

Information Technology, Community Trust and Public Services.

<http://mcs.open.ac.uk/am4469/iTrust-Sept-03.pdf>

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“Those who are left outside the development of information and communication technology are often the same people...who most need the welfare state’s services in any case. This is why special attention should also be paid to the needs of these people when developing a human information society.”

(Osmo Pekonen and Lea Pulkkinen, 2002)

“The level of trust in an organisation affects levels of use and engagement with services. Some [people] avoid contact with services they do not trust unless it is absolutely essential. This can have a direct impact on how well services meet the wider community's needs.”

(Duffy et al. 2003)

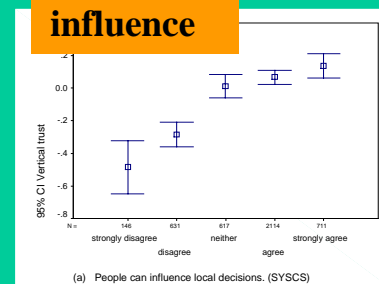
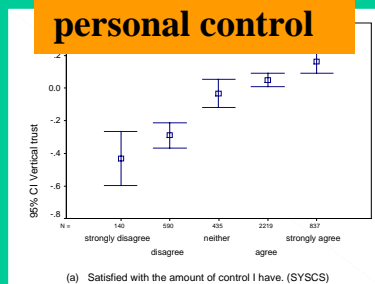
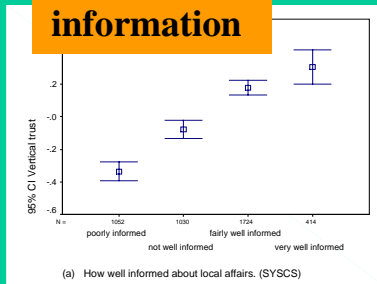
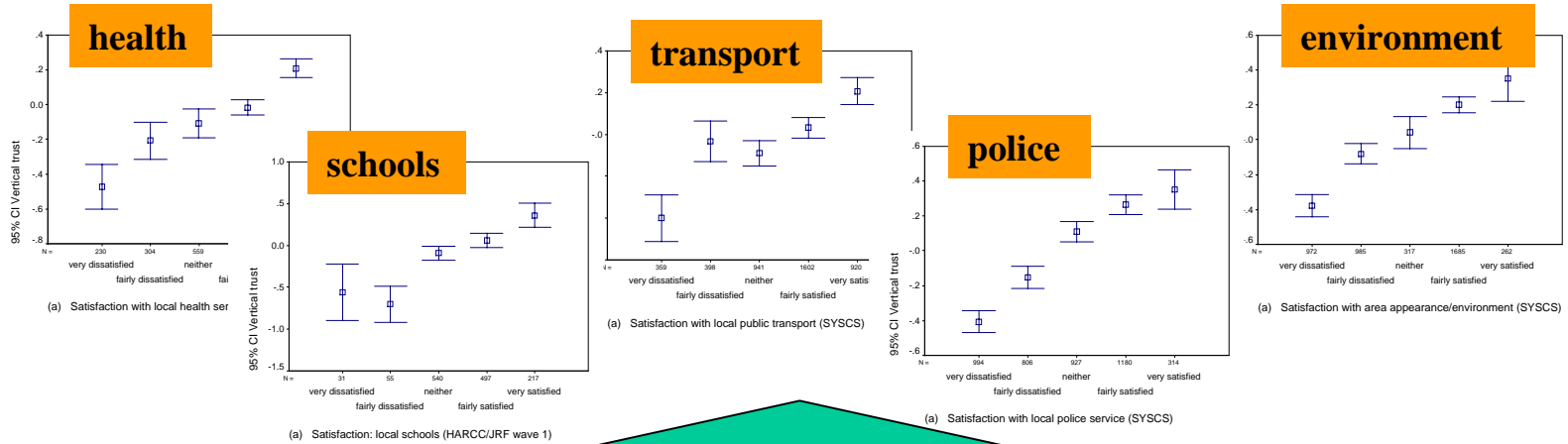
Designing technologies to promote social engagement and community commitment is far from trivial (Wellman et al. 2001). Need to avoid the tendency to reduce “trust” to ‘what we can get a machine to do’.

Goal: understand how trust is generated and circulates within communities and thence to design technologies which mediate interaction between community members and services in ways that foster and promulgate trust.

Experiential factors underpinning trust: 'ICI' Model

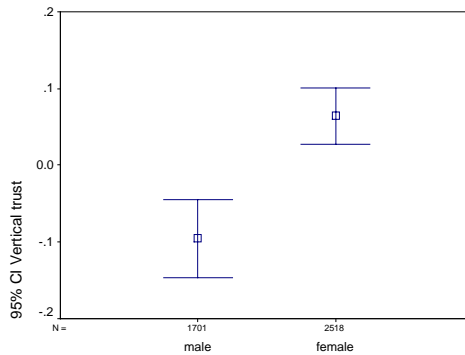
South Yorkshire Social Capital Survey $n=4220$ (7844 adjusted)

Housing and Regeneration in Coalfield Communities Survey/JRF wave 1 $n=1341$



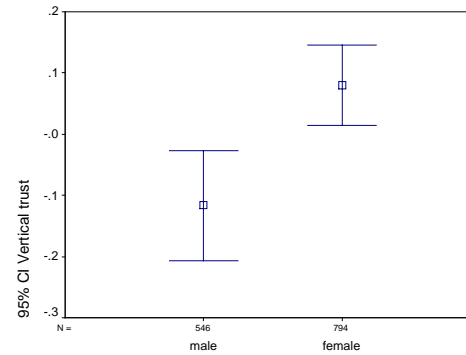
trust and gender...

SYSCS



(a) Gender. (SYSCS)

HARCC/JRFw1



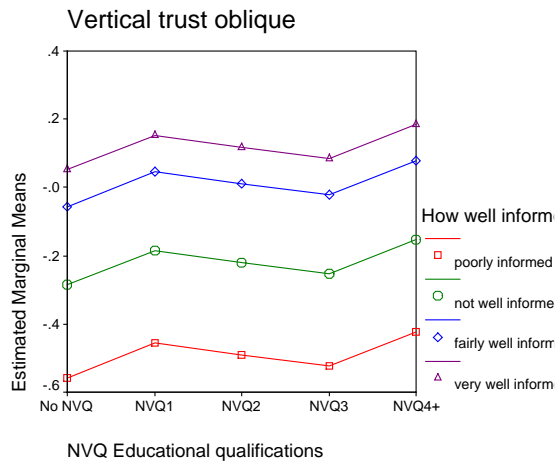
(b) Gender. (HARCC/JRF wave 1)

sense of control: significant ($p < 0.005$)

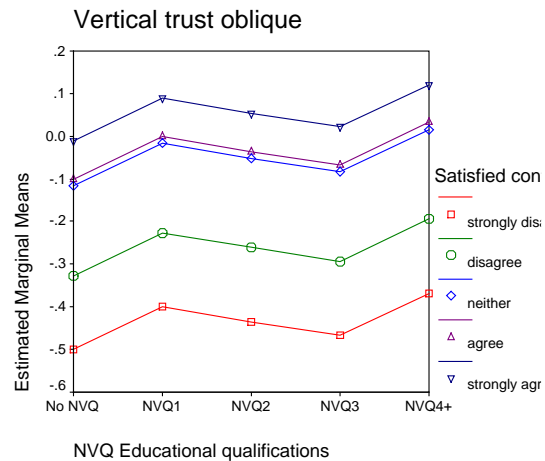
A woman's sense of control is enhanced as her network of family, friends and neighbours extends; for a man the extension of this social network diminishes his sense of personal control.

Women and men may construct a sense of trust towards public services in ways that relate to their social roles.

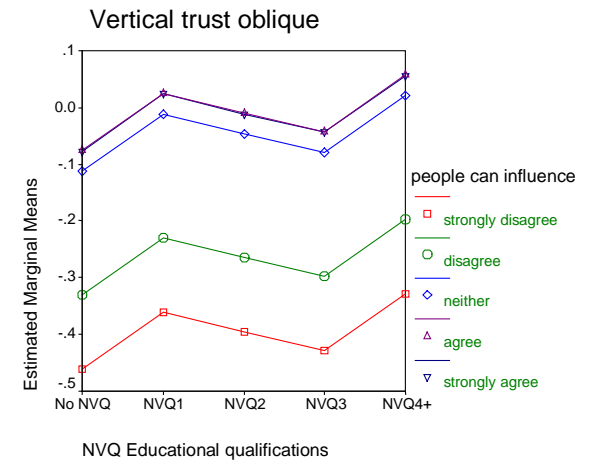
trust and education & training...



information



personal control



influence

Education and training correlate with enhanced trust in public services - especially significant when minimal school leaving qualification is obtained.

(see also Duffy on trust and ethnicity)

results have implications for design of technologies which mediate experience of public services...

incorporating 'ICI' in information systems...

See also:

- Community Informatics - Communities & Technologies 2003, Amsterdam, 19-21 September 2003
- Trust in the Public Sector - 2nd Workshop on Trust Within and Between Organisations, EISAM, Amsterdam 23-24 October 2003

| Managed Activity | Target Experience | | |
|------------------------------|---|--|--|
| | Well Informed | Personal Control | Influence |
| Communication of Information | Address the volume, quality, and scope (breadth) of information, and the effectiveness with which it is communicated. | Structure the provision of information in order to increase the scope for alternative courses of action. | Facilitate the formation of views; establish framework within which consultative dialogue will take place; provide evidence that views have been considered or acted upon. |
| Distribution of Control | Explain the basis upon which decisions which constrain the scope for action by the other party are made. | Adopt flexible practice in respect of non-standard needs. | Adapt standard provision in light of expressed needs. |
| Deployment of Influence | Provide (independent) and balanced evidence that underpins policy of current provision. | Shape perceptions of needs. | Negotiate with other party in a manner that is perceived to be coordinative (recognises others priorities) or even integrative (trades off own low priorities if they meet other party's high priorities). |

incorporating ICI in information systems...

| System (after Simons, 1995) | Managed Activity |
|-----------------------------|--|
| Develop shared values | Consult, discuss, and seek to agree, values that underpin service provision and describe behaviours that express these values (e.g., adequate provision to be met by reasonable and responsible use of resources). |
| Standardisation | Agree definition of entitlement. Discuss distinctions between equity and equality of entitlement and agree levels for each. |
| Bounded freedoms | Within defined entitlement (above), agree boundaries that denote changed levels of provision (e.g. levels of service availability and reasonable flexibility). The boundaries are directly related to the scales given for the relationship dynamics (e.g., those in Tables 6 and 7) |
| Incentives and penalties | Agree responsibilities and associated behaviours that are necessary to make transitions across boundaries (e.g. enhanced access or rights to consultation) |
| Performance monitoring | Monitor and mutually review adherence to values and behaviours as described above. |

references...

Bobby Duffy, Philip Browning, and Gideon Skinner, (2003) *Trust in Public Institutions: A Report for the Audit Commission*, MORI, 2003.

Michael Grimsley, Anthony Meehan, Geoff Green, Bernard Stafford (2003), *Social Capital, Community Trust and e-Government Services*. In P. Nixon and S. Terzis (eds.): *Trust Management 2003*, First International Conference on Trust Management, Hiraklion, Crete, Greece, May 2003. *Lecture Notes in Computer Science (LNCS 2692)* Springer-Verlag, Berlin Heidelberg 2003, p165-178 (see also: Michael Grimsley, Anthony Meehan, Geoff Green, Bernard Stafford (2003) *Promoting Social Capital and Community Trust Relations through the Management of Public Services*; <http://mcs.open.ac.uk/am4469/Grimsley&Meehan-EISAM.pdf>)

Osmo Pekonen and Lea Pulkkinen (2003), *Social Capital and the Development of Information and Communication Technology: Report for The Committee for the Future of the Parliament of Finland*, University of Jyväskylä, 26 April 2002.

Barry Wellman, Anabel Quan Haase, James Witte, Keith Hampton (2001) *Does the Internet Increase, Decrease, or Supplement Social Capital?* *American Behavioral Scientist*, vol 45, November, 2001.