

**EMERGENCE AND TRANSFORMATION OF TRUST IN  
WORK TEAMS: A MULTIPLE CASE STUDY OF IT  
TEAMS**



By

Maryam Liaqat

(Registration No: 00000363892)

Department of Management

NUST Business School

National University of Sciences & Technology (NUST)

Islamabad, Pakistan

(2024)

**EMERGENCE AND TRANSFORMATION OF TRUST IN  
WORK TEAMS: A MULTIPLE CASE STUDY OF IT  
TEAMS**



By

Maryam Liaqat

(Registration No: 00000363892)

A thesis submitted to the National University of Sciences and Technology, Islamabad,

in partial fulfillment of the requirements for the degree of

Master of Science in  
Human Resource Management

Supervisor: Dr. Madiha Gohar

NUST Business School

National University of Sciences & Technology (NUST)

Islamabad, Pakistan

(2024)

## THESIS ACCEPTANCE CERTIFICATE

Certified that final copy of MS Thesis written by Ms. Marvam Liaqat (Registration No. 00000363892), of 2021 (NUST Business School) has been vetted by undersigned, found complete in all respects as per NUST Statutes/ Regulations/ Masters Policy, is free of plagiarism, errors, and mistakes and is accepted as partial fulfillment for award of Masters degree. It is further certified that necessary amendments as point out by GEC members and foreign/ local evaluators of the scholar have also been incorporated in the said thesis.

Signature: Madhiha Gohar

Name of Supervisor Dr. Madiha Gohar

Date: \_\_\_\_\_

Signature (HOD): [Signature]

Date: 16/5/24

Signature (Dean/ Principal) [Signature]  
Principal & Dean  
Dr. Naukhez Garwar  
NUST Business School

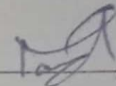
Date: 17/05/24

---

## CERTIFICATE OF APPROVAL

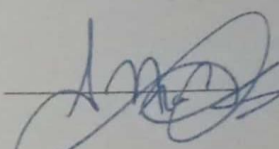
This is to certify that the research work presented in this thesis, titled "**Emergence and Transformation of Trust in Work Teams: A Multiple Case Study of IT Teams**" was conducted by **Ms. Maryam Liaqat** under the supervision of **Dr. Madiha Gohar**. No part of this thesis has been submitted anywhere else for any other degree. This thesis is submitted to the **Department of Management & HR, NUST Business School, National University of Sciences & Technology, Islamabad, Pakistan** in partial fulfillment of the requirements for the degree of **Master of Human Resources & Management, Department of Management & HR, NUST Business School, National University of Sciences & Technology, Islamabad, Pakistan**.

Student Name: Maryam Liaqat

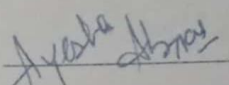
Signature 

**Examination Committee:**

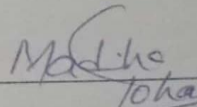
a. Internal Examiner 1: Dr. Asfia Obaid  
Professor (NBS)

Signature 

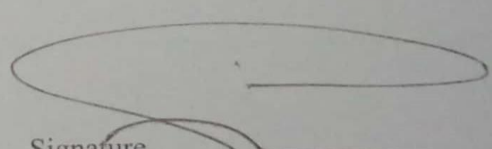
b. Internal Examiner 1: Dr. Ayesha Abrar  
Assistant Professor (NBS)

Signature 

Supervisor Name: Dr. Madiha Gohar

Signature 

Name of Dean/~~HoD~~: Dr. Naukhez Sarwar

Signature 

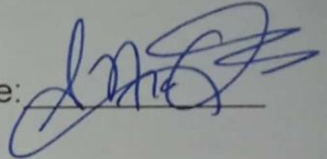
# National University of Sciences & Technology

## MASTER THESIS WORK

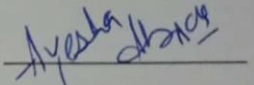
We hereby recommend that the dissertation prepared under our supervision by:  
(Student Name & Regn No.) Maryam Liaqat (00000363892) Titled: "Emergence  
and Transformation of Trust in Work Teams: A Multiple Case Study of IT Teams"  
be accepted in partial fulfillment of the requirements for the award of MS HRM  
degree and awarded grade A. MA (Initial).

### Examination Committee Members

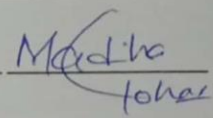
1. Name: Dr. Asfia Obaid

Signature: 

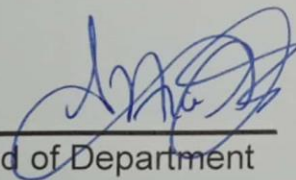
2. Name: Dr. Ayesha Abrar

Signature: 

Supervisor's name: Dr. Madiha Gohar

Signature: 

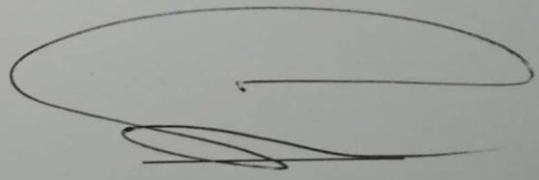
Date: \_\_\_\_\_

  
\_\_\_\_\_  
Head of Department

\_\_\_\_\_  
Date

### COUNTERSIGNED

Date: \_\_\_\_\_

  
\_\_\_\_\_  
Dean/Principal

## **AUTHOR'S DECLARATION**

I Maryam Liaqat hereby state that my MS thesis titled “**Emergence and Transformation of Trust in Work Teams: A multiple case study of IT Teams**” is my own work and has not been submitted previously by me for taking any degree from National University of Sciences and Technology, Islamabad or anywhere else in the country/ world.

At any time if my statement is found to be incorrect even after I graduate, the university has the right to withdraw my MS degree.

Maryam Liaqat

2024-NUST-MS-HRM00000363892

May 17<sup>th</sup>, 2024

## PLAGIARISM UNDERTAKING

I solemnly declare that research work presented in the thesis titled “**Emergence and Transformation of Trust in Work Teams: A Multiple Case Study of IT Teams**” is solely my research work with no significant contribution from any other person. Small contribution/ help wherever taken has been duly acknowledged and that complete thesis has been written by me.

I understand the zero tolerance policy of the HEC and National University of Sciences and Technology (NUST), Islamabad towards plagiarism. Therefore, I as an author of the above titled thesis declare that no portion of my thesis has been plagiarized and any material used as reference is properly referred/cited.

I undertake that if I am found guilty of any formal plagiarism in the above titled thesis even after award of MS degree, the University reserves the rights to withdraw/revoke my MS degree and that HEC and NUST, Islamabad has the right to publish my name on the HEC/University website on which names of students are placed who submitted plagiarized thesis.

Student Signature: \_\_\_\_\_



Name: Maryam Liaqat - \_\_\_\_\_

## **ACKNOWLEDGEMENTS**

I extend my deepest gratitude to Allah Almighty for granting me the strength, perseverance, and guidance throughout this journey. To my beloved mother, your unwavering love, encouragement, and sacrifices have been my source of inspiration. I am profoundly grateful to Dr. Naila Durrani for her invaluable mentorship, wisdom, and unwavering support, which have been instrumental in shaping my academic endeavors. Special appreciation goes to Talha Ahmad Khan for his invaluable assistance with data analysis, his dedication truly enriched this study. I am indebted to my supervisor for their endless patience, insightful guidance, and unwavering belief in my abilities. Their mentorship has been instrumental in shaping my research and academic growth. Lastly, I extend my heartfelt appreciation to all those who supported and believed in me throughout this journey.



## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENTS</b>	<b>VIII</b>
<b>TABLE OF CONTENTS</b>	<b>IX</b>
<b>LIST OF TABLES</b>	<b>XII</b>
<b>ABSTRACT</b>	<b>XIII</b>
<b>CHAPTER 1: INTRODUCTION</b>	<b>1</b>
1.1 Research Gap	3
1.2 Research Questions	4
1.3 Research Objectives	4
1.4 Context of the Study	4
<b>CHAPTER 2: LITERATURE REVIEW</b>	<b>6</b>
2.1 Introduction	6
2.2 Work Teams	6
2.3 Types of Teams	7
2.4 Team trust	8
2.5 Nature of Team trust	10
2.6 Development of Trust in Teams	12
2.5.1 Interpersonal Models of Trust Development	12
2.5.2 Swift Trust Model	15
2.5.3 Transformational Model of Trust Development	16
2.7 Relevant Theories in Literature	16
2.8 Chapter Summary	20
<b>CHAPTER 3: RESEARCH METHODOLOGY</b>	<b>21</b>
3.1 Introduction	21
3.2 Method Decision	21
3.3 Philosophical Orientation	22
3.3.1 Research Paradigm	23
3.3.2 Ontological Assumptions	24
3.3.3 Epistemological Assumptions	24
3.4 Case Study Method	25
3.4.1 Defining and Describing the Case Study	26
3.4.2 Foundational Approach for this study	30
3.4.3 Case Selection and Sampling Criteria	31
3.4.4 Case Boundary	32
3.5 Teams' Description	33
3.6 Data Collection	34
3.6.1 Crafting the Interviews	34
3.6.2 A Day with each Team	35

3.6.3	Observation	36
3.6.4	HTML Documentation Review	36
<b>3.7</b>	<b>Data Analysis</b>	<b>37</b>
1.	Step 1 Case analysis	37
2.	Step 2 Thematic Analysis	38
<b>3.8</b>	<b>Ethical Considerations</b>	<b>39</b>
<b>3.9</b>	<b>Ensuring Quality and Robust Research</b>	<b>40</b>
3.9.1	Credibility	41
3.9.2	Transferability	41
3.9.3	Dependability	42
3.9.4	Confirmability	43
<b>3.10</b>	<b>Chapter Summary</b>	<b>43</b>
<b>CHAPTER 4: FINDINGS AND DISCUSSION</b>		<b>44</b>
<b>4.1</b>	<b>Introduction</b>	<b>44</b>
<b>4.2</b>	<b>Emergence of Team Trust</b>	<b>44</b>
4.2.1	Anchors of Team trust	46
4.2.2	Facilitators of Team Trust	50
4.2.3	Interpersonal to Collective Trust	54
<b>4.3</b>	<b>Variations in Team Trust</b>	<b>57</b>
4.3.1	Team trust is multi-faceted	59
4.3.2	Team trust varies with time	62
4.3.3	Difficult situations make or break team trust	64
<b>4.4</b>	<b>Transformation of Team Trust</b>	<b>67</b>
4.4.1	Risk-benefit analysis	69
4.4.2	Trust in Knowledge of team	72
4.4.3	Emotional Trust at team level	75
<b>4.5</b>	<b>Table Illustration of Cross-Case Comparison</b>	<b>77</b>
<b>4.6</b>	<b>Chapter Summary</b>	<b>81</b>
<b>CHAPTER 5: CONCLUSION AND IMPLICATIONS</b>		<b>83</b>
<b>5.1</b>	<b>Conclusion</b>	<b>83</b>
<b>5.2</b>	<b>Theoretical Implications</b>	<b>84</b>
<b>5.3</b>	<b>Practical Implications</b>	<b>84</b>
<b>5.4</b>	<b>Limitations of the Study</b>	<b>85</b>
<b>REFERENCES</b>		<b>87</b>
<b>APPENDIX A: INTERVIEW GUIDE</b>		<b>117</b>
<b>Emergence of Trust</b>		<b>117</b>
<b>Transformation of Trust in Teams</b>		<b>117</b>
<b>APPENDIX B: DESCRIPTION OF TEAMS</b>		<b>119</b>
<b>Team1 (React Native Team)</b>		<b>119</b>
<b>Team 2 (PHP Team)</b>		<b>119</b>
<b>Team 3 (Python Team)</b>		<b>120</b>
<b>Team 4 (SQA Team)</b>		<b>120</b>

<b>Team 5 (MEAN Stack Team)</b>	<b>121</b>
<b>Team 6 (Artificial Intelligence Team)</b>	<b>121</b>
<b>APPENDIX C: FIELD NOTES</b>	<b>123</b>
<b>Data Collection Day 1: React Native Team</b>	<b>123</b>
<b>Data Collection Day 2: PHP Team</b>	<b>124</b>
<b>Data Collection Day 3: Python Team</b>	<b>125</b>
<b>Data Collection Day 4: SQA Team</b>	<b>126</b>
<b>Data Collection Day 5: MERN Stack Team</b>	<b>127</b>
<b>Data Collection Day 6: Artificial Intelligence Team</b>	<b>129</b>
<b>APPENDIX D: DATA ANALYSIS TABLES</b>	<b>131</b>

## LIST OF TABLES

	Page No.
Table 2.1 Relevant Theories in Literature.....	<b>Error! Bookmark not defined.</b>
Table 3.1 Comparing Case Study approaches.....	26
Table 3.2 Teams Interviewed .....	33
Table 4.1 Data Analysis Illustration for Category 1 .....	44
Table 4.2 Data Analysis Illustration for Category 2.....	57
Table 4.3 Data Analysis Illustration for Category 3.....	67
Table 4.5 Cross-comparison Table.....	77
Table B(a) React Native Team.....	119
Table B(b) PHP Team.....	119
Table B(c) Python Team.....	120
Table B(d) SQA Team.....	120
Table B(e) MEAN Stack Team.....	121
Table B(f) Artificial Intelligence Team.....	121
Table D(a): Grouping codes into sub-themes.....	131
Table D(b): Categories Formation.....	138

## ABSTRACT

Organizations are making their hierarchies less tall and are moving towards team structures and team trust holds a fundamental place for team structures to perform effectively making it a necessity for businesses to succeed. This study aims for enhanced understanding of emergence and transformation of trust at team level. We employed multiple-case study method and interviewed 6 teams from IT sector of Pakistan considering each team as a case. Team members were inquired about their experience with the team and trajectory of their trust development in respective team. We explored on how team members developed their trust in team in early phase of team life and how this trust level has changed with time. Data revealed that trust in team is anchored on personal filter criteria, behavior and organizational processes. It was found that the initial level of team trust developed in early phase of team life is evaluated in uncertain and difficult situations that teams face. This study also concluded that emotional trust cannot be a team level construct.

**Keywords:** Team Trust, Emergence, Transformation of Trust, Case-Study, IT Sector, Pakistan

## CHAPTER 1: INTRODUCTION

Trust is a fundamental element that permeates both work and social relationships, as highlighted by Dirks et al. (2022). This notion extends seamlessly to work teams, where teamwork plays a pivotal role in business success, as emphasized by Tarricone and Luca (2002). In parallel, the influence of trust on team effectiveness and efficiency cannot be understated, as emphasized by Rigby et al. (2009). Due to heavy reliance of organizations on teams, it is pertinent to understand how the performance of the teams can be optimized (Morissette and Kisamore, 2020). Trust in teams is fundamental requirement for the effective functioning of teams (Breuer et al., 2016) however, the relationship between trust in team and team performance varies across diverse types of business teams (Morissette and Kisamore, 2020; Dumitruand and Mittelstadt, 2020). Having trust in teams enhances the ability of team members to deal with the difficult and challenging situations that make them more resilient (Balogun et al., 2015) towards challenges and changes in the workplace. When it comes to dealing with the uncertain situations effectively and attain high performance through interdependencies, trust is a prerequisite (Engebø et al., 2022) as it is positively influences the decision-making capability (Chenli et al., 2020). Research has studied trust as an individual as well as collective phenomenon. Trust in organizations is being expressed at three distinct levels namely individual, teams and organizational level (Costa and Anderson, 2011). With the recognition of the importance of trust for teams as well as the organizations (Costa et al., 2017), the research on this concept has gained appreciable attention in the fields of organizational studies and applied psychology. Extant research has claimed trust to be the force for holding the employees together (Peterson and Kaplan, 2016) and a principal element for the optimum functioning of the work teams (Ross, 2006). As the organizations have moved towards the team-based structures the studies on team trust, both theoretical (Costa et al., 2017; Grossman and Feitosa, 2018) and empirical (Breuer et al., 2016; De Jong et al., 2016), have exploded.

Contemporarily, organizations are facing changes in their structure as they are moving from tall to less hierarchical flat structures and so experiencing the environment of decline in reciprocal obligations. In the face of this increased reliance of organizations on teams,

they are in dire need of an organizational environment that enables effective collaboration among their team members (Costa and Anderson, 2011). Teamwork is the concept based on the assumption that team members collectively can perform tasks effectively more than all team members can perform individually (Marks et al., 2001). Research has shown that the quality of collaboration among team members leads to an increase in the performance and creativity of the team (DeCusatis, 2008). To attain such collaboration, they are investing to foster trust among team members (Shaw, 1997). A considerable number of studies have shown that trust among team members is important for the survival of the organization because trust is the holding force that keeps employees together as a unit (Bijlsma et al., 2003) and provides the organization with a competitive advantage (Rousseau et al., 1998). Within the contemporary challenging and competitive business landscape, the paramount significance of trust becomes evident as organizations strive to not only survive but thrive. Research illuminates a crucial connection between trust and innovation, highlighting that teams imbued with a heightened level of trust exhibit remarkable creativity and ingenuity in their approaches (Barczak et al., 2010). In a study of highly innovative firms in the United States, it was found out that trust is the fundamental element to create effective collaboration among team members (Rigby et al., 2009). Trust among team members is a compulsory element for team feedback to be effective and for teams to learn.

In summation, the complex tapestry of trust weaves its threads throughout the fabric of work, social relationships, and team dynamics. As organizations navigate the shifting terrain of modern business, marked by transitions from hierarchical structures to collaborative ecosystems, the reliance on teams as the cornerstone of productivity has never been more pronounced. These teams, driven by the collective potential of their members, stand as potent vehicles for innovation and resilience. The symphony of trust harmonizes their efforts, enabling them to not only weather challenges but also to orchestrate exceptional performances. As this investigation embarks on the journey of unraveling the emergence and transformation of trust in teams, it aims to illuminate the process of developing trust in teams and how and why it changes from one form to another.

## 1.1 Research Gap

There have been special issues entertaining the scholarly work that study trust as multilevel (Vanneste, 2016) and dynamic (Korsgaard et al., 2018) concept and calling for more research into the multilevel perspective to broaden the understanding of the concept (Fulmer and Dirks, 2018).

Despite the four decades of research on trust, it still lacks progression and systemization (Dumitru and Schoop, 2016; Nienaber et al., 2018). Although earlier studies tried to investigate the process by which trust emerges and spreads in teams (Zand, 1972; Savolainen, 2016) stating that emergent trust arises when it takes root within the cognitions, emotions, behaviors, or other attributes of individuals, gains momentum through their interactions, and culminates in an elevated, collective manifestation., but recently studies have lost this focus on the process (Costa et al., 2017; Dumitruand and Mittelstadt, 2020). The profound technological advancements in the business environment have significantly altered organizational structures and team dynamics, thereby necessitating a comprehensive understanding of these evolving aspects. Beyond merely grasping the intricacies of team dynamics, it becomes imperative to delve into the intricate processes governing the emergence and dissemination of trust throughout the team's lifecycle. This warrants the need to integrate the emergence theory (Dumitruand and Mittelstadt, 2020) in the study of trust at the team level to understand how trust at the team level emerges from the interpersonal to a state of shared belief within the team (de Jong et al., 2021). There are a few studies that have considered the multi-level nature of trust and those that have considered are not very comprehensive (Fietosa et al., 2020). This demands the studies to comprehensively study the multi-level or bottom-up nature of the trust as a construct exploring its development from interpersonal to team trust, this research aims to contribute to this gap. Secondly, this study will address the question that how trust, once emerged, transforms from one stage to another. In extant research transformational model of trust development is used to explain the development of trust at interpersonal level, but “researchers have yet to adopt this model to examine trust in teams” (Costa et al., 2017; Dumitruand and Mittelstadt, 2020). This perspective needs to be further understood because research has supported the transition from knowledge trust to identification-based



trust but has not found any support in the transition from calculus to knowledge-based trust (Werff and Buckley, 2017). Lastly, there has been a call of papers by the journal 'Organization Studies' urging the researchers to dive in the phenomenon of development of collective trust and to dive in the critical actors that contribute to the development of collective trust in a team or an organization (Trust in uncertain times, 2023).

## **1.2 Research Questions**

This research aims to seek an answer to the following questions:

1. How does trust emerge and spread at the team level in the IT Sector?
2. How does trust transform at team level in IT Teams?

## **1.3 Research Objectives**

Following are the objectives for this research:

1. To study the emergence of trust in team settings.
2. To explore that how trust transforms in teams.

## **1.4 Context of the Study**

Scholars interested in understanding the dynamics of team trust have looked at the students' teams (Tseng et al., 2013; Webber, 2008) where they would study the team at the beginning and end of the semester to understand the dynamics of team trust. Little if anything was being found about the teams trust in the real-time, thus leaving the gap to explore the emergence and its transformation of trust in work teams in factual working conditions (Dumitruand and Mittelstadt, 2020).

Taking this fact into account, the empirical context of Information Technology (IT) sector of Pakistan was selected for this research. I have been working in the IT sector and understand the team dynamics and the issues that rises around when it comes to team trust and its importance for effective functioning of the teams thus having a good grasp of issue under study and ability to conduct interviews for this research. The IT sector was selected

to conduct the study because IT firms have team-based structures, each team responsible for a particular function. Service-based software development companies were selected from the IT sector because they are larger in size than the product-based companies and have multiple teams specializing in various programming languages. Also, I had the connections in those firms that eased the process of data collection. Thus, teams working in service-based software development companies were taken as cases to study the desired phenomenon. As of Profile of IT sector published by the Ministry of Information and Telecom Pakistan in 2020 there are a total of 11,077 IT companies in Pakistan with Lahore having the highest number i.e., 3567 IT companies as compared to other cities, hence the data was gathered from Lahore only. Further details will be discussed in the chapter 03 of the thesis.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

The literature review section serves as a comprehensive exploration of the intricate concepts surrounding work teams and the pivotal role that trust plays within them. This section encompasses various critical aspects, from the foundational understanding of work teams to the conceptualization and nature of trust within team dynamics. It delves into the development of trust within teams, scrutinizing interpersonal models and introducing concepts like the Swift-Trust Model and the Transformational Model of Team Trust. Additionally, it highlights relevant theories in the literature, offering a comprehensive framework for the subsequent in-depth analysis and synthesis of existing knowledge in these areas. Through this literature review, we embark on a journey to unravel the complexities of trust within work teams, providing valuable insights into the mechanisms that underpin the development and transformation of trust in work teams.

### **2.2 Work Teams**

Work teams in organizations are collaborative groups of individuals who come together to achieve common goals and objectives. Teamwork, within this context, is the synergy that emerges when team members combine their diverse skills, knowledge, and efforts to tackle complex tasks or projects. It encompasses effective communication, mutual trust, shared responsibilities, and a collective commitment to achieving outcomes. Teamwork fosters innovation, problem-solving, and adaptability, making it an essential component of modern organizational success. Ultimately, it's about leveraging the collective strengths of individuals to achieve more than what can be accomplished individually.

It is beneficial to explore the definition of a "work team" in order to gain clarity. Various researchers (Brannick and Prince, 1997; Salas et al., 1992; Ilgen et al., 1993) have differentiated between small groups and work teams in organizational contexts. Work

teams stand apart from the other groups as they engage in meaningful production, creation, or tasks relevant to the organization (Williams et al., 2020; Argote et al., 1993), and their composition consists of familiar individuals rather than strangers. Furthermore, work teams possess a temporal dimension, encompassing a past, present, and future that influence their interactions and processes within the organizational setting (Smith et al., 2020; McGrath 1984, 1991). Apart from distinguishing between laboratory-based small groups and organizational teams, scholars have proposed a continuum of task interdependence (Hageman et al., 2021) to differentiate between groups and teams. Groups are typically characterized by low role differentiation, minimal task interdependence, while teams exhibit high role differentiation, distributed expertise, and extensive task interdependence.

To facilitate discussion, the term "work teams" can be defined as groups comprising three or more individuals who interact with each other to accomplish tasks such as problem-solving, decision-making, or generating outputs that hold significance for organizations (Gully, 2000). Additionally, work teams possess a temporal aspect encompassing past, present, and future perspectives.

The proliferation of inventive concepts and emerging technologies necessitates alterations in job descriptions, roles, duties, and the dynamics of employee interactions and cooperation. These developments have ushered in a fresh era for work teams and the concept of teamwork. Contemporary technological advancements have significantly impacted the concepts of team dynamics, membership, boundaries, interdependence, and responsibility for shared outcomes. In such demanding and fast paced environment where teams are now more fluid, and have unclear delineations (Benishek et al., 2019), trust among team members have become even more important to achieve shared goals of the teams.

### **2.3 Types of Teams**

Teams can be differentiated based on diverse criteria (Chae et al., 2015), one of which is the lifespan of teams (Cummings and Worley, 2001). If we take lifespan of team as a

differentiating criterion, then teams can be divided into two broad types i.e., permanent teams and temporary teams.

1. The teams that are formed on permanent basis and do not dissolve once their task/project is over are referred as permanent teams (Juneja, n.d.). For these types of teams, the tasks and projects change but the team members and the structure remain the same.
2. Temporary teams are formed for a specific task or a project and cease to exist after that task is over. They are referred as “time-limited configurations that produce time-limited outputs” (Cohen and Baily, 1997, pg. 242).

## **2.4 Team trust**

Trust in organizations has long been a subject of scholarly interest (Gambetta 1988; Pettit, 1995; Sapienza et al., 2013). In recent years, this interest has intensified and become a central focus in organizational literature and research. There has been a renewed emphasis on understanding the nature (Riker, 1971), consequences (Huff et al., 2002), and antecedents (Leisen et al., 2004) of trust. This reiteration can be attributed, in part, to the changing dynamics and functioning of organizations during the final two decades of the previous millennium.

As organizations have evolved to become flatter and more team-oriented, traditional management structures have given way to collaborative approaches that prioritize coordination, shared responsibilities, and worker participation in decision-making (Mizrahi et al., 2002). This shift has placed greater importance on interpersonal and group dynamics within the workplace, where trust is recognized as a critical element. Without trust, individuals are reluctant to take the first step, resulting in missed opportunities and reduced collaboration and cooperation, ultimately hindering effective functioning (Sabel, 1993) of an organization. Therefore, trust plays a pivotal role in facilitating effective teamwork and enhancing overall organizational outcomes.

While scholars unanimously acknowledge the significance of trust for attaining favorable organizational outcomes, research in this field has faced the lack of consensus regarding its definition. The challenge arises from the extensive application of the term "trust" to

variety of contexts and well as multiple levels of analysis. In organizational literature, trust has been examined in the context of dyadic work relationships, work teams, organizations, and even entire societies. Consequently, a wide range of approaches and definitions have emerged, often appearing disconnected from other's contributions or objecting other's research methods (Costa, 2003).

Recognition of the fact that trust encompasses multiple roles, functions, and levels of analysis has marked a turning point in theoretical and research developments. Instead of emphasizing differences in conceptualizations, researchers have begun to identify common elements across perspectives to establish coherent knowledge regarding the role of trust in organizational functioning (e.g., Hosmer, 1995; Kramer, 1999; Rousseau et al., 1998). However, given the expansive scope of trust research, it is crucial to establish clear boundaries to comprehend its meaning and establish a precise definition. In this study, our focus is on trust at the work team level, specifically referring to the degree of trust among team members within a work team.

Team trust is an emergent, dynamic, and multi-level construct. The increasing number of studies on team trust entail diverse conceptualizations of trust and have operationalized the construct differently (Feitosa et al., 2020). Researchers have defined team trust in many divergent ways characterized by some contradictory and some overlapping features (Costa et al., 2017; Lewicki et al., 2006), but the exact definition of team trust remains ambiguous. This has led researchers to stress the importance of providing clarity about the definition of team trust (Palanski et al., 2011) and a more precise measurement tool (Fulmer and Gelfand, 2012) in studies related to the construct. Most of the researchers identify team trust as a psychological state (Fulmer and Gelfand, 2012) which is the function of complex interplay of dispositions, expectations, and intentions (Mayer et al., 1995; McAllister, 1995; Rousseau et al., 1998).

The most widely used and acknowledged definition of team trust is given by Mayer et al., (1995) and Rousseau et al., (1998) as “willingness to accept vulnerability based on positive expectations of trustworthiness” (as cited in Feitosa et al., 2020 Pg.2). Although this definition is dated back to 1998 but it encompasses two main aspects of the phenomenon

(a) positive expectations being a cognitively driven component (b) accepting vulnerability being the affective aspect. Positive expectations in this definition encompass discernment, expectations, or beliefs of trustor about the behavior and intentions of the trustee(s) (Fulmer and Gelfand, 2012). And accepting the vulnerability means to undermine the uncertainty by presuming that the actions of the trustee will be favorable and if not favorable then at least non-destructive for the trustor (Mayer et al., 1995; Mollering, 2006; Robinson, 1996).

Team trust is analyzed at two levels, i-e the shared psychological state of team members which points to the collective trust and the second level of analysis is the interpersonal trust between team members. This refers to the trust in dyadic relationships (Costa et al, 2017) between pairs of the team members. In the trust literature scholars have widely recognized team trust and individual trust as isomorphic constructs because they both capture the same aspects of willingness to accept vulnerability and positive expectations. However, there is one difference, at team level, trust is studied as a collective phenomenon which entails the aggregation of perceptions of unified trust leading to team as a discrete unit (Krammer, 1999; Fulmer and Gelfand, 2012). For enough trust to be demonstrated at the team level there needs to exist a considerable consensus on perceptions of trust among the team members (Kozlowski and Klien, 2000). Thus, trust at the team level can be defined as a collective psychological state shared by all team members that encompasses their “generalized expectations of trustworthiness and willingness to accept vulnerability to all.” (Langfred, 2004, 2007; De Jong and Elfring, 2010; Costa and Anderson, 2011; Costa et al., 2017). Having dwelled into the conceptualization of team trust, further we will discuss the nature of ‘team trust’ as multi-faceted construct.

## **2.5 Nature of Team trust**

In the existing research the nature of team trust has been studied as an isomorphic construct (Rousseau, 2004; Dietz, 2011) and is an extension of interpersonal trust, assuming that trust is functionally similar across all levels (Ferrin et al., 2007). This phenomenon is explained based on affective and cognitive models of trust (McAllister, 1995; Mayer et al., 1995) entailing that trust among team members is enabled by perceived trustworthiness, and both the cognitive and affective dimensions of trust at the team level

help to enhance the functioning and performance of teams (Barczak et al., 2010). This school of thought believes that trust at team level is the aggregate of interpersonal trust between the team members (Fulmer and Gelfand, 2012).

While another perspective suggests, trust is a quasi-isomorphic phenomenon (Fulmer & Gelfand, 2012; Costa et al., 2018; Nienaber et al., 2018), and it is specified as the relationships and constructs functions at distinct levels. They see trust across various levels has similarities and differences and argue that trust at the team level is like interpersonal trust accepting the fact that it is based on positive expectations and accepting the vulnerability of the team members but is different from interpersonal trust in the way that team is a discrete unit and trusting the team encompasses the collective shared attitudes and beliefs of team members. Thus, team trust is a complex phenomenon as compared to interpersonal trust and it is a multi-level construct as it includes the trust among dyadic pairs of team members and the collectively shared trust among team members. This viewpoint assumes that shared belief of trust at the team level is developed over time based on interpersonal dyadic trust and the recurrence of team interactions among team members. As team trust is an inherently multi-level construct, Fulmer and Gelfand, 2012 12 argue that considering this multi-level nature of trust, if research on trust must be impactful it is needed to specify the level at which the study is to be conducted. Considering this multi-level nature of team trust, research needs to study the trajectory of trust emergence and development in teams (Feitosa et al., 2020).

Adopting the view of collective shared trust at team level presents a challenge to researchers in understanding the meaning of “sharedness” (Dumitruand and Mittelstadt, 2020). It gives rise to the question that if it is realistic to assume that all members within the team will have the same perceptions of trustworthiness? In answering this compelling question researchers have pointed towards the symmetry (De Jong and Dirks, 2012) and convergence (Fulmer & Ostroff, 2016) of trust proposing that instead of trust being uniform among all team members, configurations of trust are developed within teams, that varies not only with time but also with closeness or bond of the team members. This states that within a team there are different beliefs of trustworthiness among team members which give rise to symmetry and asymmetry of trust. If most team members have correspondingly



positive beliefs about trustworthiness, then the trust in teams is symmetrical and represents the higher shared trust within a team (De Jong and Dirks, 2012). It is needed to study how trust emerges and spreads in teams (Costa and Anderson, 2018). Also, going with the assumption that trust perceptions at team level are not uniformly “shared” across the team, there is a need of dissecting symmetries (Brandl, 2020) and asymmetries of trust at the team level (Fulmer, 2012; Costa et al., 2017; Blome et al., 2023).

## **2.6 Development of Trust in Teams**

There are different viewpoints for trust development in teams. Researchers have proposed various models to enhance the understanding of the process of trust development. These models include interpersonal model of trust development, swift-trust model, and transformational model of trust.

### *2.5.1 Interpersonal Models of Trust Development*

Before the 1950s, there was some knowledge about trust, but it was mainly in the 1960s that Deutsch drew significant attention to studying interpersonal trust and its role in building and sustaining relationships. Since then, various models of interpersonal trust development have been proposed and theories being developed to explain the development and maintenance of trust in dyadic relationships. Some of those models are reviewed to develop a sound theoretical background for this research and enhance the understanding of concept under study.

The Interpersonal Model of trust (Mayer et al., 1995) proposes that trust is a cognitive construct and the decision to trust is associated with accepting vulnerability based on positive expectations. It also entails a feedback loop to explain the phenomenon of re-enforcement of trust perception based on the recurrent trust behaviors. This model (Mayer et al., 1995) make notable contributions to the trust literature by explicitly considering the characteristics of both the trustee and the trustor. It distinguishes trust from factors that contribute to it and differentiates it from the outcome of risk-taking in the relationship. This approach offers a precise definition of trust, setting it apart from similar constructs like

cooperation, confidence, and predictability, which have often been conflated in the literature. Additionally, the model emphasizes the critical role of risk.

Based on the interdependence theory (Kelley and Thibaut, 1978), Kelley et al., (2003) proposed that formation and deterioration of interpersonal trust is the product of social situations of these dyadic relationships. They proposed that evolving social situations determines the level of trust between two individuals. Trust in different situations differ because each situation is characterized by varying level of coordination, exchange and interdependence required. Additionally, they argued that in the early phase of the interpersonal relationship trust develop based on tit-for-tat tactic. If one partner is being cooperative the other partner will reciprocate the gesture, and this will go on until one of them opts for an uncooperative gesture which will be similarly reciprocated forcing them to revert to the stage of being cooperative with each other.

In their work, Holmes and Rempel (1989) present a dyadic model of trust that encompasses both normative and individual difference aspects. According to the normative component, trust is strengthened when concerns about dependency, particularly in the context of non-correspondent gains are effectively addressed. Trust development involves reducing uncertainty, as individuals gradually shift from placing confidence in their partner's predictability to trusting their benevolent values, motives, goals, and intentions. During the accommodation stage of a relationship, reassurance is fostered through reciprocal actions and balanced involvement. Trust becomes less strongly associated with other relationship markers, like love, as individuals contemplate future rewards and weigh them against the costs of staying in the relationship.

According to Wieselquist et al., (1999), trust is most evident in relationships when partners undergo significant pro-relationship transformations of motivation, moving from self-interested outcomes to partner or relationship-oriented outcomes. These transformations are measured by comparing initial self-interests with final outcomes and actions. Individuals who make larger transformations tend to have relationships characterized by higher levels of trust. The researchers propose a mutual cyclical growth model, where greater dependence in a relationship leads to increased commitment, initiating pro-

relationship actions that yield positive joint outcomes. These actions, witnessed by the partner, further promote trust, leading to a continuous cycle of increasing trust and commitment in the relationship.

Deutsch (1973) offers valuable insights into the factors influencing trust perceptions and decisions within relationships. He presents a comprehensive explanation of trust at a proximate level, proposing that trust becomes apparent when individuals opt for an "ambiguous path" where their positive motivations for an action are weaker than their negative motivations. To demonstrate trust, subjective estimations of positive outcomes must outweigh the negative ones, and individuals must feel sufficiently secure to proceed. These estimations are shaped by past experiences, beliefs about partners, self-perceptions, and confidence in achieving favorable outcomes.

Trusting choices are more probable when the time frame for negative events is extended. After making a trusting choice, individuals seek justifications and support for their decision. The perception of a partner's altruistic or trust-promoting intentions is influenced by liking, which is based on past benefits received and the partner's perceived motivations and actions. Regarding power perceptions, individuals who perceive partners as having greater power might either show more trust or more suspicion. The perception of power can be influenced by the belief in mutual trust, and expressing a desire for cooperation can enhance dyadic trust and trustworthiness.

To summarize, the focus of theoretical research has predominantly been on proximate processes that can either enhance or hinder interpersonal trust, rather than ontogenetic processes-concerned with how and why trust changes as the lifespan advances (Simpson, 2007). Proximate causation models consider trust antecedents rooted in how partners routinely make choices in specific critical situations (Kelley et al., 2003) and the typical unfolding of trust during relationship development resulting in increasing interdependence (Holmes & Rempel, 1989). Additionally, these models highlight the significance of commitment (Wieselquist et al., 1999) and partners' responses in trust development within relationships. Furthermore, they delve into the psychological processes and mechanisms

influencing decisions that may either foster or impede the growth of trust in specific situations (Deutsch, 1973).

### 2.5.2 *Swift Trust Model*

Swift-Trust Model proposes that individuals in teams start their relationships with high-trust and then they verify their trust beliefs with time and adjust them accordingly based on their team interaction (Ford et al., 2017). This model claims the professional roles, duties, and team structures to be the facilitators of trust and named them as “the rules of the game” (Wildman et al., 2012). According to Meyerson et al. (1996), swift trust is an initial cognitive confidence that enables temporary teams to interact as if trust is already established. However, this form of trust necessitates verification to ensure the team's ability to manage vulnerabilities and expectations, hence the phrase "trust but verify." Swift trust consists of two components one of which are cognitive aspects involving early trusting beliefs that generate expectations of team competence in achieving a shared goal, and second are the normative action components that reinforce trust through an active, proactive, and enthusiastic style of interaction among team members. These components offer "social proofs" and "fail-safe mechanisms" to prevent overconfidence (Meyerson et al., 1996, pp. 180–187).

The concept of swift trust suggests that individuals can initially establish trust by importing trust expectations from familiar role-based settings. It provides the necessary early cognitive foundation to interact as if trust exists, but it requires verification to manage vulnerabilities and expectations (Zolin et al., 2004) in teams with finite lifespans, where the interpersonal dimension is de-emphasized (Meyerson et al., 1996). Partial support for swift trust is found in virtual teams, where trust is initially based on role-based information processing and disposition to trust before gaining further knowledge (Jarvenpaa et al., 1998; Robert et al., 2009) about team members. Jarvenpaa and Leidner (1999) concluded that swift trust can be sustained as long as members communicate enthusiastically. Although the swift trust model provides a valuable insight into the trust in teams it still is

not sufficient to provide understanding about the process of trust development in teams (Dumitruand and Mittelstadt, 2020).

### 2.5.3 *Transformational Model of Trust Development*

Then comes the transformation of trust which proposes that the development of trust in teams is a progressive process and trust in teams evolves from one form to the next (Lewicki and Bunker, 1995). This identifies three stages of trust transformation from calculus-based trust to knowledge based-trust to identification-based trust. The transformational model argues that trust at every stage is qualitatively different from others and a shift in perceptual paradigm is required for trust to transform from one stage to another. Despite its valuable contribution towards understanding the development of trust researchers have yet to adopt this model to enhance their understanding about team trust (Costa et al., 2018). More insight is required regarding this model as research has found evidence of how knowledge-based trust transforms into identification-based trust but still lacks the evidence of progression of calculus-based trust to knowledge-based trust in teams (Werff and Buckley, 2017).

Looking into these models have enhanced our understanding of perspectives in the extant research on how trust develops in teams. This knowledge base was necessary to dwell in so that we could be informed about what is known about team trust and what is there to find out. The focus of this study would be transformational model of trust as the objective of this study is to explore that how the quality and form of trust in team changes as the time pass.

## **2.7 Relevant Theories in Literature**

The following table presents a comprehensive overview of five prominent theories utilized within existing research to study the process of trust development in teams. Each theory brings forth distinct propositions and perspectives that shed light on the multifaceted nature of trust emergence and transformation. Through a meticulous examination of the

main tenets of each theory, their application in relevant studies, and a comparative analysis of their similarities and differences with the phenomenon under study, we gain valuable insights into the diverse lenses through which the dynamics of trust in teams are conceptualized. Also, this table helps illustrate what have been so far built on the phenomenon of trust development in teams and how this study is going to be unique and value adding in accordance with the extant literature.

<b>Theory</b>	<b>Focus</b>	<b>Description</b>	<b>Studies based on this theory</b>	<b>How this research is different</b>
<b>Social Exchange Theory</b>	Reciprocity	<p>In the context of studying trust, social exchange theory focuses on understanding the dynamics of social relationships and interactions by examining the exchange of resources, benefits, and costs between individuals. The theory proposes that trust emerges because of a rational calculation of the potential rewards and risks associated with engaging in social exchanges.</p> <p>The central idea of social exchange theory is that individuals engage in relationships based on the expectation of mutual benefits. Trust is viewed as a key component in facilitating these exchanges. According to the theory, trust develops when individuals perceive that their partners are reliable, dependable, and will fulfill their obligations in the relationship.</p>	<p>(Luo, 2002)</p> <p>(Cook et al., 2013)</p> <p>(Nunkoo et al., 2012)</p> <p>(Khalid et al., 2017)</p> <p>(Ohemeng et al., 2020)</p>	<p>This research examines the broad scope of trust emergence during the initial stages of team development, specifically investigating how team members build trust among themselves and how it manifests as collective trust.</p>

<p><b>Social Identity Theory</b></p>	<p>Inter-group dynamics</p>	<p>Social identity theory focuses on how group identification and intergroup dynamics shape the formation and maintenance of trust. It highlights the role of shared identity, group favoritism, and intergroup comparisons in understanding the complex nature of trust within social contexts.</p> <p>Within the framework of social identity theory, trust is seen as a product of both interpersonal and intergroup dynamics. Trust can be influenced by factors such as the perceived similarity and shared identity between individuals or groups, as well as the perceived status, reputation, and in-group favoritism.</p>	<p>(Liu et al., 2020)</p> <p>(Tanis et al., 2005)</p> <p>(Thomas et al., 2022)</p> <p>(Tyler &amp; Tom, 2001)</p> <p>(Hong et al., 2012)</p>	<p>This study solely focuses on intra-team context and dynamics that facilitates the development of team trust and the intra-team factors which account to change in level and quality of trust with time.</p>
<p><b>Expectancy Theory</b></p>	<p>Individual's Expectations from an association</p>	<p>Expectancy theory focuses on how individuals' expectations and perceptions of future outcomes shape the development and maintenance of trust. It highlights the importance of assessing the probability, instrumental value, and subjective attractiveness of outcomes in the trust-building process.</p> <p>The theory proposes that individuals engage in a cognitive evaluation process where they assess the probability of others' actions aligning with their own expectations. Trust is established when individuals</p>	<p>(Cadwell et al., 2008)</p> <p>(Sun et al., 2012)</p> <p>(Chen, 2013)</p>	<p>This study expands beyond mere alignment of expectations and delves into the dynamic process of how expectations evolve over time and how trust is influenced by these changing expectations, thus broadening its scope and emphasizing the temporal aspect.</p>

		perceive that others are competent, reliable, and have a high likelihood of fulfilling their commitments or meeting their obligations.		
<b>Cognitive Affective Personality System (CAPS) Theory</b>	Cognitive and Effective Processes	CAPS theory focuses on understanding how cognitive and affective processes interact in shaping trust perceptions and decisions. It recognizes the importance of both cognitive evaluations and emotional responses in forming trust judgments. By considering the dynamic nature of trust and the influence of situational factors, CAPS theory provides insights into the complexities of trust in social interactions.	(Lee et al., 2015) (Lee et al., 2010) (Mischel et al., 2004)	
<b>Attribution theory</b>	Internal attributions of an individual	Attribution theory acknowledges that individuals' own biases, beliefs, and past experiences can shape their attributions. It focuses on understanding how individuals attribute causes or reasons to the behavior of others and how these attributions influence trust judgments. It highlights the role of internal and external attributions, consensus, distinctiveness, and consistency in shaping trust perceptions. By considering the cognitive processes involved in attribution, the theory provides insights into the dynamics of trust formation and maintenance.	(Eberl, 2004) (Tomlinson, 2018) (Tomlinson et al., 2009) (Youn et al., 2012)	

**Table 12.1 Relevant Theories in Literature**



## **2.8 Chapter Summary**

The literature review delves into the intricate concepts surrounding work teams and the pivotal role of trust within them, exploring various critical aspects from foundational understanding to the conceptualization and nature of trust in team dynamics. It discusses the development of trust within teams, scrutinizing interpersonal models and introducing concepts like the Swift-Trust Model and the Transformational Model of Team Trust. The review also highlights relevant theories, offering a comprehensive framework for subsequent analysis and synthesis of existing knowledge. Extant literature poses that trust is an emergent construct but lacks support on describing the process of emergence of trust and how interpersonal trust takes form of collective trust within a team setting. Also, it is argued that trust assumes different forms and differ in during life of a team, but it is yet needed to explore on what factors are responsible for the transformation of trust. This study aims to answer add to the theoretical debate about dynamics of team trust.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 Introduction**

The Research Methodology chapter embarks on a crucial phase of this study, providing a comprehensive insight into the strategic approach employed to investigate the emergence and transformation of trust in teams. This chapter consists of 7 sections covering introduction philosophical orientation, method choice for the study, data collection, data analysis, ethical considerations and measures taken to ensure the quality and robustness of this study. This chapter aims to delve into the philosophical underpinnings that guide our research, elucidate the rationale for adopting a multiple case study method, delineate the criteria employed in case selection and sampling, detail our data analysis strategy, and process, and underscore the ethical considerations that have informed every aspect of our research endeavor. This chapter serves as the blueprint for the empirical journey that follows, laying the groundwork for a rigorous and systematic exploration of emergence and transformation of trust within a team context.

### **3.2 Method Decision**

Method decision for a research study is a complex and stretching process and involves the interplay of several factors including time constraints, the creativity of the researcher, the purpose of the study, challenges faced and the possibilities to name a few, some being significantly important some being dependent on the context. As Cronbach 1982 (pg. 239) quoted that method decision as “an exercise of the dramatic imagination”. Designing the study is a science as well as an art. To judge the appropriateness of the method employed or to assess the quality of the findings generated from the study it is compulsory to be well informed about the purpose, expected uses, and the intended users of the study. In addition to these factors context of the study also plays a significant role in making method decisions.

The study is intended to know about phenomenon of trust in teams, how trust changes with time, what are the factors or conditions which contribute to the transformation of trust. To answer all these questions experiences of team members were needed to be listened to and their stories to be heard. Having this into account qualitative approach was adopted for this research.

Qualitative studies enhance the in-depth understanding of the concept under study and also inform the stakeholders to initiate the political action because it is the tool to air the deep feelings of participants that can provide the direction for future. To fulfil the objective of the study, exploration of perceptions, opinions, experiences, and knowledge of the participants was needed. So, the interviews were the most appropriate tool to gather such data that can empower the findings of the study with a straightforward insider perspective yielded by the in-depth responses of the participants with sufficient interpretable context. The interview guide was developed to ensure the quality and smooth data collection that can yield the intended results. The focus was on structuring such questions and providing an environment for the participants in which they can talk about their experiences freely. This chapter provides the rationale for the selection of research methodology and continues to provide a detailed explanation of the whole procedure ranging from developing the interview guide and planning the fieldwork to the opted strategy for data analysis. The chapter also explains the measures taken to ensure the rigor, authenticity, and quality of the study. Finally, the chapter entails the ethical considerations considered to develop the character and trust in the study at every step and represents the sensitivity of the researcher about the study.

### **3.3 Philosophical Orientation**

Philosophical stance of a research is defined as “pragmatically justified perspective or way of seeing” (Boucher, 2014. Pg. 2320). Rooted in the ideas of ontology (what we can know about) and epistemology (how knowledge is made and what we can know), we find philosophical perspectives. These perspectives are like general ways of looking at the world, and they shape our beliefs, which then guide our actions.

Understanding these philosophical perspectives is crucial because they uncover the assumptions researchers make about their work. This understanding influences the decisions researchers make about why they're doing their research, how they design it, the methods they use, and even how they analyze and interpret data. In simple terms, the choice of what a researcher study, in the first place reflects certain values and beliefs.

### *3.3.1 Research Paradigm*

For the exploration and understanding of the complex phenomenon of emergence and transformation of trust at team level we adopted an interpretivist research paradigm as it allows for contextual consideration, thick description, and ‘dynamic (and possible causal) structuring of the organizational member’s socially constructed world, and the worldviews of the people under study’ (Lee, 1999, p. 43, cited in Gustafsson et al., 2021). Interpretivism highlights that each person sees and understands social reality based on their own beliefs. So, knowledge comes from personal experiences rather than being given by others. This way of thinking says that reality is layered and complex, and one phenomenon can be seen in many ways.

Therefore, trust within IT teams may arise differently for everyone based on their unique perspectives, experiences, and interactions with team members. Interpretivism suggests that trust is not a uniform phenomenon but rather varies among team members based on their subjective interpretations of trustworthiness and reliability. Interpretivism aids in addressing how trust transforms at the team level in IT teams by acknowledging that trust is a dynamic process influenced by individual experiences and interactions over time. This perspective suggests that trust transformation within IT teams occurs as individuals' beliefs and perceptions about their teammates evolve based on ongoing experiences and interactions.

### 3.3.2 *Ontological Assumptions*

Scotland (2012) defines ontology as the study of existence, specifically examining the nature of qualities. While these concepts may seem complex, they are essential for clear articulation of research and contributing to existing literature and knowledge (DeForge & Shaw, 2012). This study assumes relativist ontology (Moon and Balckman, 2014) which comes from the idea that reality is made in our minds, so there's no single 'true' reality. Relativist ontology assists in addressing questions about trust emergence and transformation in IT teams by emphasizing the importance of individual perspectives and experiences in shaping trust dynamics. This perspective recognizes that trust is not a fixed or universal concept but rather evolves over time based on interactions and interpretations of team members. By embracing the idea that reality is constructed in the minds of individuals, this assumption allows for a nuanced understanding of how trust evolves within the context of IT teams, taking into account the diverse perceptions and interpretations of team members.

### 3.3.3 *Epistemological Assumptions*

According to Lincoln et al. (2011), epistemology is concerned with the different forms of knowledge and how individuals acquire knowledge, questioning the relationship between the knower and what can be known. This study assumes subjectivist epistemology (Carson et al., 2001) which suggests that reality can be explained in different ways using symbols and languages. It's like people stretching and molding reality to fit what they need or believe. They make their own meaning out of the world and understand it in their own way. By acknowledging that individuals construct their own meanings and understandings of reality, this assumption underscores the diverse perspectives through which trust is perceived and interpreted within the team. It suggests that trust dynamics within IT teams are shaped by individual interpretations and subjective understandings, highlighting the importance of considering varied perspectives when exploring trust phenomena.

### 3.4 Case Study Method

The aim of our study is to delve in the phenomenon of emergence and transformation of trust in work teams of IT sector of Pakistan. Trust itself is a complex, multifaceted and a subjective phenomenon (Hirvi et al., 2021) and its exploration in the team context further adds to the layers of complexities. Every member of the team has his/her own perception and concept of trust belief.

Previous studies have empirically studied the impact of team trust on performance (Shen et al., 2007) and creativity of the work teams (Lyndon et al., 2020). Trust has been studied as an antecedent to work team effectiveness (Ford et al., 2017; S. DeOrtentiis et al., 2013). Previous researchers have used variety of scales including Cook & Wall, 1980; Jarvenpaa et al., 1998 and Jarvenpaa et al., 1999. But these studies have been focused on the perceptions of individual team members about their trust in team instead of capturing the phenomenon of emergence of team trust as a shared phenomenon and focusing on its multilevel nature (Fietosa et al., 2020). Considering the elusiveness of trust as a construct, qualitative methods are advocated to study trust as they allow for more ‘contextualization’ (Bamberger, 2008 & Amoako and Lyon, 2014). The phenomenon of emergence and transformation trust in IT work teams involves multiple levels and is characterized by symbolic and dynamic components demanding in-depth exploration of the phenomenon which can only be achieved by qualitative method of study (Conger, 1998). In addressing the challenges faced by trust researchers, Lyon et al., 2015 stated that the best approach to study novel concepts related to trust is case studies. It is further argued that to study the process of trust development (Möllering, 2013) case study is the best suited approach as it allows for greater contextualization when dealing with the elusiveness of trust.

Over the past four decades, case study research has seen significant growth in its methods. This progress has led to a practical and adaptable research approach, which can deeply explore various issues in different fields. The changes in how we do research and individual researchers' choices have both played a role in this evolution. Many researchers from various fields and with different views have contributed, resulting in diverse definitions and approaches to case study research. Before specifying the approach on which this study

is based, it is essential to know what case study method is, what are various perspectives to it and why is this study is going with the one.

### 3.4.1 *Defining and Describing the Case Study*

In the literature, there are various definitions and descriptions of case study research, which can sometimes be confusing. Some commonly cited definitions come from Yin (2014), Stake (1995), and Merriam (2009). Yin's (2014) definition focuses on the scope, process, and methodological aspects of case study research, highlighting its empirical nature and the significance of considering the context. In contrast, Stake (1995) adopts a more flexible stance, emphasizing what is studied (the case) rather than how it's studied (the method) and describes it as understanding the activity of a single case within important circumstances. Merriam (2009) defines case study as an in-depth exploration and analysis of a limited system, highlighting both what is studied and the research's descriptive and heuristic outcomes. To simplify this diversity of definitions, Flyvbjerg (2011) suggests using a concise definition, such as the MERRIAM-WEBSTER DICTIONARY's (2009) description, which emphasizes intensive analysis of an individual unit concerning developmental factors and the environment. These different definitions reflect researchers' distinct approaches to developing case study methodology, focusing on the elements they find most essential to their research designs. The table below presents the comparison of the three (Yin, Merriam & Stake) approaches to case study methodology.

<b>Dimension of Interest</b>	<b>Robert Yin's Case Study Research: Design and Methods</b>	<b>Robert Stake's The Art of Case Study Research</b>	<b>Sharan Merriam's Qualitative Research and Case Study Applications in Education</b>
Epistemological Commitments	Positivism	Constructivism and existentialism (nondeterminism)	Constructivism
<b>Defining Case and Case Study</b>	<b>Case</b> is "a contemporary phenomenon within its real	<b>Case</b> is "a specific, a complex, functioning thing," more specifically	<b>Case</b> is "a thing, a single entity, a unit around which

	<p>life context, especially when the boundaries between a phenomenon and context are not clear and the researcher has little control over the phenomenon and context” (p. 13).</p> <p><b>Case study</b> is an empirical inquiry that investigates the case or cases conforming to the abovementioned definition by addressing the “how” or “why” questions concerning the phenomenon of interest.</p>	<p>“an integrated system” which “has a boundary and working parts” and purposive (in social sciences and human services) (p. 2).</p> <p><b>Qualitative case study</b> is a “study of the particularity and complexity of a single case, coming to understand its activity within important circumstances” (p. xi).</p>	<p>there are boundaries” (p. 27) and it can be a person, a program, a group, a specific policy and so on.</p> <p><b>Qualitative case study</b> is “an intensive, holistic description and analysis of a bounded phenomenon such as a program, an institution, a person, a process, or a social unit” (p. xiii).</p>
<p><b>Designing the Case Study</b></p>	<p><b>Design</b> refers to “the logical sequence that connects the empirical data to a study's initial research questions and, ultimately, to its conclusions” (p. 20).</p> <p>Case study design has <b>five</b></p>	<p>Flexible design which allows researchers to make major changes even after they proceed from design to research. Researchers need a set of two or three sharpened issue questions (research questions) that will “help structure the observation, interviews, and document review” (p. 20).</p>	<p>Literature review is an essential phase contributing to theory development and research design. Theoretical framework emerging from literature review helps mold research questions and points of emphasis.</p> <p><b>Five steps of research design:</b></p>



	<p><b>components:</b> a study's questions; its propositions, if any; its unit(s) of analysis; the logic linking the data to the propositions; and the criteria for interpreting the findings.</p> <p>Quantitative and qualitative evidentiary sources should be combined.</p>	<p>He relies on Parlett and Hamilton's (1972) notion of "progressive focusing" which builds upon the assumption that "the course of the study cannot be charted in advance" (cited in Stake, 1998, p. 22).</p> <p>Exclusive use of qualitative data sources.</p>	<p>conducting literature review, constructing a theoretical framework, identifying a research problem, crafting and sharpening research questions, and selecting the sample (purposive sampling).</p> <p>Exclusive use of qualitative data sources.</p>
<p><b>Gathering Data</b></p>	<p>Data gathering is influenced by case study investigator's skills, training for a specific case study, the development of a protocol for the investigation, the screening of the case study nominations (making the final decision regarding the selection of the case), and the conduct of a pilot study.</p> <p>Case study researchers make use of six data gathering tools:</p>	<p>Being a qualitative case study researcher requires "Knowing what leads to significant understanding, recognizing good sources of data, and consciously and unconsciously testing out the veracity of their eyes and robustness of their interpretations. It requires sensitivity and skepticism" (Stake, 1995, p. 50).</p> <p>Qualitative case study</p>	<p>Qualitative case study researcher needs to acquire the necessary skills and follow certain procedures to conduct effective interviews and careful observations and mine data from documents.</p> <p>Qualitative case study researchers utilize three data collection techniques <b>conducting interviews,</b></p>

	<i>documentation, archival records, interviews, direct observations, participant observation and physical artifacts.</i>	researchers exploit <i>observation, interview and document review</i> as data gathering tools.	<i>observing, and analyzing documents.</i>
<b>Analyzing Data</b>	Data analysis “consists of examining, categorizing, tabulating, testing, or otherwise recombining both quantitative and qualitative evidence to address the initial propositions of a study” (p. 109).  <i>Five dominant techniques for data analysis:</i> pattern matching, explanation building, time-series analysis, program logic models, and cross-case synthesis.	Data analysis is “a matter of giving meaning to first impressions as well as to final compilations” (p. 71).  Simultaneity of data collection and analysis.  <i>Two strategic ways to analyze data:</i> Categorical Aggregation and Direct Interpretation. “Each researcher needs, through experience and reflection, to find the forms of analysis that work for him or her” (p. 77).	Data analysis is “the process of making sense out of the data... [which] involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read – it is the process of making meaning” (p. 178).  Simultaneity of data collection and analysis.  <i>Six analytic strategies:</i> ethnographic analysis, narrative analysis, phenomenological analysis, constant comparative method, content analysis, and analytic induction.

**Table 3.1: Comparing Case- Study Approaches Source: Yazan, 2015**

### 3.4.2 *Foundational Approach for this study*

This study opts for Merriam's (1998) approach towards conducting the case study research. Merriam (1998) adheres to a constructivist approach in case study research, suggesting that reality is collectively constructed through shared meanings and social experiences. Similar to Yin (2014), Merriam (1998, 2009) underscores the importance of employing processes to interpret and manage information, particularly when dealing with abundant data and abstract concepts, ensuring that the findings are clear and applicable. Merriam's perspective reflects a practical approach to constructivist investigation.

Moreover, Merriam (2009) recognizes that case study research can incorporate both quantitative and qualitative methods. However, for qualitative case studies, the emphasis is on generating inductive reasoning and interpretation rather than hypothesis testing. The selection of cases depends on the research objectives and questions, focusing on what they can reveal about the phenomenon of interest. The primary aim is to provide a comprehensive and illuminating description that enhances our understanding of the subject (Merriam, 1998). While interviews are a common method for collecting qualitative data, Merriam does not prioritize a specific data collection or analysis method. Nevertheless, she underscores the importance of rigorous procedures to guide the research process.

This study adopted multiple-case study approach (Merriam, 1998) to generate strong and reliable findings (Gustafsson, 2017) about the phenomenon under study. I took a team as one case as Merriam 1998 defines "the case as a thing, a single entity, a unit around which there are boundaries" (pg.27). Agreeing to Merriam's perception of qualitative research, case study is "an interactive, holistic description and analysis of a bounded phenomenon, a person, a process or a social unit" (pg.13), employing this method allows us to have a particularistic, descriptive, and heuristic answers to our research questions. I chose multiple-case study method as it allows to replicate findings across the cases to investigate the same phenomena (Beck et al., 2003; Yin, 2017).

Additionally, Yin (1994) stressed the importance of using multiple cases to strengthen research findings. This can be achieved through two types of replications: literal

replication, where cases are designed to support each other, and theoretical replication, where cases cover different theoretical conditions. By employing replication logic, as suggested by Yin (1984), case studies can validate their findings externally. Each case helps confirm or refute the conclusions drawn from others. Building on this methodology will aid to corroborate the findings about experiences of individuals regarding emergence and transformation of trust with their team to other teams reaching a generalizable process of how trust emerges and transforms within work teams.

### *3.4.3 Case Selection and Sampling Criteria*

Target population (Zikmund, 2000) encompasses a complete group of people that are relevant to the subject under study and fulfill the purpose. Samples for the study are selected from the target population. Multiple sampling techniques exist when it comes to the selection of the cases. Heterogeneity (maximum variation) sampling is employed in the studies which aim to explore the variations among cases emerged in diverse conditions (Patton, 2002). While purposive sampling (Campbell et al., 2020) allows the researcher to choose the sample cases that can best explain the phenomenon under study. Purposive sampling is the effective technique to align the characteristics of the sample under study with the objectives and aim of the study. Studies have also emphasized that sampling in qualitative case study must be context sensitive (Poulis et al., 2013). Those cases who best represent the phenomenon under study must be selected as the sample for multiple-case study (Yin, 1994; Maxwell 1998). Taking into account all these theoretical stances, this study employees context sensitive purposive sampling technique. As the objective of the study is to explore the process of emergence and transformation of trust in work teams, that is why teams working in IT sector were selected as a sample for this study. Data was collected from 6 IT companies with a headcount of 200+ employees, with a well-developed team structure in place. LinkedIn and personal references were used for the selection and contacting the companies as the author's brother work as a software engineer in an IT company. Team leads working in the software development companies were contacted so that they can ask their team members to participate too. They were informed beforehand what this study is about, who is conducting this study, what is its objective and what will we be doing with the data that they will be providing. It was clearly communicated to them

that the participation in this study is voluntary and the information they will be providing will be kept confidential. A total of 20 team leads were contacted from 12 different companies. 13 out of them responded back to ask about more details and 6 of them from six different software development companies agreed to participate in the study. The participants were excited about the study and requested to share results with them when it's completed.

In IT companies, teams were comprised of individuals working on various programming languages and stacks and are known by the name of programming language they work on. Each team handles multiple projects, team once formed normally remains in place but the projects they work on changes as the new clients come in.

One team from each company was interviewed making it a total of 6 teams (from 6 different companies) comprising of 24 individuals. There were 3 teams who had 5 members but only 4 out of them were interviewed due to their availability issues. The remaining 3 teams consisted of 4 members and all of them were interviewed. These were one to one interview conducted with the team members in absence of other team members so that they can answer comfortably. Before the interview they were told about the objectives of the study, and they were clearly communicated that this participation is totally voluntary and they can withdraw at any point of time during the interview. Also, they were communicated that they do not need to name the team members in their answers can be anonymous.

#### *3.4.4 Case Boundary*

In her well-regarded book titled "Qualitative Research and Case Study Applications in Education," Sharan B. Merriam (1998: 27) highlights that the key defining feature of case study research is establishing the boundaries of the study, commonly referred to as "the case". These boundaries serve to specify the scope of the research. Researchers select a delimited context that can encompass various subjects, such as individuals, organizations, classes, policies, or specific units of analysis. Moreover, setting boundaries helps researchers determine what falls outside the study's scope. Merriam (1998) asserts that if

researchers cannot establish limits on the number of participants or the duration of their research, it does not meet the criteria for a case study.

Keeping the above description of case boundaries in mind, we have scoped out the cases chosen for this study on following boundaries:

1. The aim of the study is to explore how trust emerges in the team in its early phase, so only those teams were studied who are working since a year so. Rationale behind that was that it would be easy for them to recall how their perceptions of trust in team developed when they got started.
2. Team dynamics of trust emergence and transformation can be better unearthed in face-to-face teams (working in one proximity), so only those teams were selected for the study that were not geographically dispersed and do not have any member working with them virtually.
3. There are different types of teams working in organizations (as explained in literature review), but for this study only permanent functional teams were selected i.e., those who do not dissolve after a project/task.

### 3.5 Teams' Description

The following teams were interviewed for the study. The detail of each team is given in the appendices.

<b>Teams</b>	<b>Total Members</b>	<b>Members Interviewed</b>
<b>React Native Team</b>	4	4
<b>Software Quality Engineers (SQA) Team</b>	4	4
<b>Python Team</b>	5	4
<b>MEAN Stack Team</b>	5	4
<b>PHP Team</b>	5	4
<b>AI Engineers</b>	4	4

**Table 3.2 Teams Interviewed**

### 3.6 Data Collection

Qualitative research, with its emphasis on understanding complex phenomena, often turns to interviews as a primary data collection method (Lindlof and Taylor, 2002; Creswell, 2016). In this study, we adopted this strategy engaging with members of carefully selected teams. A meticulous and individualized approach was employed, ensuring that each participant's perspective was not only heard but deeply understood.

#### 3.6.1 *Crafting the Interviews*

The data collection journey initiated by crafting a semi-structured interview format, informed by Swanborn's guidelines (2010). The interview guide, a vital tool in our research arsenal, underwent meticulous development and refinement, both before and during the data collection process. This iterative approach ensured that research questions were not just relevant but also capable of plumbing the depths of the chosen subject matter.

Throughout these interviews, dedication to truly understanding the participants' experiences was steadfast. A close attention was paid to the little things—the way they looked, their expressions, and the unsaid feelings. These small but important details added a deeper layer to our study. To keep our approach flexible and responsive, we made sure to keep the conversation flowing. Our questions evolved based on what the participants said and how they said it. It was like having a back-and-forth chat rather than a rigid questionnaire.

Each interview, on average, spanned approximately 30 minutes. Informed consent was a cornerstone of our approach, and participants were assured that their voices would be both accurately and comprehensively captured. For this purpose, all interviews were audio-recorded to ensure precision and completeness. Subsequently, these audio recordings were transcribed, word for word. This attention to detail ensured that the rich, nuanced data collected during the interviews could be rigorously analysed and interpreted in the subsequent stages of our research.

### 3.6.2 *A Day with each Team*

The data collection process spanned six days, with each day dedicated to one of the six teams. An individualized approach was adopted. Each team member was interviewed separately. This approach cultivated a conducive environment where participants felt comfortable, enabling them to share candid and detailed responses to the interview questions.

These interviews were conducted face-to-face, at their respective companies. Prescheduled meetings ensured that team members had dedicated, uninterrupted time allocated for interviews, without disruption to their regular work commitments.

The commitment to obtaining rich, nuanced data was reflected in the substantial time invested during each company visit. On average, nearly 4.5 hours were spent at each location. This extended duration allowed to go beyond the surface and truly delve into each team's dynamics, experiences, and perceptions. Moreover, the interactions extended beyond the structured interviews. Informal interactions and brief chit-chat sessions allowed us to build rapport and gain valuable additional context, contributing to a holistic understanding of each team's journey.

After interviewing the members of the fifth team, data saturation (Saunders et al., 2018), a point where new data cease to offer fresh insights and themes, was achieved. As Morse (2015) has quoted that “saturation is ‘the most frequently touted guarantee of qualitative rigor offered by authors’” (pg. 587). Adhering to the principles of rigorous research practice, the data collection continued with interviews of the members of the sixth team. This additional step reaffirmed the data saturation, underlining the completeness and comprehensiveness of the research.

In addition to conducting interviews, a crucial aspect of the data collection process involved the gathering of secondary data through observation and the examination of the companies' websites and LinkedIn profiles. This data played a complementary role in providing context and insights into the organizational structures and work environments of the teams we interviewed.



### 3.6.3 *Observation*

One facet of secondary data collection was on-site observation during visits to the respective companies. As part of data collection protocol, observation was aimed to capture the physical workspaces, office cultures, and any observable elements that could contribute to understanding of the teams and their dynamics.

During these visits, aspects such as the layout of the office spaces, the allocation of workstations, the presence of collaborative areas or lounges, and the general ambiance were observed. Additionally, any visible signs of teamwork, such as team boards, project displays, or shared resources that indicated the collaborative nature of the work environment were noted.

The physical observation allowed to contextualize our findings from the interviews within the real-world settings in which these teams operated. It provided valuable insights into how the physical workspace and organizational culture might influence team dynamics and, consequently, the development of trust within these teams.

### 3.6.4 *HTML Documentation Review*

To further enrich the understanding of the companies and teams under investigation, a thorough examination of their online presence was undertaken. This involved scrutinizing the official websites of the companies and reviewing the LinkedIn Profiles.

- *Company Websites:* The official websites of the companies were examined. The focus was on sections or pages that provided information about the company's mission, vision, values, and organizational structure. Additionally, attention was paid to any sections highlighting the company's commitment to teamwork, collaboration, or employee engagement. Insights gleaned from these sources contributed to the understanding of the company's ethos and how it related to team dynamics.
- *LinkedIn Profiles Exploration:* Aiming to identify evidence of team building activities and achievements that were publicly shared, those LinkedIn profile sections

and posts were scrutinized that were related to team building activities, such as workshops, training sessions, and collaborative events, providing insights into how teams engaged in collective learning and relationship-building. Additionally, mentions of team achievements were explored, like successful project deliveries and awards, to understand how team members celebrated each other's contributions. This analysis offered a holistic view of teamwork dynamics, highlighting the extent to which teams participated in collaborative activities, celebrated successes, and contributed to the development of trust within the team, ultimately enhancing the research context and findings.

Observation enhanced the interviews by providing additional depth, facilitating efficient probing, and enabling the capture of participants' expressions and underlying meanings in their responses. This method allowed for a more comprehensive understanding of team dynamics and trust development within the IT sector. On the other hand, examining LinkedIn profiles provided insights into the team activities conducted by the respective organizations. This approach offered valuable context regarding the professional backgrounds and experiences of team members, enriching the analysis and contributing to a nuanced exploration of the research questions.

In the following sections, the study delves into the analysis of this rich and diverse dataset, aiming to distil insights that contribute to the understanding of the emergence and transformation of trust in teams.

### **3.7 Data Analysis**

Data was analyzed in 03 steps.

1. *Step 1 Case analysis:* All 06 teams were considered case by case in the first step of our data analysis (Miles & Huberman, 1994). Getting immersed in the data through multiple readings, reflections and discussions of the interview transcripts enabled in-depth understanding of the meaning of trust, its emergence, the way it spreads

overtime in the team, and lastly how the transformation of trust from a very impersonal calculus-based trust sort to particularized knowledge-based trust takes place. The empirical data was organized and refined (Eisenhardt, 1989). The initial impression that the data gave us was the journey and experiences of team members of how they developed trust in their team and what characteristics they particularly looked for to invest trust in their team.

2. *Step 2 Thematic Analysis:* For the analysis, the individual interviews were analyzed using thematic approach of Barun and Clarck (2006). The process starts with coding, in this phase of the data analysis. Each transcript was read several times to understand the perspective of the team member(s) about the emergence, spread and transformation of trust over-time within team setting in the IT industry. After getting **familiarized** with the data, the next step was to **generate initial Code** the data. For this line-by-line coding was employed where appropriate.
3. After ending up with the initial coding of 24 interviews, 1200 of initial codes were generated. As one team was considered as one case, hence 06 case studies, the process led to a cross-case analysis. It happened in conjunction with this step, where we were conducting the thematic analysis, once the themes were identified from the interview transcripts of one case, we looked for similar patterns in the teams in terms of emergence, dynamics, and transformation of trust. So, as Braun & Clarke (2006), suggested the process continued with **looking for the themes** by cleaning, merging, and clubbing the initial codes, into subthemes (where necessary) and themes. By doing a total of 9 themes were developed.
4. In the 4<sup>th</sup> step the themes were again reviewed and were taken to the level of abstraction by forming 3 categories to explore the emergence, dynamics, and transformation of trust in the work-teams.
5. In 5<sup>th</sup> step the **categories were defined**. Last step the **write-up** of the categories is presented in the next chapter.

### **3.8 Ethical Considerations**

Scholarly interest in research ethics increased since 1970s and as a result various field specific professional associations outlined ethical code of conduct for the researchers that must be following to ensure the upright ethical base for the research and to preserve the reputation of the certain scholarly field. These associations include American Psychological Association (APA), American Sociological Association (ASA) and American Educational Research Association (AERA).

Ethics is the branch of philosophy, being derived from Greek word “ethos” which means the character. The field of ethics was founded by Aristotle, which essentially dealt with the practical knowledge being applied to humans (Clive Seale, 2012). The subject matter of ethics deals with the justification of ways humans should act or behave based on the standards of right and wrong (Leahy, 2020). Homan defines ethics as “Ethics is a science of morality: those who engage in it determine values for the regulation of human behavior” (Homan, 1991).

The process of conducting the research is not only about using the “right” techniques but also about using the right techniques “rightly” in the due process. Considering research ethics is an important part of the research project and it should be incorporated throughout the research process from the recognition of the problem to the reporting of results and publishing them.

Qualitative research tends to be flexible, developing and somewhat unpredictable (Bashir, 2020; Iphofen & Tolich, 2018) in its nature, making it difficult to forecast what ethical dilemmas may arise during the study and how they should be dealt with. This emergent nature of qualitative studies demands the researcher to be ethically reflexive during the whole study (Von Unger, 2016). As the Economic and Social Research Council (ESRC) states in its Framework of Research Ethics, the qualitative studies should be continuously ethically reviewed during their conduct to ensure that every action taken is ethically justified (ESRC 2010: 17, point 1.11.2). In qualitative research, there exists a proximity between the researched and the researcher as compared to the quantitative methods,

because in qualitative research the unstructured data is collected in natural setting and so the researcher develops a close relation with the participants making the consideration of ethics more important (Swain et al., 2020).

Present study followed the following checklist to ensure compliance of ethical standards of research Patton, (2002); Bieber & Leavy, (2010):

- The researcher made sure to explain the purpose of study and justify why this method to conduct this study.
- The researcher explained to the research participant why they are suitable participants for this study.
- The researcher clearly communicated to participants the process of ensuring the confidentiality of the information they will provide.
- It was made clear to the participants who will have access to the information and why.
- It was made clear to participants who will be guiding me during the whole study in these ethical matters.
- The researcher explained to the research participants about the implications of the study.

### **3.9 Ensuring Quality and Robust Research**

Qualitative research has a special ability to offer researchers rich, story-based data that closely reflects human experiences. Just like how we trust a good storyteller, the level of trust we place in qualitative research findings depends on the trust we have in the research process. Building this trust is crucial. Thankfully, qualitative researchers have made efforts to explain how trust in their findings can be established and strengthened. However, it's important to note that ensuring trustworthiness is not an exact science. This discussion presents recommendations from various research experts on how to develop and rely on trust in someone else's research findings, with a focus on academic areas like developmental education and learning assistance. Lincoln and Guba's well-regarded

framework from 1985 takes center stage, and insights from other scholars about trustworthiness are also included to provide a comprehensive perspective. In this study, rigor was meticulously maintained throughout the research process by adhering to Lincoln and Guba's framework (1985) of trustworthiness, which includes the criteria of credibility, transferability, dependability, and confirmability. These criteria were systematically applied to enhance the quality and reliability of the research findings:

### *3.9.1 Credibility*

In the context of qualitative research, credibility (Cutcliffe, 1999; Shufutinsky, 2020) refers to the degree of believability or trustworthiness (Lincoln and Guba, 1986) of the research findings and interpretations. It reflects the extent to which the study's results accurately represent the phenomenon being investigated and can be considered valid and reliable. Credibility is a key aspect of ensuring the quality and rigor (Stahl et al., 2020) of qualitative research.

- **Prolonged Engagement:** Rigor was ensured by dedicating substantial time to each team during data collection. The interviews were conducted over a period of six days, allowing for in-depth interactions and a comprehensive understanding of the teams' experiences.
- **Rich Data Collection:** Credibility was also established by using multiple data sources, including interviews, observations, and the examination of company websites and LinkedIn profiles. This triangulation (Lincoln and Guba 1986) of data enriched the research by providing diverse perspectives on trust within the teams.

### *3.9.2 Transferability*

In the realm of qualitative research, transferability (Stalmeijer, 2024; Kuper et al., 2008) refers to the extent to which the findings and insights generated from a particular study can be applied or generalized to other contexts (Rodon and Sese, 2008) or settings beyond the specific case under investigation. Unlike quantitative research, where generalizability often

seeks to apply findings to a broader population, transferability in qualitative research involves the applicability (Anney, 2014) of findings to similar situations or contexts. Transferability recognizes that qualitative research is often context-dependent (Beaumont et al., 2021), and the goal is not necessarily to create universal laws or predictions but to provide rich, context-specific (Merriam & Tisdell, 2016) understandings of a phenomenon.

- **Rich Descriptions:** The research employed detailed descriptions (Younas et al., 2023) of the research context, participants, and methods. This allowed readers to assess the applicability of the findings to their own contexts, thereby enhancing transferability.
- **Contextual Information:** Information about each team's work environment, dynamics, and relationships was provided. This contextual information (Denzin, 1989) increased the potential for readers to make informed judgments about the relevance of the findings to their settings.

### *3.9.3 Dependability*

This is akin to the reliability (Lincoln and Guba, 1986) of quantitative research. It focuses on establishing the stability and consistency (Pratt et al., 2022) of the research, allowing for confidence in the accuracy and trustworthiness (Kyngäs et al., 2020; Anney, 2014) of the results. Ensuring dependability is essential in maintaining the quality and rigor of qualitative research.

- **Audit Trail:** An audit trail (Long, 2000) was maintained throughout the research process. Detailed records of decisions, data collection, and analysis were documented. This ensured the dependability of the research, allowing for transparency and reproducibility.
- **Peer Debriefing:** To enhance dependability, peer debriefing (Sandelowski, 1993) was conducted. Colleagues and fellow researchers were engaged in discussions about the research process, interpretations, and findings. Their input served as a form of external validation.

#### 3.9.4 *Confirmability*

Conformability (Nassaji, 2020) refers to the concept of ensuring that the findings and interpretations of the research are rooted in the data collected and not unduly influenced by the researcher's biases (Nguyen et al., 2021), values, or preconceptions.

- **Maintaining Neutrality:** To maintain confirmability, a neutral stance was adopted during data collection and analysis. The focus was on capturing the participants' experiences and perspectives without introducing personal biases or preconceptions (Morse et al., 2002).

### **3.10 Chapter Summary**

The research methodology employed in this study embraces an interpretivist paradigm, acknowledging that reality is constructed based on individual beliefs and social interactions rather than a singular objective truth. Utilizing a case study approach, the research delves into multiple cases, with each of the six teams serving as a distinct case. Data collection primarily relies on interviews, complemented by observations and reviews of HTML documentation. The cases are delimited by the age of the team and their status as permanent teams situated within a single geographical location. Thematic analysis serves as the principal method for data analysis, involving the transcription of interviews, the generation and refinement of codes, and the organization of these codes into sub-themes, which are subsequently grouped into overarching themes and categories. Through this comprehensive approach, the research aims to uncover rich insights into the dynamics and processes of team interaction and development within the studied contexts.



## **CHAPTER 4: FINDINGS AND DISCUSSION**

### **4.1 Introduction**

In this chapter, we delve into the empirical findings of the study, juxtaposed with existing literature, to provide a nuanced understanding of trust dynamics within teams. The chapter is structured into three sections, each addressing key aspects of trust emergence and transformation. The first section discusses the factors essential for the genesis of trust in early team life, unveiling the attitudes and processes that underpin its development. Furthermore, it explores how individual trust evolves into collective trust within the team context. The second section delineates the multifaceted nature of trust, emphasizing its dynamic dimensions and susceptibility to change over time, particularly in response to challenging circumstances. Lastly, the third section offers a comprehensive synthesis of trust transformation across the team lifespan, delineating a progression from risk-benefit analysis to knowledge-based trust, culminating in the establishment of emotional trust within the team fabric. Through meticulous analysis and synthesis, this chapter offers valuable insights into the complex interplay of factors shaping trust dynamics within teams, contributing to both theoretical understanding and practical applications in organizational contexts.

### **4.2 Emergence of Team Trust**

This section explains on how trust emerges in the first place when teams are formed. It discusses certain attitudes and factors which form base for the team trust to emerge. These factors are named as the Anchors of Team trust. Additionally, this section highlights the factors and processes which facilitate this phenomenon of trust emergence and reduce vulnerability. These are named as the facilitators of team trust. Lastly, this section discusses on time period required for interpersonal trust to take form of collective trust in the early phases of team life. Each finding presented in this section is discussed considering the extant literature. Similarities and differences among the teams are also discussed.

Sample Codes	Sub Themes	Themes	Categories
<ul style="list-style-type: none"> <li>• Support</li> <li>• Helping in crisis</li> <li>• Avoiding Imposing things</li> </ul>	Behavioral Necessities for Trust Emergence	<i>Anchors of Team trust</i>	<b>EMERGENCE OF TEAM TRUST</b>
<ul style="list-style-type: none"> <li>• Respect</li> <li>• Consideration</li> <li>• Care</li> <li>• Motivating</li> </ul>	Favorable personality traits for Trust Emergence		
<ul style="list-style-type: none"> <li>• Trust is a necessity</li> <li>• Every person has unique criteria to evaluate other's trustworthiness</li> </ul>	Personal Dispositions	<i>Facilitators of Team trust</i>	
<ul style="list-style-type: none"> <li>• First perception about team develops in recruitment process</li> <li>• Rules make trust easy</li> </ul>	Organizational processes		
2 to 8 months (depends upon personality of team members)	Time taken for initial trust to emerge in teams	<i>Interpersonal to Collective Trust</i>	

<ul style="list-style-type: none"> <li>• First trust is developed with peers and then with senior team members</li> <li>• First trust with team lead</li> <li>• Trial and error with all team members in start</li> </ul>	<p>Pattern of interaction with team members</p>		
<ul style="list-style-type: none"> <li>• Trial with every team member</li> <li>• Developing trust with majority team members</li> <li>• Trust in majority is collective trust</li> </ul>	<p>Collective Trust in team</p>		

**Table 4.1: Data Analysis Illustration for Category 1**

*4.2.1 Anchors of Team trust*

In this study it was found that there are certain behaviours and elements on which serve as a foundation for team trust to emerge and develop. These are named as anchors of team trust. All our participant teams were of the view that before making a learned (Hertzberg, 1998) decision of investing trust in their team members look for certain behavioural characteristics which act as drivers to develop trust among them. Based on these qualities, they initially decide that whether they can trust their team members or not. All teams stated that helping attitude, support, truthfulness, open and timely communication, honesty, compassion, and transparency are those anchors on which trust develops in team. There

were few exceptions as Team A was of the view that team members having similar background are more likely to develop trust faster than others. In addition to above stated anchors, Team B was of the view that sincerity of team members towards work and their perceived competence also serve as a base for developing trust in the team. One of our participant team also pointed out that positive affirmation and appreciating the work of teammates helps trust to emerge in team settings. This chapter advances by discussing these findings considering extant literature.

Our participants were of the view that helping attitude is the most important trait they looked for in their team members when they joined the team. Having supportive collaborations (Davenport et al., 1998) which resulted in enhanced their learning helped them develop trust in team. This finding is further backed by the previous study which identified trust as a process that derived from the collaborative interaction among employees (Burke et al., 2007). Therefore, it impacts the process of cooperation, information sharing, and communication (Ferrin, Dirks, & Shah, 2003), increased employee's discretionary behaviors (Connell, Ferres, & Travaglione, 2003), and strengthens team (Dirks, 2000).

One of them said,

*“When I say I trust my team I mean that whenever I assign any task to my teammate he responds quickly and meets deadlines effectively, also he does not come up with any excuses. I can say that I have a good team. One of my prior team members (who is not part of the team now) used to intentionally delay tasks used to respond late to my queries, which was the reason I did not trust him. But with my current team members it is not the case because the first thing is that they are regular and secondly whenever a problem arises, they have the attitude of responding and solving problems quickly.”*

The respondents quickly started trusting those team members who helped them readily and beyond expectations. This finding is also supported by the social control theory which posits that individual interactions with peers play a profound role in human behavior and

social conduct (Hirschi, 2015). Trust has been linked to improved workplace social interaction (Bissola, & Imperatori, 2014).

As it was quoted by one of our participants,

*“For me it is simple for example if I am new to the team, I want my seniors to be helpful towards me, and don't have any side grudges or ego issues. Yeah, if they are like this and they are teaching me then I can trust them.”*

In accordance with this finding, the previous study identified that trust has a negative relationship with social loafing (Supardi et al., 2021) because the thought that their efforts are not needed and also, they feel left out or not considered have a detrimental effect on the team level trust. Therefore, helping the attitudes of the team increase the trust level of team members.

It was found that when a person newly joins a team, the first things he looks for is the compassion, consideration and support from his team members which results in starting investing trust in the team. In addition to these behavioral traits, an individual also look for their behavioral approach towards work. From this viewpoint, trust has primarily been defined as an attitude that can emerge gradually or suddenly (Coppola, Hiltz, & Rotter, 2004) and can be established or destroyed owing to particular interactions and be connected to certain circumstances. Those interactions and circumstances comprise of presence or absence of compassion, consideration, and support.

It was found that if team members show sincerity towards work, this gives the impression that they prioritize work and are efficient. If the team is collaborating effectively and achieving its deliverables on time it results in building team trust (Derven, 2016). This impression helps developing trust in them. Team with a high level of optimism and belief in their competencies gives them the confidence to handle any adverse situation, this result into developing the trust in a team (Nawaz, 2020). In addition to this, the good intentions of team members develop a willingness to place faith in them which eventually leads to developing trust within the organization, regardless of person-to-person, person-to-leader,

person-to-organization, and team-to-team. Therefore, previous studies have identified that the assessment of other's sincerity and intentions is one of the key components of trust (Schoorman et al., 2007).

As in the team setting, members have to collaborate with each other to achieve collective as well as their individual work goals so it was found that the timely communication and sharing all work-related information makes team members develop trust among them. Open and timely communication can accelerate the process of building trust among team (Hakanen et al., 2012). Furthermore, it is significant to highlight that, in contrast to competence satisfaction, meeting employees' psychological needs for relatedness had a larger influence on employee trust.

One of our participants talking about timely communication told that:

*“So, the factors are truth...number 1 that is absolutely at the top... and you know other than that is ...communication...you if there is something wrong...if you know the ship is sinking then you know there is a certain time when you should tell the captain that the ship is sinking... eventually he will get to know that but the timely communication is pretty important in building trust. Communication and truthfulness are two important things when we come to trust and these same two things are also responsible for when the trust starts going down. You know not being truthful and miscommunicating.”*

It was also found that the if the team members perceive that everyone in the team is being treated fair and appreciated for his good work, then trust in them increases. Perceptions of fairness (Earle et al., 2008) drives the trust building in the team which ultimately leads in enhancing the quality of relationship (Sun et al., 2021) among team members. It is also proven in the meta-analysis review of the organizational justice literature that employees are more likely to trust their organization when they believe that they are being treated fairly (Colquitt et al., 2013). However, fairness is generally referred to as distributive, procedural, interpersonal, and informational justice in literature. Furthermore, in accordance with the organizational transparency theory of Schnackenberg and Tomlinson

(2016), organizational transparency can be broken down into three characteristics i.e., disclosure, clarity, and accuracy, each characteristic gives an impression of fairness which helps in developing trust in team member.

If team members practice the positive affirmation with each other it develops the idea that they care about each other and are supporting towards each other which helps increasing trust in the team. Act of affirmation (Chung et al., 2020) among group members leads to enhancement of trust among them. When employees experience transparency and communication, it increases their emotional attachment of the employee with the organization which further results in the development of trust (Schnackenberg & Tomlinson, 2016). Consequently, with a high level of trust, employees are more likely to experience affective commitment towards the organization (Klimchak et al., 2020).

As one of our participants stressing the importance of truthfulness for building trust said that

*“The main thing I look in every team member in whom I am going to build trust is truthfulness at all times. There should be no lies at all. This is the core of building trust. Things can go south...things can go wrong but that doesn't matter...the thing is that you know if we speak out heart out that is most important thing.”*

This his study finds, communication, helping attitude, compassion, fairness and positive affirmations as anchors for trust to emerge in the team.

#### *4.2.2 Facilitators of Team Trust*

In addition to the anchors of initial trust in team, we also found out that development of trust in team is facilitated by certain personal perceptions (Freitag et al., 2009), filter criteria and organizational processes that act as facilitators for the trust building process in team.

All our teams unanimously were of the view that every person has a unique mindset and criteria for decision-making regarding investing their trust in team. With reference to the identified criteria, it is suggested in the previous studies that it may develop via cognitive judgments and emotional investments in relationships, showing care for the well-being of others, and believing that these feelings are reciprocated (Williams, 2001). Hence, in accordance with the findings, one can conceptualize team trust as a shared belief. It also overlaps with the prevailing concept of psychological contract, among the team members, in the workplace.

### *Personal Dispositions*

If a person personally believe that trust is necessary for the teams to work and work relations should have trust invested in them. Then he will be developing trust in the team members more readily. In line with the previous literature, this type of trust is called dispositional trust. Dispositional trust is a personality-based tendency to trust (Colquitt, Scott, & LePine, 2007). This personality-oriented perspective of trust asserts that trust acts as a psychological resource that is innate and develops through childhood experiences. Therefore, it is stable throughout time and environments once established (Lewis, 2001). This finding is supported by the signaling theory where the utility of the signal is heavily dependent on the perception of the receiver regarding the sender and the signal itself (Connelly et al., 2011). This theory is applicable at the employee level and organizational level. This finding reflects the results of the previous study which asserts that at an employee level, signals received by employees are the results of the sender's personal disposition. Therefore, employee's personal dispositions are served as a signaling mechanism (Klimchak et al., 2020).

All our respondents agreed that trust is functional necessity for the teams and team structures cannot be sustained without trust. Implying that if the team members will believe that investing trust in team will bear positive consequences (Dirks et al., 2002) it will help them developing initial trust among them. In one way, team members seek positive consequences with the possibility of assessing the gains which helps in developing trust (DA, 2013). In other ways, team members seek positive consequences when employees



make more effort when they feel they are being heard or their ideas are being implemented (Axtell et al., 2000). Another positive consequence is the demonstration of innovative behaviors and engagement in the innovative behaviors (Clegg et al., 2002). As the previous study suggests, with trust, things become more efficient (Weckert, 2002).

According to our participant

*“Yes, so if we have to work in team we have to trust each other...It is an absolute necessity...because you know if we don't have in our team we will show up in crisis situations. So I mean we won't be a team then...we have to trust each other. It is not by choice...it is a necessary thing to work in a team.”*

### ***Organizational Processes***

There are several organizational processes to develop trust among team members, such as, fulfilling basic psychological requirements of employees through effective leadership communication fosters employee trust (Men et al., 2021). As mentioned above, organizational justice is another way of inducing trust among team members. It may develop through formal and informal practices of the organization. with reference to the human resource process and practices such as recruitment, compensation, and training, have been shown to influence not only employee job satisfaction, employee commitment, and effort, but also employee level of trust in the organization (Gould-Williams, 2003). In a similar fashion our participants believed that recruitment process of the organization facilitates building trust among team members. They were of the view that if an organization has an efficient and rigorous recruitment process in place then they will have this perception that every new member who has gone through that process before his selection must be having good potential and it helps developing small amount of initial trust on him which is then evaluated based on interactions. Having such positive reputational perceptions (Meier et al., 2016) helps trust emerge in team settings.

Trust emerges in a way that, during the time of recruitment and selection, a substantial amount of information is transmitted between candidates and the organization (Breugh., 2012). During this process if both parties believe that they are receiving accurate, honest, and absolute information from one another it develops into trust once the candidate is selected (Cable & Yu, 2006). Furthermore, the previous study also identified the role of trustworthiness prior to the organization entry of employees (Klotz et al., 2013). The employee's perceived fairness in the recruitment process has a long-lasting impact. Candidates carry that trust for a lifetime, regardless of the fact that they become an employee of the organization or not. With reference to the signal theory, in many organizations, signals received by employees are the result of the organizational process i.e., the recruitment and selection process. Therefore, such processes serve as a signaling mechanism that increases the utility of signals i.e., trust (Klimchak et al, 2020). Employees who perceive greater utility of these processes develop a high level of trust.

One of them put it as

“At the start, I joined this team as an intern. When I was interviewed to join this team, they gave me a puzzle to solve, and I was told that I had 45 minutes to do it, but I completed it in 35 minutes. At that time, I was not experienced, and I told them that I would be ready to even do an unpaid internship. But seeing my skills and drive they offered me a paid internship. This experience proved the foundation for building trust in my team.”

Secondly, our participants believed that if an organization has living values and a transparent system of rules and regulations in place and every member of the team know that each of them is answerable for their actions, then it will minimize the fear of vulnerability of team members. This finding reflects the definition of trust by Rousseau et al., (1998) who defined trust as a psychological state characterized by a willingness to acknowledge vulnerability based on positive expectations of another individual's behavior. Transparency is known to have a positive impact on trust building (Kang et al., 2014) between actors. Because they will have this perception that everyone is accountable for his behavior and work and there are less chances of them being wrong done, by anyone. In line with this finding of this study, past researchers also identify openness and transparency as

antecedents of trust (Kochan, 2004). Every employee desire to be honest, transparent, and open to communication and information sharing from their team members. In addition to this, it is proven to be the key to developing trust in teams (Kalokora & Lekule, 2009). Therefore, it is justifiable to say that trust incorporates emotions (Young, 2003).

As one of them explained that:

*“Yes, that helps...because when you know that you have the rules everyone has to follow it will easy for you to start trusting them...for example you know here in this company we know that there is transparency...we have a metric here called PQRT...Performance, quality, responsibility, team work...In this system within a team all team members rate each other and then an average is calculated... so there is transparency because you will be having one on one meeting with all your team members and if you will feel that you are not correctly rated you can ask them directly and they will be answerable to provide the reason or justification behind their rating.”*

#### 4.2.3 *Interpersonal to Collective Trust*

In pursuit of findings answer to “How interpersonal trust among team members takes form of collective trust?” it was found that team members in the initial phase of team life interacts with their teammates interacts with each other on individual basis. In result of these simultaneous interactions, when team members perceive that they have developed trust in majority of the team members, they can confidently say they have developed trust in their team. All teams agreed that if a team member have trust in majority of team members, it implies that he/she trusts his/her team. It was found out it takes 2 months on

average to develop complete trust in team. This time frame is agreed upon by teams with one exception that team X was of the view that it takes at least probation period (3 months) or more to develop trust in team. Next passages dive into detailed of these findings.

we found out that it takes an average of 2 months for a newly joined member to build trust in his team. Some organizations invest intentionally to create an environment that is conducive to trust.

As one of the participants put it this way

*“Yes, I mean it varies ...but I have a perspective to it...generally...not only winning the trust...generally when you spend a time of two months with someone...you get to know them and their personality...I mean it can lifelong as well if you are not good at it...but 2 months are more than enough.”*

We found out that when a member newly joins a team he interacts with each member of the team and evaluate them individually based on their behavior that whether they can be trusted or not. This makes trust an elusive concept in the organizational literature. This finding of the study is related to the previous finding which implicitly recognizes fear of vulnerability as one of the reasons for not developing trust. According to McCune, it takes a little amount of time before developing trust because it is difficult to trust someone who has a distinct edge against you when it comes to supervisor-supervisee interactions (McCune, 1998). This finding supports the claim of the previous study which identified trust as an emergent state (Connell et al., 2003). It is an emerging process that develops over a period of time and is primarily influenced by contextual factors, organizational inputs, outputs, and other processes. This finding also corresponds to past studies that identify trust as a process. This dimension of trust which relates to the formation of trust has been researched more than any other dimension of trust (Khodyakov, 2007). This perspective provides a dynamic view of trust as it provides the willingness to recognize vulnerability which develops over the period of a relationship. Being vulnerable is one of the key components of the trust.

Because according to our participant

*“I did start getting to know and trust individual members of teams in the start because you know every team member is different with a unique personality so you cannot take them in a single chunk...you have to get to know and trust them individually then you can say that you trust your team.”*

They were of the view that when a person is done knowing every member of the team individually and has developed trust in them and he comes to a stage where he trusts most members of the teams that is the time when one would confidently say “I trust my team”. Resonating the idea that when team members have developed the sense of mutual faithfulness and they express it among the team, they reach the point where the interpersonal trust converts to the collective (Hume, 1969) team trust. It only develops when an organization has the necessary components such as social support, and psychological support, in other words, when a sufficient number of supportive variables are considered to be present (Davydenko et al., 2018). Collective trust is primarily based on the beliefs employees have for the organization. Hence, it is viewed as a cognitive construct in literature (Kramer, 2010). Therefore, collective trust is directly related to the understanding of an organization’s shared beliefs, its history, its shared social identities, and its settings (Kramer, 2010). When employees have the understanding of the above-mentioned variables, they are likely to have a collective trust. Furthermore, with reference to the job-demand and resource theory, collective trust is identified as a job resource with organizational competitive pressure as job demand in predicting employee burnout (Bunjak et al., 2023). Therefore, a high level of collective trust enables the employees to adapt to the workload more resiliently (Burtscher et al., 2018) because collective trust creates and enhances a supportive environment and increases dependence and trust on colleagues with the increase in job demand.

As one of them told

*“Whenever there arises a need that I need to discuss my problem with my team member I have no priority, I just talk to whomever is sitting next*

*to me. Because I have this uniform trust in all. When you team acts as a family then individual trust takes form of collective trust as in a family you do not worry about whom to trust or not. Also trusting every member of team is easy because you just have work relationship with them no personal strings attached, so it is less complex than trusting anyone on personal life.”*

It was interesting to know that our participants believed that even if there are one or two members in the team that they do not trust in any regard this will not change their “I trust my team” stance because they trust majority of them and exceptions are just few. Inferring that the trust among team is not uniform but dispersed (Berjman et al., 2010) and functions via mean at the team level (De Jong et al., 2012). According to our participants working efficiently in presence of these exceptions is the sign of true team spirit. Referring to the previous findings of this study, the multi-dimensional nature of trust reflects this observation. Despite having two members, being not trustworthy in a team does not make the whole team deceitful. Employees do not regard their team as dishonest which demonstrates the multipolarity nature of trust Fischer et al., 2023). This may be due to the changing dynamic of the teams such as remote, hybrid, and virtual teams.

### **4.3 Variations in Team Trust**

This section highlights the multi-faceted nature of team trust by shedding light on how trust is not a constant and uniform construct rather it has different forms, and it varies as the time passes. This section also describes that how difficult situations affect the quality of trust with the team. Each finding presented in this section is discussed considering the extant literature. Similarities and differences among the teams are also discussed.

Sample Codes	Sub-themes	Themes	Categories
<ul style="list-style-type: none"> <li>Knowing team members helps decide what areas should they be trusted in and how much</li> </ul>	Trust in work aspects	<i>Team trust is multi-faceted</i>	<b>VARIATIONS IN TEAM TRUST</b>
<ul style="list-style-type: none"> <li>Trust varies within team</li> <li>Trust with taking genuine opinion</li> <li>Trust with sharing work problems</li> </ul>	Trust in Personality Aspects		
<ul style="list-style-type: none"> <li>Trust with privacy</li> <li>Trust with personal problems</li> <li>Trust in Helping potential and readiness</li> </ul>	Trust in Personal Aspects		
<ul style="list-style-type: none"> <li>Return the respect</li> <li>How happily they help</li> <li>Good response</li> <li>Common Interests</li> </ul>	Factors Responsible for Increasing trust overtime	<i>Team trust varies with time</i>	
<ul style="list-style-type: none"> <li>Over-burdening</li> </ul>	Factors Responsible for		

<ul style="list-style-type: none"> <li>• Blaming</li> <li>• Not meeting goals = Lesser Trust</li> </ul>	Decreasing trust overtime		
<ul style="list-style-type: none"> <li>• Trust does not increase more than limit</li> <li>• Professional trust has a limit</li> <li>• Trust reaches an optimal level</li> </ul>	Team Trust is not ever-increasing		
<ul style="list-style-type: none"> <li>• Behavior is most important in difficult situation.</li> <li>• Difficult situations make or break trust</li> <li>• Trust can not be restored completely</li> <li>• Going above and beyond in difficult times</li> </ul>	Difficult situations test trust	<i>Difficult situations make and break trust</i>	

**Table 4.2: Data Analysis Illustration for Category 2**

4.3.1 *Team trust is multi-faceted*

This study furthers the narrative that trust is a subjective and elusive construct. All our teams agreed that all team members can never be trusted equally nor in similar aspects.



The participants argued that every team member is a unique individual and there are different aspects of his/her personality in which trust is invested. There are some members whom they trust more than the others. Also, they believed that every person has his unique personality and skill set and there are different aspects on which team members can be trusted. In literature, these aspects are categorized on the basis of benefits, disposition, and character of the relationship between team members, such as benefits include cooperation, social order, group cohesion; disposition includes morals, innate, calculative; and character of relationship includes dependent, reciprocal and exploitative (Barbalet, 2009).

As one of our participants said

*“I have different kind of trust in every team member. For example, with my project manager I have that connection with him that if he tells me that something urgent has come up and will want me to stay at office at night, I will stay at office but I will not do it for any other team member, that is how credible he seems to me. But I trust him in professional domain only and not consider him a person to trust with my personal issues.”*

This finding is backed by Dietz and Den Hartog (2006) who suggest that trust varies according to the relationship. Some of the team members may be trusted more when it comes to behavior and some may be trusted more when it comes to working under pressure. They were of the view that no one person can be completely trusted in all aspects. Inferring that trust has multiple facets and due to these different aspects team members do not arrive at global judgment (Lewicki et al., 2006) of trusting or not trusting each other rather they would be more focused on trust in what regard (Lewicki et al., 1998). ). Galford and Drapeau (2003) identify that it requires skills to establish trust within team. The possible qualification of this finding is that due to a certain expectation about the other's behavior, therefore, trust varies among team members (Barbalet, 2009). This variation in expectation provides an explanation for the variation of trust among team members. Due to the differences in the competencies of team members, the expectations level also varies of team members with each other because not every member is trustworthy for every task, this

depends upon the competencies of members (Kim, 2023). Characteristics of the employee that are more relevant than any other are knowledge and skills and how they are related to their task performance (Bolzern-Konrad & Sumilo, 2014). Another qualification of the above-mentioned finding is that trust enables and realizes outcomes that would not be possible without it (Barbalet, 2009). Team members seek trust to accomplish an objective or outcomes that might otherwise be unattainable if they do not trust them. With this, team members appreciate each other's competencies, skills, values, and goals. this type of trust is called cognition-based trust in which trust is based on the judgment of his or her team member's competency and skills (McAllister, 1995). This type of trust is built on rational decisions when accurate information is available regarding the team member's competency (McAllister, 1995). However, the finding also contradicts the previous study which argues that this type of trust is based on the cost-benefit analysis, hence, cannot be identified as real trust (Lewicki & Bunker 1996) because it is limited to situations where the failure of the performance of team members is identified (Rousseau et al., 1998). Hence, aligning goals and objectives with the competencies of team members helps in developing identification-based trust (Zaccaro & Bader 2003). The more alignment the more trustworthy the team member is for the achievement of goals which results in trust variation among team members.

Our participant explained it this way

*“Every member of the team has his own unique set of skills and capabilities and so you trust them in those things that they are strong at. So when you have a problem at hand you it will be easy for you to decide that who is right team member to go to.”*

Employee perception of the competence of their coworker plays an evident role in establishing trust. It has been found that people who trusted their team cognitively, identifying and believing them to be competent, dependable, accountable, responsible, and reliable, were more likely to have trust for them (McAllister, 1995).

#### 4.3.2 *Team trust varies with time*

In this study we found out that team trust does not remain constant over time, but it fluctuates with passing time depending on the quality on interactions with teammates overtime. Additionally, all our teams agreed that trust in team does reach an optimal level in the ideal circumstances where team members do match your expectations over the course of time.

As the times passes in life of a team, the trust level do not remain the same but it fluctuates. The participants of the study were of the view that as the time passes and team members have more interaction (Gibson et al., 2003) with each other knowing them better and having certain experience with them, level of trust changes. It can increase or decrease accordingly. As the previous study suggests this occurs because societal trust grounds are relatively unstable (Möllering et al., 2004). In a recent study, it was identified that the length of time is needed to establish an open and honest employee-supervisor relationship (Kovič & McMahon, 2023).

As one of our participants said

*“Level of trust do changes as events occur...like if they are doing well then it increases but then if mistrust at some point of time then it definitely makes things go down. Obviously it goes either up or down. It is based on quality of interaction. If someone is performing well, doing good and communicating honestly then it increases.”*

With the passage of time, communication, recurrent interaction, and experienced behavior influence the patterns of trust (Bolzern-Konrad, 2016). Rousseau et al. (1998) argue that the repeated interaction among team members develops relational trust, and that trust remains long-lasting because an emotion has been entered into the relationship over the period of time. Sometimes, the quality of the first impression determines the entire upcoming cooperation (Neuert et al., 2005). As a result, a favourable first impression may be sufficient to determine the level of subsequent trust.

Another one explained it as

*“Trust in team can increase and decrease with time depending upon the behaviors of team members and interactions with them for example, I can quote an example from my team. My company recruited a part-time personnel in our team and is providing him commission from projects but no fix salary. At first he trusted the team and shared his knowledge with us but as the time passed he developed this perception that his skills are being exploited and now he is very reluctant in sharing his knowledge and guiding us and do not trust his team anymore because he lost trust in the company.”*

If the team members are consistent in their trust winning behaviours over the time, this increases their trust in team. If team members are consistent in showing the behaviour i.e., acting with integrity, demonstrating concern, openness in communication, behavioural consistency, sharing and delegation of control, the trust level increases and remain long-lasting (Korsgaard et al., 2002). Therefore, mutual obligations, such as benevolence and reciprocity in interpersonal communication, exist in any trusted relationship, then they exist for longer period of time (Hungerford et al., 2016). This indicates that variations in trust are a two-way process. It occurs due to the demonstration of certain factors from both sides. Negligence from any one side will lead to a decrease in trust.

As our participant explained

*“Change in quality and level of trust with time depends on the consistency of the behaviors and attitudes from the team members. If they remain consistent in their behaviors and attitudes, due to which trust was developed in the first place, then the level of trust will increase with time because they had met expectations. They behaved in the way they promised.”*

They also believed that in a life of a team, trust do reach at an optimal level (Adobor, 2006) and it does not increase anymore because in workplace there always a limit to your trust

you can invest. As one of our participants said “I do trust my team...but it depends if your team is young...you do trust them to an extent...you give them margins...because you know that they do not have much professional exposure and new to the corporate so you know how much you should trust them...you can trust them but not entirely.”

Wicks et al., (1999) emphasize an optimal trust to the team in order to avoid investing too much or too little because there are possibilities of underinvesting or overinvesting in trust in team members. According to him, optimal trust comprises rational decisions and affect-based beliefs because the level of trust depends upon the nature of the team; some teams are highly interdependent and work in high uncertainty, such teams require a high level of trust; some teams are moderately interdependent and work at a moderate level of uncertainty, such teams require a moderate level of trust; some teams require low interdependency and work in low uncertainty, hence demand low level of trust. In this way, the team members limit the trust, considering the requirements and nature of the team.

#### 4.3.3 *Difficult situations make or break team trust*

One of the important findings which was stressed by all our team states that difficult situations or crisis does test the trust in team. And if in these situations team members remain consistent with their behaviours and promises made in favourable time then trust in team becomes stronger and vice versa.

It implies that trust in team is accessed when teams get in the difficult situations when the result is uncertain and is the most crucial time when team members need support of each other. Our responds believe that these are the time when they evaluate their decision of trusting their team. They were of the view that if team members show support towards each other and they are consistent in their behaviour in those times then their trust in team becomes more strong. If the team members support and share knowledge under pressure situations this will lead in enhancing the trust among team members (Bjorvatn et al., 2020). In light of this observation, it is identified that during the difficult time, having discussion

with the team related to difficulties he or she has been facing within the workplace increases trust (Jack Barbalet, 2009). In situation of a conflict, if a team member gives confidence to others through information sharing and open interaction, it helps in increasing trust (Elgoibar et al., 2016). Team mitigates conflicts by fostering an environment of open communication which helps in increasing trust (O'Reilly, Williams & Barsade, 1998). In addition to this, at times of conflict, the belief in the competencies of team members increases the trust level (Khan et al., 2015).

As one of them said

*“So trust in team increases when team go through ups and downs ...so there will be cases where some time where a team is in difficult situation and everyone is going beyond what is required to help the situation... but there could also be a situation where trust in specific team member decreases if due to his irresponsibility team is facing a difficult situation.”*

But on the contrary if such situations are not dealt on a collective front and team goals are put in jeopardy, it will decrease the trust in team which can never be repaired or restored completely as “trust comes on foot and goes away on horseback (Jarl et al., 2006).

Firstly, when a team tackles and successfully navigates a challenging issue, trust is built. This occurs when team members work together to support one another and create solutions (Boller, 2005). Secondly, communication regarding the difficulties and potential solutions should be open and honest. Teams that are open about their difficulties are more likely to sustain trust even through difficult times (Buvik et al., 2015). Thirdly, team leaders' confidence and decisiveness can instill trust in their teams (Abuzid, 2017). Lastly, teams with diverse perspectives and problem-solving approaches can thrive in difficult situations, but only if they respect and value those differences (Kappagomtula, 2017). This notion is supported by real-world examples. Boller, (2005) identifies NASA's Apollo 13 mission from 1970 as one such case. Despite its enormous obstacles, the successful outcome of the Apollo 13 mission demonstrates how facing and overcoming a difficult task can create trust

within a team. It emphasized the necessity of collaboration, communication, adaptation, and a common goal in developing trust, even in the most difficult conditions.

On the other way around, at times of conflict, team effectiveness decreases due to a decrease in trust (Langfred, 2007). Trust breaks when a team member experience decreased satisfaction in a team (De Dreu & Weingart, 2003) decreased commitment in a team (Giebels & Janssen, 2005), and experiences negative emotional situations in a team (Jehn & Bendersky, 2003). A study also identifies Interpersonal distrust as the foundation of ineffective social interaction (Blau, 2017). It occurs when there is a subjective dearth of confidence in others during interpersonal interactions, feeling team members unfriendly, and causing harm in leveraging the other weaknesses, therefore, individual behavioral decisions are influenced by this subjective impression of feelings (Grovier, 1994).

Difficult situations or challenging tasks can erode team trust because when a team is faced with a difficult situation, efficient communication becomes critical. It is identified that despite being in a team for a long term that might develop sufficient trust in the team, there is a possibility that confidence will be eroded if team members refuse to communicate freely and honestly about the situation (Blau, 2017). This is proven by a real-time example, during the 1986 NASA Challenger tragedy, a lack of open communication about O-ring problems resulted in a disastrous failure (Larson, & LaFasto, 1989). This incident harmed the organization's trust. Furthermore, despite having a team with a long length of time, when team members fail to deliver on commitments made during a crisis, trust can be reduced because it damages the cognitive-based trust in a team (Crowder, & Friess, 2015). During difficult times, trust also breaks when employees do not get enough support from peers which leads to a decrease in trust. According to previous studies, another possible explanation of this finding is that challenging tasks induce stress in team members which affects them differently. Driskell et al., (1999), suggest that high amounts of stress can impair cognitive functioning and cause interpersonal problems. When team members are stressed, effective communication and coordination suffer, potentially undermining trust.

#### 4.4 Transformation of Team Trust

This section discusses on how team trust transforms from one stage to another during a team’s lifespan. Three distinct progressive stages are identified from the data collected namely risk-benefit analysis to trust in knowledge of the team and finally transforming into emotional trust. This section identifies the behaviours and conditions necessary for team trust to advance from one stage to another during the life of team. Each finding presented in this section is discussed considering the extant literature. Similarities and differences among the teams are also discussed.

Sample Codes	Sub-themes	Themes	Categories
<ul style="list-style-type: none"> <li>• Fear of Judgement</li> <li>• Anxious</li> <li>• Harm of distrust to the performance</li> </ul>	Initial Stage of team life	<i>Risk-benefit Analysis Stage</i>	<b>TRANSFORMATION OF TEAM TRUST</b>
<ul style="list-style-type: none"> <li>• Feeling need that others should trust you.</li> <li>• Will trust be beneficial or not?</li> </ul>	Initial Fears		
<ul style="list-style-type: none"> <li>• Trust results in sharing info</li> <li>• Gradually starts to ask questions freely</li> <li>• Openness towards</li> </ul>	Initial Questions		



feedback and suggestions			
<ul style="list-style-type: none"> <li>• How readily they share knowledge</li> <li>• Trust is capabilities of the team</li> </ul>	From decision to trust to trust in knowledge	<i>Knowledge-based trust</i>	
<ul style="list-style-type: none"> <li>• Experience is directly proportional to trust in knowledge</li> <li>• Experience in industry</li> </ul>	Factors responsible for developing trust in knowledge of team mates		
<ul style="list-style-type: none"> <li>• Common Interests</li> <li>• Professional Trust-friendship-Emotional Trust</li> </ul>	Emotional trust is different for all	<i>Emotional trust at team Level</i>	
<ul style="list-style-type: none"> <li>• Emotional trust can be harmful in the long run.</li> <li>• Emotional relations at workplace shouldn't be preferred</li> </ul>	Learned personal experiences		

<ul style="list-style-type: none"> <li>• Absence of emotional trust</li> <li>• Emotional trust can not be at team level</li> <li>• Emotional trust can be developed with any one of team members but rarely.</li> </ul>	Rarity of Emotional Trust in Teams		
---	------------------------------------	--	--

**Table 4.3: Data Analysis Illustration for Category 3**

*4.4.1 Risk-benefit analysis*

It was found that when a team member joins a team, the initial period is full of feelings of fear of judgement, lack of comfort and confusion in terms of what to expect from the teammates. This marks a period of uncertainty for the team members and team members tend to calculate the risk and benefit of investing trust in the team. It was found that across all teams the members who were relatively new to the industry had these feelings stronger than those who had spent some time in the industry. This gives an idea that experience in the industry provides some level of initial security even if the person joins a new team, as those teammates who had spent good amount of time in the industry has knowledge about the dynamics of teams and workplace which may give them this initial security of mind.

When a person joins the team, the initial phase is where they have feelings of fear of being judged, anxiousness and reluctance.

The participant of the study told his experience when he was new to the team as

*“I didn't feel comfortable to ask questions thinking that may be this person judge me and I used to google the problems and issued i face.... but slowly i thought that this person has this much experience and it is possible that he will help me if i go to him with my problem because this way i am wasting too much time on google affecting my productivity....so ...yes this risk benefit calculation does come to mind in start...but slowly trust develops.”*

This is the stage where the level of trust is minimum and where team members get to know each other developing familiarity and then comfort with the team members.

Many theorists suggest that trust is low or minimal at the initial level because at this stage, initial trust between team members is not based on the employee's disposition of trust, experiential behaviors of others, organizational cues throughout its process before organizational pre-entry, such as during recruitment and selection, that enables him or her to develop trust (McKnight et al., 1998). Furthermore, team members form trust decisions based on rationally calculated costs and advantages (Lewicki & Bunker, 1995) where the lack of benefits results in a low level of trust behavior in a team. It is identified that interaction with new team members increases trust at initial level (McKnight et al., 1998). When a team member joins a team and engages in communication action with other team members, that time, team member is likely to establish a trust belief about others and generalize that perception to the organization (Clelland & Zarankin, 2014). However, the increasingly changing workplace demands team members to trust each other quickly (Meyerson et al., 1996). Today, the nature of teams has changed, such as the emergence of quality circles, socio-technical teams, virtual teams, hybrid teams, multi-cultural teams, and others. Each one of them demands quality interaction, faith in each other competencies and knowledge, and interpersonal trust.

One of our participants explained this by saying

*“As a developer you do get help from other people as well.... I think there is a thing called comfort...you cannot work with someone or trust someone in your team if you are not comfortable with him. Like there would be 70 people working with you or maybe 10 people in your team but there is a certain level of comfort with each of them...I mean A cannot go to C randomly to seek help in fixing an error. You have to be at certain comfort and trust level to like go to your team members with your errors. Trust comes after comfort...because you may be comfortable with a team member but do not trust him...like I have a team member with which I am like friends and comfortable but I do not trust him.”*

In accordance with this finding, the previous identifies that trust is a characteristic of a relationship that comes with a secure attachment to others (Schoorman, Mayer, & Davis, 2007). This provides the justification for the above-mentioned finding that team members have a relationship with everyone but not everyone is trustworthy due to the absence of a secure attachment

Another put it this way

*“First you develop comfort level with your team members and then the trust. Yes...do comfort level is very generic and it could be anything...it can come from having lunch with them break time or it could be anything.”*

Our participants believed that this is a trial and error period in which they interact with their individual team members and evaluate them according to their filter criteria. In this period, they feel the need to be trusted by their team members and also to reciprocate the trust their team members invest in them. This has been proved that attitude similarity fosters trust among groups (Singh et al., 2015), so if team members trust the newly joined, he will reciprocate it.

Previous studies have acknowledged trust as a cycle of trial and error until the threshold of faith is reached (Schoeller et al., 2021). Trust is a dynamic phenomenon where its growth

is determined by the progress of the relationship (Rempel et al., 1985). In the cycle of trial and error (Lee and Moray, 1992), team members make predictions of trust which evolves from predictability to dependability, a phase where trust behavior remains consistent, and lastly to a state of faith, if it becomes successful (Schoeller et al., 2021). The relationship in these early stages forms the basis of future trust behavior of team members.

As one of our participant explained

*“As a human being when I started working I didn't particularly think about the process on how I will develop trust with my team members but unconsciously we do pass from several stages. I mean at first when we look at a team member...I mean I think positively first thing I do is to treat them nicely and start building trust with them. I don't wait to notice anything or cues I just start building trust with them and gradually if I get good response from the person as well I keep on trying efforts in building trust with him.”*

Another one painted this as

*“When I joined, I was not very proficient in some languages such as Django and Rest Framework, but I learnt them during my initial time with this team. They showed trust in me, and I reciprocated that trust. My trust in them was a response to their trust in me.”*

This finding reflects the reciprocal nature of trust that is assumed to drive a reciprocal social exchange relationship between team members. Reciprocity is the character of trust relationships (Barbalet, 2009). The team member reflects the same way when you demonstrate trust behavior to team members through support, open communication, information, autonomy, feedback, and faith in competencies (Okello & Gilson, 2015).

#### 4.4.2 *Trust in Knowledge of team*

It was found in this study that after developing some initial level of trust or getting comfortable with the team members, team members look to assess the knowledge and skills of other team members. And all our teams unanimously agreed that to develop trust in knowledge and skills of the teams it is imperative for the team members to be willing to share their knowledge with teammates and help them out in their difficulties.

Our respondents believed after developing comfort with the team members, team move towards developing knowledge-based trust in each other. As team member have to work together towards a common goal they must delegate tasks to each other, and they can only do so if they have trust on knowledge of the members. The participants of the study believed that qualification and experience of a team member sets the base for trusting their knowledge but it develops when they share their knowledge, they have an attitude of helping others using their skills and capabilities. If the team members perceive each other being qualifies and able to perform (Aubert et al., 2003), it will enhance their trust in team.

The knowledge-based trust relationship between team members increases willingness to share information (Pugnetti & Elmer, 2020). In a line of previous findings, repeated interaction between team member help in developing knowledge-based trust (Lewicki & Bunker 1996). Team members predict behaviors of each other by gathering information. With the help of gathered information, team members can forecast coworker behaviors and strengthen the trust relationship. Based on frequent interaction, team members have this kind of trust that further helps in predicting the untrustworthy and trustworthy behavior of team members. Thus, KBT takes a unique approach by evaluating face-to-face communication and anticipating behaviors based on repeated contact. Knowledge-based trust requires continuous interaction in order to promote the exchange of information, preferences, and methods to solve organizational problems and issues (Li et al., 2015; Sun et al., 2019). It is identified in the previous studies, with the help of social interaction, tacit knowledge is transmitted (Shao et al., 2016). Teams that encourage frequent employee-to-employee contacts are more likely to lessen employees' reluctance to share tacit information (Fuller, 2021).

According to this finding, sharing knowledge is the first step to developing knowledge-based trust because this provides a sense of security between team members. Having this psychological safety helps in building trust (Edmondson, 1999). Employees feel free to express themselves without any fear of being criticized which results in developing knowledge-based trust in team members. In addition to this, with reference to this finding, it is identified that when members of a team share knowledge and help one another, a mutually beneficial exchange of confidence and goodwill occurs. This increases trust between team members (Wayne et al., 1997). This finding is further supported by the social exchange theory (Cropanzano, & Mitchell, 2005) which acknowledges the fact that relationship develops with the efforts of individuals.

One of them said

*“When it comes to have trust on knowledge and skills of my teammate I do not look solely on his/her experience but the quality of his experience, how many projects has he done and how much he is willing to share”*

Because if a team member has sound knowledge and skill set but he does not share knowledge with team members, his knowledge will not be trusted by the team members.

As one of our respondents had a view that,

*“When I joined this team, I basically looked for the support towards my learning, how much open they are in sharing their knowledge with me, how much willing they are to teach me. Because if they are reluctant to share their knowledge then I would not be able to trust them.”*

And

*“For me to trust someone's knowledge that he will help me in my problems I first see the qualification and experience of the team member and then I see how readily that team member is available to help...because if a person has vast experience and knowledge but he does*

*interact or has helping attitude then I will not trust him because his knowledge is not known or helpful to me...Availability and Reachability matters before qualification and experience.”*

In addition to this, it is identified that teams that share knowledge tend to perform better. This better performance can also increase trust in the team as team members recognize the benefits of collaboration which strengthens the knowledge-based trust among team members (Jehn, 1995). With reference to a previous study, it is suggested that trust is increased when team members share information, evidence, facts and have a clear understanding of objectives and tasks. With this, chances of errors, mistakes, and miscommunication are reduced, along with this, sharing the mental model with each other results in increasing knowledge-based trust in a team (Cannon-Bowers et al., 1993).

#### *4.4.3 Emotional Trust at team level*

All the participant teams agreed emotional trust is the extreme level of trust one can have but it cannot be a team level construct. The reason for this was the perception of participants that emotional trust involves sharing things at personal level. They argued that this type of trust can be with any one of the team in whom you invest personally and become friends outside work, but not with whole team. People develop trust based on their predisposition (Greenberg et al., 2007) to trust and most of our respondents personally believed that work relationships should not be personal and one should not invest in his team members emotionally. This finding reflects the affect-based view of trust discovered by (McAllister, 1995) which depends on emotional and mood experiences that are either generalized or specific to a particular relationship, accidental affect that impacts trust in that relationship. The emotional attachments and interpersonal expectations of care and concern generate emotion trust at a team level (Bigley & Pearce, 1998). It is suggested that affect-based trust stems from judgments of the motives of team members depending on experiences such as frequent interaction and availability of help and assistance to team members (Legood et al., 2023). The expected benevolent actions of team members towards each other and the



quality of the relationship develops emotions and expectation unintentionally This indicates the emotional bond in a trusting relationship of team members and the emotionality of trust violations.

As one of them said,

*“So No! I don't believe in having emotional connections with my team members or any person at work. Because workplace is somewhere you do not bring your personal stuff. So I do not prefer that and I do not do that. Also how can you trust your all team members emotionally ... like this cannot be the case with everyone.”*

With reference to the previous study, the possible explanation of this finding is that long-term trustworthy relationships tend to reach a point where the team members involved no longer give each other with additional amount of data, information, and knowledge, and further information exchanges become progressively less necessary (Molina-Morales, 2011). From strategic point of view, the overinvest in trusting relationship seems undesirable for team long-term stability. In order to avoid these situations, previous researchers have identified an optimal level of trust to avoid the possibilities of underinvesting and overinvesting of trust in a team (Wicks et al., 1999). The previous study identified that there is a tipping point beyond which the increase in trust brings less benefits to the team (Molina-Morales, 2011).

Firms may expend too much time and effort to sustaining trusted relations, which can have a negative impact on the firm itself. The greater the level of trust, the more likely a 'boomerang' impact for the focus firm. It is identified in the previous study that team suffer harm in overinvesting in collaborative relationship (Anderson & Jap, 2005).

Our team members argued that they have learnt this from their personal experiences (Rotter, 1967) that if emotions are invested in the work relationships and personal things are shared with team members it can backfire and mostly result in hurting an individual. Regarding the emotional trust, it was found that the team members were not willing to be

vulnerable (Mayer and Gavin, 2005) and disclose or share their personal lives and feelings with their team members.

Our study is a step forward in explaining the phenomenon of emergence and transformation of trust at a team level and it significantly adds to the theoretical base on why team members decide their team and how interpersonal trust among team members take form of collective trust i.e., team trust. This study also describes on how team members taking decision of investing trust in team is a fragile path with ups and downs and has various dimensions to it.

#### 4.5 Table Illustration of Cross-Case Comparison

In synthesizing the intricate tapestry of findings within this study, a table has been crafted to distill the essence of the emergent and transformative journey of trust across the sampled teams. This table serves as a navigational compass, guiding readers through the labyrinth of nuanced experiences elucidated by each team. By juxtaposing the similarities and differences among the teams' narratives, this visual aid illuminates the kaleidoscope of perspectives, revealing patterns that transcend individual contexts. Each cell in this tableau is a mosaic piece, contributing to a broader mosaic that unveils the shared threads and unique hues woven into the fabric of trust development. Through this visual synthesis, the study not only amplifies the voices of the sampled teams but also provides a panoramic vista that invites contemplation and comparison, fostering deeper insights into the multifaceted nature of trust emergence and transformation within team dynamics.

<b>Emergence of Team Trust</b>					
<b>Findings</b>	<b>Team A</b>	<b>Team B</b>	<b>Team C</b>	<b>Team D</b>	<b>Team E</b>
<b>Anchors of Team Trust</b>	<ul style="list-style-type: none"> <li>• Helping Attitude</li> <li>• Support</li> <li>• Honesty</li> <li>• Compassion</li> <li>• Open and Timely Communication</li> <li>• Transparency</li> <li>• Truthfulness</li> </ul>				

	Having Similar background (educational institution or belonging to same area) helps trust to emerge.	If teammates are sincere towards their work then it is easy to develop trust in them.	Words of positive affirmation help building trust and good relation with teammates.	-	Words of positive affirmation help building trust and good relation with teammates.
<b>Facilitators of Team trust</b>	<ul style="list-style-type: none"> <li>• Trust in team is inevitable for proper functioning of the team.</li> <li>• Perception of fairness does boost the development of team trust.</li> </ul>				
	Rigorous recruitment process of an organization does set tone for developing trust in team by building a perception that best candidates are made part of the team.	Rigorous recruitment process does set base for developing trust in skills of the team mates in initial phase but as the time passes trust is built based on interactions with the team mates.	Rigorous recruitment process of an organization does set tone for developing trust in team by building a perception that best candidates are made part of the team. Also the recruitment experience of a team member gives him initial perception of the team. It goes both ways.	Rigorous recruitment process of an organization does set tone for developing trust in team by building a perception that best candidates are made part of the team.	Recruitment process has nothing to do with the team trust.

	Transparen- cy in the organizatio- nal procedures and policies helps developing trust in team.	Transparency in organizational processes as well as among teammates helps developing trust in team.	If an organization have transparent procedures, it gives certain amount of psychologi- cal security which helps developing team trust.	Transparen- cy is key factor to develop team trust.	Transparency is key factor to develop team trust.
<b>Interpersonal to Collective Trust</b>	<ul style="list-style-type: none"> <li>Trust in team emerges by interacting and developing trust with team members at an interpersonal level simultaneously.</li> <li>Trust in majority of team members equates team trust.</li> </ul>				
	It takes 1 to 2 months to develop trust in team.	It takes probation period (3 months) to develop trust in team.	It takes 2 months to develop trust in team.	Time frame is unique for every individual and it could range from months to an year.	It takes 2 months to develop trust in team.
<b>Variations in Team trust</b>					
<b>Team trust is multi- faceted</b>	<ul style="list-style-type: none"> <li>Trust has different aspects thus varies on “which team member can be trusted about what?”</li> <li>Every member of team cannot be trusted equally.</li> </ul>				
<b>Team trust varies with time</b>	<ul style="list-style-type: none"> <li>Team Trust is not a constant construct. Trust in team varies with time depending on the quality and quantity of interactions with the team members.</li> <li>Team Trust do reach an optimal level where it does not increase anymore.</li> </ul>				
<b>Difficult Situations Make or Break Trust</b>	<ul style="list-style-type: none"> <li>In crisis or difficult situations team trust is tested.</li> <li>Getting out of difficult situations by collaborating with each other increases the trust in team.</li> <li>If team members remain consistent with their positive behaviours during difficult times, it enhances trust in team.</li> </ul>				
<b>Transformation if Trust in Teams</b>					

<b>Risk-benefit analysis</b>	<ul style="list-style-type: none"> <li>• In the very initial of team life, team members are reluctant to interact and trust each other due to fear of judgement, uncertainty on what expectations to set from teammates.</li> <li>• At this phase the amount of trust in team in at minimal level.</li> <li>• During this time phase team members make decision to interact and develop trust their team calculating the risk and benefits of doing so.</li> </ul>				
	In the initial phase of team life, winning trust of teammates in most important priority.	-	Past experiences determine how you behave in initial phase of team life. If one had good experiences with past teams he/she would be less reluctant or fearful in initial phase of team life or vice versa.	-	Before developing trust, the initial phase of team life is marked with trying to develop a certain comfort level with the teammates.
<b>Trust in Knowledge of Team</b>	<ul style="list-style-type: none"> <li>• After developing comfort and initial amount of trust, team members tend to know about the knowledge and capabilities of teammates.</li> <li>• If team members are perceived to be competent, it is easy to develop trust in them when asking for help.</li> <li>• The only way to develop trust in knowledge is by sharing knowledge and helping each other out.</li> </ul>				
	-	Trust in knowledge of team provides confidence to take on complex	-	-	Trust in knowledge of team becomes more important in

		challenges and tackling such challenges provide a sense of accomplishment which in return strengthens the overall trust in team.			the projects where tasks are more interdependent and require all team members to work on similar tasks simultaneously.
<b>Emotional Trust at team level</b>	Emotional Trust is an extreme level of trust. Emotional Trust cannot be a team level construct.				
	Emotional trust should not be invested in any of team members as it can harm work relationship in future.	Emotional trust cannot be invested in all team members. It can be with any specific member of the team who becomes your friend outside of work.	Any of the teammate can be trusted emotionally but it is not advisable according to the past experiences .	All team can not be trusted emotionally. It can be with any one of the team members.	Emotional trust should not be invested in any of team members as it can harm work relationship in future.

**Table 4.4: Cross-Comparison Table**

#### **4.6 Chapter Summary**

In the findings chapter, this study explores the emergent categories derived from the research, meticulously explaining their nuances and implications. Each category is thoroughly examined, with extensive reference to existing literature to contextualize and validate the findings. Furthermore, the chapter meticulously analyzes the viewpoints of the sample teams, elucidating both the commonalities and distinctions in their perspectives on trust emergence and transformation. Through this comprehensive exploration, the study

contributes significantly to the understanding of trust dynamics within IT teams, offering valuable insights for both academia and practice.

## **CHAPTER 5: CONCLUSION AND IMPLICATIONS**

### **5.1 Conclusion**

In conclusion, this study delves into the intricate process of trust emergence and transformation within IT teams, addressing the research questions concerning the dynamics of trust at the team level. The findings illuminate the multifaceted nature of team trust, emphasizing its subjective and complex nature.

Exploring the process of emergence of trust within IT teams it was found that trust in teams begins to take shape as members observe and engage with certain behavioural attributes among their peers, such as a supportive attitude and effective collaboration. Factors such as sincerity towards work, efficient work ethic, and timely communication serve as foundational elements in fostering trust. When an some initial level of trust develops anchoring in above stated factors it continuous to flourish based on personal perceptions and organizational processes.

The study reveals that trust is an emergent construct and not static but evolves over time, influenced by increased interaction, understanding, and shared experiences among members. However, trust is not uniformly distributed among all team members and is often tested during challenging situations. Interestingly, it was found that the transition from developing interpersonal trust in early phase of team life to collective team trust typically takes around two months for new team members.

Exploring the transformation of trust in life of a team, the study distinguishes the stages of team trust. Trust in all three stages is essentially different in quality. Team members start interacting with each other with a little reluctance in start but as the time passes, they get to trust the knowledge of their team members. One of the most interesting findings is that teams did acknowledge that emotional trust does develop with some team members where sharing on personal level is involved and colleagues become friends, but they were mostly of the view that it should not happen as it harms the work in the long run when relationships get a little too personal.



In spite of team trust being a complex and subjective construct, this study do provide with a basic path and timeline for trust to be established within IT teams.

## **5.2 Theoretical Implications**

This study substantially contributes to the body of existing literature on team trust by comprehensively explaining the phenomenon of emergence of trust in early phase of team life and describing on how the interpersonal trust among team members collectively results in team trust. As posited in the literature that there is scarce evidence of team trust being emergent in nature this study sufficiently describes the factors on which trust emergence is based and its development is facilitated. Also, this study adds a valuable finding to the discussion of difference between interpersonal and collective trust. It describes that interpersonal trust in majority members of the team assumes form of collective trust. This study adds to the incremental approaches that are existent in literature on how trust invested in team changes over the time and why it happens. We have provided the three distinct levels which explains the progression of trust is teams over time and the factors responsible in carrying out that progression. Our study sufficiently explains the reasons that are responsible for transition from one level of team trust to the other. Instead of relying on one snapshot of trust, this study explains the phenomenon of emergence and transformation of trust in wok teams based on the narrated experiences of our respondents.

## **5.3 Practical Implications**

Understanding the phenomenon of emergence and transformation of trust in work teams can have practical implications that can inform organizational policies, leadership strategies, team-building efforts, conflict resolution approaches, and employee engagement initiatives. By understanding the dynamics of trust, organizations can create a positive work environment that fosters collaboration, innovation, and high-performance teams. This study inform managers on what are the factors that are crucial for development of trust in early life phase of a team and so by focusing on trust-building initiatives, work teams can enhance cooperation, coordination, and information sharing, leading to improved team performance and overall productivity.

By understanding the anchors responsible for trust development in early phase of team life can help managers and team leads create an environment that fosters trust among team members. They can achieve the favorable amount of trust in their teams by providing support, promoting the attitude of helping each other, open and timely communication, and fostering positive perceptions of fairness in the team. Secondly, understanding the factors that facilitate team trust can assist managers and team leads in making informed decisions when selecting team members. They can focus on attributes such as shared values, mutual respect, and effective collaboration while forming the team.

Understanding the emergence of trust in teams is crucial for managers and team leads to grasp early team dynamics effectively. By nurturing trust-building activities and addressing any signs of mistrust during the initial stages, potential issues can be preemptively prevented. Additionally, comprehending the process of how interpersonal trust evolves into collective team trust empowers managers to foster a positive team culture. Encouraging social interactions, team-building activities, and shared experiences can bolster interpersonal trust within the team. Moreover, knowing how trust in a team fluctuates over time enables managers and team leads to proactively maintain and manage trust levels. Periodically assessing trust through feedback mechanisms allows for prompt corrective actions in case of declining trust. These insights offer a comprehensive understanding of trust dynamics within teams, supporting managers in cultivating a cohesive and productive team environment.

Lastly, Trust assumes a pivotal role in conflict resolution within teams. Managers and team leads can foster effective conflict resolution processes and alleviate potential conflicts by comprehending the factors that influence trust development and maintenance.

#### **5.4 Limitations of the Study**

This study besides doing some substantial contributions towards literature and practice have few limitations to it. The sectors chosen as population for this study was IT sector, as every sector have different organizational dynamics it would be interesting to know if these findings are replicated in teams of sectors other than IT. Secondly, this is a cross-sectional

study and data was collected one time where team members explained the process of emergence of trust in their team by recalling their experience. If longitudinal study will be employed to explore this phenomenon in future, real time perceptions and feelings of team members can be captured giving more depth and detail to the findings presented in this study.

## REFERENCES

Abuzid, H. F. (2017). Impact of teamwork effectiveness on organizational performance vis-a-vis role of organizational support. *Journal of Engineering and Applied Sciences*, 12(8), 2229-2237.

Adobor, H. (2006). "Optimal trust? Uncertainty as a determinant and limit to trust in inter-firm alliances", *Leadership & Organization Development Journal*, 27(7), 537-553. <https://doi.org/10.1108/01437730610692407>.

Albrecht, S., & Travaglione, A. (2003). Trust in public-sector senior management. *International Journal of Human Resource Management*, 14(1), 76-92.

Amoako, I. O., & Lyon, F. (2014). 'We don't deal with courts': Cooperation and alternative institutions shaping exporting relationships of small and medium-sized enterprises in Ghana. *International Small Business Journal*, 32(2), 117-139.

Ana Cristina Costa & Neil Anderson. (2011). Measuring trust in teams: Development and validation of a multifaceted measure of formative and reflective indicators of team trust. *European Journal of Work and Organizational Psychology*, 20:1, 119-154, DOI: 10.1080/13594320903272083

Anderson, E., & Jap, S. D. (2005). The dark side of close relationships. *MIT Sloan Management Review*, 46, 75-82.

Anney, V. N. (2014). Ensuring the quality of the findings of qualitative research: Looking at trustworthiness criteria. *Journal of emerging trends in educational research and policy studies*, 5(2), 272-281.

Atle Engebø, Ole Jonny Klakegg, Jardar Lohne, Rolf André Bohne, Håkon Fyhn & Ola Lædre. (2022). High-performance building projects: how to build trust in the team.

*Architectural Engineering and Design Management*, 18(6), 774-790, DOI: 10.1080/17452007.2020.1811078.

Argote, L., & McGrath, J. E. (1993). Group processes in organizations: Continuity and change. *International review of industrial and organizational psychology*, 8(1993), 333-389.

Aubert, B. A., & Kelsey, B. L. (2003). Further Understanding of Trust and Performance in Virtual Teams. *Small Group Research*, 34(5), 575–618. <https://doi.org/10.1177/1046496403256011>.

Balogun, J., Hope Hailey, V., & Gustafsson, S. (2015). *Exploring strategic change (4th edition)*. Harlow, UK: Pearson Education.

Axtell, C. M., Holman, D. J., Unsworth, K. L., Wall, T. D., Waterson, P. E., & Harrington, E. (2000). Shopfloor innovation: Facilitating the suggestion and implementation of ideas. *Journal of occupational and organizational psychology*, 73(3), 265-285.

Baer, M. D., Van Der Werff, L., Colquitt, J. A., Rodell, J. B., Zipay, K. P., & Buckley, F. (2018). Trusting the “look and feel”: Situational normality, situational aesthetics, and the perceived trustworthiness of organizations. *Academy of Management Journal*, 61(5), 1718-1740.

Bamberger, P. (2008). From the editors beyond contextualization: Using context theories to narrow the micro-macro gap in management research. *Academy of Management Journal*, 51(5), 839-846.

Barbalet, J. (2009). A characterization of trust, and its consequences. *Theory and society*, 38, 367-382.

Barczak, G., Lassk, F. and Mulki, J. (2010). Antecedents of Team Creativity: An Examination of Team Emotional Intelligence, Team Trust and Collaborative Culture.

*Creativity and Innovation Management*, 19, 332-345. <https://doi.org/10.1111/j.1467-8691.2010.00574.x>

Bashir, N. (2020). The qualitative researcher: the flip side of the research encounter with vulnerable people. *Qualitative Research*, 20(5), 667-683. <https://doi.org/10.1177/1468794119884805>

Beaumont, P., & Coning, C. D. (2022). Coping with complexity: Toward epistemological pluralism in climate–conflict scholarship. *International Studies Review*, 24(4), viac055.

Becker, S., Bryman, A., & Ferguson, H. (Eds.). (2012). Understanding research for social policy and social work: themes, methods and approaches. policy press.

Benishek Lauren E., Lazzara Elizabeth H. (2019). Teams in a New Era: Some Considerations and Implications. *Frontiers in Psychology*, 10. DOI=10.3389/fpsyg.2019.01006

Bijlsma, K. and Koopman, P. (2003). “Introduction: Trust Within Organizations”. *Personnel Review*, 32, 543–55.

Birks, M., & Mills, J. (2015). Grounded theory: A practical guide. Sage.

Bissola, R., & Imperatori, B. (2014). The unexpected side of relational e-HRM: Developing trust in the HR department. *Employee relations*, 36(4), 376-397.

Bjorvatn, T. and Wald, A. (2020), "The impact of time pressure on knowledge transfer effectiveness in teams: trust as a critical but fragile mediator", *Journal of Knowledge Management*, 24 (10), 2357-2372. <https://doi.org/10.1108/JKM-05-2020-0379>

Blau, P. (2017). Exchange and power in social life. Routledge.

Blöbaum, B. (2021). Some thoughts on the nature of trust: Concept, models and theory. In *Trust and Communication: Findings and Implications of Trust Research* (pp. 3-28). Cham: Springer International Publishing.

Blome, C., Paulraj, A., Preuss, L., & Roehrich, J. K. (2023). Trust and opportunism as paradoxical tension: Implications for achieving sustainability in buyer-supplier relationships. *Industrial Marketing Management*, 108, 94-107.

Boller, S. (2005). *Teamwork training*. American Society for Training and Development.

BOLZERN-KONRAD, B. R. I. T. T. A. (2016). THE IMPACT OF TRUST ON EMPLOYEE COMPETENCE UTILIZATION IN A BUSINESS EXCELLENCE SETTING (Doctoral dissertation, UNIVERSITY OF LATVIA).

Bolzern-Konrad, B., & Sumilo, E. (2014, September). Trust and Employee Competence Utilization-Empirical Testing of a Model. In *European Conference on Knowledge Management* (Vol. 3, p. 1127). Academic Conferences International Limited.

Boucher, S. C. (2014). What is a philosophical stance? Paradigms, policies and perspectives. *Synthese*, 191(10), 2315-2332.

Brandl, B. (2020). Variations and (a) symmetries in trust between employees and employers in Europe: Some (not so) well-known stylized facts. *European Journal of Industrial Relations*, 26(3), 313-329.

Brannick, M. T., & Prince, C. (1997). An overview of team performance measurement. *Team performance assessment and measurement*, 15-28.

Breaugh, J. A. (2012). Employee recruitment: Current knowledge and suggestions for future research. *The Oxford handbook of personnel assessment and selection*, 68-87.

Breuer, Christina, Hüffmeier, Joachim, Hertel, Guido. (2016). "Does trust matter more in virtual teams? A meta-analysis of trust and team effectiveness considering virtuality and documentation as moderators". *Journal of Applied Psychology*, 101(8), 1150-1177.

Bunjak, A., Černe, M., Nagy, N., & Bruch, H. (2023). Job demands and burnout: The multilevel boundary conditions of collective trust and competitive pressure. *Human relations*, 76(5), 657-688.

Burke, C. S., Sims, D. E., Lazzara, E. H., & Salas, E. (2007). Trust in leadership: A multi-level review and integration. *The leadership quarterly*, 18(6), 606-632.

Burtscher MJ, Meyer B, Jonas K, et al. (2018) A time to trust? The buffering effect of trust and its temporal variations in the context of high-reliability teams. *Journal of Organizational Behavior* 39(9): 1099–1112.

Buvik, M. P., & Rolfsen, M. (2015). Prior ties and trust development in project teams—A case study from the construction industry. *International journal of project management*, 33(7), 1484-1494.

Caldwell, C., Hayes, L. A., Bernal, P., & Karri, R. (2008). Ethical stewardship—implications for leadership and trust. *Journal of business ethics*, 78, 153-164.

Cannon-Bowers, J. A., Salas, E., & Converse, S. (1993). Shared mental models in expert team decision making.

Carson, D., Gilmore, A., Perry, C., and Gronhaug, K. (2001). *Qualitative Marketing Research*. London: Sage.

Chae, S., Seo, Y., & Lee, K. C. (2015). Effects of task complexity on individual creativity through knowledge interaction: A comparison of temporary and permanent teams. *Computers in Human Behavior*, 42, 138–148. doi:10.1016/j.chb.2013.10.015



Chen, L. (2013). Motivation and innovation in online collaborative community: an application of expectancy theory.

Chenli, M., Yuhui, G., Xihuai, L. and Abrokwah, E. (2020). Mediating effect of team trust on the influence of top management team (TMT) processes against HRM decision quality and satisfaction performance. *Personnel Review*, 49(4), 1053-1068. <https://doi.org/10.1108/PR-09-2018-0336>.

Chung E, Pechenkina AO (2020) Group-affirmation and trust in international relations: Evidence from Ukraine. *PLoS ONE* 15(12): e0239944. <https://doi.org/10.1371/journal.pone.0239944>

Clegg, C., Unsworth, K., Epitropaki, O., & Parker, G. (2002). Implicating trust in the innovation process. *Journal of occupational and organizational psychology*, 75(4), 409-422.

Clelland, I. J., & Zarankin, T. G. (2012). Towards a dynamic model of interpersonal trust: The role of communicative action in workflow negotiation. *International Journal of Strategic Communication*, 6(1), 109-125.

Cohen, S. G., & Bailey, D. E. (1997). What makes teams work: Group effectiveness research from the shop floor to the executive suite. *Journal of management*, 23(3), 239-290.

Colquitt, J. A., Scott, B. A., & LePine, J. A. (2007). Trust, trustworthiness, and trust propensity: a meta-analytic test of their unique relationships with risk taking and job performance. *Journal of applied psychology*, 92(4), 909.

Colquitt, J. A., Scott, B. A., Rodell, J. B., Long, D. M., Zapata, C. P., Conlon, D. E., & Wesson, M. J. (2013). Justice at the millennium, a decade later: a meta-analytic test of social exchange and affect-based perspectives. *Journal of Applied Psychology*, 98(2), 199.

Connell, J., Ferres, N., & Travaglione, T. (2003). Engendering trust in manager-subordinate relationships: predictors and outcomes. *Personnel Review*, 32(5), 569–587.

Connelly, B. L., Certo, S. T., Ireland, R. D., & Reutzel, C. R. (2011). Signaling theory: A review and assessment. *Journal of Management*, 37(1), 39-67.

Cook, J., & Wall, T. (1980). New work attitude measures of trust, organizational commitment and personal need non-fulfilment. *Journal of occupational psychology*, 53(1), 39-52.

Cook, K. S., Cheshire, C., Rice, E. R., & Nakagawa, S. (2013). Social exchange theory. *Handbook of social psychology*, 61-88.

Coppola, N. W., Hiltz, S. R., & Rotter, N. G. (2004). Building trust in virtual teams. *IEEE transactions on professional communication*, 47(2), 95-104.

Costa, A. C., Fulmer, C. A., & Anderson, N. R. (2017). “Trust in work teams: An integrative review, multilevel model, and future directions”. *Journal of Organizational Behavior*, 39(2), 169–184.

Costa, A.C. (2003), "Work team trust and effectiveness", *Personnel Review*, 32(5), 605-622. <https://doi.org/10.1108/00483480310488360>.

Crowder, J. A., & Friess, S. (2015). Agile project management: managing for success.

Cummings, T. G., & Worley, C. G. (2014). Organization development and change. Cengage learning.

Cutcliffe, J. R., & McKenna, H. P. (1999). Establishing the credibility of qualitative research findings: the plot thickens. *Journal of Advanced Nursing*, 30(2), 374–380. doi:10.1046/j.1365-2648.1999.01090.x

D. J. McAllister. (1995). "Affect-and cognition-based trust as foundations for interpersonal cooperation in organizations," *Academy of Management Journal*, 38(1), pp. 24–59.

DA, L. H. (2013). What to do when trust has been breached in your practice. *The Journal of Medical Practice Management: MPM*, 29(3), 199.

Davenport, S., Davies, J., & Grimes, C. (1998). Collaborative research programmes: building trust from difference. *Technovation*, 19(1), 31-40. [https://doi.org/10.1016/S0166-4972\(98\)00083-2](https://doi.org/10.1016/S0166-4972(98)00083-2)

Davydenko, V. A., Kaźmierczyk, J., Romashkina, G. F., & Andrianova, E. V. (2018). A comparative analysis of the levels of collective trust among the banking staff in Poland and Russia. *Comparative Sociology*, 17(3-4), 299-317.

DeCusatis, C. (2008). "Creating, Growing and Sustaining Efficient Innovation Teams". *Creativity and Innovation Management*, 2, 155–64.

DeForge, R., & Shaw, J. (2012). Back-and fore-grounding ontology: exploring the linkages between critical realism, pragmatism, and methodologies in health & rehabilitation sciences. *Nursing inquiry*, 19(1), 83-95.

De Jong, B. A., & Elfring, T. (2010). How does trust affect the performance of ongoing teams? The mediating role of reflexivity, monitoring, and effort. *Academy of Management journal*, 53(3), 535-549.

De Jong, B. A., & Dirks, K. T. (2012). Beyond shared perceptions of trust and monitoring in teams: Implications of asymmetry and dissensus. *Journal of Applied Psychology*, 97(2), 391–406. <https://doi.org/10.1037/a0026483>

De Jong, B. A., Dirks, K. T., & Gillespie, N. (2016). Trust and team performance: A meta-analysis of main effects, moderators, and covariates. *Journal of Applied Psychology, 101*(8), 1134–1150. <https://doi.org/10.1037/apl0000110>

de Jong, B., Gillespie, N., Williamson, I., & Gill, C. (2021). Trust Consensus Within Culturally Diverse Teams: A Multistudy Investigation. *Journal of Management, 47*(8), 2135–2168. <https://doi.org/10.1177/0149206320943658>

Denzin N. (1989). *Interpretive interactionism*. Sage.

Derven, M. (2016). Four drivers to enhance global virtual teams. *Industrial and Commercial Training, 48*(1), 1-8. <https://doi.org/10.1108/ICT-08-2015-0056>

Deutsch, M. (1960). Trust, trustworthiness, and the F scale. *The journal of abnormal and social psychology, 61*(1), 138.

Deutsch, M. (1973). *The resolution of conflict*. New Haven, CT: Yale University Press.

Dirks, K. T. (2000). Trust in leadership and team performance: Evidence from NCAA basketball. *Journal of Applied Psychology, 85*(6), 1004.

Dirks, K. T., & Ferrin, D. L. (2002). Trust in leadership: meta-analytic findings and implications for research and practice. *Journal of applied psychology, 87*(4), 611.

Dirks, K. T., & de Jong, B. (2022). Trust within the workplace: A review of two waves of research and a glimpse of the third. *Annual Review of Organizational Psychology and Organizational Behavior, 9*, 247-276.

Driskell, J. E., Salas, E., & Johnston, J. (1999). Does stress lead to a loss of team perspective?. *Group dynamics: Theory, research, and practice, 3*(4), 291.

Dumitru, C. D., & Schoop, M. A. (2016). How does trust in teams, team identification, and organizational identification impact trust in organizations. *International Journal of Management and Applied Research*, 3(2), 87-97.

Dumitru, C. D., & Mittelstadt, A. (2020). What We Know and What We Do Not Know about Trust in Work Teams: A Systematic Literature Review. *European Journal of Business and Management Research*, 5(3).

Earle, T.C. and Siegrist, M. (2008), On the Relation Between Trust and Fairness in Environmental Risk Management. *Risk Analysis*, 28: 1395-1414. <https://doi.org/10.1111/j.1539-6924.2008.01091.x>

Eberl, P. (2004). The development of trust and implications for organizational design: A game-and attribution-theoretical framework. *Schmalenbach Business Review*, 56, 258-273.

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative science quarterly*, 44(2), 350-383.

Eikeland, T. B. (2015). Emergent trust and work life relationships: How to approach the relational moment of trust. *Nordic journal of working life studies*, 5(3), 59-77.

Elgoibar, P., Munduate, L., & Euwema, M. (2016). Building trust and constructive conflict management in organizations (pp. 1-13). Springer International Publishing.

Feitosa, J., Grossman, R., Kramer, W. S., & Salas, E. (2020). Measuring Team Trust: A Critical and Meta-Analytical Review. *Journal of Organizational Behavior*. doi:10.1002/job.2436

FERRIN, D. L., Dirks, K. T., & SHAH, P. P. (2003). Many routes toward trust: A social network analysis of the determinants of interpersonal trust. In *Academy of Management*

*Proceedings (Vol. 2003(1), pp. C1-C6). Briarcliff Manor, NY 10510: Academy of Management.*

Ferrin, D. L., Bligh, M. C., & Kohles, J. C. (2007). Can I trust you to trust me? A theory of trust, monitoring, and cooperation in interpersonal and intergroup relationships. *Group & Organization Management, 32*(4), 465-499.

Fischer, S., Walker, A., & Hyder, S. (2023). The development and validation of a multidimensional organizational trust measure. *Frontiers in Psychology, 14*.

Ford, R. C., Piccolo, R. F., & Ford, L. R. (2017). Strategies for building effective virtual teams: Trust is key. *Business Horizons, 60*(1), 25-34.

FREITAG, M. and TRAUNMÜLLER, R. (2009), Spheres of trust: An empirical analysis of the foundations of particularised and generalised trust. *European Journal of Political Research, 48*: 782-803. <https://doi.org/10.1111/j.1475-6765.2009.00849.x>

Fuller, L. P. (2021). Managing peer-to-peer cooperation using knowledge-based trust and encouraging the willingness to share tacit knowledge. *Open Journal of Business and Management, 9*(3), 1246-1262.

Fulmer, C. A., & Gelfand, M. J. (2012). “At what level (and in whom) we trust: Trust across multiple organizational levels”. *Journal of Management, 38*(4), 1167–1230.

Fulmer, C. A., & Ostroff, C. (2016). Convergence and emergence in organizations: An integrative framework and review. *Journal of Organizational Behavior, 37*, S122-S145.

G. Dietz. (2011). Going back to the source: Why do people trust each other?. *Journal of Trust Research, 1*(2), 215-222.

Galford, R., & Drapeau, A. S. (2003). The enemies of trust. *Harvard Business Review*, 81(2), 88-95.

Gambetta, D. (1988). Trust: Making and breaking cooperative relations.

Gartzou-Katsouyanni, K. (2023). Obstacles to local cooperation in fragmented, left-behind economies: an integrated framework. *Cambridge journal of regions, economy and society*.

Gibson, C. B., & Manuel, J. A. (2003). Building trust. Virtual teams that work, 59-86.

Giebels, E., & Janssen, O. (2005). Conflict stress and reduced well-being at work: The buffering effect of third-party help. *European journal of work and organizational psychology*, 14(2), 137-155.

Greenberg, P. S., Greenberg, R. H., & Antonucci, Y. L. (2007). Creating and sustaining trust in virtual teams. *Business horizons*, 50(4), 325-333.

Grossman, R., & Feitosa, J. (2018). Team trust over time: Modeling reciprocal and contextual influences in action teams. *Human Resource Management Review*, 28(4), 395–410.

Grovier, T. (1994). An epistemology of trust. *International Journal of Moral Social Studies*, 8(2), 155-174

Gully, S. (2000). Work Teams Research. In: Beyerlein, M.M. (eds) Work Teams: Past, Present and Future. *Social Indicators Research Series*, 6. Springer, Dordrecht. [https://doi.org/10.1007/978-94-015-9492-9\\_2](https://doi.org/10.1007/978-94-015-9492-9_2)

Hagemann, V., Ontrup, G., & Kluge, A. (2021). Collective orientation and its implications for coordination and team performance in interdependent work contexts. *Team Performance Management: An International Journal*, 27(1/2), 30-65.

Hakanen, M., & Soudunsaari, A. (2012). Building trust in high-performing teams. *Technology Innovation Management Review*, 2(6).

Hirschi, T. (2015). Social Control Theory: A Control Theory of Delinquency. In *Criminology Theory* (pp. 289-305). Routledge.

Hirvi, S. K., Laulainen, S., & Taskinen, H. (2021). Trust as a multidimensional phenomenon in LMX relationships. *Journal of Health Organization and Management*, 35(1), 17-33.

Hogg, M. A. (2012). Social identity and the group context of trust: Managing risk and building trust through belonging1. In *Trust in cooperative risk management* (pp. 51-72). Routledge.

Holmes, J. G., & Rempel, J. K. (1989). Trust in close relationships. In C. Hendrick (Ed.), *Close relationships* (pp. 187–220). Newbury Park, CA: Sage.

Hosmer, L. T. (1995). Trust: The connecting link between organizational theory and philosophical ethics. *Academy of management Review*, 20(2), 379-403.

<https://invest.gov.pk/it-ites#gallery-2>

Huff, L. C., Cooper, J., & Jones, W. (2002). The development and consequences of trust in student project groups. *Journal of Marketing Education*, 24(1), 24-34.

Hume, D. (1969) *Treatise on Human Nature*, Penguin, Middlesex, UK.



Hungerford, C., Sayers, J., & Cleary, M. (2016). Facilitating goodwill in workplace relationships: the benefits and challenges. *Issues in Mental Health Nursing, 37*(7), 530-532.

Ilggen, D. R., Major, D. A., Hollenbeck, J. R., & Segó, D. J. (1993). Team research in the 1990s.

Jarl K. Kampen, Steven Van De Walle & Geert Bouckaert (2006) Assessing the Relation Between Satisfaction with Public Service Delivery and Trust in Government. The Impact of the Predisposition of Citizens Toward Government on Evaluations of Its Performance. *Public Performance & Management Review, 29*(4), 387-404, DOI: 10.1080/15309576.2006.11051881

Jarvenpaa, S. L., Knoll, K., & Leidner, D. E. (1998). Is anybody out there? Antecedents of trust in global virtual teams. *Journal of management information systems, 14*(4), 29-64.

Jarvenpaa, S. L., & Leidner, D. E. (1999). Communication and trust in global virtual teams. *Organization science, 10*(6), 791-815.

Jehn, K. A. (1995). A multimethod examination of the benefits and detriments of intragroup conflict. *Administrative science quarterly, 256-282*.

Jehn, K. A., & Bendersky, C. (2003). Intragroup conflict in organizations: A contingency perspective on the conflict-outcome relationship. *Research in organizational behavior, 25*, 187-242.

Kalokora, A. M., & Lekule, C. S. (2019). Transparency in higher education human resource management: benefits and challenges. *Journal of Education and Social Policy, 6*(4), 120-129.

Kang, J., Hustvedt, G. Building Trust Between Consumers and Corporations: The Role of Consumer Perceptions of Transparency and Social Responsibility. *J Bus Ethics 125*, 253–265 (2014). <https://doi.org/10.1007/s10551-013-1916-7>

Kappagomtula, C. L. (2017). Overcoming challenges in leadership roles—managing large projects with multi or cross culture teams. *European Business Review*, 29(5), 572-583.

Kelley, H. H., Holmes, J. G., Kerr, N. L., Reis, H. T., Rusbult, C. E., & Van Lange, P. A. (2003). An atlas of interpersonal situations.

Kelley, H. H., & Thibaut, J. W. (1978). *Interpersonal relationships: A theory of interdependence*. New York: Wiley.

Kemparaj, U., & Chavan, S. (2013). Qualitative research: A brief description. *Indian Journal of Medical Sciences*, 67(3/4), 89.

Khalid, S., & Ali, T. (2017). An integrated perspective of social exchange theory and transaction cost approach on the antecedents of trust in international joint ventures. *International Business Review*, 26(3), 491-501.

Khan, M. S., Breitenecker, R. J., Gustafsson, V., & Schwarz, E. J. (2015). Innovative entrepreneurial teams: The give and take of trust and conflict. *Creativity and Innovation Management*, 24(4), 558-573.

Khodyakov, D. (2007). Trust as a process: A three-dimensional approach. *Sociology*, 41(1), 115-132.

Kim, Yeonsoo. (2023). The effect of dialogic competencies in internal communication and D&I-oriented leadership on relational outcomes with minority employees: focusing on the perspectives of Asian employees. *Asian Journal of Communication* 33(2), 158-181.

Klimchak, M., Ward Bartlett, A. K., & MacKenzie, W. (2020). Building trust and commitment through transparency and HR competence: A signaling perspective. *Personnel Review*, 49(9), 1897-1917.

Klotz, A. C., da Motta Veiga, S. P., Buckley, M. R., & Gavin, M. B. (2013). The role of trustworthiness in recruitment and selection: A review and guide for future research. *Journal of Organizational Behavior*, 34(S1), S104-S119.

Kochan, T. A. (2004). Restoring trust in the human resource management profession. *Asia Pacific Journal of Human Resources*, 42(2), 132-146.

Korsgaard, M.A., Brodt, S.E. & Whitener, E.M. (2002). Trust in the face of conflict: The role of managerial trustworthy behavior and organizational context. *Journal of Applied Psychology*, 87(2), 312-319.

Kovič, D., & McMahon, A. (2023). Building trust: supervisees' experience of power dynamics in transdisciplinary workplace supervision. *Journal of Social Work Practice*, 1-15.

Kozlowski, S. W. J., & Klein, K. J. (2000). A multilevel approach to theory and research in organizations: Contextual, temporal, and emergent processes. In K. J. Klein, & S. W. J. Koslowski (Eds.), *Multilevel theory, research, and methods in organizations* (pp. 3–90). San Francisco: Jossey Bass.

Kramer, R. M. (1999). "Trust and distrust in organizations". *Annual Review of Psychology*, 50, 569–598.

Kramer, R. M. (2010). Collective trust within organizations: Conceptual foundations and empirical insights. *Corporate Reputation Review*, 13, 82-97.

Kuper, A., Lingard, L., & Levinson, W. (2008). Critically appraising qualitative research. *Bmj*, 337.

Kyngäs, H., Kääriäinen, M., & Elo, S. (2020). The trustworthiness of content analysis. The application of content analysis in nursing science research, 41-48.

Lance Frazier, M., Johnson, P. D., Gavin, M., Gooty, J., & Bradley Snow, D. (2010). Organizational justice, trustworthiness, and trust: A multi foci examination. *Group & Organization Management*, 35(1), 39-76.

Langfred, C. W. (2004). Too much of a good thing? Negative effects of high trust and individual autonomy in self-managing teams. *Academy of management journal*, 47(3), 385-399.

Langfred, C. W. (2007). The downside of self-management: A longitudinal study of the effects of conflict on trust, autonomy, and task interdependence in self-managing teams. *Academy of management journal*, 50(4), 885-900.

Lars Hertzberg (1988) On the attitude of trust, *Inquiry*, 31(3), 307-322, DOI: 10.1080/00201748808602157

Larson, C. E., & LaFasto, F. M. (1989). *Teamwork: What must go right/what can go wrong* (Vol. 10). Sage.

Lee, J., Lee, J. N., & Tan, B. C. (2010). Emotional trust and cognitive distrust: From a cognitive-affective personality system theory perspective.

Lee, J., & Pee, L. G. (2015). The relationship between online trust and distrust in business: Testing mutual causality from a cognitive-affective personality system theory. *Asia pacific journal of information systems*, 25(3), 500-518.

Legood, A., van der Werff, L., Lee, A., den Hartog, D., & van Knippenberg, D. (2023). A critical review of the conceptualization, operationalization, and empirical literature on cognition-based and affect-based trust. *Journal of Management Studies*, 60(2), 495-537.

Leisen, B., & Hyman, M. R. (2004). Antecedents and consequences of trust in a service provider: The case of primary care physicians. *Journal of Business Research*, 57(9), 990-999.

Lewicki, R. J., & Bunker, B. B. (1995). Trust in relationships: A model of development and decline. Jossey-Bass/Wiley.

Lewicki, R. J., McAllister, D. J., & Bies, R. J. (1998). Trust and distrust: New relationships and realities. *Academy of management Review*, 23(3), 438-458.

Lewicki, R. J., Tomlinson, E. C., & Gillespie, N. (2006). Models of Interpersonal Trust Development: Theoretical Approaches, Empirical Evidence, and Future Directions. *Journal of Management*, 32(6), 991–1022. <https://doi.org/10.1177/0149206306294405>

Lewis-Beck, M., Bryman, A. E., & Liao, T. F. (2003). The Sage encyclopedia of social science research methods. Sage Publications.

Lewis, M. (2001). Issues in the study of personality development. *Psychological Inquiry*, 12(2), 67-83.

Li, J., Yuan, L., Ning, L., & Li-Ying, J. (2015). Knowledge sharing and affective commitment: the mediating role of psychological ownership. *Journal of knowledge management*, 19(6), 1146-1166.

Lincoln, YS. & Guba, EG. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage Publications.

Lincoln, Y.S. and Guba, E.G. (1986), But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New Directions for Program Evaluation*, 1986: 73-84. <https://doi.org/10.1002/ev.1427>

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. *The Sage handbook of qualitative research*, 4(2), 97-128.

Liu, S., Hu, X., Wang, S. H., Zhang, Y. D., Fang, X., & Jiang, C. (2020). Mixing patterns in social trust networks: A social identity theory perspective. *IEEE Transactions on Computational Social Systems*, 8(5), 1249-1261.

Long, T., & Johnson, M. (2000). Rigour, reliability and validity in qualitative research. *Clinical effectiveness in nursing*, 4(1), 30-37.

Luo, X. (2002). Trust production and privacy concerns on the Internet: A framework based on relationship marketing and social exchange theory. *Industrial marketing management*, 31(2), 111-118.

Lyndon, S., Pandey, A. and Navare, A. (2020). Shared leadership and team creativity: Investigating the role of cognitive trust and team learning through mixed method approach. *Personnel Review*, 49(9), pp. 1805-1822. <https://doi.org/10.1108/PR-05-2019-0262>

Lyon, F., Möllering, G., & Saunders, M. N. (2015). Introduction. Researching trust: the ongoing challenge of matching objectives and methods. In *Handbook of research methods on trust* (pp. 1-22). Edward Elgar Publishing.

Mayer, R. C., Davis, J. H., & Schoorman, F. D. (1995). An integrative model of organizational trust. *Academy of Management Review*, 20, 709–734.

McAllister, D. J. (1995). Affect- and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of Management Journal*, 38, 24–59.

McCune, J. C. (1998). That elusive thing called trust. *Management Review*, 87(7), 10-14

McGrath, J. E. (1984). *Groups: Interaction and performance* (Vol. 14). Englewood Cliffs, NJ: Prentice-Hall.

McGrath, J. E. (1991). Time, interaction, and performance (TIP) A Theory of Groups. *Small group research*, 22(2), 147-174.

McKnight, D. H., Cummings, L. L., & Chervany, N. L. (1998). Initial trust formation in new organizational relationships. *Academy of Management review*, 23(3), 473-490.

McNeese, N. J., Demir, M., Chiou, E. K., & Cooke, N. J. (2021). Trust and team performance in human–autonomy teaming. *International Journal of Electronic Commerce*, 25(1), 51-72.

Meier, M., Lütkevitte, M., Mellewig, T. et al. How managers can build trust in strategic alliances: a meta-analysis on the central trust-building mechanisms. *J Bus Econ* 86, 229–257 (2016). <https://doi.org/10.1007/s11573-015-0777-1>

Merriam S., Tisdell E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.

Mayer, R. C., & Gavin, M. B. 2005. Trust in management and performance: Who minds the shop while the employees watch the boss? *Academy of Management Journal*, 48(5): 874-888.

Men, L. R., Qin, Y. S., & Jin, J. (2022). Fostering employee trust via effective supervisory communication during the COVID-19 pandemic: Through the lens of motivating language theory. *International Journal of Business Communication*, 59(2), 193-218.

Merriam, S. B. (1998). *Qualitative Research and Case Study Applications in Education. Revised and Expanded from " Case Study Research in Education."*. Jossey-Bass Publishers, 350 Sansome St, San Francisco, CA 94104.

Merriam, Sharan B. (2009). *Qualitative research: A guide to design and implementation* (2nd ed.).

San Francisco, CA: Jossey-Bass.

Meyerson, D., Weick, K. E., & Kramer, R. M. (1996). Swift trust and temporary groups. In R. M. Kramer & T. R. Tyler (Eds.), *Trust in organizations: Frontiers of theory and research* (pp. 166–195). Thousand Oaks, CA: Sage.

Mischel, W., & Ayduk, O. (2004). Willpower in a cognitive-affective processing system. *Handbook of self-regulation: Research, theory, and applications*, 99-129.

Mizrahi, S. (2002). Workers' Participation in Decision-Making Processes and Firm Stability. *British Journal of Industrial Relations*, 40(4), 689-707.

Mitcheltree, C. M. (2021). Enhancing innovation speed through trust: a case study on reframing employee defensive routines. *Journal of innovation and entrepreneurship*, 10(1), 4.

Möllering, G., Bachmann, R., & Hee Lee, S. (2004). Introduction: Understanding organizational trust—foundations, constellations, and issues of operationalization. *Journal of managerial psychology*, 19(6), 556-570.

Möllering, G. (2013). Process views of trusting and crises. In *Handbook of advances in trust research* (pp. 285-306). Edward Elgar Publishing.

Möllering, G. (2006). *Trust: Reason, routine, reflexivity*. Oxford: Elsevier.

Moon, K., & Blackman, D. (2014). A guide to understanding social science research for natural scientists. *Conservation biology*, 28(5), 1167-1177.



Morrisette, A.M. and Kisamore, J.L. (2020), "Trust and performance in business teams: a meta-analysis", *Team Performance Management*, Vol. 26 No. 5/6, pp. 287-300. <https://doi.org/10.1108/TPM-02-2020-0012>

Morrison-Smith, S., & Ruiz, J. (2020). Challenges and barriers in virtual teams: a literature review. *SN Applied Sciences*, 2(6), 1-33.

Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International journal of qualitative methods*, 1(2), 13-22.

Morse, J. M. (2015). Data were saturated... *Qualitative health research*, 25(5), 587-588.

Nassaji, H. (2020). Good qualitative research. *Language Teaching Research*, 24(4), 427-431.

Nawaz, M., Abid, G., Arya, B., Bhatti, G. A., & Farooqi, S. (2020). Understanding employee thriving: The role of workplace context, personality and individual resources. *Total Quality Management & Business Excellence*, 31(11-12), 1345-1362.

Neuert, J., Butin, J., Farfelan, A. S., Kolar, P., & Redlich, T. (2005). Rational Conduct, Fairness, and Reciprocity in Economic Transaction Processes. *Journal of American Academy of Business, Cambridge*, 7(1), 338-353.

Nguyen, H., Ahn, J., Belgrave, A., Lee, J., Cawelti, L., Kim, H. E., ... & Villavicencio, A. (2021). Establishing trustworthiness through algorithmic approaches to qualitative research. In *Advances in Quantitative Ethnography: Second International Conference, ICQE 2020, Malibu, CA, USA, February 1-3, 2021, Proceedings 2* (pp. 47-61). Springer International Publishing.

Nunkoo, R., & Ramkissoon, H. (2012). Power, trust, social exchange and community support. *Annals of tourism research*, 39(2), 997-1023.

Ognyanova, K., Lazer, D., Robertson, R. E., & Wilson, C. (2020). Misinformation in action: Fake news exposure is linked to lower trust in media, higher trust in government when your side is in power. *Harvard Kennedy School Misinformation Review*.

Ohemeng, F. L., Obuobisa Darko, T., & Amoako-Asiedu, E. (2020). Bureaucratic leadership, trust building, and employee engagement in the public sector in Ghana: The perspective of social exchange theory. *International Journal of Public Leadership*, 16(1), 17-40.

Okello, D. R., & Gilson, L. (2015). Exploring the influence of trust relationships on motivation in the health sector: a systematic review. *Human resources for health*, 13(1), 1-18.

O'Reilly III, C. A., Williams, K. Y., & Barsade, S. (1998). Group demography and innovation: Does diversity help?.

Oser, R. L., McCallum, G. A., Salas, E., & Morgan Jr, B. B. (1989). Toward a definition of teamwork: An analysis of critical team behaviors. USDOD.

Palanski, M. E., Kahai, S. S., & Yammarino, F. J. (2011). Team virtues and performance: An examination of transparency, behavioral integrity, and trust. *Journal of Business Ethics*, 99(2), 201–216.

Pascoe Leahy, C. (2022). The afterlife of interviews: explicit ethics and subtle ethics in sensitive or distressing qualitative research. *Qualitative Research*, 22(5), 777-794.

Pettit, P. (1995). The cunning of trust. *Philosophy & Public Affairs*, 24(3), 202-225.

Prachi Juneja. (n.d.). Types of Teams.

Pratt, M. G., Sonenshein, S., & Feldman, M. S. (2022). Moving beyond templates: A bricolage approach to conducting trustworthy qualitative research. *Organizational research methods*, 25(2), 211-238.

<https://www.managementstudyguide.com/types-of-teams.htm>

Rempel, J. K., Holmes, J. G., & Zanna, M. P. (1985). Trust in close relationships. *Journal of personality and social psychology*, 49(1), 95.

Riker, W. H. (1971). The Nature of Trust 3. Social power and political influence, 63.

Rigby, D.K., Gruver, K. and Allen, J. (2009). Innovation in Turbulent Times. *Harvard Business Review*, 87, 79–86.

Robert, L., Dennis, A., & Hung, Y. (2009). Individual swift trust and knowledge-based trust in face-to-face and virtual team members. *Journal of Management Information Systems*, 26, 241–279.

Robinson, S. L. (1996). “Trust and breach of the psychological contract”. *Administrative Science Quarterly*, 41, 574–599.

Rodon, J., & Sesé, F. (2008). Towards a framework for the transferability of results in IS qualitative research.

Ross, J. A. (2006). Trust makes the team go round. *Harvard Management Update*, 11(6), 3–6.

Rousseau, M. T., Sitkin, S. B., Burt, S. B. and Camerer, C. (1998). Not so different after all: Across-discipline view of trust. *Academy of Management Review*, 23: 393–404.

Rotter, J. B. (1967). A new scale for the measurement of interpersonal trust. *Journal of personality*.

S. DeOrtentiis, P., K. Summers, J., P. Ammeter, A., Douglas, C., & R. Ferris, G. (2013). Cohesion and satisfaction as mediators of the team trust–team effectiveness relationship: An interdependence theory perspective. *Career Development International*, 18(5), 521-543.

Salas, E., Dickinson, T. L., Converse, S. A., & Tannenbaum, S. I. (1992). Toward an understanding of team performance and training.

Sabel, C. F. (1993). Studied trust: Building new forms of cooperation in a volatile economy. *Human relations*, 46(9), 1133-1170.

Sandelowski, M. (1993). Rigor or rigor mortis: The problem of rigor in qualitative research revisited. *Advances in nursing science*, 16(2), 1-8.

Salanova, M., Acosta-Antognoni, H., Llorens, S., & Le Blanc, P. (2021). We trust you! a multilevel-multireferent model based on organizational trust to explain performance. *International Journal of Environmental Research and Public Health*, 18(8), 4241.

Sapienza, P., Toldra-Simats, A., & Zingales, L. (2013). Understanding trust. *The Economic Journal*, 123(573), 1313-1332.

Savolainen, T., Lopez-Fresno, P., & Ikonen, M. (2014). Trust Communication Dyad in Inter Personal Workplace Relationships Dynamics of Trust Deterioration and Breach. *Electronic Journal of Knowledge Management*, 12(4), 232-240.

Saunders, B., Sim, J., Kingstone, T. et al. Saturation in qualitative research: exploring its conceptualization and operationalization. *Qual Quant* 52, 1893–1907 (2018). <https://doi.org/10.1007/s11135-017-0574-8>

Schnackenberg, A. K., & Tomlinson, E. C. (2016). Organizational transparency: A new perspective on managing trust in organization-stakeholder relationships. *Journal of management*, 42(7), 1784-1810.

Schoeller, F., Miller, M., Salomon, R., & Friston, K. J. (2021). Trust as extended control: Human-machine interactions as active inference. *Frontiers in Systems Neuroscience*, 15, 669810.

Shao, Z., Feng, Y., Wang, T., & Liu, L. (2016). The Impact Mechanism of Charismatic Leadership on Individual's Tacit Knowledge Sharing.

Schilke, O., Reimann, M., & Cook, K. S. (2021). Trust in social relations. *Annual Review of Sociology*, 47, 239-259.

Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English language teaching*, 5(9), 9-16.

Shaw, R. B. (1997). *Trust in the balance*, San Francisco: Jossey-Bass.

Shen, M. J., & Chen, M. C. (2007). The relationship of leadership, team trust and team performance: A comparison of the service and manufacturing industries. *Social Behavior and Personality: an international journal*, 35(5), 643-658.

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for information*, 22(2), 63-75.

Shufutinsky, A. (2020). Employing use of self for transparency, rigor, trustworthiness, and credibility in qualitative organizational research methods. *Organization Development Review*, 52(1), 50-58.

Singh, R., Wegener, D. T., Sankaran, K., Singh, S., Lin, P. K. F., Seow, M. X., Teng, J. S. Q., & Shuli, S. (2015). On the importance of trust in interpersonal attraction from attitude similarity. *Journal of Social and Personal Relationships*, 32(6), 829–850. <https://doi.org/10.1177/0265407515576993>

Simpson, J. A. (2007). Foundations of interpersonal trust. *Social psychology: Handbook of basic principles*, 2, 587-607.

Stake, Robert E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage

Stahl, N. A., & King, J. R. (2020). Expanding approaches for research: Understanding and using trustworthiness in qualitative research. *Journal of developmental education*, 44(1), 26-28.

Stalmeijer, R. E., Brown, M. E., & O'Brien, B. C. (2024). How to discuss transferability of qualitative research in health professions education. *The Clinical Teacher*, e13762.

Sun, H., Zhang, L., & Meng, J. (2020). Alleviating knowledge contribution loafing among engineering designers by ethical leadership: the role of knowledge-based psychological ownership and emotion regulation strategies. *Journal of Knowledge Management*, 24(2), 235-257.

Sun, Y., Wang, N., Yin, C., & Che, T. (2012). Investigating the non-linear relationships in the expectancy theory: The case of crowdsourcing marketplace.

Sun, Y., Zhu, Z., & Yang, H. (2021). Fairness perception, trust perception, and relationship quality in agricultural supply chains. *Journal of Food Quality*, 1-10. <https://doi.org/10.1155/2021/8817003>

Supardi, S. H., & Rosiana, A. (2021). Descriptive review of positive and negative antecedent social loafing during pandemic covid-19. *International journal of current research and review*, 13, 177-183.

Swain, J. M., & Spire, Z. D. (2020, January). The role of informal conversations in generating data, and the ethical and methodological issues. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* 21(1).

Swanborn, P. (2010). *Case study research: What, why and how?* Sage.

Taquette, S. R., & Borges da Matta Souza, L. M. (2022). Ethical dilemmas in qualitative research: A critical literature review. *International Journal of Qualitative Methods*, 21, 16094069221078731.

Tarricone, P. and Luca, J. (2002), Employees, teamwork and social interdependence – a formula for successful business?, *Team Performance Management*, Vol. 8 No. 3/4, pp. 54-59. <https://doi.org/10.1108/13527590210433348>

Tanis, M., & Postmes, T. (2005). A social identity approach to trust: Interpersonal perception, group membership and trusting behaviour. *European journal of social psychology*, 35(3), 413-424.

Thomas, S., Patel, R., & Bhatt, V. (2022). Private-label grocery buyers' donation intentions and trust in CRM campaigns: an empirical analysis by employing social identity theory. *Society and Business Review*.

Tomlinson, E. C., & Mryer, R. C. (2009). The role of causal attribution dimensions in trust repair. *Academy of management review*, 34(1), 85-104.

Tomlinson, E. C. (2018). The contributions of attribution theories to trust research. In *The Routledge companion to trust* (pp. 245-266). Routledge.

Tseng, H. W., & Yeh, H. T. (2013). Team members' perceptions of online teamwork learning experiences and building teamwork trust: A qualitative study. *Computers & Education*, 63, 1-9.

Tyler, T. R. (2001). Why do people rely on others? Social identity and social aspects of trust.

van der Werff, L., & Buckley, F. (2017). Getting to know you: A longitudinal examination of trust cues and trust development during socialization. *Journal of Management*, 43(3), 742-770.

Verburg, R. M., Nienaber, A. M., Searle, R. H., Weibel, A., Den Hartog, D. N., & Rupp, D. E. (2018). The role of organizational control systems in employees' organizational trust and performance outcomes. *Group & organization management*, 43(2), 179-206.

Wayne, S. J., Shore, L. M., & Liden, R. C. (1997). Perceived organizational support and leader-member exchange: A social exchange perspective. *Academy of Management journal*, 40(1), 82-111.

Webber, S. S. (2008). Development of cognitive and affective trust in teams: A longitudinal study. *Small group research*, 39(6), 746-769.

Weckert, J. (2002). Trust, corruption, and surveillance in the electronic workplace. Human choice and computers: issues of choice and quality of life in the information society, 109-119.

Wicks, A. C., Berman, S. L., & Jones, T. M. (1999). The Structure of Optimal Trust: Moral and Strategic Implications. *The Academy of Management Review*, 24(1), 99-116.

Williams, O., Sarre, S., Papoulias, S. C., Knowles, S., Robert, G., Beresford, P., ... & Palmer, V. J. (2020). Lost in the shadows: reflections on the dark side of co-production. *Health research policy and systems*, 18, 1-10.

Wieselquist, J., Rusbult, C. E., Foster, C. A., & Agnew, C. R. (1999). Commitment, pro-relationship behavior, and trust in close relationships. *Journal of personality and social psychology*, 77(5), 942.



Williams, M. (2001). In whom we trust: Group membership as an affective context for trust development. *Academy of management review*, 26(3), 377-396.

Yilmaz, K. (2013). Comparison of quantitative and qualitative research traditions: Epistemological, theoretical, and methodological differences. *European journal of education*, 48(2), 311-325.

Yin, Robert K. (2014). *Case study research: Design and methods*. Los Angeles, CA: Sage.

Yin, R. K. (2017). *Case study research and applications: Designs and Methods*. Los Angeles, CA: Sage.

Youn, S., Hwang, W., & Yang, M. G. (2012). The role of mutual trust in supply chain management: deriving from attribution theory and transaction cost theory. *International Journal of Business Excellence*, 5(5), 575-597.

Younas, A., Fàbregues, S., Durante, A., Escalante, E. L., Inayat, S., & Ali, P. (2023). Proposing the “MIRACLE” Narrative Framework for Providing Thick Description in Qualitative Research. *International Journal of Qualitative Methods*, 22. <https://doi.org/10.1177/16094069221147162>

Zaccaro, S. J., & Bader, P. (2003). E-leadership and the challenges of leading e-teams: Minimizing the bad and maximizing the good. *Organizational dynamics*.

Zand, D. E. (1972). “Trust and managerial problem solving”. *Administrative Science Quarterly*, 17, 229–239.

## **APPENDIX A: INTERVIEW GUIDE**

### **Emergence of Trust**

1. What do you mean when you say "I trust my team"?
2. How will you describe your trust in your team?
3. What was your level of trust in your team when you joined?
4. When you joined the team was it your choice to trust or you felt it as a necessary condition to work? Why?
5. How and when did you start trusting your team?
6. Where did the initial level of trust comes from when a team member join?
7. Does trust on Recruitment process of the organization helps building an initial level of trust in the new member when he joins the team? How?
8. When you joined, did you start by trusting whole team or some members of the team?
9. In your case did you start by building the trust with the team lead first or the pattern was different?
10. What do you think that if you trust your team lead, is this an equivalent to trust in whole team or it helps developing trust in other team members?
11. How do you think that trust in some team members take form of collective trust in team as a whole?
12. Do you equally trust every member of the team?

### **Transformation of Trust in Teams**

1. Do you think that level of trust in team changes as the time passes? Why?
2. What are the factors responsible for this change in level of trust?
3. How would you describe the changes in your level of trust in your team with time?

4. When you joined your team, did you calculate the risk and benefits of trusting the team before you made a decision or you just came with a certain amount of trust?
5. Does the organizational rules and regulation help in mitigating this risk analysis?
6. How did you start trusting the knowledge and capabilities of your team?
7. Do you have same amount of trust in knowledge of all team members? Why?
8. What are the reasons due to which you decide to have more than knowledge based trust in your team?
9. How the knowledge sharing behavior does is related to building knowledge-based trust in team?
10. Are you emotionally invested in your team?
11. What is your perception about having emotional investment or relation with your team/team member? Where does this standing come from?
12. Do you have uniform emotional relations with every member of the team?
13. How do you start having emotional trust in your team?

## APPENDIX B: DESCRIPTION OF TEAMS

### Team1 (React Native Team)

Member	Designation	Experience in Industry	Experience in current team	Gender	Specialization
A1	Team Lead	6 years	1.5 year	Male	Project Delivery
B1	Junior MERN Stack developer	2 years	1 year	Male	Bug Fixing
C1	Senior Software Engineer	4 years	8 months	Male	Problem Solving
D1	Associate Software Engineer	1 year	1 year	Male	Code Review

**Table B(a): React Native Team**

### Team 2 (PHP Team)

Member	Designation	Experience in Industry	Experience in current team	Gender	Specialization
A2	Team Lead	5 years	1 year	Male	Software Development Cycle
B2	Senior Software Engineer	3 years	1 year	Male	Project Estimations

<b>C2</b>	Principal Software Engineer	10 years	1 year	Male	Client Communications
<b>D2</b>	Intern	6 months	6 months	Male	-
<b>E2</b>	Associate Laravel Developer	2 years	1 year	Male	Speedy Code Writing

**Table B(b): PHP Team**

**Team 3 (Python Team)**

<b>Member</b>	<b>Designation</b>	<b>Experience in Industry</b>	<b>Experience in current team</b>	<b>Gender</b>	<b>Specialization</b>
<b>A3</b>	Team Lead	9 years	2 years	Male	Training Junior Members
<b>B3</b>	Senior Software Engineer	3 years	9 months	Male	Version Control Systems
<b>C3</b>	Django Developer	1.5 years	11 months	Male	Web development
<b>D3</b>	Software Engineer	2 years	1 year	Male	Technical Support
<b>E3</b>	Trainee	6 months	6 months	Male	-

**Table B(c): Python Team**

**Team 4 (SQA Team)**

<b>Member</b>	<b>Designation</b>	<b>Experience in Industry</b>	<b>Experience in current team</b>	<b>Gender</b>	<b>Specialization</b>
<b>A4</b>	Lead SQA Engineer	7 years	1.5 year	Male	Agile Testing Methodologies

<b>B4</b>	Senior SQA Engineer	4 years	6 months	Male	Client Handling
<b>C4</b>	Associate SQA Engineer	2.2 years	1 year	Male	Writing Test Scripts
<b>D4</b>	SQA Engineer	3 years	1 year	Male	Manual Testing

**Table B(d): SQA Team**

**Team 5 (MEAN Stack Team)**

<b>Member</b>	<b>Designation</b>	<b>Experience in Industry</b>	<b>Experience in current team</b>	<b>Gender</b>	<b>Specialization</b>
<b>A5</b>	Lead MEAN Stack Developer	6 years	2 years	Male	Getting Things Done
<b>B5</b>	Angular Developer	1.5 years	6 months	Male	Workload management
<b>C5</b>	Ionic Developer	2 years	1 year	Male	App Development
<b>D5</b>	Senior Frontend Developer	3.8 years	1 year	Male	Strong Technical Support
<b>E5</b>	Intern	8 months	5.5 months	Male	-

**Table B(e): MEAN Stack Team**

**Team 6 (Artificial Intelligence Team)**

<b>Member</b>	<b>Designation</b>	<b>Experience in Industry</b>	<b>Experience in current team</b>	<b>Gender</b>	<b>Specialization</b>
---------------	--------------------	-------------------------------	-----------------------------------	---------------	-----------------------

<b>A6</b>	Principal Engineer (Team Lead)	AI	10 years (Foreign Experience)	1 year	Male	Neural Networks
<b>B6</b>	Senior Engineer	AI	4.8 years	1 year	Male	Assemble Language
<b>C6</b>	AI Engineer		3 years	1 year	Male	Machine Learning
<b>D6</b>	Associate Engineer	AI	2 years	1 year	Male	Logic Building

**Table B(f): Artificial Intelligence Team**

## **APPENDIX C: FIELD NOTES**

### **Data Collection Day 1: React Native Team**

Today, I visited the office building of the React Native Team, which was scheduled for 11 AM. The visit had been thoughtfully pre-planned and coordinated with the assistance of the company's HR Head, who warmly welcomed me upon arrival. In her office, she kindly offered me a cup of tea and inquired about the details of my study. She was keen to know the study's purpose, how the interviews would be used, the potential industry implications, and the steps taken to ensure data confidentiality. I provided thorough answers to her queries, which seemed to put her at ease.

Following our discussion, she escorted me to the workspace where the React Native Team was stationed. The office space was notably spacious and emitted a positive atmosphere. There, she introduced me to the team's lead before excusing herself. The team lead greeted me warmly and introduced me to the team members, who all appeared welcoming and enthusiastic about the upcoming interview process.

The team lead guided me to a conference room where I would be conducting the interviews. We initiated with his interview, and subsequently, he arranged for the other team members to meet with me individually. Throughout the interviews, it became evident that the team members shared a comfortable and informal rapport with one another. Their openness and willingness to provide insightful responses were apparent, indicating a strong sense of camaraderie within the team.

Interestingly, during the interviews, the React Native Team consistently emphasized the significance of trust in their teamwork. They considered trust to be the most important requisite for the effective functioning of the team. This sentiment seemed to align with their interactions, as they exhibited a good amount of trust among themselves.



After completing the interviews, both the HR Head and the team lead bid me farewell. I left the building at approximately 4 PM, leaving with a positive impression of the React Native Team's dynamic and cooperative environment.

### **Data Collection Day 2: PHP Team**

Today's data collection led me to the PHP Team, whose office was situated in a bustling area. I reached their office at 10 AM, and this visit had been thoughtfully planned with the assistance of the team lead. Upon arrival, I was greeted by the administrative personnel, who promptly guided me to the designated meeting room. The team lead joined me there about 15 minutes later, exuding warmth and hospitality. I had previously briefed him about my research, which ensured that he was well-informed about the purpose of my visit.

The team lead graciously escorted me to the area where his team was stationed and introduced me to each member. The atmosphere was welcoming, and I enjoyed engaging in casual conversations with them, lasting between 12 to 16 minutes. Their body language during these interactions was notably informal, and they displayed a great sense of humour. What stood out was their camaraderie; they treated each other as friends rather than mere colleagues, often addressing each other as "Bhai" (brother). This amiable interaction set a positive tone for the interviews.

Following this lively exchange, the team lead guided me back to the meeting room and offered biscuits to his team members, who were forthcoming and cooperative throughout the process. I conducted interviews with the team members one by one, beginning with the team lead. It became evident during these interviews that they considered themselves not just colleagues but also a family. They expressed that they spent more time at work than at home, fostering a strong bond akin to that of a family. This close-knit dynamic was underpinned by a foundation of trust among team members. The overwhelmingly positive atmosphere and their cooperation greatly facilitated the data collection process.

As a gesture of their hospitality, the team extended an invitation to join them for lunch, as their company provided lunch for all employees. The meal on offer was Biryani, which I thoroughly enjoyed in their company. I even struck up a budding friendship with one of the team members. My time with them concluded at 3 PM when I booked a cab for my journey back home.

### **Data Collection Day 3: Python Team**

Today, my visit was to the office of the Python Team, which operates in two shifts. The evening shift, which was my focus, prompted my arrival at the office at 6 PM. This visit had been meticulously pre-planned, thanks to the assistance of the HR Head of Operations at the company. Interestingly, I've had a professional connection with him for about a year, which added a personal touch to this visit. Upon my arrival, he warmly greeted me at the office gate and personally escorted me to the conference room. To my delight, I was treated to a serving of tea and some delightful donuts.

During our interaction, the HR Head of Operations exhibited a high level of compassion and ensured that I knew I could reach out for assistance at any point during the process. Subsequently, he called in the Python Team lead to the conference room and introduced me to him. Our discussion was not only valuable in the context of my research but also allowed for some friendly banter, as I happened to have some knowledge about Python, given my brother's work in the same field.

The Python Team lead kindly offered to be the first to be interviewed. After concluding his interview, he arranged for the other team members to be interviewed one by one. Interestingly, the team members expressed their preference for conducting these interviews in Urdu, their native language, to facilitate more candid and heartfelt responses without any language barrier. The team members provided insightful and high-quality answers to my interview questions and displayed genuine enthusiasm about the potential outcomes of this research.

Following the interviews, the HR Head of Operations ordered pizza for a dinner gathering. During this informal meal, he shared with me the organization's fortunate position of experiencing minimal office politics. He attributed this to a company culture characterized by transparency, trust, and openness. He explained how the organization encourages employees to openly discuss any difficulties they encounter in their work or work relationships.

To illustrate, he shared a recent example from the team I had interviewed. About nine months ago, they had hired a senior team member with three years of industry experience. Initially, the junior team members felt uneasy and reserved about sharing their thoughts or collaborating with the new senior member. However, they voiced their concerns, and in response, the Team lead, with the HR department's assistance, organized a team-building session during a "fun Friday." This session aimed to break the ice among team members, and it yielded positive results. The team members became more informal with each other, fostering greater cooperation and productivity.

This insightful experience highlighted the notion that initially, it can be challenging for senior team members to communicate and establish trust. However, with a robust organizational culture and proactive team-building initiatives, such challenges can be effectively addressed.

Overall, this day marked the most rewarding experience of my data collection journey. It concluded late in the evening at 10 PM when my brother kindly came to pick me up from the office due to the late hour.

#### **Data Collection Day 4: SQA Team**

Today, I visited the office building of the SQA Team, with the visit scheduled for 2 PM. The visit had been pre-planned and smoothly organized with the assistance of the SQA Team lead. Upon arrival, the team lead warmly greeted me and guided me to the HR office to meet the HR Manager. It was evident that the team lead had already briefed the HR

Manager about my visit and its purpose, as they appeared to be on the same page. Consequently, our discussion in the HR Manager's office was brief and to the point.

Following this, the team lead escorted me to the meeting room designated for the interviews. Unlike the previous day's office, this building had a home-like architecture, and the workspace was not as spacious. The team lead ensured I was settled in the meeting room and informed me that he would be sending in the team members one by one for the interviews.

As the team members arrived for their interviews, it was apparent that they had a good understanding of why I was there to interview them. I took a moment to provide each team member with a brief overview of my research, ensuring clarity about the purpose of the interviews. However, in contrast to the React Native Team, the SQA Team members were notably formal and less inclined to engage in friendly conversation.

Interestingly, two senior members of the SQA Team, who possessed multiple years of industry experience, displayed a somewhat reserved demeanour during the interviews. They seemed to prefer providing concise answers and appeared less inclined to elaborate on their responses. This behaviour indicated a preference for brevity in their communication.

Overall, the interviews went smoothly, and I concluded my visit at around 6 PM. I called a cab to take me back home. In terms of team dynamics, it was evident that the SQA Team members had a strong sense of trust when it came to work-related tasks and meeting deadlines. However, there seemed to be a distinct boundary in their relationships within the workplace, with a preference for maintaining a certain level of formality.

### **Data Collection Day 5: MERN Stack Team**

Today marked my visit to the MERN Stack Team, and it required a 45-minute drive from my home. Fortunately, the weather was accommodating, with the morning sun not too harsh. I arrived at the company at 9 AM. This visit had been meticulously arranged with

the team lead, who preferred to schedule our interactions in the first half of the day due to their typically heavier workload later.

Upon my arrival, the team lead extended a warm welcome at the reception and ushered me to the HR office. In the presence of the HR personnel and the Business Head, I provided a comprehensive explanation of my research and its objectives. Interestingly, the Business Head expressed a desire to sit in during the interviews to gain insight into his team members' perspectives. This posed a bit of a challenge, as I needed to convey my intention to conduct one-on-one interviews to ensure unbiased responses from the participants.

Subsequently, the team lead escorted me to the meeting room, where he outlined the process. He explained that he would be sending team members to me one by one, with my interview scheduled with him at the end. I agreed to this arrangement. However, the day presented its own set of challenges as team members appeared somewhat perplexed despite my earlier explanations regarding the purpose of my visit. I found myself reassuring each participant individually that my research was independent of their management, and any information they shared would remain confidential, both within and outside their company. This process proved to be demanding but necessary to establish trust and create an environment conducive to open discussion.

The final interview of the day was with the team lead. During our conversation, I shared my observation of the initial reluctance displayed by team members and the need for reassurance. He shed light on the underlying reason for this behaviour, highlighting a somewhat toxic management culture within the organization. Team members appeared hesitant to share information with the management due to these concerns. In alignment with my observations, the team lead emphasized the critical role of trust within the team. He explained that strong, quality relationships and trust among team members served as coping mechanisms in dealing with challenging management situations. Team members shared their difficulties and challenges with one another, extended support, and covered for each other during difficult times. This collaborative environment was conducive to maintaining productivity despite management-related challenges. Importantly, the team

lead requested that the information he provided about the management be kept off the record.

This day was particularly intense and demanding. To unwind, I booked a cab to KFC at 1 AM, where I enjoyed my Favorite Boneless meal and took a well-deserved break.

### **Data Collection Day 6: Artificial Intelligence Team**

Today's data collection led me to the office of the Artificial Intelligence Team, and my visit commenced at 10 AM. The office building itself was a remarkable sight, characterized by its considerable size and spacious layout. It was evident that this organization had invested in excellent infrastructure and quality furniture. Moreover, they provided various recreational and relaxation areas for their employees, emphasizing a holistic work environment.

The preparation for this visit had been expertly coordinated with the assistance of the Director of Finance at the company. Upon my arrival, the Director's PA welcomed me warmly at the reception and promptly guided me to the designated conference room. To my pleasant surprise, the AI Team lead was already present, awaiting our meeting. While he had been informed of my research interviews, it did take some time for me to provide a comprehensive introduction about myself and the objectives of my research.

What struck me during our conversation was the Team lead's genuine excitement and surprise about the topic of my research—trust. He admitted that trust was not a subject that people often considered for research, mainly because it was perceived as a highly subjective and somewhat overlooked aspect of professional interactions. After a detailed discussion, he graciously offered to be interviewed first. I was particularly impressed by his exceptional communication skills, which were a testament to his professional demeanour.

Following the interview with the Team lead, he facilitated interviews with his team members, sending them in one by one. What I appreciated was that he took the time to

explain my research and the purpose of their participation to each team member before they joined the interviews. This proactive approach ensured that they had a clear understanding of the context and willingly engaged in the process.

Throughout the interviews, it became apparent that the team had cultivated strong interpersonal relationships. They expressed a sense of pride in their collective performance and the remarkable fact that they had worked together for a year. Given the frequent job-hopping tendencies in the IT industry, this tenure was a significant achievement. They conveyed a shared commitment to continue their collaboration, striving to achieve outstanding results in the future.

Overall, the day's data collection experience was characterized by the professional enthusiasm of the AI Team lead and the evident camaraderie among team members.

**APPENDIX D: DATA ANALYSIS TABLES**

<b>Sub Themes</b>	<b>Codes</b>
<p><b>Behavioral Necessities for Trust Emergence</b></p>	<p>Support</p> <p>Helping in crisis</p> <p>Avoiding Imposing things</p> <p>Respecting personal Space</p> <p>Avoid over-burdening</p> <p>Avoiding Blame Game</p> <p>Motivating</p> <p>Positive affirmation</p> <p>Recognizing on doing good</p> <p>Honesty</p> <p>Keeping promises</p>
<p><b>Favorable personality traits for Trust Emergence</b></p>	<p>Respect</p> <p>Consideration</p> <p>Care</p> <p>Motivating</p> <p>Man of word</p> <p>Accepting person as a whole</p> <p>A person owning his/her actions</p>



	<p>Integrity</p> <p>Experiences in life</p> <p>Living values</p> <p>Active listening</p> <p>Empathy</p>
<b>Personal Dispositions</b>	<p>Trust is a necessity</p> <p>Every person has unique criteria to evaluate other's trustworthiness</p> <p>Personal preference / Filter criteria</p> <p>Personal belief about necessity of Trust in Teams</p>
<b>Organizational Processes</b>	<p>First perception about team develops in recruitment process</p> <p>Rules make trust easy</p> <p>Transparency</p> <p>System in place help reducing risk</p> <p>Fair Evaluation</p> <p>Everyone being answerable</p>
<b>Time taken for initial trust to emerge in teams</b>	2 to 8 months (depends upon personality of team members)

	<p>Time depends of frequency of interaction (Generally 2 months)</p> <p>It takes probation period (3 months to develop trust)</p>
<b>Pattern of interaction with team members</b>	<p>First trust is developed with peers and then with senior team members</p> <p>First trust with team lead</p> <p>Trial and error with all team members in start</p> <p>1s phase = Taking Team lead as a mentor and developing trust with him.</p> <p>2nd phase = Developing trust with other team members</p> <p>Unique personality demands knowing every member individually</p>
<b>Collective Trust in team</b>	<p>Trial with every team member</p> <p>Developing trust with majority team members</p> <p>Trust in majority is collective trust</p> <p>Meeting performance goals of the team strengthens collective trust</p>
<b>Trust in work aspects</b>	<p>Knowing team members helps decide what areas should they be trusted in and how much</p> <p>Trust with communication with client and management</p>

<b>Trust in Personal Aspects</b>	<p>Trust varies within team</p> <p>Trust with taking genuine opinion</p> <p>Trust with sharing work problems</p>
<b>Trust in Personality Aspects</b>	<p>Trust with privacy</p> <p>Trust with personal problems</p> <p>Trust in Helping potential and readiness</p>
<b>Factors Responsible for Increasing trust overtime</b>	<p>Return the respect</p> <p>How happily they help</p> <p>Good response</p> <p>Common Interests</p> <p>Commitment to team</p> <p>Responsibility towards team</p> <p>Appreciation</p> <p>Quality Interaction</p> <p>Giving chances</p> <p>Shared Interests</p>
<b>Factors Responsible for Decreasing trust overtime</b>	<p>Over-burdening</p> <p>Blaming</p> <p>Not meeting goals = Lesser Trust</p>

<p><b>Team Trust is not ever-increasing</b></p>	<p>Trust does not increase more than limit</p> <p>Professional trust has a limit</p> <p>Trust reaches an optimal level</p> <p>Trust does not increase more than an optimal level</p> <p>Trust goes from basic to advanced level</p>
<p><b>Difficult situations test trust</b></p>	<p>Behavior is most important in difficult situation.</p> <p>Difficult situations make or break trust</p> <p>Trust can not be restored completely</p> <p>Going above and beyond in difficult times</p> <p>Providing support in times of crisis</p> <p>Positive attitude in crisis</p>
<p><b>Initial Stage of team life</b></p>	<p>1<sup>st</sup> phase = Stranger person</p> <p>2<sup>nd</sup> Phase = Familiarity</p> <p>3<sup>rd</sup> Phase = Development of trust</p> <p>Comfort Level comes before trust</p> <p>Your own need influences your trust development with others</p> <p>Initially level of trust is least</p> <p>Reluctance</p>

<p><b>Initial Fears</b></p>	<p>Fear of Judgement</p> <p>Anxious</p> <p>Harm of distrust to the performance</p>
<p><b>Initial Questions</b></p>	<p>Feeling need that others should trust you.</p> <p>Will trust be beneficial or not?</p> <p>What good will trusting them do to me?</p> <p>What if they do not reciprocate</p>
<p><b>From decision to trust to trust in knowledge</b></p>	<p>Trust results in sharing info</p> <p>Gradually starts to ask questions freely</p> <p>Openness towards feedback and suggestions</p> <p>Helping attitude</p> <p>Senior team members can be trusted easily</p> <p>Young members naturally are less trusted comparatively</p> <p>Less professional exposure less quality experience</p>
<p><b>Factors responsible for developing trust in knowledge of team mates</b></p>	<p>How readily they share knowledge</p> <p>Trust is capabilities of the team</p> <p>Experience is directly proportional to trust in knowledge</p>

	<p>Experience in industry</p> <p>Openness regarding Caliber</p>
<p><b>Emotional trust is different for all</b></p>	<p>Common Interests</p> <p>Professional Trust- friendship- Emotional Trust</p> <p>Friendship or Relationship?</p> <p>Personality matters for emotional trust</p>
<p><b>Learned personal experiences</b></p>	<p>Emotional trust can be harmful in the long run.</p> <p>Emotional relations at workplace shouldn't be preferred.</p> <p>Ample examples of things going wrong but lesser of going right.</p>
<p><b>Rarity of Emotional Trust in Teams</b></p>	<p>Absence of emotional trust</p> <p>Emotional trust can not be at team level</p> <p>Emotional trust can be developed with any one of team members but rarely.</p> <p>Emotional trusty is not a necessity</p> <p>Competition discourages emotional trust</p>

**Table D(a): Grouping codes into sub-themes**

<b>Sub Themes</b>	<b>Themes</b>	<b>Categories</b>
Behavioral Necessities for Trust Emergence	<i>Anchors of Team trust</i>	<b>EMERGENCE OF TEAM TRUST</b>
Favorable personality traits for Trust Emergence		
Personal Dispositions	<i>Facilitators of Team trust</i>	
Organizational processes		
Time taken for initial trust to emerge in teams	<i>Interpersonal to Collective Trust</i>	
Pattern of interaction with team members		
Collective Trust in team		
Trust in work aspects	<i>Team trust is multi-faceted</i>	<b>VARIATIONS IN TEAM TRUST</b>
Trust in Personality Aspects		
Trust in Personal Aspects		
Factors Responsible for Increasing trust overtime	<i>Team trust varies with time</i>	
Factors Responsible for Decreasing trust overtime		
Team Trust is not ever-increasing		

Difficult situations test trust	<i>Difficult situations make and break trust</i>	
Initial Stage of team life	<i>Risk-benefit Analysis Stage</i>	<b>TRANSFORMATION OF TEAM TRUST</b>
Initial Fears		
Initial Questions		
From decision to trust to trust in knowledge	<i>Knowledge-based trust</i>	
Factors responsible for developing trust in knowledge of team mates		
Emotional trust is different for all	<i>Emotional trust at team Level</i>	
Learned personal experiences		
Rarity of Emotional Trust in Teams		

**Table D(b): Categories Formation**



