



Insight Coaching

# Trust at Work

A Facilitator's Guide for Designing and  
Delivering Interventions, Workshops, and  
Training Programs on Trust

*We're never so vulnerable than when we  
trust someone – but paradoxically,  
if we cannot trust, neither can we find  
love or joy.*

— Walter Anderson

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# 1. Introduction

The **Insight Trust at Work Facilitator Kit™** offers a process and content for leading a workshop or intervention program focused on building, maintaining or restoring trust among members of teams and groups who work together. It is based on a framework described in detail in *The Thin Book® of Trust: An Essential Primer for Building Trust at Work*<sup>1</sup> by Charles Feltman. *It is recommended that everyone involved read The Thin Book of Trust prior to participating in such a workshop or intervention.*

The **Insight Trust at Work Facilitator Kit** includes:

- A **Facilitator Guide** with content on building, maintaining and repairing trust in the workplace. The guide contains:
  - Suggested learning points for each topic
  - Background information and facilitation suggestions for each topic
  - Suggested discussion questions for each topic
  - Suggested exercises for helping people experience using the framework to build and repair trust
- A set of **generic slides** that can be customized for use with different audiences

The **Kit** is designed to be used in several different ways, including:

- As the basis for a targeted intervention with a team or group that needs to work through issues related to trust in order to produce results.
- As the basis for a standalone workshop or training course on building trust at work.
- Integrating the topic of trust at work into broader learning programs on such topics as collaboration skills, leadership development, team building, and project management skills.

**Note:** The process for working with a team or group on issues of trust and distrust described in this facilitator kit is intended for use by experienced team/group facilitators and coaches. It assumes you have the necessary skills and expertise to effectively manage team/group interventions in general. It is *not* necessary that you have specific experience in working with issues of trust and distrust in order to use the process as long as you do have sufficient general expertise in coaching and/or facilitation.

To use this material to work directly with a team/group around issues of trust and distrust you must be able to stay centered and resourceful while potentially working with conflict, resistance, passive aggression, withholding and other defensive behaviors. It also requires the ability to work with charged emotions such as fear, anger, resentment, resignation, cynicism, guilt, and sadness. You need to be able to “read” the moods of the group as a whole as well as the emotional cues of individuals within the group. Even if trust is generally strong in the group, some or all of these emotions and behaviors may show up at some point when working with issues around trust and distrust.

If you plan to use the workbook and slides as the basis for a general training course on trust you do not necessarily need expertise in coaching or facilitation, but it is strongly recommended you have experience delivering training programs.

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<sup>1</sup> *The Thin Book of Trust*, Charles Feltman, Thin Book Publishing Co., 2008. The book is available on Amazon.com and through other major booksellers. It can also be purchased directly from the publisher ([www.thinbook.com](http://www.thinbook.com)). Quantity discounts are available from the publisher.


## 2. How to Use the Facilitator Guide and Slide Presentation

### Facilitator Guide

The Facilitator Guide is arranged in sections. Each section presents material on a particular piece of content, or an exercise designed to provide and experience of the content.

**Design recommendations.** *Topic 3* on page 4 covers designing a more **generic workshop or training** on trust for a variety of audiences. *Topic 4* on pages 5-7 offers recommendations for designing a **targeted intervention** tailored to a team or group that is having difficulty with issues of trust.

**Trust topic sections** begin with a list of the key learning points, followed by a general discussion of the material and recommendations for facilitating discussion and learning, and end with suggested discussion questions that can be used to generate a learning conversation on the material. Slide Numbers for the slides that go with each topic are also included with each section for your information.

The  icon to the left of a line indicates it is a talking point. Talking points are followed by more information to flesh them out.

**Exercise sections** give instructions for exercises that you can use to support deeper learning of the material. Exercises begin with notes on intended outcomes, followed by specific instructions, and end with suggested debrief questions.

### Slides

By purchasing this material you have the right to change the content, format, and to put your own logo on the slides. The PowerPoint presentation can be used as is or modified to meet the needs of your audience. It is strongly advised that you keep all citations on the slides you use.

When working with teams or small groups you may choose not to present slides at all. In this case a suggestion is to put the content of key slides on a flip chart as necessary. When working with larger groups where flip chart visibility is a concern you may elect to use some or all of the slide presentation.

### Customizing Materials

However this material is used we recommend you customize the content and exercises to the specific needs and concerns of the particular audience you are working with. Knowing your audience and addressing their concerns directly is critical to the success of your work.

### Customization Consulting

Contact *Insight Coaching* (805-784-9570 or [info@insightcoaching.com](mailto:info@insightcoaching.com)) for information about consulting to customize this process and materials to your audience and their needs and/or to integrate it into a broader learning program.