



# Development and Validation of a Trust Evoking Behavior Scale

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## **Abstract**

This study is about interpersonal trust and the possibility of actively managing a trust-relationship. For this purpose a newly developed Trust Evoking Behavior Scale with 40 survey items was tested and validated with a survey employed to a sample of 165 Dutch and German participants. The resulting TEBS contained 30 concrete behaviors that have shown to evoke trust. Factor Analysis revealed the same initial four-factor structure: Receptivity, Transparency, Positivity and Other-Directedness. Next to good face validity, the TEBS not only showed to possess discriminant and convergent validity, but also to have construct validity and reliability. Based on the TEBS, future research can be oriented at the validation of the TEBS with regard to its predictive validity or how the scale can be used in different contexts.

## Introduction

Why is there a need for a trust evoking behavior scale? An old Dutch saying goes: “Vertrouwen komt te voet en gaat te paarde”, which could be interpreted as: it takes some time to develop trust, but it is very easy to destroy it. This study picks up the issue of how to deal with interpersonal trust. It provides the reader with a guideline of how to establish, maintain or rebuild an interpersonal trust relationship. A lot of authors have pointed out the importance of trust across different contexts (Colquitt & Zapata-Phelan, 2007) and different areas of study (Whitener, Brodt, Korsgaard, & Werner, 1998). Mayer, Davis and Schoorman (1995) developed a model that illustrated the difference between trust, trustworthiness and the intention to trust. McEvily and Tortoriello (2011) compiled a review of measurement instruments that were used to assess interpersonal trust in organizations. According to their review there is multitude of instruments that are geared to measure trust, but only a few of them are validated and can exhibit construct validity. This can be attributed to the fact that most of the reviewed instruments are operationalized as distinctive scales, which were designed especially to meet the requirements of the study, they were used in. “(...) the measurement of trust has received scant attention, resulting in a highly fragmented and idiosyncratic use of trust measures, and a confusing array of instruments that vary widely in construct validity and the number and type of trust dimensions” (Gillespie, 2012; p. 175). Besides from the need for more validated trust measuring tools, the Trust Evoking Behavior Scale (TEBS) is also unique in its way of measurement. The TEBS is made of items describing concrete trust evoking behaviors. In contrast to some other measurement instruments the TEBS does not measure trust directly, but provides an assessment of the trustworthiness. In this regard trust evoking behavior can be considered as a way to enhance the trustworthiness of a person.

## The Concept of Trust

In this chapter some important research approaches and theories of trust will be presented. The role which trust can play in the context of the workplace will also be addressed. The focus is on how interpersonal trust affects different working processes.

In the first section some concept definitions, approaches and essential theories in trust research will be reviewed. In order to rank these theories in their scientific significance and validity, empirical findings, which were discovered with the here presented concepts, will also be represented.

In the scientific literature the term ‘trust’ is defined very broadly (Petermann, 1996). There are various definitions of trust, which focus almost exclusively on the individual level in the context of an organization (Castaldo, Premazzi and Zerbini, 2010). Beyond this, the diverse approaches, which are used to explore the processes of trust, will also be covered (Fulmer & Gelfand, 2012). The comprehension of the concept of trust is closely interwoven with its operationalizing and its empirical measuring. Trust can therefore not be treated as a construct, which has an unchanging area of significance, but as a construct that is contextually and personally bounded (Kassebaum, 2004). Theories, which handle it as independent, dependent variable or as a moderator variable, are not limited to the psychological domain (Petermann, 1996).

The first theories which were designed to explain trust, were the approaches of Erikson (1963), Rotter (1967), Deutsch (1967), Zand (1977) and Koller (1990). Other theories that were used in the connection with trust were the approaches of Blau (1964), Salancik & Pfeffer (1978), Tajfel & Turner (1979) and Six (2007). These theories will be covered in the section “Theories about trust”.

There are many definitions of trust, but so far there is none that is binding. The meaning of the concept spans a broadly defined scope of scientific approaches and researches, which are mixed with thoughts of the psychological, sociological and economic tradition (Dietz & Den Hartog, 2006).

Some authors have already suggested abandoning the research on a definition of trust, because they were deterred by its complexity (Brückerhoff, 1982). This is of course not an adequate solution to the issue of finding a reasonable definition of trust.

One attempt to categorize trust come from Lindsfold (1978). He made a differentiation between four types of interpersonal trust: a person trusts another, because a) he is perceived as being honest, b) he has a benevolent intention, c) he is acting in a non-manipulative manner and d) he has to take sanctions for a breach of trust into account (cf. Lindsfold 1978, p. 774). These definitions embrace a high number of concept definitions, which are describing interpersonal trust. This classification gives reasons why a person should be willing to trust another. One point of criticism of this approach is that there are many more definitions of trust that cannot be subsumed under these four types, which will be explained in following sections. Many authors use the concept of trust to describe the quality of social relationship by determining the impact and the development of trust, but not stating the actual definition of trust (cf. Rousseau, Sitkin, Burt; 1998; p. 394).

Authors, who try to make a proposition on how interpersonal trust form, mainly focus their thoughts either on the trustee (to-be-trusted party) or the trustor (trusting party) (Mayer & Davis, 1999). For the trustee, in this framework, the propensity to trust is very important (Mielke, 1991). This aspect is closely related to the expectations a person has of a given situation and will be explained further in the following sections.

The differences in defining trust could also be due to the fact that some authors focus more on the affective or the cognitive processes underlying trust. Some studies examine the conditions, which are necessary for the development of trust, and others are dealing with the effect that trust can have in diverse contexts (Kassebaum, 2004).

## **Definitions of Trust**

### *Trust as an expectation*

Strasser and Voswinkel (1997) make the assumption that trust is primarily related to the assessment of the predictability of a given behavior. They state that it will be easier to trust the enemy, who is constant in his/her behavior, although probably not in line with one's self interests, than to trust a friend, whose behavior depends on his/her mood. The consistency of trust is a central point in this definition. They also stress the possibility of engaging in a trusting relationship with the enemy purely based on the predictability of their behavior. In

this respect, it would be possible to build a stable trust relationship, which is a kind of contrary cooperation (Kassebaum, 2004).

According to Cook & Wall (1980) trust is evoked by positive assessments, which are based as well on experience as on the willingness to trust. The definition of Cook & Wall (1980, p. 39) that “Trust (...) refers; in the main, to the extent to which one is willing to ascribe good intentions to and have confidence in the words and actions of other people” is also said to be one of the most common definitions of trust (Dietz & Den Hartog, 2006).

According to Koller (1990; p. 1) trust is “the expectation that the interacting partner will act in a benevolent way, although he has the possibility, to choose acting in a non-benevolent manner.” This definition implies that the trustor is not expecting a particular attitude of the trustee, but a specific behavior. Koller (1990) assumes that a trustworthy person will be rated positively and this rating will be related to the expectation that the trustee will behave in a benevolent way. The stronger the expectation is, the greater the trust will be. Koller’s (1990) definition shows some resemblance to the definition Rotter (1980) made. Rotter (1967, 1980) understands the concept of trust as an expectation that one can rely on the statements of another person. His approach will be covered in the following section.

### *Trust as waiver of control*

In line with Cook and Wall’s (1980) definition, Kegan and Rubenstein (1973; p. 499) proposed: “Trust may be conceived as a preconscious condition or attitude permitting one to enter a situation with minimal defensiveness”. In their eyes the trustor gives up his control in a situation and makes himself vulnerable to the trustee. Deutsch (1976) made a similar definition in formulating his theory of trust. The abandonment of control and the intentional increase in one’s vulnerability seems only reasonable in the light of the expectation that the reduced defensiveness is not being exploited.

Kassebaum (2004) mentioned in his study that in the definition of Zündorf (1986) trust is described as a voluntarily waiver of control, which is not limited to interpersonal relationships. The trustor is willing to give up his/her control over the situation or condition to the trustee: Trust is defined as a voluntary transference of control over resources, actions or events in expectation of a not well-defined return in a not well-determined future (Kassebaum, 2004).

### *Trust as taking a risk*

Other authors used Rotter's (1967) approach to trust as the essence of their trust definition. Schlenker, Helm & Tedeschi (1973, p. 419) stated: "(...) trust may be defined as a reliance upon information received from another person about uncertain environment states and their accompanying outcomes in a risky situation." Curall and Judge (1995, p. 153) defined trust as "(...) an individual's behavioral reliance on another person under a condition of risk." In the definitions given by Schlenker et al. (1973) and by Curall & Judge (1995) trust is also determined as relying on the other. In the definition of Schlenker et al. (1973) trust is limited to the exchange of information, which points in the same direction as Rotter's (1980). Curall and Judge's (1995) definition of trust is valid for all behaviors of the trustee. This risk-taking and acting as a trustor is reflected in their definition of trust: Trust is defined as a presumption, on which an individual relies, when it comes to the decision of how to behave towards another person. (Kassebaum, 2004). In both cases there is an imminent risk.

As Peterman (1996) pointed out, trust without risk is not possible. That could be the reason why trust definitions which are based on behavior and describe a trust situation, take the risk explicitly or implicitly into account. One example is the definition of Morris and Moberg (1994, p. 163): "As we view it here, personal trust involves placing one's fortunes in the hands of another without being able to ensure that no unfavorable consequences will result". In other words, trust becomes a vital concept when there are significant risks involved in trusting (i.e. vulnerability) and when there is objective uncertainty about the consequences of trusting". This definition implies many aspects which are already mentioned: the vulnerability, which is given by the "minimal defense possibilities" (Kegan & Rubenstein, 1973) and the uncertainty about the consequences of trust (Schlenker et al., 1973); but it also adds the concept of losing control or more accurately the delegation of control-resources. The trustor knowingly waives his/her control over a situation or status, although there is no certainty that the trust will be reciprocated, nor that he/she will emerge from the situation unharmed.

Another approach of defining trust was postulated by Cangemi, Kowalski and Rice (1989). According to them, trust is a feeling of being safe, which is crucial for a good working atmosphere. "Trust is a feeling of safety and comfort in interpersonal relationships, and is necessary for the development of a healthy, open organizational climate." (Cangemi et al., 1989, p. 2). This definition differs from the afore-mentioned ones by referring to the emotional dimension of trust.



In accordance with Petermann (1996), Schlenker et al (1973) summarize the four most important definitions of trust: Next to the aspect of uncertainty, the presence of a risk and the waiving of control, there is also the aspect of trust relating to the future. The last aspect contains that trust is always directed to actions in the future, which are not under one's control and therefore are bearing a risk and uncertainty (Kassebaum, 2004).

### *Dimensions of trust*

According to Kassebaum (2004), trust can have three different dimensions: the cognitive, affective and conative. They describe how interpersonal trust can be perceived and characterized. In this regard Kassebaum (2004) mentions the definition of Zeikau (1997) for providing a good summary of the three different dimensions of trust. Zeikau (1997) claims that if we trust somebody, we consider him/her to be competent, trustworthy and benevolent; being close to this individual would give us a feeling of security and safety. We would have no concerns about this relationship and behave normally.

An extended overview of definitions of trust can be found in Burke, Sims, Lazzara and Salas (2007), or Fulmer and Gelfand (2012).

## **Theories about Trust**

In this section some of the most influential theories about trust are introduced briefly. These approaches were pivotal in the research of interpersonal trust.

### *Trust as a developing process*

One of the most influential theories about trust is Erikson's (1963). He was conducting research in the development of the personality in the early years of one's life. According to his theory each individual develops a basic sense of trust and distrust in the first two years. Erikson defines trust as a feeling of safety and satisfaction, which is granted by others, especially by the mother. In the eyes of Erikson trust is a consequence of life-experiences and forms the base for the development of one's personality.

Erikson (1963) also points out that there is a dynamic between trust and distrust which depends on the situation. The assessment, whether trust or distrust in a person is justifiable, varies from situation to situation, but the foundation of the assessment in the process of one's developing personality is getting more and more consolidated.

Like Erikson, Selman (1980) claim that gaining interpersonal trust is an ongoing process which develops through life by integrating new experiences in the already existing trust-image of people. They propose a 5-step model of trust development. On the first step (between 3 and 5 years) trust is limited to the perceived physical abilities. The second step (between 5 and 11 years) concerns the foundation of trust, which consists of the perceived intentions of a person. The third step (7 between 14 years) relates to the importance of reciprocity as a basis for trust. The fourth step (from 12 years upwards) concerns the consistency of a relationship. During the last step (teenager) trust is formed by the belief in a consistency of a relationship as well as being open for change and growth in this relationship (cf. Kassebaum, 2004, p. 38).

Interpersonal trust is an ongoing process between interacting partners. Each individual involved in an interaction examines to which degree he/she would be justifiable to trust the other. According to Gabarro (1978) trust is a developing process, which has four steps. The first step is to gain a view of the interaction partner and to form a first impression. It is a type of orientation phase (Lewicki, McAllister & Bies 1998). In the second step, both partners try to deepen their experiences with each other in order to form an opinion. This step could serve as an exploration phase (Lewicki et al.; 1998). In the third step, the interacting partners check the limits of their influence upon each other and the limits of their trust. Based on this phase of testing (Lewicki et al., 1998), the interaction partners build specific expectations of each other. The last step is distinguished by making an interpersonal contract which has, as its foundation, the collected experiences and the deduced expectations.

In his study Gabarro (1978) was looking for trusting behaviors which would increase the development of trust among managers. After conducting explorative interviews, a manager's competence seemed to play a prominent role in the development of trust. The concept of competence was split into functional competence and interpersonal competence. Functional competence was defined by the ability or knowledge to handle a specific task. Interpersonal competence stipulates the social or soft skills, which are important while interacting with other people. Other important characteristics, which were derived from the interviews, were:

integrity, reliability and openness (how uninhibited ideas and beliefs can be discussed). All in all Gabarro (1978) identified nine bases of trust: integrity, motives, consistency of behavior, openness, discreetness, functional/specific competence, interpersonal competence, business sense and judgment. Gabarro (1978) made the assumption that the ranking/meaning of the nine bases of trust would be different for the employee and the manager. Schindler and Thomas (1993) challenged this assumption made by Gabarro and disproved it. They conducted a study among employees and supervisors in the health care sector and did not find any significant difference in the ranking of the trust ratings of employees and supervisors.

Similarly to Gabarro (1978), Jennings (1971) conducted interviews to identify the different factors of trust. According to Jennings, loyalty is one of the key factors of trust. Accessibility, availability and predictability were also found to have an impact on trust.

Following the approaches of Gabarro (1978) and Jennings (1971), Butler (1991) did research on conditions of trust among middle management. He interviewed 84 managers from different companies with the aim to find out more about the characteristics of a person, who can be trusted. Through this Butler (1991) was able to find ten conditions of trust: availability, competence, consistency, discreetness, fairness, integrity, loyalty, openness, promise fulfillment and receptivity. He compiled these ten conditions of trust in his *Conditions of Trust Inventory* (CTI) and validated it by having it tested among 1531 management students.

### *Trust as a generalized expectation*

Deutsch (1976) defined trust as an observable behavior. According to him trustworthy behavior works in a manner that a) increases one's own vulnerability b) abandons one's control over the situation and c) takes place in a scenario in which the potential loss following a breach of trust would lead to higher gains than actually behaving in a trustworthy manner.

A person, who needs to make a decision, in a given situation, to trust someone or not, has to act of his own will. According to Deutsch (1976) the decision to act in a trustworthy manner depends on the expected result of such a trustworthy behavior. When an individual assumes that the probability of negative consequences of acting in a trustworthy manner is smaller than the positive consequences, this individual will grant trust based on confidence. The decision to trust or not is supported by experiences a person had made in similar situations. Consequently Deutsch (1976) considers the development of trust as a learning

process. Positive experiences foster the development of trust, whereas negative experiences slow down this process.

With reference to Deutsch's (1976) definition, Zand (1977) assumes that trust can be defined by behavioral patterns, which increase one's vulnerability in a uncontrollable situation, so the potential loss in case of a breach of trust is bigger than the potential gain when trust is confirmed.

Zand defines trust as "the deliberate regulation of someone's dependence on another person, differentiated by task, situation and person" (Zand, 1977; p. 63). He proposed a model, which encompasses the development from a suspicious attitude to trusting behavior. According to Zand (1977) there are three variables involved in this development process: control, information and influence. Individuals who trust others are open and pass on information. They are more likely to be open about their feelings and accept that another person might influence them to a stronger degree. They try to a lesser extent to control others, although they are aware of the fact that this leads to an increase in their vulnerability. Fein & Hilton (1994) studied the other side of the dimension. They found that individuals, who are not trusted, hold back information or distort it. Those individuals try to minimize the influence of others and are suspicious, while trying to maximize their control in order to boost their independence.

The model of Zand, which stresses the impact of the attitude in the beginning of an interaction, advanced the trust research. It is able to explain why trust can be produced experimentally and show that trust can be increased (Kassebaum, 2004). Zand (1977) assumes that two people will engage in an interaction with the intention of trusting or distrusting each other. In the progress of this interaction the trusting or distrusting attitude can be confirmed and reinforced.

Like Deutsch (1976), Blau (1964) explains the behavior of individuals in terms of a weighting between costs and benefits. In their study of the perception of organizational support in relation to *leader-member-exchange theory*, Wayne, Shore, Bommer and Tetrick (2002) assume that when leaders try to build a high quality exchange relationship with their employees, the latter will try to return the favor, after making a cost-benefit analysis. Because social exchange relationships imply volitional behavior, where the reaction is difficult to foresee, it involves a certain amount of risk and has an inherent uncertainty. That is the reason why Blau (1964) suggested that trust plays a prominent role for building social exchange

relationships. Trust can help to decrease the degree of uncertainty and lower the risk (Petermann, 1996).

In the psychology of personality there are two viewpoints about the construct of trust (Mielke, 1991). One examines the individual's propensity to trust and the other deals with the perception of trustworthiness of a person (Wrightsmann, 1974).

Rotter (1980) defined trusting other people as an expectation to rely on their statements. In this definition the expectations can be formed about specific situations/statements (specific trust) or more general situations/statements (general trust). According to Rotter, the decision to trust depends on the value which the trustor ascribes to the result of his/her behavior, and the expectation, which accompanies this behavior. Rotter explains by the mean of the concept "generalization of expectations", why an individual is able to form expectations of a situation even it is new to him/her. The familiarity of a situation determines what kind of expectations an individual will hold. In well-known situations the expectations will be quite specific, but in unfamiliar situations the individual will rely on his/her general expectations to behave appropriately. According to Rotter, besides first hand experiences, judgments of others or the assessments of the mass-media can also have an impact on the formation process of generalized expectations (Kassebaum, 2004).

Rotter (1967) assumes that generalized expectations are a stable and measurable personality traits. Because he defined trust as an expectation to rely on the statements of others, trust is supposed to be a personality trait that can be measured by, for example, a questionnaire.

If trust is assumed to be a personality trait, it can be expressed on a linear dimension with two different poles. In this case the opposite poles would be trust and distrust. On the one hand there are people who trust very easily, and on the other, those who are very cautious with their trust. On one side, people who are very generous with their trust, are perceived in general by others as reliable, trustworthy and honest. On the other side, people who are deliberate with their trust, are often perceived by others often as cynical, egocentrically and are often said to have cruel intentions (Kassebaum, 2004).

One of the most recent approaches in building interpersonal trust was taken by Six (2007). He used the relational signaling theory, which was proposed by Lindenberg (1988), as the basis for his interpersonal trust-building theory. The definition of trust, which was used in the study of Six (2007) was a combination of the one of Rousseau et al. (1998) and the definition

of Mayer, Davis and Schoorman (1995). In relation to Zand (1977) he stated: “interpersonal trust-building is a reciprocal process in which both parties are involved interactively in building trust” (Six 2007, p. 290). It was suggested by Six (2007) that the foundation for a trusting relationship is the mutual interest in establishing a good normative frame and the attempt to save this frame for future encounters. “The theory shows that for interpersonal trust to be built, (1) legitimate distrust situations must be removed through interest alignment arrangements; (2) both individuals must regularly perform actions that convey positive relational signals; (3) both individuals involved in a difficult situation must at least act in ways that are not perceived as negative relational signals, and (4) organizational policies must be put in place that stimulate frame resonance” (Six, 2007; p. 303).

### *Trust as a function*

According to Salancik and Pfeffer (1978) *social-information-processing theory* posits that individuals mainly develop their attitudes and beliefs by receiving information from the environment, for example from other individuals. This approach was taken to investigate the decision to trust and the concept of trustworthiness in more detail (Caldwell & Hansen, 2010) and was assumed to be of great importance in the study of the antecedents of trust, such as communication (Hill, Bartol, Tesluk, & Langa, 2009) and reputation (Lau & Linden, 2008).

According to Deutsch (1973) the decision to trust somebody is formed after weighing the probability of a positive or a negative result. Koller (1990), however, proposed the hypothesis that trust is dependent on the degree of risk that is inherent in a giving situation. In order to gain some evidence to support his hypothesis he conducted an experiment among students. In this experiment students were asked to lend books to other students. The value of the book was used as an independent variable. The risk of the experiment lay in the giving a book of great value to another person without having any kind of certainty of getting it back. The results showed that students who lent such a book of great value to another person had significantly more trust in the other person, than students who gave a book of less value to another person.

Koller (1990) integrated his results in the concept of wishful thinking by McGregor (1938). McGregor assumed that the prediction and the perception of a social event could be determined by two factors: known facts about the issues at stakes and the attitudes and wishes an individual has about the issue. When making a decision, the individual does not calculate

the probability of the result to be positive or negative, but instead his wishes and attitudes have great influence on the process of expectation forming. According to McGregor (1938) wishful thinking is determined by the magnitude of personal relevance, which an individual adds to the issue, and by the degree of ambiguity inherent a situation. In a trusting situation both elements are inherent: an ambiguity provided by the possibility that the result could be unwanted, e.g. in a situation where it is unclear how the other person will behave, and by the perception of risk as a requirement of trust. In this case the personal relevance of the trustee is also given. Koller (1997) integrated as well the ambiguity/inherent risk of the situation as the personal meaning in his model (figure 1). Kassebaum (2004) states that this model explains the relationship between an increasing risk in a given situation and the trust someone has in relation to meaningfulness. At a certain point the risk is too great and the trust building process stagnates:

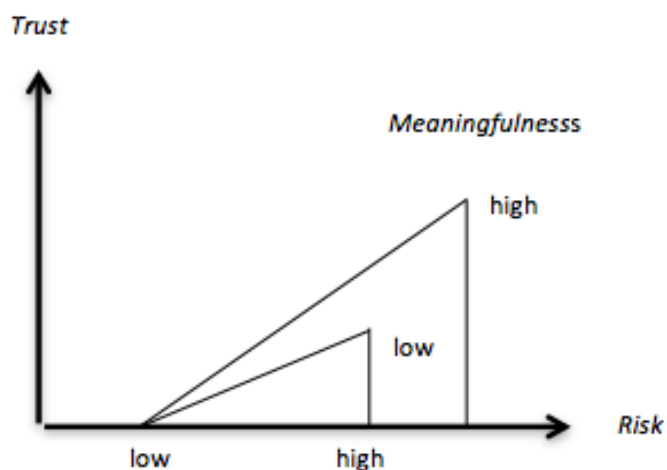


Figure 1: Trust as a function of risk and meaningfulness (Koller, 1997; adapted from Kassebaum, 2004).

Koller (1990) treats risk as a dependent variable of trust, whereas Mayer et al. (1995) see risk in relation to trust as an independent variable. According to them the degree of trusting assigns the degree of risk one is willing to take in a given situation.

## Trust within Organizations

In the preceding chapter, some theories and empirical studies concerning the research on interpersonal trust were introduced. The focus of this chapter is on the development of trust in relationships at workplace. This type of trust is a special occurrence which can be found at macro and micro level in organizations. Trust exists towards organizations and companies (Krell, 1988; Bhide & Stevenson, 1992; Dirks & Ferrin, 2001; McEvily & Tortoriello, 2011) as well as towards coworkers and supervisors (Bierhoff & Müller, 1993; Dietz & Den Hartog, 2006).

### *Models of interpersonal trust in organizations*

The model of Mayer et al. (1995) tries to explain dyadic trust in organizations. Trust is defined as “the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party.”(Mayer et al., 1995; 712) Their definition of trust emphasizes the inclusion of vulnerability. By making oneself vulnerable to the action of another, one accepts the fact that there is something that can be lost and displays the willingness to take a risk. Furthermore they distinguish trust from cooperation, confidence and predictability.

According to Mayer et al. (1995) one requirement for trust is the propensity to trust. This propensity is a stable, characteristic factor of the person, which determines the probability that he/she is going to trust. In the model there is a distinction between the trustor and the trustee. For the trustor the propensity to trust is especially relevant. For the trustee it is important to show high trustworthiness. Mayer et al. (1995) structure trustworthiness into three independent factors: ability, benevolence and integrity. The factor ability encompasses characteristics, competences, and skills of the trustee and is assumed to be domain specific. For instance, a supervisor has trust in his employee to strike an important deal for the company, because the supervisor considers him/her to be competent. But when it comes to coordinating a project, the very same employee could be considered as not being able to accomplish the task, because in his supervisor’s eyes, he/she doesn’t have the sufficient requirements in this field. “Benevolence is the extent to which a trustee is believed to want to do good to the trustor, aside from an egocentric profit motive.”(Mayer et al., 1995; 719) This



factor highlights the relationship between the trustee and the trustor and emphasizes the care and attachment. Mayer et al. give the example of a mentor and a protégé, with the mentor not receiving any extrinsic incentives for helping the protégé. Integrity, the last factor of trustworthiness, “involves the trustor’s perception that the trustee adheres to a set of principles that the trustor finds acceptable.” (Mayer et al., 1995; 719) Of all the three factors of trustworthiness, integrity is assumed to be the most important antecedent in the early development of trust. If the trustor perceives the trustee to have high ability, benevolence and integrity in a given situation, than he/she is going to trust the trustee and is probably willing to engage in a risk-taking behavior. The feedback loop from the outcomes to perception of trustworthiness demonstrates that this model is a circular one.

Another model, which focuses on the interpersonal relationship in organizations, is described by McAllister (1995) in his study. He developed a theoretical model to get a better understanding of trust in close relationships among managers and professionals. The foundation of the theoretical model is drawn from the sociological and social-psychological literature of trust. The study was conducted to distinguish “between two principal forms of interpersonal trust – cognition-based trust, grounded in individual beliefs about peer reliability and dependability, and affect-based trust, grounded in reciprocated interpersonal care and concern” and to identify “factors influencing the development of each form of trust” (McAllister, 1995; p. 25).

To illustrate the connection between McAllister’s (1995) model and the one from Mayer, Davis and Schoorman (1995), Lewis and Weigert (1985) noted in their study: “First, trust is based on a cognitive process which discriminates among persons and institutions that are trustworthy, distrusted, and unknown. In this sense we cognitively choose whom we will trust in which respects and under which circumstances, and we base the choice on what we take to be “good reasons”, constituting evidence of trustworthiness”. (p. 970)

In their study of the managerial trustworthy behavior Whitener, Brodt, Korsgaard and Werner (1998) developed a model, which focuses on the antecedents of trustworthy behavior of managers. This model tries to explain how managerial trustworthy behavior can develop in an organization and what the challenges are for evoking such a behavior.

Whitener et al. (1998) define trust for their purposes as an expectation or belief, the willingness to meet such expectations and the dependency on the outcomes of the actions of another. In this sense their definition is in line with the ones made by Mayer et al. (1995) and

Gambetta (1988). Whitener et al. claim that it is important that the initiative of behaving in a trustworthy manner has to come from the managers themselves. In order to get a better view on the managerial behavior in organizations they use as well the agency theory, to explore the formal economic context, the behavioral consequences and the motives of the managers, as well as the social exchange theory, to indicate the dynamic and reciprocal character of trust. It is claimed that if managers engage in trustworthy behavior the likelihood of being perceived as trustworthy by employees will increase, by the principle of reciprocity. There are five categories of behavior pointed out: 1) behavioral consistency, which describes the reliability on the behavior of the manager over a long period of time; 2) behavioral integrity, which focuses on the degree of the accordance of the manager's word and deed; 3) sharing and delegation of control, which is about the empowerment of the employee; 4) communication, which is defined as giving accurate information, explaining made decisions and being open towards the employee; and 5) demonstration of concern, which concerns the manager showing consideration and sensitivity towards the employee, protecting the employee's interests and not taking advantage of the higher position. These five behaviors are put into context within the organization and are also connected to the character of the manager in order to be able to give some information concerning the characteristics of the manager and the employee.

One of the more recent approaches to the measurement of trust in the context of an organization is the one of Gillespie (2003). She developed and validated the Behavioral Trust Inventory (BTI), which consists of two concepts: Reliance and Disclosure. Reliance is defined as a domain in which the individual has to rely on "another's skills, knowledge, judgments or actions, including delegating and giving autonomy" (Gillespie, 2003; p. 10). Disclosure is defined as the domain that is about "sharing work-related or personal information of a sensitive nature" (Gillespie, 2003; p. 10). The items of the BTI are all formulated as behavioral expressions of trust.

## Hypotheses Forming

In the last chapter an introduction to the trust literature was given. The following section will give a very short outlook on the meaning of trust for leaders, followed by the definition of the concept of trust, which is used in this empirical part of the study and will focus on its dimensions. The main focus will be on the antecedents of trust, in which trustworthiness will take a prominent role. In the last section of this chapter hypotheses will be formulated and incorporated in a working model.

### *Trust and Leadership*

As shown in the last chapter, there is a multitude of definitions of trust available in the literature (e.g. Burke et al., 2007). This study however is closely related to the book „The Speed Of Trust“ (2006) by Stephen M.R. Covey. The book is about how leaders and organizations can profit from establishing a trust-based relationship with their employees. It is assumed that trust could save a lot of time and energy which would otherwise be spent on supervising and could also leverage the success of the organization by speeding up processes and procedures.

Covey describes trust as “a function of two things: character and competence. Character includes your integrity, your motive, your intent with people. Competence includes your capabilities, your skills, your results, your track record. And both are vital.“ (Covey, 2006; p. 30) In comparison to the trust literature, mentioned in the last chapter, this approach to the definition of trust is one of the first to take a functional viewpoint. What is noticeable when comparing this definition to those of Rousseau et al. (1998) or Mayer et al. (1995), is that it does not include the element of risk. Instead, it focuses more on the dispositions of a person. By taking a functional viewpoint on trust it is meant that the combination of competence and character enable trust. To put this into context of the organization, Covey stresses the meaning for leaders of those two components of trust. In his book there are seven quotations given, all describing trust as a combination of character and competence. One quotation is from Jack Welch, former CEO of General Electronic. According to him managers’ achievements will be evaluated mainly by two factors: living up to the values (=character) and delivering results (=

competence). Figuratively these two factors are important for leaders in company regarding their employees.

Covey describes trust metaphorically in 5 waves: self-, relationship-, organizational-, market- and societal-trust. He uses the metaphor of a stone falling in the water and creating rings. For this study the waves of the self- and the relationship-trust will be of greatest interest. Self-trust consists of four cores of credibility<sup>1</sup>: integrity, intent, capabilities and results. Relational-trust consists of 13 behaviors of highly trusted leaders: talk straight, demonstrating respect, creating transparency, righting wrongs, showing loyalty, delivering results, improving, confronting reality, clarifying expectations, practicing accountability, listening first, keeping commitments, extending trust. They all can be subsumed under three broad actions: growing, extending and restoring trust (Covey, 2006).

Dirks and Ferrin (2002) distinguished between two perspectives of trust in leadership. One perspective is focused on the relationship between a leader and his employee (“relationship-based perspective”) and the other is describing how the employee perceives his leader’s character. Here the character of the leader is the determining factor to what degree the employee is willing to accept vulnerability, in terms of dependence, and trust him. Dirks and Ferrin (2002) called this perspective “character-based perspective” (p. 612). In this perspective it is assumed that the employee tries to deduce from the leader’s characteristics such as ability, integrity, dependability and fairness, if he can rely on him. This appraisal of the leader’s character is assumed to have a major influence on attitude and work behavior. Mayer et al. (1995) were using this research perspective, when developing their model of trust, which is based on the characteristics of the leader/supervisor. In both perspectives - “relationship and character-based” (p. 612) - trust is determined by the perception or the belief, which the employee has of his supervisor. It is not an attribute of the supervisor or the relationship by itself (Dirks & Ferrin, 2002).

In their study “Measuring trust inside organizations” Dietz and Den Hartog (2006) conceptualized trust as a belief, a decision and an action. “The first form of trust is a subjective, aggregated, and confident set of beliefs about the other party and one’s relationship with her/him, which lead one to assume that the other party’s likely actions will have positive consequences for oneself. Another way of representing this belief is as an assessment of the other party’s trustworthiness.”(Dietz & Den Hartog, 2006; p. 559). Butler

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<sup>1</sup>Credibility: the quality of being accepted and trusted. (Oxford-Advanced Learner’s Dictionary).

(1991) found eleven components that could be relevant for a trustor's assessment of the trustee's character. Mayer et al. (1995) consider competence/ability, benevolence and integrity to be the major components. Later Cummingham and McGregor (2000) suggested adding predictability / reliability to the three components mentioned before (Dietz & Den Hartog, 2006). Mayer et al. (1995) separated trustworthiness from trust, by giving the explanation that "trustworthiness is a quality that the trustee has, while trusting is something that the trustor does" (Dietz & Den Hartog, 2006; p. 559).

#### *Definition of trust in this study:*

Due to the fact that this study is focused on interpersonal trust inside organizations, interpersonal trust will be defined accordingly to Mayer et al. (1995; p. 712) as: "(...) the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that other party." Mayer et al. noted that their definition of trust can be used in different (interpersonal) relationships, which involve a trustor and a trustee interacting with each other. In their article Schoorman, Mayer and Davis (2007) stated that their paper of 1995 was over 1,100 times cited and used in studies of different disciplines like psychology, sociology and ethics.

In regard to the afore-mentioned definition of trust in this study, trust can be divided in the same three dimensions Mayer et al. (1995) proposed: ability/competence, benevolence and integrity. Those three together form the concept of trustworthiness, which is an antecedent of trust and will be studied in the next section.

#### *Antecedents of trust*

It is important to distinguish between the concept, the dimensions and the antecedents of trust. As Gill, Boies, Finegan and McNally pointed out: "The most serious criticism is the lack of agreement about the structure of trust, and in particular the inability of researchers to distinguish between antecedents and the construct of trust itself" (2005; p. 208). As an example they give the research of Costa, Roe and Taillieu (2001) and note that they used three dimension of trust, which are, according to Gill et al. a cognitive, behavioral and a dispositional dimension, where the dispositional dimension should be considered as an antecedent of trust.

For this reason Mayer et al. (1995) separated trust from trustworthiness. Trust was defined as the intention to take a risk, and trustworthiness, consisting of ability/competence, benevolence and integrity, was assumed to function as an antecedent of trust (Colquitt & Zapata-Phelan, 2007). Trust was then further divided in situational state and personality variables. The perceived risk in a given situation was determined to be the situational state and the trustor's propensity to trust was said to reflect the personality (Mayer et al., 1995).

Regarding trustworthiness and trust as an expectation, Colquitt et al. (2007) quote Lewis and Weigert (1985): "First, trust is based on a cognitive process which discriminates among persons and institutions that are trustworthy, distrusted, and unknown. In this sense, we cognitively choose whom we will trust in which respect and under which circumstances, and we base the choice on what we take to be "good reasons", constituting evidence of trustworthiness" (p. 970).

### *Trust evoking behavior*

In the last section it was pointed out that it is quite important to distinguish between trust and its antecedents. In this study a new approach is made to look at the concept of trustworthiness. As explained in the section above, trustworthiness can be viewed as an expectation that a trustor has of a trustee. It is based on the assumption that the trustee has sufficient ability and character to act in a benevolent way to the trustor, who made him- or herself vulnerable to the trustee in a given situation. The trustor tries to collect as much information as possible ahead of deciding whether to consider someone trustworthy or not. As Lewis and Weigert (1985) noted about the information on trustworthiness, which is quoted in Colquitt et al. (2007), they "only open the door to trust without actually constituting it. The cognitive element in trust is characterized by a cognitive "leap" beyond the expectations that reason and experience alone would warrant – they simply serve as the platform from which the leap is made" (p. 971).

This study focusses on the part where the trustor tries to decide whether to consider the other trustworthy or not. Of special interest in this assessment process is how the trustor perceives the behavior of the person to be trusted. To get a better grasp of this, the trust evoking behavior was operationalized in a scale, consisting of 40 items. The trust evoking behavior scale (TEBS) is composed of four concepts: receptivity, transparency, positivity and other-directedness.

The concept of receptivity describes the way somebody is open to new things. This concerns the acceptance of new ideas, encouragement to think freely and openness towards new ideas in an interpersonal relationship. Butler (1991) found receptivity to be one on the ten dimensions of trust discovered in his study.

The concept of transparency illustrates how honest and open someone is. It is a kind of self-disclosure and could be seen by others as a type of fairness towards them. It can be thought of as open behavior and not pretending to be someone else. Butler (1991) counts fairness to be one of his ten dimensions of trust.

The concept of positivity deals with how somebody communicates with someone else. In this context it is about the style of communication in an interpersonal interaction. Whitener et al. (1998) suggested communication as one of their trustworthy behavior dimensions. But positivity is not only the style of communication, it is also a motive or intention someone has. This is more in line with Gabarro (1978), who listed motives / intentions to be a dimension of interpersonal trust.

The concept of other-directedness explains the way someone is oriented or focused on the other. It could be explained in terms of showing consideration or being sensible for the needs or interests of the other, behaving in a manner that safeguards the interests of the other and making a clear statement of not trying to take advantage of the other. Being defined in this way, the concept has high resemblance with the concept of demonstration of concern, which Whitener et al. (1998) used in their study to describe trustworthy behavior of managers.

### *Propensity to trust*

The concept of propensity to trust was integrated in this study, because it assesses the personality of a participant regarding trust. Propensity to trust is similar to a personality trait which is relatively stable across situations (Rotter, 1980). In this study it serves the purpose of filtering out those cases with extreme high scores or extreme low scores for trust. Someone who scores very high could be considered as trusting in situations where most other people would not trust. Cases of extreme scores - like the ones described in the last sentence - could distort the results. On the other hand, participants, who score very low, could be considered as unwilling to trust in situations where most people would trust (Mayer et al. 1995), also distorting results.

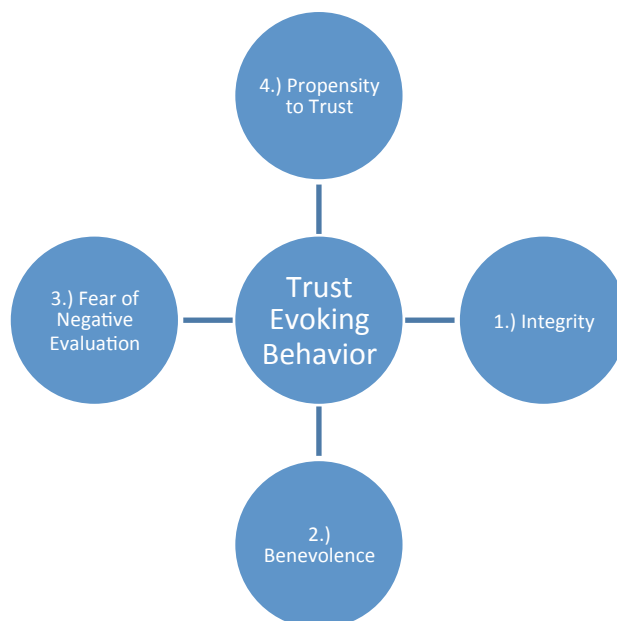
*Fear of negative evaluation:*

The concept of fear of negative evaluation was included in the study to measure the willingness to take a risk in an interpersonal relationship. The items were adapted to the context of interpersonal relationship. The scale is designed to measure the social anxiety of being negatively evaluated in a given interpersonal situation (Kemper, Lutz & Neuser; 2011). In the context of interpersonal trust it serves as the element of taking the risk and disclosure oneself to the other.

*Trustworthiness: Integrity & Benevolence*

The concept of trustworthiness as used in this study usually consists of three factors: benevolence, integrity and ability. Like Gabarro (1978) stated, the factor ability is the one that reflects the competence and skills a person is believed to have in a given situation. Because in this study participants were asked to think of someone they trust, this factor was not explicitly measured and included as a concept of its own. The other factors, benevolence and integrity, are measured and are deliberately included in the study in order to show that they are assessing a theoretical concept similar to the TEBS.

*The model*





## Hypothesis

- 1.) *The TEBS is positively related to Integrity*
- 2.) *The TEBS is positively related to Benevolence*
- 3.) *The TEBS is negatively related to Fear of Negative Evaluation*
- 4.) *The TEBS and propensity to trust are not related*

## Methods

### Participants:

172 participants took part in the study. Most of the participants are members of the student's orchestra of the MHH (Medizinische Hochschule Hannover) or the Schulmusikorchester of the music school in Hamburg. The other participants are students of business administration at the University of Twente. In addition, an unspecified number of participants were recruited via a link on Facebook.

Tables 1 and 2 display the frequencies of gender and age. As can be seen, the majority of the participants were female (n=113; 68,5%) with the minority being male (n=52; 31,5%). Most participants are in the between 20 and 30 years old (n=131; 79,4%).

All participants took part voluntary in the study.

(table 1: gender participants)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	113	68,5	68,5	68,5
	Male	52	31,5	31,5	100,0
	Total	165	100,0	100,0	

(table 2: Age of participants)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
under 20 years	5	3,0	3,0	3,0
between 20 and 30	131	79,4	79,4	82,4
between 30 and 40	10	6,1	6,1	88,5
between 40 and 50	6	3,6	3,6	92,1
over 50	13	7,9	7,9	100,0
Total	165	100,0	100,0	

Five participants did not complete questionnaire fully. These cases were excluded from further analysis. Further, two more cases were excluded from the study because the answers of the participants clearly showed a geometrical pattern and deviated strongly from other answering patterns. This left 165 cases for the data analysis.

### *Materials and Instruments*

The TEBS was developed by Nico Swaan, who is a coach and consultant at Learning Consortium ([www.learningconsortium.eu](http://www.learningconsortium.eu)). With TEBS Nico Swaan wanted to create an instrument that can help to establish new interpersonal trust relationships, boost existing relationships or help to rebuild them by systematically showing trust evoking behavior and stop showing behavior that could damage the trust relationship. It was designed to serve as a point of orientation for people, who are looking for a way to gain or regain trust.

In addition to the TEBS, items measuring the concepts of propensity to trust, perceived trustworthiness and fear of negative evaluation were also included in the questionnaire. All items, except for the TEBS and the Propensity to Trust scale, were adapted to the context of interpersonal trust relationship from already existing and validated scales. This means that the wording of an item was moderately changed and adjusted to the context of this study, by replacing the words “Top Management” as originally used by Mayer et al. (1995) with “He/She”. The questionnaire was administered in two versions: one in English and one in German. Items of the concepts of TEBS, propensity to trust, and perceived trustworthiness were available in English and were translated into German by a native speaker, who is proficient in both languages. Items for the concept of fear of negative evaluation concept were

translated from German into English by the same native speaker, who already translated the other items.

The German version of the questionnaire was provided online. The questionnaire was created on the platform [www.q-set.de](http://www.q-set.de) and distributed via a link. This link was sent via mail to the participants. The mail contained the invitation of participation in this study also a description of the purpose of the study. The questionnaire can be clustered in 6 sections. The first section, consisting of two questions, contains demographical data about gender and age of the participant. Section two includes eight items measuring the propensity to trust. An example of an item would be “One should be very cautious with strangers”. This scale was used to assess the participants’ disposition to trust people in general. Schoorman, Mayer and Davis (1996b) reported an alpha of 0,71. It is measured with a 5-point Likert Scale, ranging from 1 “strongly agree” to 5 “strongly disagree”. The TEBS with its 40 items, consisting of ten items measuring receptivity, ten items measuring transparency, ten items measuring positivity and ten items measuring other-directedness, forms the third section. The items were placed in a randomized order and are also measured with a 5-point Likert Scale. The fourth section contains the five items measuring fear of negative evaluation. Kemper et al. (2011) reported an alpha ranging from 0,84 to 0,94. An example of an item could be “I am afraid to do or say something wrong in his/her presence”. This fear of negative evaluation scale is measured with a 4-point Likert Scale, ranging from 1 “Doesn’t apply to me” to 4 “Applies to me”. In section five perceived trustworthiness was measured by its two subscales benevolence and integrity. Schoorman et al. (1996b) found an alpha of 0,95 for 5-item scale measuring benevolence and an alpha of 0,96 for the 6-item scale measuring integrity. Both subscales of perceived trustworthiness are measured by a 5-point Likert Scale, ranging from 1 “strongly agree” to 5 “strongly disagree”. The last section contains two items concerning information about the trusted person regarding the time of acquaintance and the frequency of contact.

The English version was administered in a paper and pencil form. Students were asked to fill in the questionnaire during class. The composition of the questionnaire was identical to the German version, except for placing the demographical items in the end.

Both questionnaires are displayed in the Appendix.

### *Procedures*

Prior to e-mailing the link to students, I gave a short introduction on the topic of trust and what the study is about. It was also stressed that even though every member of the orchestra will receive an e-mail, they should not feel obliged to take part in the study. Furthermore it was pointed out that participation is anonymous. The link was also posted on facebook. Filling in the questionnaire took most of the respondents around 10-15 minutes.

In case of the paper and pencil questionnaire, which was administered to students during class at the University of Twente, the filled in questionnaires were collected and digitalized.

### *Data analysis:*

De Vellis (2012) stated that as well the validity as the reliability of the test scores are necessary in order to validate a new developed scale. In the validation process of the TEBS two validities are used: construct validity and criterion validity. Construct validity assesses the relationship between the theory and the empirical data. It measures to what extent the theoretical construct represents the empirical data. Criterion validity is a measurement of the relationship between each criterion and the construct. The correlation between the different concepts of a test and the items used in it is examined. In this regard concurrent or discriminant validities are analyzed and reported.

### *Construct Validity:*

In order to conduct a factor analysis of the collected data, it is necessary to check each item for normal distribution and their intercorrelations. For normal distribution it is essential to look for the skewness (asymmetry) and kurtosis (peakedness) of each item. Principal component analysis in combination with a varimax rotation is used to detect underlying / latent structures. For the reasonable extraction of factors the Kaiser-Gutmann criterion is used. This counts eigenvalues greater than 1 as a new factor. One disadvantage of this method is that eigenvalues of 1,01 are extracted as a new factor, but eigenvalues below 1, like 0.99, are assigned to existing factors (Fabrigar, Wegener, MacCallum, Strahan; 1999). For the purpose of being able to interpret the findings of the factor analysis by means of their loadings, it is necessary to define a cut-off point. There are many different suggestions in the literature. Generally speaking, factor loadings of 0,30 can be considered as the minimum level. Loadings with 0,40 can be assumed to be significance. If an item has a height of loading

greater than 0,40 on a factor, it can be considered as very significant (Fabrigar et al., 1999; Hair, Black, Babin, Anderson, Tatham; 2010). In relation to the sample size of this study, a factor loading of 0,40 will be judged sufficient to be included in the factor analysis and be considered as significant (Hair et al., 2010). In case where an item will load significantly on two factors, this item will be excluded for assuring the accuracy of this validation study. Missing values in the data will be excluded pair wise instead of list wise. This way, as many cases as possible are included in the analysis.

*Criterion Validity:*

All scores of the Likert Scale of the TEBS were summarized and divided by the total count. This was also done by the Fear of Negative Evaluation scale and the subscales of Perceived Trustworthiness - Integrity and Benevolence. It was then possible to look for evidence for discriminant validity and convergent validity. The TEBS is assumed to correlate positive with Integrity and Benevolence, which would constitute convergent validity, and should correlate negatively with Fear of Negative Evaluation. As an indicator of discriminant validity, Propensity to Trust is compared to TEBS.

*Reliability:*

Next to the Cronbach's Alpha there is also split-half method used to assess the reliability of the TEBS. This is due to the objection of Sijtsma (2009), who argued that it is possible for a scale that has no consistency to have a high alpha and therefore it is advised to not use the Cronbach's Alpha as the only measurement of the reliability / consistency of a scale.

*Control Variables:*

To test for possible effects of age, frequency of contact with the trusted person, time of acquaintance and nationality on trust evoking behavior, a post hoc test (Bonferroni) and univariate analysis of variance is carried out.

## Results

The first step was to check all items for intercorrelation. If items had an intercorrelation of 0,90 or higher, they were excluded from further analysis (Child, 2006). No item was excluded. The second step was to look at the kurtosis and skewness of each item, which is an important step to establish principal component analysis (Joanes & Gill, 2002). Absolute values of three or higher for skewness and absolute values of eight or higher for kurtosis are considered as a hint to a problem with normal distribution (Kline, 1997). The item “His/her behavior signals respect and acceptance of you as you are” showed a higher than eight kurtosis values and fell out of this range. When all items were tested for normal distribution, the Kolomogorov-Smirnov Test revealed that in all cases the results had a significance of 0,00. Meaning the null-hypothesis, which states the empirical distribution equals the test distribution; in this case normal distribution was rejected. The alternative hypothesis was accepted and states that the test scores are distributed significantly different from normality. Following this finding, for later significance analysis it will be necessary to use non-parametric test. For factor analysis however, it has at first no effect, because factor analysis is used for data-reduction purposes. Exploratory factor analysis will be used.

In order to detect underlying structures in the data, factor analysis was applied. Prior to that it was checked with the Kaiser-Meyer-Olkin (KMO) criterion whether it is valid to perform a factor analysis on the collected data. The KMO value was 0,932, which is very good and allows continuing with factor analysis (Dziuban & Shirkey, 1974). As well as the KMO criterion, the Barlett’s Test of Sphericity was also looked at, which tests the null hypothesis that the correlation matrix is only by coincidence different from an identity matrix. Because the result has a significance of 0,00 the null hypothesis can be rejected. Following from this, factor analysis is being executed with the statistic software SPSS 21. The exploratory factor analysis performed on the items of the TEBS revealed a 7-factor structure. When examining the 7-factor structure there are some items, which load highly on two different factors. As was said in the beginning of this chapter, these items will be excluded, because they make the identification of a clear factor structure difficult and could have a negative effect on the interpretation later. Another criterion, which needs attention to, is that according to Child (2006), it takes three items to define a factor. In accordance with this, a factor analysis with a 4-factor structure was applied. Table 4 shows the final factor structure with four factors explaining 53% of the total variance in the empirical data and the cross

loadings of from 0.3 (table 3). The assumed 4-factor structure is also confirmed by the scree plot (figure 2). The scree plot gives evidence for the number factors that could be reasonable extracted from the data. For the interpretation it is necessary to look at the graph. The point where the graph begins to level could be seen as the right number of factors to be extracted from the data (Child, 2006). In this case the graph levels at the point of four factors.

Table 3: Final Factor Structure

Item	Factors			
	1	2	3	4
1.) He/she is open to your proposals, ideas or concerns	<u>.719</u>			
2.) He/she offers help or assistance	<u>.714</u>			
3.) His/her behavior signals respect and acceptance of you, as you are	<u>.708</u>			
4.) He/she enjoys doing something with you – and shows it	<u>.706</u>	,338		
5.) He/she seeks to ‘pick you up’ when you are feeling down	<u>.671</u>	,342	,363	
6.) He/she share his/her feelings of delight, satisfaction and happiness	<u>.641</u>	,376		
7.) He/she invites you to express yourself freely	<u>.635</u>			,318
8.) He/she communicates positive expectations of you	<u>.617</u>			
9.) He/she expresses appreciation for your contributions	<u>.595</u>	,368		
10.) He/she extends his/her trust in you	<u>.583</u>	,340		
11.) He/she works at keeping you involved and engaged	<u>.579</u>		,346	,334
12.) He/she holds high expectations of what it is possible to achieve together	<u>.485</u>			
13.) He/she is open about personal motives	<u>.415</u>			,391
14.) He/she has no apparent hidden agendas; doesn’t hide information		<u>.729</u>		
15.) He/she talks straight, tells the truth, and doesn’t leave false impressions		<u>.591</u>		
16.) He/she expresses any worries or concerns he/she has		<u>.590</u>		
17.) He/she gives of him- or herself without immediate expectation of return		<u>.519</u>	,346	
18.) He/she sticks to commitments made to you	,375	<u>.473</u>		
19.) He/she places positive interpretations on your behavior			<u>.697</u>	
20.) He/she avoids casting blame or making negative judgments			<u>.657</u>	
21.) He/she challenges you in a stimulating and helpful way	,339		<u>.583</u>	
22.) He/she is willing to try out your suggestions	,326		<u>.566</u>	
23.) He/she focuses on the good in people and situations	,303		<u>.537</u>	
24.) He/she conveys realistic optimism even during setbacks or disappointments		,381	<u>.526</u>	

25.) He/she uses silence to give you time and room to think and speak	,445	,329
26.) He/she admits when he/she has been wrong about something and doesn't try to cover it up	,620	
27.) He/she works towards win-win outcomes of mutual benefit	,327	,316 ,544
28.) He/she seeks to understand you even when in disagreement	,341	,522
29.) He/she admits to his/her inadequacies and shortcomings	,404	,512
30.) He/she is loyal to others, also in their absence	,412	,496
31.) He/she shares with you his/her reactions to what you do or say	,566	,437 ,308
32.) He/She is open about personal values: what is important to him/her and where he/she stands	,524	,418
33.) He/she listens to you empathically	,509	,432 ,329
34.) He/she maintains connection and rapport even under difficult circumstances	,455	,449
35.) He/she shows acts of kindness and consideration	,440	,475 ,366
36.) He/she signals an encouraging attitude non-verbally, e.g. by smiling	,429	,475 ,358
37.) He/she deals with negativity immediately – tries to turn it around	,459	,657
38.) He/she uses appropriate non-verbal behaviors	,416	,318 ,454
39.) He/she tries to look at things from your perspective	,338	,352 ,331
40.) He/she shares information and resources with you	,547	,517

Figure 2: Scree Plot

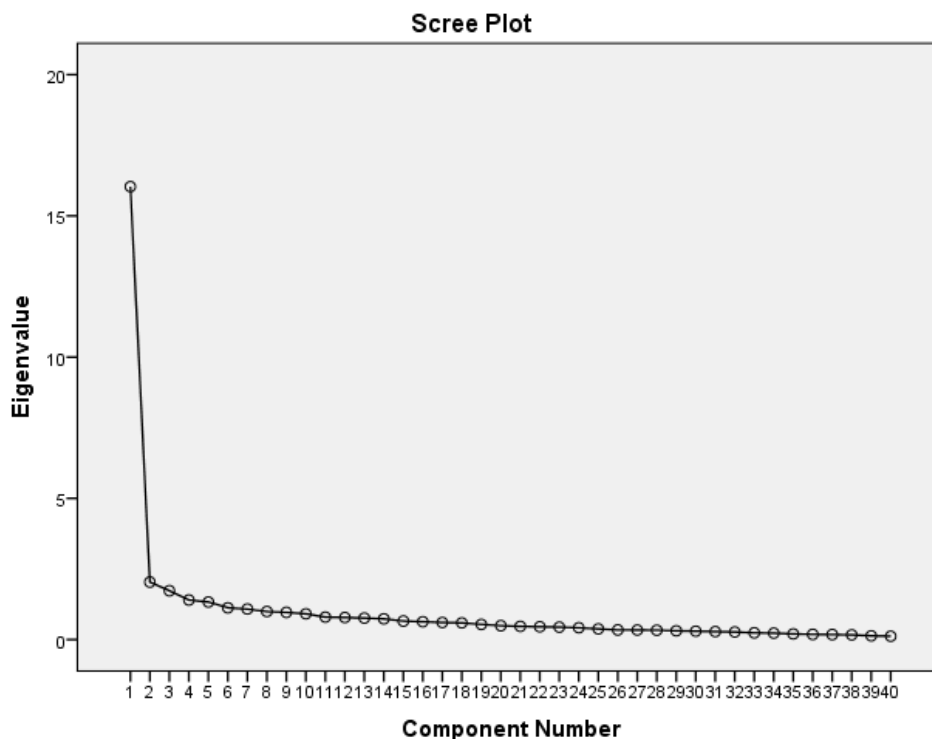




Table 4  
Factor Analysis Results

	Total	% of Variance	Cumulative %
Factor 1	8,000	19,999	19,999
Factor 2	4,954	12,386	32,385
Factor 3	4,851	12,127	44,512
Factor 4	3,399	8,498	53,010

The factor analysis yielded a 4-factor structure. Significant factor loadings ranged from .719 to .415. Due to some items, which were excluded from the factor analysis, because they were loading on two factors to a certain high degree ( $> .40$ ), the number of items was reduced from the initial 40 to a set of 30. An exception was made in the cases of items 29 and 30. Due to the fact that both items only loaded just above 0,40 on another factor than 4, they were kept in the study.

Items that load highly on Factor 1 are related to openness towards others, but could also be related to overall attention paid to others and caring about others. This factor was labeled *Receptivity* and was defined as “the extent to which you are open to others and care for others”.

Factor 2 contains items, which express how open someone is in regard to his/her thoughts and deeds. This factor was labeled *Transparency* and defined as “the extent to which someone is open about his/her self, ideas and information at his/her disposal and his/her honesty”.

Factor 3 was labeled *Positivity* and defined as “the extent to which someone avoids negativity and is able to remain positive about self, others and situations”. The items loading highly on this factor are all about being optimistic and motivating others to do their best and encouraging them to keep trying.

Factor 4 was labeled *Other-Directedness* and defined as “the extent to which someone reaches out to and put him/her self out for others”. Items that are loading highly on this factor could be interpreted as social oriented and more directed towards the “we” than to the “I”. Other-Directedness is about doing things for others.

Due to factor analysis it is apparent which item corresponds with one of the four factors. This factor structure indicates internal consistency of the subscales (Sijtsma, 2009). In order to measure the reliability of the found four subscales, Cronbach's Alpha is used. The subscales reveal alphas ranging from 0,918 for the subscale of *Receptivity* to 0,628 for the subscale of *Other-Directedness*. The calculated alpha for the whole TEBS scale was 0,922. The Spearman-Brown split-half reliability was 0,911. Table 5 provides a list with all the alphas.

Table 5

Overview Cronbach's Alphas

Subscale	Cronbach's Alpha
Receptivity	0,918
Transparency	0,767
Positivity	0,809
Other-Directedness	0,752
Total Scale	0,939

In order to show congruent and discriminant validity, the mean scores of the TEBS were correlated to the mean scores of the Propensity to Trust scale, the fear of Negative Evaluation scale, Integrity and Benevolence scale.

The mean scores of the TEBS do not correlate with the mean scores of the Propensity to Trust scale ( $n = 146$ ,  $r = .065$ ,  $p > 0,05$ ). Both scales seem to capture theoretically different concepts. Propensity to trust measures the attitude of a person, whereas the TEBS a measurement instrument is for behavior that promotes trust. The mean scores of the TEBS correlate negatively and significantly with the mean scores of the Fear of Negative Evaluation scale ( $n = 150$ ,  $r = -.373$ ,  $p < 0,01$ ). There is thus a moderate negative correlation between TEBS and fear of negative evaluation. The mean scores of the TEBS correlate positively with the mean scores of the benevolence scale ( $n = 150$ ,  $r = .636$ ,  $p < 0,01$ ). This shows that TEBS and benevolence are measuring the same theoretically concept. In this case both tests are designed to measure perceived trustworthiness. The mean scores of the TEBS correlate positively with the mean scores of the integrity scale ( $n = 150$ ,  $r = .505$ ,  $p < 0,01$ ). This shows that TEBS and integrity are measuring the same theoretically concept.

Table 6 gives an overview of the correlations between the subscales of TEBS with the concepts of Propensity to Trust (propensity), Fear of Negative Evaluation (fear), Integrity and Benevolence.

Table 6

Correlations of the subscales of TEBS with tested concepts

Concept	Propensity	Fear	Integrity	Benevolence
Receptivity	.017	-.366**	.381**	.622**
Transparency	.154	-.348**	.433**	.511**
Positivity	.113	-.158*	.356**	.464**
Other -Directedness	.014	-.337**	.472**	.504**

\*\* . Correlation is significant at the 0.01 level (2-tailed)

\* . Correlation is significant at the 0.05 level (2-tailed)

The TEBS has proven to have both congruent validity and discriminant validity. Those two validities are required to validate a new developed test (Campbell & Fiske, 1959)

The Propensity to Trust Scale yielded an alpha of 0,640, which is in line with the alphas Schoorman et al. (2007) reported. The Fear of Negative Evaluation Scale showed an alpha of 0,878. The concept of Integrity indicates an alpha of 0,610. Due to this rather low value, when compared to the alphas found by Schoorman et al. (2007), the scale was further analyzed. If the item “His/her actions and behaviors are not very consistent” was deleted, the alpha would rise to 0,702. This effect could be due to the fact that the item was negatively worded and was in this way more difficult to perceive by participant. An alpha of 0,847 was found for the Benevolence Scale.

No significant changes in the correlations between the scores of the subscales of the TEBS and the scores of the concept Propensity to Trust could be detected, when the alpha of the Propensity to Trust scale was enhanced by leaving out the item in question, described above.

### *Hypothesis Testing*

Following the findings of the data analysis, all four hypotheses were confirmed.

### *Effects of age, gender, nationality, time, frequency of contact*

In order to examine the data for differences between age, gender, nationality, time and frequency of contact and the mean scores of the TEBS, ANOVA was applied. ANOVA

showed no differences for age, time and frequency of contact. Differences between groups were found in the cases of gender and nationality. Female participants scored significantly higher than male participants on the TEBS ( $F(1, 2535) = 13,845, p < 0,01$ ). When ANOVA was applied to analyse group differences between nationalities in the TEBS mean scores, it revealed that Dutch, German and Non-European participants differ significantly in their mean scores from each other ( $F(2, 924) = 4,891, p < 0,01$ ). When only the sample, which was gathered from the students at the University of Twente, was analyzed, significant differences between the Nationalities were found ( $F(2, 505) = 3,612, p < 0,05$ ). By means of using the post-hoc test of Bonferroni, it could be shown that Fear of Negative Evaluation was significant negative correlated to time of acquaintance ( $p < 0,05$ ) and Benevolence was significant positive correlated to age ( $p < 0,05$ ).

Having shown that there are significant mean differences between the group variable nationality, the analysis proceeds by looking at the differences in detail. When Bonferroni is applied, significant differences between Dutch and German participants can be detected in Integrity ( $p < 0,01$ ), Benevolence ( $p < 0,01$ ) and Other-Directedness ( $p < 0,01$ ).

## Discussion

### *Discussion of the results*

The purpose of this study is to validate the Trust Evoking Behavior Scale (TEBS), which was designed and formulated by Nico Swaan. The initial version of the TEBS contains 40 items measuring four distinct factors: Receptivity, Transparency, Positivity and Other-Directedness. The TEBS is developed in order to provide people with a guideline, which they can follow, to establish, foster or rebuild a trust-relationship with someone else. The items are formulated in a way that they described behaviors which were assumed to evoke trust in the other person: interpersonal trust behavior thus.

After factor analysis was applied to the TEBS, the 4-factor structure could be confirmed. Due to overlapping factor loadings ( $< .40$ ), some items were excluded from the scale. This reduction of items led to a final set of 30 items and the initial same four factors. After scrutinizing the items that are loading highly on one factor, the four primary definitions of the factors were applied: The first factor with 13 items loading highly on, is termed *Receptivity* and defined as ‘the extent to which you are open to others and care for others’. The reliability of this concept is an alpha of 0,918. The second factor with five items loading highly is

termed *Transparency* and defined as ‘the extent to which someone is open about his/her self, ideas and information at his/her disposal and his/her honesty’. The alpha for this scale is 0,767. The third factor with 7 items loading highly on is termed *Positivity* and defined as ‘the extent to which someone avoids negativity and is able to remain positive about self, others and situations’. The found alpha for this scale is 0,809. The fourth factor with five items loading highly is termed *Other-Directedness* and defined as ‘the extent to which someone reaches out to and put him/her self out for others’. The found alpha is 0,752. When tested as a whole, the TEBS revealed an alpha of 0,939 and 0,911 for the split-half reliability. The 4-factor structure was supported by the scree-plot, which showed a flattening of the graph after the fourth factor.

Because the TEBS is about behavior that is evoking trust and not trust per se, the TEBS was considered as an antecedent of trust. As such, the TEBS was deemed to amplify trustworthiness. Mayer et al. (1995) considered trustworthiness to form the intention to trust, which in turn leads to trust. In order to validate the TEBS, discriminant and congruent validity had to be assessed. It was asserted that all four concepts of TEBS correlated significantly with the concepts Integrity and Benevolence (see table 6). The results show that TEBS, Integrity and Benevolence all measure the same theoretical concept, but their items do not have intercorrelations higher than 0,90. Fear of Negative Evaluation was used as a second assessment of congruent validity. Due to the definition of trust in this study, putting oneself at risk is a prominent feature of trust. In order to make this risk visible in an interpersonal relationship, the Fear of Negative Evaluation was used. This concept describes, how much a person is willing to waiver control and act on trusting the other person by making him/herself vulnerable to the evaluation of the other person. It was shown that Fear of Negative Evaluation correlated significantly negative with TEBS (see table 6). Both instances illustrated congruent validity. Discriminant validity was shown by proving that TEBS did not correlate with the scale of Propensity to Trust (see table 6). Both scales measured different and theoretical unrelated concepts.

When looking for external validity, the TEBS showed susceptibility to different nationalities: The scores of Dutch and German participants exhibited significant differences. It was also illustrated that there was a difference in the scores between female and male participants. Both differences in the TEBS could be caused by the unequal distribution of the sample size: Most of the participants were female (almost 70%) and German (almost 90%).

### *Limitations*

Several limitations of the study need to be addressed. One of the biggest limitations is probably the context in which the data was collected. The participants were asked to fill in the questionnaire with a person in mind they consider trustworthy. The reason for this was to discover which items of the TEBS scored highest for this relationship to obtain an ideal pattern. This pattern is supposed to depict a collection of described behaviors in the TEBS that are most relevant in the context of an interpersonal trust relationship. When asking the participants to choose someone they consider trustworthy, no further information about the person they have chosen was asked. This additional information would have been of great help in analyzing the relationships being assessed by the questionnaire. In this regard it would have been possible to tell apart participants describing the trust relationship with a friend or co-worker, from participants describing the trust relationship with a family member or partner.

Another limitation which needs to be mentioned is the exclusion of the concept of ability. Although the concept of trustworthiness consists of ability, integrity and benevolence (Mayer et al., 1995), the ability was removed, because it was considered not to fit in well in this study. Ability “allowed a party’s trust to vary within a given trustee but across domains” (Schoorman et al. 2007, p. 345). As already described in the section above, the participants were asked to think of a person they consider trustworthy in a particular domain of interpersonal trust. In this regard the domain was kept very broadly. In this study it was assumed that the person, who is considered trustworthy, possess the sufficient ability that would justify him/her as a trustor in the specific domain. More time and resources would have been needed in order to measure the ability across all outlined domains.

In this study 165 participants took part. Due to this rather small sample size; results need to be interpreted carefully. In a similar vein, the results showing a difference in the nationality of a participant and his/her score on the TEBS, have to be evaluated against the unequal distribution; most of the participants were recruited in Germany and only a sample of 34 can be considered as a representative of international participants. Also most of the participants were recruited in universities and had therefore an academic background.

Exploratory factor analysis was used to examine the latent factor structure of the TEBS. Four factors were found. In order to validate this result, it would have been advisable to do a confirmatory factor analysis (CFA) for additional information about the model. With the help of CFA it would have been possible to give a scientific statement about how well the proposed model fits the data and put it into a structural equation model for receiving a path

diagram.

Another limitation of this study is that all items in the TEBS are worded positively. So issues of answering bias or patterns need to be taken into account when examining the data. It is generally recommended to have at least some negatively worded items in a questionnaire that serve as control items and help assuring that the questionnaire is properly filled in (Kaplan & Saccuzzo, 2008).

### *Added Value to existing research*

The TEBS is adding considerable value to the existing literature of trust, by describing behavior that leads to interpersonal trust. In this regard, it does not measure the state of trust itself, but antecedent behaviors. The key question is, what kind of behavior makes a person willing to trust another person. Following this line of argumentation the TEBS is actually more comparable to the concept of trustworthiness. Mayer et al. (1995) also noted that trustworthiness is something other than trust. When looking at the different components of trustworthiness by Mayer et al. (ability, benevolence and integrity), it can be seen that all four subscales of the TEBS (receptivity, transparency, positivism and other-directedness) correlate highly with benevolence and integrity, which were included in this study. Because there is no evidence for an item intercorrelation greater than 0,9 and the factor analysis confirmed the initial four-factor structure of the TEBS, it can be assumed that the components of TEBS, add a value to the current manner of measuring trustworthiness. This implies that next to Benevolence and Integrity, Receptivity, Transparency, Positivism and Other-Directedness could all be components of the trustworthiness.

### *Practical Implications*

The TEBS can be used as a coaching instrument for people who are looking for ways to improve, maintain or restore an interpersonal relationship; it provides a collection of concrete behavior that can be applied in order to evoke trust in another person. In this way it can be applied to various situations where interpersonal trust is very important. Interpersonal trust is receiving more and more attention from organizations, especially those dealing with virtual teams working together from all over the world. It is very important that the member of those teams build a good trust relationship (Greenberg, Greenberg, & Antonucci, 2007). The TEBS could also be applied to interpersonal trust relationships inside organizations. Managers could benefit from the behaviors listed in the TEBS by improving their relationships with their

employees.

The 10 items that were excluded in the process of the factor analysis, although they were all loading highly on more than one particular factor, should not be discarded easily. They all seem to measure a concept that describes a behavior that is trust evoking and has similarity to the other four components of the TEBS. In this regard the function of the items might still be the same, but when put into a different context, a new component structure of the TEBS could be discovered; some of the extracted 10 items could have different factor loadings in the next examination with a different sample.

### *Suggestions for further research*

Research in the area of trust evoking and perceived trustworthiness could focus on the different contexts of trust evoking. Testing the TEBS in the context of organizational settings, for example, could yield additional information and applications of trust evoking behavior. In the last section, the issue of the excluded 10 items was addressed with the indication of new component of the TEBS. It could be of great interest to operationalize the initial 40 items TEBS in another context, like an organization, and add the concept of ability to the independent variables. This could provide new insight in the composition of the TEBS.

Next to different situations it could also be interesting to gather an international sample of a greater sample size and check for cultural biases in the items. This could be achieved by conducting pilot surveys in an international school environment. The participants would be instructed to fill in the questionnaire with a student in mind they consider trustworthy. Next to benevolence and integrity, ability would also be included as an independent variable. Including the concept of ability would yield extra information about the degree of trustworthiness in a particular domain and might explain some of the discarded 10 items of the original TEBS. Another suggestion would be to include a measuring tool for trust, which would allow the researcher to differentiate between high and low scores of trust.

Because the concept of trustworthiness has to do with cognitive activities, like information processing, it would also be seminal suggestion to look for the impact of emotions on this process. Dunn and Schweitzer (2005) examine the influence of emotion on trust. They found that emotions can have a serious impact on trust.

Another way future research could contribute to the further development of the TEBS is the inspection of the relation between a person's self-confidence and trustworthiness. Nico Swaan stated the question, if it is possible to trust someone, while not trusting oneself. This could also lead to the research question, if it is possible the people consider someone



trustworthy, although he/she does not have self-confidence.

## Conclusions

By means of creating and validating a new scale to assess trust-evoking behavior, the effort was made to develop and validate a list of behaviors that are trust evoking. The items were formulated in such a way that they describe actual behavior. So the TEBS is a compilation of concrete behaviors that can be applied to various situations in life, concerning interpersonal trust. One possible situation could be at the workplace, when a supervisor wants to establish a relationship with his/her employees, which is based on trust. He/she or a (new) peer could try to apply some or all of the behaviors that are illustrated in the TEBS. It is expected then that his/her peers or employees will perceive the person as more trustworthy, which in turn is assumed to lead to trusting him/her.

The TEBS is different from existing measurement instruments of trust, because it does not measure trust itself. It measures the degree of trust evoking. Mayer et al. 1995 called this trustworthiness and it can be understood as a pre-stage or predictor of interpersonal trust. The main advantage of TEBS is that it can help a person to make a trustworthy impression on someone else, maintain this impression and establishing a relationship which based on trust.

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## Appendix

### 1) English Questionnaire used in Paper – Pencil form

#### Interpersonal Trust

Within the scope of my master thesis with a specialization in Industrial Psychology, I am doing research on interpersonal trust. The study focuses on the perception of trust evoking behavior.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Please indicate the extent of your agreement or disagreement with the following statements:</b>					
One should be very cautious with strangers.					
Most experts tell the truth about the limits of their knowledge.					
Most people can be counted on to do what they say they will do.					
These days, you must be alert or someone is likely to take advantage of you.					
Most salespeople are honest in describing their products.					
Most repair people will not overcharge people who are ignorant of their specialty.					
Most people answer public opinion polls honestly.					
Most adults are competent at their jobs.					
<b>In the following section, you will find some statements, which will be more or less descriptive of a trusted person known to you. Please first get in mind a particular single person whom you trust, and then indicate to what extent the described behavior fits that person.</b>					
He/She invites you to express yourself freely.					
He/She admits when he/she has been wrong about something and doesn't try to cover it up.					
He/She communicates positive expectations of you.					
He/She enjoys doing something with you – and shows it.					
He/She is open to your proposals, ideas and concerns.					

He/She is open about personal motives.					
He/She avoids casting blame or making negative judgments.					
He/She sticks to commitments made to you.					
He/She listens to you empathically.					
He/She expresses any worries or concerns he/she has.					
He/She deals with negativity immediately – tries to turn it around.					
He/She is loyal to others, also in their absence.					
He/She is willing to try out your suggestions.					
He/She admits to his/her inadequacies and shortcomings.					
He/She places positive interpretations on your behavior.					
He/She offers help or assistance.					
His/Her behavior signals respect and acceptance of you, as you are.					
He/She share his/her feelings of delight, satisfaction and happiness.					
He/She holds high expectations of what it is possible to achieve together.					
He/She extends his/her trust in you.					
He/She seeks to understand you even when in disagreement.					
He/She shares information and resources with you.					
He/She expresses appreciation for your contributions.					
He/She challenges you in a stimulating and helpful way.					
He/She uses silence to give you time and room to think and speak.					
He/She is open about personal values: what is important to him/her and where					



he/she stands.					
He/She conveys realistic optimism even during setbacks or disappointments.					
He/She shows acts of kindness and consideration.					
He/She tries to look at things from your perspective.					
He/She talks straight, tells the truth, and doesn't leave false impressions.					
He/She signals an encouraging attitude non-verbally, e.g. smiling.					
He/She gives of him- or herself without immediate expectation of return.					
He/She maintains connection and rapport, even under difficult circumstances.					
He/She shares with you his/her reactions to what you do or say.					
He/She focuses on the good in people and situations.					
He/She seeks to 'pick you up' when you are feeling down.					
He/She uses appropriate non-verbal behaviors to encourage you to express yourself fully.					
He/She has no apparent hidden agendas; doesn't hide information.					
He/She works towards win-win outcomes of mutual benefit.					
He/She works at keeping you involved and engaged.					

Statement	Doesn't apply to me	Applies to me almost never	Applies to me almost always	Applies to me
<b>Read each of the following statements carefully and indicate how characteristic each is of you in general, bearing in mind the person you trust.</b>				
I am afraid to do or say something wrong in his/her presence.				
I am worried about the impression I make				

on him/her.				
I am afraid that he/she doesn't approve me.				
When talking to him/her I am concerned what he/she is thinking about me.				
I am worried that he/she could notice my shortcomings.				

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Please indicate the extent of your agreement or disagreement with the following statements, bearing in mind the person you trust.</b>					
He/She has a strong sense of justice.					
I never have to wonder whether he/she will stick to his/her word.					
He/She tries hard to be fair in dealings with others.					
His/Her actions and behaviors are not very consistent.					
I like his/her values.					
Sound (good) principles seem to guide his/her behavior.					
He/She is concerned about my welfare.					
My needs and desires are important to him/her.					
He/She would not knowingly do anything to hurt me.					
He/She really looks out for what is important to me.					
He/She will go out of his/her way to help me.					

**How many years do you know the person you took in mind when filling out the above? ... years**

**How much Contact do you have approximately with him/her?**

Daily

Weekly

Monthly

Yearly

Less than once a year

**What is the Gender of the person you took in mind when filling out the above?**

Female

Male

**Your Own Gender**

Female

Male

**Your Age: ... years**

**What is the Age of the person you took in mind when filling out the above: ... years**

**Your Nationality**

Dutch

German

European: Other

Non-European

**What is the Nationality of the person you took in mind when filling out the above:**

Dutch

German

European: Other

Non-European

***Thank you for your participation!***

## Studie über das zwischenmenschliche Vertrauen

Liebe Teilnehmerin, lieber Teilnehmer,

gestatte mir am Anfang die Frage: Was ist Vertrauen?

Halte einen Moment inne und überleg dir, was es für dich heißt, jemandem zu vertrauen. Sei es nun dem Lokführer, Chirurgen oder dir selbst. Du wirst wahrscheinlich feststellen, dass es gar nicht so einfach ist, dies mit Worten zu beschreiben.

"Alles Reden ist sinnlos, wenn das Vertrauen fehlt." --- Franz Kafka

"Gegenseitiges Vertrauen ist wichtiger als gegenseitiges Verstehen. Wo das Verstehen nicht zum Ziel führt, möge das Vertrauen seinen Platz einnehmen."

--- William McDougall

Im Rahmen meiner Masterarbeit mit dem Schwerpunkt Arbeits- und Organisationspsychologie führe ich mit der Universität Twente und dem Beratungsunternehmen Learning Consortium eine Studie durch, die die Erforschung des zwischenmenschlichen Vertrauens als Kernpunkt beinhaltet. Im Fokus steht hierbei welche Handlungen als vertrauenserweckend wahrgenommen werden.

Das Ausfüllen des Fragebogens wird ca. 10-15Min. in Anspruch nehmen und kann dir helfen, ein Gefühl für die Thematik des zwischenmenschlichen Vertrauens, die all zu häufig in unserem täglichen Leben vorkommt, zu bekommen.

Datenschutz-Hinweis: Die in der Studie erhobenen Daten werden absolut vertraulich behandelt. Alle Daten werden nach Abschluss der Auswertung vernichtet. Die Befragung ist anonym.

### 1 Ich bin

- eine Frau  
 ein Mann

### 2 Wie alt bist du?

- unter 20 Jahre  
 zwischen 20 und 30 Jahre  
 zwischen 30 und 40 Jahre  
 zwischen 40 und 50 Jahre  
 über 50 Jahre

### 3 Bitte gib mit Hilfe der Bewertungsskala an, inwieweit du mit den folgenden allgemeinen Feststellungen übereinstimmst.

- 1= stimmt überhaupt nicht  
2= stimmt nicht  
3= neutral  
4= stimmt  
5= stimmt total

	1	2	3	4	5
Man sollte sehr vorsichtig mit Fremden sein.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Die meisten Experten sagen die Wahrheit über die Grenzen Ihres Wissens.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Development and Validation of a Trust Evoking Behavior Scale

Auf die meisten Leute kann man sich verlassen, dass sie tun, was sie sagen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In diesen Tagen muss man sich vorsehen, damit man nicht schnell von jemandem ausgenutzt wird.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Die meisten Verkäufer sind ehrlich, wenn sie ihre Produkte beschreiben.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Die meisten Handwerker/Mechaniker würden nicht die Unwissenheit der Leute ausnutzen und mehr für ihren Dienst berechnen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Die meisten Leute antworten bei öffentlichen Umfragen wahrheitsgetreu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Die meisten Erwachsenen sind kompetent in ihrem Beruf.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4** Im Folgenden findest du eine Reihe von Aussagen, welche sich zur Beschreibung einer dir bekannten Person eignen könnten. Da du wahrscheinlich mehrere Leute kennst, entscheide dich bitte für eine Person, der du vertraust. Bitte antworte, je nachdem ob du persönlich meinst, dass ein hier beschriebenes Verhalten auf die Person zutrifft oder nicht, mit der zur Verfügung gestellten Skala.

- 1= Trifft nicht zu  
 2= Trifft eher nicht zu  
 3= Neutral  
 4= Trifft eher zu  
 5= Trifft zu

	1	2	3	4	5
Er/Sie regt dich an, dich frei zu äußern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie gibt zu, wenn er/sie bei einer Sache falsch lag und probiert nicht, seinen/ihren Irrtum zu kaschieren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie gibt dir zu verstehen, dass er/sie positive Erwartungen von dir hat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie unternimmt gerne mit dir zusammen etwas und zeigt dies auch.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie hat ein offenes Ohr für deine Anregungen, Ideen oder Bedenken.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie ist offen in Bezug auf persönliche Motive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie vermeidet es, Schuldzuweisungen oder schlechte Beurteilungen auszusprechen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie hält sich an Versprechen, die er/sie dir gegeben hat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie hört dir sehr eindringlich zu.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie äußert frei seine/ihre Sorgen oder Bedenken, die er/sie hat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie kümmert sich sofort um aufkommende Negativität und probiert sie ins Gegenteil zu verkehren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie verhält sich anderen auch in deren Abwesenheit gegenüber loyal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie ist gewillt, deine Vorschläge in die Tat umzusetzen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie steht zu seinen/ihren Macken und Makeln.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie interpretiert dein Verhalten immer sehr wohlwollend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie bietet dir Hilfe und Unterstützung an.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sein/Ihr Verhalten gibt dir das Gefühl, respektiert und akzeptiert zu werden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie teilt seine/ihre Gefühle der Freude, Zufriedenheit und des Glücks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Development and Validation of a Trust Evoking Behavior Scale

Er/Sie hat hohe Erwartungen gegenüber dem, was durch gute Zusammenarbeit erreicht werden kann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie schenkt dir mehr und mehr Vertrauen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie bemüht sich, auch während Meinungsverschiedenheiten deine Seite zu verstehen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie teilt Informationen und Ressourcen mit dir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie drückt dir seine/ihre Anerkennung für deine Unterstützung/Mithilfe aus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie fordert und fördert dich auf eine stimulierende und hilfreiche Art und Weise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie schweigt, um dir Zeit und Raum zum Denken und Sprechen zu geben.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie spricht offen über seine/ihre persönlichen Wertvorstellungen: was ihm/ihr wichtig ist und welchen Standpunkt er/sie vertritt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie vermittelt dir auch während Rückschlägen oder Enttäuschungen einen realistischen Optimismus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie zeigt in seinen/ihren Handlungen Züge von Freundlichkeit und Rücksicht.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie probiert, die Dinge aus deiner Perspektive zu sehen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie redet Tacheles, spricht die Wahrheit und hinterlässt keine mehrdeutigen Eindrücke.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie gibt dir auch non-verbal, z.B. durch Anlächeln, ein Gefühl einer ermutigenden Einstellung.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie gibt gerne von sich aus, viel ohne die Erwartung zu haben, dass du es ihm/ihr gleich tust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie hält auch in schwierigen Umständen die Verbindung und das harmonische Verhältnis zu dir aufrecht.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie gibt dir ein ehrliches Feedback auf deine Äußerungen und Handlungen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie konzentriert sich auf das Gute im Menschen und in den Situationen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie probiert, dich aufzumuntern, wenn du dich niedergeschlagen fühlst.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie wendet geeignetes non-verbales Verhalten an, um dich zu ermutigen, dich völlig frei zu äußern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie verfolgt augenscheinlich keine eigenen verdeckten Ziele und hält auch keine Informationen zurück.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie bemüht sich, Ergebnisse zu erzielen, die beide Seiten gleichwohl berücksichtigen und zu einem Win-Win Resultat führen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie bemüht sich, dass du involviert und engagiert bei der Sache bleibst.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Auf der folgenden Seite findest du eine Anzahl von Feststellungen. Lies dir bitte jede Feststellung durch und wähle aus den vier Antworten diejenige aus, die 5 angibt, was im Allgemeinen auf dich zutrifft.**

**Bitte denke bei deiner Antwort an eine Person, der du vertraust!**

- 1= Trifft nicht zu  
 2= Trifft fast nie zu  
 3= Trifft fast immer zu

## Development and Validation of a Trust Evoking Behavior Scale

4= Trifft zu

	1	2	3	4
Ich fürchte in seiner/ihrer Gegenwart, Falsches zu tun oder zu sagen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bin beunruhigt darüber, welchen Eindruck ich auf ihn/sie mache.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich fürchte, dass er/sie mich nicht anerkennt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wenn ich mich mit ihm/ihr unterhalte, habe ich Angst davor, was er/sie von mir denkt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich habe Angst, dass er/sie meine Schwächen bemerkt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6** Im Folgenden findest du eine Reihe von Aussagen, welche sich zur Beschreibung einer dir bekannten Person eignen könnten. Denke bitte bei der Wahl wiederum an eine Person, der du vertraust.  
Bitte antworte, je nachdem ob du persönlich meinst, dass ein hier beschriebenes Verhalten auf die Person zutrifft oder nicht, mit der zur Verfügung gestellten Skala.

- 1= stimmt überhaupt nicht  
2= stimmt nicht  
3= neutral  
4= stimmt  
5= stimmt total

	1	2	3	4	5
Er/Sie hat einen sehr ausgeprägten Sinn für Gerechtigkeit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich muss mir niemals Gedanken machen, ob er/sie sein/ihr Wort halten wird.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie bemüht sich sehr um einen fairen Umgang mit anderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seine/Ihre Handlungen und sein/ihr Verhalten sind nicht sehr beständig.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich mag seine/ihre Wertvorstellungen/Prinzipien.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gut aufeinander abgestimmte Prinzipien scheinen sein/ihr Verhalten zu leiten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ihm/Ihr liegt mein Wohlergehen am Herzen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meine Bedürfnisse und Wünsche sind ihm/ihr sehr wichtig.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie würde nicht wissentlich etwas tun, was mich verletzt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie gibt Acht auf die Dinge, die mir sehr wichtig sind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Er/Sie würde keine Mühen scheuen, um mir zu helfen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7** Wie lange kennst du die Person schon?

- weniger als 1 Jahr  
 über 1 Jahr  
 über 5 Jahre  
 länger als 10 Jahre

**8** Wieviel Kontakt hast du zu dieser Person?

- täglich



Fragebogen

[http://www.q-set.de/Meine\\_Online-Umfragen/Fragebogen...](http://www.q-set.de/Meine_Online-Umfragen/Fragebogen...)

- wöchentlich
- monatlich
- jährlich

**Ich möchte mich bei dir ganz herzlich für deine Teilnahme bedanken und hoffe, dass dir das Ausfüllen des Fragebogens vielleicht doch etwas Spaß gemacht hat und dir ein bisschen bei der Frage nach einer Definition oder Bedeutung von Vertrauen weiterhelfen konnte.**

**Falls du Fragen oder Anregungen zu meiner Studie haben solltest, dann kannst du mich gerne unter [a.s.worlitzsch@student.utwente.nl](mailto:a.s.worlitzsch@student.utwente.nl) anschreiben.**