DGUV
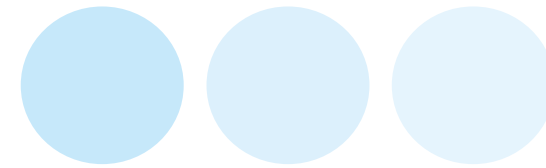Deutsche Gesetzliche
Unfallversicherung
Spitzenverband

Caring
for oneself
and others

Making clear
what one
stands for

Making a
difference in
one's own sphere
of activity

IAG Report 2/2022

TrustPRACTICE – Tools to analyse trust
in an organisation

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Summary

As our working environment becomes increasingly complex, it is currently more important than ever to retain one's ability to act, especially in situations of uncertainty. To ensure this, trust plays a major role in safety and health at the workplace, and this starts with inter-personal trust in supervisors, in teams and within a department. However, it is equally important to be able to trust an organisation or technical system.

Having conducted an international study, the Korea Occupational Safety and Health Agency (KOSHA), the Institute for Work and Health of the DGUV and the company WissensImpuls have developed a range of leading indicators for trust that can be used to identify and measure the potential for promoting safety, health and well-being within an organisation or department. This means fostering a prevention culture that is based on an enhanced approach to the prevention of occupational accidents and diseases.

Using the international study, managers and prevention experts are given a Trust Assessment that enables them to analyse trust practices within an orga-nisation or department and to optimise those practices with a view to promoting a prevention culture. The assessment allows the development of specific measures that promote trust and there-fore improve the safety and health cul-ture within an organisation or depart-ment. In the long term this will improve the reporting behaviour and the feed-back culture as well as the ability to act in critical and uncertain situations.

The assessment comprises a variety of methods which build on each other in terms of content. To start with, em-ployees and supervisors are each given a short standardised questionnaire in which they are asked to assess various trust practices. One question, for exam-ple, is whether they trust the decisions of their direct supervisors on issues of safety and health. Next, a range of inter-views are conducted with supervisors and employees to gain an understand-ing of the mechanisms underlying the trust practices. The assessment con-cludes with a workshop in which the participants jointly analyse the basic assumptions for trust within their organi-sation, develop guiding principles and derive possible measures.

The assessment can be used both in person, within the organisation, and in an online format, either partially or

Zusammenfassung

completely. In this manual you will find all the information and materials you need to prepare, conduct and evaluate the assessment in your organisation or department. The scope of the assessment can be adapted to suit the size of your organisation or department and also your specific needs.

The Trust Assessment was successfully implemented in 2022 in a multinational corporation at a site in Germany.

Die Arbeitswelt wird komplexer – und es ist heute wichtiger denn je, auch in ungewissen Situationen handlungsfähig zu bleiben. Damit das gewährleistet ist, spielt Vertrauen für Sicherheit und Gesundheit bei der Arbeit eine große Rolle – zunächst einmal das zwischenmenschliche Vertrauen in Vorgesetzte, im Team oder innerhalb einer Abteilung. Es geht aber auch um institutionelles Vertrauen, das Vertrauen in eine Organisation oder ein technisches System.

In einer internationalen Studie entwickelten die Koreanische Arbeitsschutzagentur KOSHA (Korea Occupational Safety and Health Agency), das Institut für Arbeit und Gesundheit der DGUV und die Firma WissensImpuls Leitindikatoren für Vertrauen, die geeignet sind, das Potential zur Förderung von Sicherheit, Gesundheit und Wohlbefinden in einer Organisation oder einer Abteilung zu identifizieren sowie zu messen. Damit wird eine Kultur der Prävention gefördert, die auf einem erweiterten Ansatz zur Verhütung von Arbeitsunfällen und Berufskrankheiten beruht.

Führungskräften und Präventionsexperten wird auf der Grundlage der internationalen Studie ein Vertrauens-Assessment zur Verfügung gestellt, das

es ermöglicht, Vertrauenspraktiken in einer Organisation oder Abteilung zu analysieren und im Sinne der Förderung einer Kultur der Prävention zu optimieren: So werden im Assessment konkrete Maßnahmen entwickelt, die Vertrauen fördern und damit die Sicherheits- und Gesundheitskultur in einer Organisation oder einer Abteilung verbessern. Langfristige Effekte sind die Verbesserung des Meldeverhaltens, der Feedbackkultur sowie eine verbesserte Handlungsfähigkeit in kritischen und ungewissen Situationen.

Das Assessment besteht aus verschiedenen Methoden, die inhaltlich aufeinander aufbauen. Die Beschäftigten und Führungskräfte werden zunächst mithilfe einer standardisierten Kurzbefragung zu verschiedenen Vertrauenspraktiken befragt. Beispielsweise geht es um die Frage, ob sie den Entscheidungen ihres direkten Vorgesetzten zu Sicherheit und Gesundheit vertrauen.

Anschließend werden verschiedene Gespräche mit Führungskräften und Beschäftigten geführt, um die hinter den Vertrauenspraktiken liegenden Mechanismen zu verstehen. In einem abschließenden Workshop werden gemeinsam die Grundannahmen zum Vertrauen

Resumen

in der Organisation analysiert, Leitziele entwickelt und mögliche Maßnahmen abgeleitet.

Das Assessment kann sowohl vor Ort in der Organisation eingesetzt werden oder auch teilweise oder vollständig im Online-Format. In diesem Manual finden Sie alle Informationen und Materialien zur Vorbereitung, Durchführung und Auswertung des Assessments in Ihrer Organisation oder Ihrer Abteilung. Der

Umfang des Assessments kann entsprechend der Größe Ihrer Organisation oder Abteilung und für Ihren Bedarf angepasst werden.

Das Vertrauens-Assessment wurde im Jahr 2022 in einem multinationalen Konzern an einem Standort in Deutschland erfolgreich umgesetzt.

El mundo laboral es cada vez más complejo. Por eso, hoy en día es más importante que nunca ser capaz de actuar incluso en situaciones inciertas. Para ello, la confianza desempeña un papel fundamental en la seguridad y la salud laboral: en primer lugar, la confianza interpersonal en los superiores, en el equipo o dentro de un departamento y, en segundo lugar, la confianza institucional, la confianza en una organización o en un sistema técnico.

En un estudio internacional, la Agencia de Seguridad y Salud en el Trabajo de Corea del Sur (KOSHA), el Instituto de Trabajo y Salud del Seguro Social Alemán de Accidentes de Trabajo (DGUV) y la empresa WissensImpuls desarrollaron unos indicadores de confianza adecuados para identificar y medir el potencial de fomento de la seguridad, la salud y el bienestar en una organización o un departamento. De este modo, se fomenta una cultura de la prevención basada en un enfoque ampliado de la prevención de los accidentes laborales y las enfermedades profesionales.

En base al estudio internacional, los directivos y expertos en prevención disponen de una evaluación de la confianza que permite analizar las prácticas

en una organización o departamento y optimizarlas para promover una cultura de la prevención: la evaluación desarrolla medidas concretas que fomentan la confianza y mejoran así la cultura de seguridad y salud en una organización o departamento. Los efectos a largo plazo son la mejora del comportamiento de información, la cultura de retroalimentación, así como una mayor capacidad para actuar en situaciones críticas e inciertas.

La evaluación consta de diferentes métodos que se basan unos en otros en términos de contenido. En primer lugar, se pregunta a los empleados y directivos sobre diversas prácticas de confianza mediante una breve encuesta normalizada con la intención de saber si confían en las decisiones de su superior directo en materia de salud y seguridad. A continuación, se realizan varias entrevistas a directivos y trabajadores para comprender los mecanismos que subyacen a las prácticas de confianza. En un taller final se analizan conjuntamente los supuestos básicos sobre la confianza en la organización, se desarrollan objetivos orientativos y se derivan posibles medidas. Esto crea un perfil de confianza completo para la organización.

Résumé

La evaluación puede realizarse parcial o totalmente in situ o en línea. En este manual encontrará toda la información y el material necesarios para preparar, realizar y evaluar la confianza en su organización o departamento. El alcance de la evaluación puede adaptarse al tamaño de su organización o departamento y a sus necesidades.

La evaluación de confianza se puso en práctica con éxito en 2022 en una empresa multinacional de Alemania.

Le monde du travail se complexifie : aujourd'hui plus que jamais, il est essentiel de conserver une capacité d'action dans les situations incertaines. Dans cette optique, la confiance joue un rôle essentiel dans la sécurité et la santé au travail, à commencer par la confiance interpersonnelle envers les cadres, les équipes ou les services. La confiance institutionnelle, en une organisation ou en un système technique, est également primordiale.

Dans le cadre d'une étude internationale, l'Agence coréenne pour la sécurité et la santé au travail (KOSHA), l'Institut pour le travail et la santé de l'Assurance sociale allemande des accidents du travail et des maladies professionnelles (DGUV) et la société WissensImpuls ont mis au point un ensemble d'indicateurs de confiance permettant d'identifier et de mesurer le potentiel de promotion de la sécurité, de la santé et du bien-être au sein d'une organisation ou d'un service. Ceci permet de promouvoir une culture de la prévention fondée sur une approche élargie du dispositif préventif des accidents du travail et des maladies professionnelles.

Sur la base de cette étude internationale, un processus d'évaluation de la confiance est mis à la disposition des dirigeants et des experts en prévention. Celui-ci permet d'analyser les pratiques de confiance au sein d'une organisation ou d'un service, et de les optimiser dans le but de promouvoir une culture de la prévention : ce processus d'évaluation permet donc de mettre en place des mesures concrètes favorisant la confiance et améliorant ainsi la culture de la sécurité et de la santé au sein d'une organisation ou d'un service. À long terme, on observe une amélioration des pratiques de signalement et de la culture du retour d'information, ainsi qu'une meilleure capacité à agir dans des situations critiques et incertaines.

L'évaluation se décompose en plusieurs processus interdépendants. Les employés et les cadres sont d'abord interrogés sur différentes pratiques de confiance au moyen d'un bref questionnaire standardisé. Les questions portent par exemple sur la confiance qu'ils accordent aux décisions de leur supérieur direct en matière de sécurité et de santé. Différents entretiens sont ensuite menés avec plusieurs cadres et

salariés afin de comprendre les mécanismes qui sous-tendent les pratiques de confiance. Au cours d'un atelier final, les hypothèses de base en matière de confiance dans l'organisation sont analysées en commun, plusieurs objectifs directeurs sont définis, et différentes mesures envisageables sont identifiées. Il en résulte un profil de confiance global de l'organisation.

L'évaluation peut s'effectuer sur place au sein de l'organisation, ou en ligne, en partie ou en totalité. Vous trouverez dans ce manuel toutes les informations et le matériel nécessaires à la préparation, à la réalisation et à la restitution de l'évaluation au sein de votre organisation ou de votre service.

Cette évaluation de confiance a été menée avec succès en 2022 sur le site d'une multinationale en Allemagne.

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Content

1 Basics

A theoretical framework was created for the development of leading indicators to measure the concept of trust. This framework is based on the organisational culture model by Edgar H. Schein (2016) and the integrative model of trust by Roger C. Mayer, James H. Davis and David Schoorman (1995).

What are leading indicators?

Leading indicators refer to ongoing processes that can be activated as well as measures and results. All of these can do more than control existing risks and maintain the current status; they can also be used to identify opportunities for continuous improvement and to bring about, use and assess the relevant situations (International Social Security Organisation 2020).

Schein's model (2016) conceptualises an organisational culture by distinguishing between an objective level of observable artefacts (e. g. visible behaviour, documents and technology), an explicit level of arguable values (e. g. respect, freedom and fairness) and an implicit level of basic assumptions. These basic assumptions are difficult to verbalise, and people's awareness is often limited or distorted.

Whereas artefacts and values can be recorded with the help of quantitative methods, basic assumptions can only be accessed via qualitative methods. Furthermore Schoorman, Mayer & Davis (2007) define trust as an aspect of relationships: Trust is based on relationship. Anyone who trusts is prepared to take a risk in their relationship with an individual or an organisation or when faced with an uncertain situation. Ultimately, from the perspective of a prevention culture, trust must reflect two fundamental axes in the context of occupational safety and health: (1) the system and process, (2) values and behaviour, based on the organisational culture (Kim et al. 2021).

Using Schein's multilevel model of organisational culture and the integrative model of trust by Mayer, Davis & Schoorman (Figure 1), the international research team has developed a joint perspective for an analysis and measurement approach. The approach centres around three factors of perceived trustworthiness:

- **Care:** Caring implies that a person trusts another person or an institution to do something good for them or others, without being motivated by profit in any self-centred way (benevolence). It is based on a fundamentally positive attitude towards the person or the system. It can be equated with goodwill and expresses itself in the desire to do good to a person or organisation. It takes time to form a judgement whether a person or system is benevolent and full of goodwill in their actions.

- **Justice:** Justice means making it clear what a person stands for. It includes integrity, honesty and high moral principles. Judgements on integrity form relatively quickly in the course of a relationship. A prevention culture is based on the congruence of values.
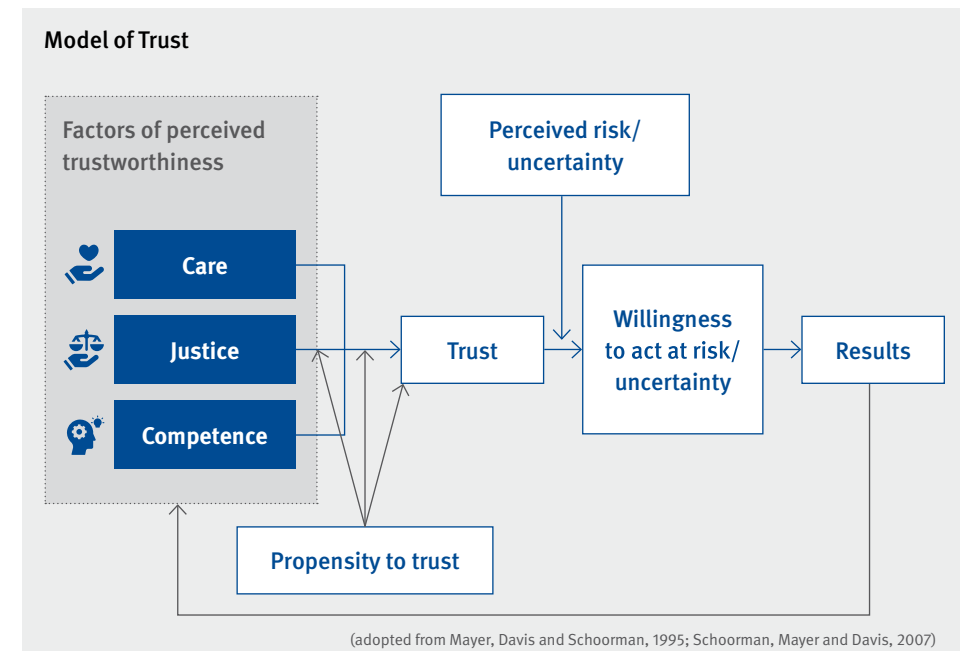

Figure 1: Model of trust – three factors and their operating principles

Trust promotes cooperation (within the team) and thus reliable decisions in critical situations.

- **Competence:** This is the ability to make a difference in a given area. It depends either on a static set of knowledge, skills and personal attitudes or on the ability to perform well in a given environment. Judgements concerning competence form relatively quickly in the course of a relationship.

In the Trust Assessment, a distinction is made between two levels of trust: First, there is the level of interpersonal trust (between a supervisor and employee as well as trust within a team), and secondly, the level of institutional trust (trust in the organisation or system). In this context, the focus is on both positive effects of trust (e. g. reporting of near accidents and better decisions in critical situations when team members work together in a spirit of trust) and negative effects of trust (e. g. blind trust in rules and regulations).

In addition to the factors statistically validated within the framework of the international study, the analysis and measurement approach draws on the scientifically proven methods of the SI-KUMETH approach (Schöbel et al. 2012; Schöbel et al. 2017): the "GAP analysis" and the analysis of "cultural dynamics". The Trust Assessment follows the key assumption that wherever there are major discrepancies between actual and desirable trust practices, there are also the best opportunities for optimising a prevention culture.

TrustPRACTICE is the proper name of this assessment. The subject of the assessment is the practices of trust within an organisation - between people and between people and their organisation.

2 Aim, benefits and areas of application of the Trust Assessment

This report provides supervisors and safety and health experts with a "blueprint" for an asesssment that can be used to analyse the trust practices within an organisation or department and to optimise such practices with a view to promoting a prevention culture.

- **Development of trust-forming measures:** The assessment allows the development of specific measures to promote trust and therefore improve the safety and health culture within an organisation or department.

- **Improvement of reporting behaviour:** The reporting of near accidents and errors presupposes trust. It can be fostered through trust-forming measures.

- **Greater involvement of employees:** The entire assessment is a participation-oriented procedure. Individual interviews and a joint workshop serve to look at employees' evaluations and ideas directly. In the long term, this ensures a high level of employee involvement in matters of safety and health.

- **Improvement of feedback culture and learning from mistakes:** Trust is a condition for giving and accepting feedback and also for learning from mistakes, both one's own and those of others. It can be fostered through trust-forming measures.

- **Ability to act in critical and uncertain situations:** This requires a person to reflect upon positive and negative effects of trust. The Trust Assessment focuses on critical and uncertain situations and identifies conditions under which the positive effects of trust can have an impact.

Based on the Trust Assessment, organisations and departments can receive advice from external occupational safety and health professionals, labour inspectors and other prevention specialists. You can apply the Trust Assessment as follows:

- **Conduct parts of the assessment in a seminar** in order to arouse interest in the topic among representatives of organisations, to enable them to analyse relationships and circumstances with relevance to trust and to derive trust-promoting measures.

- **Use assessment methods for holding meetings:** The methods of the assessment can be used for holding meetings, e.g. to find out how the existing prevention culture in an organisation can be further developed.

- **Support when carrying out an assessment,** e. g. as the facilitator of a workshop supporting the actors of the organisation in conducting the assessment.

If you are carrying out the assessment as a supervisor, an in-house occupational safety and health expert or a corporate health management representative, you can apply the Trust Assessment as follows:

- **Pilot within a department or unit:** To minimise the workload, you may also want to try out the assessment in a smaller unit. Here, too, you can derive valuable trust-promoting measures.

- **Use in the entire organisation:** If you use the assessment in the entire organisation, it has the benefit that people will come together from all units for the joint development of potential fields of action and trust-promoting measures.

- **Take part in the assessment yourself:** By actively taking part in the assessment yourself (e. g. the interviews or the workshop), you will familiarise yourself with it thoroughly, so that you can supervise the subsequent process on your own.

3 Structure of the Trust Assessment

Using this assessment, a trust profile is created for an entire organisation (company, public administration, educational institution) or part of it. This involves analysing the trust practices and their impact on the safety and health culture of the organisation and then proposing measures for their improvement. To do so, the assessment brings together both quantitative and qualitative methods.

The assessment comprises a variety of modules which build on each other in terms of content (Figure 2). A preparatory phase is followed by a short survey and then interviews and a workshop. The evaluation is based on data from the GAP analysis, an analysis of the cultural dynamics and a qualitative content analysis. The results of the short survey are used in the interviews. The interviews, in turn, are a requirement for carrying out the workshop. The assessment must be preceded by a number of preparatory activities (e. g. preparatory meetings and the formation of teams).

The assessment can be used both in person, within the organisation, and in an online format, either partially or completely. Each module is designed in such a way that both are easily possible. The interviews, too, can be held as video conferences. Both scheduling and implementation are therefore flexible.
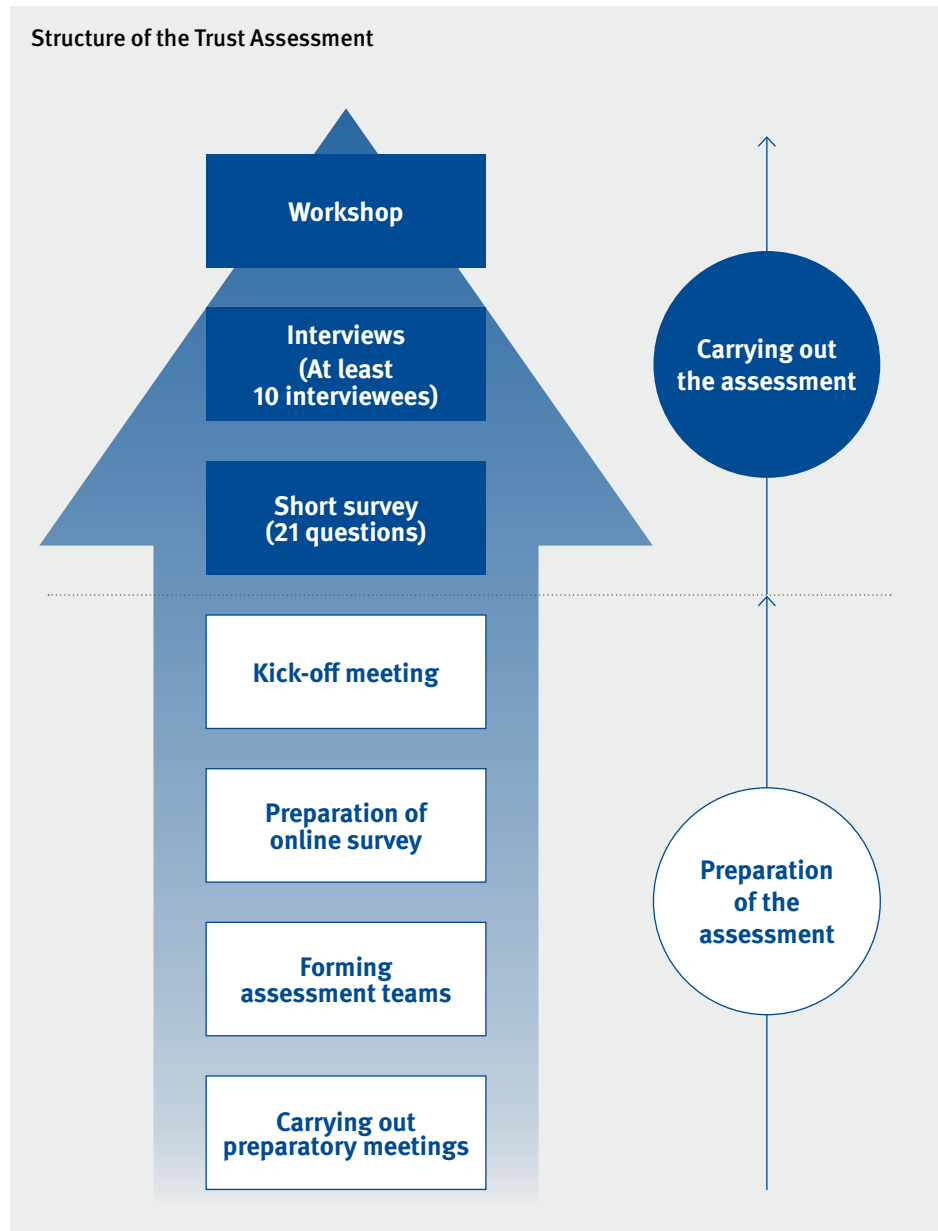
Structure of the Trust Assessment

Figure 2: Structure of the Trust Assessment

4 Preparation of the Trust Assessment

The assessment requires several preparatory steps. Preparatory meetings must be held, there needs to be support from the organisation, and the short survey has to be prepared.

4.1 Carrying out preparatory meetings

The purpose of the initial meetings is to present the benefits and basic procedure of the Trust Assessment. The first contact persons, for instance, are safety and health professionals, corporate health management representatives or the HR management.

For the preparatory meetings different materials are available (Table 1).

4.2 Forming assessment teams

To carry out the Trust Assessment, it is important to obtain sufficient support from the organisation. Ideally, an in-house assessment team should be formed who will then give support in preparing the assessment (e. g. finding dates and rooms and appointing contact persons).

In addition, it may be useful for the in-house assessment team to participate in the assessment itself as well. This would make the in-house assessment team an important interface with the organisation. In a best-case scenario, once the assessment has been completed, the in-house assessment team should be able to carry it out on its own.

Table 1: List of materials for preparatory meetings

Materials	Content
One-pager	Brief description of the aims, benefits for the organisation and basic procedure of the assessment in a one-page text file
Brief presentation	Brief description of the aims, benefits for the organisation and basic procedure of the assessment in a brief presentation

If possible, the members of the assessment team should be experienced in the following areas:

- **Safety and health** (e. g. as occupational safety and health professional or in corporate health management)
- **Auditing** (e. g. occupational safety and health, environment, quality) or with the relevant management systems
- **Cultural change processes in organisations** (e. g. change management, safety culture, prevention culture).

If possible, the external assessment team should consist of two people who have an outside perspective and also the necessary methodological and expert knowledge for preparing, implementing and evaluating the Trust Assessment.

4.3 Preparation of the short survey

One key element of the Trust Assessment is the short survey. To carry out the survey, a number of important issues need to be clarified in advance. Potential contact persons are employees of the IT department, IT security officers and data protection officers. The following questions should be clarified prior to the survey (Table 2).

Table 2: Possible questions to prepare the short survey

Topics	Examples of possible questions
Type of survey	• Should the short survey be paper-based, online or hybrid (i.e. both at the same time)?
Access to the survey	• How should employees receive the short survey? • Should they also have the option of answering the survey on a smartphone? • Does the survey meet the requirements of WCAG 2.0?
Data protection	• Is there a company agreement on surveys? • Does the survey meet the requirements of the GDPR?

4.4 Kick-off meeting

The aim of the kick-off meeting is to clarify the basic framework in terms of time and organisational requirements as well as the organisation's in-house aims of the assessment. The kick-off meeting can be held in person or online.

Content
The following questions need to be clarified at this meeting:

- What is the procedure of the Trust Assessment?
- What is the timeframe of the assessment?
- What are the focal areas from the organisation's point of view?
- What are the options in terms of scheduling and, if applicable, rooms on site?

Procedure
The following contacts from the organisation should be present:

- Representative(s) of the Executive Board
- Safety & Health Officer
- Employees' representative(s)
- Corporate health management representative(s)

Table 3: List of materials for kick-off meeting

Materials	Content
Brief presentation	Short description of the aims, benefits for the organisation and basic procedure of the assessment in a brief presentation

About two hours should be scheduled for the meeting (online or, preferably, in person). During the preparations, further points may arise and require clarification. This needs to be taken into account when planning the schedule.

Evaluation and results
The results will be recorded in a report.

5 Carrying out the Trust Assessment

The assessment consists of three modules: a short survey, individual interviews and a workshop. A variety of methods are applied in carrying out the assessment: a GAP analysis, a cultural dynamics analysis and a content analysis. This section contains a detailed description of each module and the methods it involves.

5.1 Short survey

The **aim** of the short survey is to obtain some initial insight into the role of trust for safety and health in the relevant working environment. To do so, a standardised survey is carried out (either online or on paper), preferably covering all employees and supervisors. Participation is voluntary and can only proceed with the respondents' consent to the processing of their personal data. Answers will not be associated with other studies or with the respondents' names (see Data Privacy Policy).

Content

The questionnaire contains 21 questions in all. However, it is possible to add structural variables, such as
- Management responsibility (yes/no)
- Departments/units
- Full or part-time employment

It may also be helpful to add organisation-specific questions.

Table 4: Materials for conducting the short survey

Materials	Content
Questionnaire	Questionnaire in PDF format
Data Privacy Statement	Example of a data privacy statement for a survey

Procedure

Respondents are given 21 questions, asking them to assess both the actual situation and the desired (ideal) situation. The answers have the following format in each question (Table 5):

Table 5: Question answer formats

Situation	[Question]
Actual situation	strongly disagree
	disagree
	neither agree or disagree
	agree
	strongly agree
Ideal situation	strongly disagree
	disagree
	neither agree or disagree
	agree
	strongly agree

Evaluation and results

What matters to the evaluation of the online survey is the difference (GAP) between the estimation of the actual situation of trust practices and the evaluation of the target situation. The frequencies of actual situation and ideal situation are then counted for each question. The results can be displayed in a chart – e. g. Figure 3 (page 28).

To obtain the basis for the next steps in the Trust Assessment, the questions with the biggest differences (GAP analysis) between actual and ideal situations are then identified for each factor. To do so, the number of answers at the levels "strongly agree" and "agree" are added up separately for the "actual state" and the "ideal state". The difference between the ideal state and the actual state is the level of the GAP. The higher this figure, the higher the GAP.

In our example (Figure 3), the evaluations "strongly agree" and "agree" for the statement "My supervisor takes account of my personal circumstances in the assignment of tasks" display a GAP of 10 points between actual situation and ideal situation.

My supervisor takes account of my personal circumstances in the assignment of tasks.
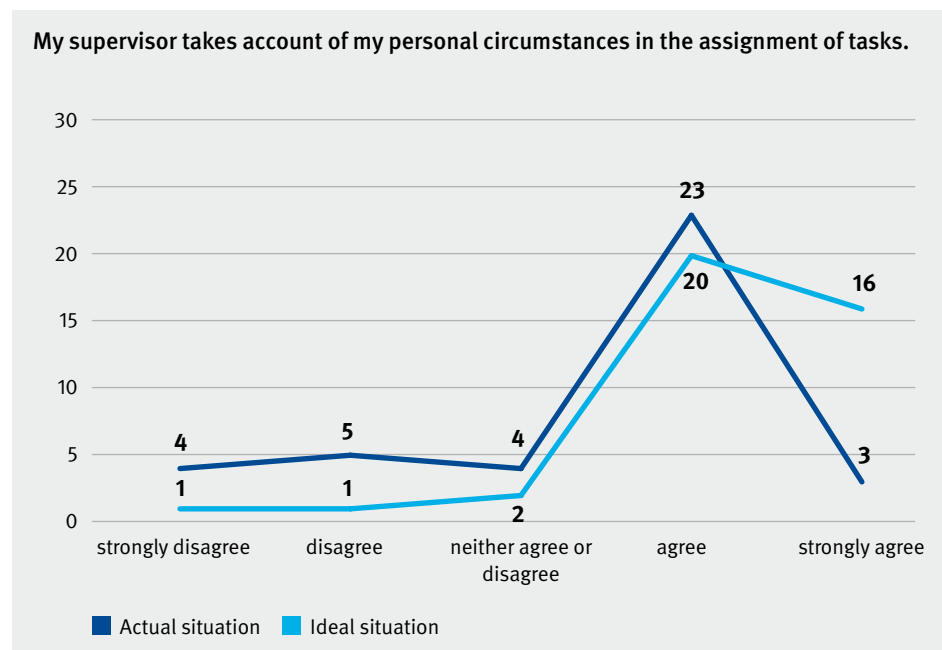

Figure 3: Graphical presentation of survey results

The questions with the highest GAPs are therefore not selected in their totality, but separately for each of the three factors care, justice and competence. The aim of the evaluation should be to select three questions for each of the three factors with the highest GAP scores in the short survey. The list in table 6 (see page 29) shows which questions from the questionnaire belong to which factor.

Formula to calculate the GAP for each question

GAP = ([ideal state: number of answers "strongly agree"] + [ideal state: number of answers "agree"]) – ([actual state: number of answers "strongly agree"] + [actual state: number of answers "agree"])

Figure 4: Formula for calculating GAPs

Table 6: List showing the assignment of questions to factors

Care	Justice	Competence
We care for one another in my organisation.	My supervisor carefully considers all perspectives.	If someone in our workplace points out a safety and health issue, we find a solution.
My colleagues listen to me when I give them advice about their safety and health.	Where safety and health are concerned, I receive fair treatment in my organisation.	We work together to ensure safety and health in our workplace.
If I have a problem, I can rely on my organisation to support me.	Even under difficult conditions, safety and health are the most important aspects in my organisation.	In my organisation, decisions on safety and health are made collectively.
My supervisor takes account of my personal circumstances in the assignment of tasks.	I am not disadvantaged in my organisation on the grounds of my age, gender, origin, religion or sexual orientation.	In my organisation, the occupational safety and health professional has a major say in matters of health and safety.
I can rely on my supervisor not to make my work even harder.	When my supervisor promises something, he/she does it.	I have no reason to doubt that my supervisor is capable of doing the job.
I assume that my management know what is right for me.	My supervisor is open and honest with me.	
I am happy to share issues with my supervisor, even when things might become difficult for me.	My personal convictions are in harmony with the principles and values of the organisation.	
I really wish I had a good way to keep a closer eye on the management of my organisation.	At my workplace, we freely share information about business and private matters.	

Next, there is a range of further evaluation options, e. g. if questions have been asked about structural variables (such as separate evaluations for respondents with or without supervisory responsibilities).

5.2 Interviews

The **aim** of the interviews is to analyse together which mechanisms ("cultural dynamics") either lead or contribute to the identified discrepancies (GAPs). The starting point for the individual interviews is the question with the highest discrepance for each of the relevant factor in the answers given in the short survey. On this basis, a special example is then given major attention for each factor. The format of the individual interviews allows in-depth treatment of the discrepancies and the special examples.

Content
Each interview comprises the following elements:
- Introduction of the assessment: Model of trust, procedure of the assessment
- Procedure of the interview: Explanation of the procedure and illustration with the help of an example

- Presentation of the question with the highest GAP for each factor
- For each question, joint analysis of a special example with an assumed GAP score

Table 7: Materials for conducting the interviews

Materials	Content
Interview guide	Contains all the points that are presented at the interview, in the form of a presentation show
Detailed interview plan	Contains a detailed schedule for the interviewer in a text file

Procedure
The number of interviews should be chosen in such a way that the interviewees represent the different groups within the organisation (supervisors at different levels and employees from different units). A total of at least ten interviews should be conducted. This is sufficient for the further evaluation.

Each interview, which should take about 90 minutes, must address the discrepancies between actual and ideal trust practice (GAPs) for each factor. First, the three questions with the highest GAPs are presented for a given factor.

The interviewee then decides for which of the three questions a high discrepance also applies – or is likely to apply – in their own work. It is helpful to have two members of the assessment team present at each interview.

Next, the following questions are answered for the selected GAPs:
- How do you compensate for the difference between the real and the ideal situation?
- How do you solve the problem in your everyday work?
- What can be the cause of the problem?

- What makes the problem worse?

A specific example is used, showing the "compensation" mechanisms for the issue and the mechanisms that aggravate the issue in everyday life. This is done with a help of a so-called "loop" that maps the dynamics (cultural dynamics analysis).

The statements made in the interviews are noted in the relevant file (in keywords). These notes should be shown to the interviewees, so that they can comment if anything has been
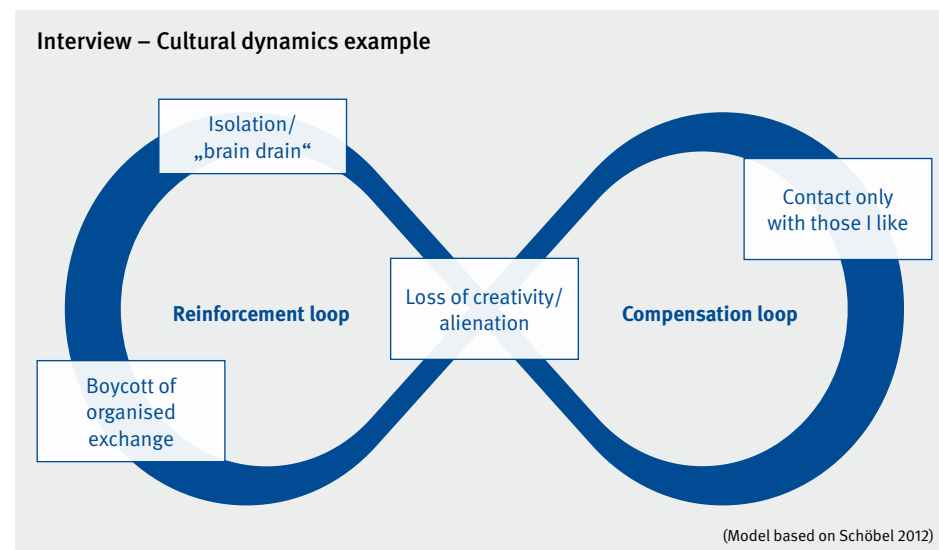

Interview – Cultural dynamics example

Isolation/ „brain drain"

Contact only with those I like

Reinforcement loop

Loss of creativity/ alienation

Compensation loop

Boycott of organised exchange

(Model based on Schöbel 2012)

Figure 5: Example of interview documentation for a cultural dynamics analysis

misunderstood. If the interviews are held in person, the document can be placed on a pinboard or flipchart, and the statements can be written on cards and put up. If the interview is held online, the presentation can be shown on a split screen and edited there. In addition, it is a good idea to make a transcript or recording of each interview, as it allows you to note down more details.

The same procedure is applied to the other two factors, so that each interview deals with GAPs for all three factors.

Evaluation and results

Once the interviews have been concluded, compensation and reinforcement mechanisms are identified for all factors – mechanisms that can be used to address or promote safety, health and well-being within an organisation or department. For this purpose, so-called "anchoring points" are highlighted in the interview statements, each with key statements on compensation and reinforcement mechanisms. This procedure follows the qualitative content analysis proposed by Mayring (2015).

To assess the interview statements, a coding scheme (Table 8) is used for the subsequent evaluation whether each statement represents, for example, a higher or lower level. The examples of anchoring points in the following tables must be replaced by real interview statements in the actual assessment.

Table 8: Coding scheme to evaluate statements with examples of anchoring points

Category	Definition	Examples of anchoring points
Care		
High	They want to do good to the trusting party (1), aside from an egocentric profit motive (2) (Benevolence: Schoorman, Mayer and Davis 2007, 345).	We've exchanged ideas as a team, provided social support and feedback in the group and redistributed the work.
Medium	They want to do good for the trusting party while at the same time protecting their own interests.	The management are focused on standards and legal issues.
Low	Not looking after themselves or the other person or issue.	The management do not have an open ear for the well-being of the workforce.
Justice		
High	People with a high level of justice share common values with their teams and their organisation (1); they make reliable decisions even in critical situations (2); and they promote cooperation within their teams and organisation (3) (Schöbel 2009, 320).	The group leader has looked at each individual to see what he or she needs.
Medium	People with a medium level of justice share some values with their teams and organisation; they are reliable in normal situations, but not in critical situations; however, they do allow cooperation within their teams and organisation.	If anything does not meet with approval, I try to find my own solution.
Low	People with a low level of justice share almost no values with their teams or organisation; they are rarely reliable and obstruct cooperation within their teams and organisation.	There is no transparency on aims and dynamics at the group leadership level, and nobody knows why.

Category	Definition	Examples of anchoring points
Competence		
High	They have the knowledge and skills (1) and comprehensive competence (2) to exert their influence within a specific area (3) (Mayer, Davis and Schoorman 1995, 717).	We had a team discussion on what we learned about this issue.
Medium	They have the knowledge and skills (1) and fairly comprehensive competence (2) with low-level influence in a specific area (3).	It takes a long time to implement solutions.
Low	They have the knowledge and skills (1) and fairly comprehensive competence (2), but no influence in a specific area (3).	Our safety and health specialist is not in a position to influence matters

5.3 Workshop

Aim

At the end of the Trust Assessment, a workshop is held to analyse the existing (collectively shared) and often implicit basic assumptions within the organisation or department. These assumptions have an influence on whether people display care, justice and competence and / or whether those characteristics are perceived in them. They show where the organisation has room for improvement for promoting a prevention culture.

These basic assumptions influence whether people behave in a caring, just or competent manner in a specific case and / or are perceived as such. Based

on the basic assumptions per factor (see Table 11, p. 37), the workshop also formulates leading indicators or guiding principles on how good trust practices can improve safety and health in the organisation.

Content

It makes sense to use the following agenda for such a workshop:
1. Assessment procedure
2. Results of online survey and interviews
3. Validation of anchor points derived from the interviews
4. Formulation of possible shared basic assumptions based on the anchor points

Table 9: Materials for conducting the workshop

Materials	Content
Worksheet on leading indicators / guiding principles	Document for the shared development of leading indicators / guiding principles in the workshop (to use on a pinboard or virtual whiteboard).
Fact sheets	For each of the three factors, there is a fact sheet with essential definitions and explanations as well as examples of possible leading indicators / guiding principles. They can be used for preparing workshop content. At the end of each fact sheet, reference is made to the Vision Zero political-strategic framework and its Golden Rules (see ISSA 2020).

Procedure

About half a day should be scheduled for the workshop. The participants will be the interviewees. The optimal number of participants is about 15. The following table contains brief explanations of the individual items on the agenda. It also shows the methods that can be used for such a workshop, either in person or online (Table 10, page 36).

Evaluation and results

The evaluation now takes the form of deriving basic assumptions from the interview statements that have been collected and assessed. Schein's model (2016) conceptualises the organisational culture by distinguishing between an objective level of observable artefacts (e. g. visible behaviour, documents and technology), an explicit level of values that can be questionned (e. g. respect, freedom and fairness) and an implicit level of personal basic assumptions. These basic assumptions are difficult to verbalise, which is a challenge for all participants in the workshop.

In the summary, the basic assumptions that were gathered in the workshop are classified according to the factors and their levels (high, medium and low). The following table shows examples of possible basic assumptions.

Table 10: Comparison of workshop methods

Items on the agenda	In-person method	Online method	Duration
Assessment procedure	Setup exercise for the introduction, showing slides	Reflections on questions, e. g. using online tools	30 min.
Results of short survey and interviews	Show slides	Show slides	30 min.
Validation of the anchor points derived from the interviews	Work in small groups (one group per factor): validation of anchor points; start by showing on pinboard	Work in small groups (one group per factor): validation of anchor points; use virtual whiteboard; conclude with plenary presentation and discussion	90 min.
Definition of basic assumptions, guiding principles and examples for the organisation or department	Work in small groups (one group per factor): identify possible basic assumptions, guiding principles and examples and collect on pinboard (using worksheet); conclude with plenary presentation and discussion	Work in small groups (one group per factor): identify possible basic assumptions, guiding principles and examples; use virtual whiteboard; conclude with plenary presentation and discussion	120 min.
Derivation of measures	Translation of guiding principles into proposed measures per factor: this may be done differently for different spheres of work.	Translation of guiding principles into proposed measures per factor: this may be done differently for different spheres of work.	60 min.

The basic assumptions collected in the workshop are classified in the summary according to the factors and their grading (high – medium – low). Table 11 lists examples of possible basic assumptions and their grading.

For the basic assumptions with the highest expression per factor, a leading indicator / guiding principle is formulated. For each factor, a concrete proposal for action is developed and visualised. This can be done for different work areas in order to increase the probability of implementation.

The essential results of the trust assessment are summarised in a report.

Table 11: Examples of possible basic assumptions for the three factors

	Care	Justice	Competence
High level of factor	I can be open with my team.	Even when things get critical, I stand up for what is right and fair.	It is worth discussing things as a team and finding a joint solution or position.
Medium level of factor	We maintain law and order.	Whatever is important to me should also be important to the other person or my organisation.	Trust isn't enough. It's better to check.
Low level of factor	For me, everything is a matter of performance.	Our hierarchy cannot be changed.	Things aren't always under my control. I can't do anything.

6   References

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Enclosures

Enclosure 1 Questionnaire

Enclosure 2 Brief presentation

Enclosure 3 Interview guide

Enclosure 4 Coding scheme document

Enclosure 5 Leading indicators / Guiding principles

Enclosure 1

Questionnaire

No.	Question	Actual situation					Ideal situation				
		strongly disagree	disagree	neither agree / disagree	agree	strongly agree	strongly disagree	disagree	neither agree / disagree	agree	strongly agree
1	My supervisor takes account of my personal circumstances in the assignment of tasks.	○	○	○	○	○	○	○	○	○	○
2	My colleagues listen to me when I give them advice about their safety and health.	○	○	○	○	○	○	○	○	○	○
3	We care for one another in my organisation.	○	○	○	○	○	○	○	○	○	○
4	I am happy to share issues with my supervisor, even when things might become difficult for me.	○	○	○	○	○	○	○	○	○	○
5	If I have a problem, I can rely on my organisation to support me.	○	○	○	○	○	○	○	○	○	○
6	I really wish I had a good way to keep a closer eye on the management of my organisation.	○	○	○	○	○	○	○	○	○	○
7	I assume that my management know what is right for me.	○	○	○	○	○	○	○	○	○	○
8	I can rely on my supervisor not to make my job even harder.	○	○	○	○	○	○	○	○	○	○
9	If someone in our workplace points out a safety and health issue, we find a solution.	○	○	○	○	○	○	○	○	○	○
10	I have no reason to doubt that my supervisor is capable of doing his or her job.	○	○	○	○	○	○	○	○	○	○
11	We work together to ensure safety and health in our workplace.	○	○	○	○	○	○	○	○	○	○
12	In my organisation, decisions on safety and health are made collectively.	○	○	○	○	○	○	○	○	○	○
13	In my organisation, the safety and health professional has a major say in matters of safety and health.	○	○	○	○	○	○	○	○	○	○
14	My supervisor carefully considers all perspectives.	○	○	○	○	○	○	○	○	○	○
15	I am not disadvantaged in my organisation on the grounds of my age, gender, origin, religion or sexual orientation.	○	○	○	○	○	○	○	○	○	○
16	When my supervisor promises something, he / she does it.	○	○	○	○	○	○	○	○	○	○
17	Even under difficult conditions, safety and health are the most important aspects in my organisation.	○	○	○	○	○	○	○	○	○	○
18	Where safety and health are concerned, I receive fair treatment in my organisation	○	○	○	○	○	○	○	○	○	○
19	My personal convictions are in harmony with the principles and values of the organisation.	○	○	○	○	○	○	○	○	○	○
20	My supervisor is open and honest with me.	○	○	○	○	○	○	○	○	○	○
21	At my workplace, we freely share information about business and private matters.	○	○	○	○	○	○	○	○	○	○

Enclosure 2

Brief presentation

DGUV

Trust as a basis of safety culture

Model of trust

Factors of trust

Our approach

Benefit for the company

2

DGUV

Trust as a basis of safety culture

- Trust is the **basis** of a good safety culture and health culture
- An **easy to use approach** helps to analyse where we are and how we can improve
- Qualitative methods guarantee that the **employees are directly involved**
- The focus is on **the employees´ action guiding core beliefs**

This approach helps to make **employees capable to act in complex and critical situations.**

Roofer In Protective Clothing And Gloves - iStock (istockphoto.com)

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DGUV

Background

Research project in cooperation with „Korea Occupational Safety and Health Agency" (KOSHA) and "German Social Accident Insurance" (DGUV). The focus of this project was to develop leading indicators to promote prevention culture (2018 – 2020).

- **Publication:** Safety and Health as a matter of trust: A multi-method approach to promote prevention culture (in preparation)
- **Overview:** Study of leading indicators for trust, in: Focus on IAG's work, 2021 (DE, EN)
- **Manual:** VertrauensPRAXIS: The approach to analyse trust in your organization (DE, EN in preparation)

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Factors of trust

Care

Caring for oneself and others in the institution/ company

Justice

Making clear what a person or organization stands for

Competence

Making a difference in one's own sphere of activity

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DGUV

Factors of perceived trustworthiness

Model of Trust

Care
Justice
Competence

Perceived risk / uncertainty

Trust

Willingness to act at risk / uncertainty

Results

Propensity to trust

(adopted from Mayer, Davis and Schoorman, 1995; Schoorman, Mayer and Davis, 2007)

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Our approach

Short questionnaire | One-to-one interviews | Interactive workshop

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Our approach

- **Short questionnaire**
  short; online or paper; can be adapted

- **GAP Analysis**
  Discrepancy between real and ideal trust practices

- **One-to-one interviews**
  Analyse the cultural dynamics giving rise to the gaps

- **Interactive workshop**
  Reveal the convictions underlying the mechanisms and thus initiate a cultural change

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Our approach: What happens within the process?

- **Discrepancies** between the target system (e.g. mission statement, key figures OHS management system) and productive landscape (relationships between colleagues, to supervisors; loyalty to the company) can be measured (trust profile)
- **Mechanisms of action** are analysed that compensate or amplify these discrepancies
- **Basic assumptions** regarding trust are worked out
- ➢ joint development of **context-specific leading indicators / guiding principles** that can become relevant for future action
- ➢ Identify and develop **specific proposed measures**

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Our approach: Example of a GAP analysis

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DGUV

Benefit for the company

- Development of specific measures that promote trust and that help to improve the safety and health culture in the company
- Improvement of reporting behavior
- Improving the feedback culture and learning from mistakes
- Employees' commitment to the targets of the company
- Improved ability to act in critical and uncertain situations

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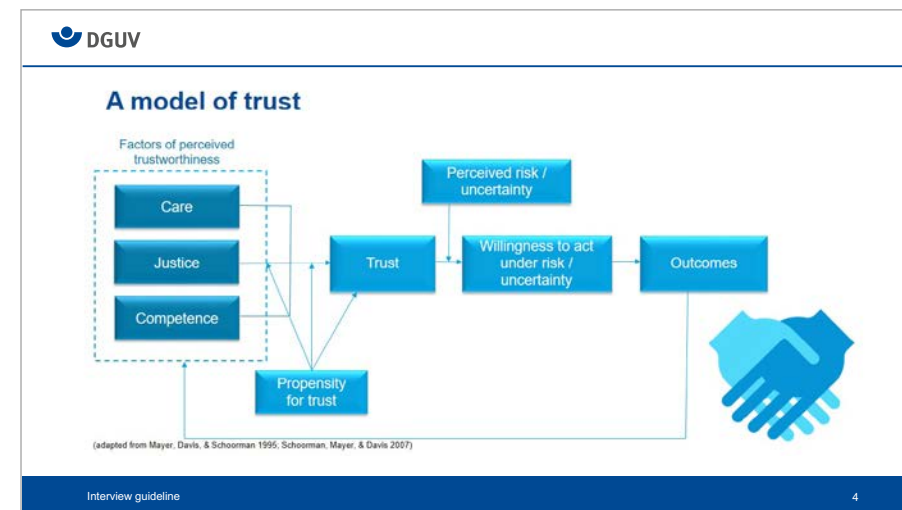
Enclosure 3

Interview guide

DGUV

Interviews – process

- For each **factor** (care, justice, competence) we will show you **three issues** (items) with a big **gap between the real and ideal situation** identified in our survey.
- Please **choose one of these issues to talk about in depth**. Choose this issue where you estimate a gap (difference between real and ideal) in your own work environment.
- Please **suggest a concrete example** of a similar situation from your work environment.
- Related to this example we will ask you
  - about the **consequences** of the difference between real and ideal related to your example
  - how you **solve the problem** that the ideal is not being realized as strongly in your example
  - for the **causes** or for **what makes the problem worse**

Interview guideline   6

DGUV

Interviews – example of documentation

(Model based on Schöbel 2012)

Interview guideline   7

Examining the mechanisms for trust: Care

DGUV

Overview of the GAPs

Care	Justice	Competence

Please choose one issue for each topic. Choose one where you estimate a gap in your own work.

Interview guideline   9

DGUV

GAPs

Care

Please choose one issue.
Choose this one where you estimate a gap in your own work.

Interview guideline   10

Examining the mechanisms for trust: Justice

Slide (page 11):

DGUV

How would you rate your question?

Care					
Issue					
	strongly disagree	disagree	neither agree or disagree	agree	strongly agree
Real situation					
Ideal situation					

Interview guideline — 11

Slide (page 14):

DGUV

GAPs

Justice

Please choose one issue.
Choose this one where you estimate a gap in your own work.

Interview guideline — 14

Slide (page 12):

DGUV

Care: Cultural dynamics

Example: …

Reinforcing loop „What causes or makes the problem worse?"

Consequence of the gap?

Compensatory loop „How to solve this problem?"

(Model based on Schöbel 2012)

Interview guideline — 12

Slide (page 15):

DGUV

How would you rate your question?

Justice					
Issue					
	strongly disagree	disagree	neither agree or disagree	agree	strongly agree
Real situation					
Ideal situation					

Interview guideline — 15

DGUV

Justice: Cultural dynamics

Example: …

Consequence of the gap?

Reinforcing loop
„What causes or makes the problem worse?"

Compensatory loop
„How to solve this problem?"

…
…
…
…
…
…

(Model based on Schöbel 2012)

Interview guideline 16

DGUV

How would you rate your question?

Competence					
Issue					
	strongly disagree	**disagree**	**neither agree or disagree**	**agree**	**strongly agree**
Real situation					
Ideal situation					

Interview guideline 19

Examining the mechanisms for trust: Competence

DGUV

GAPs

Competence

Please choose one issue.
Choose this one where you estimate a gap in your own work.

Interview guideline 18

DGUV

Competence: Cultural dynamics

Example: …

Consequence of the gap?

Reinforcing loop
„What causes or makes the problem worse?"

Compensatory loop
„How to solve this problem?"

…
…
…
…
…
…

(Model based on Schöbel 2012)

Interview guideline 20

Enclosure 4

Coding scheme document

Care

	High care	Medium care	Low care	Not accessible
definition[1]	Wanting to do good for the trusting party (1), aside from an egocentric profit motive (2)	Wanting to do good for the trusting party while protecting their own interests	Not taking care of yourself or the other person or thing	The requirements are reported, but the way they are handled remains unclear
coding rule	Both aspects of the definition must point in the direction of "high", no aspect should only indicate medium care	if not all two definition aspects indicate "high" or "low"	both aspects point to low care	
anchor point example 1	As a leader in middle management I make sure that good work is rewarded (e.g. through positive feedback). Institutional Trust	The management is focused on standards, legal issues. Institutional Trust	The management does not pay respect to wellbeing. Institutional Trust	In the end I got an instruction. Interpersonal Trust
example 2	We as colleagues have exchanged ideas, given social support and feedback in the group, and distributed work differently. Interpersonal Trust	Discussion with employees takes a lot of time. Interpersonal Trust	People push themselves. Interpersonal Trust	
basic assumption example 1	It is a give and take.	We ensure law and order.	To me it is all about performance.	
example 2	As a team we are strong.	I want to bring people forward. Joint exchange is important for us as a team.	Work is my life.	

Justice

	High justice	Medium justice	Low justice	Not accessible
definition[2]	People with high justice share common values with their teams and organization (1), they make reliable decisions even in critical situations (2) and promote cooperation within their teams and organization (3)	People with medium justice share some values with their teams and organization, they are reliable in normal situations, but not in critical situations, and allow cooperation within their teams and organization	People with low levels of justice share almost no values with their teams and their organization, they are rarely reliable and hinder cooperation within their teams and within their organization.	The requirements are reported, but the way they are handled remains unclear
coding rule	All three aspects of the definition must point in the direction of "high", no aspect should only indicate medium justice	If not all three definition aspects indicate "high" or "low"	All three aspects point to low justice	
anchor point example 1	The group leader examined for everyone individually what he or she needs. Interpersonal Trust	If something is not approved, then I look for my own solution. Interpersonal Trust	At the level of group leaders there is no transparency about goals and dynamics: One can only guess why it is like this. Institutional Trust	Lack of resources / time. Institutional Trust
example 2	Conversation helped to improve the future process. Interpersonal Trust	I reached a compromise to find a solution. There was a compromise: some tasks were conducted. Interpersonal Trust	Top-down principle: The top management is the decisive authority. Discussion about how the leadership role is perceived at the departmental and group leadership level brought to light different understandings and attitudes. Institutional Trust	

	High justice	Medium justice	Low justice	Not accessible
basic assumption example 1	The human being is a value in itself.	I can do it better than my organization.	In order for my work to make sense, I need to know from my boss where things are going.	
example 2	Conversations are important for our cooperation.	We'll find a solution.	Our hierarchy cannot be changed.	

Competence

	High competence	Medium competence	Low competence	Not accessible
definition[3]	Dispose of knowledge (1), skills (2), and wider competences (3) that enable a party to have influence within some specific domain	Dispose of knowledge (1), skills (2), and wider competences (3) with less influence within some specific domain	Dispose of knowledge (1), skills (2), and wider competences (3) with no influence within some specific domain	The requirements are reported, but the way they are handled remains unclear
coding rule	All three aspects of the definition must point in the direction of "high", no aspect should only indicate medium competence	If not all three definition aspects indicate "high" or "low"	All three aspects point to low competence	
anchor point example 1	Making own things possible under the radar (own solution instead of waiting for a house solution). Interpersonal Trust	Solutions take far too long to implement. Institutional Trust	It is not transparent, who is responsible within the organization. Institutional Trust	The situation with Corona is quite new: The focus of OSH is on accidents and injuries. Institutional Trust
example 2	If a contractor is involved in a safety issue, the reaction is very fast. Institutional Trust	Often I have to monitor. Interpersonal Trust	The safety experts do not have the opportunity to get involved. Institutional Trust	
basic assumption example 1	I can do it better than my organization.	Stones are always put in my way.	It is important for me who is responsible.	
example 2	I am strong outside.	Trust is good, control is better.	Here with us participation does not work.	

Enclosure 5

Leading indicators / Guiding principles

Leading indicator No 1: You take care of yourself and others in your institution / company.

Aim

By taking care of oneself and others the foundation for a culture of prevention is laid.

Key concepts

Altruism

Taking care implies that someone or an institution is believed to do something good for oneself or another party, aside from an egocentric profit motive.

Benevolence

Careful behavior is based on a positive basic attitude towards another person or a system. Taking care is synonymous with benevolence, goodwill or charitableness. Care or benevolence judgments take time.

Guiding principles for good trust practice

- I open myself up to improve our interaction.
- I make sure that good work is rewarded.
- I work together in a team.

Limitations

Within a work context altruism cannot always be appropriate: You want to do good while protecting your own interests and the interest of your employer (medium level of care).

How to measure

1. Evaluate your organisation / unit: High care, medium care, low care.
2. Analyse the gaps: Compare real and ideal trust practices in your organization / unit with the help of the short survey.
3. Explore the mechanisms behind the gaps: What promotes, what hinders trust in your colleagues and / or institution. Make use of the Trust-Loop.
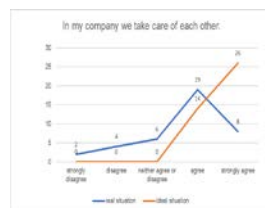
Example

A project with high complexity: Colleagues from various specialist groups work together within a project on mental health. The project has high relevance and attention. An attempt is made to create a matrix organisation within the existing hierarchical structure. The consequence: frictional losses, stress, high pressure to make decisions with simultaneously high uncertainty about who is responsible for the decision; people are left alone; colleagues, especially with fixed-term contracts, are burnt out after the project, get really sick.

Solution at individual level:

Go more strongly into the queries: What exactly is expected? Are there things, where an extension of competence is possible? More openness. Questions about the actual load: How are you actually doing?

Solution at organsational level:

Process support: How was the cooperation? What went well? What did not work out well? Speak more clearly in the process: That is what we are doing now. Be more flexible; take smaller steps.

LINK to the Seven Golden Rules of VISION ZERO

1. Take leadership – demonstrate commitment ✖

2. Identify hazards – control risks ✖

3. Define targets – develop programs ✖

4. Ensure a safe and healthy system – be well-organized ✓

5. Ensure safety and health in machines, equipment and workplaces ✖

6. Improve qualifications – develop competence ✓

7. Invest in people – motivate by participation ✓

Leading indicator No 2: You make clear what you stand for as a person or organisation.

Aim

By making clear what you stand for as a person or organisation, you demonstrate that you or your organisation adhere to a set of principles that others find acceptable.

Key concepts

Integrity

Making clear what you stand for is synonymous with integrity, honesty and high moral principles. Judgements of integrity form relatively quickly in the course of a relationship.

Congruity

A culture of prevention is based on the congruence of values. Value-based trust promotes cooperation (in a team) and therefore reliable decisions in critical situations.

Guiding principles for good trust practice

- I / we ensure that every person has a right to stay safe, healthy and well.
- I / we raise my / our voice if safety, health and well-being are at stake.
- In case of an OSH issue we find a solution together.

Limitations

Trust and cooperation are often treated as synonymous. But it is important to distinguish between them: You can cooperate with someone you don't really trust, e. g. related to external control mechanisms, based on social desirability.

How to measure

1. Evaluate your organisation / unit: High justice, medium justice, low justice.
2. Analyse the gaps: Compare real and ideal trust practices in your organization / unit with the help of the short survey.
3. Explore the mechanisms behind the gaps: What promotes, what hinders trust in your colleagues and / or institution. Make use of the Trust-Loop.

Example

An on-site clinic being available around the clock to all employees, people working for subcontractors, and guests of a company. Some of the medication in the clinic had expired. The physician blamed the nurses. No action was taken until an adverse reaction occurred in one patient.

Solution at individual level:

The nurses indicate clearly, that they are concerned, that they are feeling uncomfortable and that this is a safety issue (CUS model). The nurses stop the queue of patients. They turn to the clinic management and the safety officer.

Solution at organisational level:

The whole process is reviewed. The manager and / or safety officer discusses with each of them, the physician and the nurses, about what could work better. A joined meeting is organised to improve the communication between the physician and the nurses. The physician is offered a course on team building.

LINK to the Seven Golden Rules of VISION ZERO

1. Take leadership – demonstrate commitment ✓

2. Identify hazards – control risks ✓

3. Define targets – develop programs ✓

4. Ensure a safe and healthy system – be well-organized ✓

5. Ensure safety and health in machines, equipment and workplaces ✗

6. Improve qualifications – develop competence ✓

7. Invest in people – motivate by participation ✓

Leading indicator No 3: You make a difference in your specific field of action.

Aim

By creating opportunities that enable people to behave safely and healthily and work towards well-being, you make a difference in your specific area.

Key concepts

Set of competencies

To behave safely and healthily and work towards well-being you need specific knowledge, skills and wider competences.

(Cap)ability

Being able to create and to maintain good work depends on a specific context. The judgements of competence form relatively quickly in the course of the relationship.

Guiding principles for good trust practice

- My work tasks make me stronger (increase of my self-efficacy).
- We learn from each other, e. g. by working in a team.
- I receive systems support, e. g. via our good OSH-Management system.

Limitations

It is necessary to differentiate between competence as personal trait and opportunities that arise from the combination of personal abilities and a specific political, social and economic context.

How to measure

1. Evaluate your organization / unit: High competence, medium competence, low competence.
2. Analyse the gaps: Compare real and ideal trust practices in your organisation / unit with the help of the short survey.
3. Explore the mechanisms behind the gaps: What promotes, what hinders trust in your colleagues and / or institution. Make use of the Trust-Loop.

Example

Construction work outside the building of a Business School - carried out by a subcontractor. Inside safety training is conducted by a teacher, while work is going on outside. The subcontractor works without following the safety rules (e. g. use of slings). The teacher is confronted with a visible gap between theory and practice.

Solution at individual level:

The teacher includes the issue as a real-life example into the lesson: The risks are assessed, the responsibilities are clarified, next steps are discussed to optimise the process. Appropriate methods are collected (e. g. Risk Assessment, Safety Talk). The teachers takes the lead: Everyone should be a safety leader! The safety officer is contacted immediately following the lesson.

Solution at organisational level:

Before construction work begins at the Business School, the Rector informs all employees, including the teaching staff, about the upcoming construction work. All employees are asked to contact their supervisor or the safety officer in the event of an incident. The entire process is organised in such a way that an intervention can be carried out quickly and directly.

Positive feedback is given to all those who have contributed to the smooth running of the construction project.

LINK to the Seven Golden Rules of VISION ZERO

1. Take leadership – demonstrate commitment ✓

2. Identify hazards – control risks ✓

3. Define targets – develop programs ✗

4. Ensure a safe and healthy system – be well-organized ✓

5. Ensure safety and health in machines, equipment and workplaces ✓

6. Improve qualifications – develop competence ✓

7. Invest in people – motivate by participation ✓