercises, and voluntary agreements.
- Teaming with other agencies in disaster response and recovery efforts.
- Developing constructive relationships with the media to ensure effective cooperation in public education, warning, and response communications.
- Building positive relationships with the public that will foster willing response and cooperation during times of emergency.


The effective response to the first World Trade Center bombing was attributed to the years of interagency cooperation, careful evaluation of hazards and planning, and meaningful interagency exercises. This same foundation of trust undoubtedly played an equally important part in the cooperative response efforts that followed the 2001 attack that destroyed the World Trade Center. In short:

Your relationships with local, State, and Federal officials, with other organizations, with the media, and with the public will affect your ability to manage a disaster successfully. Those relationships are built on a foundation of trust.



TRUST

Visual 4.7

Building Trust



In these times of rapid change, more than ever before, your challenge as a leader is to build trust where it has never been and to rebuild trust where it has been lost.

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Visual 4.7
Leadership and Influence (IS-240.b)

Key Points

When things are continually changing, it can become difficult to build a case for trust. It's almost as if you are saying, "Trust me. I've never done this either!"

In these times of rapid change, more than ever before, your challenge as a leader is to build trust where it has never been and to rebuild trust where it has been lost.

Many of the strategies discussed in Lesson 3 will help you to minimize the erosion of trust. How else can you, as a leader, build trust among your constituents—whether they are employees, those above you in rank, your peers in other organizations, the media, or the public?


ACTIVITY: TRUST BEHAVIORS

Visual 4.8

Activity: Trust Behaviors

Instructions: Answer the following questions:

- What are some of the specific ways that you demonstrate that you do what you say?
- What are some of the ways you can show respect for the knowledge, skills, and abilities of your employees or other stakeholders?
- What actions can you take to ensure that your interactions with employees and/or stakeholders are and will remain unguarded?



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Key Points

Instructor Note: Give the participants 5 minutes to complete the questions. Then facilitate a discussion around their responses and the possible responses on the next page

Purpose: The purpose of this activity is to examine your trust behaviors.

Time: 5 minutes

Instructions: Answer the following questions:

1. What are some of the specific ways that you demonstrate that you do what you say?

2. What are some of the ways you can show respect for the knowledge, skills, and abilities of your employees or other stakeholders?

3. What actions can you take to ensure that your interactions with employees and/or stakeholders are and will remain unguarded?

ACTIVITY: TRUST BEHAVIORS

Visual 4.8 (Continued)

Instructor Note: Possible responses include:

- What are some of the specific ways that you demonstrate that you do what you say?

Doing what you say may be evidenced by such behaviors as:

- *Managing expectations.*
- *Establishing boundaries.*
- *Delegating appropriately.*
- *Encouraging mutually serving intentions.*
- *Honoring agreements.*
- *Being consistent.*
- *Meeting expectations.*

- What are some of the ways you can show respect for the knowledge, skills, and abilities of your employees or other stakeholders?

You can demonstrate respect for other people's knowledge, skills, and abilities by such actions as:

- *Acknowledging their abilities to do their jobs.*
- *Allowing them to use their talents to accomplish goals.*
- *Being aware of your control needs and their impact on others.*
- *Reducing controls; not micromanaging.*
- *Involving others and seeking their input.*
- *Helping people learn skills.*
- *Giving them the resources, authority, and responsibility needed to get their work done right.*
- *Trusting your own competence to assess each situation with open eyes and determine whom you can trust with what.*

- What actions can you take to ensure that your interactions with employees and/or stakeholders are and will remain unguarded?

You can demonstrate unguarded interactions by such behaviors as:

- *Sharing information.*
- *Telling the truth.*
- *Admitting mistakes.*
- *Giving and receiving constructive feedback.*
- *Allowing for mutual influence; clarifying mutual expectations.*
- *Maintaining confidentiality.*
- *Speaking with good purpose.*

TRUSTWORTHINESS

Visual 4.9

Building and Nurturing Trust

- Describe any situation honestly, including discussing any loss of trust that has occurred.
- Respect others and relationships with them during tough times as well as when things are smooth sailing.
- Nurture understanding and empathy with self and with others.
- Desire to build and maintain a cooperative organizational culture.



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Key Points

Building and nurturing trust in the workplace requires leaders who:


- Honestly describe any situation they are in, including discussing any loss of trust that has occurred.
- Respect others and relationships with them during tough times as well as when things are smooth sailing.
- Nurture understanding and empathy with themselves and with others.
- Desire to build and maintain a cooperative organizational culture.


TRUSTWORTHINESS

Visual 4.10

Are You Trustworthy?

- Is my behavior predictable or erratic?
- Do I communicate clearly or carelessly?
- Do I keep my promises?
- Am I forthright or dishonest?



 **FEMA** Visual 4.10
Leadership and Influence (IS-240.b)

Key Points

Demonstrating trustworthiness is critical if you want to successfully manage change, and you should periodically gauge how worthy of trust your own behavior is. You can use the following questions as a starting point.

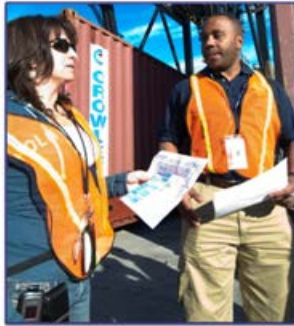
- **Is my behavior predictable or erratic?** Do people know what to expect from me? Do my actions match the values I espouse? Your actions should follow your words and should stay constant regardless of the times or people you are working with.
- **Do I communicate clearly or carelessly?** Some people speak without thinking of the impression their words leave behind and how they impact people's lives. When you speak without considering the impact of your words, people begin to think you are flippant and not worthy of trust.
- **Do I keep my promises?** If you don't keep your promises, then neither will those you work with. If people cannot tell what you value and will follow through on, confusion and mistrust will result.
- **Am I forthright or dishonest?** No one trusts someone who lies. Honesty doesn't mean that you disclose everything when it isn't appropriate, but you need to be honest about what you can and cannot discuss.


TRUSTWORTHINESS

Visual 4.11

What Is Your Capacity for Trust?

- Do you trust yourself?
- Do you trust others?
- Do you trust people as a habit, or do you wait for them to prove themselves?



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Visual 4.11
Leadership and Influence (IS-240.b)

Key Points

Your ability to trust others reflects to some extent your ability to trust yourself.

The following questions will help you begin to think about your capacity for trusting others.

- Do you trust yourself?
 - In what types of situations can you answer “yes” and in which is the answer “no”?
 - In what ways do you consider yourself reliable?
 - In what ways do you consider yourself unreliable?
- Do you trust others?
 - When can you say “yes” to this? When do you say “no”?
 - What do you look for when considering whether another person is trustworthy?
- Do you trust people as a habit, or do you wait for them to prove themselves?
 - How does this approach to trusting affect how you work with others?


TRUSTWORTHINESS

Visual 4.12

Deciding To Trust

Your decision to trust is based on:

- History and experience with that individual.
- The other person's level of competence and ability.
- How much risk is involved, or the potential for negative consequences.
- The other person's relative power and authority.
- The organizational environment.



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Visual 4.12
Leadership and Influence (IS-240.b)

Key Points

Your capacity for building trusting relationships, in general, is a function of your propensity to use trust-enhancing behaviors and the degree to which you expect others to use them.

But what about specific relationships? Your decision to trust a specific person, and the degree of trust that you place in that person, are influenced by many factors, including:

- History and experience with that individual.
- The person's level of competence and ability.
- How much risk is involved, or the potential for negative consequences.
- The person's relative power and authority.
- The organizational environment.

So, you can work diligently on your general propensity to trust, but some people will still let you down. Does that mean that you shouldn't trust?


No, because although trust can be person-specific and situation-specific, you still have a general propensity to (or not to) trust. And that propensity will in turn influence the decisions that you make. Most people can stand to expand their capacity for trust.

TRUSTWORTHINESS

Visual 4.13

Expanding Your Capacity for Trust

- **Become aware of the kinds of behaviors that help to build and maintain interpersonal trust, including those that you personally tend to (or tend not to) demonstrate.**
- **Identify instances, examples, and situations where you can try to use those trusting behaviors (that you might not use enough) more frequently.**

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Key Points

First, you can simply be aware of the kinds of behaviors that help to build and maintain interpersonal trust, including those that you personally tend to (or tend not to) demonstrate.

Then, you can identify instances, examples, and situations where you can try to use those trusting behaviors (that you might not use enough) more frequently.

The self-assessment on the next page, Reflecting on Your Trust Behaviors, can help you identify how to strengthen trust in your workplace.

Self-Reflection: Reflecting on Your Trust Behaviors

Demonstrating trustworthiness is critical if you want to successfully manage change, and you should periodically gauge how worthy of trust your own behavior is. You can use the following questions as a starting point.

- **Is my behavior predictable or erratic?**

Do people know what to expect from you? Do your actions match the values you espouse? Your actions should match your words and stay constant regardless of the situation or people around you.

- **Do I communicate clearly or carelessly?**

Some people speak without thinking of the impression their words leave behind and how they impact people's lives. When you speak without considering the impact of your words, people begin to think you are flippant and not worthy of trust.

- **Do I keep my promises?**

If you don't keep your promises, then neither will those who work with you. If people cannot tell what you value and will follow through on, confusion and mistrust will result.

- **Am I forthright or dishonest?**

No one trusts someone who lies. Honesty doesn't mean that you disclose everything when it isn't appropriate, but you need to be honest about what you can and cannot discuss.

Instructions: List at least one action you can take to improve in each of the following areas.

1. To improve the predictability of my behavior, I can:

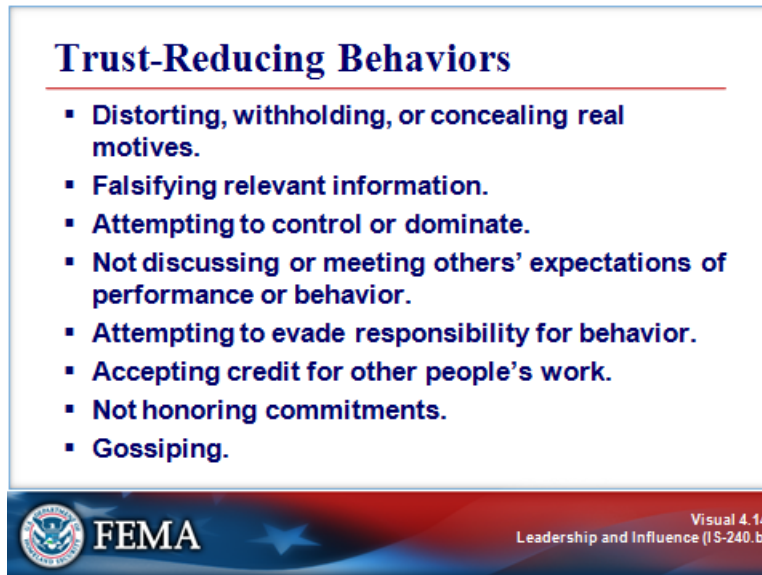
2. To improve the clarity of my communication, I can:

3. To improve the seriousness with which I treat my promises, I can:

4. To improve my forthrightness, I can:

REDUCING TRUST

Visual 4.14



Key Points

We have discussed a number of ways to build trust and fulfill the expectations of a trusting relationship: doing what we say; communicating honestly; respecting one another's knowledge, skills, and abilities; maintaining confidentiality; and keeping our interactions unguarded.

Just as consistently fulfilling expectations strengthens trust, failure to act in these ways invariably undermines and erodes trust. For example, the following types of behavior will invariably reduce trust:

- Distorting, withholding, or concealing real motives.
- Falsifying relevant information.
- Attempting to control or dominate.
- Not discussing or meeting others' expectations of performance or behavior.
- Attempting to evade responsibility for behavior.
- Accepting credit for other people's work.
- Not honoring commitments.
- Gossiping.

Any of these behaviors can be intentional or unintentional.

Remember, building trust is a slow process, and trust can be destroyed by a single event. Trust is destroyed by a win/lose mentality, and trust is strengthened by a win/win mentality.


ACTIVITY: TRUST VS. MISTRUST

Visual 4.15

Activity: Trust vs. Mistrust

Instructions:

- Review each of the behaviors listed in the table in your Student Manual.
- Decide if each behavior would be likely to build trust or to build mistrust.
- Then, check the appropriate box.



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Key Points

Instructor Note: Give the participants 5 minutes to complete the activity. Then, review the answers with the class.

Purpose: The purpose of this activity is to identify behaviors that build trust and those that build mistrust.

Time: 5 minutes

Instructions:

- Review each of the behaviors in the table beginning on the next page.
- Decide if it would be likely to build trust or to build mistrust.
- Then, check the appropriate box.

Lesson 4. Building and Rebuilding Trust

ACTIVITY: TRUST VS. MISTRUST

Visual 4.15 (Continued)

Activity: Trust vs. Mistrust

Behavior	Builds Trust	Builds Mistrust
1. When in doubt about taking on a commitment, air your concerns with the relevant parties.	<input type="checkbox"/>	<input type="checkbox"/>
2. Be unclear or not exactly explicit about what you need or expect. Assume that anyone would know to do or not do that.	<input type="checkbox"/>	<input type="checkbox"/>
3. Solve problems through direct communication at the lowest equivalent levels: yourself and peers; yourself and your direct manager; yourself, your manager, and his/her manager.	<input type="checkbox"/>	<input type="checkbox"/>
4. When engaged in an ongoing commitment, communicate anticipated slippage as soon as you suspect it.	<input type="checkbox"/>	<input type="checkbox"/>
5. Make a pretended or "soft" commitment (e.g., "I'll respond later.").	<input type="checkbox"/>	<input type="checkbox"/>
6. Schedule regular meetings for input and feedback for those reporting to you.	<input type="checkbox"/>	<input type="checkbox"/>
7. Acknowledge the intent and risk of innovation first, then address the issue with your honest opinion.	<input type="checkbox"/>	<input type="checkbox"/>
8. Talk with others about problems you are having with a peer, without doing everything reasonably possible to solve the problem through direct communication with that peer.	<input type="checkbox"/>	<input type="checkbox"/>
9. Spend informal time mingling, asking nonassumptive questions, making only promises you can keep, and working back through existing lines of authority.	<input type="checkbox"/>	<input type="checkbox"/>
10. Take credit for yourself, or allow others to give you credit for an accomplishment that was not all yours.	<input type="checkbox"/>	<input type="checkbox"/>
11. Communicate abruptly when others venture new opinions or efforts.	<input type="checkbox"/>	<input type="checkbox"/>
12. Have performance evaluation time be the only, or primary, time for coaching input.	<input type="checkbox"/>	<input type="checkbox"/>
13. Engage in tactful, direct communication, airing your problem and seeking win-win resolution.	<input type="checkbox"/>	<input type="checkbox"/>
14. Withhold deserved recognition at times when you, yourself, are feeling underrecognized.	<input type="checkbox"/>	<input type="checkbox"/>

Lesson 4. Building and Rebuilding Trust

ACTIVITY: TRUST VS. MISTRUST

Visual 4.15 (Continued)

Activity: Trust vs. Mistrust (Continued)

Behavior	Builds Trust	Builds Mistrust
15. Manage or supervise from behind your desk only.	<input type="checkbox"/>	<input type="checkbox"/>
16. Share credit generously. When in doubt, share.	<input type="checkbox"/>	<input type="checkbox"/>
17. Be explicit and direct. If compromise is productive, do it in communication, not in your mind alone.	<input type="checkbox"/>	<input type="checkbox"/>
18. Be timely.	<input type="checkbox"/>	<input type="checkbox"/>
19. Be willing to be wrong.	<input type="checkbox"/>	<input type="checkbox"/>
20. Withhold potentially useful information, opinions, or action until the drama heightens, thus minimizing your risk of being wrong and maximizing credit to you if you're right.	<input type="checkbox"/>	<input type="checkbox"/>
21. Hold in your mind another department's productivity or behavior as a reason for less cooperation.	<input type="checkbox"/>	<input type="checkbox"/>
22. Extend yourself beyond your own short-term feeling and validate success or new effort.	<input type="checkbox"/>	<input type="checkbox"/>
23. Develop systems for staff to evaluate supervisors and managers.	<input type="checkbox"/>	<input type="checkbox"/>

Lesson 4. Building and Rebuilding Trust

ACTIVITY: TRUST VS. MISTRUST

Visual 4.15 (Continued)

Activity: Trust vs. Mistrust Instructor Answer Key

Behavior	Builds Trust	Builds Mistrust
1.	✓	
2.		✓
3.	✓	
4.	✓	
5.		✓
6.	✓	
7.	✓	
8.		✓
9.	✓	
10.		✓
11.		✓
12.		✓
13.	✓	
14.		✓
15.		✓
16.	✓	
17.	✓	
18.	✓	
19.	✓	
20.		✓
21.		✓
22.	✓	
23.	✓	

WHEN TRUST BREAKS DOWN

Visual 4.16

When Trust Breaks Down

When you may have unintentionally damaged trust:

- **Accept.**
- **Admit.**
- **Apologize.**
- **Act.**
- **Amend.**
- **Attend.**

FEMA Leadership and Influence (IS-240.b) Visual 4.16

Key Points

You'll probably survive one unintentional breach of trust, especially if you take action to address the situation. But as unintentional breaches accumulate, other people will eventually begin to distrust you. With their distrust will come the belief that your intentions are not sincere and that you have ulterior motives.

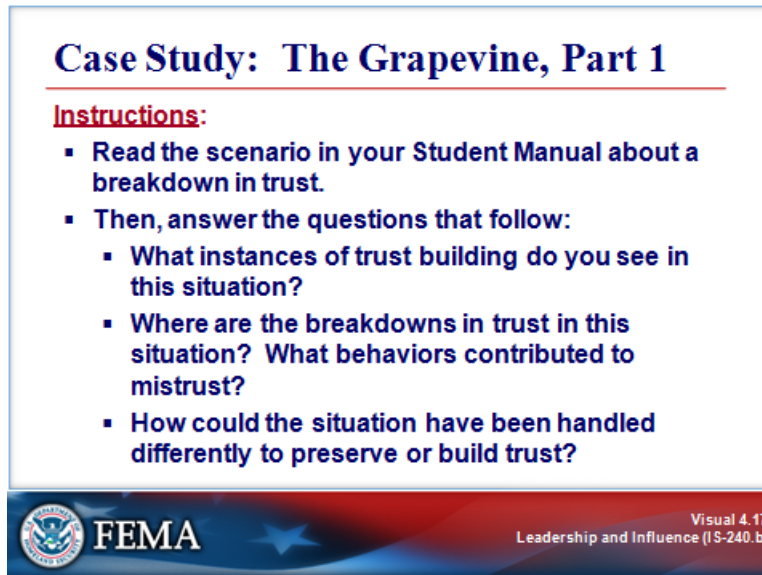
After you've breached trust, it is important to consider how to restore it. Here are six steps that you can take to recover from a mistake that may have unintentionally damaged trust.

- **Accept.** Accept personal responsibility for your actions and those of your organization.
- **Admit.** Publicly acknowledge that you have made a mistake. Many times, leaders either deny or attempt to cover up any wrongdoing for fear that admitting a mistake might damage their credibility. Evidence shows that attempting to hide mistakes will be much more damaging and will actually erode trust.
- **Apologize.** Offer an apology. Apologizing lets others know that you are concerned about the impact or problem that your actions may have created.
- **Act.** Take action to deal with the immediate consequences of a mistake. Taking action lets employees know that you are willing to do something. This is a good time to get others involved by asking for suggestions and trusting their judgment.
- **Amend.** Make amends. A leader's error can cause undue hardship to others. The amends should fit the problem.
- **Attend.** Leaders need to make sure that they are attuned to the influence their actions are having on rebuilding lost trust. Pay close attention to the reactions of those who are affected, ask for feedback, and be nondefensive in listening to constructive criticism. This feedback process should also help you avoid unintentional breaches of trust in the future.

The self-reflection on the next page can help you identify strategies for building and rebuilding trust in your workplace.

CASE STUDY: THE GRAPEVINE, PART I



Visual 4.17



Case Study: The Grapevine, Part 1

Instructions:

- Read the scenario in your Student Manual about a breakdown in trust.
- Then, answer the questions that follow:
 - What instances of trust building do you see in this situation?
 - Where are the breakdowns in trust in this situation? What behaviors contributed to mistrust?
 - How could the situation have been handled differently to preserve or build trust?

 **FEMA**  Visual 4.17
Leadership and Influence (IS-240.b)

Key Points

Instructor Note: Give the participants 10 minutes to read the scenario and answer the questions. Then, using the key learning points, facilitate a discussion around their responses.

Purpose: The purpose of this activity is to examine trust behaviors.

Time: 10 minutes

Instructions: Read the following scenario about a breakdown in trust. Then answer the questions that follow.

Scenario:

John Wallace leads the Logistics department at an emergency response organization. When he assumed the position a year ago, he encountered numerous personnel problems. Since then, he has worked to change the culture. He established clear expectations and timelines, and he has given people clear and ongoing feedback on their performance. John prides himself on being open, honest, and fair and has been forthright with his own supervisor, Juanita Kelly, division director for Operations.

Two employees, Dewayne and Ella, tell John what they heard at lunch. Two team leaders from the other department in their division said they had heard that senior management had decided to go with a new software package that Logistics had been testing. The package will be used in deployment and tracking of emergency resources (including personnel, equipment, supplies, volunteers, shelter space, and donations) as well as purchasing and replacement. The decision was made despite the department's recommendation to the contrary because of bugs in the program. They also heard that there would be staffing cuts to pay for the software and take advantage of the efficiencies it's supposed to create.

CASE STUDY: THE GRAPEVINE, PART I

Visual 4.17 (Continued)

Scenario: (Continued)

John had heard several months ago that the package would undergo further testing, and he hadn't heard much about it since. So he tells Dewayne and Ella that it's probably all speculation and that there's no truth to the rumors. If it were true, he would have heard about it long before they did because of how well connected he is with the division's decisionmakers.

The next day, the software implementation and its impact on division personnel comes up in a staff meeting, and John again disputes the "rumors," wondering aloud why it has caused such a stir now. He promises to check it out with his supervisor. When he tries to do so, he finds that she is out the rest of the week. So, he tells the staff that he'll let them know when he finds out more.

Juanita, John's supervisor, calls during the weekend and tells him that the Executive Committee decided that they needed to go with the new package because the "price was too good to be true." The vendor offered a huge discount in exchange for a quick decision. When the organization hesitated during negotiations, the vendor offered to upgrade the software as needed over the next 5 years.

Juanita asks John to "keep a lid" on the announcement until senior management can put together an organization-wide announcement. Part of the announcement will be a 15-percent reduction in division staffing over the next year. John explains that he's already been hearing about it through the grapevine. Juanita apologizes for not letting him know earlier, and expresses dismay with the organization's inability to "manage" these communications, and relief that no one in her division caused it.

On Monday, John and Juanita talk further. She says that, while the new package has some problems, the vendor is strong and very committed to working them out. She sees the change as an opportunity to:

- Improve public safety through quicker deployment of needed resources.
- Save money by reducing the number of staff required to run and support the program.
- Improve overall efficiency and communications among the various departments.
- Lighten the workload of employees who previously have had to do a lot of manual tracking and recording.

She sees a "natural fit" for John's department to "join hands" with the other department. While this makes sense on paper, historically there has been little cooperation between the two departments, mainly because the other department has a reputation for poor service and low morale.

On Tuesday, Dewayne drops by and asks John if he has any answers yet. John tells him what he knows (i.e., he spills the beans). Through the rest of the day, he visits with the staff and passes on, in general terms, the same information.

CASE STUDY: THE GRAPEVINE, PART I

Visual 4.17 (Continued)

Instructor Note: If not suggested by the group, add the following:

1. What instances of trust building do you see in this situation?

Possible responses include:

- *John's establishing clear expectations and timelines, providing clear and ongoing feedback, running open staff meetings, and implementing suggested changes.*
- *Dewayne and Ella sharing what they heard with John.*
- *John's honesty in sharing with his employees information that will affect them professionally.*

2. Where are the breakdowns in trust in this situation? What behaviors contributed to mistrust?

Possible responses include:

- *John's breaking of Juanita's confidence.*
- *Decisions that affect people's lives are carried out without awareness of, and sensitivity to, their impact.*
- *Juanita's failure to inform John in a timely manner, then creating for him a moral dilemma by asking him to "keep the lid on," forces him to lose trust one way or another by betraying her or his employees.*
- *The public's trust has been betrayed if management has let itself be pressured into a compromise with "poor performance" to get a good price.*
- *John's preoccupation with his own "connectedness" that leads him to discount Dewayne and Ella's input.*
- *Juanita's interest in "managing" communications rather than dealing honestly with employees.*
- *Juanita's putting forth the need for damage-control measures as interdepartmental cooperation.*

3. How could the situation have been handled differently to preserve or build trust?

The foundation of mistrust in the organization limits the range of trust-building alternatives for all concerned. Within his own unit, John can work toward rebuilding trust by:


- *Accepting responsibility for his actions and those of the organization.*
- *Admitting that his own self-view let him be taken by surprise in this situation, and apologize.*
- *Take action to deal with the consequences with his department.*
- *Communicate openly with employees about the situation and its impact (both on employees and on the climate of trust), and attend to their concerns.*

SUMMARY AND TRANSITION

Visual 4.18

Summary and Transition

- Lesson 4 examined the issue of trust, and explored ways in which an effective leader can build or rebuild trust among employees and other emergency management stakeholders.
- Lesson 5 discusses how personal influence and political savvy impact a leader's effectiveness.



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Visual 4.18
Leadership and Influence (IS-240.b)

Key Points

Lesson 4 examined the issue of trust, and explored ways in which an effective leader can build or rebuild trust among employees and other emergency management stakeholders. Lesson 5 discusses how personal influence and political savvy impact a leader's effectiveness.

For More Information:

Books:

- *Building Trust at the Speed of Change: The Power of the Relationship-Based Corporation.* Marshall, Edward M. AMACOM, 1999.
- *Trust and Betrayal in the Workplace: Building Effective Relationships in Your Organization, 2nd edition.* Reina, Dennis, and Reina, Michelle. Berrett-Koehler Publishers, 2006.
- *Building Trust: A Manager's Guide for Business Success.* Shurtleff, Mary Galbreath. Crisp Learning Publications, 1998.
- *Driving Fear out of the Workplace: Creating the High-Trust, High-Performance Organization.* Ryan, Kathleen D., and Oestreich, Daniel K. Jossey-Bass, 1998.

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