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A Multilevel Comparisons on the Antecedents of Trust Among Team Members and Work Outcomes

Mei-Hua Lin
SUNWAY UNIVERSITY COLLEGE
5 JALAN UNIVERSITI BANDAR SUNWAY
PETALING JAYA, 46150
MY

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A Multilevel Comparisons on the Antecedents of Trust among Team Members and Work Outcomes

Submitted by

Mei-Hua Lin, Sunway University
Michelle Chin Chin Lee, Sunway University
Mei Ling Soh, Sunway University
Danielle May Lian Cheng, Sunway University
Yi Ming Ho, Sunway University

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Name of Principal Investigators: Mei-Hua Lin

- e-mail address : mhlin@sunway.edu.my or meihua76@gmail.com
- Institution : Sunway University
- Mailing Address : Sunway University,
Department of Psychology
5, Jalan Universiti,
Bandar Sunway
47500 Selangor D.E., Malaysia
- Phone : +6 03 7941 8622 ext. 7112
- Fax : +6 03 5635 8633

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Executive Summary

Addressing trust has been a research interest for the past few decades yet it is one of the topics that still remained elusive. Part of the confusion in the current literature concerns the conceptualization of trust and mistrust as well as distrust. Currently, there are two camps of view of the concepts trust and mistrust. One camp argues that both trust and mistrust are of single dimensions (unidimensional approach) while the other contend that trust and mistrust exists on different dimensions (two-dimensional approach). If trust and mistrust are indeed existed on different dimension, there is a need to re-evaluate the existing trust mechanism. This is important as trust defines how an interpersonal relationship forms, develops, and breaks.

As such, this project aimed to provide a comprehensive view on the factors that influence trust and trustworthiness in both work and interpersonal relationships by adding influence of higher level antecedents. Our current study also aimed to extend the previous research by Mayer, Davis, and Schoorman (1995) on trustworthiness and Colquitt, Scott, and LePine (2007) on trust on various work outcomes by exploring the mechanisms through which trust influence work outcomes. It is known that trust is a critical factor that drives human behavior during work and interpersonal interactions. However, less is known about the influence of mistrust on human behavior. As such, it is important to investigate the mechanisms in which the trust and mistrust processes affects work outcomes. In addition, our use of Malaysian sample provides us with the opportunity to investigate how team's cultural composition might influence the trust processes in teams.

Our study utilized both qualitative and quantitative methodology to complement the investigation of trust and mistrust. In the qualitative study, we conducted semi-structured interviews with twenty participants who had been working in a team for the past three months. Meanwhile, in the quantitative study, we recruited participants from various sectors and industries in Malaysia and they were asked to complete a comprehensive survey. In this latter part of the study, participants were recruited in a team of at least three members to better facilitate our understanding of the team working culture in Malaysia.

Our results suggest that:

- I) Participants viewed trust and mistrust as opposites. There is evidence of differentiation in the treatment of work and personal relationships, whereby individuals are less likely to display desire to forgive or repair relationships in the event of a trust violation in work relationships.
- II) At individual level, participants based the trust on trustworthiness (ability, integrity, and benevolence) and trust propensity; however, each attribute of trustworthiness is weighted differently. Benevolence is the most important in the trust formation, followed by integrity.
- III) At the team level, team trust climate and perceived leadership also contributed to the trust formation.
- IV) The trust mechanisms were mediated by team processes (team communication and organizational commitment) for risk-taking, task performance, and OCB. We did not find any significant mediation effects for trust and CWB.
- V) The perceived trust towards team and ingroup-outgroup (IGOG) identification were found to be significant predictors of team communication and team commitment. Our findings suggest that identification with ingroup is as important as trust towards team on team processes, especially for team commitment.
- VI) In contrast to current literature, cultural composition only contributed significantly to team commitment while cultural homogeneity in work teams does not contribute very significantly to work outcomes.

Part 1: Qualitative Study (Study 1)

A Qualitative Study of the Development of Trust and Mistrust at Personal, Team, and Organization

Introduction

"You can count on me". Though not being used in its conventional definition, it communicates a simple message easily understandable by many. The phrase signifies an unspoken exchange of trust between two parties, which forges a bond that promoting benefits beyond mere relational closeness. These outcomes have garnered interest from various academic disciplines (Dietz, Gillespie, & Chao, 2010), who attempt to make sense of it systematically. Naturally, the field dedicated to studying human behavior is not excluded from this endeavor. The current paper attempts to draw wisdom from various perspectives, contributing to further understanding of this phenomenon from the lens of psychology.

Trust has been shown to be beneficial for the development of individuals, teams and organizations (Costa, 2003). On the flipside, the violation of trust often results in unfavorable, if not catastrophic outcomes (Narayanan & Murphy, 2017). Thus, the reason for study needs little convincing as the results of trust, whether positive or negative bring about outcomes which can shift relational dynamics significantly, particularly when trust is violated.

The effort to research trust spans from understanding questions often involving the famous Who, What, Where, How, When and Why? Doing so breaks down the monumental task of making sense of this phenomenon, allowing for more nuanced studies. In this report, we follow suit, drawing focus on growing our understanding of the relationship between trust and distrust. Oftentimes viewed simply as opposite of one another, there is reason to believe that there is more to the relationship than we currently know, given findings that the outcomes of distrust are not the same as outcomes of trust (Guo, Lumineau, & Lewicki, 2017). We also seek to further understanding of universal similarities and investigate dissimilarities of trust antecedents, particularly in multicultural Malaysia. Apart from that, we seek to further explore trust from the perspectives of three different targets: personal/individual, teams/groups, and organizations, understanding that these relationships are often intertwined and complex.

With these in mind, the study's aims are:

- Aim 1: To understand how trust, distrust and mistrust are defined and the dynamic relationship between trust and mistrust in the team setting in Malaysia.
- Aim 2: To understand the mechanism behind the development of trust and mistrust at three levels (personal, team and organization) in the Malaysian context.
- Aim 3: To understand the implications of the presence of trust and mistrust at three levels (personal, team and organization).
- Aim 4: To understand the strategies used to repair mistrust.

Definitions and Conceptualization of Trust in Literature

We begin the report with seeking to understand how trust is defined in literature. Despite the understanding that trust is a valuable area of study, defining trust and its development have been difficult for several reasons. Regarded as a multidimensional concept, a major difficulty in defining trust resides in the lack of consensus amongst scholars. The discussion of trust tends to involve actors, contexts, and experiences. Trust is oftentimes described alongside reasoning (e.g. characteristics of an individual, as well as behaviors). By this, we know that trust involves a

period of time whereby the individual makes a decision whether or not to place additional risk in the relationship. Thus, some argue that trust is a psychological state (Rousseau, Sitkin, Burt, & Camerer, 1998). Some argue for conceptualizing trust as active behaviors (PytklikZillig & Kimbrough, 2016), whereas some call for trust to be viewed as a process. These perspectives tend to convolute the understanding of the phenomenon. The differences have implications on the understanding and measurement of variables in trust research.

One thing is clear however, even with the myriad of definitions available, is that most scholars are in agreement with Rousseau and colleagues (1998), who defined trust as “a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another”. To trust then, it seems to indicate that the individual is at ease and confident to interact with another party without a sense of fear of betrayal. More recent discussions of conceptualizing trust (e.g. trust-as-process, trust-as-attitudes, trust-as-behaviors) seem to advocate for the amalgamation of various concepts to account for the argument that trust involves many factors that influence one another over time. Rather than contradicting Rousseau et al.'s (1998) initial definition, it builds on the idea of trust as a multi-dimensional concept (PytklikZillig & Kimbrough, 2016).

Definitions and Conceptualization of Mistrust/Distrust in Literature

Following the definition of trust described earlier, it would be fairly simply to conclude that distrust as the opposite end of trust (Guo et al., 2017). There are however, disputes to that view. Guo et al. (2017) highlight that that they cannot be opposites as the conditions in which the strategies to repair distrust have found to differ from strategies to build trust. Participants in a separate study have also report exercising vigilance in both trust and distrust contexts (M. N. K. Saunders, Dietz, & Thornhill, 2014). This raises a question as to why it needs to be the case if they are meant to be opposites of one another. It is thus argued that though likely related, they are likely to possess distinct features. However, these distinctions remain unclear to this day.

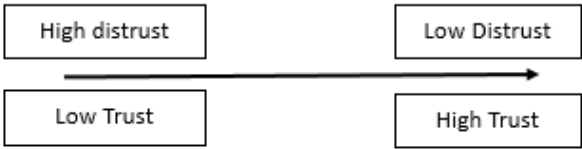
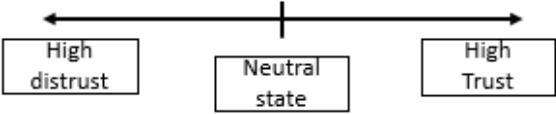
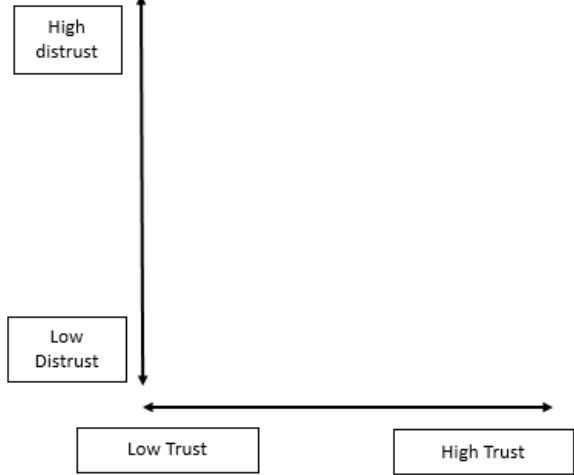
Trust, Distrust, and Mistrust

Not much is known about the nuances between distrust and mistrust in literature. Distrust is more a commonly used term, though is argued to be able to be used interchangeably with mistrust (Marsh & Dibben, 2005). Marsh and Dibben (2005) define mistrust as misplaced trust. The distinction however does not do much justice in answering what processes are involved, as well as whether there is possibility to be objectively measured. Thus, as a first step, the study will explore if there are any nuanced differences in the understanding between distrust and mistrust. To do so, **mistrust and distrust** were **used interchangeably** in the interview phase of the study.

The Relationship between Trust and Mistrust

For a long time, the relationship between trust and distrust seemed to be relatively simple: trust and distrust were viewed as opposite to one another and is one of the most familiar and widely-accepted views held by scholars (Guo et al., 2017). Diverging perspectives and evidence that they may coexist began to emerge, seeking to further understand the complexity of this phenomenon (Lewicki, McAllister, & Bies, 1998). Table 1 presents three recognized trust models which have been discussed by researchers thus far:

Table 1. Types of Models depicting the Relationship between Trust and Distrust

| | |
|--|---|
| <p>Antithetical Model</p>  | <p>Trust and distrust are on the complete opposite ends of one another on a continuum where it is implied that a low level of distrust automatically means a high level of trust. Experiencing a violation of trust moves an individual to feel distrust for the transgressor and vice versa.</p> |
| <p>Dialectical Model</p>  | <p>Similar to the antithetical model in that it is still describing an antithetical relationship, but there exists a neutral state where one tries to make sense of a violation of trust that has happened in a relationship. This model emphasizes a state where trust is disrupted but does not necessarily move the individual to an immediate sense of distrust. Individuals tend to engage in reasoning such as seeking for evidence of malicious intent before making the decision to distrust the other party.</p> |
| <p>Context-Dependent Model</p>  | <p>Introduced by Lewicki and his colleagues (1998), the context-dependent model has a multi-dimensional view of trust and distrust. The authors argue that trust and distrust relationships tend to be more complex in nature, and that an individual can hold trust and distrust for the other party the same time, especially when there has been an opportunity for multiple interactions with one another. For example, one can trust someone to be conscientious in performing a task, but not necessarily for the same person to keep a secret.</p> |

Research Gap: Multi-Level and Multi- Context Perspectives of Trust

A ‘meso’ concept is described as something that encapsulates micro and macro-level discussions of the phenomenon. Micro-level discussions involve individual levels of interaction, whereas macro-level interactions involve larger parties such as groups and organizations. Research of trust as separate entities does contribute its own merits. Studying the phenomenon at a meso level, however can also be a beneficial endeavor. As most studies tend to take into account the perspective of micro level interactions (e.g. individual, leader), an attempt to

approach studying trust with more holistic consideration is warranted for the understanding of how trust influences both micro and macro-level of interactions.

Another lacking area in trust research is studying trust beyond organizational settings. It is not too far-fetched to argue that issues of trust and distrust are also likely to manifest in more personal relationships. Ambivalence was found to be a more common response in professional relationships (Lewicki et al., 1998). Given the differential nature of work and personal relationships, this pattern might differ in personal relationships as more effort may be made to justify incidents where a trust violation is perceived in the interest of preserving the relationship. Thus, there is strong reason to consider that there are different rules in play when it comes to trusting in personal relationships.

The situation may further grow in complexity when individuals are to relate to one another in more than one setting. Individuals tend to hold more than one social role (e.g. father and colleague). Due to that, people may sometimes, whether willingly or unwillingly, engage in more than one type of relationship with another (i.e. being a friend and a co-worker) in different context (e.g. social or work contexts). The situational differences often warrant different levels of interaction with one another. Thus, we argue that these contexts will likely influence the manner in which people interact with one another. It will not be too far of an argument then, to say that this will likely influence how these parties trust one another, and thus, may depict trust and distrust relationships differently.

Antecedents of Trust and Distrust

Trust has been an elusive concepts and conceptualizing determinants that influence trust has been the main work for many researchers. One of the more prominent frameworks by Mayer et al. (1995) distinguished trust as a cognitive outcome resulted from the trustworthiness of the trustee and trust propensity of the trustor. By trusting, the trustor risks being harm while expecting positive outcomes from the trustee. A body of evidence has highlighted that trustor will base his/her evaluations of trustee's trustworthiness on trustee's ability, benevolence, and integrity. Mayer et al. (1995) defined ability as the "skills, competencies, and characteristics" of the trustee which results in trustor's trust. Meanwhile, benevolence refers to the belief of the intention of the trustee to do no harm on the trustor and integrity refers to "set of principles that the trustor finds acceptable." A positive evaluation on these three criteria will result in trusting behaviors towards the trustee.

Viewing trust from a sociological perspective, Lewis and Weigert (1985) have distinguished trust into cognitive, emotional, and behavioral dimensions and proposed trust as a construction for social order. This perspective suggested a reflexive relationship between the emotional trust and cognitive trust in which when trust is violated, experiences of emotional pain influence the trustor's cognitive judgment of the trustee's trustworthiness. A trustor will then undertake risky courses of actions with the expectations of the trustee's future conduct (coined as behavioral trust). In this theoretical model (Figure 1), Lewis and Weigert (1985) included a feedback loop based on the risky behaviors undertaken by the trustor. That is, a trustor will strengthen or decrease his/her trusting behaviors from time to time based on the emotional and cognitive evaluation of trustworthiness.

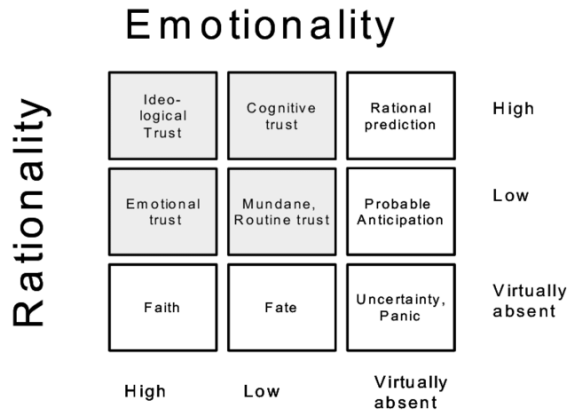


Figure 1. Feedback-loop based model (Adapted from Lewis & Weigert, 1985)

Research Gap

In addition, Sitkin and Roth (1993) and Lewicki et al. (1998) suggested that trust and distrust are distinct yet interrelated constructs with their own distinct determinants and effects. While trust is often considered as the opposite end of the distrust, it also likely that both trust and distrust can co-exist, and high trust is not always equivalent to low distrust (Lewicki et al., 1998). Recent neuroimaging study demonstrated that being in trusting and distrusting situations activated different brain areas, supporting bi-dimensional model of trust and distrust (Dimoka, 2010). Furthermore, distrust is more salient than trust due to its nature as a negative emotion (McKnight & Choudhury, 2006) and it does generalize across different contexts (Connelly, Miller, & Devers, 2012). Thus, investigating trust and distrust as a unidimensional construct may obscured the underlying mechanism that results in trustful and distrustful situations. This paper aimed to disentangle the determinants of trust and distrust.

Outcomes of Trust and Distrust

Trust and distrust are at the heart of a social and organizational relationship. As both constructs are viewed as distinct or interrelated, it is thought that the consequential actions of both trust and distrust- may be not so similar.

In general, trust and distrust are often inherently viewed as a “good” and “bad” respectively. A cursory review of the trust literature suggested that social trust has beneficial consequences on the individuals, groups, and organizations. In fact, Cook and Gronke (2005) argued that trust is beneficial for the society, in which the spillover effect of trust influences our society’s politics and social policies. Trust is thought to have desirable and positive consequences such as increased satisfactions in the relationship (Gainey & Klaas, 2003), reduction of uncertainties in the relationship (Kollock, 1994), enhanced performance, reductions of conflicts (Gulati & Nickerson, 2008), and promotion of openness (Ertürk, 2008), as well as increased understanding and commitment in the relationship (Ghazinejad et al., 2018).

However, this positive view of trust may not be all accurate, as recent research have found that trust could potentially lead to lapse in judgment (Currall & Epstein, 2003; Gargiulo & Ertug, 2006; McEvily, Perrone, & Zaheer, 2003). McEvily et al. (2003) suggested that excessive trust may “lead the trustor astray” and “produce systemic biases that can result in judgments

that are substantially flawed and costly" (pp.99). In short, "optimistic bias" leads to us to have this mistaken belief and wrong assumption of the goodness of trust (Gargiulo & Ertug, 2006, pp.165). Besides positive consequences of trust, Skinner and colleagues (2014) outlined five scenarios (reluctant trust, unwelcome trust, trust lock-in in long-standing relationships, withdrawn trust, and insincere trust) that could tip trust from being good to bad supporting the idea or negative consequences of depending on the contexts and motives.

Distrust is traditionally assumed to cause a set of deleterious effects and it is often discussed as mirror opposite to trust (Lumineau, 2017). Kipnis (1996) argues that distrust gives birth to deception, skepticism, and suspicion in order to "minimize any potential damages that may result from having to trust others" (pp.42). This idea was supported with research showing how distrust could lead to reduced cooperation, withholding or distorting of information, and sabotage (Bromiley & Cummings, 1995; Zand, 1972). People who are distrustful are constantly suspicious of others' motives and not open to suggestions by others (Nelson & Coopridge, 1996). On the bright side, distrust does not lead to negative outcomes all the time. Lewicki et al. (1998) highlighted that distrust reduces social complexity and vulnerability by allowing undesirable words, actions, and decisions of the trustee to be viewed as likely. For example, distrust makes a trustor anticipate injurious behaviors from the trustee and this wariness could lead to the trustor taking protective actions (e.g., constructive questioning, healthy suspicions, and skepticism) before harm is done (Lewicki & Hiam, 2007). Thus, distrust is beneficial if it supports active monitoring behaviors to prevent more harm from being done (see review by Lumineau, 2017).

Research Gap

Building on the existing trust literature, this study aimed to consider the impact of mistrust in the interpersonal and working relationship as past studies have demonstrated that trust and mistrust are separate constructs that may exist simultaneously (McKnight & Chervany, 2001). As trust is not an opposite construct to mistrust, it would be practically wrong to assume that the outcomes of trust will be the opposite of the outcomes of mistrust. Thus, some efforts should be devoted to investigating the outcomes of mistrust.

Additionally, while mistrust often carries a negative connotation, studies have found that mistrust to a certain extent may be beneficial as a social mechanism especially in risk management (Lumineau, 2017; Şengün & Wasti, 2011). Meanwhile, while trust often seems to be useful in improving interpersonal relationship, Lumineau (2017) argued that high trust might lead to worse outcomes. For example, excessive trust in a person might cloud a trustor's objectivity during decision-making (i.e., excessive trust encourages strategic blindness and trustor might impose less monitoring to the works and words of the trustee).

Trust Repair

Trust development can be represented minimally in three different stages: formation, dissolution, and restoration (Fulmer et al., 2010). Although the trust literature unequivocally ascertains that trust is a critical aspect in promoting organizational effectiveness, less is known about the trust repair process should a violation in the trust dynamic be broken or betrayed. Research is therefore warranted, especially with the awareness that trust repair processes are challenging and requires different strategies than initial trust building (P. H. Kim, Ferrin, Cooper, & Dirks, 2004). Kim and colleagues (2006) outlined few challenges in the trust rebuilding

process (1) trust repair attempt not initiated (e.g., trustee unaware that trust has been violated) (2) efforts needed to rebuild trust after violation is greater than effort to develop trust initially (3) mistrusted party needs to establish positive experiences while suppressing the negative emotions triggered by the trust violations. Two things are violated in the events of a trust violation: a damaged sense of civic order and a damaged identity (Bies & Tripp, 1996). Something that follows strongly along with this is a sense of morality. Trust violations promote decline in trust (Robinson & Rousseau, 1994).

In the organizational context, literature on trust repair processes mostly focused on trust repair strategies. An apology is a common trust repair strategy. Particularly, assuming responsibility for the trust violations influences the effectiveness of the trust repair process. For example, in competence-based violations, an apology with internal attribution would be more effective whereas in integrity-based violations, an apology with external attribution would be more effective (P. H. Kim et al., 2006). In other words, these findings suggest that acknowledging dispositional shortcomings during an apology in competence-based violations and denial by blaming on situational factors (e.g., pressure from superiors, ambiguity, and influences of other people) work best for trust repair discourse. Furthermore, studies have also demonstrated other strategies such as penance (i.e., compensating for the trustor's loss) may be a substantive strategy for trust repair (Ren & Gray, 2009). A recent study, which investigated the effectiveness of these three strategies (apology, denial, and penance) revealed that penance is most effective, followed by apology and denial if the trust violation is a single-time occurrence but none were effective in repeated violation of trust (Zheng, Zhang, & Wang, 2018).

Research Gap

The following study attempts to explore the trust repair process by examining the trust repair strategies following a violation in trust. Majority of the study have examined the trust repair process on the individual level in an inter-organizational context (Tomlinson & Mryer, 2009) and rarely, studies have considered the trust repair dynamics at the organizational level. Therefore, an investigation on both trust repair at individual and organizational level would bring new impetus to the trust repair research.

Cultural Differences in the Study of Trust and Distrust

In our transition from a traditional society to a modernized and globalized society, the trust dynamics changes. Trust is becoming more important as people from different cultures communicate and interact more frequently and closely with the advancement of technology especially in the business world. Trust is deeply enmeshed in both intimate and professional relationship in all cultures and yet our understanding of trust dynamics in cross-cultural relationship remain limited. Most notions and mechanism of trust are inadequate in explaining the cultural-bounded values and belief's influences on models of trust and trust development.

Doney, Cannon, and Mullen (1998) consider culture in the trust building process by proposing that individuals from different cultures view and weigh trust differently. They found that antecedents of trust for participants from individualistic cultures (mostly Western countries) tend to place a greater emphasis on one's ability to keep promises while predictability, motivations and evidence from the trustee were of more importance for participants from collectivistic cultures. Klein et al. (2011, 2018) argued for national differences in cultural dimensions that affects trust evaluations in different contexts.

There is evidence that the distinction of individualistic and collectivistic cultures may be oversimplified. In a study with Singaporean businesses, affective trust cues were found to be more influential than cognitive cues amongst employees (Tan & Chee, 2005). Japanese report a likelihood of trusting their own in-group but are more distrustful of those considered in the out-group (Huff & Kelley, 2003). Both though are collectivistic Asian cultures, display using different strategies to judge the trustworthiness of others.

Research Gap

Previous research in cultural comparison focuses on trust rather than the distrust. It is important to explore in depth these processes within a culture before cultural comparisons. Past research in distrust focuses on Western samples that are typically individualistic in their orientation. This gives us much reason to consider exploration with a different sample to investigate possibility of different findings to suggest possible cultural differences in the way trust and distrust is manifested.

Method

Participants

Based on the similarity hypothesis, familiar and similar trust cues should rightly and likely allow trust-building to happen with more ease. Hence, it is not counterintuitive to anticipate that cultural differences may complicate the process of trust building. Interestingly, Malaysians are found to display a higher level of trust in comparison to other Asian countries (Huff & Kelley, 2003). This makes for a unique case study, given the country's population is made up of a multiracial society. While not discussed extensively, they argue that the multiracial ethnic makeup of the country contributes to the higher level of trust. Though visible differences in cultural practices are observable, there is a sense of solidarity and values as there is high tolerance towards unfamiliarity, perhaps for the sake of maintaining harmony and respect for each other's race. Thus, it would be interesting to explore how these differences influence any areas in people trusting one another. There are significant benefits that can be derived from conducting research in this direction, especially in allowing others to gain insights as to how to foster trust amongst unfamiliar parties.

A total of 20 adult participants were recruited through social media. For grounded theory building, Guest, Bunce, and Johnson (2006) recommended 20-50 participants for the sample size. Participation was voluntary and confidentiality for participants was ensured. To be considered for the study, the inclusion criteria for participation were as followed: (i) at least 18 years old (ii) worked in an organization (iii) had experience working in a team. Of these 20 participants, 8 were males and 12 were females. Their age ranges from 23 to 56 years old with a mean age of 29.05 years old ($SD = 7.55$). The participants had been in the workforce from at least 1 year to more than 25 years, holding various managerial positions in different industries in Klang Valley, Malaysia. Klang Valley, Malaysia is unique site for data collection as it intertwines globalization (many multinational corporations are also located here) and traditional values, which define many modern democratic Asia countries post WWII. See Table 2 for participant's demographic information.

Table 2. Participants' demographic profile (N=20)

| Characteristics | n (%) |
|-------------------------|----------|
| Gender | |
| Male | 8 (40%) |
| Female | 12 (60%) |
| Race | |
| Malay | 3 (15%) |
| Chinese | 14 (70%) |
| Indian | 3 (15%) |
| Job Level | |
| Entry level | 8 (40%) |
| First-level management | 8 (40%) |
| Mid-level management | 1 (5%) |
| Senior-level management | 3 (15%) |

Materials Development

Trust interview protocol/questions.

The study was a continuity from the previous study by the first author and colleagues in which the qualitative study established that the antecedents of trust, as suggested by Mayer et al. (1995) also were found among Asian undergraduate students (Klein et al., 2011). However, trust judgments of the Asian students compared to the Western samples varies based on different contexts. Extending on this initial finding, we suggested that there were cultural differences in the way Asians apply the mechanism of trust at different contexts in their lives and there might be cultural-specific antecedents that had not emerged in the past research. A review of past literature on the trust also showed that the concept of distrust may differ culturally (Yamagishi & Yamagishi, 1994) and this became our point of focus for the current study. As the mechanism of trust and mistrust is very complex and goes beyond just the antecedents, we also investigated the outcomes of trust-mistrust, relationship of trust-mistrust, as well as repair of mistrust to further our understanding of the mechanism of trust-mistrust.

Initial preparation. Our researchers began developing the interview protocol by creating an overarching question for each specific research aim. The research questions include (a) How do you define trust and mistrust? How do you think that trust and mistrust are related? (b) What are the antecedents of trust and mistrust at personal, team, or organization level? (c) What are the possible outcomes of trust and mistrust at personal, team, or organization level? (d) What are the positive and negative connotations of trust and mistrust in a team? (e) What are the strategies to repair mistrust in a team in an organization? Then, guided by theories in the trust literature, sub-questions were included to provide depth to the interview. The sub-questions, which includes experience and behaviors, opinions and values, knowledge, background/ work demographic, and personal anecdotes were used to fully address the phenomenon under study. Probes also were included into the protocol to elicit interviewees' ideas and opinions on the phenomenon.

Pre-testing of interview questions. Following our initial preparation work, two researchers tested the questions with three participants to insure the questions' clarity, interest, relevance, and usability. This is beneficial as it allows the researchers to make cultural-specific adjustments and revisions to the research protocols (Kim, 2011) in addition to preparing the researchers to better assess their readiness and capabilities in eliciting natural and unbiased responses, contributing to the rigor and credibility of this study. Questions were revised to incorporate feedback from participants on improving the questions and to ensure technical terms and bias questions are avoided.

Trust and Distrust Interview protocol. A final interview protocol was produced after pre-testing (Refer to Appendix A). Interviewers, using the semi-structured interview questions, are instructed probe for more details, examples, and clarifications depending on the interviewee's responses. They were also refrained from asking leading questions. Each interview follows a casual conversational style to elicit a natural and unbiased response. Meanwhile, the participants are encouraged to provide personal incidents whenever possible to tap into their experience, emotions, and thoughts when describing about trust/mistrust of people that they have encountered in the past.

Procedure

The interviews were carried out from April to July 2017. A recruitment notice for the interview was posted on the social media and participants who met the selection criteria were contacted, registered, and scheduled for an interview session. A week before the scheduled interview, participants were sent softcopy of the Participants Information Sheet and the Informed Consent Form to give them opportunity to review information about the study and their rights as a participant.

On the day of the scheduled interview, the individual interview session took place in a quiet room in the Psychology laboratory. Participant were presented again the hardcopy of the Participants Information Sheet (Appendix B) and the Informed Consent Form (Appendix C). Upon agreeing to participate in the interview, the participant signed the informed consent form.

Before proceeding with the interview, the participant filled in the demographic information sheet. Then the interviewers proceeded with the interview using the semi-structured interview protocol to elicit rich responses from the interviewees. The interview explored the concepts of trust and mistrust at three different levels (personal, team, and organization). The interview was conducted by two trained interviewers each time. For each session, there is a main interviewer and a secondary interviewer. The role of the secondary interviewer is to take notes of the interview and support the main interviewer with the follow up questions. The interviewers asked the questions following the Trust and Distrust Interview Protocol (Refer to Appendix A).

Each interview lasted about 60-90 minutes on average of 73 mins 41 seconds. The interviews were audio recorded with permission. Upon completion of the interview, participants received a monetary compensation of RM100 for their time and incurred travel costs. All the interviews were transcribed by a research assistant and double-checked by another research assistant.

Analysis and Coding of Interviews

A total of 20 semi-structured interviews conducted and transcribed verbatim in English were analyzed. The top-down thematic analysis framework (Braun & Clarke, 2006; Maguire & Delahunt, 2017) was used to extract the themes relevant to the five research questions. All the transcripts were analyzed by two trained raters. They both have completed their studies in the field of Psychology, and they were not part of the selected group of participants. In analyzing our participants' narratives, we moved from one phase to another though not necessarily linear; we moved forward and backward between the four phases.

Phase 1: Familiarizing with data. In the initial phase, the two raters read all the 20 transcripts and made short notes about their early impression about participants' responses without regards to the research questions.

Phase 2: Generating initial codes. In this phase, the raters generated a list of initial codes that were relevant to the specific research questions. In this stage, the rater each independently coded five transcripts and a list of possible codes were generated following theoretical analysis strategy. Both raters built own list of codes based on segment of data that was relevant and specifically address the research questions. Once the initial codes were formed, the two raters met and discussed face-to-face about the list of codes. The list of codes

was finalized after the raters compared and discussed the discrepancy in the codes with one another.

Phase 3: Searching for themes. In this phase, the raters examined the codes and categorized the overlapping codes into emerging themes through discussion. For example, codes 'intention to do no harm', 'thinking about others before self', and 'act in goodwill' were collated to form an initial theme of 'Benevolence of trustee'. The rare codes that were not aligned into any of the common themes, were then fitted into the 'miscellaneous' theme to manage them at this point. The whole process was repeated for three transcripts or more until the two raters had a clear understanding of the codes.

Phase 4: Defining, reviewing and naming themes. All the codes under the themes were then compiled in a codebook. After that, the raters read through all segment of data associated with each theme and considered the relevancy of the themes in the context of the entire dataset (e.g.: Do the themes make sense; are the themes overlapping, are they distinct from one another?). If there was a 100% agreement between the two raters, then the segment of data (excerpt) and theme remained in the codebook whereas if there was a slight disagreement regarding the consolidation of data into themes, the two raters discussed and reached a consensus on where to situate the data within the themes under the supervision of the Principal Investigator (PI). Upon reaching consensus, all the themes were refined, reviewed, and given names. The raters move forward and back between the phases 1 to 4 to ensure interpretative consistency in the coding process. Refer to the codebook (Appendix D) for the detailed description on each theme. All the transcripts were then exported into a qualitative data analytic software (NVivo), and the raters independently coded all the 20 transcripts on the software. To further enhance the qualitative rigor, a few transcripts were selected randomly every week and any coding discrepancy between the two raters were discussed among the two raters and the PI. To establish the coherence and replicability of the themes between the two raters, interrater reliability was calculated using interclass correlation coefficients (ICC) or Kappa Statistics (Shrout & Fleiss, 1979).

Results and Discussion

The result is organized in a way to address each aim of the study. For each presentation of the result, the discussion ensues. We first explore how participants understand trust, distrust, and mistrust through how they define these concepts. Next, we examine the relationship between trust and mistrust. These two addresses Aim 1. We address Aim 2 by exploring the antecedents of trust and mistrust in various contexts while the outcomes of trust and mistrust address Aim 3. Lastly, we explore strategies used by participants to repair mistrust to address Aim 4.

Trust and Mistrust Definitions

i) Definition of Trust. People often do not share the same definition of trust. They can be meant as attitudes, intents, or behaviors (PytlikZillig & Kimbrough, 2016). Thus, the interview questions posed little restriction for participants, allowing participants to define trust as to their own understanding, and not limiting them to any particular concept or context. The definitions provided were then organized into themes and subthemes presented in Table 3 and Figure 2 for a conceptual model of trust.

The findings reveal that participants define trust in various ways, which can be organized to form three overarching themes. The theme of **affect** is concerned with emotional states attached to the individual that one trusts. **Behavior** concerns observable evidence individuals tend to use for someone they trust. **Process** on the other hand concerns defining trust not as a static state but a series of events involving other parties.

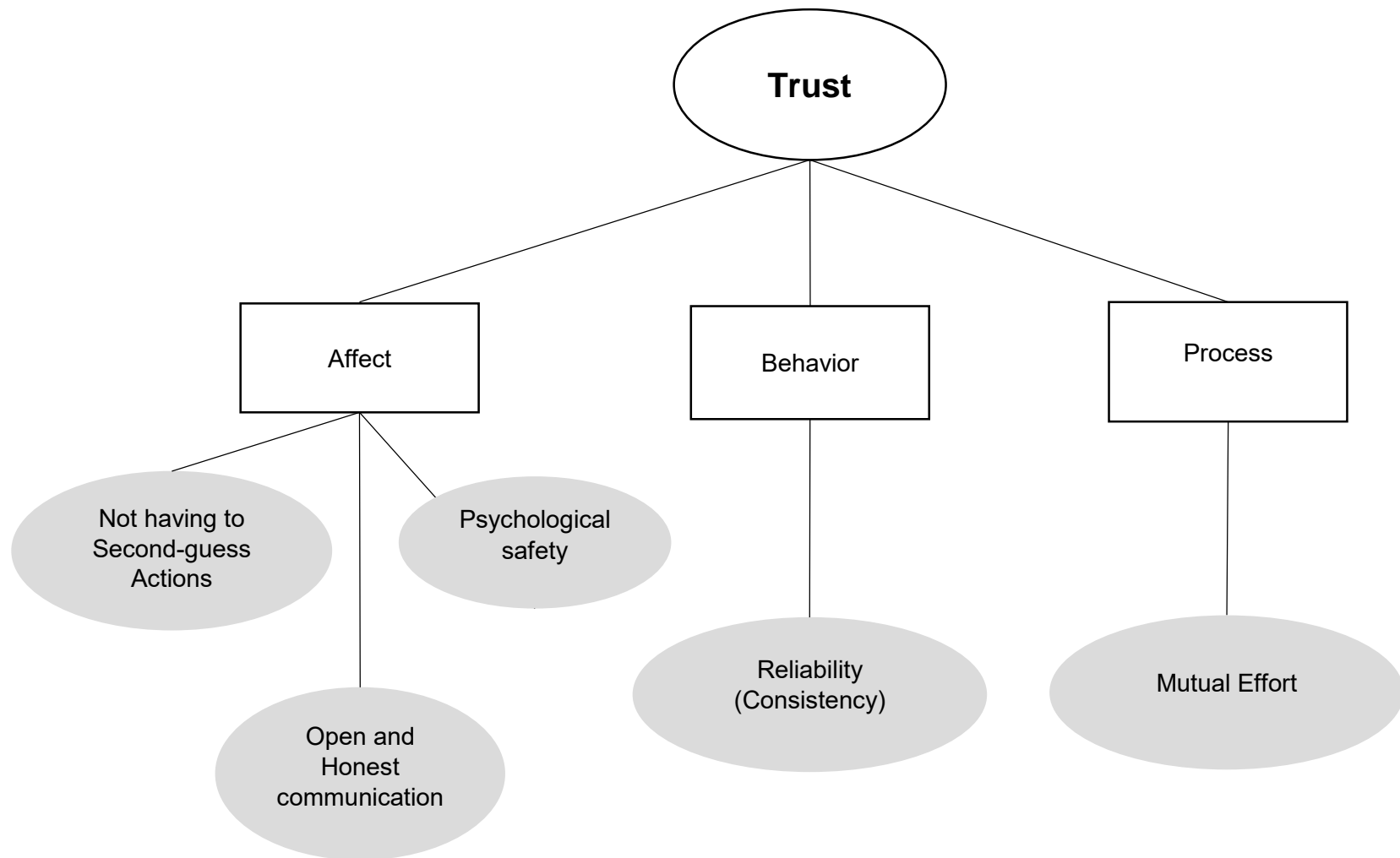


Figure 2. Conceptual Model of Trust

Table 3. Themes and Subthemes of Trust

| Themes | Subthemes | Examples |
|----------|--|---|
| Affect | Psychological Safety | A feeling of something comfortable, like you are able to tell or confide with someone with full disclosure... Private matters, something you are not confident in and when you want to ask that somebody, he or she should be able to answer you, you know without making you feel you're inferior. (ID 008) |
| | A state of security, whereby one feels the freedom to express oneself openly without fear of consequences. | Trust means you believe in someone then you talk about anything. A feeling, feeling comfortable... If I feel comfortable, I will tell, if I don't then I don't really tell. (ID 012) |
| | | You believe that the person will not betray you... to disclose that information to other people. (ID 004) |
| | Not having to second-guess actions | Don't need to reevaluate what he or she has said, straight on believe, can follow the instructions accordingly (same for organization and friendships, just that in friendships the individual is not as mistrustful). (ID 001) |
| | A state of assurance that one can interact with the other party without a need for doubting their intentions. | Friendship and um, believe in that person... I would never, I don't doubt this person and then um, whatever he says, I will not like consider whether his statement is true or false, just the first thing he told me is that I'll say okay I believe you. (ID 019) |
| | | You can take whatever information that you give as it is. (ID 004) |
| | Open and Honest Communication | Honesty, not protecting the way the individual feels, they can just say what they want to say. Giving an honest judgment. (ID 003) |
| | A state of assurance that the other party will offer truthful evaluations for the benefit of the individual. | Personal sense: whether or not you are able to actually entrust your secrets. Not just secrets, but something that is very close to yourself?... some things you know, you wouldn't want to tell other people... in terms of whether or not you are able to rely on this person to realize your aspirations.. and then to actually help you.. and basically just be there for you without a whole lot of you know, judgment? Without all sorts of connotations, you know that he or she will be able to just tell you straight in the face, either you are wrong or you are right. (ID 020) |
| Behavior | Reliability (consistency) | Don't have to double-check, don't have to follow up because I know they will do it in the end. (ID 001) |
| | An assurance that the other party will competently and diligently work to complete a promised action. | A steady person... meaning stick to their promise. Whatever they say, they will work for their best to achieve it, and they will never, never cheat their word. Yea, they will keep their promise, even though certain situation, after they really strive for their best, it's still cannot achieve, then just bring up, communicate well and discuss. I mean open discussion, to understand the situation really, nothing can do already. (ID 011) |
| Process | Mutual effort | It could be the person start sharing his or her...whatever thing that happens to him or her... So, if the person, if you start to feel that the person is trusting you, your level of trust would be higher. (ID 004) |
| | The building of trust involves searching for signs of reciprocal participation from whichever party is involved. | |

ii) Definition of Mistrust. Given the argument that trust, and mistrust may not simply be the opposites of one another, participants were also asked to provide a definition of mistrust.

Table 4 summarizes the main theme and subthemes of mistrust shared by participants, with Figure 3 depicting a conceptual model of mistrust.

Table 4. Themes of Mistrust

| Theme | Subthemes | Examples |
|----------|---|---|
| Behavior | Failure to fulfill a commitment | Once you put the trust on someone, but then the person did not fulfil what you think, or what you do. (ID 002) |
| | Failure of the other party to complete a promised action. | Not keeping up to their word ... If someone makes a promise and they don't cater up to it, there is a mistrust. I can't be 100% assured that they would do as they claim. (ID 003) |
| | Consistency (Reliability) | The second time was fine, but if it's a consistent thing then whenever the person proposed to gather again, we would be a bit mistrustful in that sense. (ID 001) |
| | Repeated observances of failure to complete a promised action. | People can trust you when you, you have to be good in whatever you do. And mistrust, but I don't believe that if one time people fail then... the mistrust is there. So, I think mistrust is something that if you frequently repeat the same mistake. (ID 007) |
| | | But time after time let's say four five six times that you've proven to me that I can't trust you – you know, or you do something that deliberately affects me or hurts me or something like that then only the mistrust would start building for me. For me, it's very data based. So, the first time I would make note, then the second time I will make note, you know. (ID 009) |
| | Breaching confidentiality | If I have highlighted that this person should not disclose this kind of information, and if the person breach the trust...I'll then categorize it as..mistrust of this person. (ID 004) |
| | Failure of the other party to maintain the secrecy of privately disclosed information | After trust someone/something, maybe told the person one of my private case or private situation, and then suddenly it become everyone know about. So this may cause a mistrust for me. (ID 011) |

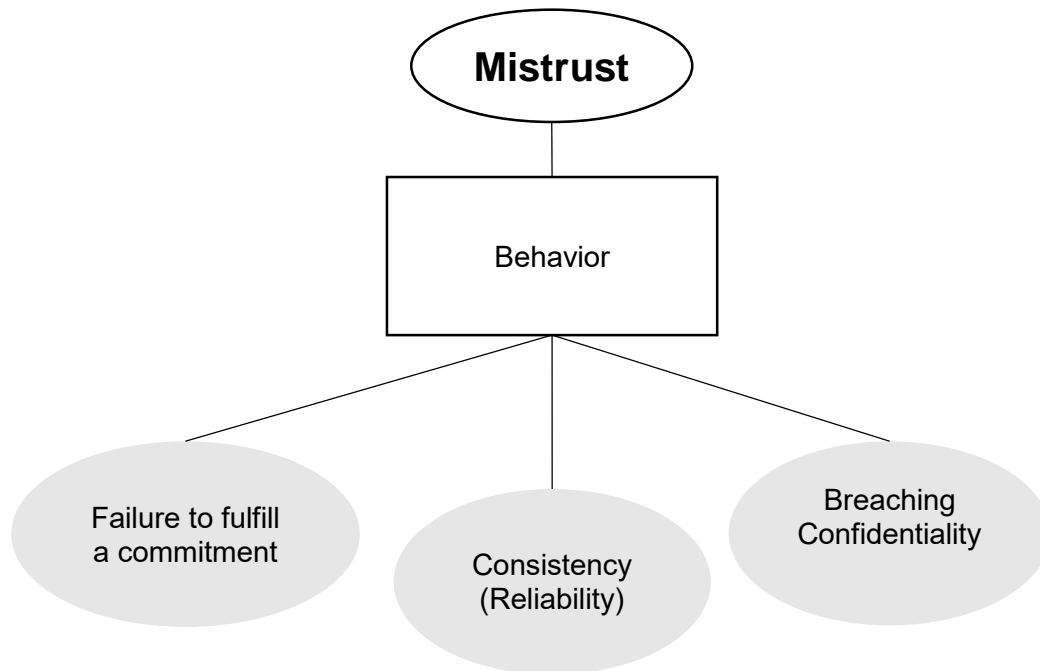


Figure 3. Conceptual Model of Mistrust

Mistrust and distrust seemed to be used interchangeably by participants, and the descriptions of mistrust seemed to reflect the definition of distrust. Thus, we conclude that the distinctions between the definitions of distrust and mistrust remain inconclusive. A negligible few participants described mistrust as a state of suspicion, or related to misplaced trust, which we hesitate to consider distinctive enough. It is however, safer to report that participants did not demonstrate recognition of the distinction between distrust and mistrust.

A salient theme identified for mistrust is that participants tend to define mistrust with behavioral descriptions. Consistently, participants describe mistrust as a response to experiencing consistent failure from the other party to fulfil a certain commitment, hinting a sense of ill-treatment from the party involved.

Discussion

The results demonstrate several key findings regarding trust and mistrust. For the most part, the findings affirm a universal understanding of trust, in that it involves people having a positive expectation of others to behave in a way that is beneficial to them. Similarly, mistrust also shares a definition that is in the literature, in that there are active expectations of ill-intent or harm from the other party (Guo et al., 2017).

Consistent with past research, cultural distinctions to the definition of trust and mistrust can be observed. Tan and Chee's (2005) research with a similar demographic in Singapore describe indicators of cognitive-based trust and affect-based trust unique to the Confucian-influenced society. Cues of cognitive-based trust are dependent on the professional credentials of the other party, reliability of the trustee's role performance and the extent of ethnic similarity identified. This seems consistent with our theme of behavior, whereby indicators of repeated successful efforts to deliver on promised actions build participants' trust of another party. The

theme of process also aligns with the idea of having consistency in trust-building efforts. Tan and Chee's affect-based trust considers the frequency of interactions one has with the other party and the citizenship behavior that is displayed. Affect-based reasoning in their study seems to share overlapping descriptions with the findings of the theme of affect in this study. Participants' descriptions of feeling a sense of psychological safety and experiencing out-of-ordinary aspects displayed by another party, such as affirmation through honest feedback and active listening which contributes to the building of trust. Additionally, our study found an additional theme that reflects the importance of trust as a process, where the sense of mutual reciprocity contributes to the definition of a trusting relationship.

Compared to the trust finding, only the theme of behavior emerged when defining mistrust. Undoubtedly, literature affirms that negative emotions accompany distrust (Guo et al., 2017). We argue that indicators of negative affect, though not saliently verbalized in the interviews, can be inferred from participants' descriptions (e.g. description of mistrust from ID009 expresses how the participant was hurt by another party, though did not really elaborate further). However, we refrain from doing so as it may introduce bias to the analysis. A helpful reason to consider the reason for this would be that Asians tend to avoid expressing negative feelings in the interest of preserving group harmony (Lim, 2016). Thus, there is an effort to refrain from expressing negative evaluations of another party. So, it is may not be that negative affect is absent, but rather cannot directly be observed from the discussion. The other reason could be the time or process factor. When mistrust occurs, a negative emotion is experienced, however, through process of rationalization with the purpose of minimizing an unpleasant feeling, and over time, the reminiscence only remained the behavioral indicators. The process for trust is different, where, the goal of maintaining a pleasant feeling is important.

Apart from that, participants share the idea of observing for **consistency** in displaying behaviors exhibiting evidence **for trust and mistrust**, which can be considered as more cognitive-based judgment based on Tan and Chee's (2005) categorization. **Keeping information confidential** was also a common description brought up by participants in discussing trust and mistrust. Though described more as a behavior when it came to mistrust, confidentiality was described to be more of a feeling for trust, which is relating to a more affective basis of judgment.

Overall, we can summarize that evaluative differences exist in how one makes decisions to trust. Western literature (McAllister, 1995) tend to describe more emphasis on cognitive factors for trust, which eventually follows forward to affect-based reasoning of trust. Tan and Chee (2005) found this to be the opposite for an East Asian sample, as the participants in their study relied more heavily on affect-based judgment before cognitive-based judgment. This is consistent with Confucian-influenced values of emphasizing relational harmony. The emphasis on affect-based reasoning in participants for this study is noticeable as well, though we cannot explicitly determine which type of judgment precedes which. Given the similarities in demographic makeup of Malaysians and Singaporeans, it was not completely unexpected that the findings of the current study share similarities with Tan and Chee's (2005) findings. This differs for the findings in regard to defining mistrust however, as a salient theme for affect-based reasoning for mistrust was not found. Tan and Chee (2005) do warn against generalizing across different cultural settings as each culture's "collective programming" will contribute to slightly different psychological states. Thus, we can conclude for the most part that participants shared similar definitions of trust whereby they can be confident that the other party will to **act in a way that is beneficial to their welfare** and vice versa for mistrust. Nuances however, are to be expected but will not necessarily contradict the overall universal definition of trust and mistrust.

In summary, we found that compared between trust and mistrust definitions, affect-based reasoning was more saliently observed in describing trust but not mistrust. Behavioral consistency was found to be an important factor for trust and mistrust decision making; where repeated assuring behavior is related to trust while repeated violating behavior is related to mistrust. In comparison to Western samples in past studies, participants are likely to rely more on affect-based reasoning in comparison to cognitive-based reasoning in making trust judgments.

Relationship between Trust and Mistrust

Participants were asked to describe their understanding of the relationship between trust and mistrust. They made notable references to four particular social contexts in providing the descriptions: work (Individual and organizational), personal relationships, and general. Table 5 also reports the total number of participants who provided examples in each context. The work context is divided into two: one referring to an individual's interactions with colleagues, and the other involving a more distant dynamic, in which individuals relate to the organization (senior management/the entity). Other contexts involve non-work contexts, described as personal relationships (friends and family members). There were also participants who provided responses without referring to any particular social context (general).

Table 5. Frequency of Participants describing Trust in Various Contexts (N=20)

| Context | Frequency | % |
|------------------------|-----------|----|
| Work (Individual) | 18 | 90 |
| Work (Organization) | 6 | 30 |
| Personal Relationships | 11 | 55 |
| General | 8 | 40 |

Participants' descriptions of how they viewed the relationship between trust and mistrust were indicative of the antithetical model, dialectical model and context-dependent model as described earlier on in Table 6 describes examples from transcripts of participants who relate to another party using the antithetical model. In the same fashion, Table 7 provides examples for a dialectical model and Table 8 describes examples indicative of the context-dependent model.

Table 6. Examples of Participants describing Relationships Indicative of Antithetical Model

| Examples | |
|----------|---|
| [ID 002] | <p>In response to a question about how the participant responded to an event that informed her that involves a violation of trust.</p> <p>“When it comes to myself, I’m very neutral. I don’t, I don’t get myself into all this political stuff.....My reaction? Stay neutral...Just that I will not reveal so many information, and like those upcoming lead and stuff, I would just not let them know. “</p> <p>[Participant’s definition of neutral are not really “neutral” as defined, the act of withholding information is a telling signal of distrust]</p> |

| | |
|----------|---|
| [ID 004] | If I highly trust this person, there will be low mistrust. |
| | Question: if at first you work closely with a person, and the person keeps their words, after that, the person disclose information to other people, how is the trust level by then? |
| | Answer: it will actually go down immediately. |
| [ID 010] | I know one person, we were once good friends for year and then eventually found out that this person is talking a lot of bad things about me....I felt betrayed..I straightaway cut off the friendship immediately.... I witnessed whatever she done to me with my own eyes, so I don't think there is a need for a further explanation for that. |

Table 7. Examples of Participants describing Relationships Indicative of Dialectical Model

| | Examples |
|----------|---|
| [ID 003] | I don't have any bad descriptions for them because situations can happen. Not everything is under our control. I would just see whether – if they have tried their best in order to keep up to their promise, that also their character but the outcome of any event is not objectively known.... There are many external forces. So I'll see what's their effort on keeping that trust. If they put some effort to it, that means they kept the trust although they didn't make it. Things can happen. |
| [ID 007] | Well depends on the situation, what's the incident. I think people, we can give people second chance. So, it's not like straight away, we have to mis – I mean, the mistrust comes not straight away. People can trust you when you, you have to be good in whatever you do. And mistrust, but I don't believe that if one time people fail then.. the mistrust is there. So, I think mistrust is something that if you frequently repeat the same mistake. |
| [ID 009] | I don't make it a habit to mistrust someone but only after it has been proven – like it has been proven that I can't trust you... So, I want to see the best in you, and I will time after time let's say four five six times that you've proven to me that I can't trust you – you know, or you do something that deliberately affects me or hurts me or something like that then only the mistrust would start building for me. For me, it's very data based. So, the first time I would make note, then the second time I will make note, you know. |

Table 8. Examples of Participants describing Relationships Indicative of Context-Dependent Model

| | Examples |
|----------|---|
| [ID 004] | For example, in the project, you can trust a person to a certain piece of work that the person produces. But at the same time, you can mistrust a person, depending on the information that you share. Because it depends on the level of confidentiality of the information and the quality of work. |
| [ID 015] | Maybe you're a friend with someone, and let's say you're staying with that person, so also maybe you are working with that person, like you're both colleagues and also housemates. You can maybe trust someone that you know, on her work capabilities. But maybe at home, you don't have the trust that you know, she'll do like housework, |

| | |
|----------|---|
| | so there's still mistrust on that part. So, I think trust and mistrust it can still happen to the same person, but it depends on which areas that we are looking at... I have a friend from high school...I trust her that you know, like in certain things, like, getting things done. Like if let's say we want to get stuff for Teacher's day, or you know, stuff for like any event. I can trust her, that she will actually carry out all the tasks well. But at the same time, there's also experience whereby I don't trust her... because of what she did to me before. For example, I have, my LinkedIn profile all those things, I kind of like shared my resume or profile with her. She can actually, um, take like whatever my summary word by word and put it for herself, like in her resume. So..that part, I don't have the trust on her that much because of what she did to me before. |
| [ID 017] | If you trust people, in the working environment, that is his working ability. Some people can really uh, do work nicely, but in the same time, they are not a good personality that you can share with because maybe, they like, they can't keep the secrets, or they also ways like, how to say..They don't agree most of your words, some kind of things. It can also be a situation that a friend, it can be a friend only, but you cannot cooperate, or talking some other topic with them. |

During the interviews, some participants illustrated the relationship between trust and mistrust in reference to more than one social context (e.g. providing one example from a work relationship, another from a personal relationship). The frequency of observations that were made to the different contexts during the interview are recorded in Table 9.

Table 9. Observations of the Existence of Different Models in Various Contexts

| | Antithetical Model | Dialectical Model | Context-Dependent Model | Total Observations |
|------------------------------|--------------------|-------------------|-------------------------|--------------------|
| Personal Context | 3 (5.3%) | 7 (12.3%) | 4 (7.0%) | 14 (24.6%) |
| Work Context (Individuals) | 4 (7.0%) | 14 (24.6%) | 9 (15.8%) | 27 (47.4%) |
| Work Context (Organizations) | 4 (7.0%) | 2 (3.5%) | 0 (0.0%) | 6 (10.5%) |
| General Context | 2 (3.5%) | 6 (10.5%) | 2 (3.5%) | 10 (17.5%) |
| Total | 13 (22.8%) | 29 (50.9%) | 15 (26.3%) | 57 (100%) |

The findings show that participants tend to view their relationships, may it be at work or personal relationships more prominently following the dialectical model (29 observations in total), followed by the context-dependent model (15 observations) and the antithetical model (13 observations). The finding for general contexts does not provide much helpful information for further distinction of how different social contexts influence different strategies for trust. Therefore, we see it profitable to focus further analysis in the rest of the report condensing the categories to just work (personal and organizational) and personal contexts. The obvious result is that Dialectical Model (24.6%) is used most in work context when working within a team followed by Context-Dependent Model (15.8%).

Discussion

Participants were asked to describe their understanding of the relationship between trust and mistrust, and if they believed trust and mistrust could exist simultaneously. The findings revealed that participants view the relationship of trust and mistrust to be similar to conventional

models of trust that have been introduced earlier on in Table 1 of the introduction section, providing evidence for all three contextual models as described by Lewicki et al. (1998) and Guo et al. (2017). Interestingly, some participants are observed to use different models in differing relational contexts. As an example, participants may describe a relationship with someone from a personal context following the dialectical model. The same participant would then describe a relational strategy with a work colleague that is more descriptive of the antithetical model. This suggests that participants do not view their relationships equally. They may have employed different strategies to maintain trust with their friends and colleagues.

An intriguing observation is that there are hints of a progressive growth where models overlap. Participants may start out with either Dialectical model or the Antithetical model. With further interactions, we see evidence of the Context-Dependent model. For example, a participant [ID 017] could trust their work colleagues to carry out work well but feel distrust towards their colleague's ability to keep secrets. These evaluations are likely to have formed after several separate interactions in the relationship. The participant can be seen having different judgments for the relationship, showcasing a trust-mistrust dynamic. With this in mind, we argue that in relationships where one is given enough opportunities/encounters to interact and form judgments of one another, the Context-Dependent Model is likely to develop with parties they share a long-term relationship with, as more frequent interactions allow for more opportunities to gather evidence to trust and mistrust on different aspects. Though this adds much complexity to the analysis, this can serve as supporting evidence of Lewicki et al.'s (1998) view that relationships grow in complexity as people interact in different social contexts.

We found that the most commonly-used model by participants to relate to others, regardless of context is the dialectical model. This indicates that most participants are inclined to hold a neutral position, neither trusting nor distrusting the other party until more convincing evidence/information could be obtained to aid their decision (Dialectical model). There are also participants who see the relationship as complete opposites, confirming an antithetical view of trust (Antithetical model). For this model, in the event of a transgression, the individual may have a much more black-and-white view of the situation and use it as a reason to distrust the other party, therefore abruptly modifying the dynamics of the relationship. The individual also often attributes ill-intention of the transgressor as a pre-cursor of mistrust evaluation (Strelan, Karremans, & Krieg, 2017). While it may not necessarily result in a complete halt or cut-off to the relationship, participants made clear that the individual's further interactions will be in a more defensive manner, as opposed to an open manner (e.g. being more reserved with revealing information in the future for fear of betrayal).

A further interesting finding about the dialectical model is that though the strategy may be used in work and personal relationships, the relationships that seem to be the most volatile, in that transgressions are less tolerated/forgivable are work relationships. This is inferred from the interview through observations of participants' subsequent descriptions of strategies to lessen contact or disclose less information in further interactions with another party whom they decided to distrust. These strategies seem to be more evident when it came to workplace relationships, whereas participants can visibly be observed attempting to discuss forgiveness or considering possible explanations for wrongdoings in the context of personal relationships. One possible explanation for this is perhaps due to the more objective nature of work relationships in comparison to close relationships. Pillemer and Rothbard (2018) discuss that workplace friendships are not that much different from regular friendships. However, it seems that the presence of instrumental goals can complicate the relationship. Tension may surface for individuals who are trying to achieve a socioemotional goal and instrumental goal at the same time. For instance, an individual may find themselves in difficulty to provide critical feedback to a

colleague whom they have come to build a friendship with. With regular friendships, Pillemer and Rothbard (2018) argue that this tension can be resolved between individuals if both parties are secure enough about the position of their relationship to accept and not let circumstances such as promotions or negative feedback at work affect their relationship. While this is a hopeful thought, this perhaps explains why the tension makes it difficult to maintain a work relationship like a personal relationship. Some may choose to adopt a “leave work at work” mentality, because it may just be easier for to keep their personal and work lives separate. Therefore, because we are less likely to weigh workplace relationships as importantly as personal friendships, individuals may rely more on professional and cognitive-based judgment criterions. When a transgression occurs in work relationships, the individual may be less motivated to justify or tolerate the transgression, making it easier just to distrust the other party. On the flipside, there may be more efforts made to justify, tolerate or forgive transgressions in personal relationships in order to maintain the harmony and maintain a positive view of the relationship (Strelan et al., 2017).

In summary, our findings support that there is a relationship between trust and mistrust. The dialectical model is most commonly observed in both personal and work relationships, followed by the context-dependent model. Some individuals can hold concurrent judgments of trust and mistrust in differing contexts, where the individual may trust someone to perform a task competently but mistrust the same individual's character. We also view application of different standards when making decisions to trust and mistrust others in personal and work contexts. Specifically, individuals are likely to be more tolerant towards trust violations when it comes to personal relationships, as compared to work relationships.

Antecedents of Trust and Mistrust

Our findings revealed that perception of trustee's ability, benevolence, and integrity are strongly associated with the development of trust and mistrust in the trustor whether in a personal, team or organizational setting. The findings were consistent with Mayer et al.'s (1995) proposed trust framework which argued that trustors determine the trustworthiness of a trustee based on their (i) characteristics and skills (ii) intention to do no harm (iii) reliability and uprightness. These three prominent antecedents to trust and mistrust were namely ability, benevolence and integrity. These and other identified antecedents are discussed below.

Table 10 also presents some examples of antecedents extracted from the transcripts. Please refer to the codebook provided in Appendix D for more details.

Ability. Participants reported that skills, competencies, and characteristics enabling effective decision by the trustee were imperative in their judgment of trust and mistrust towards an individual, team as well as the organization. For example, participants reported that ‘ability to solve problems’ and quality of work was important in trust-building. The failure to produce satisfactory results and work gave rise to mistrust. In an organization, trust was often seen as the competency of the company to perform competitively against their competitors in the volatile market. Profits and bonus received from the organization were used to gauge the ability of the company to perform and subsequently to make trust-mistrust ratings.

Benevolence. Most represented during the process of trust-mistrust formation is the trustee's intention towards the trustor. During the trust-mistrust formation stage, participants judge whether the trustee is acting in the trustor's best interest. These acts include being ‘helpful’, ‘doing no harm’, ‘backing up one another without maleficence’, ‘willingness to listen to

the trustor', 'being supportive', and 'friendly and willing to share.' Secondly, a lot of participants reported that they had trouble trusting someone if they realized that the trustee 'had hidden agenda' and only 'focused on self-interest' in personal or team setting. Similarly, such criteria were used to judge trust and mistrust for an organization. An organization acting in the employees' best interest received higher trust ratings whereas organization that hide personal agendas received lower trust ratings.

Integrity. Trustee's disposition of being 'honest', 'genuine', and 'keeping the promise' was important in the formation of trust in the trustor. Participants revealed that they were more likely to trust someone if they can keep a secret that was told to them. Participants also expressed higher trust towards the organization if management was transparent and followed the core values expected by society. In contrast, participants reported higher mistrust when the trustees could not keep their promises or secrets that were told to them or the organizations turned a blind eye towards unethical dealings.

In addition to ability, benevolence and integrity, our results also revealed that our participants considered different antecedents in personal, team and organizational settings. (Refer to Table 10).

Predictability. This theme is evidently important as consistency of the trustee in terms of their ability, benevolence or integrity was reported frequently. Predictability refers to the "trustor's beliefs that the trustee will adhere to the promised transaction, as well as interaction policies and guidelines" (Wu, Chen, & Chung, 2010). Trustor needs to know the other sufficiently well so that the other's behavior is anticipatable before determining the trustworthiness of the trustee (Hartog, 2003). Participants expressed that they often looked at past actions of the trustee and they consistently behave in a similar manner as an indication of trustworthiness. Participants often commented that they welcomed the sense of security that comes with the ability to 'predict the trustee's action/behaviors' based on the trustee's past actions. Meanwhile, mistrust slowly forms when the trustor experienced surprise and the trustee's current behaviors do not match the trustor's expectations.

Trust Propensity. In contrast to the four themes elaborated earlier, this theme is unique in the sense that the trustor forms the trusting or mistrusting impression based on his/her disposition. Participants caution themselves against placing excess trust on the trustee due to concerns with the intentions of the trustee in initial stages of a relationship. Gill, Boies, Finegan, and McNally (2005) found that an individual's disposition to trust correlated with intention to trust when information about trustworthiness was ambiguous but did not correlate with intention to trust when information about trustworthiness was clear. Our study shows that a good balance of participants conveyed that they were usually 'trustful' or 'skeptical/mistrustful' when they first meet a stranger. This within-party factor was evidently losing its role as an antecedent as participants gained better knowledge of the trustee.

Interaction. This theme plays a role in the development of trust and mistrust in a way that the trustor perceived time spent and close interactions (usually beyond what was required for work) as an important way of building trust and mistrust. For example, one participant noted "quality of interaction" to be particularly important in his trust/mistrust decision-making. As the trustor spends more time with the trustee, he/she begins to understand more of the rationale and personality of the trustee, leading to trusting or mistrusting situations.

Situational. This theme refers to the trustor basing a decision to trust or mistrust on circumstantial evidence – an external factor. For example, the nature of the job or the state of

the economy. The circumstances that the trustee was in influences the trust/ mistrust ratings and the rating is adjustable at any point. This highly volatile antecedent is usually applicable in personal or professional relationships. For instance, a few participants mentioned that they had lower trust ratings with their colleagues than with their family members. When further prompted, they alluded to the nature of the professional workplace (e.g., potential backstabbing and gossiping) as the main reason as why they had lower trust levels. Interestingly, participants who attributed reasons for lower trust to the nature of their workplace tend to work in highly competitive industries such as marketing departments.

Affect. This theme refers to positive or negative feelings/emotions that result from interpersonal care and concerns or indifference displayed by the trustee, which contributes to trust and mistrusting decisions. These emotions can be conscious or unconsciously felt by the trustor during the event. The emotions could be momentarily or consistently experienced. Examples provided by participants are when they attribute emotions such as “upset”, “skeptical”, “insecure”, “uncomfortable”, etc. during interactions with trustees as reasons for mistrust decisions.

Reciprocity. This theme refers to the formation of trust/mistrust depending on the mutual or reciprocal action by the trustee. For instance, trustful behaviors by the trustee results in formation of greater trust towards the trustee and vice versa.

Status / Roles. The perception of the relative social, professional, or other standings of someone within certain contexts seem to influence a participant’s inclination to trust the trustee. A worker may base his/her trust on the relative position of the trustee. For instance, a worker trusts a trustee because the trustee is a manager or a superior. Meanwhile, when it comes to personal relationships, participants are more willing to trust their own family members. For example, one participant noted that he trusted his wife because he “is married to the wife.” Thus, it seems that the nature of the intimate relationship contributes to the level of trust and mistrust in a relationship. It is also observable that some participants “trust” their organizations for their reputations and social standing in the society.

Relationship/Achievement Orientation. This dimension refers to the individual’s perception of whether a trustee values achieving goals or social relationships, which in turn influences trust/mistrust evaluations of the trustee. In our sample, we observed that there is higher disdain for people who hold achievement-oriented values than relationship-oriented values. For instance, one participant mentioned that he did not trust his manager as the manager “cares more about the profit” than the quality of customer relationship. For all our cases, our participants expressed that they trust less people who only care about “profit” and “income. In contrast, trustee who hold values of “people before problem” was more trusted. Though rare, one participant did express that employees who “emphasize results” are more trustworthy, placing achievement-orientation at a higher position.

Identification. This theme refers to the understanding that the trustee endorses similar values/beliefs and act in similar manners as the trustor. It is evident from our sample than sense of identification with the trustee is particularly important during the development of trust. Participants cited identification with the trustee’s “personality,” “values,” “vision,” “situation,” and “wavelength” as reasons of trusting. Dis-identification with the trustor’s values and belief results in less trust being formed. For example, one participant mentioned that she is less likely to trust those who are not “in the same channel” with her.

Table 10. Examples of the themes for the antecedents of trust and mistrust in different contexts

| Antecedents | Examples | |
|-------------------------|---|---|
| | Trust | Mistrust |
| Ability | I have no sense to doubt her in terms of her leadership or in terms of her management. | She needs (to have) very clear instructions and have “don’t-care” attitude. |
| Benevolence | (He will) help me to do certain things. | They appeared to be friendly to you but inside ... that they have hidden agendas. |
| Integrity | Whatever she promises, then she will do (it). | (The person) revealed personal or department-related personal information to the ... people. |
| Predictability | The person has always been consistent ... be there without fail. | I trusted ... because I know that this is not (going) to happen and they (are) not going to keep up to their word. |
| Affect | A sense of security (that you can trust this person). | It is a feeling (that) you mistrust this person. |
| Interaction | I trust the person, (as) ... I get closer to the person. | The more I (get to) know her, than (I will know and) see her true colors, (then I mistrust her). |
| Trust Propensity | (As for) my personality wise, I generally trust people easily. | I have a very low trust level. |
| Situational | (In my team with no pressing matter), I can just relax and let go a little bit but, in another situation where ... there is some tensions, I will be more on guard. | I trust the person ... personality, but when it comes to specific situation, I ... would hesitate and (considered) ... whether he is telling the truth. |
| Achievement-oriented | My team members always manage to achieve the weekly quotas no matter what it takes, which motivates me even more. | For our own department ... while (sales) number is important, we also emphasize ... on the quality of customer service. So ... (for) those of the higher hierarchy ... it is their job to care about profit ... (but we should also care) about (giving) best services to the customer. |
| Relationship – oriented | She is just listening, just listen, and maybe occasionally (provide me) some input. | My boss (has) a good relationship with the company A’s HR. So, he actually persuaded me to persuade the candidate to choose company A ... in this way, I found out that the relationship with the client is more important than the job for the candidate. |
| Reciprocity | If you start to feel that the person is (starting to) trust you, your trust level would be higher. | (In) my previous employment, my trust level towards my ex-superior (is low because) she does not trust the team ... (trust) comes vice versa. |
| Vicarious | (I heard from) people ... (around that) they are good or they are behaving, (then I will start to trust them). | (When) you do hear something from someone, then you tend to ... (have) precaution to reveal information. |

Discussion

In general, comparing the antecedents of trust and mistrust, we found that the antecedents for both trust and mistrust were similar with the model proposed by Mayer et al. (1995). Looking across different contexts, **ability**, **benevolence**, and **integrity** were evidently important antecedents for trust and mistrust across all three settings: personal, team, and organization. The percentage reported for these three antecedents range from 7.65 to 32.14% (refer to Table 11 and Table 12). The percentage was calculated by tabulating the frequency of each antecedent in each setting. With the exception of team trust and personal mistrust, the **ability**, **benevolence**, and **integrity** consistently reported a percentage of 10%. In the case of team trust, benevolence, ability, and integrity seemed to be more important antecedents than integrity while integrity, benevolence, situational, and predictability are more influential antecedents of trust than ability in the case of personal mistrust.

Interestingly, we found that in the team and organizational setting, benevolence and ability seemed to be more important than integrity whereas in personal setting, benevolence, and integrity seemed more important than ability. The findings are not surprising considered that past studies have found that the trust towards the team leaders and co-workers was correlated to the competency of team leaders and co-workers, specifically in knowledge provision, resources allocation, and team management (Burke, Sims, Lazzara, & Salas, 2007; Caldwell, Hayes, & Long, 2010; Lee, Gillespie, Mann, & Wearing, 2010).

Table 11. Prominent antecedents for development of trust in personal, team, and organizational setting

| Antecedents of trust | Personal | | Team | | Organization | |
|-------------------------|------------|---------------|------------|---------------|--------------|---------------|
| | n | % | n | % | n | % |
| Benevolence | 26 | 13.68 | 95 | 29.05 | 25 | 29.76 |
| Ability | 21 | 11.05 | 82 | 25.08 | 27 | 32.14 |
| Interaction | 28 | 14.74 | 38 | 11.62 | 1 | 1.19 |
| Integrity | 24 | 12.63 | 25 | 7.65 | 14 | 16.67 |
| Situational | 18 | 9.47 | 23 | 7.03 | 3 | 3.57 |
| Reciprocity | 6 | 3.16 | 17 | 5.20 | 2 | 2.38 |
| Affect | 22 | 11.58 | 13 | 3.98 | 5 | 5.95 |
| Identification | 11 | 5.79 | 11 | 3.36 | 1 | 1.19 |
| Predictability | 8 | 4.21 | 10 | 3.06 | 3 | 3.57 |
| Status | 11 | 5.79 | 4 | 1.22 | 1 | 1.19 |
| Trust Propensity | 9 | 4.74 | 4 | 1.22 | 1 | 1.19 |
| Vicarious | 1 | 0.53 | 2 | 0.61 | 1 | 1.19 |
| Achievement Orientation | 0 | 0.00 | 2 | 0.61 | 0 | 0.00 |
| Total | 190 | 100.00 | 327 | 100.00 | 84 | 100.00 |

Note. The percentage of theme is independent of the setting.

Table 12. Frequency count for all the antecedents for development of mistrust in personal, team and organizational setting

| Antecedents of mistrust | Personal | | Team | | Organization | |
|--------------------------|------------|---------------|------------|---------------|--------------|---------------|
| | n | % | n | % | n | % |
| Benevolence | 28 | 17.18 | 87 | 32.71 | 23 | 26.74 |
| Ability | 14 | 8.59 | 49 | 18.42 | 15 | 17.44 |
| Integrity | 35 | 21.47 | 42 | 15.79 | 20 | 23.26 |
| Situational | 21 | 12.88 | 18 | 6.77 | 3 | 3.49 |
| Predictability | 22 | 13.50 | 14 | 5.26 | 6 | 6.98 |
| Interaction | 15 | 9.20 | 13 | 4.89 | 1 | 1.16 |
| Achievement Orientation | 0 | 0.00 | 12 | 4.51 | 8 | 9.30 |
| Affect | 12 | 7.36 | 7 | 2.63 | 4 | 4.65 |
| Vicarious | 1 | 0.61 | 7 | 2.63 | 2 | 2.33 |
| Reciprocity | 1 | 0.61 | 6 | 2.26 | 4 | 4.65 |
| Identification | 4 | 2.45 | 6 | 2.26 | 0 | 0.00 |
| Trust Propensity | 7 | 4.29 | 2 | 0.75 | 0 | 0.00 |
| Status | 1 | 0.61 | 1 | 0.38 | 0 | 0.00 |
| Relationship Orientation | 0 | 0.00 | 1 | 0.38 | 0 | 0.00 |
| Total | 163 | 100.00 | 266 | 100.00 | 86 | 100.00 |

Note. The percentage of theme is independent of the setting.

Across all settings, there was a heavier reliance for affective-based antecedents (benevolence) than cognitive-based antecedents (ability and integrity) except in personal mistrust and organizational trust (refer to Table 11 and Table 12). Many studies have confirmed the importance of benevolence in regard to the development of trust (Knoll & Gill, 2011; Mayer et al., 1995) and our findings alluded to the importance of benevolence in the formation of mistrust as well. Our finding was also consistent with findings from Poon's (2013) study, in which she found that affective-based antecedent (benevolence) is a prerequisite condition and it needs to be complemented with at least one of the cognitive-based antecedents (integrity and ability) for fostering trust in a supervisor in an organization in Malaysia. Specifically, in the presence of low benevolence, ability and integrity were not predictive of trust towards the supervisor (Poon, 2013). Thus, this explained why our study found benevolence as antecedents of trust and mistrust in all three settings and it was always complemented by at least one of the cognitive-based antecedents. We argued that in a collectivistic culture, the intentions of the trustee are more important due to the significance of maintaining balance in the group. As such, benevolence, which is based on the intention and motives of the trustee and has the highest potential of disrupting the group harmony and balance, is viewed more heavily in trust and mistrust judgment.

We also argued that benevolence is important for the development and formation of trust as maintenance of harmony motivates individuals' preferences of non-confrontational behaviors in work settings. Capability is still a salient factor when it comes to trusting or not trusting especially in a team or organization, though it is less favored when trustor navigating through the complex decision-making process.

Additionally, many studies have concluded that the weightage of the antecedents of trust varies depending on the relationship examined in the organizational trust study: trust towards a

supervisor, a subordinate, or a team member (Knoll & Gill, 2011; Wasti, Tan, & Erdil, 2011). According to Knoll and Gill's (2011) hypothesis, perceived benevolence and integrity are more predictive of trust towards a supervisor than perceived ability; perceived ability is more influential than benevolence and integrity when it comes to trust towards the subordinate, and finally, benevolence and integrity are more predictive of trust towards the team members than perceived ability. Knoll and Gill (2011) only found that their hypothesis on the trust towards the supervisor was supported.

In our current study, we did not differentiate the different kinds of relationships (trust towards a supervisor, a subordinate, and a team member) as we aimed to explore the influence of each antecedent of trust and mistrust in different contexts. While studies have demonstrated that fairness and respect are integral to boost trust level in organizations (Brashear, Boles, Bellenger, & Brooks, 2003; Lau & Tan, 2006), we speculated that the reasons that benevolence and ability carried more weight was because the achievement (salary or promotion) in the team and organizational settings is influenced by the performance of the teams and organizational. And more importantly this performance is dependent on the supervisor and team member's intentions (whether they will act for the interest of self or others) especially in the collectivistic culture where reputation is part of the promotion assessment.

Besides that, very few empirical studies analyze the influence of the antecedents in mistrust. Ability, benevolence, and integrity were important in both trust and mistrust in work settings with integrity being more important than ability for organizational mistrust while interaction was more important than integrity in team trust. Consistent with our prediction, ability rating was lower in personal settings. In personal settings, interaction and benevolence facilitated trust, while the lack of benevolence and integrity facilitated mistrust. Assessment of trustworthiness depends on setting: being at a personal or work setting. It is argued that trust and mistrust have different nuances depending on the context (PytlíkZillig & Kimbrough, 2016) and role obligations at work (Tan & Chee, 2005). When it comes to interpersonal relationships, ability is not as important as benevolence and integrity could be because of the strong societal expectations of how an individual should behave in a relationship. For instance, in a collectivistic culture, shame is highly viewed upon and any behaviors (e.g., harming others with intention, and not behaving accordingly to societal norm) that could potentially harm/disrupt the balance of the interpersonal relationship are frowned upon.

In personal settings, interaction is the highest rated antecedent for trust while integrity is the first for antecedents for mistrust. We argued that Asians perceive acts of kindness as important in interpersonal relationships due to Confucian-influenced mindset (Tan & Chee, 2005) and/or religiosity. It is unsurprising that interaction is important in making trust and mistrust judgments as Asians are known to rely heavily on 'guanxi' in organizations and everyday life (Chua & Wellman, 2015). Pillemer and Rothbard (2018) revealed that workplace friendships are not much different from regular friendships, and our findings suggested that Malaysians tend to form trust through interactions beyond work settings.

Besides that, other antecedents such as predictability, situational, affect, and reciprocity were also important for trust and mistrust formation. This shows that Asians typically showed more consideration by taking into account the situation, how one is feeling, as well as the relationship, when it comes to making a cognitive decision on whether to trust or mistrust a person. Past research has shown that Asians are typically more likely to show dialectical emotional styles as a group (Bagozzi, Wong, & Yi, 1999) where East Asians tend to experience both positive and negative emotions simultaneously. Often, the dialectical emotional styles are characterized as the middle ground of emotion, rather than the extreme ends of emotions.

Furthermore, Asians are more likely to hover around the 'middle ground' when it comes to display of emotions than the extreme ends of emotions (Miyamoto & Ryff, 2011).

In summary, during the comparisons of the antecedents for trust and mistrust, we found that ability, benevolence, and integrity are integral in the development of the trustworthiness as well as mistrust-worthiness of the trustee. These three antecedents were within the top five antecedent that was frequently mentioned across all settings. These findings are consistent with the model suggested by Mayer et al. (1995). While benevolence is important of all the settings, integrity is the next most important for personal setting while, ability is the next important antecedent for work settings. Additionally, interaction, situational, and affect were also the prominent antecedents across three settings.

Outcomes of Trust and Mistrust

As for how the participants behaved or reacted when they trusted or mistrusted someone or a structure (team and organization), the following themes emerged from our twenty participants' narratives. In accordance to our predictions, our findings revealed that trust generally results in positive outcomes while mistrust contributes to negative outcomes for personal and team settings (refer to Table 13). Please note that only frequently mentioned themes were described below.

Affect. Participants reported more positive experiences in terms of feelings, moods, and emotions when they are able to form trust. For instance, 'comfortable', 'happy' and 'confident' experiences were expressed towards someone the participant has gained trust in. One participant reported feeling "happier, stress free." Others mentioned that they felt more comfortable when they gained trust in someone: "It's like your home" and "...the comfort level I would take is much better when there is trust." Meanwhile, negative feelings such as 'nervous', 'angry', 'disgusted', and 'dissatisfied' were evident outcomes of a low trust formation. One participant even said, "Obviously you will angry" when describing his experiences regarding betrayal in the team.

Capability belief. Participants expressed that they had more positive competency beliefs when they trusted the trustee. For instance, one participant said, "I feel that she (colleague) can solve the problems by herself." Another commented that when he trusted his colleague, he "believes in his (colleague) ability to work efficiently together." Other said that, "he can give important or pass an important task to without having a single doubt of [he] completing that task." Whereas in a mistrusting or no-trust circumstance, participants expressed skepticism towards an individual/ trustee's competency in completing the task effectively. "My team members cannot solve the problem himself, and I have to help out all the time" was typically demonstrated as evidences of low capability belief. Another said, "I don't trust him ... I don't think he can complete the task given on time." "...for certain thing, I think this person cannot handle" was also evident in the narratives.

Psychological safety. Participants with a sense of psychological safety were able to freely express their ideas, questions, and thoughts without fearing repercussion by the trustee. For instance, a participant was able to "share my ideas to develop the product better to my superior" because he trusted the superior. Other also expressed that he "can trust on, I mean believe on them, they will back us up – back us up and not reprimand [him]." There were no participants who reported low psychological safety.

Reciprocity. Initial trusting behaviors by the trustee is important in the team and organizational setting. A few participants reported that they were more inclined to trust if the trustee exhibited trusting behaviors first towards them, which often resulted in them trusting the trustee more: “I would trust if someone, to me also exhibits trust” and reciprocally, they didn’t trust when trustee displayed non-trusting behaviors: “I can’t really trust you to answer my question, because you’re ... mistrust-ing me?”

Cohesiveness. This theme is one of the most elaborated consequences for trusting and mistrusting someone. When participants trusted more, it is evident that they will put in more effort into interacting with the trustee. For instance, mild reactions towards a mistrusted person would include “I would try to avoid talking with that person that I mistrust” to more extreme reaction such as “I’ve completely cut off with the person, and said I’m done with you.” When trust is evident, the participant “...treat someone like some sort your family” to spending more time together: “sometimes we will just go and yum cha (to go out for drinks).”

Openness. Openness refers to willingness to share own secrets, feelings, and thoughts with an individual, without holding back. An opposite of openness would be inhibition in speech, which is cautious action of holding back speech for the fear that the words spoken will expose one’s vulnerabilities or put the self at a disadvantaged position. Some participants hinted that they “...just talk anything” and “be very open” when they trusted a person. Things to talk about includes, ‘personal stories’, ‘company information’ ‘feelings’ et cetera. However, participants practiced caution, diversion of topic, and avoidance when they mistrusted a person. Instances like “I will be careful when talking to the person”, “I try to avoid, I mean just to divert it to others topic” and “I won’t tell them too much of my thing or I won’t discuss anything else” were illustrated in the data.

Monitoring. A preference for monitoring was manifested by some participants under mistrusting circumstances. When there was lack of trust, the participants expressed difficulties in giving unconditional trust on the trustee’s capability, characters, and judgment, needing to consistently ‘monitor’ the work or task assigned. Conversely, a trusting climate resulted in less monitoring. Narratives such as “Because you trust him, you don’t have to monitor” and “I have to go like every day because the trust is not there yet” were always present in our dataset.

Skepticism. The disposition to incredulity or an attitude of doubt as a result of lack of trust and high mistrust is also evident in our sample. For example, our participants reported a stage of “caution” towards the trustee’s words and behaviors in mistrustful situations. In other instances, one participant reported having such cautious behavior on “every single thing that the person says.” Often, skepticism is referred as a feeling of need to “guard,” and “careful” against a mistrusted trustee.

Integrity belief. This theme can be considered the other end of the skepticism. It refers to the perception that the trustee can be depended upon at times of hardship or when needed by the trustor. It entails overconfidence of the trustee’s ability, behaviors, and decisions, and a lack of objectivity from the trustor. For instance, a participant reported that he did not need to “reevaluate what [the trustee] said” if he trusts the trustee. In another example, narratives such as “do not doubt,” and “do not consider whether his statement is true or false” also characterized this theme.

Task performance. This refers to task proficiency and performance behavior that contributes or reduces the organizational performance. Trusting climate results in higher task performance and vice versa in the workplace. For instance, one participant reported that

mistrust leads to “working relationship [being] affected.” Specifically, one participant mentioned that mistrust is impactful in a team, as “it would affect team performance.” Meanwhile, being in a trusting climate leads to increase in task performance. For example, “it makes [the] life much easier, make [the] work much smoother.”

Organizational Citizenship Behavior (OCB). A behavior that goes beyond the basic requirements of the organization to advance or promote the work organization, its image and goal. When participants trust more, they are more willing to work on tasks which are not part of the job description. For example, one participant narrated how she was willing to “give” her customer to her colleagues whom she trusted although she had put in more work into securing the customer. In another instance, a participant described his willingness to work for the greater benefit of the team due to trust towards his superior despite having low trust towards management.

Counterproductive Work Behavior (CWB). This theme refers to work behavior which does not contribute to the goals of the organization and can hinder productivity. It can bring about a negative work environment and negatively affect an individual employee, team or even an entire company. In our sample, our participants reported CWB in an environment with high mistrust. For instance, behaviors such as bullying the mistrusted trustee, “not wanting to give the best” in work and engaging in “blaming” culture in workplace are such instances of CWB.

Table 13. Examples of themes for the outcomes of trust and mistrust

| Outcomes | Examples | |
|----------------------|--|--|
| | Trust | Mistrust |
| Affect | I (will) be comfortable working under them. | (As a result) I would not feel comfortable working with them ... |
| Capability belief | It gives me assurance that ... they are reliable. | We don't trust that she can actually give the right opinions or solutions towards that issue. |
| Psychological Safety | (You are not) ... afraid that the person will harm you or have an ulterior motive ... you can work well together or plan things together without fear. | (It is) the situations whereby other colleagues would not want to voice out their opinions. |
| Reciprocity | I have to be open with my team for them to trust me as well, because trust works both ways. | The trust was not there because ... she also does not trust you. |
| Cohesiveness | You tend to go to that person more ... you form deeper bond with that person. | I generally don't interact much with this person but at the same time, at the ... company dinner, I will also avoid this person. |
| Openness/ Inhibition | Openness I'm more open about myself, and (I) share things that (are) not work related. | Inhibition: I will be very hesitant to share. I will not give comments; I will not tell her what I'm doing. |

| | | |
|---|--|--|
| Less monitoring | Because you trust him, you don't have to monitor. | I would tend to ask a little bit more questions; I would pay a little more attention, just to make sure it's followed through. |
| Task performance | We can perform better if ... we have the trust of the boss. | (When) there is no trust, then you can't complete the project. |
| Integrity belief | I don't have to reevaluate what they said. | I can't trust him cause I have to always think deeper of what he said. |
| Skepticism | N/A | I will be very hesitant to share or ... to tell this person. I would start to be more cautious now. |
| Organizational Citizenship Behavior (OCB) | Actually, for the sake of my manager, we continued to perform (get customer) ... because we need to make her look good in that sense, so that's why we continue to strive for her. | N/A |
| Counterproductive Work Behavior (CWB) | N/A | I think everyone will start to ... anti (bully) and don't talk to the person that my boss is going to promote |
| Reliance | I can rely on that person. | |
| Resignation | N/A | I will probably look for a different job. |

Discussion

Overall, our study findings point to outcomes of trust as beneficial and outcomes of mistrust as detrimental to interpersonal relationships in personal and professional (i.e., team and organizational) settings. Consistent with past studies, trust leads to increased positive feelings (e.g., satisfaction and comfort) in the relationship, reduction of uncertainties, and increased interactions as well as sharing resources and benefits (Ertürk, 2008; Gainey & Klaas, 2003; Kollock, 1994). Not much difference was found between the outcomes of trust and mistrust in the personal or professional setting. However, our participants reported more negative outcomes for mistrust than positive outcomes for trust. This is not surprising given that there is ample evidence demonstrating the asymmetry in memory compartment of individuals. For instance, individuals tend to report more negative events than positive events as adults have the propensity to attend to negative affect and information more than positive affect and information (Vaish, Grossmann, & Woodward, 2008).

While there is not much difference in the outcomes of trust and mistrust, there is a slight difference in the outcomes of trust and mistrust in personal and professional settings. In *personal* settings, the prominent outcomes of **trust** were *behavioral (openness)*, *affective (positive affect)* and *cognitive (high capability belief)* while in *work* settings, *behaviors*

(reciprocity, openness, and high task performance) and cognitive (high capability belief) were important outcomes (see Table 14). On the other hand, outcomes of **mistrust** included increased level of *negative affect, cognitions (skepticism) and behaviors (inhibition, low cohesiveness, and monitoring)* in the personal and professional setting (see Table 15).

Table 14. Prominent outcomes for development of trust in personal and team setting

| Outcomes of trust | Personal | | Team | |
|---------------------------|-----------|---------------|-----------|---------------|
| | n | % | n | % |
| Openness | 15 | 34.09 | 9 | 12.86 |
| Positive Affect | 9 | 20.45 | 7 | 10.00 |
| High capability belief | 5 | 11.36 | 9 | 12.86 |
| High psychological safety | 4 | 9.09 | 4 | 5.71 |
| High integrity belief | 4 | 9.09 | 2 | 2.86 |
| High cohesiveness | 3 | 6.82 | 7 | 10.00 |
| Reliance | 2 | 4.55 | 2 | 2.86 |
| High task performance | 1 | 2.27 | 9 | 12.86 |
| Risk taking | 1 | 2.27 | 1 | 1.43 |
| Reciprocity | 0 | 0.00 | 10 | 14.29 |
| OCB | 0 | 0.00 | 4 | 5.71 |
| Less monitoring | 0 | 0.00 | 4 | 5.71 |
| Ask for help | 0 | 0.00 | 1 | 1.43 |
| Overwork | 0 | 0.00 | 1 | 1.43 |
| Total | 44 | 100.00 | 70 | 100.00 |

Table 15. Prominent outcomes for development of mistrust in personal and team setting

| Outcomes of mistrust | Personal | | Team | |
|--------------------------|-----------|---------------|------------|---------------|
| | n | % | n | % |
| Skepticism | 16 | 27.59 | 24 | 19.05 |
| Inhibition | 12 | 20.69 | 17 | 13.49 |
| Low cohesiveness | 9 | 15.52 | 19 | 15.08 |
| Negative Affect | 9 | 15.52 | 18 | 14.29 |
| Monitoring | 6 | 10.34 | 13 | 10.32 |
| Low Capability Belief | 4 | 6.90 | 4 | 3.17 |
| Non-Reliance | 1 | 1.72 | 1 | 0.79 |
| Oblivious behavior | 1 | 1.72 | 2 | 1.59 |
| CWB | 0 | 0.00 | 4 | 3.17 |
| Low task performance | 0 | 0.00 | 11 | 8.73 |
| Reciprocity | 0 | 0.00 | 4 | 3.17 |
| Don't ask help | 0 | 0.00 | 1 | 0.79 |
| Less work | 0 | 0.00 | 1 | 0.79 |
| Low psychological safety | 0 | 0.00 | 1 | 0.79 |
| Resignation | 0 | 0.00 | 6 | 4.76 |
| Total | 58 | 100.00 | 126 | 100.00 |

Reduced task performance and resignation are also evidently reported by our participants. In personal settings, there are more behavioral outcomes involving withdrawal or distancing in the relationship. In professional settings, such behavioral outcomes were amplified as trust and mistrust at the workplace, leading to increased or reduced team efficiency, helping behavior, and commitment as well as cohesion in the group (Lumineau, 2017). Participants also reported higher psychological safety, and high task performance in a highly trusting workplace environment.

First, while trust is inherently viewed as resultant in positive consequences, it also seems that excessive trust will result in “blind” trust in the trustee. Interestingly, our study found that some participants reported self as being overly-trusting and over-relying in trusting situations. As mentioned during the discussion of definition of trust (Table 3), trusting environment decreases uncertainty and leads to the lack of objectivity. As individuals become more comfortable in the relationship, they may experience a “lapse in judgment” by not critically analyzing the words and behaviors of the trustee (Currall & Epstein, 2003). This can result in what is known as “blind” trust, an optimism about a relationship and excessive trust towards an individual which leads to mistaken beliefs in the relationship. Individuals may then ignore lurking dangers of excessive trust. Such scenarios usually happen in long-standing relationships where trust has been established (McEvily et al., 2003; Skinner et al., 2014). In particular, such excessive trust posed to be detrimental in the organizations where decision-making frequently happens. Our study further suggests that while trust can be beneficial, it could also be detrimental especially in an organization where decision needs to be made objectively.

Many academicians have investigated the influence of culture on thinking and behavior. Individuals in collectivistic cultures tend to invest more in relationships and therefore, a transgression from trust and mistrust results in changes to the *relationship dynamic (in terms of sharing and interaction) and affect*. These outcomes of trust and mistrust could be potentially mediated by the initial trust intention of the trustor. For instance, the Western-influenced trustor are more likely to explore the relationship while consistently evaluating the opportunities for further development. In contrast, we argued that Eastern-influenced individuals are more likely to protect and establish “feelings of safety” before proceeding to decide whether to trust or not to trust. However, once trust is established in the relationship, it becomes stable and less likely to change as promises are viewed highly in the collectivistic culture.

In summary, our findings were consistent with findings from Lumineau's (2017) study. Overall, our participants still reported the positive outcomes for trust and negative outcomes for mistrust. The outcomes of trust in personal were mostly cognitive (high capability belief, integrity belief, and psychological safety) along with positive affect and openness in the relationship. In contrast, the outcomes of trust in team setting were mostly behavioral (i.e., reciprocity, high task performance, cohesiveness, and openness) along with positive affect and high capability belief. Meanwhile, there were less variability for outcomes of mistrust in which the five main outcomes for mistrust in personal and team setting were negative affect, skepticism, inhibition, low cohesiveness, and monitoring.

Repair of Mistrust

According to our analysis of trust repair, the following few factors that were being considered by the trustor in readjusting the level of trust and mistrust. We found very close agreement among participants on factors that influence a trustor's trust assessment following a

trust violation (see Table 16). The repair of mistrust can be initiated by the trustor, the trustee, or both parties.

Generally, majority of our participants attributed the repair of mistrust should have been initiated by the trustee who lost the trust. Our participants generally described potential change in their trust level if the trustee does the following:

Improvement in skills and ability. Participants indicated that they do not actively reduce the level of mistrust that they have towards the trustee. However, if the mistrusted trustee showed slight improvement in skills and ability in terms of their work, then the trustor would reduce their mistrust level.

Genuine remorse and taking up responsibility. Our interviewees touched on the significance of trustee showing certain level of remorse and owning up to their “mistakes,” suggesting that it is possible to reduce the mistrust given that some efforts by the trustee.

Consistency. The consistency of behaviors following a mistrust also appeared to play an important role, either in the personal or organizational level. In these cases, trustor takes a “sit back and wait” approach in accessing the credibility of trustee. This process takes a longer time, and most of the time, the trustor relies on own personal observation of trustee.

Professionalism and transparency. Furthermore, we also observed during the interviews that our participants have certain level of expectations on how the trustee should behave at professional setting. In such cases, violation of trust is resultant of the trustee not living up to the expectations of the trustor. Behaviors that conform to the trustor’s expectations on professionalism and transparency also could restore the trust lost.

Open communication. The process in which the trustee engaged in in order to repair the mistrust also appeared to play an important role in the trust repair process. Our participants indicated that they are willing to reestablish relationship with mistrusted parties if the trustee willing to put time and energy into improving the relationship, particularly by communicating with the trustor on issues that could potentially erode the trust.

Additionally, repair of mistrust could also be originated from the trustor himself/herself. This process could happen consciously or unconsciously in the cognition of the trustor.

Understanding of the intention of the trustee. Participants in our study also engage in some internal cognitive assessment for mistrust. They looked into the intention the trustee when the trustee engaged in the acts, which caused them to loss the trust earlier.

Understanding of the perspectives of the trustee. In addition to the understanding the intention of the trustee, participants also considered the circumstances of the trustee at the time of engaging in events that caused them to lose the trust.

Dialectical reasoning. The trustor self-engages in cognitive assessment and tries to justify why the trustee behaves in manners that violated the trust given. While the trustor condones the behaviors of the trustee, he/she also could accept why the trustee could behave in manner at the same time.

Cannot be improved. While most of our participants indicated that violation in trust could be repaired, some of our participants were more skeptical and argued that certain trust

violations are irredeemable. A few of our participants also mentioned that mistrust cannot be repaired when trust has been violated in an important relationship. The reasons our participants refused to reestablish the relationship depends on the severity of the mistrust towards trustee.

Table 16. Examples of factors being considered during the trust repair process

| Theme | Example | Frequency (%) |
|--|---|----------------------|
| Improvement in skills and ability | the person needs to improve some part of the knowledge, the skill they change what they do ... just a little bit more understanding towards the girl | 13 (25.49) |
| Understanding of the intention of the trustee | Slowly interacting with the colleague and ... understand why they do this in the first place. So, like why would you lie or betray me? | 7 (13.73) |
| Understanding of the perspectives of the trustee | So, understanding the person's ... emotions, the wellbeing, certainly helps [in improving the trust] | 4 (7.84) |
| Open communication | If they like, at least tell us like, "this is what's going on," ... feel more confident in them ... [and] that would have [re]built the trust between me and the organization. | 6 (11.76) |
| Professionalism and transparency | They could be more honest ... or transparent of the current situation of the company | 5 (9.80) |
| Cannot be improved | Once you [have] broken the trust, then I think it is very hard [to obtain the trust back]. | 4 (7.84) |
| Consistency | Like for my boyfriend, I asked three times, ... better to be consistent for the next three times, ... if everything is consistent, so ... the level [of trust] goes up [by] one bar. I will slowly see on the gradual time whether ... this behavior is been repeated or not, this promise has been broken again and again or not. | 3 (5.88) |
| Dialectical reasoning | [I] don't just trust this person anymore, for the time, but I still believe that because maybe he or she has a reason to violate that kind of trust, ... | 3 (5.88) |
| Genuine remorse | The remorse that they display is really genuine, You are able to ... prove that you're trying to correct your mistakes | 3 (5.88) |
| Take up responsibility | She tried to take on the accountability for what happened... my perception actually improved slightly | 2 (3.92) |

Discussion

The results of our study illustrate that trustors in our sample took time to calculate and evaluate their trust level towards trustee following a trust violation. Despite that, we do not find that much difference in the factors being considered for the trust repair process, from the results, it seems that the factors to repair trust are similar to the antecedents of trust; our participants care about ability, benevolence, and integrity of the trustee. This might indicate that there is some similarity between trust repair strategies and trust building strategies. However, overall, when team members violate the trust given to them, they will be seen to have less trustworthiness attributes (Thompson, 2008), and might potential engage in risk-reducing behaviours (please refer to the discussion on outcomes of mistrust).

One of the more prominent criteria for trust repair that was frequently mentioned was the willingness of the trustee to self-improve on the competency (promise of changed behaviors through acquisition of new skills or advancement of existing skills). This improvement on competency indicates the trustee's serious attempts to address the violation of trust and provide an opportunity for trustor-trustee to "move-on" with their relationship.

Our results also shift the attention to the dialectical reasoning (taking the middle ground instead of extreme judgment) displayed by our participants in justifying the actions of the trustee. However, these reasoning cannot be repeatedly used as it seems to work for the first few times that trust is being violated. This is consistent with past research where East Asian were shown to have higher tolerance for contradictions in life and are more accepting of the highly changeable/malleable self-concept (Choi, Koo, & Choi, 2007; Peng & Nisbett, 1999). It is important to note that past studies have also found that type of trust violation and victim interpretations of the behaviors as well as the structure of the action following trust violation determined the success of the trust repair process (see review by Lewicki & Brinsfield, 2017). This suggests that dialectical reasoning mechanism might be moderated by the type of trust violation and victim interpretation of the intentions of the trustee. Hence, trust repair is a complex process that is difficult for some.

Following violation in trust, consistency that the transgression will not repeat itself seems important. Past studies have shown that internal consistency of the self-concept across situations is relatively important in the judgment of trust (English & Chen, 2011). However, there is also a general observation that person may exhibit more caution to trust people in work settings as opposed to those who are not colleagues. We reason that the higher cautions displayed by our participants towards co-workers is partly due to the lower trust propensity to believe co-workers than strangers as co-workers were viewed as potential threat at work. However, this reasoning needs further investigation as past studies that found cultural differences in the trust repair cycle is not conclusive.

In addition, some of our participants also reported zero tolerance for mistrust, where a trust violation will permanently terminate the relationship. Transgressions are less tolerated in work settings. The tolerance towards a transgression seems higher for those described to be friends and family in comparison to a work relationship. Perhaps this is due to the nature of the relationships, whereby individuals are likely to have more vested interest in their personal relationships as they anticipate that they are to be maintained for longer terms in comparison to work relationships.

In summary, we could not ascertain whether there is a difference in the factors for trust repair processes in personal or organizational setting. Our study findings evidently pointed to

the similarity between factors influencing trust repair process and antecedents of trust. Two of the interesting findings in our study: (1) our participants seemed to be engaging in dialectical reasoning during the process of forgiveness (2) our participants were willing to spend time to either actively or passively understand the perspectives and intentions of the trustee during the trust repair process.

Strengths, Limitations and Future Directions

One particular strength of the study was the ability to understand how different relational contexts influence the phenomenon of trust amongst participants. However, there was noticeably less discussion on personal relationship contexts during the interview, as participants were likely to describe their relationships in work contexts more frequently in comparison to other contexts. This may be an unintentional outcome, perhaps partly influenced by participants' prior knowledge that the interview focus was pertaining to organizational research. Tan and Chee (2005) found that Confucian-influenced societies tend to view individuals as social and relational beings whom will conduct themselves differently depending on the nature of their relationship (e.g. authority vs coworker). Thus, context is key in further understanding of the phenomenon. Future studies could potentially investigate comparisons between these relationships with more depth.

One particular observation from the interview transcripts was that participants tend to use the terms no trust, distrust and mistrust interchangeably. This made it difficult to ascertain whether there were nuances in the terms used. For some participants, though they do report that there are gradual shifts in the relationship when a transgression occurs, it is not clear whether the person moves to a state of distrust towards the other party (distrust as defined by scholars refer to the active expectation that the other party will act to the individual's detriment), though they do report that they will take protective measures after the transgression has occurred. These protective measures seem to suggest a state of vigilance, as though there is an expectation that another transgression would occur. Participants also demonstrated more willingness to consider evidence in the decision to trust or distrust others in the contexts of personal relationships in comparison to work relationships. Putting these together, it would seem that though transgressions are likely to occur in both types of relationships, distrust is more easily formed, and the practice of vigilance is more likely to be exercised with work relationships than personal relationships.

Part 2: Quantitative Study (Study 2)

A Quantitative Study of Multilevel Antecedents of Trust and Mistrust in Teams affecting Work Outcomes

Introduction

Trust is found to be a critical factor driving human behavior in both work and interpersonal interactions. Extending previous research by Mayer et al. (1995) on trustworthiness and Colquitt et al. (2007) on trust on various work outcomes the current proposed research focus on investigating: I) the concept of mistrust in relation to trust and whether the role of mistrust is similar to that of trust in affecting work outcomes; II) the mechanisms which explain relationships between trust and trustworthiness (team communication and organizational commitment as mediators); III) the antecedents of trust focusing on two levels of analysis (team environment and individual differences); and IV) if there is a difference between in-groups and out-groups on the proposed conceptual model and whether team diversity has influence on team processes. In this research, using a Malaysian sample provides the opportunity to investigate how team's cultural composition might influence the trust processes in teams. Hence, the overall goal of this research is to provide a comprehensive view on the factors (team and individual level) influencing trust and trustworthiness and the mechanisms in which the trust process affects work outcomes (see Figure 4).

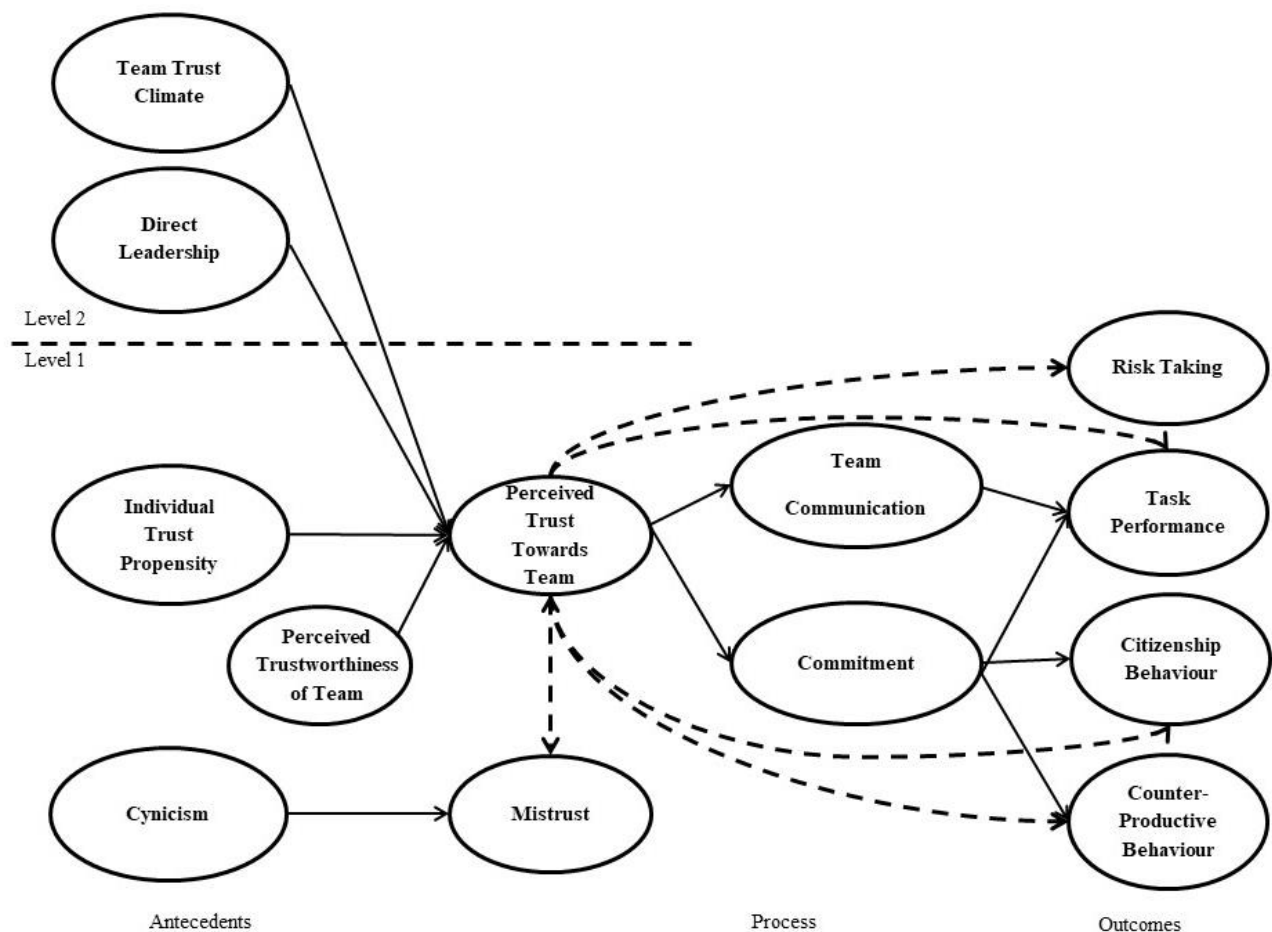


Figure 4. Comprehensive Model of Trust

Trust and Trustworthiness

Trust is an essential component of all human relationships. Trust, as defined by Colquitt et al. (2007) is a behavioral intention in which results in a positive expectancy on another party. Das and Teng (2004) defined trust as the tendency to depend on the anticipated action of the trustee, in which the trustor does not have control over. As trust involves exposing oneself to high vulnerability, evaluation of trustworthiness of the trustee is crucial. Mayer et al. (1995) proposed an integrative model of trust, whereby trustworthiness encompasses traits of the trustee such as ability, benevolence, and integrity by the trustor that may further lead to trust. First, they defined ability as a set of competencies, expertise, and attributes that have significant impact on a particular domain. Secondly, benevolent is to be kind to an individual; wanting to do well-meaning things for them without any external reinforcement. Finally, integrity refers to when the trustor perceives that the trustee abides to a set of rules or beliefs that the trustor finds agreeable. In summary, while trust is often viewed parallel to trustworthiness, researchers have drawn a clear distinction between the two (Colquitt et al., 2007). Another concept worthy of distinction from trust is mistrust.

Trust and Mistrust

Omedai and McLennan (2000, as cited in Saunders & Thornhill, 2004, p. 495) defined *mistrust* as “an unwillingness to become vulnerable”. Lewicki et al. (1998, p. 439) defined mistrust as “a fear of, a propensity to attribute sinister intentions to, and a desire to buffer oneself from the effects of another’s conduct”. Some proposed mistrust as a behavior (e.g. distortion of information, increasing controls) or a belief (a psychological state of expectation that another party will act in an unacceptable manner (Guo et al., 2017). While some use the word distrust. Distrust and mistrust are often used interchangeably, and no significant nuances were found between the two (Saunders & Thornhill, 2004). As such, this study follows suit by also using the term mistrust. Definitions aside, it is important to determine the relationship between trust and mistrust.

Some researchers maintained that mistrust is the opposite of trust (see Harrison McKnight & Chervany, 2001 for review) while some argued that it is a separated but linked dimensions (Dimoka, 2010; Lewicki et al., 1998). Lewicki et al. (1998) proposed a two-dimensional framework where a person can trust and mistrust another person at the same time. Supporting this notion, Conchie and colleagues (2011) found employees’ trust towards safety leadership was strongly influenced by the indicators of leader’s integrity and ability (strongest indicator) whilst mistrust was strongly influenced by the indicators of leader’s lack of integrity and benevolence (strongest indicator). They suggest that because ability plays a minor role in the development of mistrust as a single act of inability does not necessarily mean that the person is untrustworthy as such behavior can be displayed by both able and less able individuals. While most literature had focused on trust in organization, the idea of mistrust is less explored as it is often seen as the opposite of trust. However, there are more and more support for Lewicki et al.’s (1998) argument on the possible for the co-existence of both trust and mistrust within a single relationship (see Conchie et al., 2011; Welch, 2006). Hence, this research aims to explore the distinctiveness of mistrust from trust and its role in affecting important work outcomes.

Work Outcomes

Colquitt et al. (2007) in a meta-analysis found trust to be moderately correlated with work outcomes such as risk taking, task performance, organization citizenship behaviors, and counterproductive behaviors. These work outcomes affect the functioning of an organization.

Risk Taking. According to Mayer et al. (1995), risk taking literally means to be vulnerable where one exposes themselves to being harmed or attacked by others on an emotional or even physical level. If a relationship was to be drawn between risk taking and trust, then trust is “the willingness to be vulnerable” while risk taking is “actually becoming vulnerable” (Mayer et al., 1995). The degree of vulnerability is a reflection of how much trust is granted, whereby a higher degree of vulnerability denotes a higher level of trust.

Trust and Risk Taking. Schoorman and colleagues (2016) conducted an experiment on how willing a trustor was to be vulnerable to the trustee on veterinary doctors and their customers. The authors found that doctors tended to take bigger risks when they trusted their customer more. The study also found trust to go beyond the explained antecedents of trust (ability, benevolence, and integrity) of the trustor, suggesting that there are other factors that influence trust besides these antecedents. Das and Teng (2004) proposed that there are two types of risk: relational risk (based on intention/goodwill) and the other is performance risk (based on ability/competence). They observed that in risk taking and trust, when the risk has to do with relational risk, trust will be granted when there is perception of trustee’s goodwill while for performance risk, the perception of trustee’s competence plays a role.

In a study of risk and investment, Hauff (2014) found that higher trust leads to more risk taking behavior compared to lower trust. Specifically, individuals who are more trusting towards the pension system take more risks by investing more in the pension investment system. Taking risk do not rely solely on general trust. Rather, individuals are more prone to taking risk only if they trust the trustee in the specific matter. For example, the same study found that rather than general trust, skills, and abilities of the government, individuals are more likely to take risk by investing in the pension system if they trust their government to prioritize the elderly in the country (Hauff, 2014).

Task Performance. Task performance is described as a set of actions that has a direct impact on the accomplishment of a given task (Rapp, Bachrach, & Rapp, 2013) or the act of investing or constraining one’s effort to perform efficiently, cautiously, speedily, and productively in order to accomplish a task successfully (DeWall, Baumeister, Mead, & Vohs, 2011).

Trust and Task Performance. Past research has found trust in leadership facilitates performance quality and quantity (Burke et al., 2007; Davis, Schoorman, Mayer, & Tan, 2000; Dirks, 2000). While trust in leadership is important for task performance, trust among team members is equally important for team to perform. Mach, Dolan, and Tzafrir (2010) found that trust among team members of professional athletes was positively related to team performance. Teams performance was better (based on the number of games they won) with a higher level of trust among team members. Similarly, Erdem, Ozen, and Atsan (2003) examined how trust in work teams is related to team performance. They found that when trust increased, team performance increased. However, the authors concluded that while replication of results were consistent with previous research, the mechanisms for these two processes are less understood.

Brown, Gray, McHardy, and Taylor (2015) found that work performance increase when there is higher level of trust between employees and their managers as well as the workplace compared to when the trust is low. In a meta-analysis on trust and team performance, De Jong, Dirks, and Gillespie (2016) found that trust in team significantly positively predicted team performance. This relationship is influenced by task interdependence (reliance on each other for resources and input (Wageman, 1995) in the team. When task interdependence is high, there is a stronger relationship between team trust and team performance compared to lower task interdependence. When team members work together more often, interactions between the team members becomes important in successfully completing the team goals thus having the team's performance will be more strongly influenced by the amount of trust in the team (De Jong et al., 2016).

Organizational Citizenship Behavior (OCB). Organizational citizenship behavior refers to the efforts of organizational members to “advance or promote the work organization, its image and its goals” (Riggio, 2007, p. 239). These behaviors include helping behavior, organizational compliance, individual initiative, organizational loyalty, civic virtue, and self-development have found to promote the effectiveness and efficiency of the organizational functioning (Organ, Podsakoff, & MacKenzie, 2006). OCB can be considered as general OCB or by whom the behaviors are targeted. Smith, Organ, and Near (1983) found that OCB behaviors are either towards the organization or specific individuals, hence, they separated OCB into OCB-organization and OCB- individual.

Trust and OCB. Deluga (1995) conducted a study on understanding how OCB can be generated based on establishment of trust in supervisor and found a relation between subordinate OCB and supervisor behaviors that may elicit interpersonal trust. Specifically, when employees perceive a trusting interpersonal relationship whereby (i) agreements are diligently followed, (ii) employees are dealt with honesty (integrity), and (iii) supervisor listen, employees may seem more willing to exceed formal job requirements mainly due to their desire to reciprocate the fair treatment they received from the supervisors. Moreover, when employees believed that their efforts are genuinely appreciated, they may be less likely to complain about trivial matters and may be more inclined to engage in discretionary behaviors that go beyond their job requirement.

Dirks and Ferrin (2002) also found significant relationship between trust and each type of organizational citizenship behavior in a meta-analytic study. An exploratory study on co-workers' trust and performance among bank employees and business students (Dirks & Skarlicki, 2009) found that co-workers are more willing to share their performance-related resources with co-workers who are more trustworthy. Most studies had explored individual level trust and less attention were given on the impact of team trust at an individual level on citizenship behavior (Fulmer & Gelfand, 2012). We believe that similar relationship between trust and OCB will also apply to trust within teams.

Counterproductive Work Behavior (CWB). Rotundo and Xie (2008) defined CWB as a set of behavior that “detracts from the goals of the organization by harming the well-being of co-workers or the organization” (p. 858). Whilst, Aquino and Douglas (2003 as cited in Thau, Crossley, Bennett, & Sczesny, 2007, p.1157) defined it as actions that demonstrate a lack of concern for the needs and interests of either the organization and/or its members. Examples include absenteeism, theft and fraud, production deviance, spreading of rumours, and workplaces aggression which can be directed interpersonally or organizationally. CWB can also be an emotion-based response to stressful organizational conditions. These behaviors are harmful to the organization by directly affecting its functioning or property, or by hurting

employees in a way that will reduce their effectiveness. In short, CWB is a deliberate, harmful, and norm-violating set of behavior in which organizational members engage in that can potentially damage the organization and/or its members. Similar to OCB, CWB has also been found that deviant behaviors can have different targets. Based on that, Bennett and Robinson (2000) separated the CWB scale into two dimensions: CWB- organization (deviant behaviors towards organization) and CWB-individual/personal (deviant behaviors towards individuals such as coworkers). Fox, Spector, and Miles (2001) found that conflict had negative relationship with negative emotions, organizational CWB and personal CWB. Organizational stressors (such as constraints and injustice) were more closely associated with organizational than personal types of CWB, and interpersonal conflict was more closely associated with personal than organizational CWB.

Trust and CWB. Ran and Wang (2010) found a strong negative relationship between trust in co-worker and CWBs directed at co-worker where higher trust in co-worker minimized CWBs directed at co-worker. Similar relationship was found for supervisor. Stanton and Weiss (2003) found excessive monitoring, surveillance and organisation policies undermines trust between managers and subordinates. Jensen and Raver (2012) with similar findings concluded that such behaviors may lead employees to believe that the organization does not or have low trust towards them. This in return would cause employees to engage in CWBs as the relationship is no longer rewarding or beneficial towards the employees. Studies by Thau et al. (2007) and Nambudiri (2012) found indirect relationship between trust and CWBs. They found commitment to be the mechanism that connects trust and CWBs [see mediating variables section]. Again, less attention is given on the impact of team trust at an individual level on CWB, hence, this study focuses on the relationship between trust and CWB within teams.

While many of the above research had found trust to affect work outcomes, it is still unclear the mechanisms by which this process occurs especially in team settings. This study will explore the possible mechanisms to explain these relationships to and provide depth to the current findings.

Mediating Variables

Team Communication. Organizational communication, as defined by Keyton (2005, as cited in van Vuuren, de Jong, & Seydel, 2007, p. 117), is “a complex and continuous process through which organizational members create, maintain, and change the organization”. Communication is the conveyance of information to another party through a medium such as writing or speaking which leads to a response from the other party (Cherry, 1957 as cited in Giffin, 1967). As such, team communication is then the sharing and exchanges of information among team members in order to complete assigned tasks, team goals and objectives.

Trust, Organizational Communication, and Task performance. Casimir, Lee, and Loon, (2012) found that when relationships are characterized by high levels of trust facilitates open communication between co-workers one would feel less exposed to being taken advantage of by the other party because individuals in these relationships have the confidence that their co-workers would act in a manner that is fair, reliable, and ethical which in return nurtures risk-taking behaviors, encourages cooperation, and decreases the level of perceived uncertainty.

Troth and colleagues (2012) contended that communication is an essential component in order to ensure that a team function well. In their experimental study, communication performance was found to be directly related to task performance with better communication or

emotional skills enhancing team performance. According to Zand (1972), when teams have low trust for each other, and when communication is poor, especially where sharing of information is concerned, then the team is less efficient and less successful in solving a problem because unnecessary time is devoted to issues unrelated to the assigned task. As explained by the Social Exchange Theory where there is open communication, leaders and subordinates are able to communicate their concerns as well as expectations to each other, facilitating greater trust towards each other, and therefore opens up knowledge sharing which promotes task performance (Burke et al., 2007; Levin, Whitener, & Cross, 2006). Zhang and Venkatesh (2013) conducted a study on communication networks and job performance and found support for the model that there is an interacting and influencing effect between workplace communication and job performance.

Moreover, Cheung, Yiu, and Lam (2013) found partial mediation which indicated that trust affects communication and therefore influences project performance. Specifically, one aspect of communication – effectiveness of information flow – was found to be a versatile mediator to the trust-project performance relationship. Trust enhances amount and quality of information flow, thereby task can be completed on time with quality whilst maintaining cost effectiveness.

While some studies found trust to be the mediator of communication and performance, these studies use distributed and newly formed teams (Altschuller & Benbunan-Fich, 2010; Sarker, Ahuja, Sarker, & Kirkeby, 2011). The current study will focus on non-distributed teams with team members who had worked for a period of months; hence, some form of trust has already been established. Therefore, communication would be a suitable mediator between trust and task performance.

Organizational Commitment. Seen as the degree of attachment employees have towards their organization, organization commitment is often conceptualized as a three-component framework – affective, continuance, and normative (Meyer & Allen, 1991). Affective commitment is referred to as the degree of emotional attachment, identification, and involvement an employee has with the organization. Continuance commitment, on the other hand, is referred to the degree of awareness an employee has towards the costs associated with leaving the organization. Lastly, normative commitment is the obligatory feeling to continue with the organization. Research has found affective commitment is the most valued behavior (Zayas-Ortiz, Rosario, Marquez, & Gruñeiro, 2015).

Trust, Organizational Commitment, and Task Performance. An exploratory study by Costa (2003) found that trust was strongly related with organizational commitment. Specifically, it was observed that levels of affective commitment tend to decrease when trust in work teams is low, whilst continuance commitment tends to increase. Bussing (2002) found that the higher the degree of trust in supervisor and organization, the higher an employee identifies with his or her organization (affective commitment), the more likely the employee will stay with the organization (normative commitment). Chen and Indartono (2011) also found similar results in various industries.

Togna (2014) explained that when employees personify organizational actions as the organization's commitment towards them, they will feel obligated to reciprocate this gesture by increasing their level of commitment towards the organization and thus, employees' trust toward the organization increases. For this to happen, a certain level of trust must be present between both parties. Additionally, organizations that nurture high levels of trust within their organization will usually respond with actions that reflect the same level of commitment. In addition, Hopkins

and Weathington (2006) found that the acceptance and integration of organizational values and goals as employees' own increases the likelihood of employees remaining even when the company is downsizing.

In Riedel, Nebeker, and Cooper (1988) and McGlashan, Wright, and McCormick (1995), goal commitment was found to be a fundamental factor that influences performance of employees. Further support for organizational commitment and job performance has also been reported whereby affective commitment was found to be positively related to the performance of employees in an East Asian setting (O. F. Lee, Tan, & Javalgi, 2010). Bakiev (2013) found not only interpersonal trust affects both organizational commitment and organizational performance but organizational commitment partially mediated the relationship between interpersonal trust and organizational performance. Kaplan and Kaplan (2018) studied a group of 329 employees in the finance industry and found that only affective commitment significantly predicts work performance. The researchers argued the possibility of culture and work industry in influencing the result and recommended future studies to compare results from various industries.

Trust, Organizational Commitment, and OCB. While research had investigated the relationship between trust and organizational commitment and organization commitment to OCB, there is a lack of research investigating the possibility of organizational commitment as the mediator between trust and OCB. Sjahruddin and colleagues (2013) looked at organizational justice, organizational commitment, and trust in manager and how this in turn affects organizational citizenship behavior (OCB) among nurses. They found that when there was higher trust in managers and higher organizational commitment, then employees tended to have a higher engagement in OCB. The authors also found trust in manager and organizational commitment as mediators between organizational justice and citizenship behavior. The current study will test the role of organizational commitment as the mechanism of team trust and OCB.

Zayas-Ortiz et al. (2015) found a positive correlation between the organizational commitment and the indicators of organizational citizenship behavior and civic virtue, courtesy and altruism dimensions shown by the employees. The dimensions of affective and moral commitment had the strongest correlation with the civic virtue dimension of organizational citizenship.

Trust, Organizational Commitment, and CWB. Thau et al. (2007) found that the relationship between trust in (i) management, (ii) supervisor, and (iii) organization and CWB is mediated by employees' attachment towards the organization and co-workers. Researchers explained that trusting individuals may be more satisfied with their colleagues and organization, more committed and willing to remain in these relationships, therefore, more willing to engage in behaviors that promote maintenance and to refrain from behaviors that hurt the relationship.

Similarly, Demir's (2011) study analysed the influence of organizational justice, trust and commitment on organizational deviant behavior of hotel employees. Organizational trust was found to be positively correlated with all three components of commitment, however, negatively correlated with CWBs. Thus, this illustrates the importance of trust in motivating and providing support to employees because it increases commitment while decreasing CWBs. Researcher explained that the mere act of trusting employees, managers have demonstrated their willingness to support them, as a member of the organization. This may in return, increase their motivation to remain and commit towards the organization, whilst decreases employees' engagement in deviant behaviors.

With this, in addition to exploring trust and trustworthiness and work outcomes, this study aims to investigate the mechanisms that mediate these relationships by including team communication and team commitment into the conceptualized model.

Antecedents of Trust

Team Level. There is an increasing trend of studies that incorporate influences of higher level factors on individual outcomes in organizational studies (Aguinis, Pierce, Bosco, & Muslin, 2009). This exploration is important as individuals do not work in silos but often are embedded in teams which are embedded within the organization. With increasing use of teams for complex challenges and globalization, the level of embeddedness becomes more complex. Shockley-Zalabak, Ellis, and Cesaria (2000) viewed trust from organization (higher level) as providing the guidelines on how one views competency, openness, honesty, reliability, goals, norms and values. Within the intra-organizational trust, research can look at the relationship between the leader and the employees while some look at trust within the work group (Dirks, 1999). Hence, individual level trust is embedded in team trust climate and leadership. Thus, two concepts are being explored here.

Team Trust Climate. Butler (1999) defined trust climate as one's willingness to take risks without fear of reprisal or other forms of punishment. A trusting climate enables the trustor to risk making simple agreements without having the need to resort to monitoring, a behavior that is observed among untrustworthy individuals (Butler, 1999). In order to increase the trust level within the organization and among employees, Adams and Wiswell (2007) emphasized the multidimensional nature of trust whereby trust can be looked from a higher dimension as a climate in influencing the employees' behavior. Similarly Straiter (2005) explore this relationship as dual nature of trust which include personal and system trust (social system set within the team or the organization). Smith and colleagues (1995) once stated that 'the study of trust and its impact on cooperative relationships at all levels may be a particularly fruitful area of future research.' While the Trust Model by Mayer et al. (1995) delves mostly on individual level, and many studies revolves around individual level and trust between organizations (Dirks, 1999; Zaheer, McEvily, & Perrone, 1998), it lacked the wider contextual influence from higher levels. Thus, this study incorporates the higher level of organizational trust climate influence on the Trust Model as an antecedent to trust.

Social information processing theory helps explain relationships between trust climate and individual outcomes. Individuals develop attitudes with information that is made available to them. For example, the individual's social environment provides cues that are used to construct and interpret events, and to gauge appropriate attitudes and perceptions to have. Employees are likely to follow other employees (instead of managers) to form impressions of their workplace. A lack of trust in management may make things more ambiguous and unpredictable, leading to negative job-related consequences (Jiang & Probst, 2015). Jiang and Probst (2015) found significant relationships between individual-level trust in management and job satisfaction, affective commitment, turnover intentions, job security, motivation to provide service, work engagement, and burnout. Individuals in units with high trust climate reported more positive job-related outcomes and less negative outcomes than would have been expected based on their individual trust alone, supporting the main effect of trust climate.

Direct Leadership on Trust. Webber (2002) stated the importance of looking at leadership from the team level, knowing that leaders often set the pace to the values and the expectation to trust each other. Webber's (2002) review on cross-functional team success

highlighted that team leaders who were able to build positive relationships with other teams or project leaders, were able to gain important information regarding the competing priorities of team members. With this information, the leader is able to facilitate a positive view of the project team among followers and create an avenue for the potential sharing of vital information and resources among teams. This in turn increases or leads to team trust. In this sense, leaders provide the guidance in which trust is established and practiced in teams. A meta-analysis by Whitener and colleagues (1998) found when supervisors are willing to share and delegate control to employees, trust is further established as these supervisors' behavior is seen as rewards. In addition to influencing trust (Starnes, Truhon, & McCarthy, 2009), trust in direct leadership is significantly related to job performance, altruism, job satisfaction and decision making (Dirks & Ferrin, 2002). As past research has focused more on direct leadership while little information is available on the impact of leadership (on a higher level) and trust (on individuals in team) (Butler & Cantrell, 1984; Dionne, Yammarino, Atwater, & Spangler, 2004; Webber, 2002; Wei & Morgan, 2004).

According to Shen and Chen (2007), a team's effectiveness is largely dependent on the team leader's leadership. Burke et al. (2007) explained when trust is present, then employees would be more willing to carry out the strategies and trust set out by the leader and to suspend their doubts and questions and work towards a common team goal, thus affecting organization performance. Yasir, Imran, Irshad, Mohamad, & Khan (2016) found different leadership styles to affect employees' trust. They found a positive relationship for transformational leadership; no significant relationship for transactional leadership; and a negative relationship for Laissez-faire leadership. Without both trust climate and transformational leadership, the team and the team members would not be able to have a clear direction and to be focused (Marquardt & Horvath, 2001; Zaccaro & Marks, 1999), reiterating the importance of including both factors in the conceptual model.

Individual Differences Level. Apart from looking at upper level influence on trust, personality also plays a role in the level of trust. One of which that will be explored in this study is the individual's trust propensity and cynicism.

Trust Propensity. Individuals in general have different levels of trustworthiness for others and they are fairly stable across time from childhood through adulthood (Rotter, 1967). Mayer et al. (1995) conceptualised this as trust propensity, a trait that is stable within-party factor which influences the degree of trust that a trustor will have towards one trustee without any prior information or history of exchanges being available. Islamoglu and Börü (2005) found trust judgments of the trustor were influenced by the trustor's personal propensity to trust when information evaluating trust is lacking. Moreover, Gill et al. (2005) also found trust propensity to predict intention to trust when information of trustee's trustworthiness is ambiguous. Recent studies on trust propensity in trustor-trustee dyad relationship found trust propensity predicts trust (Jones & Shah, 2016) while Alarcon et al. (2018) found perceived trustworthiness and trust propensity significantly predicted trust intentions such as the willingness to be vulnerable. Those who have higher trust propensity tend to believe that they may not be exploited by others which makes them more willing to trust others. These studies showed that individual differences such as trust propensity play an important role in evaluation of trustworthiness particularly during the early stage of a relationship (Alarcon et al., 2018; Jones & Shah, 2016) when the assessment whether to trust a trustee is being done by the trustor. This is particularly when the trustor has little to no information about the trustee during the early stage of interaction (Alarcon, Lyons, & Christensen, 2016). The importance of trust propensity decreased as the trustor know more about the trustee.

Cynicism. Cartwright and Holmes (2006) stated the cynicism in employees play an increasing important role in the study of trust. While the nature of individual trust arises from trust propensity (Mayer et al., 1995), the nature of mistrust within an individual is still unclear. According to Andersson and Bateman's (1997) study, cynicism is a general and specific attitude, characterized by frustration and disillusionment as well as negative feelings toward and distrust of a person, group, ideology, social convention, or institution. Bang and Reio (2017) found a direct negative effect of cynicism on task performance, but not contextual performance or prosocial behavior. By developing a cynical coping strategy in response to being emotionally exhausted and professionally inefficacious, it functioned as a protective mechanism to support increased, rather than reduced job performance and prosocial behavior. The above studies mostly investigated cynicism as an individual difference or examined cynicism as organizational concept. The current study aims to integrate cynicism to mistrust in the workplace.

The study aims to extend on existing model of trust by Mayer et al. (1995) by including the antecedents of trust and trustworthiness on two levels, the team and leadership environment, individual trust propensity and cynicism. This would extend our understanding of trust that is embedded in the teams.

Ingroup-Outgroup

Trust and trustworthiness are likely to depend on social utility. Increased perceived closeness positively affects cooperative behavior such as trust, reciprocity and altruism (Riyanto & Jonathan, 2018). Individuals are likely to show more trust and trustworthiness towards closer friends than strangers. The notion of in-group and out-group classification has important impact on trust. In-groups are individuals with a history of shared experiences, and anticipated future that produce a sense of intimacy, familiarity, and trust whereas out-groups are individuals with less of or without these qualities. Individuals have high tendency to trust others whom they perceived to be similar to them (i.e., cultural background, work values, ethnicity, etc.) (Foddy, Platow, & Yamagishi, 2009; Nishishiba & Ritchie, 2000). Hence, it is important to investigate the degree team members considers themselves to be in-group or outgroup and how this impacts the relationship of trust and its outcomes.

Casimir, Waldman, Bartram, and Yang (2006) suggest that collectivistic individuals were more likely to favor a in-group as compared to out-group where trust is concerned. Yuki and colleagues (2005) examined the cross-cultural differences in relationship and group-based trust using hypothetical situations to measure one's reported trust. Participants consisting of East Asians and Americans were divided into in-group, out-group, or potential relationship group. They found that East Asians were significantly less likely to trust unknown in-group members as compared to the Americans. Additionally, they were more likely to report a higher level of trust for individuals with a prospective relationship as compared to out-group members. In addition, Zhang (2007) whom conducted a study on Americans and Chinese with regard to partners and trust perception found that when no personal relationships are involved, the Americans tended to have a higher level of trust as compared to the Chinese and were also more likely to view their temporary partner in the experiment as in-group as compared to the Chinese who viewed their partners as out-group due to the lack of long-term relationships.

Recent research by Lin and colleagues (2013) was unable to find collectivistic preference for trustworthiness of benevolence in an experimental study. The researchers speculated that the absence of in-group-outgroup information may lessen the effect of national

differences of benevolence trustworthiness on trust. They had suggested future research using population from collectivistic nations should include affiliation to in-group-out-group.

With the possible differences in in-group and out-group perception, the fourth aim in this study will test whether the proposed conceptual model will be different those who perceived self to be in-group against those who perceived self to be out-group.

Team's Cultural Composition

Besides identification of team in regard to in-group and out-group, another factor that can influence team functioning is the team composition. Team composition or team diversity can differ in terms of their diversity in knowledge and skills, personalities, gender, race, etc. Garrison, Wakefield, Xu, and Kim (2010) examined the relationships between team member diversity, trust, cohesion, and individual performance of undergraduate students from the U.S., South Korea, and the United Arab Emirates. Diversity was found to have a direct negative influence on individual performance and was also found to have contributed to a break-down in trust. Researchers explained that when members develop doubts over one another's abilities, they are more likely to be distracted from tasks and exhibits low level of commitment towards the project. Trust provides an avenue for people to openly contribute their ideas and from there create more ideas. Therefore, without such openness, avoidance behaviors may increase and generate more anxiety and animosity which decreases the level of collaboration regarding work. Additionally, when energy to achieve team objectives is diverted away, the formation of negative attitudes and emotions may hinder team momentum and individual performance, hence, affecting the overall quality of team decision making, team performance, and satisfaction.

Based on the research mentioned above, team's composition/diversity seems to impact team performances. The research setting in Malaysia provides an opportunity to study cultural diversity in teams. The population in Malaysia is heterogeneous in its race compositions with three major races: Malay, Chinese, and Indian; hence, team's cultural compositions (mixed cultural teams vs homogenous cultural teams) can be investigated in its natural setting. This opportunity is rare in places where population is considered ethnically homogenous, making this proposed research an important contribution to the field of team research for the use of multinational team collaboration. In order to examine this, a comparison of the model will also be tested on based on different team's cultural compositions.

Method

Research Design

The research adopted a survey design where individual in teams responded to survey question regarding their individual, team, and organizational functioning. Various measures were used to measure the concepts in the proposed model.

Participants

The current study adopted purposive sampling for recruitment of employees who currently working in a team in Malaysia from a variety of organizations. Research assistants (RA) approached organizations who were interested to participate in the study and upon receiving written approval from the organizations, the RAs distributed the questionnaire to the employees. The questionnaire can be completed online or through hardcopy. To be considered eligible for the study, the participants needed to be: (i) at least 18-year-old (ii) currently living and working in Malaysia (iii) has been working in the current team for at least three months.

The mean length of working experience in the current organization was 4.70 years ($SD = 5.18$). In total, 364 employees working at various private sectors in Malaysia participated in the study. There were 76 teams with at least three members that participated in this study. After data cleaning, only 343 employees (66 teams) remained in the study with team size ranging from 3 to 14 (Average team size = 5.20). Twenty-one participants were excluded from the study for submitting careless responses. Careless response is determined using the survey completion time and response patterns (Meade & Craig, 2012).

Table 17. Demographic information of the participants (N=364)

| | Frequency | Percentage | <i>M</i> | <i>SD</i> |
|--------------------|-----------|------------|----------|-----------|
| Sex | | | | |
| Male | 197 | 58.5 | | |
| Female | 140 | 41.5 | | |
| Age | | | 31.62 | 7.70 |
| 20-25 years | 74 | 23.3 | | |
| 26-30 years | 99 | 31.2 | | |
| 31-35 years | 59 | 18.6 | | |
| 36-40 years | 47 | 14.8 | | |
| 41-45 years | 21 | 10.4 | | |
| 46-50 years | 10 | 3.2 | | |
| 51-55 years | 5 | 1.6 | | |
| 60 years and above | 2 | 0.6 | | |
| Race | | | | |
| Malay | 182 | 53.8 | | |
| Chinese | 77 | 22.8 | | |
| Indian | 17 | 5.0 | | |
| Others | 62 | 18.3 | | |

| | Frequency | Percentage | <i>M</i> | <i>SD</i> |
|--|-----------|------------|----------|-----------|
| Marital Status | | | | |
| Single | 163 | 49.1 | | |
| Married | 162 | 48.8 | | |
| Divorced | 7 | 2.1 | | |
| Nationality | | | | |
| Malaysian | 329 | 97.1 | | |
| Non-Malaysian | 10 | 2.9 | | |
| Highest Educational Attainment | | | | |
| Primary school | 19 | 5.7 | | |
| Secondary school | 38 | 11.5 | | |
| Pre-University | | | | |
| Diploma/Certificate/Equivalent | 72 | 21.8 | | |
| Bachelor degree/Equivalent | 173 | 52.3 | | |
| Postgraduate degree (Master/PhD.) | 29 | 8.8 | | |
| Job Level | | | | |
| Entry level | 151 | 49.2 | | |
| Professional level and first level management | 122 | 39.7 | | |
| Mid-level management | 20 | 6.5 | | |
| Executive and senior level management | 14 | 4.6 | | |
| Salary | | | | |
| RM1,000 and below | 19 | 5.8 | | |
| RM1,001 - RM5,000 | 238 | 72.3 | | |
| RM5,001 - RM10,000 | 62 | 18.8 | | |
| RM10,001 - RM15,000 | 9 | 2.7 | | |
| RM15,001 - RM20,000 | 1 | 0.3 | | |
| Work Experience (year) | | | 8.93 | 7.68 |
| Work Experience at Current Company (year) | | | 4.70 | 5.18 |
| Weekly Working Hour | | | 46.20 | 21.68 |
| Distance from Home to Work (KM) | | | 26.58 | 65.57 |
| Travelling Time from Home to Work (min) | | | 43.69 | 96.05 |

Measures

The measures below for the quantitative research will be translated to two other languages: Malay language and Chinese language. Participants may answer the questionnaires in the language of their choice. Brislin's (1970) method of back translation will be used for translation of measurements.

Team Trust Climate. The team trust climate measured the trust values at the workplace using the two indexes (mutual trust between employees and trust regarding management) from

the second version of the Copenhagen Psychosocial Questionnaire (COPSOQ II) (Pejtersen, Kristensen, Borg, & Bjorner, 2010).. The former index consisted of three items while the latter index consisted of four items. In the current study, the items in these two indexes were modified to reflect team members' evaluations of the overall trust climate at workplaces; the wording 'employees' was replaced with 'you' and 'management' was substituted with 'your team.' The Cronbach alpha for the team trust climate was .77. Each item was measured on a 5-point Likert scale with 1 = To a very small extent to 5 = To a very large extent. Two items from the mutual trust between employees' index and one item from the trust regarding management index were reversed coded (See Appendix I). Items were averaged and higher score indicated a higher nature of trust climate in the team.

Team Leadership. Team leadership was measured using the Leadership-Member Exchange scale (LMX-7) developed by Graen and Uhl-Bien (1995). The scale consisted of three factors – namely mutual respect, trust, and obligations, however, it can be analyzed as a single structure scale (Graen & Uhl-Bien, 1995). This self-report scale has seven items that measure the quality of the leader-member working relationship in the team, as perceived by the team members. Each item on the scale was rated on a five-point Likert scale with varying rating standards (refer to the Appendix J for how each item is rated). The scores were averaged and the higher the score, the closer the relationship between the leader and team member. LMX-7 has been demonstrated to be especially useful in organizations with hierarchical structures than organizations with flat structures. The Cronbach alpha for the team leadership was .90.

Individual Trust Propensity. The 6-item Yamagishi and Yamagishi's (1994) General Trust Scale, GTS was used to measure individual differences in trust propensity. It was rated along a 5-point strength of agreement scale from 1 (strongly disagree) to 5 (strongly agree), with scores averaged to form the generalized trust scores (refer to the Appendix K). The scale has acceptable internal reliability (i.e., ranged from .70 to .78) in addition to successfully predicting individual's behavior in trust situations, demonstrating predictive validity (Yamagishi & Yamagishi, 1994). In the current study, the internal reliability was high, .83.

Cynicism. Cynicism measure was adopted from Social Cynicism Scale (Leung & Bond, 2004). This scale consists of 4 items measured on a Likert scale of 1 (strongly disbelieve) to 5 (strongly believe). The scores were averaged whereby higher score indicates higher cynicism. Examples of items in this scale are "Powerful people tend to exploit others" and "Kind-hearted people usually suffer losses" (refer to Appendix L). Cronbach's alpha for this scale was .85.

Perceived Trustworthiness Towards Team. Mayer and Davis's (1999) scale was modified to measure perception of respondents towards each trustworthiness characteristics of the team: ability, benevolence, and integrity. There were 17 items measuring three subscales where respondents were required to reason their degree of agreement from 1 (strongly disagree) to 7 (strongly agree). Current study reported high internal reliability for two trustworthiness factors; Ability, .91 and Benevolence, .86, while Integrity reported average internal reliability of .61. Items were modified to reflect individual's team evaluation (refer to Appendix M).

Trust Instrument. Mayer and Gavin's (2005) 10-item trust instrument was used to measure overall respondents' willingness to trust the team. The trust instrument was rated on a 7-point Likert scale, ranging from 1 (strongly disagree) to 7 (strongly agree). Trust instrument score is obtained by averaging up all items, with higher scores indicating higher trust relationship perceived by the respondents. Mayer and Gavin (2005) reported the scale's internal reliability to be acceptable ($\alpha = .81$) and our study reported lower internal reliability (.65). Items were modified to reflect individual's team evaluation (refer to Appendix N).

Mistrust. The 13 item Organizational Cynicism questionnaire with three subdimensions by Brandes, Dharwadkar, and Dean (1999) was adopted. As the items in the scale asked about organization, the questions were rephrased by replacing 'organization' to 'team' as the current study looked at team and leader as the direct influencer rather than the organization (refer to Appendix O). Accordingly, dimension of cognition items was comprised of 5 questions, with affect subscale has four questions and behavior subscale has five questions. There were 13 items in total for the scale on a 5- point Likert scale. Mistrust score is obtained by averaging all items, with higher scores indicating higher perceived mistrust towards the team. The internal reliability was high, .90.

Team Communication. Schulz, Israel, and Lantz's (2003) group processes which measure participation, communication, influence, trust, cohesion, group empowerment, and collaborative work of effective groups. Only the communication section was used in this study (refer to Appendix P). It consists of eight items on a Likert scale of 1-5 (Never to Always). The overall survey has a Cronbach alpha of .87.

Team Commitment. TCM Employee Commitment Survey (Meyer, Allen, & Smith, 1993) measures three types of organization commitment: Affective commitment, normative commitment and continuance commitment was adapted to a team context. The scale has 18-items rated on a 7-point scale ranging from Strongly Disagree to Strongly Agree (refer to Appendix Q). Scores within each scale were averaged, yielding three commitment scores for each participant. Extensive research supports the reliability and validity of the survey (see Allen & Meyer, 1996, 2000). The internal reliability was .83.

Risk Taking Behavior. The 5-item Employee Perceived Risk-Taking Climate questionnaire was adopted from (Llopis, García-Granero, Fernández-Mesa, & Alegre-Vidal, 2013) with a Likert scale ranging from 1-7 (Strongly disagree to strongly agree). The questionnaire was rephrased to indicate the measurement on individual level, e.g. 'Initiative often receives a favorable response here, so people feel encouraged to generate new ideas' to Initiative often receives a favorable response here, so I always generate new ideas' (refer to Appendix R). The Cronbach's alpha reported was .77.

Task Performance. Job performance was measured using a self-report, 6-item on a 5-point Likert-type scale adapted from Hochwarter, Witt, Treadway, and Ferris (2006). The questionnaire has acceptable internal consistency ranging from .85 to .88 for two different samples (Hochwarter et al., 2006). The current study reported a Cronbach's alpha of .83. The scale employed a simple averaging procedure to get the average score of a respondent's job performance (refer to Appendix S).

Organizational Citizenship Behavior (OCB). Organizational Citizenship Behavior scale (Lee & Allen, 2002) measures a special type of work behavior such as individual behaviors that are beneficial to the organization, not directly or explicitly described in the formal job descriptions. Sixteen items measure OCB rated on a 7-point Likert scale (1 = Never to 7 = Always). This scale had two subscales, which are OCBO (measuring OCBs directed at the organization) and OCBI (measuring OCBs directed at individuals in the organization). High scores demonstrated higher performance of OCBs in the workplace. The internal reliability was high, .92 (refer to Appendix T).

Counterproductive Work Behavior (CWB). Interpersonal and Organizational Deviance Scale (Bennett & Robinson, 2000) measures a special type of work behavior such as individual behaviors that are dysfunctional to the organization and its employees and violate

organizational norms. Nineteen items measure CWB rated on a 7-point Likert scale (1 = Never to 7 = Daily) with two subscales: organizational deviant behaviors scale (12 items) and interpersonal deviant behaviors scale (7 items). Higher scores reflect increased deviant behaviors at work. The internal reliability was high, .88 (refer to Appendix U).

Ingroup-Outgroup. The Overlap of Self, Ingroup, and Outgroup, OSIO (Schubert & Otten, 2002) was used to measure a person's perception of being in an in-group or out-group. This scale uses graphical items to measure the relation between self and groups (refer to Appendix V). It consists of three graphical items measuring overlap of in-group and out-group, inclusion of self in the in-group, and inclusion of self in the out-group.

Team Cultural Composition. Each participant was asked to identify his or her ethnicity background as part of collecting demographic data of the participant. The researcher used this available individual data to categorize each team into different categories of team's cultural compositions (i.e. mixed cultural teams vs. homogenous cultural teams). If there is a short of homogenous teams to allow for analysis, categorization was based on degree of mixed cultural individual in the teams (i.e. highly mixed cultural team vs lower mixed cultural team).

Procedure

Before recruitment of the participants, this research had obtained human subject ethics approval from the Sunway University Research Ethics Committee (2015/020) and AF HRPO (FOS20160017H). Permission of the organizations were sought before teams were recruited.

Recruitment Strategy:

Participants were recruited by directly engaging directly with the organizations and through social media groups. For the first method, invitation for participation were sent to organizations. Interested teams or organizations were to contact the researchers as indicated in the letter. Calls were also made to follow up on the invitation letter. For the second method, announcement for recruitment for participants were made on social media groups, e.g. Human Resource Special Interest Group. Participation is voluntary and those who are interested were to contact the researcher via e-mail provided in the announcement.

Data Collection:

Upon agreement to participate, the researcher(s) met up with or call the team leader and discuss how to distribute the questionnaire. Team leaders were given a verbal/e-mail script to communicate to the team members about the research or when allowed, researchers directly communicated to the participants about the study. Two methods of data collection were used: Online data collection and Paper-and-pencil copy data collection.

Online data collection using Qualtrics allowed for creation of an individual link for each team. The links were either sent through team leaders or directly to individuals in the team. Participants accessing the link will first be presented with the participant information sheet (Appendix H) follow by the study materials (See Appendix I to Appendix V). Reminders to complete the survey were sent biweekly.

When permitted by organizations, the researchers proceeded with on-site data collection using paper-and-pencil data collection. On-site data collections were conducted in a quiet room

where employees could walk-in to complete the survey on their own convenient time. Each participant was given a package of material relating to this research in an envelope. Each package is identified through a code, consisting of an organization code, a team code and a participant code, e.g. 010203, where the first two numbers, '01' represents the organization, the next two numbers, '02' represents the team, and the last two numbers, '03' represents the participant. The code was also placed on the first page of the questionnaire. All envelopes will look the same and will not contain any identifying information. In addition, they were given study information sheet (Appendix G) to be informed about this study, and participant information sheet (Appendix H). Upon completing, the employees returned the questionnaire in the envelope to the researchers.

Besides on-site data collection, data collection was also conducted with the help of the team leader. The set of questionnaires in individual envelope were given to the team leader to be distributed to his or her team members. The collection of the completed surveys, however, were not through the team leader to maintain confidentiality. Upon the set date for participating in the study, the participant will be instructed to place the questionnaire in the designated envelop and have it sealed before dropping it in the 'drop box' in their place of work, whether they choose to participate or not in the study. This is to ensure the team leader and team members will not be able to identify who had or had not participated in the study. The researcher picked up the 'drop box' after a pre-determined date.

Analysis Strategy

Prior to undertaking multilevel analyses using hierarchical linear modelling (HLM) software, we ran analyses to see if team level variables (i.e., level 2 variables) possessed group-level properties, and whether they could be aggregated as group-level variables. They are team trust climate and direct leadership. Group-level properties are present if a shared perception exists between group members and the team level variables have influence on individual-level variables (Kozlowski, 2012). Overall, the $r(WG)(J)$ (index of agreement) values for team trust climate and direct leadership were .89 and .92 respectively, indicating a high level of within-group agreement (LeBreton & Senter, 2008). The intraclass correlation coefficient (ICC[I]) value for team trust climate was .21, while it was .17 for direct leadership, indicating that 21% and 17% of the variance, respectively, in both team level constructs was due to group factors. Mathieu and Taylor (2007) suggested ICC(I) values should be between 0.15-0.30. The $F(III)$ values were found to be significant (team trust climate = 2.26, $p < .001$); direct leadership = 2.25, $p < .001$), indicating justification of the aggregation of the two variables.

To test our proposed model, HLM software (Bryk & Raudenbush, 1992) was used: team trust climate and direct leadership were treated as a group-level construct that has top-down influence on employees' work attitude, processes, and outcomes, with these being the lower constructs (Snijders & Bosker, 2012). Three types of analyses were conducted comprising lower level (LL) direct effects, cross level direct effects, and mediation effects. Lower level direct effects and cross-level direct effects were tested using Mathieu and Taylor's (2007) recommendation. First, we ran the analysis for LL direct effects (i.e. regressing the LL outcomes' variable on LL independent variables), followed by conducting a cross-level direct effects analysis (i.e. regressing LL variables on team trust climate and/or direct leadership).

An example of a cross-level HLM equation is as follows:

Level 1 Model: Task performance = $\beta_0 + \beta$ (team communication) + r

Level 2 Model: $\beta_{0j} = G_{00} + G_{01}$ (team trust climate) + G_{01} (direct leadership) + u_{0j}

For LL direct effects, the LL dependent variable was regressed on the independent variables. An example of a LL HLM equation is as follows: Task performance = $\beta_0 + \beta$ (team communication) + r

Finally, to test the mediation hypotheses, we followed the testing steps as recommended by Baron and Kenny (1986). First, we found a significant relationship between $X \rightarrow Y$ (i.e., independent variable \rightarrow dependent variable). Second, a significant relationship was found between $X \rightarrow M$ (independent variable \rightarrow mediating variable). Third, we found a significant relationship between $M \rightarrow Y$, in the presence of X (i.e., independent variable + mediating variable \rightarrow dependent variable). As indicated in the second step, if the relationship from X to Y remains significant with the inclusion of M , then it is partial mediation. If the addition of M produces an insignificant relationship from X to Y , it is considered to be full mediation. To confirm the mediation pathway relationship, we used the Monte Carlo test (Selig & Preacher, 2008) which has been suggested as being more applicable for multilevel analyses. We tested the mediation pathway by using estimates of Path a ($X \rightarrow M$) and Path b ($M \rightarrow Y$). The mediation effect is confirmed if the values of LL and UL variables do not contain zero (0) (Mackinnon, Lockwood, & Williams, 2004). The Monte Carlo test was conducted using a 95% confidence interval (CI) and with 20,000 repetitions.

Results

Table 18 reports the means, standard deviations, and reliabilities of the measures as well as the correlations among the key variables in the study. Subsequent analyses examine the various parts of the model beginning with exploring the antecedents of trust at both individual and team level, followed by the mechanism of team processes of trust towards team and work outcomes. We also explored the antecedents and the outcomes of mistrust, the role of ingroup-outgroup, and the effect of team composition.

Table 18. Means, standard deviations, reliability, and Pearson's bivariate correlations.

| | <i>M</i> | <i>SD</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|----------|----------|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|--------|--------|--------|--------|--------|--------|----|
| 1. TTC | 3.82 | 0.70 | (0.77) | | | | | | | | | | | | | | | |
| 2. TL | 3.68 | 0.76 | .437** | (0.90) | | | | | | | | | | | | | | |
| 3. ITP | 3.60 | 0.64 | .280** | .299** | (0.83) | | | | | | | | | | | | | |
| 4. SC | 3.58 | 0.93 | -.170** | -.308** | -.292** | (0.85) | | | | | | | | | | | | |
| 5. TW-A | 4.04 | 0.62 | .372** | .488** | .361** | -.174** | (0.91) | | | | | | | | | | | |
| 6. TW-B | 3.62 | 0.73 | .449** | .553** | .406** | -.235** | .620** | (0.86) | | | | | | | | | | |
| 7. TW-I | 3.67 | 0.62 | .531** | .547** | .397** | -.271** | .623** | .735** | (0.61) | | | | | | | | | |
| 8. TT | 4.44 | 0.67 | .357** | .377** | .310** | -.141** | .317** | .435** | .480** | (0.65) | | | | | | | | |
| 9. MT | 2.32 | 0.71 | -.430** | -.393** | -.273** | .385** | -.311** | -.415** | -.469** | -.259** | (0.90) | | | | | | | |
| 10. COMM | 3.70 | 0.70 | .472** | .464** | .396** | -.269** | .382** | .492** | .556** | .455** | -.410** | (0.87) | | | | | | |
| 11. RT | 4.90 | 0.99 | .226** | .410** | .215** | -.190** | .314** | .354** | .354** | .324** | -.186** | .485** | (0.77) | | | | | |
| 12. TC | 4.59 | 0.81 | .317** | .431** | .359** | -.217** | .478** | .518** | .467** | .320** | -.303** | .384** | .374** | (0.83) | | | | |
| 13. TP | 3.54 | 0.67 | .162** | .225** | .241** | -.158** | .252** | .294** | .294** | .273** | -.234** | .348** | .331** | .236** | (0.83) | | | |
| 14. OCB | 5.05 | 0.96 | .239** | .236** | .289** | -.030 | .389** | .389** | .405** | .407** | -.142** | .412** | .414** | .429** | .471** | (.92) | | |
| 15. CWB | 1.81 | 0.77 | -.056 | .019 | -.111* | .058 | .003 | -.051 | -.032 | .074 | .313** | -.006 | .062 | -.054 | -.071 | -.032 | (0.88) | |
| 16. IGOG | 5.13 | 1.70 | .403** | .499** | .289** | -.301** | .361** | .464** | .449** | .235** | -.376** | .449** | .303** | .443** | .350** | .333** | -.056 | 1 |

Note. TTC = Team Trust Climate, TL = Team Direct Leadership, ITP = Individual Trust Propensity, SC = Cynicism, TW-A = Trustworthiness (Ability), TW-B = Trustworthiness (Benevolence), TW-I = Trustworthiness (Integrity), TT = Perceived Trust towards Team, MT = Perceived Mistrust towards Team, COMM = Team Communication, RT = Risk taking, TC = Team Commitment, TP = Task Performance, OCB = Organizational Citizenship Behavior, CWB = Counterproductive Work Behavior, IGOG = Ingroup-Outgroup. Diagonal value in parenthesis reflects the internal reliability for each measure. * $p < .05$, ** $p < .01$, *** $p < .001$

Individual Level Antecedents of Trust

Table 19. Hierarchical linear Modelling (HLM) analyses of lower level outcomes of antecedents of trust on perceived trust towards team

| Effect | Perceived Trust towards Team | | | | |
|-------------------------------|------------------------------|-------------|-------------|-------------|-----------|
| Model | 1 | 2 | 3 | 4 | 5 |
| Lower Level Effects | | | | | |
| Trust Propensity | .23(.07)*** | | | | .04 (.06) |
| Trustworthiness (Ability) | | .34(.05)*** | | | .07(.06) |
| Trustworthiness (Benevolence) | | | .43(.06)*** | | .26(.08)* |
| Trustworthiness (Integrity) | | | | .43(.07)*** | .16(.09)† |

The first value is the unstandardized parameter estimate; the value in the parentheses is the standard error, SE; † $p < .10$, * $p < .05$; ** $p < .01$; *** $p < .001$.

Table 19 presents results from the HLM analysis. Consistent with past literature, individual antecedents are found to be related to perceived trust. Trust propensity shows a positive relationship with perceived trust towards team ($\beta = .23$, $p < .001$). Ability ($\beta = .34$, $p < .001$), benevolence ($\beta = .43$, $p < .001$) and integrity ($\beta = .43$, $p < .001$) is positively related to perceived trust towards team. When analysed together (Model 5), benevolence ($\beta = .26$, $p < .05$) and integrity ($\beta = .16$, $p < .05$) emerged as significant predictors of perceived trust towards team.

Team Level Antecedents of Trust

Table 20. Hierarchical linear Modelling (HLM) analyses of lower level outcomes and cross-level effect of team trust climate and direct leadership on perceived trust towards team

| Effect | Perceived Trust towards Team | | |
|----------------------------|------------------------------|--------------|--------------|
| Model | 6 | 7 | 8 |
| Cross-Level Effects | | | |
| Team Trust Climate | .32 (.06)*** | | .20 (.07)** |
| Direct Leadership | | .34 (.06)*** | .23 (.06)*** |

The first value is the unstandardized parameter estimate; the value in the parentheses is the standard error, SE; * $p < .05$; ** $p < .01$; *** $p < .001$.

As indicated in the Table 20, Model 8 suggested that both team trust climate ($\gamma = .20$, $p = .004$) and direct leadership ($\gamma = .23$, $p < .001$) had a positive association with the perceived trust towards the team. Our results also indicated that only the horizontal trust climate ($\gamma = .18$, $p = .017$) was significantly and positively associated with the perceived trust towards the team. The vertical trust climate ($\gamma = .03$, $p = .747$) did not significantly predict the perceived trust towards the team. Direct leadership ($\gamma = .25$, $p < .001$) remained significantly associated with the perceived trust towards the team.

Trust Process to Work Outcomes

This section explores the mediation relationship between perceived trust towards team to work outcomes through team processes (team communication and team commitment). We first report the findings of perceived trust towards team to team process. Then, we report the findings of team processes to work outcomes. Lastly, we tested the mediated relationships.

Table 21. Hierarchical linear Modelling (HLM) analyses of lower level outcomes of perceived trust towards team and team processes on risk taking

| Effect | Risk-taking | | | | | COMM | TC |
|------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Model | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| Lower Level | | | | | | | |
| Effect | | | | | | | |
| Team Communication (COMM) | .38 (.06)*** | | | .33 (.06)*** | | | |
| Team Commitment (TC) | | .29 (.06)*** | | | .23 (.07)*** | | |
| Perceived Trust towards Team | | | .28 (.07)*** | .14 (.07)* | .19 (.07)** | .42 (.05)*** | .37 (.07)*** |

The first value is the unstandardized parameter estimate; the value in the parentheses is the standard error, SE; * $p < .05$; ** $p < .01$; *** $p < .001$.

a) Perceived trust towards team to Team process

Results also showed that trust towards team was significantly related to team communication ($\beta = .42$, $p < .001$, Model 14) such that higher trust towards team would have more effective team communication. Result also found that trust towards team was significantly related to team commitment ($\beta = .37$, $p < .001$) such that higher trust towards team would have higher team commitment.

b) Team process towards Work outcomes

Team communication is found to significantly related to all work outcomes except CWB (see Table 21-24). Team communication was significantly related to risk-taking ($\beta = .38$, $p < .001$, Model 9), task performance ($\beta = .33$, $p < .001$, Model 16), and OCB ($\beta = .36$, $p < .001$, Model 21), such that higher team communication reflects higher risk-taking, more effective task performance, and higher OCB.

Team commitment is found to significantly related to all work outcomes except CWB (see Table 21-24). Team commitment was significantly related to risk-taking ($\beta = .29$, $p < .001$, Model 10), task performance ($\beta = .16$, $p = .011$, Model 17), and OCB ($\beta = .36$, $p < .001$, Model 22), such that higher team commitment reflects higher risk-taking, more effective task performance, and higher OCB.

c) Mediation Analysis

We explore team communication and team commitment as mediators between the perceived trust towards team and work outcomes (risk taking, team performance, OCB, and CWB).

Risk-Taking. In testing the team communication as a mediator, the conditions stated by Baron and Kenny (1986) were fulfilled. First, we found a direct effect only from $X \rightarrow Y$ (trust towards team \rightarrow risk-taking, Model 11). We then analyzed the mediation effect using the path from trust towards team \rightarrow team communication \rightarrow risk-taking by using the Monte Carlo test. Specifically, we used the parameter estimate from Table 21, Model 14 as the value for the direct effect from trust towards team to team communication ($\gamma = .42$, $SE = .05$), and the parameter estimate for Table 21, Model 12 team communication \rightarrow risk-taking; $\beta = .33$, $SE = .06$) with trust towards team in the model. The Monte Carlo bootstrapping indicated that trust towards teams has a significant effect on risk-taking through team communication (95% CI, LL = .0838, UL = .2017).

We repeated the same procedure to see the effect of perceived trust towards team on risk-taking through team commitment. Thus, we used the parameter estimate from Table 21, Model 15 as the value for the direct effect from trust towards team to team commitment ($\gamma = .37$, $SE = .07$), and the parameter estimate for Table 21, Model 13 team commitment \rightarrow risk-taking; $\beta = .23$, $SE = .07$) with trust towards team in the model. The Monte Carlo bootstrapping indicated that trust towards teams has a significant effect on risk-taking through team commitment (95% CI, LL = .0302, UL = .1513).

Table 22. Hierarchical linear Modelling (HLM) analyses of lower level outcomes of perceived trust towards team and team processes on task performance

| Effect | Task Performance | | | | |
|--------------------|------------------|------------|--------------|--------------|--------------|
| Model | 16 | 17 | 18 | 19 | 20 |
| Lower Level | | | | | |
| Effect | | | | | |
| Team | .33 (.07)*** | | | .18 (.06)** | |
| Communication | | | | | |
| Team | | .16 (.06)* | | | .08 (.06) |
| Commitment | | | | | |
| Perceived Trust | | | .31 (.06)*** | .26 (.08)*** | .26 (.06)*** |
| towards Team | | | | | |

The first value is the unstandardized parameter estimate; the value in the parentheses is the standard error, SE; * $p < .05$; ** $p < .01$; *** $p < .001$.

Task Performance. We repeated the same procedure to see the effect of perceived trust towards team on task performance through team communication. First, we found a direct effect only from $X \rightarrow Y$ (trust towards team \rightarrow task performance, Model 18). Thus, we used the parameter estimate from Table 21, Model 14 as the value for the direct effect from trust towards team to team communication ($\gamma = .42$, $SE = .05$), and the parameter estimate for Table 22, Model 19 team communication \rightarrow task performance; $\beta = .18$, $SE = .06$) with trust towards team in the model. The Monte Carlo bootstrapping indicated that trust towards teams has a significant effect on task performance through team communication (95% CI, LL = .0255, UL = .1323).

We repeated the same procedure to see the effect of perceived trust towards team on task performance through team commitment. Thus, we used the parameter estimate from Table 21, Model 15 as the value for the direct effect from trust towards team to team commitment ($\gamma = .37$, $SE = .07$), and the parameter estimate for Table 22, Model 20 team commitment \rightarrow task performance; $\beta = .08$, $SE = .06$) with trust towards team in the model. The Monte Carlo bootstrapping indicated that trust towards teams does not have a significant effect on task performance through team commitment (95% CI, LL = -.0129, UL = .0782).

Table 23. Hierarchical linear Modelling (HLM) analyses of lower level outcomes of perceived trust towards team and team processes on OCB

| Effect | Organizational Citizenship Behavior | | | | |
|------------------------------|-------------------------------------|--------------|--------------|--------------|--------------|
| Model | 21 | 22 | 23 | 24 | 25 |
| Lower Level Effect | | | | | |
| Team | .36 (.07)*** | | | .21 (.06)*** | |
| Communication | | | | | |
| Team | | .36 (.06)*** | | | .24 (.06)*** |
| Commitment | | | | | |
| Perceived Trust towards Team | | | .42 (.06)*** | .33 (.06)*** | .33 (.07)*** |

The first value is the unstandardized parameter estimate; the value in the parentheses is the standard error, SE; * $p < .05$; ** $p < .01$; *** $p < .001$.

OCB. We repeated the same procedure to see the effect of perceived trust towards team on OCB through team communication. First, we found a direct effect only from $X \rightarrow Y$ (trust towards team \rightarrow OCB, Model 23). Thus, we used the parameter estimate from Table 21, Model 14 as the value for the direct effect from trust towards team to team communication ($\gamma = .42$, SE = .05), and the parameter estimate for Table 23, Model 24 team communication \rightarrow OCB; $\beta = .21$, SE = .06) with trust towards team in the model. The Monte Carlo bootstrapping indicated that trust towards teams has a significant effect on OCB through team communication (95% CI, LL = .0369, UL = .1444).

We repeated the same procedure to see the effect of perceived trust towards team on OCB through team commitment. Thus, we used the parameter estimate from Table 21, Model 15 as the value for the direct effect from trust towards team to team commitment ($\gamma = .37$, SE = .07), and the parameter estimate for Table 23, Model 25 team commitment \rightarrow OCB; $\beta = .24$, SE = .06) with trust towards team in the model. The Monte Carlo bootstrapping indicated that trust towards teams has a significant effect on OCB through team commitment (95% CI, LL = .0398, UL = .1491).

Table 24. Hierarchical linear Modelling (HLM) analyses of lower level outcomes of perceived trust towards team and team processes on CWB

| Effect | Counter-Productive Work Behavior | | | | |
|------------------------------|----------------------------------|------------|-----------|------------|------------|
| Model | 26 | 27 | 28 | 29 | 30 |
| Lower Level Effect | | | | | |
| Team | -.08 (.08) | | | -.11 (.07) | |
| Communication | | | | | |
| Team | | -.05 (.07) | | | -.07 (.07) |
| Commitment | | | | | |
| Perceived Trust towards Team | | | .03 (.08) | .08 (.07) | .05 (.08) |

The first value is the unstandardized parameter estimate; the value in the parentheses is the standard error, SE; * $p < .05$; ** $p < .01$; *** $p < .001$.

CWB. We repeated the same procedure to see the effect of perceived trust towards team on CWB through team communication. We found a non-significant direct effect from $X \rightarrow$

Y (trust towards team → CWB). Hence, we did not proceed with exploration of team communication as mediator.

We repeated the same procedure to see the effect of perceived trust towards team on CWB through team commitment. We found a non-significant direct effect from X → Y (trust towards team → CWB). Hence, we did not proceed with exploration of team commitment as mediator.

The Role of Ingroup-Outgroup (IGOG)

Table 25. Ingroup-Outgroup moderates the relationship between perceived trust towards team and team processes

| Effect | IGOG | Team Communication | | | Team Commitment | | |
|-----------------------------------|-----------------|--------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Model | 31 | 32 | 33 | 34 | 35 | 36 | 37 |
| Lower Level Effect | | | | | | | |
| Perceived Trust towards Team (TT) | .27 (.05)*** | .42 (.05)*** | . | .34 (.06)*** | .37 (.07)*** | | .28 (.07)*** |
| Ingroup-Outgroup (IGOG) | | | .43 (.05)*** | .34 (.06)*** | | .41 (.06)*** | .33 (.06)*** |
| TTxIGOG | | | | .02 (.05) | | | -.02 (.07) |

The first value is the unstandardized parameter estimate; the value in the parentheses is the standard error, SE; * $p < .05$; ** $p < .01$; *** $p < .001$.

We examined the role of ingroup-outgroup (IGOG) as a moderator of perceived trust towards team on two outcomes: team communication and team commitment. First, perceived trust towards team was found to be positively related to IGOG ($\beta = .27$, $p < .001$). Though the main effects of perceived trust towards team ($\beta = .34$, $p < .001$) and IGOG ($\beta = .34$, $p < .001$) to team communication were significant, we did not find a significant moderating effect of IGOG between perceived trust towards team and team communication ($\beta = .02$, $p = .68$). Similarly, the main effects of perceived trust towards team ($\beta = .28$, $p < .001$) and IGOG ($\beta = .33$, $p < .001$) to team commitment were significant, but the moderating relationship of IGOG between perceived trust towards team and team commitment was not significant ($\beta = -.02$, $p = .76$).

The Relationship between Trust and Mistrust

Table 26. Hierarchical linear Modelling (HLM) analyses of perceived trust towards team and perceived mistrust towards team

| Effect | Mistrust |
|-----------------------------------|--------------|
| Model | 38 |
| Lower Level Effect | |
| Perceived Trust towards Team (TT) | -.19 (.07)** |

The first value is the unstandardized parameter estimate; the value in the parentheses is the standard error, SE; * $p < .05$; ** $p < .01$; *** $p < .001$.

We examined the relationship between perceived trust towards team and perceived mistrust towards team. Perceived trust was found to be negatively related to perceived mistrust towards team ($\beta = -.19, p = .006$) such that when team trust their members, it will buffer them from mistrust as well.

Individual Level Antecedents of Mistrust

Table 27. Hierarchical Linear Modeling (HLM) analysis of lower level outcome antecedent to perceived mistrust towards team

| Effect | Mistrust |
|---------------------------|--------------|
| Model | 39 |
| Lower Level Effect | |
| Cynicism | .38(.059)*** |

The first value is the unstandardized parameter estimate; the value in the parentheses is the standard error, SE; * $p < .05$; ** $p < .01$; *** $p < .001$.

As predicted, result indicated that cynicism positively associated with mistrust ($\beta = .38, p < .001$) such that those with higher cynicism will have higher mistrust towards their members. Cynicism show positive significant relationship with the subscale of Mistrust-affect ($\beta = .36, p < .001$) and the subscale of Mistrust-cognition ($\beta = .39, p < .001$). Cynicism also shows positive significant relationship with the subscale of Mistrust-behavior ($\beta = .19, p = .005$) such that those with higher cynicism will display mistrust affectively, cognitively, and behaviorally towards their team members.

Mistrust to Work Outcomes

Table 28. Hierarchical Linear Modeling (HLM) analysis of perceived mistrust towards team to work outcomes

| Effect | Risk Taking | Task Performance | OCB | CWB |
|---------------------------|-------------|------------------|-----------|--------------|
| Model | 40 | 41 | 42 | 43 |
| Lower Level Effect | | | | |
| Mistrust towards Team | -.10(.06) | -.14(.06)* | -.08(.08) | .35 (.06)*** |

The first value is the unstandardized parameter estimate; the value in the parentheses is the standard error, SE; * $p < .05$; ** $p < .01$; *** $p < .001$.

Analyses indicated that mistrust towards team was not significantly related to risk taking behavior ($\beta = -0.10, p = .109$). Mistrust towards team negatively related to task performance ($\beta = -.14, p = .010$) such that with mistrust, performance will be less effective. Overall, mistrust towards team was not significantly associated to OCB ($\beta = -.08, p = .290$). Looking more in-depth, mistrust towards team was not found to be significantly related to OCB-individual ($\beta = .04, p = .64$) but was significant negatively related to OCB- organization ($\beta = -.19, p = .01$). This means that higher mistrust towards team may lead to lower occurrence of OCB-organization. Mistrust towards team was found to be significantly related to CWB ($\beta = .35, p < .001$) such that higher mistrust towards team would increase CWB. Mistrust towards team was significantly related to CWB-interpersonal ($\beta = .32, p < .001$) and CWB-organizational ($\beta = .31, p < .001$) such that higher mistrust is related to increase in CWB towards individuals and organization.

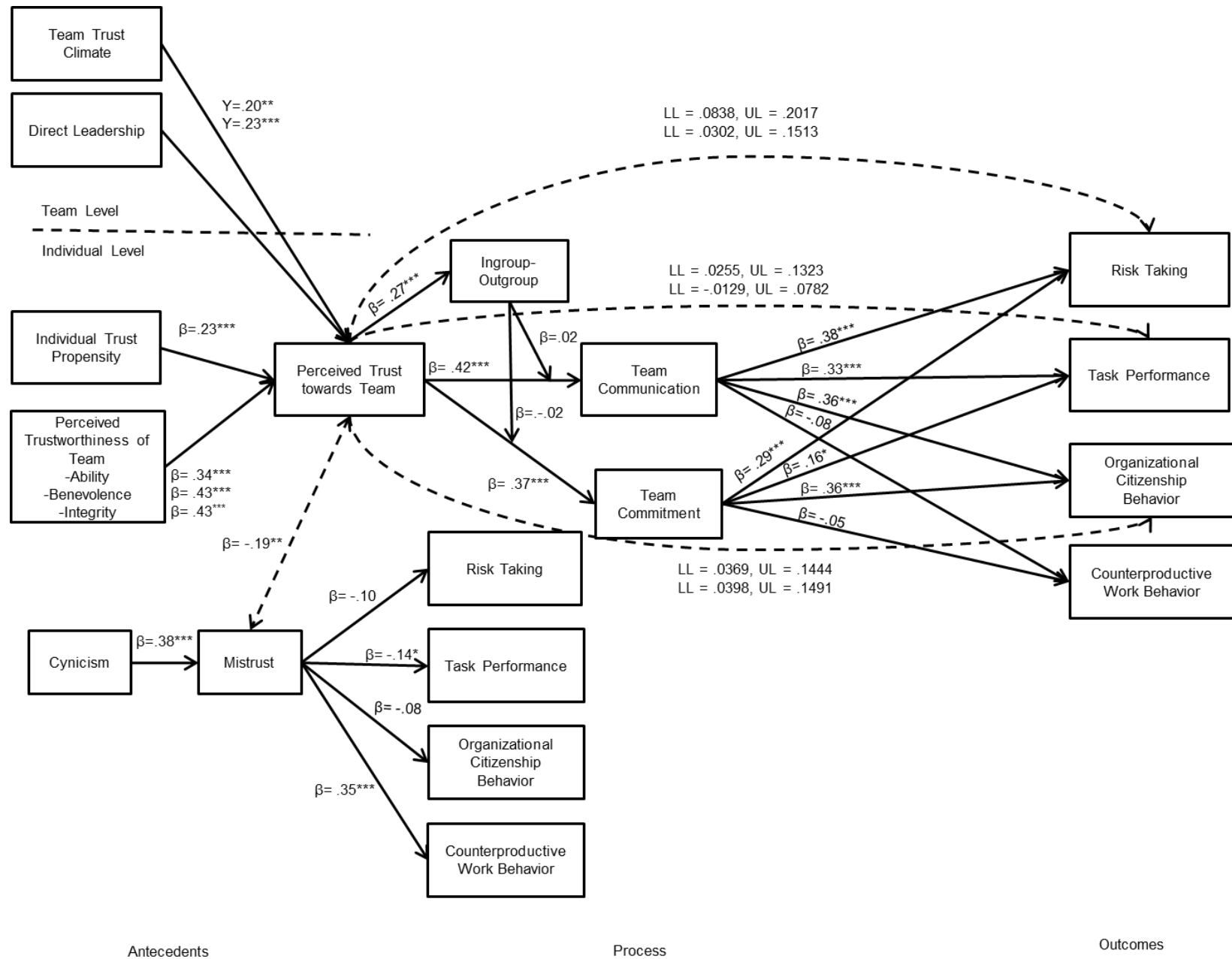


Figure 5. Model of the antecedents, work processes, and work outcomes.

Team Cultural Compositions

We investigated team cultural homogeneity on trust and mistrust, team processes, and work outcomes. Team cultural homogeneity is defined by team member ethnicity compositions. Team members are categorized into homogeneous team if they are in all-same cultural team and into heterogeneous team if they are in a mixed cultural team.

Analyses indicate that there are no significant differences between homogeneous and heterogeneous team in all tested outcomes except for Team Commitment (see Table 29), $t(339)=2.70$, $p=.007$, $d=.36$ and IGOG, $t(170.64)=5.20$ (unequal variances), $p<.001$, $d=.62$. Those who are in homogeneous teams display higher commitment to team as compared to those who are in heterogeneous team. Those who are in homogeneous teams reported higher identification to ingroup as compared to those who are in heterogeneous team. The lack of differences between the two types of team indicated that team cultural compositions may not be as affect much the evaluation of trust and mistrust, team communication, and work outcomes.

Table 29. Summary of the t-tests on the differences between Homogenous team (n = 79) and Heterogeneous team (n = 263) on trust and mistrust, team processes, and work outcomes

| Variables | Homogeneous | | Heterogeneous | | t | p | d |
|-------------------------|-------------|------|---------------|------|-------|----------|-----|
| | M | SD | M | SD | | | |
| Perceived Team Trust | 4.37 | .64 | 4.46 | .69 | -.97 | .33 | .14 |
| Perceived Team Mistrust | 2.26 | .71 | 2.34 | .82 | -.91 | .37 | .10 |
| Team Communication | 3.76 | .65 | 3.68 | .71 | .85 | .40 | .12 |
| Team Commitment | 4.81 | .71 | 4.53 | .83 | 2.70 | .007** | .36 |
| Risk Taking | 4.92 | 1.03 | 4.90 | .99 | .11 | .92 | .02 |
| Task Performance | 3.65 | .68 | 3.51 | .67 | 1.54 | .13 | .21 |
| OCB | 5.33 | 1.07 | 5.07 | 1.04 | 1.34 | .18 | .25 |
| CWB | 1.69 | .72 | 1.84 | .77 | -1.56 | .12 | .20 |
| IGOG | 5.86 | 1.31 | 4.90 | 1.75 | 5.20 | <.001*** | .62 |

Note: ** $p<.01$, *** $p<.001$

Discussion

The discussion section is structured as such: Each section starts off with a discussion of the results of the quantitative study, followed by a comparison of results from both studies.

Relationship between Trust and Mistrust

In Study 2, perceived trust was found to be negatively related to perceived mistrust towards team, signifying that individuals who trust their team members will also have lower mistrust towards them. These findings are consistent with prominent approach in literature in which trust and mistrust are viewed as a unidimensional construct. In the unidimensional approach, trust and mistrust are opposites of one another (Guo et al., 2017). This finding is also aligned with initial findings from Study 1, where we found that participants are likely to relate to others following the antithetical and dialectical models that view trust and mistrust as opposite. We also clarify that this does not conflict with the findings of the context-dependent model, as we argue that the context-development model can be viewed as a model that develops from the antithetical and dialectical model (when individuals have had further opportunities to interact across multiple contexts). This context-dependent model is similar to the transformational model

that argues that trust nature develops into different forms over time (Lewicki & Bunker, 1995, 1996). The significant but weak correlation and the beta value between trust and mistrust further suggests the possibility of other views besides the opposing view. This may depend on the contexts and the stages of trust development (Lewicki, Tomlinson, & Gillespie, 2006). Hence, time factor may play a role in the relationship between trust and mistrust. Future studies can explore these complexities of trust development by investigating the initial formation of trust to breaching of trust.

Trust and mistrust have been conceptualized as having affective, behavioral and cognitive components (Guo et al., 2017; McAllister, 1995). The findings from Study 1 do provide supporting evidence that affective and cognitive mistrust are present. However, we found more prominent evidence of behavioral mistrust in comparison to affective and cognitive mistrust. The definitions provided by the participants in Study 1 are not far off from the conceptualization of the scale we used to measure mistrust which consists of three mistrusts components; mistrust-cognitive, mistrust-affective, and mistrust-behavioral but mostly behavioral incidences were used as examples of mistrust. Similar to the discussion earlier, we argue that this difference could be because Asians are generally discouraged from verbalizing their thoughts and feelings which potentially disrupt harmony in relationships.

Antecedents of Trust and Mistrust

One of our main goals was to examine the relative importance of ability, benevolence, and integrity, as well as trust propensity to the workplace trust in a multiracial and multiethnic country. Our study adds to the trust literature as the findings of this study replicated Mayer et al.'s (1995) model. As expected, we found that all the three components of trustworthiness (ability, benevolence, and integrity) as well as trust propensity are positively and independently associated to trust towards team. It is commonly known that these antecedents of trust have been shown to contribute to the formation of trust in an interpersonal relationship in an organization (see review by Burke et al., 2007).

Next, looking into the antecedents of trust simultaneously (Model 5), we found that only benevolence remained significant contributor to trust towards team. This finding supports our findings in Study 1, in which we argued that benevolence of a trustee has more weightage over integrity and ability in predicting the trust building and trust erosion (development of mistrust). Indeed, the past study conducted by Poon (2013) found that benevolence is considered prerequisite than the other two facets of trustworthiness in predicting trust in the team. This means, when ability and/or integrity is only sufficient predictive of trust in the presence of benevolence. For example, when benevolence was high, integrity and ability complemented one another in predicting trust-in-supervisor. In contrast, when benevolence is low, ability and integrity did not interact to predict trust towards team. Similarly, another older qualitative study also argued that benevolence is the most important facet in trust building while integrity is the most important facet in trust erosion or formation of mistrust (Lapidot, Kark, & Shamir, 2007). According to Lapidot et al. (2007), benevolence involves acts that go beyond the job requirement and thus contributes more to trust formation, while ability and integrity encompasses skills and traits that are considered fundamental anticipated behaviors in the professional workplace.

As mentioned in the introduction, previous research on antecedents of trust has focused on individual level antecedents (trust propensity and trustworthiness – ability, benevolence, and integrity), rather than team level antecedents (team trust climate and direct leadership). Our team level analysis supported our notion that the effects of team level antecedents (team trust

climate and direct leadership) contributes significantly to the perceived trust towards team. Direct leadership has positive impact on trust towards teams. The measure reflects the quality of the leader-member working relationship in the team in regard to respect, trust, and obligations. When there is high quality relationship between leader and member, this in evidently transfer to trust among members in team. Hence, as a leader it is pivotal to foster member to have high levels of responsibility, decision influence, and access to resources.

Team trust climate also positively impact trust towards team. In particular, the horizontal trust but not the vertical trust in the team trust climate was significant in predicting team trust, indicating that trust towards co-workers is a better predictor of trust towards the team. When the trust climate in the team is high and co-workers relationship is close, this indicates a higher level of trust in the team. This finding is consistent with Study 1, where we found trust fosters close interactions, openness, and reciprocity. Indeed, employees, who are mistrustful will not be render themselves to be vulnerable, thus distancing themselves from having a close relationship with people whom they mistrust.

Our participants in Study 1 indicated that they used interaction to further understand the person and often external factors (e.g.: situation) were considered in addition to the trustworthiness of the trustee in trust judgment situation. So, it is important to not only focus on the characteristics (trustworthiness of the trustee), it is equivalent important to consider the external factors when it comes to deciding the trust level worthy of the trustee. This is consistent with past cross-cultural studies on causal attribution (see Choi, Nisbett, & Norenzayan, 1999 for review) where East Asians are found to favor situational explanation for behavior). This suggests that context play an important role to moderate trust and mistrust evaluation. This also suggests that future studies should identify the party for which trust is attributed to for it seems that there is a different set of trust mechanism for supervisor in an organization. Future study on what influences the trust towards supervisor could be compared to influences towards co-workers.

In addition, Conchie and colleagues (2011) found employees' trust towards safety leadership was strongly influenced by the indicators of leader's integrity and ability (strongest indicator) whilst mistrust was strongly influenced by the indicators of leader's lack of integrity and benevolence (strongest indicator). This finding is inconsistent with our finding, in which we found benevolence to be our strongly indicator in our qualitative and quantitative study. One of the reasons could be Conchie et al.'s (2011) study was conducted with a Western population and used a different measurement of trust. Our study focused on the perceived trust towards the team while Conchie et al.'s study used measurement of trust towards the leaders.

One issue about which we are interested in is whether the trust and mistrust have different antecedents if these two constructs are two independent dimensions. In practical, it is difficult to compare the antecedents of trust and mistrust as we have argued previously that trust has different form and nature at different time of an interpersonal relationship. In our Study 2, we found that cynicism is associated to mistrust (affection, cognition, and behavior) towards team members. This finding differed from Study 1 where we did not find much evidence of cynicism reported by our participants. One of the plausible reasons could be our participants in Study 1 underreported their tendency to be mistrustful. Our findings from Study 1 showed that our participants tended to contemplate the decision to trust or not to trust as predictability, interaction, and situations are the prominent antecedents for mistrust. This could possibly indicate that our participants are more mistrustful than what they believed themselves to be.

Outcomes of Trust and Mistrust

Comparing the outcomes of trust and mistrust between Study 1 and Study 2, we noticed that the four work outcomes that we explored in Study 2 were mentioned in Study 1. While the risk-taking was not mentioned, the proxy concepts such as psychological safety and monitoring were often mentioned. When team members experienced psychological safety, it enables them to explore risks. Results of Study 1 suggests that besides work outcomes, other outcomes of trust and mistrust should be considered. Among them are how trust and mistrust affect worldview (i.e. skepticism, integrity belief), behavior (i.e. openness, reliance), and affect. Lastly, reciprocity of trust and mistrust is another outcome that is mentioned where the trustors-trustee's display tit-for-tat trusting and mistrusting behaviors.

In the comprehensive model of trust (Figure 1), we had indicated four mediational relationships between trust towards team and work outcomes through team processes (team communication and team commitment). We had however, tested eight mediations of which five mediation analyses were significant (please refer to Table 21-24). Of the four outcomes, both team communication and team commitment fully mediated the relationship of trust towards team and both risk-taking and OCB while only team communication was a mediator for task performance. Both the team processes did not explain the mechanism between trust towards team and CWB.

Our analyses on the mediation effects of team processes (team communication and team commitment) found that both team processes mediated the relationship between trust and work outcomes (risk-taking and organizational citizenship behavior, OCB). As trust towards team increases, employees are more willing to communicate among themselves and they are also more willing to commit their time and resources to the team, and eventually, the close interactions among members in the team allow for the trust to be enhanced. As trust level in the team improved, employees will have more courage to engage themselves in **risk-taking** behaviors as well as behaviors that benefit the organizations (see review by Edmondson & Lei, 2014). According to Kahn (1990), high trust climate creates a safe climate for employees to contribute their ideas without a fear for repercussions. In addition, research also has shown that fostering risk-taking climate might be beneficial to an organization's development in the future, in particular in the creativity and innovation field (García-Granero, Llopis, Fernández-Mesa, & Alegre, 2015). Similarly, both team communication and team commitment positively affect OCB (Chan & Lai, 2017; Kandlousi, Ali, & Abdollahi, 2010; Liu & Cohen, 2010). According to the social exchange theory, communications at workplace is a strong predictor of OCB as in-depth communication encourages in-group interactions, which lead to higher reciprocal behaviors within the in-group members. These reciprocal behaviors are often manifested in the form of OCB (Berger, Roloff, & Roskos-Ewoldsen, 2010). What is interesting, our study found significant association between three components of commitment (affective, continuance, and normative commitment) and OCB while most studies in Western countries only found affective and normative to be significant predictor of OCB (Cohen, 2003). One possible reason could be Asian employees have a different belief about the costs and aftermath of leaving the organization (Liu & Cohen, 2010). For example, Asians may be more worry about the consequences of leaving (e.g., inability to find new job upon leaving, lower pay with the new job, breach of loyalty to the former organization, or revenge by former organization).

In addition, we also found that team communication mediated the association between the trust towards team and task performance but not team commitment was no a mechanism that links trust towards team to task performance. The role of team communication in the relationship between trust towards team and task performance was consistent in past study, in

which team communication allows for team members to exchange ideas and contribute unrestrictedly to the team, thus subsequently contribute to better performance index.

What is interesting in our study was we found no significant mediation effect of both team processes on the trust towards team and CWB unlike its often conceptually opposite counterpart, OCB. Future studies should explore positive versus negative mediational pathways of trust towards OCB and mistrust towards CWB.

Mistrust was found to affect all work outcomes except for risk-taking. This could be due to the national culture influences in risk-taking propensity. In the organization, employees often encounter circumstances, in which they are forced to make decision with limited information and experiences, prior experiences, and beliefs often influence the decision (Hofstede, 2011). New evidence emerged that national culture and religion do have certain influence over the corporate risk-taking behaviors though we cannot ascertain the magnitude of the influence (Díez-Esteban, Farinha, & García-Gómez, 2018). Thus, one might usefully examine how risk-taking propensity and risk-averse propensity in different nations could potentially affect the mistrust in an organization. Mistrust affects task performance negatively and lowers OCB. When there is mistrust towards team, CWB is also higher.

The Role of Ingroup-Outgroup

In Study 2, perceived trust towards team and ingroup-outgroup (IGOG) identification were found to be significant predictors of team communication and team commitment. Higher identification of ingroup is associated with higher perceived trusts towards team, more effective team communication, and higher level of commitment. Results also shown that identification with ingroup is as important as trust towards team on team processes, especially for team commitment. These findings are not causal in nature as we do not know if better team processes were facilitated by IGOG identification or that the latter is the result of better team processes. We also found that IGOG did not play a significant moderating role in the relationship between perceived trust towards team for both team processes. Nevertheless, IGOG identification still plays a significant role in facilitation team processes and team outcomes. Future studies could explore facilitation of ingroup identification to enhance team processes.

Ingroup-outgroup identification was not directly posed as an interview question in Study 1. However, there were noticeable observations of individuals discussing factors that contribute to the formation of trust. We argue that the findings on the antecedents of trust, particularly observations on identification and relationship orientation serve as convincing evidence of participants relating to others in a manner similar to seeking ingroup-outgroup identification as described in Study 2.

Team Cultural Composition

One way of studying cultural factors contributing to the phenomenon of trust amongst working teams was to examine work outcomes according to the cultural composition of the team. We found that cultural composition only contributed significantly to team commitment where those who are in a homogenous team are higher in team commitment. Thus, the results do not strongly support the position in literature. It seems that cultural homogeneity in work teams does not contribute very significantly to work outcomes. This however, is not particularly

surprising because of the multicultural context that Malaysians live in. Having long lived in a context where cultural differences is a norm, people come to expect that they will have work colleagues of different cultures to work with. For this reason, this may explain why many work outcomes are not strongly influenced by cultural homogeneity, simply because Malaysians are not brought up to see it as a dampening factor towards one's ability to work with one another.

The influence of culture on work dynamics was not something that was brought up or discussed in detail by any participant in Study 1. One might probably interpret it as participants just avoiding a sensitive topic, but perhaps it could also simply imply that participants do not view culture as a strong factor that influences trust. Either way, it would be consistent with our findings from Study 2, as we observe that team cultural composition does not play an extremely significant role in the development of trust or mistrust in work relationships. Perhaps, team cultural composition did not exert a strong effect due to the stages of development of the team. When team are in the 'Forming' stage (team are first formed), team members form first impressions of each other through sharing of information about their backgrounds, interests, and experience (Tuckman, 1965). This is when observable and stereotypical characteristics such as ethnicity, gender, physical attractiveness, etc. As team moved to the 'Storming' stage where ideas and opinions are shared, and the 'Norming' stage the team starts to work together, the initial characteristics of team such as ethnicity composition may play a lesser role in influencing the team. In the norming stage, team members focus on group goals rather than their individual goals, they respect each other's opinions and value differences on the team. In the present study, teams were established teams that have been working together for at least 3 months, hence, they were not longer in the 'Forming' stage.

Nevertheless, team cultural composition has an effect on identification of IGOG where homogenous team have higher ingroup identification. As seen above, IGOG plays an essential role to team processes suggests that team cultural composition should not be ignored at the 'Forming' stage but to be turned to as an advantage of team diversity.

Strengths, Limitations and Future Directions

A salient point of strength of this study is that it has placed extensive focus on understanding the phenomenon of trust from both a qualitative and quantitative perspective. The merits and pitfalls of both research methods are well-known: quantitative research is often valued for being a robust method of study, receiving criticism for lacking in richness and depth of data. Qualitative research on the other hand faces issues for being difficult to generalize due to studies using small sample sizes. However, one method of study can be seen as making up for the shortcoming of the other, thus there is benefit in viewing them as complementary of one another. Thus, by utilizing both quantitative and qualitative study, each method contributes to the shortcomings of the other.

As highlighted by Guo and colleagues (2017), mistrust is an area of study that receives far less attention in comparison to its counterpart. This is perhaps due to the wide acceptance that mistrust is the opposite of trust (Guo et al., 2017). Therefore, assumptions may be made that the same factors contributing to trust will also be the same ones that contribute to mistrust if absent. From this study, we found that this was not always the case. Different factors come into play in the process of building of trust and mistrust in relationships.

This study also contributed to the understanding of a multilevel perspective on trust. Apart from understanding the individual view of trust, we gained understanding from examining

how this relationship could be seen when the individual relates to their team members as a group. We observe that horizontal trust climate and quality of leader subordinate (direct leadership) play crucial roles in fostering trust in team.

This study is not without its limitations. First, we note that the data collection for the quantitative study is cross sectional and not longitudinal. This prevented causal inferences such of the relationship between trust and mistrust and whether the work outcomes also influence the evaluation of trust in team. Future research focusing on the longitudinal aspect will be able to draw more conclusive inference on the causal and developmental nature of trust. The data collection from this study involved mainly self-reported data from one source. Thus, this may contribute to bias in the form of participants reporting results in a socially desirable manner. This is particularly important particularly for task performance, as employees may likely underreporting or overestimate their true performance at work. Future research utilizing objective data of task performance and obtaining data from differences sources (i.e. supervisor) will address some of the biases of self-reporting.

In additional future study, should also focus on task interdependence in team that was not included as part of this research. As past studies have found when task interdependence is high, there is a stronger relationship between team trust and team performance compared to lower task interdependence (Wageman, 1995). Task interdependence could be examined as a moderator of team communication-task performance relationship further exploring the complexity of trust to work outcomes processes as well as enhancing comprehensiveness of the study.

In conclusion, this study some similarities and differences in findings between the two approaches. The qualitative study suggests nuances of trust and mistrusts concepts that may be rooted by cross-cultural differences and that it is important to consider context of trust may it be personal, team, or in organization level. The quantitative study further supports that understanding trust that is embedded in teams as well as a higher level such as climate and leadership is important as they impact perceived trust towards team. Lastly, while mistrust is mostly seen as opposite of trust, the evidences of differing antecedents and outcomes from Study 1 and the moderate relationship between the two in Study 2 suggest that the concepts may not be opposite for some. Further research is needed to explore mistrust in relation to trust.

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Appendix A

Trust and Distrust Interview Protocol

1. Introduction to the researchers (usually the Principal Investigator and a co-investigator)
2. Briefing about the purpose of the study as well as the rights and vulnerabilities of participating in the study.

"Thank you for talking to us today. We are conducting a study exploring trust and mistrust at work. There will be three parts to the interview. In the first part, we will ask you questions about trust and mistrust in general and in relation to your colleagues. The second part will explore trust and mistrust in a team setting. Finally, we will ask about similar questions in organizational settings. If you have any questions which you are not comfortable answering, you can pass on those."

3. Request for permission for recording the interview.

"Before we get started, I want to ask if it would be alright if we record this session. We only do this because we can't write everything down. As we are concerned with maintaining confidentiality, we also ask that you not to provide any identifying information on any person about whom you speak. The audio files will be treated as confidential and stored in a password protected computer. If at any point in the discussion you would like us to stop the recording, please let us know."

4. Start of interview. The questions asked were dependent on the development of the interview:

Definition of trust and mistrust

Q1. What does trust mean to you?

Q2. If trust is trusting something/someone, what then, is mistrust?

Q3. Are trust and mistrust related? How? -- Are there any instances where you have trusted and doubted a person at the same time before? Please elaborate.

Trust in Teams

Q4. Imagine that you are introduced to work with a new team, how do you know if you can trust someone in your team?

- Would you immediately trust the team members? Why? What strategies would you use to gauge the trust of the members?
- What would you do to gain the trust of a person that you have just met?
- What qualities do you think one should have in order for you to trust a person?
- What information would you gather in order to trust a person that you have just met? And how do you obtain that information? (Antecedents of trust)
- What may be the deciding factor(s) for you that may lead you to trust a person? Can you tell us your thought processes in reaching the decision?

Q5. Can you recall an incident that led you to lose trust towards (i) a person (ii) team (iii) organization?

- Is losing trust equals to mistrust?

Q5a. Imagine a team member that you have trusted the most and he/she has broken a promise or a trust. Would you still trust the person in the future? How would it affect your relationship with him/her in the team?

Mistrust in Teams

Q6. Imagine that you are introduced to work with a new team, how do you know if you mistrust someone in your team?

- What might lead you mistrust a person? Can you tell us your thought processes in reaching the decision?
- What would you do to the person you mistrust?
- What qualities do you think one has that others mistrust him/her?
- What information would you gather in order to mistrust a person that you have just met? And how do you obtain that information? (Antecedents of mistrust)
- What may be the deciding factor(s) for you that may lead you to mistrust a person? Can you tell us your thought processes in reaching the decision?

Q7. According to your understanding of mistrust, was there a mistrust experience in your team (past or current)? Can you describe to us what happened?

- In what situations then mistrust would occur? Does it happen at first sight? Or does it happen after an incident? If it's about an incident, then can you explain more on it?
- What incidents would you think that would lead you to doubt a person?
- What may be the deciding factor(s) that would lead you to this doubt?

Q8. How do you know you can trust this person(s) again?

- What does the same person(s) need to do to gain your trust? / What would you do to gain trust on the person?

Q8a. Imagine a team member that you have mistrusted the most and in what context can the level of mistrust be reduced?

Team performance

Q9. And how would you think that trust and mistrust can affect the performance of the team? (Impact on team performance)

- What is the role of trust and mistrust in a team? (Can be used to assess benefits of trust).
- How do you think trust and mistrust could affect your behavior towards a team member? (To see how does one's believe in trust affects possible behaviors)

Higher level context on trust

Q10. What could a leader, team, or your company do to facilitate trust or dealing with mistrust?

Appendix B

Participant Information Sheet

Study Title: Exploring Trust and Mistrust Using Interview

You are invited to take part in a research study, please take time to read the following information carefully.

What is the purpose of the study?

The purpose of this study is to understand concept of trust and mistrust. This study is sponsored by the U.S. Department of Defense.

Who should participate?

Full-time working adults of age 18 years and above old who had experience working in teams are encouraged to participate in this study.

What will be done?

If you decide to take part in this study, you will be asked to complete a demographic form and be asked a series of questions to elicit your experience in trust and mistrust situations. You may pass on questions that you rather not answer. This will take approximately 60 minutes. The interview session will use audio recording. You may request that this interview not be recorded.

What are the potential risks that I may face?

You might experience fatigue while attempting to answer the questions. Please feel free to take a break before you decide to continue with the interview should this happen. Since some of the interview questions about trust/mistrust may relate to the work environment, the primary risk of this study would be to your privacy and the potential for negative consequences in the workplace if the results of the data were accidentally made public or known to your employer. To protect against these risks, the researchers have put the following data security measures in place to make sure that identifiable research data is not disclosed to your supervisors or organizations. As such, the recruitment process only involves you and the researchers, and not through your organization. All the information obtained will be kept confidential, and no attempts would be made to identify your personal information with the interview data. You may withdraw from this study at any time if you feel uncomfortable or unable to continue without prejudice.

What are the benefits of participating in this study?

There is no direct benefit in participating in this study. However, by choosing to participate, you are helping to contribute to the understanding of factors that facilitate effective teamwork and work outcomes.

What are the incentives for my participation?

You will be compensated with RM100.00 for your participation.

How will the information I have given be used?

You will never be required to identify yourself by name and there will be no attempts made to identify your personal information. All the responses you have provided will only be accessible to the researcher and the data obtained will only be analysed and described as part of a whole group. Your audio recorded interview will be kept securely.

Am I obligated to complete the interview?

The decision to participate in this study is voluntary. You are not required to participate in the study. Also, if you decide to participate in this study, you are free to quit at any time, without facing any penalties or consequences.

Where can further information be obtained?

If you would like any further information regarding this study, the principle investigator, Dr. Lin Mei-Hua can be contacted at mhlin@sunway.edu.my or +603-7491 8622 ext. 7112.

This research has been approved by Sunway University Research Ethics Committee (Ethics Approval No: SUNREC 2015/020) and the Air Force HRPO (Protocol No: FOS20160017H)

Appendix C

Informed Consent Form for Research

ETHICS APPROVAL CODE: SUNREC 2015/020 (SUNWAY UNIVERSITY) and Protocol No: FOS20160017H (Air Force HRPO)

INTRODUCTION: This study is entitled *Exploring Trust and Mistrust Using Interview*. This document defines the terms and conditions for consenting to participate in this study. This study is sponsored by the U.S. Department of Defense.

DESCRIPTION OF THE STUDY: The purpose of this study is to understand concept of trust and mistrust. Knowledge gained from this study will help researchers to understand the concept of mistrust in relation to trust and whether the role of mistrust is similar to that of trust in affecting work outcomes. This particular study is important to organizations and employees as how they function in teams affects work outcomes.

PROCEDURE: You will be asked to complete a demographic form and be asked a series of questions to elicit your experience in trust and mistrust situations. You may pass on questions that you rather not answer. This will take approximately 60 minutes. The interview session will use audio recording. You may request that this interview not be recorded. All the information obtained will be kept confidential, and no attempts would be made to identify your personal information with the interview data.

RISKS AND BENEFITS: Since some of the interview questions about trust/mistrust may relate to the work environment, the primary risk of this study would be to your privacy and the potential for negative consequences in the workplace if the results of the data were accidentally made public or known to your employer. To protect against these risks, the researchers have put the following data security measures in place to make sure that identifiable research data is not disclosed to your supervisors or organizations. As such, the recruitment process only involves you and the researchers, and not through your organization. In the interview, you may experience fatigue while attempting to answer the questions. Notify the interviewer should this happen so that a break is given. There may not be direct benefits to you but your participation is essential in contributing to the understanding of factors that facilitate effective teamwork and work outcomes.

CONDITIONS OF PARTICIPATION: Your participation is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. Furthermore, you may discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled.

CONFIDENTIALITY: You will never be required to identify yourself by name and there will be no attempts made to identify your personal information. Since the interview takes place outside of working hours and at the researchers' university, your participant in this interview will not be known to your supervisors and your organization. To protect your confidentiality, all identifiable research material will be encrypted and stored in a computer that is password protected. Only the investigators and the research sponsor (U.S. Department of Defense) will have access to this password protected folder. No one outside the research team will have access to identifiable information. Your identity will never appear in any reports or publications.

INCENTIVES/ PAYMENTS: You will be compensated with RM100.00 for your participation.

CONTACTS FOR QUESTIONS ABOUT THE STUDY: Participants may contact Dr. Lin Mei-Hua, Ph.D., Associate Professor, Department of Psychology at 03-7491-8622 Ext 7112 or by e-mail to mhlin@sunway.edu.my with questions about the study. For inquiries about rights as a research participant, contact the Ethics Committee at 03-7491-8622 Ext. 7328.

PARTICIPANT ASSURANCE: I have read and understand the terms and conditions of this study and I hereby agree to participate in the above-described research study. I understand my participation is voluntary and that I may withdraw at any time without penalty.

Signature

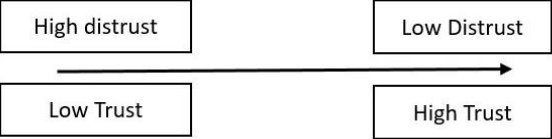
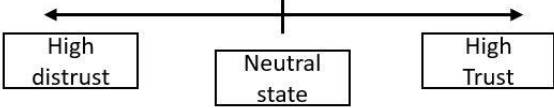
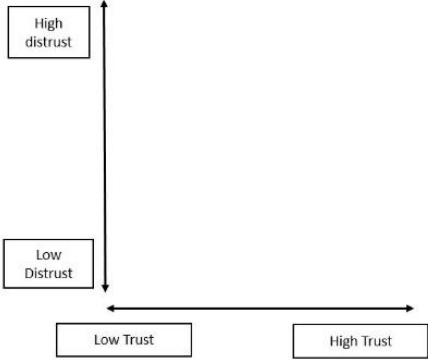
Name

Date

Research conducted by,
Dr. Lin Mei-Hua (Principal Investigator)
Michelle Lee (Co-Investigator)
Department of Psychology
School of Science and Technology
Sunway University

Appendix D

Codebook for relationship themes that emerged

| Model | Illustration |
|--|--|
| <p>Model 1 (Antithetical Model) This relationship views trust and mistrust as being opposing in nature, with one end being trust and distrust on the other. As trust is gained, the relationship moves towards trust, as trust is violated, the relationship moves towards distrust. In this relationship, it is not possible to trust and distrust someone at the same time, making them mutually exclusive. In this model, the trust and distrust are on the two ends of the same conceptual spectrum with overlapping range (Guo, Lumineau & Lewicki, 2017). For example, an individual's experience of low trust is equivalent to having high distrust.</p> |  |
| <p>Model 2 (Dialectical Model) This relationship STILL views trust and distrust as being opposing in nature, with one end being trust and mistrust being on the other, but it has an in-between range (Guo, Lumineau & Lewicki, 2017). In this model, the individual makes an active decision when an event has occurred to trust, distrust or leave the relationship where it is. As such, it is similar to model 1, but with an added “neutral” state. In the in-between region, an individual does not necessarily trust or mistrust the trustee. A violation of trust does not necessarily lead to immediate distrust – rather puts the individual in a state of “confusion/deliberation”, where trust is disrupted, but the individual does not have to make an immediate decision to distrust. Instead, the individual makes visible effort to justify whether to distrust or trust the other party. What distinguished this model from the Model 1, is that trust and distrust have an element of intentionality, whereas mistrust is understood as a state of suspicion.</p> |  |
| <p>Model 3 (Context-Dependent Model) Model 3 separates the concepts of trust and distrust to two different dimensions, existing independently. Trust dimension spans from high trust to low trust, and the distrust continuum spans from high distrust to low distrust (Guo, Lumineau & Lewicki, 2017). In Model 3, the trustor can trust and mistrust the same person at the same time, taking into account other factors such as different contexts. Trust is about hopeful expectations while distrust is about expectation about things feared. This model emphasizes trust and distrust to be dependent upon context. The most common contextual reference is in a work setting, where the trustor trusted the trustee on his/her work abilities but not necessary to keep every person in the work environment relevant in the on personal matters. For example, “I can trust A to perform his job well, but cannot trust him to keep secrets.” Another is “I trust you can complete the task efficiently, but I do not trust you to be detail-oriented.”</p> |  |
| <p>Other notable relationship: Trust Dependency This relationship adopts the view that mistrust can only occur when a foundation of trust has already been established. In other words, trust must exist first before mistrust can exist. The general understanding of this concept among participants revolves around the belief that mistrust can only occur when there is already a relatively deeper connection with someone else (through trust), and that mistrust would not be as important with strangers.</p> | |

Appendix E

Emergence of themes for antecedents (exemplary fragments of data)

Ability

The perception that the trustee possesses the skills, competencies, and characteristics which enable them to make effective actions or decisions in a particular area (Mayer et al., 1995, p. 717). Examples of these may include aspects such as ability to communicate, knowledge and competence, people skills, overall intelligence or even perceived expertise.

Trust

| Individual | Team | Organization |
|---|--|---|
| <p>Articulate Intelligent Sharp Smart Communicates well Excellent writing skills People skills Physically able Knowledgeable Understands people Experienced in Finance Experienced in Sales</p> | <p>Feedback oriented Open communication Competent Hardworking Takes initiative</p> | <p>Able to compensate employees adequately Experienced in relevant industry Good reputation/brand name Generates good revenue</p> |
| <p>He always seems to have the solution when it comes to difficult matters</p> <p>He gets the job done whenever it is crunch time.</p> <p>They know what they are ...</p> | <p>Trust in team means able to do what it takes.</p> <p>I trust my manager... she's very open and we are very open in terms of work related matters.</p> <p>They should be able to go and do it and not wait for others to come and clean it up...</p> <p>They understand the work, the quality is good. And they are regional manager, of course they are not questionable.</p> | <p>... Able to withstand the fluctuating economy</p> <p>I can trust my organization to always provide the best solution with regards to a problem.</p> <p>The company has a good name, many people know it...</p> |

*General Ability *Specific Skills/Competencies *Past Experiences

Mistrust

| Individual | Team | Organization |
|---|--|---|
| <p>Ill-Equipped Not articulate Weak skills</p> <p>Forgetful Poor people skills Does not write well Always leaves out important information Never does well in classes Always freezes up during presentations</p> | <p>Inconsistency Passes work on to other people Blames team members when work is not done Does not complete tasks on time Low quality work Poor communication Not dependable</p> | <p>Doesn't compensate well. Poor reputation Inexperienced in relevant field</p> <p>Doesn't generate revenue</p> |
| <p>I think being forgetful also will cause me to not trust that person.</p> <p>I don't feel like giving her work because I can do it better myself.</p> <p>He never tells me the important aspects with regards to what we want to achieve.</p> | <p>Because of incompetency, the team's name got tarnished.</p> <p>We expel him because he's incompetent.</p> <p>We do not talk much within our team, everyone just tends to do their own work.</p> <p>When I was on leave, and I've actually asked the person to help me, and this person did not.</p> | <p>I am always worried whether I can get my salary on time.</p> <p>The company may go bankrupt in a few more months at this rate.</p> <p>My organization always seems to be lost when it comes to handling tasks specific to finance.</p> |

*General Ability *Specific Skills/Competencies *Past Experiences

Benevolence

The perception that the trustee is well-meaning, kind, and acts in the best interests of the participant (Mayer et al., 1995, p. 718). Some qualities of benevolence may include being caring, receptivity, transparency, sympathy, loyalty, openness, and availability.

Trust

| Individual | Team | Organization |
|---|---|--|
| <p>Caring Not Scary Personable Receptive Transparent</p> <p>Good Intentioned Helpful Kind Sympathetic Tolerant Good listener Will stick by me Patient</p> | <p>Has each other's back Additional incentives for good work Willing to learn from team members Team members listen to each other Willing to teach team members</p> <p>Comfortable with each other</p> | <p>Transparency Takes care of employees Values employee feedback Good benefits Provides opportunities for career progression</p> |
| <p>I'm very comfortable with the person... share more about me if the person approach me.</p> <p>Generally the person will be friendly and will be open... share about themselves as well.</p> <p>The person is always patient when it comes to teaching me new things.</p> <p>He is the type of person that is transparent about everything, he has nothing to hide.</p> | <p>Listen to team members instead of dismissing what they have to say...</p> <p>Whatever I'm answerable for, she's answerable for that as well... we have common interest.</p> <p>First comfort, then comfort really to trust.</p> <p>Even in tough times, my team members are supportive</p> | <p>It will be transparency in terms of more on instruction, like don't give one instruction and ended up backtracking on your own instruction.</p> <p>If I do my job right, and I can go where I want, that I can trust.</p> <p>My company takes care of me and my family by providing all of us with medical insurance.</p> |

*Friendly *Altruistic *Cares about me

Mistrust

| Individual | Team | Organization |
|---|--|--|
| <p>Accusing Critical</p> <p>Demanding</p> <p>Disrespectful Harsh Threatening Menacing Rude Egocentric Selfish Uses people Takes advantage of people Laughs at people Makes fun of people</p> | <p>Team members have hidden agendas Emphasizes output over members' well-being Team members only focus on their own tasks Team members don't help each other Different self-interests Lack of transparency</p> | <p>Lacks meaningful benefits Doesn't care about employee well being</p> <p>Does not provide career progression</p> <p>Lack of transparency Operates in the company's best interest</p> |
| <p>The moment I spoke to her for the first time... I will say is too cheerful. It almost seems fake.</p> <p>She is rude to me sometimes when I try to ask her things.</p> <p>He makes fun of other people whenever they don't know how to do something yet.</p> | <p>I don't ask him to do anything because I know he will purposely mess up my work.</p> <p>Everybody on the team works out of their own self-interest... to progress their own careers.</p> <p>My team members are always busy with their own work so I never ask them for help.</p> <p>I know how to gauge my progress... overpraising me... I don't trust...</p> | <p>We never know what the upper management is hiding from us.</p> <p>Even when employees have no work-life balance, the company still forces us to work overtime and refuse to compensate us.</p> <p>I will go nowhere with my career if I stay in this company.</p> |

*Mean/Threatening *Self-Centered *Does not care/Bad Intentioned

Integrity

The perception that the trustee adheres to a morally upright set of principles (Mayer et al., 1995, p. 719). These may include principles such as honesty, conscientiousness, fairness, fulfilling/maintaining promises, consistency, reliability, value congruence, and discreetness.

Trust

| Individual | Team | Organization |
|--|---|---|
| Genuine Doesn't contradict himself What he says is what he believes is right Transparent Conscientious Consistent Dependable Very responsible Equitable Shares the workload | Team members are honest with each other Team members keep their word Promises are always kept Team members work together | Risk Adverse Follows their core values Joins the fight against world issues Transparent Doing the right thing trumps profit |
| They are honest... they can just say what they want to say. They are not double faced. They just being themselves. She will always do the right thing when faced with a crisis. Transparency is one of his principles as a person | If the work involves more teamwork, then, I think the trust level will be higher To be able to keep things to yourself instead of... tell it out to someone else. My team members always offer to help me whenever I have too much on my plate. My teammates are honourable people | Risk adverse in the sense that contract will has to be signed before you kick off the work. My company ensures that the products they produce align with environmental sustainability. There are at least one CSR initiatives that occur every month. |

*Honest *Reliable *Fair

Mistrust

| Individual | Team | Organization |
|--|---|--|
| Cagey Sleazy Gossips Lies Flighty Irresponsible Inconsistent Not dependable Talks big, but has not content or action Takes advantage of other people Keeps information to self | Team members are dishonest Team members take advantage of each other Breaks promises Uses others to advance their own interests | Puts profit over everything else Not risk adverse Unethical Loose values |
| If let's say that what your partner did was cheat on you... my level... would just drop... to the very bottom. When you think you can trust this person, but then at the end, they actually reveal out your pay... to other friends ... I thought this is all P and C stuff. He knows that I'm the kind of person that has a hard time saying no, so anytime he needs something, he will ask me first. | Revealing sensitive information that might be spoken between me and another team member. Let's say your meal time is one hour... you may need one hour and 30 minutes... so just small things like this, they go and say it out loud. She used my idea and sold it to our leader as his idea. | As long as the project is profitable, they will just begin the project without going through the proper ethics check first. Our company regularly dumps its wastes into the river nearby. They turn a blind eye to employees who lies about a product, as long as their sales figures reaches the monthly quota, |

*Dishonest *Not reliable *Unfair

Predictability

The perception that the trustee is dependable, reliable, and consistent based on the trustee's past actions. Examples of predictability could include the belief that the trustee always adheres to a certain expectation, promised transaction, interaction policies, and guidelines, thus making it easier for the trustor to plan things in accordance with the trustee (Wu, Chen, & Chung, 2010).

In each case, the trustor has to know the trustee sufficiently well so that the trustee's behaviour is anticipatable (den Hartog, 2003).

Trust

| Individual | Team | Organization |
|---|--|--|
| Consistent Plan oriented Predictable Calculated Always Prepared | Team members follow plan Team members have consistent behavior Team members are predictable Team does as expected | Organization follows set plan Operates consistently Organization is predictable Organization does as expected |
| He always plans ahead and I know he will do as he plans. | In times of uncertainty, my teammates stick to the plan | I can generally expect my organization to pay me on time and at the exact amount. |
| His behaviour seems to be consistent with his behaviour in the past. | I usually know how my teammates are going to react | My organization behaves consistently with the plans that they have set in place. |
| I can generally predict what he is going to do. | My teammates behave consistently I can guess what my fellow teammates are going to do | My organization always performs its duties as expected of them. |

Mistrust

| Individual | Team | Organization |
|--|---|--|
| Erratic Fickle Uncertain Unstable Unpredictable Inconsistent | Team members never follow the plan Members of the team are inconsistent Difficult to predict Does not behave as expected | Organization never follows the plan Operates inconsistently Difficult to predict Organization does not do as expected |
| He is a very erratic person, you never know what he is going to do. | I cannot predict what my teammates are likely to do. | I only sometimes receive compensation when I submit the claim form to my company. |
| She is very fickle in her behavior, one moment she may do this, the next moment she may do something else. | My teammates will not do as I expect them to do in times of adversity | It is hard to predict what my company will do in difficult economic times. |
| His work quality is largely inconsistent, it makes him unreliable. | His behavior is generally inconsistent | My organization sometimes follows the plan that it has set in place to counter a specific attack towards them. |

Trust Propensity

Propensity to trust, that is, an individual's disposition to trust, correlated with intention to trust when information about trustworthiness was ambiguous, but did not correlate with intention to trust when information about trustworthiness was clear (Gill et al., 2005). In other words, it's internal factors within the participant which influences their degree of trust towards other people without prior information of history or exchanges.

| High | Low |
|---|---|
| My personality wise I generally trust people easily... | So everything I need to know. If something that I do not know right, then I'm feel uncertain. So if I'm uncertain, then I will not trust. |
| Everyone I meet I believe that there is good in them, so I tend to trust them from the start. | [My trust level] is at the very beginning it's very low already |
| I feel like it's easy for me to trust people. | Personal [like] friends, that's neutral But when it comes to boyfriend, then it's very hard for me to trust. |

Affect

The perception that emotional factors influence the participant's inclination to trust, arising from the close interactions, empathy or friendship. Emotional factors may include emotions, mood, or just a gut feeling towards the trustee.

| Trust | Mistrust |
|----------------------|------------------------|
| Accepting stance | Critical social stance |
| Approachable | Stand offish |
| Easy going | Disengaged |
| Engaging | Tense |
| Fun | Sad |
| Happy | Impersonal |
| "Light blood" | Slow to Smile |
| Quick to smile/laugh | Cold |

Identification

The response of trust or distrust to the shared or unshared characteristics with the trustee. These may include beliefs, values, desires, goals and activities.

| Demographics (DMG) | Beliefs/Goals (BG) | Demeanor (DMN) | Activities (ACT) |
|--|---|---|---|
| Age Gender Size Race/Ethnicity Year in School Nationality | Political views Religious views Values Vegetarian Academic major Career path | Assertive Intelligent Macho Mature Shy Hard-working | Chess Video games Athletics Books Movies Computers |
| Trust | | Mistrust | |
| I trust her more because she's a student like me. | | I don't trust people from different ethnic groups | |
| I would trust someone who was bigger and stronger than me | | I don't trust people have similar tastes as me because I know that they will be biased. | |

Status/Roles

The perception that the relative social and professional standing of trustee within various contexts influences the participant's inclination to trust the trustee. Some statuses may refer to professions such as doctors or lawyers, while other statuses may refer to social roles such as grandparents, parents, and manager.

| Reputation/Social Role | Profession |
|------------------------------------|----------------------|
| Viewed positively in the community | Teacher |
| Viewed negatively by the community | Lawyer |
| Known illegal actions | Doctor |
| Family Person | Tow-truck Driver |
| | Police officer |
| | Clergy |
| | Health-Care Employee |

Interactions

The perception that trust stems from the mutual or reciprocal action or influence between the trustor and the trustee.

Interaction are viewed as the process in which the communication and building of relationship over time influences the participant's inclination to trust another person.

| Trust | Mistrust |
|---|---|
| I would say that cooperation with my team members have made me more trusting towards them. | As I interacted with the person, I know the ins and outs of the person, which made me trust him less. |
| Through our various interactions, my familiarity with her has made it easier for me to trust her. | Generally, my interactions with her made me trust her less. |
| My interactions with my teammates have brought us closer together despite not liking each other at the start. | |

Situational

External factors which do not fall in the previous categories but still influence trust. These may include the nature of the job or the state of the economy. In such case, it only applies to external factors which can't be controlled, such as the work environment.

[Note: Always code the least vague statements. If the situation is not elaborated, don't code!]

| Trust | Mistrust |
|--|--|
| Because it's not work related anymore... my level of trust may be a bit different as well... more open about myself. | If let's say something like sales... be very careful of what I said to this person in the event. |
| I trust my colleagues because we are a very small department, so there's only like five of us right now. | When it comes to KPI related-matters... it can be a very stressful or hostile environment... atmosphere. |
| Group KPI is more important compared to individual KPI, so I can trust my teammates no to backstab me. | If it's for work related, then it's just pure work related, ... Means I don't reveal my personal life and stuff. |

Relationship-Oriented

This dimension extends to the perception of whether the trustee values/focuses on the people or social relationships.

Trust

| Individual | Team | Organization |
|--|--|---|
| Relationship <ul style="list-style-type: none">- My father always puts his family first; he always ensures that he spends his weekends with us no matter how busy he gets at work.- Even when exam period draws near, I can always count on my friends to come and see me when I need them. | Relationship <ul style="list-style-type: none">- My team members always take long lunches to establish solid connections with each other.- My boss emphasizes that everyone in the team should get along with each other. | Relationship <ul style="list-style-type: none">- My organization plans many trips for employees to take part in.- Employee relationship is the biggest thing that my company focuses on. |

Mistrust

| Individual | Team | Organization |
|---|---|--|
| Relationship <ul style="list-style-type: none">- My brother is always spending time with his friends even though despite it being a busy time at work.- My friends will still go out late at night to hang out even though they have exams the next day. | Relationship <ul style="list-style-type: none">- My team members always take long lunches together and ignore the work we have to do, even when the deadline draws near.- My boss emphasizes that no matter what, even if a work has to be completed, it shouldn't be at the expense of souring team member relationships. | Relationship <ul style="list-style-type: none">- There are too many field trips planned by our company. It's such a waste of time when there's work to be done.- The organization doesn't really care about whether employees have a good relationship with each other. |

Achievement-Oriented

This dimension refers to the perception of whether the trustee values/focuses on achieving goals, and task in order to meet certain goals.

Trust

| Individual | Team | Organization |
|--|---|---|
| Achievement <ul style="list-style-type: none">- My parents work incredibly hard at their jobs. They are incredibly close to finding a new treatment method for cancer.- My friends are always focused whenever it is peak period for assignments to be submitted. | Achievement <ul style="list-style-type: none">- My team members always manage to achieve the weekly quotas no matter what it takes, which motivates me even more.- I can feel that everyone on my team has the drive to do great things in this company. | Achievement <ul style="list-style-type: none">- My organization works hard to ensure that everyone in the company strives to achieve a common goal. |

Mistrust

| Individual | Team | Organization |
|---|--|---|
| Achievement <ul style="list-style-type: none">- All my parents care about is work.- Everyone I care about is too focused on achieving goals, they don't spend any time with creating real and lasting relationships. | Achievement <ul style="list-style-type: none">- I feel very isolated sometimes because everyone on my team is focused on their own individual goals.- I don't feel like my boss cares about our relationship because he is always occupied with trying to achieve his own KPIs. | Achievement <ul style="list-style-type: none">- All the company cares about is whether they can achieve their monthly profit targets. |

Reciprocity

Reciprocity is based on the display of trust or mistrust by a trustee, resulting in instances where the trustor reciprocate the act of trust with an equivalent trust or retaliating a hostility/mistrust with an equivalent skepticism and doubts.

| Reciprocal Trust | Reciprocal Mistrust |
|---|--|
| If someone trust you, you trust them in return. | If someone do not trust you, you don't trust them in return. |

Vicarious

The source of trust/mistrust is based on the trustor's perception of another person's experiences and words. These may include rumors, stories, and gossips heard from others that result in increase/decline of the trustor's trust level.

| Trust | Mistrust |
|---|---|
| <p>When I first joined, I trusted him because my colleagues mentioned that he is a great supervisor.</p> <p>I sort of heard that he has good attitudes and behaviors, so I trusted him.</p> | <p>My interaction with my colleagues tells me that this person cannot be trusted.</p> <p>When in office, people gossip and stuff. I heard that he is evil and tend to harm the employees.</p> |

Others/ Rare code

This code is only used when the antecedents mentioned do not fit into any of the above codes.

Appendix F

Emergence of themes for outcomes (exemplary fragments of data)

Affect

This refers to experience of feelings, moods, and emotions. It could be positive or negative affect.

| Positive Affect | | |
|---|---|---|
| Personal | Team | Organization |
| I would feel I'm very rested I mean you feel you felt comfortable You would feel more secure... | Happier, stress free I'll be comfortable working under them. | Basically I would feel comfortable- happy to work in that environment |

| Negative Affect | | |
|--|--|--|
| Personal | Team | Organization |
| ...end up hurting me more in that sense. ...you will feel like hurt. ...just feel like sad lor, anger... | ...get stressed and your life will be miserable. Obviously, you will angry. It's very stressful. Very tiring | So, I would not feel comfortable working with them because I know they have some sort of different thing going on. At that time, I was also quite unhappy. So, I think it would be quite stressful to do work there. |

Cognition

Capability Beliefs

Competency beliefs towards an individual or a team in completing a task/in task performance effectively. High Capability Beliefs refers to positive competency beliefs while Low Capability Beliefs refers to negative competency beliefs.

| High Capability Belief | |
|---|--|
| Personal | Team |
| Because, like my wife, I say, 'hey look I want this done', I know she will do it. When I have a problem, I can just go to someone, and then that someone can help me resolve that problem. | I mean, it gives me assurance that ...[Mumbling: how do I say] that they are -- that does it -- they are reliable so. when I ask somebody to do this, my feeling is like, this thing should hundred percent no problem one, because this is -- the person is really reliable. I give you things to do I trust that you will do it. |

| Low Capability Belief | |
|---|---|
| Personal | Team |
| I'll try not to depend on them that much. I'll try not to have so much trust on them, and dare not try—not to rely on them that much. but not fulfil what -- then the next time I won't ask him or her to do anythings else. | So, um... I will not assign important task, or urgent task, to that particular member. I will rather do it by myself, okay. It's just that worry feeling is there. I1: The feeling of worry? (P: Erm) The feeling of worry ... P: Like ah.... "Can you complete this project on time?" |

Psychological Safety

Belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns or mistakes (Edmonson, 1999). When psychological safety is low, there is a belief that one will be punished or humiliated or speaking up with ideas, questions, concerns or mistakes.

High Psychological Safety

| Personal | Team |
|---|--|
| , um... to realize, you know, your... aspirations, and then to... to actually, um... uh uh uh, help you? And basically, just to be there, for you, without a lot of, you know, um... judgment? Without all sorts of, um... {LS} connotations, and you know that, he or she will be able to just, tell you straight in the face, that, you know, either you are wrong, or you are right. | <p>So, in that sense, I felt, you know, I was like, "I really have someone who is like looking out for us." Yeah.</p> <p>you feel more comfortable to ask questions because, uh, you have trust that, you know, they won't go and spread that you don't know this you don't know that, or... you know that they understand your situation, that you're new and you need time to learn all these thing</p> <p>so just that any problems, like any, any issues that I encountered along, along the process right, then I would feedback to him, and then he would-he would he would help, he would give me some advice, and then tell, tells me, um, what's the solution everything.</p> |

Low Psychological Safety

| Personal | Team |
|--|---|
| I don't feel safe hanging out with her. Not sure when I will be backstabbed. | I would not let her sign anymore. (Laughs). |

Reciprocity

The mutual exchange of something that is equivalent to what was given. In reciprocity, there are Reciprocal Trust (a return exchange of trust given to the trustee) and Reciprocal Mistrust (responding mistrust with mistrust).

Reciprocal Trust

| Personal | Team |
|---|---|
| So, if they trust me, then I would obviously trust them back, because the trust that I have -- It, it would result in me trusting them as well. | <p>I would say, I have to be open with my team, you know, for them to trust me as well. Because trust works both ways.</p> <p>Yeap and for me to work well with this person, I'll also have to have the trust level in this superior to know that whatever that you-- to actually how to say, so I will trust that she trust me I would say trust more like I trust you and then, there was an expectation, to have some sort of, form of recipocrating in trust.</p> |

Reciprocal Mistrust

| Personal | Team |
|---|--|
| She doesn't trust me, so why should I trust her then? | My previous employment, my trust level towards my ex- ex-superior is not there, reason being is because she don't trust the team as well, it comes vice versa because she don't trust, she just don't trust us, and at the same time, we also don't trust her. |

Explicit Behavior
Organizational Behaviors

Organizational Citizenship Behavior (OCB) is behavior that goes beyond the basic requirements of the organization to advance or promote the work organization, its image and goal. In the literature, OCB has always been seen as the opposite construct to the **Counterwork Productive Behavior (CWB)**, which refers to work behavior which does not go towards the goal of the organization and can hinder productivity, cause a negative work environment and negatively affect an individual employee, team or even an entire company.

| Organizational Behaviors | |
|--|---|
| Organizational Citizenship Behavior (OCB) | Counterwork Productive Behavior (CWB) |
| believe that you have attended to this customer more to me even though it's mine and I initially handle this, so I'll give this to you. So I -- I told her that "You know, why don't you" that's when we actually give suggestion, you know why don't moving forward you do this this this this this. | So in the same way if they don't trust the manager right, I think the team would certainly not be focused, and they would not want to give their best, because for them it's like, 'hey I can't trust the manager, why am I even in the team?', you know The impact is then it's like, hey, I will- they will not definitely give their best right. |

Cohesiveness

Low Cohesiveness refers to deliberate and conscious action of separation from an individual or group. Meanwhile, High Cohesiveness refers to engagement in establishing a relationship/ association with another individual or group.

| Low Cohesiveness | |
|---|---|
| Personal | Team |
| If we have our own gathering we tend not to call that person I don't mingle around those who are not trustworthy. I straightaway cut-off the friendship immediately | I generally don't interact much with this person but at same time, if let's say, at the what you call, company dinner, I will also avoid this person. Oh it's like I've completely cut off with the person, and said I'm done with you. try not to work with her very closely, alright. |

| High Cohesiveness | |
|---|--|
| Personal | Team |
| I would love to hang out with her anymore. Even when she asks me out on the weekday, I would always oblige. | I interact a lot with those I trust the most. I will always go to individual B and have some, um, discussion and, uh, brain storming session with this particular person. |

Inhibition/Openness

Inhibition refers to holding back, restriction or prevention of ideas, feelings, thought and personal values while openness refers to the willingness to engage in unrestricted/unrestrained conversation regarding their own ideas, feelings, thoughts and personal values.

| High inhibition/ Low Openness | |
|--|--|
| Personal | Team |
| I would not disclose anything to the person. I would say I can still continue communicating by the bare minimum level. As for the one I don't trust, it's been a few months since I've spoken to her so. | First thing to share less information. then you tend to have... be more precaution to reveal information. So we cannot reveal who are we calling to. |

| High Openness/ Low inhibition | |
|--|---|
| Personal | Team |
| able to tell or confide with someone with full disclosure. I can tell him my deepest worries, deepest concerns, deepest secrets. That's level of trust I have with him. I'll be very open. | So, people who I fully trust..... are someone thatis.....not to say very close to me...but I also very open to them. She's very open and we are very open in terms of work related matters so I have very high level of trust in terms of her leadership. So if like, pure trust means everything will be revealed la, but then... ya nothing to hide. |

Task Performance

High Task Performance means task proficiency and performance behavior that contribute to the organizational performance. Low Task Performance is the opposite of the high task performance, in which task proficiency and performance behavior that reduced or does not contribute to the organizational performance.

| High Task Performance | Low Task Performance |
|--|---|
| Problems can be solved quicker. so which will improve the performance of the team. have better performance when we have trust. | I don't trust this person. So why should I go and ask their help -- I would rather -- even though it takes two hours more, I would do it myself. there is no trust, then you can't complete the project. All the tasks gets, like slowed down, and then everything got delayed. |

Monitoring

Monitoring is behavior that pays close attention to the progress or quality of tasks. With monitoring, there is a need for consistent or frequent follow-up and double checking on the progress or quality of task as well as quietly observing the behavior of the person.

Low Monitoring

| Personal | Team |
|---|---|
| I don't have to check-in (keep track) with her all the time since I know that she would not talk bad things about me. | I don't have to double check on their work or I don't have to follow up with them because I know that they would do it at the end. I won't be -- I won't have to cover it for them. Because you trust him, you don't have to monitor. |

High Monitoring

| Personal | Team |
|---|--|
| So I will often double check of follow up. I will still follow up like you know, keep track. And also you have to be wary and you have to watch your back a lot or you have to think a lot before you know what is the real deal. | would have more workload. I'll have to check on that as well because as I said, these revolve as a team, not as one person. At the beginning of the stage, six months to a year I have -- I have to go like every day because the trust is not there yet. I mean like pay more attention. Very..... they will.....something I mentioned earlier was that they monitored us heavily. |

Risk-Taking Behaviors

Risk-adverse individual is someone who tends to turn away from the uncertainties and risks. Meanwhile, risk-taking is someone who likes to go for a choice that is higher in risk even when there a safer option is available, such as when a safer option is of equal expected value.

Risk Adverse

| Personal | Team |
|--|---|
| Like if someone told you, oh this person cannot be trustable, so you be like very caution... So, I don't think I would go and put myself in that situation again. I will have to protect myself, and one of the way is just make sure all my information is accurate before approaching this person. | So I will think -- plan up the contingency before giving them the task. Yeah. Person B nowadays, first thing first I will be very clear in terms of what needs to be done. like if you already know that this person can't be trusted then you have a plan B to help things ... |

Risk Taking

| Personal | Team |
|---|--|
| I will not um, um, like consider, whether, whether his statement is true, is true or false, just that the first thing, the first thing that okay, the first thing that he told me is that I'll say, "oh okay I believe I believe you" | I can rely on them, like I can believe what they are saying, then it's considered that --I mean that's concept of trust lah, like for me to....be able to.... have some faith in them, predict their word seriously. |

Others/Rare Codes

Work Given:

| Work Distribution | |
|--|---|
| More Work | Less Work |
| As my supervisor trusted me a lot, she often delegates work to me, rather than the girl whom she mistrusted. | Mistrust... can be good, in the sense that you will not have extra portion of work. People don't delegate to you, and you don't delegate to other people. |
| | |

Oblivious Behaviors:

| Oblivious Behaviors | |
|---|---|
| Personal | Team |
| I care about her as a friend, so I will always ask "hey, what's happening with your life recently?" | I'm not close to him I don't even bother whether he change ke, gained back my trust, I don't really bother. here are some individuals that I'm like, " Meh ... I don't really care." So, I think this time around, it's – it's – it's – it's been reduced to almost, almost nothing la, if not nothing. Yeah. |

Integrity Beliefs

This theme can be considered the other end of the skepticism. It refers to the perception that the trustee can be depended upon at times of hardship or when needed by the trustor. It entails overconfidence of the trustee's ability, behaviors, and decisions, and a lack of objectivity from the trustor. For instance, a participant reported that he did not need to "reevaluate what [the trustee] said" if he trusts the trustee. In another example, narratives such as "do not doubt," and "do not consider whether his statement is true or false" also characterized this theme.

| High integrity Beliefs | |
|--|---|
| Personal | Team |
| Same thing, I don't have to re-evaluate what they have said | I don't need to re-evaluate what he or she has said. So, that means I can juststraight onbelieve thatwhat he or she had said is true and I can just follow the instructions accordingly. |
| you can share your feelings or secret with, without worrying that it will be in any social media the next day. | |
| | |

| Low Integrity Beliefs | |
|--|---|
| Personal | Team |
| She is not reliable as a friend, I just can't trust her characters. I have to constantly be skeptical of her words and actions | I have one colleague who likes to gossip. I can't really trust her and always be very skeptical and cautious with what she told me. You can say that her character is totally unreliable. |

Overwork-Trust

| Overworking | |
|--|--|
| Personal | Team |
| My mom only trust me and not my younger brother, so she always ask me to do this and do that. | You might over-work as well with trust. |
| My best friend would rather ask me to help out whenever there is something important that she couldn't handle. So, I have to manage her personal stuff in addition to what I have. | But let's say if some other people trust me, and that person will delegate his or her work to me as well, without knowing that I have this much portion of work in my plate. |

Reliance:

| Reliance | |
|---|---|
| Personal | Team |
| I can rely on that person. That person is very reliable. | You being too reliable towards this person. Trust can be bad because you could be over-relying on a person |

Resignation-Mistrust

| |
|--|
| then I'm like ok, then sayonara. (Laughs) I'm going to another company. |
| I just resign. |
| So right now I actually told the, my, this current subsidiary that I want to be transferred here permanently, and be reporting under him instead of her. |

Appendix G

Study Information Sheet for Recruitment

RE: A Multilevel Comparison on the Antecedents of Trust among Team Members and Work Outcomes

What is the purpose of the study?

The purpose of this study is to explore the factors that influence trust among team members, and how team functioning affects work outcomes. This study is sponsored by the U.S. Department of Defense.

Who should participate?

Full-time working adults, aged 18 years and older, working in a team with a minimum of 5 team members - where the team has been in existence for at least 3 months, are encouraged to participate in this study.

What will be done?

If you decide to take part in this study, you will be given a package containing a set of questionnaires distributed by your team leader. You will be asked to complete a series of questions that will take approximately 30 minutes, subject to your reading speed. You may answer your questionnaire during your personal time. Upon the set date for participating in the study, you will place the questionnaire in the designated envelop, seal it, and drop it in the 'drop box' designated for this study.

What are the potential risks that I may face?

There are no anticipated adverse risks or discomfort posed to you for taking part in this study. However, you might experience fatigue while attempting to answer the questions. Should this happen, please feel free to take a break before you decide to continue. Since you will be asked questions about trust/mistrust in the work environment, the primary risk of this study would be to your privacy and the potential for negative consequences in the workplace if the results of the data were accidentally made public or shared with your employer. To protect against these risks, the researchers have data-security measures in place to ensure that identifiable research data is not disclosed to your supervisors or organizations. One such measure: the procedure of returning your questionnaires to a secure drop box, and the option to complete the questionnaire online.

What are the benefits of participating in this study?

There is no direct benefit in participating in this study. However, by choosing to participate, you are helping the researcher to learn and better understand team processes in regards to trust.

How will the information I have given be used?

You will never be required to identify yourself by name and there will be no attempts made to identify your personal information. However, your unique demographic information may preclude absolute anonymity and confidentiality. All the responses you have provided will only be accessible to the researcher and the research sponsor (U.S. Department of Defense). The data obtained will only be analysed and described as part of a whole group. Your completed questionnaire will be kept in a secured place for 3 years.

Am I obligated to complete the survey?

The decision to participate in this study is voluntary. You are not required to participate in the study. If you do decide to participate in this study, you are free to quit at any time without facing any penalties or consequences. By completing and submitting the questionnaire, you give your consent to voluntarily participate in this study.

Where can further information be obtained?

If you would like any further information regarding this study, the principle investigator, Dr. Lin Mei-Hua can be contacted at mhlin@sunway.edu.my or +603-7491 8622 ext. 7112.

This research has been approved by Sunway University Research Ethics Committee (Ethics Approval No: SUNREC 2015/020)

Appendix H

Participant Information Sheet for Research

DEPARTMENT OF PSYCHOLOGY SUNWAY UNIVERSITY (ETHICS APPROVAL CODE: SUNREC 2015/020)

INTRODUCTION: This study is entitled *A Multilevel Comparison on the Antecedents of Trust among Team Members and Work Outcomes*. This document defines the terms and conditions for consenting to participate in this study. This study is sponsored by the U.S. Department of Defense.

DESCRIPTION OF THE STUDY: The purpose of this study is to explore the factors that influence trust among team members and how team functioning affects work outcomes. Knowledge gained from this study will help researchers to understand the mechanisms behind trust and trustworthiness in teams. This particular study is important to organizations and employees as how they function in teams affects work outcomes.

PROCEDURE: You will be given a package containing a set of questionnaires distributed by your team leader. You will be asked to complete a series of questions that will take approximately 30 minutes depending on your reading speed. Upon the set date for participating in the study, you will place the questionnaire in the designated envelop, seal it, and drop it in the 'drop box' designated for this study. If you decide not to participate, please also place the questionnaire in the designated envelop, seal it, and drop it in the 'drop box' designated for this study. This is to ensure the team leader will not be able to identify who had or had not participated in the study. The researcher will then pick up the 'drop box'.

RISKS AND BENEFITS: You might experience fatigue while attempting to answer the questions. Should this happen, please take a break before you continue. Since you will be asked questions about trust/mistrust in the work environment, the primary risk of this study would be to your privacy and the potential for negative consequences in the workplace if the results of the data were accidentally made public or shared with your employer. To protect against these risks, the researchers have data-security measures in place to ensure that identifiable research data is not disclosed to your supervisors or organizations. One such measure: the procedure of returning your questionnaires to a secure drop box, and the option to complete the questionnaire online. While there is no direct benefit in participating in this study, your participation will help the researchers to learn and better understand team processes in regards to trust.

CONDITIONS OF PARTICIPATION: Your participation is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. Furthermore, you may discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled.

CONFIDENTIALITY: You will never be required to identify yourself by name and there will be no attempts made to identify your personal information. However, your unique demographic information may preclude absolute anonymity and confidentiality. All the responses you have provided will only be accessible to the researcher and the data obtained will only be analysed and described as part of a whole group. No one outside the research team and the research sponsor (U.S. Department of Defense) will have access to identifiable information. Your identity will never appear in any reports or publications.

CONTACTS FOR QUESTIONS ABOUT THE STUDY: Participants may contact Dr. Lin Mei-Hua, Ph.D., Associate Professor, Department of Psychology at 03-7491-8622 Ext 7112 or by e-mail to mhlin@sunway.edu.my with questions about the study. For inquiries about rights as a research participant, contact the Ethics Committee at 03-7491-8622 Ext. 7328.

PARTICIPANT ASSURANCE: I have read and understand the terms and conditions of this study. By completing and submitting the questionnaire, I give my consent to voluntarily participate in this study.

Research conducted by,
Dr. Lin Mei-Hua (Principal Investigator)
Michelle Lee (Co-Investigator)
Department of Psychology
Faculty of Science and Technology
Sunway University

Appendix I

Team Trust Climate Scale

Instructions: For each of the items, rate to what extent the items, from 1 (“To A Very Small Extent”) to 5 (“To A Very Large Extent”), is true for you by circling one of the responses that appear next to the item.

| | To A Very Small Extent | To A Small Extent | Some what | To A Large Extent | To A Very Large Extent |
|--|---------------------------|-------------------|-----------|-------------------|---------------------------|
| 1. Does your team withhold information from each other? | 1 | 2 | 3 | 4 | 5 |
| 2. Do you withhold information from your team? | 1 | 2 | 3 | 4 | 5 |
| 3. Do your team members in general trust each one another? | 1 | 2 | 3 | 4 | 5 |
| 4. Does your team trust you to do your work well? | 1 | 2 | 3 | 4 | 5 |
| 5. Can you trust the information that comes from your team? | 1 | 2 | 3 | 4 | 5 |
| 6. Does your team withhold important information from you? | 1 | 2 | 3 | 4 | 5 |
| 7. Are you able to express your views and feelings in your team? | 1 | 2 | 3 | 4 | 5 |

Appendix J

Leader-member Exchange 7 Questionnaire (LMX-7)

Instructions: This questionnaire contains items that ask you to describe your relationship with your team leader. For each of the items, indicate the degree to which you think the items is true for you by circling one of the responses that appear below to the item.

| | | | | | |
|----|--|-------------------------|--------------------|--------------------------|--------------------------|
| 1. | Do you know where you stand with your team leader, and do you usually know how satisfied your team leader is with what you do? | | | | |
| | Rarely 1 | Occasionally 2 | Sometimes 3 | Fairly often 4 | Very often 5 |
| 2. | How well does your team leader understand your job problems and needs? | | | | |
| | Not a bit 1 | A little 2 | A fair amount 3 | Quite a bit 4 | A great deal 5 |
| 3. | How well does your team leader recognise your potential? | | | | |
| | Not at all 1 | A little 2 | Moderately 3 | Mostly 4 | Fully 5 |
| 4. | Regardless of how much authority your team leader has built into his or her position, what are the chances that your team leader would use his or her power to help you solve problems in your work? | | | | |
| | None 1 | Small 2 | Moderate 3 | High 4 | Very high 5 |
| 5. | Again, regardless of the amount of formal authority your team leader has, what are the chances that he or she would "bail you out" (get you out of trouble) at his or her expense? | | | | |
| | None 1 | Small 2 | Moderate 3 | High 4 | Very high 5 |
| 6. | I have enough confidence in my team leader that I would defend and justify his or her decision if he or she were not present to do so. | | | | |
| | Strongly disagree 1 | Disagree 2 | Neutral 3 | Agree 4 | Strongly agree 5 |
| 7. | How would you characterise your working relationship with your team leader? | | | | |
| | Extremely ineffective 1 | Worse than average 2 | Average 3 | Better than average 4 | Extremely effective 5 |

Appendix K

General Trust Scale

Instructions: Please rate the extent to which you agree or disagree to each of the statements below by circling one response to each statement.

| | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |
|--|----------------------|----------|---------------------------------|-------|-------------------|
| 1. Most people are basically honest. | 1 | 2 | 3 | 4 | 5 |
| 2. Most people are trustworthy. | 1 | 2 | 3 | 4 | 5 |
| 3. Most people are basically good and kind. | 1 | 2 | 3 | 4 | 5 |
| 4. Most people are trustful of others. | 1 | 2 | 3 | 4 | 5 |
| 5. I am trustful. | 1 | 2 | 3 | 4 | 5 |
| 6. Most people will respond in kind when they are trusted by others. | 1 | 2 | 3 | 4 | 5 |

Appendix L

Social Cynicism Scale

Instructions: Please rate the extent to which you believe in the statements below by circling one response for each statement.

| | Strongly Disbelieve | Disbelieve | Neither Believe nor Disbelieve | Believe | Strongly Believe |
|---|------------------------|------------|-----------------------------------|---------|---------------------|
| 1. Power and status make people arrogant. | 1 | 2 | 3 | 4 | 5 |
| 2. Kind-hearted people are easily bullied. | 1 | 2 | 3 | 4 | 5 |
| 3. Powerful people tend to exploit others. | 1 | 2 | 3 | 4 | 5 |
| 4. Kind-hearted people usually suffer losses. | 1 | 2 | 3 | 4 | 5 |

Appendix M

Measures of Trust and Trustworthiness

Instructions: Think about your team. For each statement, circle the number that best describes how much you agree or disagree with each statement.

| | Strongly Disagree | Disagree | Neither Agree or Disagree | Agree | Strongly Agree |
|---|-------------------|----------|---------------------------|-------|----------------|
| 1. The team is very capable of performing its job. | 1 | 2 | 3 | 4 | 5 |
| 2. The team is known to be successful at the things it tries to do. | 1 | 2 | 3 | 4 | 5 |
| 3. The team has much knowledge about the work that needs done. | 1 | 2 | 3 | 4 | 5 |
| 4. I feel very confident about the team's skills. | 1 | 2 | 3 | 4 | 5 |
| 5. The team has specialised capabilities that can increase our performance. | 1 | 2 | 3 | 4 | 5 |
| 6. The team is well qualified. | 1 | 2 | 3 | 4 | 5 |
| 7. The team is very concerned about my welfare. | 1 | 2 | 3 | 4 | 5 |
| 8. My needs and desires are very important to the team. | 1 | 2 | 3 | 4 | 5 |
| 9. The team would not knowingly do anything to hurt me. | 1 | 2 | 3 | 4 | 5 |
| 10. The team really looks out for what is important to me. | 1 | 2 | 3 | 4 | 5 |
| 11. The team will go out of its way to help me. | 1 | 2 | 3 | 4 | 5 |
| 12. The team has strong sense of justice. | 1 | 2 | 3 | 4 | 5 |
| 13. I never have to wonder whether the team will stick to its word. | 1 | 2 | 3 | 4 | 5 |
| 14. The team tries hard to be fair in dealings with others. | 1 | 2 | 3 | 4 | 5 |
| 15. The team's actions and behaviours are not very consistent. | 1 | 2 | 3 | 4 | 5 |
| 16. I like the team's values. | 1 | 2 | 3 | 4 | 5 |
| 17. Sound principles seem to guide the team's behaviour. | 1 | 2 | 3 | 4 | 5 |

Appendix N

Trust towards Team Scale

Instructions: Please rate the extent to which you agree or disagree with each of the statements below by circling one response for each statement.

| | Strongly Disagree | Moderately Disagree | Disagree | Neither Agree or Disagree | Agree | Moderately Agree | Strongly Agree |
|---|-------------------|---------------------|----------|---------------------------|-------|------------------|----------------|
| 1. If I had my way, I would let my team have any influence over issues that are important to me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. I would be willing to let my team to have complete control over my future in this company. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. I really wish I had a good way to keep an eye on my team. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. I would be comfortable giving my team a task or problem which was critical to me, even if I could not monitor its actions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. I would tell my team about mistakes I've made on the job, even if they could damage my reputation. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. I would share my opinion about sensitive issues with my team even if my opinion was unpopular. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. I am afraid of what my team might do to me at work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. If my team asked why a problem happened, I would speak freely even if I were partly to blame. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. If someone questioned my team's motives, I would give my team the benefit of the doubt. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. If my team asked me for something, I respond without thinking about whether it might be held against me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Appendix O

Organizational Cynicism Scale

Instructions: The following statements address your thoughts and beliefs regarding your team. Please indicate to what extent each statement applies to you by circling one response for each statement.

| | Never | Rarely | Sometimes | Often | Always |
|---|-------|--------|-----------|-------|--------|
| 1. When I think about the team, I experience irritation. | 1 | 2 | 3 | 4 | 5 |
| 2. When I think about the team, I experience aggravation. | 1 | 2 | 3 | 4 | 5 |
| 3. When I think about the team, I experience tension. | 1 | 2 | 3 | 4 | 5 |
| 4. When I think about the team, I experience anxiety. | 1 | 2 | 3 | 4 | 5 |
| 5. I believe that the team says one thing and does another. | 1 | 2 | 3 | 4 | 5 |
| 6. The team's policies, goals, and practices have little in common. | 1 | 2 | 3 | 4 | 5 |
| 7. When the team says it's going to do something, I wonder if it will really happen. | 1 | 2 | 3 | 4 | 5 |
| 8. The team expects one thing of its employees, but rewards another. | 1 | 2 | 3 | 4 | 5 |
| 9. I see little similarity between what the team says it will do and what it actually does. | 1 | 2 | 3 | 4 | 5 |
| 10. I complain about how things happen at the team to friends outside the organisation. | 1 | 2 | 3 | 4 | 5 |
| 11. I exchange "knowing" glances with my co-workers. | 1 | 2 | 3 | 4 | 5 |
| 12. I talk to others about way things are run in the team. | 1 | 2 | 3 | 4 | 5 |
| 13. I criticise the team's practices and policies with others. | 1 | 2 | 3 | 4 | 5 |

Appendix P

Team Communication

Instructions: Please rate to which extent each statement applies to you and your team by circling one response to each statement.

| | Never | Rarely | Sometimes | Often | Always |
|---|-------|--------|-----------|-------|--------|
| 1. How much do people in the team feel comfortable expressing their point of view? | 1 | 2 | 3 | 4 | 5 |
| 2. How much do team members listen to each other's points of view, even if they might disagree? | 1 | 2 | 3 | 4 | 5 |
| 3. How much do you feel comfortable about expressing your opinion in team meetings? | 1 | 2 | 3 | 4 | 5 |
| 4. How much is your opinion listened to? | 1 | 2 | 3 | 4 | 5 |
| 5. How much are you willing to listen to others' points of view? | 1 | 2 | 3 | 4 | 5 |
| 6. In the past year, how willing are you to speak and express your opinions at team meetings? | 1 | 2 | 3 | 4 | 5 |
| 7. Since you joined the team, how willing are your team members in expressing their points of view? | 1 | 2 | 3 | 4 | 5 |

Appendix Q

Employee Risk-Taking

Instructions: Please rate the extent to which you agree or disagree with the statements below by circling one response to each statement.

| | Strongly Disagree | Disagree | Slightly Disagree | Undecided | Slightly Agree | Agree | Strongly Agree |
|---|-------------------|----------|-------------------|-----------|----------------|-------|----------------|
| 1. Initiative often receives a favourable response here, so I tend to generate new ideas. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. I take risks in this organisation. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. I often venture into unknown territory. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. I receive support and encouragement when presenting new ideas. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. I usually present ideas that haven't been tested. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Appendix R

TCM Employee Commitment Survey

Instructions: Listed below are a series of statements that represent feelings that individuals might have about the team for which they work. With respect to your own feelings about the particular team for which you are now working with, please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 7 using the scale provided.

| | Strongly Disagree | Disagree | Slightly Disagree | Undecided | Slightly Agree | Agree | Strongly Agree |
|--|-------------------|----------|-------------------|-----------|----------------|-------|----------------|
| 1. I would be very happy to spend the rest of my career with this team. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. I really feel as if this team's problems are my own. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. I do not feel strong sense of "belonging" to my team. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. I do not feel "emotionally attached" to this team. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. I do not feel like "part of the family" in my team. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. The team has a great deal of personal meaning for me. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Right now, staying with my team is a matter of necessity as much as desire. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. It would be very hard for me to leave my team right now, even if I wanted to. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. Too much of my life would be disrupted if I decided I wanted to leave my team now. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. I feel that I have too few options to consider leaving this team. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. If I had not already put so much of myself into this team, I might consider working elsewhere. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. One of the few negative consequences of leaving this team would be the scarcity of available alternatives. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. I do not feel any obligation to remain with my current team. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. Even if it were to my advantage, I do not feel it would be right to leave my team now. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. I would feel guilty if I leave my team now. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. This team deserves my loyalty. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. I would not leave my team right now because I have a sense of obligation to the people in it. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. I owe a great deal to my team. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Appendix S

Task Performance Scale

Instructions: Please rate yourself in regards to each statement below.

| | Weak | Fair | Good | Very Good | Best |
|--|------|------|------|-----------|------|
| 1. I find creative and effective solutions to problems. | 1 | 2 | 3 | 4 | 5 |
| 2. I adapt readily to changing rules or requirements. | 1 | 2 | 3 | 4 | 5 |
| 3. I assume a sense of ownership in the quality of personal performance. | 1 | 2 | 3 | 4 | 5 |
| 4. I strive to meet deadlines. | 1 | 2 | 3 | 4 | 5 |
| 5. I encourage co-workers to do more than what is expected. | 1 | 2 | 3 | 4 | 5 |
| 6. I create effective working relationships with others. | 1 | 2 | 3 | 4 | 5 |

Appendix T

Organizational Citizenship Behavior Scale

Instructions: Using the scale below, please indicate how often you engage in these behaviour by circling one response for each statement.

| | Never | Rarely | Occasionally | Sometimes | Frequently | Usually | Always |
|--|-------|--------|--------------|-----------|------------|---------|--------|
| 1. I help others who have been absent. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. I willingly give my time to help others who have work-related problems. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. I adjust my work schedule to accommodate other employees' requests for time off. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. I go out of the way to make newer employees feel welcome in the work group. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. I show genuine concern and courtesy towards co-workers, even under the most trying business or personal situations. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. I give up time to help others who have work or non-work problems. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. I assist others with their duties. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. I share personal property with others to help work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. I attend functions that are not required but that help the team image. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. I keep up with developments in the team. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. I defend the team when other employees criticize it. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. I show pride when representing the team in public. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. I offer ideas to improve the functioning of the team. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. I express loyalty toward the team. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. I take action to protect the team from potential problems. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. I demonstrate concern about the image of the team. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Appendix U

Interpersonal and Organizational Deviance Scale


Instruction: Please indicate on the 7-point scale below, the extent to which you have engaged in each of these behaviours **in the last year**.

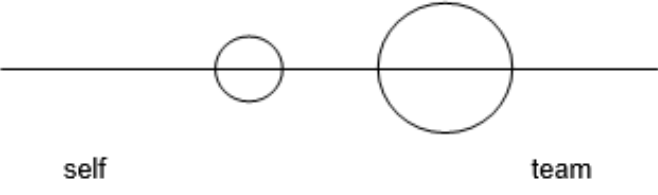
| | Never | Once a year | Twice a year | Several times a year | Monthly | Weekly | Daily |
|--|-------|-------------|--------------|----------------------|---------|--------|-------|
| 1. I have made fun of someone at work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. I have said something hurtful to someone at work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. I have made an ethnic, religious, or racial remark at work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. I have cursed at someone at work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. I have played a mean prank on someone at work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. I have acted rudely toward someone at work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. I have publically embarrassed someone at work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. I have taken property from work without permission. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. I have spent too much time fantasizing or daydreaming instead of working. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. I have falsified a receipt to get reimbursed more money than you spent on business expenses. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. I have taken an additional or longer break than is acceptable at your workplace. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. I have come in late to work without permission. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. I have littered in my work environment. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. I have neglected to follow my boss's instructions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. I have intentionally worked slower than I could have worked. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. I have discussed confidential company information with an unauthorised person. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. I have used an illegal drug or consumed alcohol on the job. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. I have put little effort into my work. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. I have dragged out work in order to get overtime. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

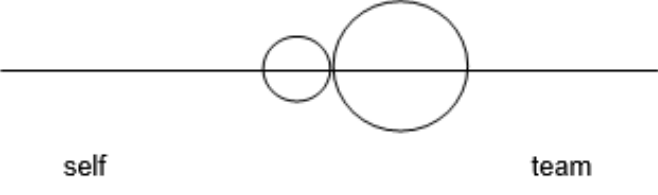
Appendix V

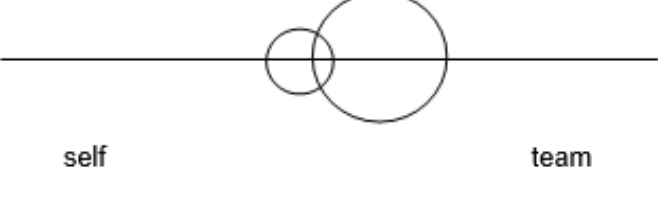
Assessment of Self in the Ingroup

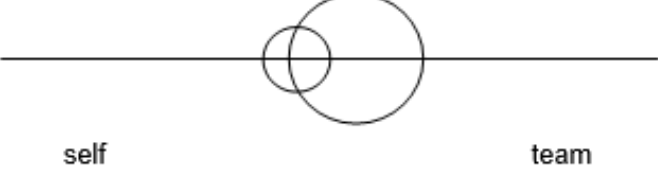
Instruction: How do you see yourself in relation to your team? Please select only **one** picture that best describes your closeness with the team. Mark 'X' in the box next to the selected picture.

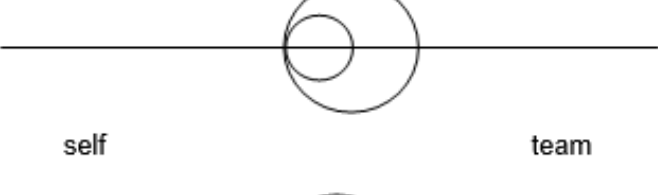
1.  ☐

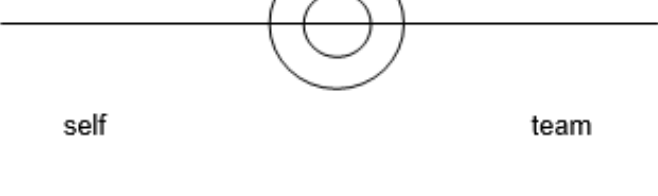
2.  ☐

3.  ☐

4.  ☐

5.  ☐

6.  ☐

7.  ☐

Appendix W

Demographics Questionnaire

Instructions: Please fill in your particulars below.

1. Gender:
 - a. Male
 - b. Female
2. Age: _____ years
3. Race:
 - a. Malay
 - b. Chinese
 - c. Indian
 - d. Others (please specify: _____)
4. Marital Status:
 - a. Single
 - b. Married
 - c. Divorced
 - d. Widowed
5. Nationality:
 - a. Malaysian
 - b. Non-Malaysian (please specify: _____)
6. Current Education Level:
 - a. Primary school
 - b. Secondary school
 - c. Pre-University/Diploma/Certificate/Equivalent
 - d. Bachelor Degree/Equivalent
 - e. Postgraduate Degree (Master or Doctoral Level)
7. Job level:
 - a. Entry Level (i.e. new graduates, service position)
 - b. Professional Level and First level management (i.e. supervisor, project manager)
 - c. Mid-level Management (i.e. HR manager, Operations manager)
 - d. Executive and Senior Level Management (i.e. CEO, COO, Director)
8. The number of working years: _____ years
9. The number of working years in the current company: _____ years
10. Total number of working hours per week: _____ hours
11. Average distance from home to work: _____ km
12. Average time taken to travel from home to work: _____ minutes
13. Salary range:
 - a. RM 1,000 and below
 - b. RM 1,001 – RM 5,000
 - c. RM 5,001 – RM 10,000
 - d. RM 10,001 – RM 15,000
 - e. RM 15,001 – RM 20,000
 - f. RM 20,001 and above
14. Industry:

| | |
|--------------------------------------|-----------------------------------|
| a. Accounting / Banking / Finance | l. Healthcare / Insurance |
| b. Admin / HR | m. Hospitality |
| c. Arts / Media / Communication | n. Hotel / Restaurant |
| d. Building / Construction | o. Manufacturing |
| e. Business | p. Power |
| f. Computer / Information Technology | q. Sales / Marketing |
| g. Consultancy | r. Sciences |
| h. Economics | s. Services |
| i. Education / Training | t. Telecommunications |
| j. Engineering | u. Others (please specify: _____) |
| k. Fast Moving Consumer Goods (FMCG) | |