Human Resource Management and Organisational Trust in Public Sector Organisation in Papua New Guinea

Anna Swire Giuna

A Dissertation Submitted to
Auckland University of Technology
In Partial Fulfilment of the Requirements for the Degree of
Master's in Management (Human Resource Management & Employment Relations)

October 2019
Faculty of Business and Management

Primary Supervisors: Dr. Marcus Ho

Secondary Supervisor: Carolyn Ward

Table of Contents

List of Figures

List of Tables

Attestation of Authorship

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person (except where explicitly defined in the acknowledgements), nor material which to a substantial extent has been submitted for the award of any other degree or diploma from a university or other institution of higher learning.

…………………………………………………………………………

Anna Swire Giuna

Date: 11th of November 2019

Acknowledgements

This research is a new journey for me as I have discovered new ideas and understanding of what it means to trust someone. It is an important study for me and the organisation I have worked for, for the last ten years where the issue of 'trust' and 'distrust' have been widely discussed in the mainstream media, social media and in private conversations between myself, my work colleagues and my managers. This situation has kindled my interest to know more about trust in public sector organisations in Papua New Guinea (PNG), and this study has extended that knowledge of which I could not have known.

To the participants who have volunteered to be part of the study, I say thank you as without your input, this study would not have been completed.

To my children and my family in PNG, thank you for being there for me, whenever I need help, and in particular my elder daughter, Siphill Aroha, thank you for accepting my request to travel with me to New Zealand to attend school and to keep me accompanied throughout this journey.

I also extend my gratitude to Dr. Jonah Tisam and Stephanie Sageo-Tapungu (AUT PhD candidate) as my mentors when things get tough on this journey. Thank you for encouraging me to persevere to the end.

Thank you for encouraging me to persevere to the end. To my supervisors, Dr. Marcus Ho and Carolyn Ward, thank you for your critique, and your tireless effort in supervising my dissertation to completion as without your input this journey could not have been accomplished.

Thank you all from the bottom of my heart.

Abstract

This study is about employees' perception of trust in their organisations and the role of HRM in building trust in Papua New Guinea's public service. In PNG, Human Resource Management (HRM) sits uncomfortably between management and employees who perceive HRM as part of the management. On the contrary the top management team (TMT) sees HRM as facilitators for staff recruitment, human resource capacity building, training and solution providers of dispute resolution in the organisation. To address these issues two research questions have been posed; a) to explore public sector employees 'perception of trust in PNG, and; b) to investigate the role of HRM in developing trust in the public sector in PNG.

The findings in this study shows HRM is new to public sector organisations in PNG, and it is not uniformed throughout the public sector organisations in PNG. Some departments have established HRM divisions whereas others do not, and in some cases HRM functions have been carried out by the heads of the departments instead. To well-known scholars of organisational systems, HRM is crucial to modern organisations' existence because it is the 'engine' of the organisation that drives its activities to meet stakeholders' needs and global demands (Robinson & Rousseau, 1994; Searle & Dietz, 2012; Whitener, 1997). This reflection ignited scholars' interest in researching the issue of trust in public sector organisations (Zeffane & Connell, 2003). To explain the relationship between employees' perception of trust in public sector organisations and the role of HRM in building trust, two theories have been employed to underpin the study, and these theories are – Organisation Support Theory (Krishnan & Mary, 2012) and Social Exchange Theory (Cropanzano & Mitchell, 2005). Given the two research questions raised in this study about public employees' perception of trust in public organisations in PNG and whether participants trust HRM in their role in their respective organisations, the study employed a qualitative research approach to explore participants' experiences and opinions. To interpret data gathered, the study uses interpretivism paradigm to unveil the meaning behind the narratives provided by the participants. Semi-structured interview method (Appendix A) was used to guide the researcher to probe deeper into the question of trust. Telephone interview was conducted because the researcher is located overseas, and other mode of communications were either unreliable or not available. Data gathered from the interviews were processed through the thematic data analysis procedure as illustrated in Figure 1,2 & 2. From data analyses and through the discussion process, it was discovered that there have been mixed responses received from participants who trust their employers when there is reciprocal attributes are given in return for their labour whereas departments that do not follow institutional guidelines or procedures to recruit new employees,

there is distrust among employees of their superiors. A second discovery was about gender inequality, where discrimination against female employees exist, and the perpetrators are both male and female supervisors.

Chapter 1 INTRODUCTION

This study explores the issue of trust in public sector organisations in PNG; a country diverse in cultural traditions and boasts more than 830-plus distinct languages of any country in the world (Klaus, 2003). The PNG public sector employs over 60,000 public servants (Payani, 2000) that cost the government over K5 billion a year (Curtin, 2000) but the questions of efficiency, effectiveness and trust in service delivery (Jones & McGavin, 2015; McGavin, 1998) have been raised by stakeholders in recent times that gives rise to this study. For example, there have been drug shortages in the country, and teachers' pay has often been delayed due to the country's cash flow crisis, and there have been criticisms directed at PNG Government's inability to remove corruption in the administration and in operational systems and processes that hampered development in PNG. These were the national issues coupled with lack of trust in management by employees of my own organisation and related public sector organisations that provoked me to research this issue.

It is of importance that I need to understand the theoretical basis and the literature surrounding the issue of trust in my organisation as it applies to the greater national public service in PNG so I could provide evidence based advice to my managers and work colleagues to appropriately manage staff and resources to build trust in my organisation.

This knowledge can be replicated in other public sector organisations in PNG to build trust in the workforce to be effective and efficient in serving the public.

As it stands, the magnitude of the public sector is large and therefore, the study has been narrowed down to a manageable level, given the scope and timeframe of the research study.

To understand the issue of trust two research questions have been raised. The first question was to explore public sector employees 'perception of trust in PNG, and the second question was to investigate the role of HRM in developing trust in the public sector in PNG. As such a qualitative research approach is adopted to investigate public sector employees' perception of trust in their respective organisations and how they see the role of HRM in developing trust which may have been the catalyst for work performance and job satisfaction.

Underpinning this study are two theories used, and these are organisation support theory (OST) and social exchange theory (SET). The first theory explains the organisational relationship with employees whilst the second theory explains the interrelationships between employer, employees and subordinates in an organisation.

Selection of participants were conducted using purposive and snowballing methods, and telephone interviews were conducted because the research was carried out offshore and all participants have access to mobile phones than other modes of communication. Out of the 15 potential participants invited 6 were selected for the interview, and thereafter, the interviews were transcribed, and a thematic data analysis method (Figures 1, 2 & 3) was used to extract rich data and categorised these data into overarching themes which form the basis of the study.

The content of the study is divided into six chapters comprised of the Introduction (Chapter 1), Literature Review (Chapter 2), Research Methodology and Methods (Chapter 3), Findings (Chapter 4), Discussions (Chapter 5), and Conclusion/Limitation (Chapter 6). Having introduced the topic of the research study and setting out the organisation of the dissertation, the next chapter will examine the theoretical framework, then review past literature relating to the issue of trust, beginning with its definition.

Chapter 2 LITERATURE REVIEW

2.1 Introduction

This Literature Review is divided into three parts. The first part examines the theoretical framework underpinning the study and part two defines trust. The third part of the Literature Review examines organisational trust as perceived by employees and trust on an interpersonal level as experienced between employers and employees, between work colleagues and between supervisors and subordinates in an organisational setting.

2.2 Defining Trust

Trust can be viewed from an organisational perspective and from personal relationship perspective. Trust can also be viewed from an external environmental perspective and from internal perspective.

According to Downs (1969) early research in the 60s and 80s were conducted on external relationships of trust and power in governments (also Gamson, 1968; Rockman, 1981; Wildavsky, 1980) whilst in recent times, studies have focused on levels of trust or confidence people have in public sector institutions and the products or services they provide (Berman, 1997; Carnevale, 1995; Marlowe, Nyhan, Arrington, & Pammer, 1994; Osborne & Gaebler, 1992)

In terms of studies on external trust in the public sector, Creed and Miles (1996) studied trust at local level governments and LaPorte and Metlay (1996) studied trust at federal government level of which trust is found to have been linked to individual human behaviour and have affected groups and organisational functions in several studies (cf Condrey, 1995; Khan, 1997; Morris, 1995) but it is still under researched. As described by Creed and Miles (1996) “despite the outpouring of interest in trust, there does not yet appear to be a consensus on the role of trust in organization theory” (p. 17).

Trust is the basis of relationships between and among individuals, and between people and organisations they serve. As such, if there is no trust there is no relationship and vice versa. Trust solidifies the relationship. This understanding applies to organisations comprise of people who work together to achieve a common goal and purpose. For these people to work together there has to be mutual understanding and relationship based on trust.

Many organisational scholars saw the importance of trust among employees and organisations (Holland, Cooper, & Sheehan, 2017; Mayer, Davis, & Schoorman, 1995; Schoorman, Mayer, & Davis, 2007; Seppanen, Kosonen, Vanhala, & Ellonen, 2014; Whitener, 1997). Holland, Cooper & Sheehan (2017) looked at trust from a different perspective and argued that trust is contextual. To the authors, trust is the "confidence that one party to the exchange will not exploit others' vulnerabilities and is more reflective of the ongoing nature and reliance upon exchange, within the employment relationship" (p. 919).

With complex levels of hierarchy in modern organisations composed of departments, units and sections headed by managers and supervisors of various ranks, made up of individuals from various backgrounds, working towards an objective of an organisation, Cook and Wall (1980) argued that trust is differentiated between peers and management, and these measures of employees' trust in management and vice versa were based on four items provided by the authors in their trust scale. These measures focused on fulfilled promises and management concern for employees' best interests (Cook & Wall, 1980).

Furthermore, Carnevale and Wechsler (1992) argued that individual trust in management was an important component of exchange with mistrust leading to low levels of commitment and motivation of employees to perform. On the other hand, Scott (1980) viewed trust as a "positive force from which cooperation is derived" (p. 158) whereas Luhmann (1979) was of the view that trust represents the level of confidence people have for one another – to act in a fair, ethical, and predictable manner. On the one hand, Culbert and McDonough (1986) were of the view that "trust pertains to whether or not one individual is able to value what the other is up to and demonstrate respect for him or her particularly when the individual's needs and those of the person taking the action momentarily compete" (p. 175).

In one study Carnevale and Wechsler (1992), found that trust is the expectation of "ethical, fair, and non-threatening behaviour, and concerns for the rights of others" (p.473). This finding is similar to Mishra (1996) definition of trust as "one party's willingness to be vulnerable to another party based on the belief that the latter party is, (a) competent, (b) open, (c) concerned, and (d) reliable" (p. 265).

In the context of organisational trust, Matthai (1998) defined trust "as the employees' feelings of confidence that, when faced with an uncertain or risky situation, the organisation's words and behaviours are consistent, and are meant to be helpful" (p. 29). However, Kramer (1996) finds that "the importance of trust and the problems that attend it derive at least partially from the reciprocal vulnerabilities and uncertainties that are inherent in hierarchical relationships" (p. 217)

Giffin (1967), on the other hand sees trust as "the reliance upon the behaviour of a person in order to achieve a desired but uncertain objective in a risky situation" (p. 105) whereas (Porter & Lawler, 1968) saw it as the 'willingness of an employee to exert high levels of effort on behalf of the organization, a strong desire to stay with the organisation, and an acceptance of its major goals and values' (p. 190).

But to retain trust in an organisation it is the commitment required by managers and employees to be engaged and be participants to have an impact, particularly in large organisations such as a public service.

Trust could be defined in a multifaceted dimension as – contextual, external, internal, impersonal and interpersonal relationships built between people and organisations that are mutual, reciprocal and fair. For this study interpersonal, impersonal, external and internal trust definitions are used interchangeably to give effect to the relationships between staff, managers and subordinates and between the organisations studied and their relationships between provincial governments.

2.3 Theoretical Framework

In this study Organisational Support Theory (OST) (Krishnan & Mary, 2012) Social Exchange Theory (SET) (Cropanzano & Mitchell, 2005) are used to investigate trust in organisational support for employees while exploring perception of trust between employers and employees and between work colleagues and subordinates in an organisation. These two theories are relevant for the study as OST underpins organisational support mechanisms that employee trust and the trust employees and employers have towards Human Resource Management (HRM) unit as facilitators of the organisation. On the other hand, SET underpins the exploration of the interrelational trust between employers and employees, trust between employees and work colleagues and trust between managers/supervisors and subordinates in an organisation (Gould-Williams & Davies, 2005).

2.3.1 Organisation Support Theory

In OST, employees believe that the organisation is doing its best to promote and value their contributions towards achieving organisational goals and cares about their well-being (Krishnan & Mary, 2012). In return, the employees would want to build trust and confidence in the organisation, and so does the employer because trust is a two-way process. Trust is reciprocal – meaning, there must be trust in a working relationship between the employer and the employee (Eisenberger, Huntington, Hutchison, & Sowa, 1986; Rhoades & Eisenberger, 2002; Shore & Shore, 1995). The employer has to trust the employee to perform tasks assigned and the employee has to trust the employer to award him/her for the work performed and to look after his/her welfare while he/she is employed. Organisational support theory "holds that in order to meet socioemotional needs and to assess the benefits of increased work effort, employees form a general perception concerning the extent to which the organisation values their contributions and cares about their well-being. Such perceived organisational support (POS) would increase employees 'felt an obligation to help the organisation reach its objectives (Krishnan & Mary, 2012, p. 1). In return, employees would expect that upon improved performance, they would be rewarded by the employer.

Trust is the umbilical cord that binds the human resource component of an organisation together as parties to the organisation's tasks and voluntarily invoke employees to cooperate to work in unison to achieve the organisation's objectives. When there is a good working relationship between employer and employee, there is likely to be increased in production or service delivery for the organisation (Krishnan & Mary, 2012).

2.3.2 Social Exchange Theory

The second theory is SET which focuses on the relationship of two people (Cropanzano & Mitchell, 2005). Without a relationship there is no trust, and without trust there is no relationship because one complements the other. Relationships exist on trust and trust between employees, employers and HRM in organisations induce harmony in the workplace.

As organisations are made up of people working relationships are spontaneous, however, people need to take ownership, develop trust, establish and maintain good working relationships between themselves, their superiors and subordinates so the organisation can function to full capacity to achieve its objectives.

As such SET is used in this study to underpin trust in employer-employee working relationships, employees-colleagues professional working relationships and managers/supervisors-subordinate working relationships in an organisation to achieve maximum production or improved service delivery.

However, in an article published by Cornell University, Lawler (2009), had developed a theory which explains how emotions produced by social exchange could generate stronger or weaker ties to relationships. It was argued that, depending on the circumstances, human emotions could change the degree of relations. “The theory explicates the effects of different exchange structures on these conditions and, in turn, on cohesion and solidarity. Implications are developed for network-to-group transformations” (Lawler, 2009, p. 169).

According to Cropanzano and Mitchell (2005), although “social exchange theory (SET) is one of the most influential conceptual paradigms in organizational behaviour, and despite its usefulness, theoretical ambiguities within SET remain” (p. 874). It was argued that, “tests of the model, as well as its applications, tend to rely on an incompletely specified set of ideas” (p. 874). As such, the authors argue that further research is needed. They provided four areas, researchers should pay attention to, and these are, “(a) the roots of the conceptual ambiguities, (b) norms and rules of exchange, (c) nature of the resources being exchanged, and (d) social exchange relationships”(p. 874).

Having discussed SET, the next section will discuss organisation trust.

2.4 Organisational Trust

Trust in organisations is crucial in terms of maximum production and/or effective and efficient service delivery. As argued by several writers, trust within organisations contributes to more effective implementation of strategy, greater managerial coordination (McAllister, 1995), and more effective work teams (Doney & Cannon, 1998; Lawler, 2009).

A study conducted by Kim, Yu, and Park (2017), revealed that organisational comes in two types. First is interpersonal trust which fosters mutually reciprocal relationship among employees, and the second is institutional trust which is "developed by an organisational culture or system management" (p. 66).

In their organisational studies, Ahteela and Vanhala (2017) and Vanhala and Ahteela (2011) categorised organisational trust as interpersonal and impersonal trust. For them, interpersonal trust is treated as an issue of competence, benevolence and reliability, and is directed towards both co-workers and leaders. This means that the reliability dimension of trust expects the trusted person adheres to a set of principles that he/she finds acceptable, while the benevolence dimension of trust indicates that a trusted person is believed to want to do good. For example, an employee may trust his or her co-workers but distrust his or her supervisors or the management.

In addition, the authors defined impersonal trust as an individual expectation of fairness and efficiency of the employer's organisational system. In order words, impersonal trust is based on roles, systems and reputations of individuals as they relate to each other.

In support of this view, and in her study of HR practices and workplace trust, (Gould-Williams, 2003) found that interpersonal trust had a significant effect on organisational performance. This means that interpersonal trust improves the working environment from which employees are motivated to build positive social interactions with each other. This finding is in line with what Travaglione and Albrecht (2003) found – that when employees have trust in their senior managers, they feel emotionally committed to their organisation.

Alfes, Shantz, and Truss (2012) examined the interaction between perceived HRM practices and trust in the employer or employee performance and well-being and found there have been an element of trust in relation to staff performance. The aims of the study were to find out whether trust in the employer moderates the relationships between perceptions of HRM practices and performance, and whether organisational citizenship behaviour, turnover intentions and employee well-being are moderated by trust.

The study found that trust in the employer moderates the relationship between perceived HRM practices and task performance, turnover intentions and individual's well-being, but not for organisational citizenship behaviour. In other words, employees can trust the employer and could perform to the best of their abilities but that does not guarantee their loyalty to their organisation.

As such Alfes et al. (2012), view trust in an organisational setting as a "set of confident beliefs in another party" (p. 409), and thus, for this study organisational trust is viewed as the ability of the organisation to foster a safe and secure environment for employees to grow confidently and honestly with respect for one another that would motivate employees' engagement in achieving the organisation's objectives.

In the next section I will discuss the issue of public trust in public sector organisations.

2.5 Trust in Public Sector Organisation

Trust is essential in public sector organisations (PSO) as these are public domains where citizens find comfort and satisfaction in trusting government to deliver public goods and services to the wider community. Literature on trust and public sector seem to agree that trust between managers and employees lead to increased productivity and strong organisational commitment (Albrecht & Travaglione, 2003; Carnevale & Wechsler, 1992b; Gould-Williams, 2004; Nyhan, 2000). Carnevale and Wechsler (1992b), identified two determinants of public sector organisational trust that are worth noting. The first determinant is the organisational characteristics such as job securities, in-group status, openness of communication, fairness of reward and punishment, opportunity to participate and ethical environment.

The second determinants are individual characteristics such as gender, length of service, supervisory status, salary level, locus of control, efficacy in beliefs and public service motives. His study pointed out that the lack of trust can lead to dysfunctional attitude, producing a cynical and disaffected workforce with little confidence in the organisation and its processes. This could lead to organisational failure.

In another study conducted by Christensen and Lægreid (2005), it was found that people who trust a government institution tend to trust other institutions and those that trust democratic institutional performance tend to trust government. In addition, the authors classified trust in government along three dimensions. That is, "general levels of trust, trust in political bodies and actors and trust in the civil service" (p. 507).

In the same study it was found that the general political culture has a significant effect on people's trust in government. This illustrated that governments need to integrate various sectors of the citizens and involve them in the political system and public administrative culture as a catalyst to build trust in government and its public institutions (cf: Bennett, 1990; Christensen & Lægreid, 2005; Christensen, Lægreid, & Wise, 2002). On the contrary, people who dislike political parties have strong tendency to have less trust in government (Christensen & Lægreid, 2003). Whether this aspect of trust can be found in PNG public sector is not clear, but the consequences of the PNG's economic crisis has an impact on trust in the public service as discovered in the research study.

Having discussed the issue of trust in the public sector, the next section will discuss the role of HRM in building trust in public sector organisations.

2.6 Trust in Human Resource Management

Besides other divisions in an organisation, Human Resource Management (HRM) is key to sourcing human capital, building organisational capacity, design policy initiatives and sustaining an organisation to be fully functional to achieve its objectives.

Studies conducted by several management researchers support the view that human resource (HR) practices lead to superior organisational performance (Huselid, 1995; MacDuffie, 1995; Pfeffer & Veiga, 1999). Furthermore, HR practices were observed to have a significant predictive effect on both systems and interpersonal trust, with systems trust positively predicting changes in employee satisfaction, organizational commitment and organisational performance (see Culbert & McDonough, 1986; Diffie-Couch, 1984; Golembiewski & McConkie, 1975; Zand, 1972). In such a situation, it is expected that the more trust accorded to employees to perform their tasks, employees will put more effort into their work (Robinson & Rousseau, 1994).

To fully understand the role of HRM in an organisation, social exchange theory can be used as a framework to predict the three outcomes of HRM practice; employee commitment, employee motivation and a desire to remain with the organisation (Blau, 1964). In another study the outcomes of the different management practices for public sector workers showed workers who were valued for their individual contributions and were rewarded in ways that were thought to be fair, they would behave in a manner considerate to such exchanges (cf: Wayne, Liden, & Shore, 1997).

In other words, any positive exchanges between HRM, employers and employees would result in positive reciprocal responses and vice versa. For example, if trust in management is positive one could predict employees' commitment, motivation and desire to remain with the organisation. In addition, the intimate exchanges and dialogue between the teams would result in an effective teamwork and respondents' levels of commitment and motivation.

By involving and empowering workers further strengthens their motivation, as does offering workers fair rewards. These outcomes are consistent with recent government policy, which seeks to promote staff involvement in the decision-making processes through best value reviews (DETR, 1999; NafW, 2000).

In one study, Alfes et al. (2012) viewed trust in an organisational setting as "a set of confident beliefs in another party" (p. 409). Their study examined the interaction between perceived HRM practices and trust in the employer or employee performance and well-being. The aims of their study were to find out whether trust in the employer moderates the relationships between perceptions of HRM practices and thus performance, and whether organisational citizenship behaviour, turnover intentions and employee well-being are moderated by trust.

The study found that trust in the employer moderates the relationship between perceived HRM practices and task performance, turnover intentions and individual's well-being, but not for organisational citizenship behaviour. Simply, the employees can trust the employer and they could perform to the best of their abilities but that does not guarantee their loyalty to their organisation.

As such this study focuses on whether trust moderate loyalty in employees because of HRM practices. It was expected that the more trust is accorded to employees to perform their tasks, the employees would put more effort into their work (Robinson & Rousseau, 1994).

In the next section I will discuss why the need to establish HRM in public sector organisations.

2.7 Why HRM in Public Sector Organisations

In recent years the effectiveness of HRM practices in enhancing employee attitudes and behaviours, and the performance of the organisation has attracted interest from scholars all over the world (Ahteela & Vanhala, 2017; Alfes et al., 2012; Farndale, Hope-Hailey, & Kelliher, 2009; Gould-Williams, 2004; Innocenti, Massimo, & Peluso, 2011; Kim et al., 2017; Vanhala & Ahteela, 2011).

Innocenti et al. (2011) argued that the 'path linking HRM practices and performance is a causal chain that moves from practices in their different stages to individual outcomes, which comes in the form of attitudes and behaviours and then to organisational results' (p. 304). For them, trust has an important role in the relationship between HRM practices and employee attitudes and behaviour. How the employee sees the role of HRM is significant as it shapes the perception of the employee about the organisation.

In an organisation, HRM sits in a rather awkward position; between employers and between employees. To the employee, HRM represents the employer and is part of the management of the organisation whereas to the management, the role of HRM is to mediate between the employer and the employee.

Similarly, Farndale et al. (2009) explored the relationship between employees' perceptions of HRM practices and their commitment to the organisation and found that trust is a significant moderator in how the employee views organisational justice. As such, this research will build on these studies by exploring how trust is developed at both the micro and macro level within the public sector in PNG. It will also investigate the effects of trust on public service outcomes and how employees view HRM practices in PNG.

Arthur (1994) argues that managers using 'high commitment' practices are essentially endeavouring to 'develop committed employees who can be trusted to use their discretion to carry out tasks in ways that are consistent with organizational goals' (p. 672).

From these studies and other findings, public sector organisations could learn from HR practices in private sector organisations because these organisations are taking the lead in developing 'high trust' organisational cultures which would reinforce trust between employees and employers (Legge, 1995).

In the same way, Arthur (1994), and others (Gould-Williams, 2004; Walton, 1985) found that HR practices that develop 'high commitment' systems tend to shape employees' behaviours and attitudes towards achieving individual goals as well as that of the organisation (see also Guest, 1997; Marchington & Grugulis, 2002; Wood, 1999). These are the end results required in public sector organisations to effectively drive public projects, manage public programmes and efficiently deliver public services to stakeholders.

Having discussed the reasons why public sector organisations require HRM the next section will discuss the issue of trust in the public sector in PNG.

2.8 Trust in Public Sector in Papua New Guinea

To Christensen and Lægreid (2005), citizens' trust in government institutions is multifaceted and complex phenomenon. It is a mixture of images, ideologies, biases, and how actual public goods and services are delivered; and where the demographic settings are, could discount or enhance public opinion of public service. The same can be said about PNG's public sector. It is large in proportion to population ratio and consumes over 20% of the country's annual gross domestic product (GDP) every year.

According to reports extracted from the former PNG Prime Minister's speech in July 2018, and two other studies conducted in 2000, there are over 60,000 public servants spread over the country and costing the government over K5 billion a year (Curtin, 2000; Payani, 2000). But the services they deliver have been curtailed by inaccessible geographical conditions, inadequate infrastructure and poor management (Kavanamur, 2001).

As reiterated by (Christensen & Lægreid, 2005), it is how services are delivered by government that builds public trust. To build public trust as well as to save costs from duplication of functions, and to prevent wastage of resources the PNG public sector has undertaken significant reforms and is still undergoing restructuring (Turner, 1991).

Due to its size, most of its processes are centralised in Port Moresby where many of the heads of the various statutory bodies are based, while public servants are scattered all over the country. There are multiple levels of responsibility derived from "the 1977 Organic Law on Provincial Government" (Turner, 1991, p. 99) and the Public Service Management Act 2014 (PSMA) which establishes the working legislative framework on Provincial Government (PG) and Local Level Government (LLG) to employ paid public servants in the provinces, at the respective district levels and at the Local Level Government (LLG) levels. As a result, many public servants do not have direct contact with their employers, or even, not having access to the processes that have been put in place.

The further the distance the less the influence and control managers have on subordinates, and this distance-influence proximity may have been the cause of diminished trust between employer and employees and between managers and subordinates throughout PNG's public service. Allegations of political appointments of unskilled personnel to provincial departments and local level governments have a similar effect of diminishing public trust in government institutions and the service they provide to the public. Turner (1991) described this situation as "[L]ack of expertise combined with inexperience among staff in less developed provinces has also hindered development" (p. 100), and this may have contributed to the lack of trust in government agencies to deliver programmes and basic services to the people of PNG.

From another perspective, PNG has a four-tier public service with decentralised functions that requires coordination between ministries, departments, provincial government boards, districts and local governments' appointments. Although, the new Public Service Act 2014 has come into force, the structure and working coordination are far from perfect (May, 2006; Turner & Kavanamur, 2009). And there appears to be confusion as to who is responsible for certain activities. For example, there are two levels of appointment; one from the PNG Education Department head office (for policy and administration staff), and one from the Office of Higher Education (OHE) for teachers employed in national high schools, colleges and universities.

Appointments made for teachers at provincial, district and local government levels are made by the Provincial Education Board (PEB) for government funded schools while appointments for church run schools (high schools and primary schools) are appointed by joint PED and Church Education Board (CEB). This cumbersome administrative structure was built from the remnants of the colonial era and carried into post-independence PNG (Turner, 1991).

In the next section I will discuss the relationship between trust and HRM practice in the public sector.

2.9 Relationship between Trust and HRM Practice in Public Sector

As described in point 2.6 HRM sits in between employer and employees. Its relationship between the two is determined from an external perspective and is interpreted by perception. For example, the employer sees HRM as facilitator whereas the employee views HRM as (a part of) the employer (Edgar & Geare, 2005). These diverse perceptions between the parties make it an unlikely alliance to build trust with HRM in an organisation. However, the prerogative is with HRM to build trust both ways – and that is, from its practices. In so doing, HRM must define its position and tasks, and state the reasons why it is needed in the organisation.

According to Smeenk, Eisinga, Teelken, and Doorewaard (2006), HRM is set up to: 1) facilitate capacity building (i.e. recruitment, retention, and training), 2) sustain the organisation's capability and capacity, 3) provide support for personnel well-being (i.e. set salaries, leave entitlements, and contracts), 4) provide advice to employer and employee, 5) build relationships between employee and employer, 6) resolve conflict between staff, between staff and employer, 7) provide policy advice to employer and employee, 8) continually track changes made to International Labour Organisation (ILO) laws and domestic policies and legislation.

For HRM to build and retain trust its practices are crucial; that is, both employer and employee want to see fairness in decision-making, fair treatment and welfare guaranteed and executed, and services facilitated by HRM are efficient and effective. Both parties would be happy to participate in decision-making and for HRM to take the lead in facilitating these dialogues.

To this effect, the community expects public sector organisations and public employees to deliver public goods and services at the shortest time possible and at the least cost to the taxpayer. But so often, this is not the case in many developing countries, like PNG.

As such, citizens often dislike public sector organisations and lose trust in their ability to perform. New methods of governance have emerged from institutional economic thoughts and managerialism which is gradually taking hold, as it rejuvenated the new public management (NPM) paradigm (Islam, 2015), and governments (public sector organisations) are taking notice of this shift in practice (e.g. devolution/decentralisation, out-sourcing, contracting, privatisation, private-public- partnerships (P3), state owned enterprises and corporatisation) are legal and structural adjustments that are necessary to speed up the process of service delivery as the means to gain public confidence and trust (McLaughlin, Osborne, & Ferlie, 2005).

In this chapter, the literature review highlights the importance of 1) understanding the construct of trust as a reciprocal process, 2) the importance of organisational context in the study of trust, and 3) the relationship between the HRM function in the organisation and trust-building between individuals. The next chapter will examine why an interpretive approach, qualitative methodology and interview design were appropriate for investigating trust and the HRM function in PNG organizations. In the next chapter, I will first introduce the reason for employing a qualitative research methodology for this type of study; then, in the latter part of the chapter, I will discuss the philosophy and the theories underpinning the study.

Chapter 3 RESEARCH METHODOLOGY AND METHODS

3.1 Introduction

What is qualitative research? “Qualitative research is a naturalistic approach that seeks to understand phenomena in a context-specific setting” (Golafshani, 2003) without “attempting to manipulate the phenomenon” (p. 600). It is a kind of research that explores the subject of interest in a real-world setting and the results obtained are unfolded naturally as opposed to quantitative research where statistical data and procedures are followed to quantify the results. From this position, methodologies and methods used in qualitative research must be logical and appropriate to unveil the issue under investigation.

According to Kothari (2004, p. 9), “[w]hen we talk of research methodology we not only talk of methods but also consider the logic behind the methods we use in the context of our research study and explain why we are using a particular method or technique … “. As such this study adopts a qualitative research approach because it aims to explore how public sector employees conceptualised organisational trust, and what was the role of HRM in developing trust between employers and employees, and among subordinates in the public service in Papua New Guinea. To answer these research questions this chapter outlines the underlying philosophical assumptions that define the study, and highlights the methods used in data collection, and how the data was processed and analysed to arrive at the findings.

In a qualitative research it is essential to understand the underlying philosophical assumptions to inquire in detail and in-depth of the issue under investigation (Creswell, 2007). Given, such large data that is available on Organisational Trust that is available, and the role of HRM in developing trust among employees and employers, appropriate methods of inquiry must be employed in the research design to extract information relevant to the study. As such, interview was selected because it is the most effective method of inquiry to explore people’s lived experiences and opinions of a phenomenon (Creswell & Miller, 2000; Moustakas, 1994), for example, the exploration of the question of trust.

Semi-structured interview questionnaires were used to guide the researcher to deepen the discussion with participants to gain in-depth knowledge of the lived experiences and opinions of the participants. Telephone interviews were conducted because 1) the study was carried out off-shore, 2) internet connections was unreliable and data usage was too expensive for average users as experienced in many developing countries, and PNG is no exception (Daniel, 2014; Ndou, 2002), 3) almost everyone in PNG has a mobile phone, 4) there is a short time-frame to conduct the study which prevents other methods of study such as focus group and observation to be used, 5) other methods such as survey may not encapsulate the cultural nuances of trust conceptualisations in PNG.

Two methods of sampling have been used to select participants, and these are; purposive selection method (Robson, 2011) and snow-balling method (Biernacki & Waldorf, 1981; Coleman, 1958) because the methods align the study to the specific purpose of the subject under investigation, and participants are not known to the researcher (Davidson & Tolich, 2003; Tolich & Davidson, 1999).

The purposive sampling method is “a non-probability sampling that is most effective when one needs to study a certain cultural domain with knowledgeable experts within” (Tongco, 2007, p. 147). This form of sampling is also known as judgmental, selective or subjective sampling. Under this method of sampling, the researcher selects participants whom he/she perceives they may have knowledge or an understanding of the issue under investigation. It enables the researcher to narrow the research down to specific areas or participants whom data could be collected, particularly for research in large and complex organisations like the PNG public service.

For the research to advance in a large and complex organisational environment, referrals are needed, firstly, because the participants are not known to the researcher, and secondly, the reliance on networks for selection would be reliable than random selection.

Snowballing, also known as chain referral sampling, is a method widely used in qualitative sociological studies. According to Coleman (1958), “it is a unique method uniquely designed for sociological research because it allows for the sampling of natural interactional units” (p. 28) to be engaged. (Denscombe, 1997), further suggests that snowballing samples emerge from referral using networks in specific areas of study which can rapidly point to participants needed for the study whereas Waldorf (1981) stressed that snowballing method assumes knowledge is distributed in different ways to individuals who view it differently, based on their lived experiences about specific areas of life than others.

In snow-balling sampling method two steps are required in this non-random testing method, 1) the researcher identifies participants in the population, then 2) asks those initial participants to recruit other participants for the study (Biernacki & Waldorf, 1981). When those identified but do not wish to participate in the study, they can refer the researcher to the next potential participant until the target sample is reached. For this study six participants were recruited through the snowballing sampling method.

As the objective of the study is to explore participants' perception of trust at all levels and between subordinates in the public service in PNG, it is a personal attribute and is sensitive in nature and therefore, snowballing method is suited to this type of study. Secondly, the researcher does not know the participants and therefore, she needs referrals inside the confines of the network in that sociological field of study. However, Faugier and Sargeant (1997) warns that the researcher must know the social situation he or she wants to investigate, and participants must trust the person who referred them to the researcher. As trust is a personal attribute and is sensitive in nature and therefore, snowballing method is suited to this type of study rather than other methods of study such as focus group or survey. On this basis, snowballing method is an appropriate method used in this study.

Included in this chapter is the ethical considerations surrounding the study is highlighted, and a summary and conclusion are provided.

Having provided an overview of chapter 3, I will now discuss the ontological and epistemological position of the study.

3.2 Ontological and Epistemological Foundation

In a qualitative research the ontological and epistemological positions must be established to determine appropriate methods to be used to gather data for analysis to answer the research questions (Hindle, 2004). Given the nature of the study and the research questions posed the research takes the position of a qualitative inductive study. Under this approach the researcher seeks to form a theory or develop a concept from patterns emerging from data gathered and analysed (Taylor, Bogdan, & DeVault, 2015).

In view of this position, Thomas (2006) described the inductive approach as a reduction of data process whereby the researcher reduces data from large and complex data source to make sense of the underlying message or opinion emerging from the raw data. An inductive method is a reductionist technique used to select relevant data relative to the issue under investigation which then leads to patterns forming from data analysis (Figures 1, 2 & 3). These patterns are then categorised and grouped into themes which are the underlying messages or big ideas that emerge from raw data analysis. This method is appropriate in this study because of the large and complex data that have been collected from the interviews, and there is a need to evaluate which data are relevant to the issue under investigation.

To demonstrate the epistemological aspect of the research and to validate the findings a replica of similar data analysis process, taken from Patvardhan, Gioia, and Hamilton (2015) is shown in Figures 1, 2 and 3. The data analysis process is in three stages; representative quotes, second order categories, and overarching themes.

To put meaning to the themes that emerged from the data analysis, the researcher interprets what was commonly said about the issue being studied as opposed to a quantitative research study where the researcher looks for objective views from statistics and other data. As such this research fits into the interpretivist approach (Guba & Lincoln, 1994).

Henn, Weinstein, and Foard (2009) stress that, it is the meaning of the patterns that shape human behaviour as opposed to factors that the researcher could assess to quantify the results and draw objective conclusions. Besides, this study is not concerned with human conditions (Hindle, 2004) or deducing empirical evidence of action from observation to determine the present and future trend of human action (Lee, 1991), an interpretive approach was used to interpret data collected from participants and analysed to inform readers.

The interpretive approach to organisational research has been gaining increasing attention as a legitimate alternative to the traditional ‘positivist’ approach (Nardulli, 1978, 1979) because it “embraces the systematic analysis of socially meaningful action through the direct detailed observation of people in natural settings in order to arrive at understandings and interpretations of how people create and maintain their social world” (Hindle, 2004, p. 581).

In other words, people of different cultures may interpret words or actions differently from other cultures with different languages. This raises the question of validity of what has been said, and in this case, it is the interpretation of interviews that have been recorded, transcribed and analysed. In addition to this rationale, Taylor (1971) observes that to validate the claim of accuracy and knowing the 'truth,' original quotes must be used as evidence to the story or interpretation. The objective of interpretation is to dislodge "absurd, peculiar, pointless, irrational, surprising, or confusing. to an outside observer" (p. 27).

In passing this test, it would be an interpretation which makes clear the meaning as originally captured in a fragmented and cloudy form, and sometimes contradictory to the researcher, is no longer a mystery but conveys a clearer message to the reader (Taylor, 1971).

An interpretivist approach unfolds the meaning that shapes human behaviour. Scholars of interpretivism believe that individuals have their own beliefs and worldviews that contribute to knowledge that shape their social world through interaction (Wahyuni, 2012), and therefore, this knowledge can be interpreted to uncover the 'truth'. With the ontological and epistemological position established the researcher could to divulge deeply into the issue under investigation with the participants (Robinson, 2008).

The following section describes the research design which encapsulates research methodology and methods used to gather data for analysis that underpins the study.

3.3 Research Design

According to Neuman (2000) three main approaches to social science research are used depending on the type of research and the methods in which data is gathered, analysed and interpreted. These approaches are positivism, critical social science and interpretivism. Positivism "defines social science as an organized method for combining deductive logic with precise empirical observations of individual behaviour" (Hindle, 2004, p. 581) to determine patterns or causal laws that can be used to predict human activity, and what people will do next, whereas critical social science is concerned with human conditions which make possible the reproduction and transformation of societies (Held, 1991).

Critical Social Science originates from the philosophy of critical theory; a school of thought founded from the ideals of Kant (1949) and Hagan (1942). The initial objective of critical thinking was to lay the foundation for interdisciplinary research approach to the question of human conditions from which societies are transformed (Held, 1980).

Critical theory questions “the meaning of culture, and the relations between the individual, society and nature” (Held, 1980, p. 16). This theory is concerned with empowerment and enhancement of individuals’ wellbeing and autonomy through societal critique. Critical theorists believe that, by examining contemporary social and political issues they could contribute to the critique of ideology and the development of a non-authoritarian and non-bureaucratic politics (Held, 1980).

Included in this section are the descriptions of methods used in data collection, sources of data where information has been collected, sampling technique used to gather data, and how the data was processed and analysed.

The next section describes the interpretive approach of the study.

3.3.1 Interpretive Approach

What is an interpretive approach in social science research? “Interpretive approach is the systematic analysis of socially meaningful action through the direct detailed observation of people in natural settings in order to arrive at understandings and interpretations of how people create and maintain their social world” (Davidson & Tolich, 2003).

As this study is not concerned with human conditions (Hindle, 2004) or deducing empirical evidence of action from observation to determine the present and future trend of human action (Held, 1991), an interpretive approach was used to interpret data collected from participants and analysed (using thematic analysis method) to inform readers. The interpretive approach to organisational research has been gaining increasing attention as a legitimate alternative to the traditional ‘positivist’ approach (Nardulli, 1978, 1979).

Interpretive approach “embraces the systematic analysis of socially meaningful action through the direct detailed observation of people in natural settings in order to arrive at understandings and interpretations of how people create and maintain their social world” (Hindle, 2004, p. 581). In other words, people of different cultures may interpret words or actions differently from other cultures with different languages (Davidson & Tolich, 2003). This raises the question of validity of what has been said, and in this case, it is the interpretation of interviews that have been recorded, transcribed and analysed.

To authenticate the claim, the researcher assesses the validity of the message and interprets it as it was said, heard and recorded and transmitted onto paper (Geertz, 1973; Kuhu, 1970; Sanday, 1979; Taylor, 1971). In passing this test, it would be an interpretation "which makes clear the meaning originally present in a confused, fragmented, cloudy form... [so that] what is [initially] strange, mystifying, puzzling, contradictory [for the researcher] is no longer so, is accounted for" (Taylor, 1971, p. 27).

To validate the claim of accuracy and knowing the 'truth' original quotes must be used as evidence to the story or interpretation. The object of interpretation is to dislodge "absurd, peculiar, pointless, irrational, surprising, or confusing to an outside observer" (Taylor, 1971, p. 27).

The next section describes the processes of selection of participants for the study.

3.3.2 Selection of Participants

Robinson (2014) stated that an "interview research that has an idiographic aim typically seeks a sample size that is sufficiently small for individual cases to have a locatable voice within the study, and for an intensive analysis of each case to be conducted" (p. 29). On that note, the author suggested that for a single study 3-16 participants would be appropriate, and the lower scale is for undergraduate studies and the upper end is for larger-scale projects. As this study is at the lower end of the spectrum for a dissertation, 6 participants have been nominated as the point of saturation. This cut-off point is made on the assumption that the data collected from participants 1-6 could provide the required information needed and interviewing the next participant will not provide new information, given the scope of the study.

Furthermore, the number of participants is not too large or too small whereby data required for the study could be obtained within a given timeframe and data processing and analysis are not too cumbersome for this type of study.

Criteria for selection of participants are: 1) six participants would be selected from four different public sector organisations in PNG, 2) participants must be an employee of the organisation selected, 3) participants must hold a permanent appointment within the organisation selected, and 4) actively serving the organisation at the time of the study.

Based on these criterions the strategy had been to recruit the first six participants, and if there were gaps in the data collected, invitations would be extended using the snow-balling method of recruitment. Unfortunately, out of the first fifteen (15) invitees, only four agreed to participate and others were not sure because of difficulties in sending data back to the researcher. As such five (5) new invitations were sent out and two accepted, making it a total of six participants in the end to participate in this research study.

Having completed discussions on the process of selection of participants, the next section will discuss sampling and data collection methods.

3.3.3 Sampling and Data Collections

Purposive sampling methodology (Glaser & Strauss, 1967; Palinkas et al., 2015) was used to locate participants among the targeted organisations. As pointed out by Rowley (2012), in circumstances where it is possible to identify people who are in key positions in the organisation to understand the issues being studied who could provide more details and insights, as well as reducing time to conduct the study, a purposive selection was used.

According to Lincoln and Guba (1985) key informants are the representatives of the sector, in this case public servants in PNG, and therefore, their views represent the views of colleagues in the organisation. As the researcher had worked in one of the public sector organisations in the past before undertaking this study, her connections and networks helped identified and recruited the first initial participants from where snow-balling method was used to invite other participants to add new knowledge to gaps found in the data collected. The contact details of the potential participants were identified by the researcher through her professional network.

Shown in Table 1 are the six participants selected from six public sector organisations in PNG and semi-structured questionnaires were used to guide the researcher for the researcher to interview each participant separately, and none of the participants knew who was participating in the interview. Initially, fifteen potential participants were identified for the study. Contact was made through Facebook messenger because of confidentiality and for convince.

From there, snowballing method was used to engage the other two participants in their respective organisations. Each participant was given the option to reject or accept the invitation to participate in the study. Four of the participants accepted whilst the other two opted not to participate because of difficulties with communication.

Telephone interviews were conducted one week after responses were received. However, due to poor telecommunication network reception, interviews have taken longer than expected. It took over four weeks to complete the interviews. Part of the delay was due to participants not being able to sign and send back the consent forms before the interviews. This is in line with what Davidson and Tolich (2003) affirm that "the 'informed' and 'consent' aspects are difficult, and this is by no means confined to cross-cultural research" (p. 58).

The process in which the research was conducted is as follows:

1) first, 15 potential participants were approached through social media platforms including facebook, messenger, WhatsApp, LinkedIn, imo and direct phone calls to see if they were interested to participate in the study. However, only a few responded positively so five more invitations were sent out, and some positive feedback was received.
2) from the initial contact, participants were able to provide the researcher with contact details for potential participants while advising the referred participants to contact the researcher, if they were interested to be part of the research study.
3) from feedback received, participants who have been confirmed were asked to refer the next participant to the researcher. Professional and social networks such as LinkedIn, Facebook and emails were used to recruit new participants from other public sector organisations in PNG.

Waiting time for participants to respond was one week from the date the contact was made.

During the research process *koha* in the form of sending credits on individual participants' phone for interview, and potential participants have been informed of their mobile phones to be topped-up with credits or data by the researcher, so the interviews were completed successfully.

Having completed describing the collection of data processes, the next section will describe how interviews were conducted.

3.3.4 Interviews

After the selection of participants, semi-structured questionnaires (Appendix A) were used in guiding the researcher during a telephone conversation with the participants. A semi-structured interview is a qualitative research method that uses predetermined set of open questions that guide the researcher to probe deeper into the issue being studied. As observed by Burgess (1984), semi-structured interviews are guided conversations that lead to a purpose. Its aim is to guide the researcher within the confines of the issue(s) being discussed at the interview without going out of topic of discussion.

Semi-structured interviews were conducted over the phone and other mobile devices or electronic applications such as Skype, imo, WhatsApp and duo, to capture the perceptions and experiences of participants (Eriksson & Kovakainen, 2016) about their roles in the public sector and how they view HRM in the organisations in PNG. A digital audio recorder was used to record information collected from the interviews which was later transcribed and analysed by the researcher.

To protect the identity of the participants, none of the participants knew who was participating in the interview. Each of the participant was given an option either to reject or to accept the invitation to participate in the study. Those who accepted the invitation to participate were informed the study was voluntary, and there was no obligation to remain or no penalty would be imposed should they wish to exit early or at any time during the interview.

Interviews were conducted in English as this is the official language used in the public service and all other formal sectors beside ‘tok pisin’ and ‘hiri motu’. Once all the interviews were completed, these were then transcribed and printed on paper. The transcribed interviews were then compared with views expressed by other participants, and the themes emerging from the transcriptions were extracted and merged into the overarching themes contained in figures 1, 2 and 3. Data captured from the interview represents views expressed by participants from their perspectives, as it applies to their organisations.

As time, distance, and poor communication were constraints to the fieldwork, snow-balling method was limited in the study. Data captured in the interview represents views expressed by participants from their perspective as it applies to their organisations. The interviews were then compared with other views expressed by other participants which merged into the overarching themes (Figures 1,2 & 3).

Having completed discussion on how interviews were conducted, the next section will describe how data was analysed for the study.

3.3.5 Data Analysis

Thematic data analysis method was used to uncover themes recorded from verbal interviews by participants. This method is commonly used in qualitative studies to pinpoint themes and determine patterns that may emerge from the inquiry. Braun and Clarke (2006) defined thematic analysis as "[a] method of identifying, analysing and reporting patterns within data" (p. 79). As such direct quotations extracted from the participants were actual transcripts which validate and give credibility to the study (Figures 1, 2 & 3). Coloured highlighters were used to identify common themes emerging from the transcripts which were then categorised, grouped into 'second order, then merged into the 'overarching dimensional' themes as demonstrated in Figures 1, 2 and 3.

The six steps were followed to categorise and group the themes. First, the researcher read the transcripts and familiarising with the content of data collected. Secondly, the researcher searches for themes, then, thirdly, marks the themes with coloured markers (placing key indicators on each data set). Next, the researcher reviewed the themes to ensure its completeness and validity, defining and naming themes to give credibility to the data collected, and producing the report (Nowell, Norris, White, & Moules, 2017).

Verbal interviews were recorded, then later typed, printed and analysed according to the main themes described in the study – that was to identify patterns of trust between employers, employees, subordinates and work colleagues, and whether staff trust their employer in return for the protection of their well-being.

Once all the interviews were completed this was transcribed by the researcher and printed on paper. Hard copies were printed and analysed using thematic data analysis process as outlined by Braun and Clarke (2006) where the focus was to identify, analyse, and reporting the themes emerging from the raw data collected from the interviews.

These themes were then categorised, and summarised. The summaries are then written into the text as part of the research findings. The research findings are discussed in chapter 4. Below is Table 1 which contain details of participants in the research. To protect the identity of the participants codes are used.

Table 1: Details of Participants in the Research

Participant	Gender	Organisation	Interview Dates	
			Start	**End**
P1	F	Port Moresby General Hospital (PMGH)	7th May 2019	10th May 2019
P2	M	National Aids Council (NAC)	7th May 2019	7th May 2019
P3	F	National Department of Education (NDOE)	27th April 2019	30th April 2019
P4	M	National Department of Education (NDOE)	23th April 2019	24th April 2019
P5	F	National Aids Council (NAC)	7th May 2019	11th May 2019
P6	M	Teaching Service Commission (TSC)	21th April 2019	24th April 2019

The next section describes the timeframe fieldwork was undertaken and the challenges of conducting research by telephone in emerging states, like PNG.

3.3.6 Timeline

This fieldwork took more time than anticipated. It took approximately seven weeks to complete recruitment, then proceed to interviews. Recruitment of participants took up to a month and telephone interviews took approximately three weeks to complete. In several cases the interviews were disrupted because of poor reception or insufficient time given for the interviewer and the participants to converse (Opdenakker, 2006). As a result, interviews were often rescheduled, and this has delayed data collection as illustrated in column 4 in Table 1.

3.3.7 Ethical Consideration

In qualitative research tensions between research objectives and the needs of participants' autonomy, benefit and rights, exist. Knowing these principles will guide the researcher in addressing these ethical tensions surrounding the research (Orb, Eisenhauer, & Wynaden, 2000). This issue has been the focus of AUT Ethics Committee's guidelines under which this study has been conducted.

To reduce the risk of harm participants were given ample time to decide whether to participate or not, and once selected Information Sheets were sent to each participant separately, and each participant did not know who else was interviewed.

Secondly, the participants' involvement was by way of consent in writing and they were appropriately informed of their rights to withdraw from the study at any point in time before or during the study, and they are given the choice to remove the information provided. If participants who want to exit from the study, and upon request, information provided by them will be destroyed.

This information was emailed separately to each participant in a Participant Information Sheet (Appendix B) and Consent Forms (Appendix C) were emailed, signed and returned to the researcher. If the participants want to view the findings, a copy of the summary of findings can be provided upon request, in writing. To capture the quality of data, confidentiality of participants' identity is maintained throughout every stage of the study.

As the study is about trust and is aimed at public sector organisations in Papua New Guinea, special considerations have been given to the privacy and protection of each participant's identity as seen in Table 1. The researcher is accountable to the participants and must keep the information provided by the participants in a secured place. To do this, signed Consent Forms will be kept separate from data collected.

Approval was given by the Auckland University of Technology Ethics Committee on 10th of April 2019 to conduct the research (Appendix D).

The next section summarises the chapter with conclusion.

3.4 Summary and Conclusion

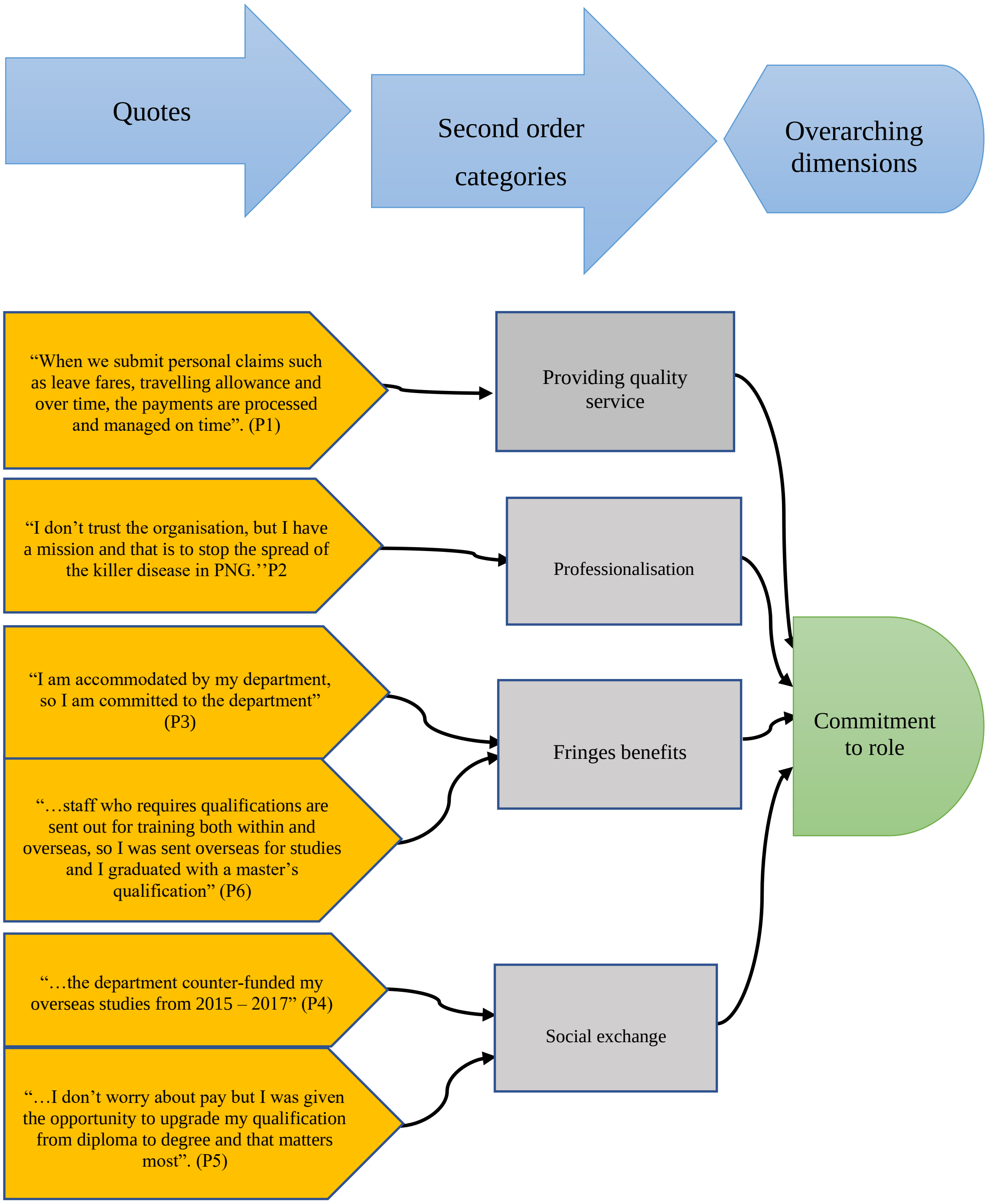
This chapter outlines the methodology and the ontological and epistemological positioning of the study. The design of the study was discussed in detail, outlining the theoretical basis underpinning the study and the methods used in interpreting data obtained from the interviews, and analysed. Also, contained in this chapter are discussions surrounding the methods of selection of participants, the sampling technique used, data collection method, including the interview process, timeframe and how data was analysed. As the study was involved in interviewing of participants ethical considerations surrounding data collection and security have been discussed. Discussions about the findings are presented in chapter 4.

Chapter 4 RESEARCH FINDINGS

4.1 Introduction/Overview

This chapter illustrates the processes in which raw data collected from the interview was analysed. The purpose of data analysis is for the researcher to identify and extract rich texts hidden in words (Ping, 2008), then group these text messages into categories to form themes that would answer the research questions. Data analysis entails the researcher to look for similarities, differences and commonalities in opinions found in the texts, relative to the topic being studied (Kapoor, 2018). As described by Davis and Meyer (2009), in a qualitative study the researcher analyses raw data to identify emerging themes. This analogy is illustrated in Figures 1, 2 and 3 where actual quotes extracted from the interviews were grouped, then categorised into second order categories, then further merged into overarching dimensions -inclusive commitment to roles, communicating with subordinates, and career development. The processes are separated for ease of reference and the data analysis process is described in the next section.

Figure 1: Thematic Data Analysis Process - Commitment to Roles



Source: Adopted from Patvardhan et al. (2015)

4.2 Commitment to Roles

Commitment to roles in an organisation is an essential part of an individual's relationship with the organisation they serve. Without commitment from staff, an institution could not sustain itself and may not survive because of on-going competition in the private sector, and the increasing public demand for service delivery in the public sector (Cook & Wall, 1980).

The concept of staff commitment to roles in organisations is perceived to be one of the most challenging concepts in management, organisational behaviour and human resource management literature (Delegach, Kark, Katz-Navon, & Dijk, 2017). Employees' commitment to their roles empower firms to grow, and in return build trust between employers, employees and customers (Krishnan & Mary, 2012). As stated by P2, he is committed to his role as a scientist despite of other organisational issues. All he wants is to serve the organisation to the best of his ability, and to make a difference, by serving clients well to rebuild trust between stakeholders, the organisation, colleagues and the people of PNG.

This is what P2 said:

> "No, I don't trust the organisation but I have a heart for the people, not really to do with the organisation but my mission is to stop HIV in Papua New Guinea as an individual, and the National AIDs Council is going to coordinate that, and the love of my country you know I have to stand by as a scientist and to make sure that we control this epidemic in this country" (P2).

According to this participant, that was his goal – to address the epidemic that was threatening the country's population. This is what he said:

> So, that is my goal, not to do with the organisation but to do with the national response to HIV in Papua New Guinea" (P2).

Gould-Williams (2004), explains that "high commitment practices had significant effects on worker attitude" (p. 63). This is confirmed by Pahi, Hamid and Noin (2017). Blyton and Turnbull (1992, p. 4) found that "by increasing employees' commitment to participate and being involved in decision-making it increases employees' commitment to the organisation. As such employees' commitment to their roles can be achieved when there is reciprocal attribute received from the employer in return, as explained by one participant.

> "I have worked here since I left school in 2002 with a high school certificate…the organisation provided opportunities for me and sponsored me to obtain a diploma and working towards a degree program…and knowing that with these qualifications I would get promotions, so I am still with the same organisation and giving the best I can" (P5).

Several studies found that organisations that provide services lose their customers because of poor service delivery (Boulding, Kalra, Staelin, & Zeithaml, 1993; Pahi & Hamid, 2015; Zeithaml, Berry, & Parasuraman, 1996), partly because there is no commitment on the part of the management to pay attention to the front line staff who represent service organisations.

The findings showed there have been commitment from employees in the public service in PNG, as explained by P3;

> "some of our colleagues are field officers, based and worked from the twenty-two provinces…assessing the existing services and make recommendations for improvement to the top management team during the quarterly conferences".

In other words, service organisations such as the PNG public service must place greater emphasis on improving the quality of front-line employees' performance to improve service delivery, and to retain customer satisfaction (Babakus, Yavas , Karatepe, & Avci, 2003; Hartline & Ferrell, 1996).

The reasons being front line officers represent the organisation at first point of contact, and stakeholders and customers first impression of the organisation is reflected in the presentation and the performance of front-line staff who represent providers. However, due to the PNG financial crisis (Elapa, 2019) there have been shortages of funding which delays service delivery in some parts of the country, and this situation may have contributed to distrust among employees, and between organisations and the employees. Evidence from the interviews show that;

> "…a shortage of medicines to serve the patients, and shortages of tools and working equipment slowing down the progress of work, and that is all to do with financial issues because funds comes from the National Government" (P1).

Similar sentiments were expressed by several participants, who have said;

> "The national government stopped funding our organisation, instead giving money directly to the provinces, in the form of DSIP (District

> Services Improvement Program) and PSIP (Provincial Services Improvement Programs) funding for the provinces, and our organisation is collaborating with the provinces to carry out our activities and that sometimes causes distrust when the processes prolong between the two offices; national and provincial offices ” (P2).

P3 was sceptical about the financial crisis as she explains;

> “…we have plans in place but sometimes not delivered to the five million plus people in the country due to financial issue (i.e. delay in receiving funds from national government)” (P3).

While P4 was direct to the point;

> “We do our job, but we are not performing to the way we suppose to perform because most planned activities are not funded so we don’t execute most of our activities” (P4). “Funding from the government to our organisation is always delayed…” said P5.

These evidences point to the financial crisis which may have reduced the level of trust in the public service, perhaps not because of poor internal working relationship but from an external factor such as the financial crisis.

After discussing employees’ commitment to their roles in their organisations the next section will discuss the importance of service organisations to providing quality service in order to satisfy customers’ demands and maintain trust.

4.2.1 Providing Quality Service

One of the elements that ensures employees commitment to their roles is the quality of service the organisation provides to its stakeholders and employees. In both the private and public sectors quality service is key. It plays an important role in the private service industry and for the public service which provides services to the public. For this participant, trust exists between her and her employer as she describes this in detail:

> “For me personally, I trust my employer seeing development in education from the past up until now with improved technology such as school television broadcasting network, college of distance education (CODE) programmes, accessing online applications for both students and parents across the country, creating e-library and many more brings me job satisfaction to this organisation” (P3).

In the words of Allen and Grisaffe (2001, p. 219), “commitment of employees renders high service quality”. This aspect of commitment of employees to service quality is echoed by P1 who said;

> "when we submit personal claims such as leave fares, travelling allowance and overtime, the payments are processed and managed on time", and that is why he trusts his colleagues and the organisation".

To Brady and Cronin (2001) quality service means two things; customers' expectations and service provided by staff, and therefore, this reciprocal act of quality and efficient service on behalf of the organisation encourages the employee to make commitment to the organisation. Kandampully (2002) further added that employees' "commitment and the willingness to give quality service to customers is a prerequisite in achieving service quality" (Pahi et al., 2017, p. 766), and the quality of service attracts more customers to the organisation.

One other element of commitment between employees is professionalism which is discussed in the next section.

4.2.2 Professionalism

What is professionalism? Professionalism is defined as competence, being skilful or the quality of service and an activity provided at the highest competence level (Hjort, 2008). Professionalism in the workplace means employees conduct themselves in a respectful and considerate manner when dealing with others around them. Similarly, employees who keep their word, being punctual, loyal and produce beyond expectations are professionals in their conduct (Breit & Demetrious, 2010).

When asked if the participant trust the organisation he was working for, his response was;

> "I don't trust the organisation, but I have a mission and that is to stop the spread of the killer disease in PNG''(P2).

Such commitment to carry out work despite the odds is a conduct of a professional person who put his work ahead of other needs (Evetts, 2009).

As stated by P4;

> "when we do our job and reported to the system, the department acknowledges so I trust the management".

In this case, a job well done and reported to the superiors shows professionalism. It is the acknowledgement of work well performed that demonstrates professionalism between the employee and the employer. These mutual exchanges build trust between the employer and the employee.

This study also shows that more than fifty percent of the participants do not trust their managers and supervisors in their respective organisations. Participants have their reasons why they do not trust their managers or supervisors. As seen earlier, one of the reasons was because of the financial crisis (Elapa, 2019) and the other reason was the lack of communication between managers, supervisors and employees.

> “Sometimes my supervisor pressured me to work hard on the assigned tasks when I don’t complete them on time without considering the factors because of the fact that time is against me and that pissed me off, and I find it hard to trust him” (P4).

There are two aspects of trust – one is external (lack of funding) and the other is internal (lack of communication) which may have undermined professionalism in the PNG public service.

These factors are exposed in evidence provided by the participants.

For example, one participant said –

> “I don’t normally communicate with my supervisors simply because I see that they lack organisational knowledge … and it’s very hard to communicate with such people” (P6).

Similar concerned was raised by P3 who said;

> “…subordinates lacking appropriate communication skills are sexually harassed by male supervisors and trading higher position for sex or to gain sexual favours” in exchange for privileges. This attitude eroded trust in the organisation and discourage professionalism in the workforce”.

On the other hand, P1 said,

> “I get frustrated when disagreement arises between me and the manager regarding work performance” because there was miscommunication.

With the lack of knowledge and experiences of staff recruited outside of the normal recruitment processes, this practice has also eroded trust in the public service in PNG as reiterated by a participant;

> "…lack of experiences creates a lack of effective consultation and reporting system … and the lack of infrastructure is having an impact on the communication network..." (P5).

As seen in the evidence, although trust exists internal and external factors such as lack of communication between supervisors and subordinates have eroded trust. The same can be said of the external factors such as the recent financial crisis which prevented public programmes from being executed as planned, and this has eroded trust between employees and their employer (government departments and agencies). In the process of professionalism and work ethics could be compromised (Hebenstreit, Marics, & Hlavac, 2017).

Having discussed the issue of professionalism in the PNG public service, the next section will describe fringe benefit as an incentive for employees in the PNG public sector workforce.

4.2.3 Fringe Benefits

Fringe benefits are various types of compensation for work performed than normal salaries or wages. Some examples of fringe benefits are housing, vehicle, group insurance, retirement benefits, domestic servants, fully paid leave and other forms of assistance in kind rendered to employees in return for their services to the firm. In a study carried out by Artz (2010), there was a positive correlation between fringe benefits and job satisfaction. And this connection leads to commitment to work by staff which in turn increase production (Evetts, 2009).

This pattern is also found in this study where a participant said;

> "I am accommodated by my department, so I am committed to the department" (P3).

What the participant meant was that he is happy with his employer (department) because it provides accommodation as a fringe benefit to him so he trusts the department that it will look after his welfare whilst he carries out his duty as assigned by the organisation.

This finding is in line with what Hosmer (1995) found where trusted employees in organisations perform above normal requirements which results in higher organisational performance outcomes. There is a reciprocal effect when employees know they are trusted, and there are fringe benefits that come with performance, they will perform over and above their normal duties. This will in turn increase performance outcome in service industries such as the PNG public service.

For this employee the fringe benefit in terms training and upskilling was more important to her than her salaries.

> "My department has looked into the need of training for me to achieve my dreams, …I excel, I have been promoted" (P3).

The participant was of the view that her employer will look after her welfare and train her and in return she will serve the department to the best of her ability.

This same sentiment is expressed by another employee –

> "… staff who requires qualifications are sent out for training both within and overseas, so I was sent overseas for studies and I graduated with a masters' qualification" (P6).

In summary, the study found that employees who have been offered fringe benefits perform over expectations. This is in line with existing literature that shows fringe benefits offered to employees are incentives that resulted in higher performance outcomes.

Having described the relationship between fringe benefits, performance and outputs, the next section will discuss social exchange.

4.2.4 Social Exchange

Relationship is important in the organisations as it connects two or more people to interact with each other and to serve the common purpose (Bouckaert, 2012). Under social exchange theory (SET) the focus is on the relationship between two people (Cropanzano & Mitchell, 2005) or more. Without a relationship there is no trust, and vice versa. Relationships exist on trust, and trust between employees, employers and HRM in organisations induce harmony in the workplace. If the relationship becomes toxic the personal relationship ends, or in the case of an organisation, it regresses.

As argued by Drucker (1985) managerial relations are essentially based on trust in their colleagues and their employees. In other words, trust is exchange for work performed with minimal supervision but of high quality. This has been illustrated in figure 1 where coded text messages extracted from participants showed employees have a commitment to the organisation because of the social exchanges between the employer and employees. In this case –

> "…the department counter-funded my overseas studies from 2015 – 2017", said P4.

Here, there is social exchange of counter-funding towards the employee's training. This is on the understanding that when the employee gets qualified, he will contribute to the functioning of the organisation.

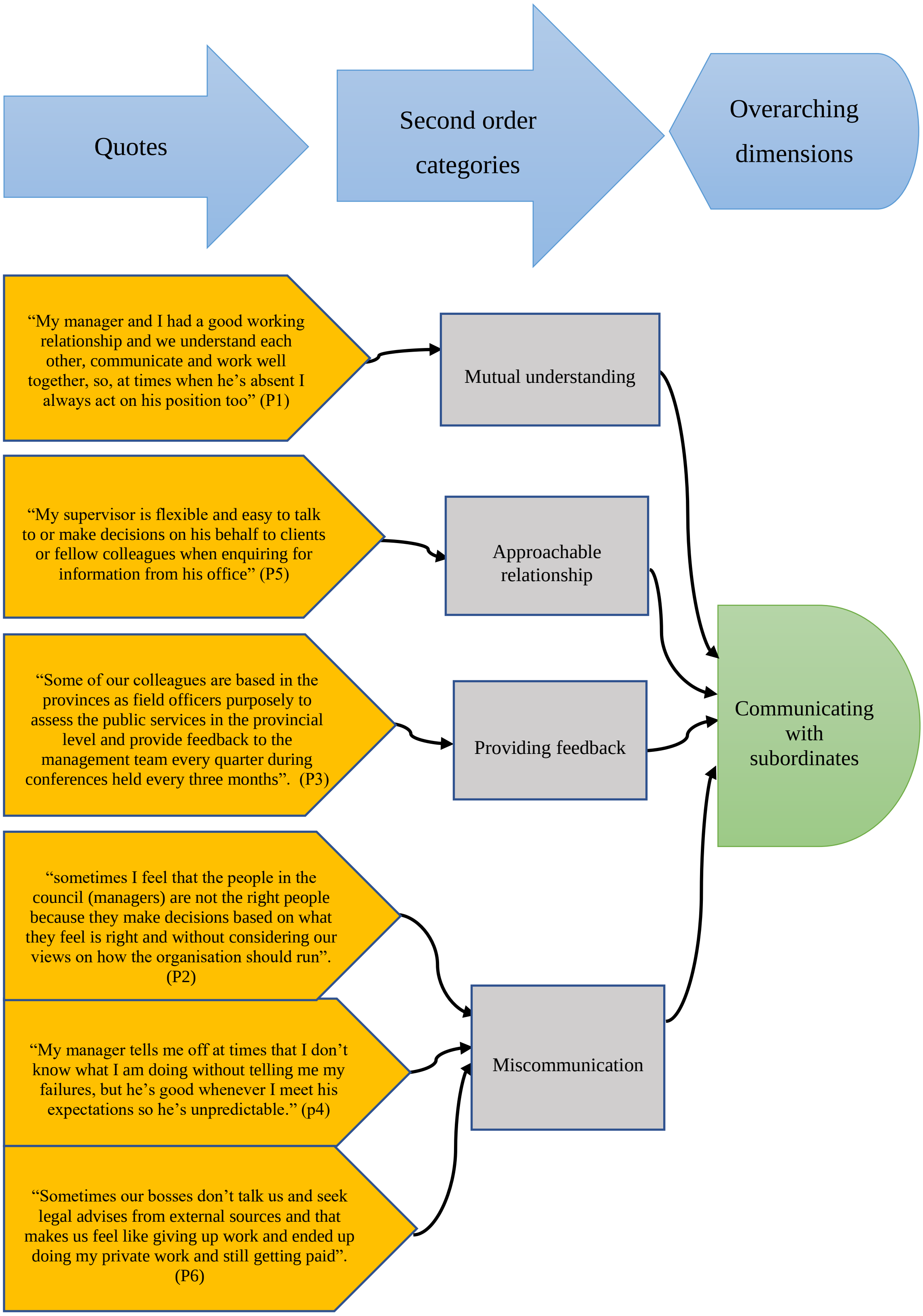
Although, pay and conditions for one participant was not attractive he said,

> "…I don't worry about pay but I was given the opportunity to upgrade my qualification from diploma to degree and that matters most" (P5).

This is the same rationale expressed by P4 whereby in return for the training, the participants will be better equipped in new knowledge and skills to serve the organisation better.

Having discussed the social exchange phenomenon, the next section will describe communication with subordinates with illustrations contained in figure 2 below.

Figure 2: Thematic Data Analysis Process - Communicating with Subordinates



Source: Adopted from Patvardhan et al. (2015)

4.3 Communication with Subordinates

There are four categories of emerging themes from the findings that have been merged into ‘communication with subordinates’ theme; mutual understanding, approachable relationship, providing feedback and miscommunication. These four categories of themes will be described in detail in the following sections.

“Communication with subordinates” is commonly known that communication between subordinates and supervisors in an organisation is one of the most important aspects of trust that must always be maintained (Gordon & Gilley, 2012). Crucial to this strategy is the feedback as this selves three purposes 1) it enables employees to collaborate in the workplace, 2) it enables input from employees when they experience difficulties when performing their tasks, 3) it is a psychological means to release frustration and tensions at the workplace by communicating with others and building a relationship with the supervisors (Hamdi & Rajablu, 2012).

A good trusting working relationship is often associated with frequent and quality communication between managers, employees and subordinates. This attribute is found in this finding, where a participant had said,

> “my manager and I have a good working relationship and we understand each other, communicate and work well together, so, at times when he’s absent I always act on his position too” (P1).

Mutual understand between supervisor and subordinate stems from open communication between and among employees at various levels is an antecedent of trustworthy behaviour, as stated by Whitener, Brodt, Korsgaard and Werner (1998). From the telephone conversation almost half of the participants said they trust their employers because they communicate with them. Those that did not trust their employers, point to other factors such as unethical behaviour, poor management, lack of resources available to do the work and of course, the lack of communication as obstacles. From the interview it has been found that in some organisations, there have been –

> “no consultations, cooperation and communication between the bosses themselves. They operate differently as they wish” (P6).

This revelation shows that in PNG public sector there are some organisations that operate well by regularly communicating with employees and subordinates while others that do not operate well are attributed to the lack of communication between employees and management.

In summary, communication between subordinates, supervisors and management is crucial to maintaining trust in an organisation. Feedbacks create an environment where messages are better understood, and there is mutual understanding and an approachable relationship is maintained at the various levels of the hierarchy. This finding is consistent with existing communication literatures (Gordon & Gilley, 2012; Hamdi & Rajablu, 2012; Whitener et al., 1998).

Having discussed communication in general, the next section will describe each subtopic beginning with 'mutual understanding'.

4.3.1 Mutual Understanding

Managerial relationship refers to the connections between management teams within the organisation that serves the common purpose of the organisation (Bouckaert, 2012; Drucker, 1985). This relationship extends to include employees who work under these management teams to achieve the objective of the organisation.

To achieve these objectives the relationships must be mutual, flexible, and there must be feedback from subordinates to management and vice versa. When asked if there was mutual understanding between the management team and the employee, this is what the participant said;

> "I make sure that my supervisor knows what I am doing and always report to him. When I do good, he's good but sometimes when I don't manage work on time, he keeps telling me to work harder" (P4).

The managerial team expects collaboration from their subordinates in order to effectively manage the organisation whereas subordinates assume that managers know better than they do, and therefore expect managers to manage the organisation as they see fit, as seen in this response;

> "My supervisor is flexible and easy to talk to or make decisions on his behalf to clients or fellow colleagues when enquiring for information from his office" (P5).

One participant thought that mutual understanding extends beyond management and those who will remain in the organisation. She suggests that those employees who acquired organisational knowledge and experiences should pass this knowledge to incoming and existing staff before departing the organisation. She was of the view that it is the skills and knowledge that build trust and mutual understanding, so those that intend to exit from the organisation it would be appropriate to –

> "…impart skills, knowledge and experiences to the young officers before exiting the workforce" (P5).

Mutual understanding is a direct form of communication between managers and subordinates. The study found some employees would go out of their way to act on behalf of their managers when dealing with customers or addressing operational issues. These findings will be further discussed in chapter 5.

The next section describes the relationship between the national government and the provinces in the findings.

4.3.2 Approachable Relationship

Findings have shown that there exists a relationship between the twenty-two provincial governments across the country with the national government located in the capital city of Port Moresby. Provincial offices are an essential part of service delivery in PNG because the country is rugged and mountainous with 85 percent of the population scattered over vast and isolated regions where there is no road, limited airports, and services are drip-fed for the rural population (Payani, 2000)

Having provincial offices in each province have been a positive strategy for service delivery since independence, and therefore, it is essential that trust must be maintained through a better working relationship rather than being authoritative (Atkinson & Butcher, 2003). This analogy is confirmed by a participant in this study –

> "I have a good working relationship with the Provinces. I communicate well to understand them, approach each other with good manners… Sharing ideas and knowledge, and…we cooperate as work colleagues and make decisions on HIV/AIDs matters" (P5).

The study found more than fifty percent of the participants stated that there is a positive working relationship between national officers and officers in the provinces as reported by P1;

> "The provincial laboratories send specimen to us as referrals. We (the general hospital laboratory) test them and give them feedback or the results. So, there's a relationship there."

P3 agreed with this contention;

> "We hold quarterly conferences annually around the country, purposely for the Provincial Inspectors to reports to the head office (H/Q). And these Provincial Inspectors are trusted because they are the key people

> who can identify challenges and improvement in the provincial education sector".

P2 also confirms there is a positive working relationship with provincial offices. They collaborate well with each other, and they could manage the finances together.

> "O'Neil government gives money for health services including HIV services to the provinces so from there we get our shares for HIV programs in the country. So, we are building this relationship with the provinces"

However, the rest of the participants have said that the two offices are not doing enough as expected to maintain the good working relationship.

For example, P6 stated that:

> "…we don't provide some of the documents that are required by law to the floor of parliament every year. And for the last five years we have not provided that to Parliament"

In addition to what P6 had said, P4 raised a concern that the provinces do not trust the head office, not because it was ineffective but because of the unavailability of funds (provided by the national government) which slowed down work. This has led to negative implications for the organisation.

> "Sometimes the provinces do not trust what we are doing because funds always arrive late and therefore all activities are delayed" (P4).

There is a split in opinion with trust between the central agencies of government and provincial governments in PNG. This dilemma has a profound effect on supervisors and subordinates' relationships. Some participants attributed the lack of trust to the financial crisis where financial resources were not made available by the head office to execute work at the provincial level. Others attribute this dilemma to poor relationship between head office staff and subordinates at the provincial government level whereas other participants said trust does exist.

In a study conducted by Kavanamur (2001), issues of inaccessibility, poor communication and poor physical infrastructure, and fragmentation of services may have also contributed to the issue of trust at the provincial government level. These findings and the literature specific to this dilemma in PNG will be further discussed in chapter 5.

After discussing issues relating to approachable relationship, the next section will describe communication feedback between employees and supervisors.

4.3.3 Providing Feedback

Several literatures provided insights into the concept of feedback in the area of communication between parties and between management and subordinates (Bambacas & Patrickson, 2008; DeNobile, 2003; Gray & Laidlaw, 2002). Although, the authors viewed 'feedback' from various perspectives, the notion points to communication between two or more people must be clear, not unambiguous and there must be feedback from the recipient(s) to the originator of the communiqué. For example, in one study, Gray and Laidlaw (2002) found that when communication between managers and subordinates is poor, work output is poor, and performance drop whereas DeNobile (2003) argued that positive feedback provides trust among the concern parties within the organisation. Bambacas and Patrickson (2008) on the other hand suggested that positive feedback would be provided if communication between managers and subordinates is clear and not ambiguous. These literatures are consistent with the findings of this study where positive feedback and interaction between officers based in Port Moresby and those based in the provincial government offices in PNG have contributed to maintaining trust as described by a participant.

> "Some of our colleagues are based in the provinces as field officers purposely to assess the public services at the provincial level and provide feedback to the management team every quarter during conferences held every three months" (P3).

On the other hand, miscommunication or the lack of it does have negative consequences as revealed in the next section.

4.3.4 Miscommunication

Miscommunication can be disastrous because what one perceives may not be the same as what was intended. As pointed out by Albrecht and Travaglione (2003), individual commitment and satisfaction is affected by clear communication. This sentiment is also found in this study as explained by one participant.

> "Our communication with stakeholders is not so good and effective, therefore our good working relationship is affected due to mismanagement of funds" (P2).

This means, if the communication is not clear and misinterpreted things could get out of control in the organisation. Therefore, every communication between the management and employees, and vice versa must be precise and to the point, to have an effect as found in the study.

> "I don't trust my manager sometimes because he approaches me and talk to me only when I meet his expectations and datelines. Otherwise, he tells me off that I don't know what I am doing, and I feel bad and feels like giving up because he's unpredictable in his approaches" (p.4).

Encourage interactions within employees or between different groups or people to enable a two-way communication process in healthy for an organisation. On the contrary, a one-way communication is normally seen in an ineffective leader, according to Gordon and Gilley (2012). In one case a participant noted that:

> "Sometimes our bosses seek technical advice from external sources and being a lawyer, I confronted them to know the reason as to why they bypass us, and that causes tension between us and we don't communicate most times" (P6).

When communication breaks down, employees tend to lose trust, and do their own thing as seen in the findings,

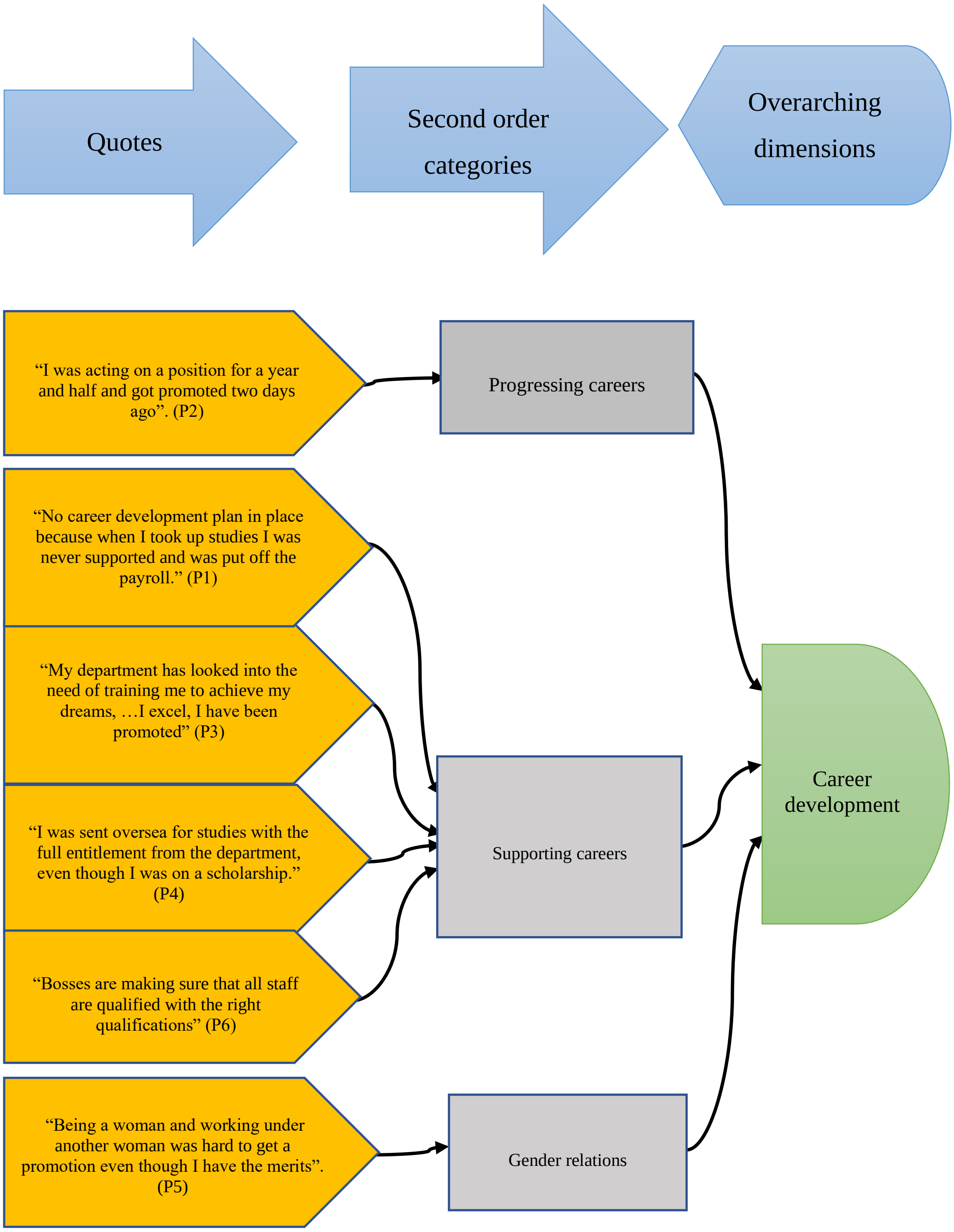
> ". . . I do my own things and still getting paid" (P6).

This attitude often leads to poor performance where the organisation's objectives could be at risk. But the responsibility of staff remains with the manager and therefore, by overlooking this aspect of communication could be detrimental to the organisation. Gordon and Gilley (2012) placed the blame squarely on the manager because their role is to ensure there is effective communication between work colleagues and between managers and subordinates. Similarly, Gray and Laidlaw (2002), stressed that "managers need to enact strategies to improve communication which could lead to positive work outcomes such as increased effort and improved performance" (p. 225).

This is because the role of the manager is to manage the organisation including, human and financial resources and planning for the execution of the organisation's strategies for services or goods delivery. These findings will be further discussed in chapter 5.

After discussing the issue of miscommunication and the consequences thereof, the next section will discuss career development for employees. The process of career development as an overarching theme is illustrated in figure 3.

Figure 3: Thematic Data Analysis Process – Career Development



Source: Adopted from Patvardhan et al. (2015)

4.4 Career Development

For an organisation to function effectively it needs skilled employees. Staff look forward to further their career through short-term training, workshops, conferences and even for medium to long term studies to upskill. This study found examples of employees wanting to progress in their career development but are somewhat sceptical about HRM's ability to take them through their career path.

For example, P5 stated that,

> "HR division does training and developing human resources" for the organisation. However, "HR division needs qualified and experienced manager to manage the section" (P5).

Career development is crucial to maintaining an organisation's capacity to deliver goods and services to stakeholders and customers. It is a part of the human resource development strategy to upskill human resources, followed by awards and promotion of employees. These attributes are associated with better pay and better employment conditions for employees.

Turner (1991) found that 40 percent of public sector employees at that time did not have the necessary skills to carry out their tasks. Although the rate of skilled personnel might have changed over the years, but PNG's population has increased and therefore, the number of public sector employees may have increased. Some estimated it to be about 96,986 employees in 2014 (Haley, 2015). This will be further discussed in chapter 5.

Career development leads to progress in employees' careers which I will discuss in the next section.

4.4.1 Progressing Careers

When staff are employed in an organisation one of their aims was to progress in their career, so they do their best to be recognised and promoted. HRM places heavy emphasis on staff development and they look out for talented employees to upskill and provide training to advance their knowledge of the services they provide in the organisation for customers and stakeholders (Bolton & Gold, 1994). An organisation can increase employees job satisfaction by providing career development opportunities (Tarasco & Damato, 2006).

As seen in the study two participants explain their positions in their organisation;

> "I was acting on a position for a year and a half and got promoted two days ago" (P2). Whilst another said, "HRM helps staff of…... for upskilling and upgrading" (P5), but "HR is not fully functioning. HR officers need further training to gain HR knowledge and skills" (P5).

From the employer's perspective there must be commitment from employee whereas for the employee, there must be trust in the employer, through HRM, it will provide the necessary policy framework to effect training for the employee (Lewicka & Krot, 2015).

After discussing staff progressing in their careers, the next section will discuss factors that influence career development for employees in the PNG public service.

4.4.2 Supporting Careers

Supporting career development is essential in sustaining the functions of organisations. For service industries and the public sector organisations who provide services for customers and citizens, there are key objectives that must be met and maintained in order to remain competitive. One of these objectives is training and upskilling of employees.

This study showed that out of the six participants who have been interviewed three of them have positive responses to questions relating to training and career development. For example, P3 said,

> "my department has looked into the need of training me to achieve my dreams, …I excel, I have been promoted."

The next respondent said,

> "I was sent overseas for studies with the full entitlement from the department, even though I was on a scholarship" (P4).

The third respondent shared the same view, of which he had said,

> "bosses are making sure that all staff are qualified with the right qualifications" (P6).

However, for P1 it was a different story. This is what she said, they have -

> "no career development plan in place because when I took up studies I was never supported and was put off the payroll" (P1).

According to Turner (1991) PNG public sector training has become the means to foster career development. In the majority of cases organisational support for career development for staff have been put in place whereas others did not meet their capacity building requirements.

Having discussed the issue of training and capacity building, the next section will discuss gender relations in the workplace and the challenges female employees are facing daily.

4.4.3 Gender Relations

In PNG public sector organisations this study had undiscovered a trait of gender biases against women subordinates by both male and female managers.

The study found that women in positions of authority are as subversive as men, although their motives differ. Below is a comment made by a female employee who said-

> "being a woman and working under another woman was hard to get a promotion even though I have the merits" (P5).

Another female employee also said,

> "we have women in superior positions and if another woman is trying to acquire a second position and knowing that they have the experience, and merit for the job . . . but they suppress them" (P3).

Instead, they promote unqualified officers. There is -

> "jealousy over the same sex respectively in PSO in PNG" (P5). Another participant said, "when a woman is the leader, they are not really promoting another woman to come up to that level" (P2).

And even being a woman working under a man is also difficult to get a promotion, according to P3,

> "when there is a female officer working under a male officer, and the supervisor wants a romantic relationship which the female subordinate officer refuses the advances, she loses the chance for promotion" (P3).

According to Haider (2011), female representation and experiences in PNG government sector has been very challenging. This has been supported by a research conducted by Zubrinich and Haley (2009) who stated that female employees in PNG public sector have been exposed to some forms of abuse such as threats of sexual violence, verbal abuse, and sexual harassment in the workplace.

But not all is negative as discovered in this study. For one participant he has expressed his desire to promoting women in the workplace;

> "I am one person who likes to promote gender equality, and, in my workplace, I have always trained young women under me and some of these women have gone on to do their PhDs" (P2).

The same sentiment was expressed by another participant who said, there is

> ". . . equal participation for both male and female in the department, and it is happening. . . "(P4).

On the other hand, one participant pointed out that there is no trust when working with a female supervisor. For her, promotion is not easy because her immediate supervisor may have felt insecure in her job, and she may have been envious of the other female counter parts qualifications and skills.

> "For a female supervisor to promote another female subordinate, it is not easy and most likely will never happen regardless of merit, experiences and qualifications as there is jealousy involved" (P3).

In summary the study shows the cultural trait of male dominated society of PNG where women are found to be suppressed by male bosses however, new evidence has pointed to female bosses in the PNG public sector organisations who also suppress other women subordinates from progressing in their careers; whereas in some departments there is equal opportunity given for promotion, equal gender participation, and equal opportunities for appointments to top positions in these organisations. These mixed findings require further inquiry.

Having discussed the contrasting views of participants regarding gender relations, the next section concludes this chapter.

4.5 Summary and Conclusion

This chapter summarises the processes of thematic data analysis, taken from telephone interviews which have been decoded to reveal the meaning behind the rhetoric. The findings emerging from the quotes have three main categories; commitment to roles, communication with subordinates and career development. These themes are the factors that build trust between employees and the public service organisations they serve in PNG. The findings further revealed that HRM establishments in the public sector in PNG is new and 33 percent of the participants indicated HRM functions have been performed by the heads of departments, and HR divisions are under resourced.

This may have affected service delivery and eroded public trust. The lack of resources due to the financial crisis, and poor communications (or the lack of it) between supervisors and subordinates have compounded the problem of trust. In the process of being professional and retain work ethics in the PNG public service have been compromised and public trust have eroded as revealed in this study. Almost half of the participants interviewed indicated they did not trust their organisations while the other half did. The split in the findings calls for further research in this area. These findings and the literatures relating to employees' relationship and trust in their organisations are further discussed in chapter 5.

Chapter 5 DISCUSSION

5.1 Introduction

This chapter discusses the findings presented in chapter 4. The first section of this chapter discusses employees' commitment to roles they are assigned to, in their organisations, and the second section discusses communication with subordinates as a tool which impact on public sector organisations' engagement with stakeholders in PNG. The last section discusses career development for employees which have been facilitated by HRM that contributes to their successes and builds trust in public sector organisations in PNG.

The aim of the discussion is to note similarities and differences between the data collected from telephone interviews and relate this information to past literature contained in chapter 2 to answer my research questions.

Having introduced the content and purpose of the chapter the next section will discuss public sector employees' commitment to their roles in public sector organisations in PNG, and relevant literatures relating to this subject.

5.2 Commitment to Role

As explained by Delegach, Kark, Karz-Navon and Dijk (2017) the concept of commitment to roles by employees in an organisation is a challenging one. Magd and Curry (2003) suggested that with the rapidly changing world, demand for goods and services from customers and stakeholders have immensely multiplied and private sector firms and government organisations are looking for better and more commitment from their employees to compete in the marketplace or to service the public (Krishnan & Mary, 2012).

This study found that employees' loyalty and commitment to their roles exist, although there has been negligence on the part of the management. The study also found that public sector employees in PNG have built and gained trust from commitment to their work outputs. This revelation is in line with Pahi, Hamid and Noin's (2017) view that employees' commitment to their roles in their organisations increase outputs.

The study also found fifty percent of employees said they are happy with their supervisors' attitude towards them which made them committed to their work. This revelation confirms what (Gould-Williams, 2004) has said that "high commitment practices had significant effects on worker attitude" (p. 63). Employees change because they feel responsible and accountable for their actions when there is commitment on both sides; between employees and the employers. These reciprocal exchanges build trust in the organisation and sets the stage for a better coordinated effort that increases outputs or improved service-delivery outcomes in the public sector.

As seen in the words of Allen and Grisaffe (2001, p. 209) "commitment of employees renders high service quality" which in turn gives customer's satisfaction and builds stakeholder's trust. However, this study found that half of the participants were unhappy because of the way recruitment was made, usually through *'whom-you-know'* and *wantoks* and not on merit. The 'wantok' system is a social system [in PNG] where people who are related to each other by a common language, ethnicity, district or by provincial boundary (defined here as wantok) will jointly participate in socio-political, economic, traditional and cultural activities (Sam, 2015)

This social system is often blamed for corruption and favouritism in the workplace in PNG (Kavanamur, 2001; Narakobi, 1980) . As such the recruitment of 'wantoks' to jobs may have contributed to poor performance and less commitment to work. This set back is found in earlier work of Half (2017) which confirms that recruitment of personnel without merit creates inefficiency in the public service in PNG.

In both the private and the public sector, quality of service and/or product is key to sustaining business operations. Quality of service provided to customers and stakeholders is directly linked to commitment and trust. It plays an important role in the private service industry and the public service.

Blyton and Turnbull, (1992, p. 4) found that by increasing employees' commitment to participate and being involved, it increases employees' commitment to the organisation. Goud-William (2004, p. 64) agrees with this notion but went further to add that 'high commitment' in HRM practices lead to positive worker attitudes whereas several studies found that service organizations lose their customers because of poor quality of service delivery (Boulding et al., 1993; Pahi & Hamid, 2015; Zeithaml et al., 1996).

This was partly due to no commitment on the part of the management to pay attention to the front-line staff who represent the service organisation. In other words, there is a need to place greater emphasis on improving the quality of front-line employees' performance to improve service delivery, to retain customer satisfaction (Babakus et al., 2003; Hartline & Ferrell, 1996; Pahi & Hamid, 2015). As consistent with existing literature, the findings in this study showed PNG public service seriously need more focus on employees' commitment to their work to enhance the quality of public service delivery.

After discussing employees' commitment to their roles in their organisations the next section will discuss the importance of service organisations to providing quality service in order to satisfy customers' demands and maintain trust.

5.2.1 Providing Quality Service

One of the attributes to customers' satisfaction which in turn ensures employees' commitment to their roles is the quality of service they provide. There is a relationship between commitment to roles, job satisfaction and providing quality service to customers and stakeholders (Kandampully, 2002). Pahi, Hamid and Noin (2017, p. 766) further added that employees' "commitment and the willingness to give quality service to customers is a prerequisite in achieving service quality".

To Brady and Cronin (2001) quality service means two things; customer's expectations and service provided by an employee, and therefore, this reciprocal act of quality and efficient service delivery on behalf of the organisation would meet customer's expectation. These attributes indirectly and internally build trust between the employee and the employer. It sets the basis for quality of service delivery which in turn gives customer's satisfaction (Hsiao & Lin, 2008).

In the PNG context Daniel (2014) sees quality of service in the public sector can be better delivered through e-government. He went on to say that "one way to achieve efficiency and effectiveness in the delivery of public information and services is through the implementation and adoption of e-government in PNG" (p. 154). However, efficiency and effectiveness mean one thing, whilst quality of service means another – that is, services provided by public sector organisations in PNG must be delivered, not only on time but must be of high-quality standard as expected by stakeholders. From the findings, these attributes are missing.

Research participants have indicated that, in many instances, public goods and services are of poor quality and low standard, partly because supervisors and managers are not performing, and partly because staff are unqualified to do the jobs they have been assigned. As such public sector reforms have taken place in the past to improve service quality, as explained by Berry and Harris (2002), the public sector reform was "a genuine attempt to enhance service quality in Papua New Guinea" (p. 4). However, this study showed that the attempt to reform the 'whole of public sector' in PNG was not completely successful where the quality of service has either remained the same or deteriorated. This finding is consistent with the study conducted by Kavanamur (2001) which informs that quality of services in the PNG public service has declined.

In the case of quality service delivery, four findings have been discovered, 1) there are employees who have gone out of their way to provide on-going quality service to the public despite being mistreated, 2) in contrast, employees who have performed well above expectations have been supported by their supervisors, and 3) some employees did not perform to expectations because they did not know their job. The study found the reasons for non-performance, and this was because some employees did not have the qualifications or experience to adequately perform their duties, 4) employees could not perform their duties because of lack of resources, poor communication and lack of trust.

In summary, the study found employees work hard to provide better and quality services to the public, but they have been hindered by unavailability of resources, and in fifty percent of the cases, they were not supported by their supervisors and the organisation to perform to expectation. Thus, the quality of service in PNG is still poor and there is little trust in employees who provide the service, and in general, there is no trust in the PNG public service. This is consistent with past public sector literature on PNG (Kavanamur, 2001).

Having discussed the findings in service quality the next section will discuss the issue of professionalism.

5.2.2 Professionalism

What is professionalism? Professionalism is defined as competence, being skilful or the quality of service and an activity provided at the highest competence level (Hjort, 2008). Professionalism in the workplace means employees conduct themselves in a respectful and considerate manner when dealing with others around them. Similarly, employees who keep their word, being punctual, loyal and produce beyond expectations are professionals in their conduct. But there are differences between public sector organisations, private enterprises and hybrid (e.g. State-Owned Enterprises).

In his empirical study of work ethics among 210 employees in the public sector, private sector and hybrid organisations, Wittmer (1991) found that "the public service ethic appears to be alive and well ... " and "... extends beyond core public organizations (government) to more hybrid groups" (p. 380). This study points to the fact that although professionalism exists in the workplace, it differs in value and extent. For public sector employees, they are trained to serve the public as opposed to the private sector employees who are trained to maximise profit for the organisation. Employees in hybrid organisations are taught both ways - to strive to gain a surplus while providing quality and efficient service at a professional level to customers (Perry, 1996).

Even under difficult situations this study found public sector employees in PNG are committed to their responsibilities. This revelation supports the findings from earlier studies conducted by Perry (1996), Wittmer (1991) and Evetts (2009). For Evetts (2009), professionalism calls for dedication and commitment to work ahead of other needs, but the contrary is also found in this study where professionalism in PNG public service is not often acknowledged.

According to Berry and Harris (2002), professionalism is not important in PNG because heads of departments employ their *wantoks* and people whom they know or families whom they have connections with. This is also consistent with the findings in this study. In addition, the study also found that in PNG institutions where professionalism is practiced there is ‘trust’ between employers and employees. The contrary holds true for institutions that do not encourage professionalism at their workplace.

When it comes to trust and professionalism as described by Evetts (2006), this study found more than half of the participants did not trust their managers and supervisors in their respective organisations, perhaps because professionalism was absent in the workplace. However, the mixed results require further research to determine the extent of the issue of trust in the PNG public service.

The next section will describe fringe benefits as an incentive for employees that build trust in the workforce in PNG.

5.2.3 Fringe Benefits

Fringe benefits are various types of compensation for work performed than normal salaries or wages. Some examples of fringe benefits are housing, vehicle, group insurance, retirement benefits, domestic servants, fully paid leave and other forms of assistance in kind rendered to employees in return for their services to the firm.

In a study carried out by Artz (2010), there was a positive relationship between fringe benefits and job satisfaction. This has led to commitment shown by staff to increase production (Odunlade, 2012). This pattern is also found in this study where a participant noted that her commitment to her work was because the organisation provided fringe benefits in terms of staff accommodation for her. The employee was happy with her employer (department) because it provided accommodation as a fringe benefit for her so she trusts the department that it will look after her welfare whilst she carries out her duty to the fullest, as expected.

This finding is also consistent with what Hosmer (1995) found, where trusted employees' performance outcome is higher in organisations they serve. For one participant, fringe benefit in terms training and upskilling outweighs her take-home salaries. She was of the view that her employer will look after her welfare and train her to full capacity, and in return she will serve the department to the best of her ability.

In summary fringe benefits are incentives that give rise to work commitment, career development, and trust in organisations to take responsibility for staff welfare and in return it is expected that employees will perform to the best of their abilities to increase organisational output and outcomes.

Having described the relationship between fringe benefits, performance and outputs, the next section will discuss social exchange.

5.2.4 Social Exchange

Relationship is important in the organisations as it connects two or more people to interact with each other and to serve the common purpose (Bouckaert, 2012). Under social exchange theory (SET) the focus is on the relationship between two people (Cropanzano & Mitchell, 2005) or more. Without trust there is no relationship, and vice versa.

As argued by Drucker (1985) managerial relations are essentially based on trust in their colleagues and their employees. This is consistent with the findings in this study where, several participants voiced their concerns about the lack of trust in their managers which affected their work performance, and eventually, the organisational outcomes.

Relationships are built on trust, and trust between employees, employers and HRM in organisations encourage harmony in the workplace. In several studies it was of interest to find that HRM's practices build and retain trust in organisations because of their intricate position in the organisation (Culbert & McDonough, 1986; Diffie-Couch, 1984; Golembiewski & McConkie, 1975; Zand, 1972). These social exchanges between the various arms of the organisation including management, HRM, supervisors and subordinates build trust as found in a study conducted by Farndale, Hope-Hailey, and Kelliher (2011).

If the relationship becomes sour the personal relationship ends, or in the case of an organisation, it regresses (Bennett & Barkensjo, 2005; Markos & Sridevi, 2010). This trend is also found in this study as illustrated in figure 1 and reported in the research findings chapter. This revelation can be seen in the coded text messages which showed employees have a commitment to the organisation because of the social exchanges that have occurred between the employer and the employees. Under SET, the contrary could occur where there are negative emotional social exchanges in the relationship (Lawler, 2009).

These negative and positive social exchanges are found in this study – where, when the relationship is sour, outputs were low and when the contra occurs positive results emerge. Social exchange relates to with how employees view their employer; if it is negative production drops whereas if it is positive, production increases.

In another study conducted by Hofmann and Morgeson (1999), it was found that social exchanges between employees and employer has an impact on health and safety of workers. This finding is in line with what is found in this study, where employees who are employed in organisations that are proactive in positive social exchanges enjoyed working in their workplace than those who have toxic relationships with their employers.

This research study also found that employees build trust between their fellow work colleagues and subordinates because, 1) they have respect for one another, 2) they cooperate and work as a team, 3) they submit to each other and obey instructions, 4) they have confidence in each other, 5) they are flexible and are committed to their work, and 6) they are able to meet deadlines. These are the positive social exchanges that build trust in the organisations in the PNG public sector.

In summary social exchanges between employer and employees could bind or disrupt the organisation to meet its objectives. This notion of positive and negative social exchanges affecting relationships is found in the literature and is consistent with the findings in this research study.

Having discussed the social exchange phenomenon, the next section will discuss communication with subordinates.

5.3 Communication with Subordinates

"The communication process in organisations is a complicated one; complicated by the fact that we as individuals have our idiosyncrasies, biases, and abilities, and complicated by organisational characteristics such as hierarchy or specialisation" (Hunt, Tourish, & Hargie, 2000, p. 120). This revelation showed that communication between individuals who are shaped by the environment they have been brought-up in, their culture and worldview besides the various levels of structural hierarchy space in which decisions are made, complicates the environment in which to operate.

According to Downs and Hazen (1977, p. 65), "communication is seen as an intervening variable that leads to any of four end results: 1) productivity; 2) satisfaction, 3) labour-management relations, and 4) profit". As such communication between subordinates and supervisors in an organisation is paramount as without it, production will drop, employee job satisfaction will decline, employee-management relations will sour which will result in the decline of profit. However, it is of importance that communication between management and employees must be clear, accurate, and there is a channel for feedback to relay return responses. This strategy will ensure the parties will respond to one another to keep the organisation operational to meet its objective.

Misunderstanding of messages can be disastrous for the parties and for the organisation (Cho & Poister, 2013). This is consistent with the findings in this study, when there was no communication between supervisors and subordinates, employees 'do their own thing' and 'there was no output'. This behavioural pattern is in line with what Khatri

(2009) had noted - that employees are susceptible to unethical behaviour which are often covered up if there is no supervision.

Crucial to this medium of exchange is the feedback that communication is received and reciprocated as it serves three main purposes: 1) it enables employees to collaborate in the workplace, 2) it enables input from employees when they experience difficulties performing their tasks, 3) it is a means of releasing tensions from frustration by communicating with others (Gordon & Gilley, 2012). Gordon and Gilley (2012) pointed out that in order to encourage interactions among employees, "two-way communication" is paramount in the organisation.

A good trusting working relationship is often associated with frequent and quality of communication between managers, employees and subordinates. This attribute is also found in this study where employees reported that they work well with their supervisors because they have a good working relationship and there is mutual communication between work colleagues and managers.

From the findings, half of the participants said they trust their employers because they communicate well with them. Those that did not trust their employers, point to other factors such as unethical behaviour, poor management, lack of resources available to do the work and of course, the lack of communication. These revelations show that in the PNG public sector there are organisations that operate at arms-length because the management does not communicate regularly with supervisors and subordinates down the hierarchy.

In the same vein, there are organisations that ensure communication is maintained right down to the provinces and to local level government levels. So here, the finding shows large disparity, in terms of trust, organisations that have better communication between managers and subordinates and organisations that do not have good communications.

Having completed discussions on communication between managers and subordinates in an organisation setting, the next section will discuss the term 'mutual understanding' as a form of communication.

5.3.1 Mutual Understanding

Coordination between parts of an organisation is complex and often gaps could appear where policies and procedures are inadequate to cover. In one recent study conducted by Gittell (2006), it was found that coordination “commonly occurs through coordinating mechanisms such as supervision, routines, scheduling, pre-planning or standardization” (p. 74).

Other organisational writers were of the same view that these coordinating mechanisms help organisations to effectively coordinate activities while minimising interaction among employees (Edström & Galbraith, 1977; Tushman & Nadler, 1978) to prevent chaos. Relative to the above description of coordination this study found that there exists ‘mutual understanding’ between subordinates and supervisors and whenever, the supervisors are absent, subordinates attend to their tasks. However, whether subordinates acted on designated tasks only for managers or authorised decisions on behalf of supervisors is not clear.

According to Gittell (2006, p. 74) “organizational scholars have begun to explore the micro-dynamics of coordination through theories of sensemaking” (also Crowston & Kammerer, 1998; Weick, 1993; Weick & Roberts, 1993).

In ‘sensemaking’ theory, it is how people give meaning to their experiences. It is consisted of interpreting of information and acting on it (Bentley, 2016). This theory is relevant to understanding the interpersonal relationships between subordinates and supervisors in an organisation. It is also relevant to understanding organisational coordination through ‘mutual understanding’ between management and subordinates.

Coordination becomes critical when there is time-constraint placed on the task (Argote, 1982; Thompson, 1967; Van de Ven, Delbecq, & Koenig, 1976). Although this was not directly highlighted in the findings, the action of subordinates acting on behalf of managers to speed up coordination was found in several organisations in PNG. These actions imply there is a mutual understanding between the parties that ‘the job must be done’ whether the manager is present or not.

From Hamdi and Rajablu (2012) perspective, mutual understanding stems from open communication between employees at various levels, and there is mutual trust. Accordingly, the mutual understanding between staff and managers at various levels in PNG organisations have enabled flexibility, quality working relationship and there is feedback from subordinates to managers and vice versa have been found in this study.

The outcome of this study shows the management team expects collaboration from their subordinates in order to effectively manage the organisation whereas subordinates assume that managers know better than they do, and therefore, they expect managers to manage the organisation as they see fit. Thus, there is mutual understanding there. The study also found that on several occasions' subordinates act on their managers' behalf without former-written instructions whenever they are not available. This reaction shows there exist mutual understanding between managers and subordinates.

The next section will discuss approachable relationship between various levels of the public service in PNG including public organisations in the provinces.

5.3.2 Approachable Relationship

Social Exchange Theory (SET) proposes that "social behaviour is the result of an exchange process" (Cherry, 2019). SET focuses on relationships of two or more people (Cropanzano & Mitchell, 2005) According to Cherry (2019), the purpose of this exchange is to maximise benefits whilst reducing costs. In the same vein, "relationship management perspective holds that public relations balances the interests of organizations and publics through the management of organization–public relationships" (Cutlip, Centrer, & Broom, 2006, p. 2).

Deducing from these theories, one can see that relationships between people and between organisations have a purpose, that is to gain maximum return at the least cost. If the relationship becomes sour or toxic, that exchange would stop.

In the context of this study, it has been found that relationships between the twenty-two provincial governments across the country and the national government located in the capital city of Port Moresby exist. Provincial offices are an essential part of service delivery mechanism in PNG because the country is rugged, mountainous and inaccessible in some places of the country. Over 85 percent of the population is scattered over vast and isolated regions where there is no road, limited airports, and services are drip-fed (Berry & Harris, 2002).

Having provincial offices in each province has been a positive strategy for service delivery, and therefore, it is essential to maintain trust through a better coordinated working relationship rather than being authoritative (Atkinson & Butcher, 2003). This analogy is consistent with the findings in this study. The study also found more than fifty percent of the participants said there is a positive working relationship between national officers and officers in the provinces. However, the rest of the participants thought some offices have not done enough to maintain the good working relationship they have built with the provinces.

In addition, the study found that the provinces do not trust the head office, not because it was ineffective but because of the unavailability of funds (provided by the national government) which have slowed down work. This has led to negative implications for the organisation. In most cases there is mutual trust and respect for colleagues as they have built good relationships but lack of communication due to government budget overruns, and poor internet connections (also found during the research which extends to six weeks instead of one-two weeks duration).

Despite the negative impact because of PNG's economic and financial crisis, the study found, in majority of the cases, there are mutual and approachable relationships that exist between employees and subordinates at the provincial government level.

After discussing issues relating to approachable relationship, the next section describes communication feedback.

5.3.3 Providing Feedback

According to Business Dictionary online 'feedback' is a process of which an output of an action is returned to be corrected or adjusted and recycled. Feedback is essentially a two-way flow. Taken in the context of organisational and interpersonal feedback, systems are set up in businesses and public sector organisations to have customers feedback so management could assess whether its products and/or services are sold or provided as intended. It is a two-way communication process - between the provider and the recipient.

In this study, it was found that feedback information exists, and without knowing, quarterly reports, budget preparations, telephone conversation about work, and staff briefing have all resulted from feedback.

Numerous literatures provided insights into the concept of feedback in relation to communication between management and subordinates, but little is said about the reason for feedback. Defranzo (2015) listed five reasons for feedback in organisations, 1) feedback is always there in different forms, 2) feedback is effective listening and responding, 3) feedback can motivate employees and management, 4) feedback is a tool for continuous learning. In summary feedback is always present in many forms, such as appraisals, surveys, and inquiries. It is an effective way to listen and respond as well as it is a tool for continuous learning.

This study has found that there have been positive feedback and interaction between officers based in Port Moresby and those at provincial government levels in PNG. For management and subordinates at the head offices in Port Moresby, the study found instances where there has been minimal feedback which frustrate staff.

After discussing the issue of feedback, the next section will discuss Misinterpretation.

5.3.4 Miscommunication

"It is through communication of one kind or another that employees learn what is expected of them, find out how to do their jobs, and become aware of what others think of their work" (Hunt et al., 2000, p. 120). The sentiment is also expressed by Orpen (1997). As with most organizations, there are systems put in place to capture feedback to be relayed back to decision-makers to make informed decisions. However, if the feedback is wrong or inaccurate this could have a drastic impact on the organisation.

The same situation is found in this study where on several occasions a staff member said she does not trust her manager because he becomes agitated and is unpredictable; and if he misinterprets the message, he gives her a hard time. Similarly, the study also found trust is lost when the manager looks for advice elsewhere, perhaps because he misinterpreted what the legal officer was telling him. Both reactions have emerged from the effects of miscommunication.

In summary communication feedback can be either positive or negative and when this is wrongly interpreted it can have devastating consequences on individuals, as found in this study. Trust and good relationships are largely built on communication feedback that is positive and not being misinterpreted.

After discussing the issue of miscommunication, the next section will discuss career development for employees.

5.4 Career Development

What is career development? According to (Swanson & Holton III, 2001), career development is "an extended view of the learning and expertise development journey" (p. 209). It is an on-going series of progress in individual career in a lifetime (McDonald & Hite, 2005). Career development is the result of actions taken on career plans viewed from individual and organisational perspectives. It is a lifelong process of learning on the job, managing one's time and leisure activities while pursuing options to qualify to move up the career path. According to (Swanson & Holton III, 2001), less attention is given to career development although it is paramount for organisational growth and success (Swanson & Holton III, 2001). McDonald and Hite (2005), were of the view that many organisations are facing increased global competition so they need to prepare employees well who could fulfil the firm's strategic goals.

This study found that, in organisations where HRM is established, staff work with this division to advance their careers and to gain access to further studies. Staff development can be viewed from two perspectives; one from the employer's perspective and the other from the employee's perspective. From an organisation's perspective it needs skilled employees to function effectively, so it will go out of its way to mould the employee to the job whereas for the individual employee, he/she wants to better him/herself, and therefore, in a joint effort the employee can be sufficiently skilled enough to handle the work of the organisation.

In theory the result would be positive for both the employer and the employee. As such staff look forward to further their career through short-term training, workshops, conferences and even for medium to long term studies to upskill themselves. Others work tirelessly to get recognised and promoted. Following from this notion, the study discovered numerous staff have taken the responsibility to upskill themselves either through short-term courses or undertook medium to long term training to upskill, in the hope that they could in the process, get promotions.

In the PNG context, the study found that not all departments have HRM divisions and therefore, recruitment and career development were often carried out by the head of the department (Turner, 1991). The study also found that it became obvious that departments that have HRM tend to organise staff better and recruited people on merit than departments who leave HRM functions to the head of department. Secondly, the study found examples of employees wanting to progress in their career development path but have been sceptical about HRM's capacity to take them to the next level. There appears to be a lack of trust in HRM's ability to support staff development in PNG.

The third finding was, according to the participants HRM establishment in the public sector is new and its functions are split between Personnel Management Department at the Public Services Commission and the Secretaries of the departments who do not have HRM divisions in their respective organisations. This arrangement has created friction between the agencies and frustrates capacity building programs.

Having discussed the career development of employees, the next section will discuss the issue of progressing careers for employees.

5.4.1 Progressing Careers

Progressing career is defined as the process of moving up the professional ladder in an organisation (Gould-Williams, 2003). It is a process in which employees excel in their jobs for higher pay, better privileges, improved fringe benefits and gain prestige as 'senior' members of staff in the organisation (Malinen, Wright, & Cammock, 2013).

When staff are employed in an organisation one of their aims is to progress in their career path, so they do their best to be recognised and promoted. As found in this study, individual participants strived to gain better qualifications so they could perform to expectations whereas their employers want their employees to be upskilled so they could be productive (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001).

It serves both parties - for employees to be trained and have confidence in their duties, and from the employer's perspective there must be a commitment from the employee. For both employee and employer, there must be trust between the parties to give effect to the relationship to flourish. As seen in this study HRM has provided the necessary policy framework to effect training for employees. This HRM strategy is seen in the writings of Lewicka and Krot (2015).

As discussed earlier in the last section, HRM places heavy emphasis on staff development and they look out for talented employees to upskill and provide training to advance their knowledge of the services they provide in the organisation for customers and stakeholders.

As seen in the study some departments have been supportive of staff who would like to be trained and progress in their employment, but employees found HRM personnel are not qualified enough to do the job. Perhaps, because HRM establishment in the public sector has not been fully established (as found in several departments understudy) or perhaps, HRM might be newly established and is still undergoing transition from centralised functions to a delegated one which takes time.

After discussing staff progressing in their careers, the next section will discuss factors that support career development for employees in PNG public service.

5.4.2 Supporting Careers

Supporting career development is essential in sustaining the functions of organisations. For service industries and the public sector servicing customers and citizens, these are the key objectives that must be met and maintained in order to remain competitive (Nabi, 2001). This study found that out of the six participants who have been interviewed ninety percent of them have positive responses to questions relating to training and career development.

The PNG public sector prioritised more on training with the believe that training employees will boast performance in the organisation (Haider, 2011). This idea was also supported by Polum and Wallace (2009), who stated that providing training and development of the PNG public sector employees would improve the effectiveness and efficiency in service delivery in the PNG public sector. Therefore, time and resources allocated to develop public servants are beneficial (Berry & Harris, 2002; Polum & Wallace, 2009). However, only one participant said she did not have a career plan but that was because she went away overseas to study.

In most cases where organisational support for career development for staff have been put in place, employees feel motivated to perform beyond expectation whereas for those organisations which did not meet their training needs, employees tend to lose trust in them.

Having discussed the issue of organisation's support for staff training, the next section will discuss gender relations in public sector organisations in PNG.

5.4.3 Gender Relations

In PNG public sector organisations, this study had uncovered a trait of gender biases against women subordinates by both male and female managers. The study found that women in positions of authority are as subversive as men, although their motives differ. According to the participants, women managers tend to suppress other women under their care because they feared their subordinates might take over their jobs.

Secondly, female supervisors feared they might be exposed for incompetence if they did not perform to expectation whereas male supervisors tend to promote female staff whom they want 'romantic relations' with but suppress those who resist their advances. Whether this contention is widespread in the PNG public service is not known so further studies may have to be undertaken to either confirm or dismiss this allegation.

Nevertheless, women working in PNG public service generally found it tough getting promoted than their male counter parts. In many cases both male and female supervisors in PNG public service have been found to suppress women's prospects for promotion and career development. This is consistent with an Australian National University (ANU) study in 2014 which showed women occupy only 18 percent of all senior management positions and only 7 percent of all executive positions out of the 96, 986 people employed in the PNG public service in June 2014 (Haley, 2015).

The study found cultural traits of male dominated society in PNG has influenced management and undermine women's career (Kavanamur, 2001). Female employees generally felt they have been suppressed by both male and female bosses in the public sector in PNG. This is contrary to the PNGs Constitution which declares universal freedom and equal rights for both men and women. PNG's traditional trait of '*bigmen culture'* (Kavanamur, 2001) could be blamed for the gender imbalance in the PNG public service.

Having discussed the contrasting views in relation to gender relations in the public service in PNG, the next section will summarise how strategic HRM is placed in the PNG public service and its role in building and maintaining trust in the PNG public service workforce.

5.4.4 Summary of the Findings

The overall finding showed HRM is new in PNG public sector, and although it plays an important role in managing staff welfare, processing of salaries, recruitment of staff, engaging staff in training and building capacity, its other functions such as discipline, maintaining good working conditions for employees and building good working relationships between employer and employees is far from perfect. This situation exists, partly due to lack of capacity, including inadequate funding and insufficient skilled HR personnel to set implementation strategies for HR development in the PNG public service.

Although Vanhala and Ahteela (2011) were of the view that not all HRM functions are not uniform in every organisation, the missing elements of HR practice in the PNG public service may have resulted in dissatisfaction and distrust among some employees, while in some cases other employees remained loyal and are committed to working with their employers. However, despite the poor conditions of employment some employees have been committed to their work and perform above expectations.

One of the major findings of the study is the lack of communication between supervisors and subordinates. This has often resulted in poor staff performance and coordination of work. This is particularly challenging at the provincial government level. One aspect which may have prevented supervisors from effectively communicating with their subordinates may have been attributed to the financial crisis that occurred in PNG at the time the study was conducted, and this may not necessarily be related to managerial negligence. Thus, further study is required to determine whether the lack of communication was the result of the financial crisis or was it due to negligence on the part of the supervisors at the central government level.

One of the overarching findings of the study was career development of public servants in PNG. According to 'ANU in brief 2015/60' paper between 2013-2014 the PNG public service numbers grew by five percent (Haley, 2015). However, the report did not specify whether the increase was related to career development or was it only an expansion of the service. As seen in other literature (Turner & Kavanamur, 2009), this study showed donor assisted scholarships were the drivers of capacity building and career development in the PNG public service because the PNG government did not invest sufficiently in HR development.

This is consistent with other literature on public service career development in PNG (Payani, 2000; Polum & Wallace, 2009; Turner, 1991) where it is fragmented, not adequately funded, and carried out on an ad hoc basis. Although 'more training' was mooted, Turner's later study found, there have been no significant improvement in performance (Turner, 1989). The lack of performance had led to dwindling trust and confidence in the public service in PNG. Nevertheless, the World Bank gave some credit to the PNG public service (Turner, 1991) which is encouraging.

Give these shortfalls, this study highlights some of the missing elements in HR practices in the PNG public service which state institutions could consider to improving trust between employees and employers, and between employers and stakeholders.

After summarising the strategic positioning of HR in the public service in PNG the overarching findings of the study the next section will conclude the chapter.

5.5 Summary and Conclusion

This chapter discusses the research findings and the relevant literatures pertaining the three overarching dimensional themes; commitment to roles, communicating with subordinates and career development. In summary, the discussion followed the main themes then dissect the constructs found in the analysis where three major discoveries have been found. First, the study found public servants in PNG are committed to their jobs, despite the severe lack of resources due to the financial and economic downturn in the country at the time of the study. Secondly, the study found relationships between managers and subordinates sometimes become strained because of lack of communication, the further the distance, like in the provinces. This tendency could also be either due to the cost of communication because of the economic crisis or poor management, but this is not clear. For those in the head office in Port Moresby, there appears to be better communication between subordinates and supervisors. Only in specific cases that communication was strained. On the whole employees see carrier development as a priority and work towards achieving that goal. This also applies to employers who want their employees to be upskilled so they can perform to expectations.

The overarching finding was that employees are committed to performing in their jobs, if conditions are good. Other employees, despite being badly treated, they were able to perform to expectations. But the lack of communication in some parts of the public service and between supervisors and employees in the provinces have an impact on staff performance. In one study it was found that forty per cent of PNG public servants were not qualified sufficiently to perform their tasks. Although, this may have changed, career development and training of public servants have been talked about time and time again, and in particular for women in PNG to reach the benchmark of 30 percent female to male ratio in the PNG public service by 2017 (Haley, 2015) but this did not eventuate. The major task ahead for the PNG public sector is to invest in women's career development and improve communication which will see staff committing to their work.

There are limitations to this study which will be highlighted together with the conclusion in chapter 6.

Chapter 6 CONCLUSION/LIMITATIONS OF THE STUDY

6.1 Conclusion

The objective of this study is to explore how trust is developed within the public sector in PNG, and how public sector employees conceptualise organisational trust. The second objective of the study is to investigate the role of HRM in developing trust in the public sector in PNG. It was expected that findings from this study will contribute to existing knowledge in understanding how public servants conceptualised trust in their organisations and the role played by HRM in building trust in the public sector in PNG. To explore trust in depth two research questions were raised. One was to understand how employees conceptualise organisational trust in PNG and the second one was about the role of HRM in developing trust in the public sector in PNG.

First, responses received from the interview analysis showed that there is some element of trust by employees in the public sector organisations that have been investigated. In this case, employees trust their employers because they believe these organisations are looking after their welfare (e.g. paying their salaries, giving them leave, providing allowances, and other fringe benefits) in return for the employees to diligently carry out their duties as stipulated in their job descriptions.

However, the study also found that there are internal and external forces that do not only influence the levels of trust in each of the public sector organisation studied but they were the factors that either build or diminished trust in PNG's public sector. These factors have been grouped into three main categories and analysed to answer the two research questions.

From the analysis it was found that relational trust between supervisors and subordinates have been affected by gender issues, *wantokism* and poor communication which lead to poor performance. Lack of resources and shortages of funding due to the economic crisis in PNG have affected performance and is threatening trust in the public service as indicators have shown - fifty percent of the workforce investigated 'do not trust' their employers with other half still trusting their managers and employers. And the reasons given for the distrust include poor behaviour and poor work ethics, lack of communication between managers and subordinates, lack of capacity building to sustain operations, lack of resources for employees to execute their duties, and poor relationship between staff at head office and provinces. But the contrary is true of participants who talk positively about their organisation and their managers alluded those to receiving fringe benefits, having better communication with their superiors, there was mutual understanding, and the presence of motivation at the workplace. Therefore, it was found that for public sector organistions in PNG, organisational trust can be attributed to public sector service where social relationships do not encourage trust in the organisation. Surprisingly, the study also discovered three things about HRM in PNG, 1) not every public sector organisation established HRM divisions, 2) HRM establishment is new to public sector organisations in PNG, and 3) not all HRM functions are devolved to the departments, except for training and processing of salaries.

The study also found the role of HRM in public organisation in PNG have become the centre of activity between employees and employers. Further inquiry found that HRM acts as an intermediary between employers and employees. It facilitates recruitment, training and termination of employment, builds capacity, and acts on behalf of the employer in times of disputes. Although decentralisation was mooted, the Department of Personnel Management keeps some functions of HRM such as recruitment and audit. These shared responsibilities may have contributed to duplication and inefficiency that have been blamed on the departments, which in turn, create distrust among employees and the general public in PNG. One other finding is that both men and women supervisors suppress women in the workforce.

6.2 Limitation of the Study

The study is confined to a sample of six participants selected from the social sector for the study which does not widely reflect on the overall situation of trust in public sector organisations in PNG. In addition to the limited coverage, the study was conducted over the telephone remotely, and there was the absence of face to face interview to inquire in-depth into the emotional nature of trust in HRM, and therefore, further studies are required to determine these aspects of the study. The findings also showed half of the public sector employees did not trust their employers whilst other half did, so there is a need to expand the study to other sectors to know the magnitude of this phenomenon and the reasons for the split views of trust in the PNG public service.

In one study conducted in Scandinavia in 2003 where the findings point to the notion that as long as people have satisfaction with how democracy works in a country, they will also have a high level of trust in government (Rothstein & Stolle, 2003). Whether this level of public satisfaction and trust in government in Scandinavia can be equally applied to public satisfaction and trust in PNG government is not known, and therefore, further study is required to determine this dimension of trust in PNG's public sector.

Secondly, personal conviction would need further investigation to determine the rationale, irrespective of other factors which may have influenced trust in the public sector in the PNG's cultural context, the social dimension of *wantokism*, compassion for families and the natural desire to help others in need in PNG has a profound impact on people's lives, yet very little study has been conducted to relate the cultural aspect of managing *wantokism* in modern public sector, and therefore, further studies are required to highlight the socio-cultural dimension of public sector management in PNG.

In conclusion, this study attempted to address how HRM and organisational trust in public sector organisations in Papua New Guinea develops. This study examines explicitly two research questions, a) to explore public sector employees 'perception of trust in PNG, and; b) to investigate the role of HRM in developing trust in the public sector in PNG. The findings revealed that practices of HRM establishments in the public sector in PNG is a relatively new phenomenon and 33 per cent of the participants indicated the heads of departments administer HRM functions, with HRM in the public sector under-resourced. This influences the HR service delivery and limits its influence on trust. Additionally, environmental issues such as the economy and poor communications (or its lack) between supervisors and subordinates have compounded trust in the public sector. This study's findings highlight suggests that cultural influences and the organisation of the public sector may influence the trust relationships in the public sector, with half of the participants unhappy with existing practices. For example, the use of traditional practices such as 'whom-you-know' and wantoks in recruitment and selection still dominant in the sector. These social exchanges between employers and employees could bind or disrupt the organisation and its implementation of modern HRM. This notion of positive and negative social exchanges affecting relationships is important for understanding HRM and trust in the public sector. As such, greater research in the area of HRM and trust in public sector organisations in Papua New Guinea is encouraged to provide more effective and efficient HRM practices.

Reference

Ahteela, R., & Vanhala, M. (2017). HRM bundles and organizational trust. (25), 3-11. https://doi.org/10.1002/kpm.1561

Albrecht, S., & Travaglione, A. (2003). Trust in public-sector senior management. *International Journal of Human Resource Management, 14*(1), 76-92. https://doi.org/10.1080/09585190210158529

Alfes, K., Shantz, A., & Truss, C. (2012). The link between perceived HRM practices, performance and well-being: the moderating effect of trust in the employer. *Human Resource Management Journal, 22*(4), 409-427. https://doi.org/10.1111/1748-8583.12005

Allen, N., & Grisaffe, D. (2001). Employee commitment to the organization and customer reactions: mapping the linkages. *Human Resource Management Review, 11*, 209-236.

Argote, L. (1982). Input uncertainty and organizational coordination in hospital emergency units. *Administrative Science Quarterly, 27*(3), 420-434.

Arthur, J. (1994). Effects of Human Resource Systems on Manufacturing Performance and Turnover. *The Academy of Management Journal, 37*(3), 670-687.

Artz, B. (2010). Fringe benefits and job satisfaction. *International Journal of Manpower, 31*(6), 626-644. https://doi.org/10.1108/01437721011073346

Atkinson, S., & Butcher, D. (2003). Trust in managerial relationships. *Journal of Managerial Psychology, 18*(4), 282-304. https://doi.org/10.1108/02683940310473064

Babakus, E., Yavas , U., Karatepe, O., & Avci, T. (2003). The effect of management commitment to service quality on employees' affective and performance outcomes. *Journal of the Academy of Marketing Science, 31*(3), 272-286. https://doi.org/10.1177/0092070303253525

Bambacas, M., & Patrickson, M. (2008). Interpersonal communication skills that enhance organisational commitment. *Journal of Communication Management, 12*(1), 51-72. https://doi.org/10.1108/13632540810854235

Bennett. L. (1990). Toward a Theory of Press-State Relations in the United States. *Journal of Communication, 40*(2).

Bennett, R., & Barkensjo, A. (2005). Relationship quality, relationship marketing, and client perceptions of the levels of service quality of charitable organisations. *International Journal of Service Industry Management, 16*(1), 81-106. https://doi.org/10.1108/09564230510587168

Berman, M. E. (1997). Dealing with cynical citizens. *Public Administration Review, 57*, 105-122.

Berry, G., & Harris, B. (2002). Leadership for quality in Papua New Guinea public service reforms. *Labour and Management in Development*, *2*(8), 1-33.

Biernacki, P., & Waldorf, D. (1981). Snowball sampling problems and techniques of chain referral sampling. *Sociological Methods & Research, 10*(2), 141-163.

Blau, P. (1964). *Exchange and power in social life*. New York: John Wiley.

Blyton, P., & Turnbull, P. (Eds.). (1992). *Reassessing human resource management*. London, Newbury Park, New Delhi: Sage Publications.

Bolton, R., & Gold, J. (1994). Career management: Matching the needs of individuals with the needs of organizations. *Personnel Review*, *23*(1), 6-24.

Bouckaert, G. (2012). Trust and public administration. *60*(1), 91-115.

Boulding, W., Kalra, A., Staelin, R., & Zeithaml, V. (1993). A dynamic process model of service quality: From expectations to behavioral intentions. *Journal of Marketing Research, 30*(1), 7-27. https://doi.org/10.2307/3172510

Brady, M., & Cronin, J. J. (2001). Customer orientation: Effects on customer service perceptions and outcome behaviors. *Journal of Service Research*, *3*(3), 241-251.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77-101.

Breit, R., & Demetrious, K. (2010). Professionalisation and public relations : an ethical mismatch. *International Journal of Communication Ethics*, *7*(4), 20-29.

Burgess, G. R. (1984). *In the field: an introduction to field research*. London: Routledge.

Carnevale, G. D. (1995). Trustworthy government: Leadership and management strategies for building trust and high performance.

Carnevale, G. D., & Wechsler, B. (1992a). Trust in the public sector. Individual and organizational determinants. *Administration and Society*, *23*(4), 471-494.

Carnevale, G. D., & Wechsler, B. (1992b). Trust in the public sector: Individual and organizational determinants. *Administration & Society*, *23*(4), 471-494.

Cherry, K. (2019). *Understanding social exchange theory in psychology: How it influences relationships*. Retrieved from https://www.verywellmind.com/what-is-social-exchange-theory-2795882

Cho, J. Y., & Poister, H. T. (2013). Human resource management practices and trust in public organizations. *Public Management Review*, *15*(6), 816-838. https://doi.org/10.1080/14719037.2012.698854

Christensen, T., & Lægreid, P. (2003). Administrative reform policy: The challenges of turning symbols into practice. *Public Organization Review: A Global Journal*, *3*, 3-27.

Christensen, T., & Lægreid, P., & Wise, L. (2002). Transforming administrative policy. *Public Administration*, *80*(1). https://doi.org/10.1111/1467-9299.00298

Christensen, T., & Lægreid, P. (2005). Trust in the government: The relative importance of service satisfaction, political factors, and demography. *Public Performance and management Review, 28*(4), 487-511. https://doi.org/10.1080/15309576.2005.11051848

Coleman, S. J. (1958). Relational analysis: the study of social organizations with survey methods. *Human organization*, *17*(4), 28-36.

Condrey, E. S. (1995). Reforming resource management systems: Exploring the importance of organizational trust. *American Review of Public Administration, 25*(4), 341-354.

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

Creed, W. E. D., & Miles, E. R. (Eds.). (1996). *Trust in Organizations: A conceptual framework linking organizational forms, managerial philosophies, and opportunity costs of control.*

Creswell, W. J. (Ed.). (2007). *Qualitative inquiry & research design: choosing among five approaches* (Second ed.). Thousand Oaks, London & New Delhi: Sage Publications.

Creswell, W. J., & Miller, L. D. (2000). Determining validity in qualitative inquiry. *Theory into Practices*, *39*(3), 124-130. https://doi.org/10.1207/s15430421tip3903_2

Cropanzano, R., & Mitchell, S. M. (2005). Social exchange theory: An interdisciplinary review. *Journal of Management*, *31*(6), 874-900. https://doi.org/10.1177/0149206305279602

Crowston, & Kammerer. (1998). Coordination and collective mind in software requirements development. *International Business Management Systems Journal*, *37*(2), 227-245. https://doi.org/10.1147/sj.372.0227

Culbert, A. S., & McDonough, J. J. (1986). The politics of trust and organizational empowerment. *Public Administration Quarterly*, *10*(2), 171-188.

Curtin, T. (2000). Public sector reform in Papua New Guinea and the 1999 budget. *Labour and Management in Development*, *1*(4), 1-26.

Cutlip, M. S., Centrer, H. A., & Broom, M. G. (Eds.). (2006). *Effective public relations* (9 ed.). Upper Saddle River, New Jersey: Pearson Education Inc.

Daniel, M. (2014). Electronic government: A case for Papua New Guinea. *Contemporary PNG Studies*, *21*, 154-166.

Davidson, C., & Tolich, M. (Eds.). (2003). *Social science research in New Zealand: many paths to understanding* (2nd ed.). Auckland, NZ: Pearson Prentice Hall.

Davis, W. N., & Meyer, B. B. (2009). Qualitative data analysis: A procedural comparison. *Journal of Applied Sport Psychology*, *21*, 116-124. https://doi.org/10.1080/10413200802575700

Defranzo, E. S. (20155 reasons why feedback is important. Retrieved from https://www.snapsurveys.com/blog/5-reasons-feedback-important/

Delegach, M., Kark, R., Katz-Navon, T., & Dijk, V. D. (2017). A focus on commitment: the roles of transformational and transactional leadership and self regulatory focus in fostering organizational and safety commitment. *European Journal of Work and Organizational Psychology*, *26*(5), 724-740. https://doi.org/10.1080/1359432X.2017.1345884

Demerouti, E., Bakker, A., Nachreiner, F., & Schaufeli, W. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, *86*(3), 499-512.

DeNobile, J. (2003). *Organisational communication, job satisfaction and occupational stress in catholic primary schools*. University of New South Wales. Retrieved from http://unsworks.unsw.edu.au/fapi/datastream/unsworks:47915/SOURCE01?view=true

Denscombe, M. (1997). *The good research guide*. Buckingham: Open University Press. Retrieved from http://selfdeterminationtheory.org/

Diffie-Couch, P. (1984). Building a feeling of trust in the company. *Supervisory Management*, 31-36.

Doney, M. P., & Cannon, P. J. (1998). Understanding the influence of national culture on the development of trust. *Academy of Management Review*, *23*(3), 601-620.

Downs, A. (1969). Inside Bureaucracy. *The American Political Science Review*, *63*(1), 182-183. https://doi.org/10.1017/S0003055400261625

Downs, W. C., & Hazen, M. (1977). A factor analytic study of communication satisfaction. *The International Journal of Business Communication*, *14*(3), 63-73. https://doi.org/10.1177/002194367701400306

Drucker, P. (1985). *Innovation and entrepreneurship: Principles and practices*. New York: HarperCollins.

Edgar, F., & Geare, A. (2005). HRM practice and employee attitudes: different measures – different results. *Personnel Review*, *34*(5), 534-549. https://doi.org/10.1108/00483480510612503

Edström, A., & Galbraith, J. (1977). Transfer of managers as a coordination and control strategy in multinational organizations. *Administrative Science Quarterly*, *22*(2), 248-263.

Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organisational support. *Journal of Applied Psychology*, *71*(3500-507).

Elapa, J. (2019). *Polye: PNG in financial crisis*. Retrieved from https://postcourier.com.pg/polye-png-is-in-financial-crisis/

Eriksson, P., & Kovakainen, A. (2016). *Qualitative methods in business research*. London, UK: Sage.

Evetts, J. (2006). Trust and professionalism: Challenges and occupational changes. *International Sociological Association, 54*(4), 515-531. https://doi.org/10.1177/0011392106065083

Evetts, J. (2009). New professionalism and new public management: Changes, continuities and consequences. *Comparative Sociology, 8*, 247-266. https://doi.org/10.1163/156913309X421655

Farndale, E., Hope-Hailey, V., & Kelliher, C. (2009). High commitment performance management: the roles of justice and trust. *Personnel Review, 40*(1), 5-23. https://doi.org/10.1108/00483481111095492

Farndale, E., Hope-Hailey, V., & Kelliher, C. (2011). High commitment performance management: the roles of justice and trust. *Personnel Review, 40*(1), 5-23. https://doi.org/10.1108/00483481111095492

Faugier, J., & Sargeant, M. (1997). Sampling hard to reach populations. . *Journal of Advanced Nursing, 26*(4), 790-797.

Gamson, A. W. (1968). Stable representation in American society.

Geertz, C. (1973). The impact of the concept of culture on the concept of man. In *From the interpretation of cultures* (pp. 1-15). New York: Basic Books Inc. Retrieved from http://web.mit.edu/allanmc/www/geertz.pdf

Giffin, K. (1967). The contribution of studies of source credibility to a theory of interpersonal trust in the communication process. *Psychological Bulletin, 68*(2), 104-120.

Gittell, J. (2006). Relational coordination: coordinating work through relationships of shared goals, shared knowledge and mutual respect. *Relational Perspective in Organizational Studies*, 74-94.

Glaser, B. G., & Strauss, A. L. (1967). The discovery of grounded theory. Strategies for qualitative research

Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report, 8*(4), 597-606.

Golembiewski, R. T., & McConkie, M. L. (1975). *The centrality of interpersonal trust in group processes*. New York: John Wiley: John Wiley.

Gordon, G., & Gilley, J. (2012). A trust-leadership model. *International Society for Performance Improvement, 51*(7). https://doi.org/10.1002/pfi.21284

Gould-Williams, J. (2003). The importance of HR practices and workplace trust in achieving superior performance: A study of public-sector organizations. *International Journal of Human Resource Management, 14*(1), 28-54. https://doi.org/10.1080/09585190210158501

Gould-Williams, J. (2004). The effects of high commitment hrm practices on employee attitude: The views of public sector workers. *Public Administration, 82*(1), 63-81.

Gould-Williams, J., & Davies, F. (2005). Using social exchange theory to predict the effects of hrm practice on employee outcomes. *Public Management Review, 7*(1), 1-24. https://doi.org/10.1080/1471903042000339392

Gray, J., & Laidlaw, H. (2002). Part-time employment and communication satisfaction in an Australian retail organisation. *Employee Relations, 24*(2), 211-228. https://doi.org/10.1108/01425450210420929

Guba, G. E., & Lincoln, S. Y. (1994). Competing paradigms in qualitative research. 105-117.

Guest, D. (1997). Human resource management and performance: a review and research agenda. *International Journal of Human Resource Management, 8*(3), 263-276. https://doi.org/10.1080/095851997341630

Hagan, B. C. (1942). Geopolitics. *The Journal of Politics, 4*(4), 478-490.

Haider, H. (2011). Help desk report: Public sector provision of service in Papua New Guinea.

Haley, N. (2015). State of the service: Women's participation in the PNG public sector. *In Brief, 60*.

Half, R. (2017). *3 serious consequences of a bad hire*. Retrieved from https://www.roberthalf.co.uk/advice/recruitment-process/3-serious-consequences-bad-hire

Hamdi, S., & Rajablu, M. (2012). Effect of supervisor-subordinate communication and leadership style on organizational commitment of nurses in health care setting. *International Journal of Business and Management, 7*(23). https://doi.org/10.5539/ijbm.v7n23p7

Hartline, D. M., & Ferrell, C. O. (1996). The Management of Customer-Contact Service Employees: An Empirical Investigation. *Journal of Marketing, 60*(4), 52-70.

Hebenstreit, G., Marics, A., & Hlavac, J. (2017). Professional ethics and professional conduct. *In Handbook for Interpreters in Asylum Procedures,*, 70-84.

Held, D. (1980). *Introduction to critical theory: Horkheimer to Habermas*. Berkeley and Los Angeles: University of California Press.

Held, D. (1991). Democracy, the nation-state and the global system. *International Journal of Human Resource Management, 20*(2), 138-172. https://doi.org/10.1080/03085149100000007

Henn, M., Weinstein, M., & Foard, N. (2009). *A critical introduction to social research* (Vol. 18): Sage Publications.

Hindle, K. (2004). Choosing qualitative methods for entrepreneurial cognition research: A canonical development approach. *Entrepreneurship Theory and Practice*, 575-607.

Hjort, K. (2008). Competence development in the public sector: Development, or dismantling of professionalism? *Asia Pacific Education Review*, *9*(1), 40-49.

Hofmann, D., & Morgeson, F. (1999). Safety-related behavior as a social exchange: The role of perceived organisational support and leader-member exchange. *Journal of Applied Psychology*, *84*(2), 286-296.

Holland, P., Cooper, B., & Sheehan, C. (2017). Employee voice, supervisor support, and engagement: The mediating role of trust. *Human Resource Management*, *56*(6), 915-929. https://doi.org/10.1002/hrm.21809

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

Hsiao, C.-T., & Lin, J.-S. (2008). A study of service quality in the public sector. *International Journal of Electronic Business Management*, *6*(1), 29-37.

Hunt, O., Tourish, D., & Hargie, O. (2000). The communication experiences of education managers: identifying strengths, weaknesses and critical incidents. *The International Journal of Educational Management*, *14*(3), 120-129.

Huselid, A. M. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of Management Journal*, *38*, 635-672.

Innocenti, L., Massimo, P., & Peluso, P. A. (2011). Trust as a moderator in the relationship between HRM practices and employee attitudes. *Human resource management journal*, *21*(3), 303-317. https://doi.org/10.1111/j.1748-8583.2010.00152.x

Islam, F. (2015). New public management (NPM): A dominating paradigm in public sectors. *African Journal of Political Science and International Relations*, *9*(4), 141-151. https://doi.org/10.5897/AJPSIR2015.0775

Jones, L. T., & McGavin, P. A. (2015). *Grappling afresh with labour resource challenges in Papua New Guinea: a framework for moving forward* (Vol. 96). Port Moresby: Institute of National Affairs. Retrieved from http://www.inapng.com/pdf_files/Grappling%20afresh%20with%20labour%20resource%20challenges%20in%20

Kandampully, J. (2002). Innovation as the core competency of a service organisation: The role of technology, knowledge and networks. *European Journal of Innovation Management*, *5*(1), 18-26. https://doi.org/10.1108/14601060210415144

Kant, I. (1949). *The philosophy of Kant: Immanuel Kant's moral and political writings*. Retrieved from https://philpapers.org/rec/KANTPO-6

Kapoor, J. S. (2018). Role of human resource in developing organisational trust in public-sector organizations of India.

Kavanamur, D. (2001). The interplay between politics and business in Papua New Guinea. *State, Society and Governance in Melanesia*, 1-29.

Khan, S. (1997). The key to being a leader company: Empowerment. *Journal of Quality & Participation, 20*(1), 44-50.

Khatri, N. (2009). Consequences of power distance orientation in organisations. *The Journal ofBusiness Perspective, 13*(1). https://doi.org/10.1177/097226290901300101

Kim, M., Yu, H., & Park, S. (2017). Examining and testing the roles of human resource development (HRD) in the public sector: evidence from US federal agencies. *International Review of Public Administration, 22*(1), 60-86. https://doi.org/10.1080/12294659.2017.1304631

Klaus, D. (2003). The Use of Indigenous Languages in Early Basic Education in Papua New Guinea: A Model for Elsewhere? *Language and Education, 17*(2), 105-111. https://doi.org/10.1080/09500780308666842

Kothari, R. C. (2004). *Research Methodology* (Second Revised Edition ed.): New Age International Publishers.

Kramer, M. R. (Ed.). (1996). *Trust in organisations: Frontiers of theory and research*. Thousand Oaks, CA: Sage.

Krishnan, & Mary. (2012). Perceived organisational support – an overview on its antecedents and consequences. *International Journal of Multidisciplinary Research, 2*(4), 1-13.

Kuhu, S. T. (1970). The structure of scientific revolutions *International Encyclopedia of Unified Science* (Second ed., Vol. 2).

LaPorte, R. T., & Metlay, S. D. (1996). Hazards and institutional trustworthiness: Facing a deficit of trust. *Public Administration Review, 56*(4), 341-347.

Lawler, J. E. (2009). The power process and emotion. 169-185.

Lee, S. A. (1991). Integrating positivist and interpretive approaches to organizational research. *Organization Science, 2*(4), 342-365.

Legge, K. (1995). What is human resource management? In *In: Human Resource Management. Management, work and organisations* (pp. 62-95). Palgrave: London. Retrieved from https://doi.org/10.1007/978-1-349-24156-9_3. https://doi.org/10.1007/978-1-349-24156-9_3

Lewicka, D., & Krot, K. (2015). The model of HRM-trust commitment relationships. *Industrial Management & Data Systems, 115*(8), 1457-1480. https://doi.org/10.1108/IMDS-12-2014-0388

Lincoln, S. Y., & Guba, G. E. (1985). *Naturalistic inquiry*. Beverly Hills, California: Sage Publications.

Luhmann, N. (1979). *Trust and Power*. New York: John Wiley.

MacDuffie, J. (1995). Human resource bundles and manufacturing performance: Organizational logic and flexible production systems in the world auto industry. *Industrial and Labor Relations Review, 48*(2). https://doi.org/10.2307/2524483

Magd, H., & Curry, A. (2003). Benchmarking: achieving best value in public-sector organisations. *Benchmarking: An International Journal, 10*(3), 261-286. https://doi.org/10.1108/14635770310477780

Malinen, S., Wright, S., & Cammock, P. (2013). What drives organisational engagement? A case study on trust, justice perceptions and withdrawal attitudes. *Evidence-based HRM: A Global Forum for Empirical Scholarship, 1*(1), 96-108. https://doi.org/10.1108/20493981311318638

Marchington, M., & Grugulis, I. (2002). 'Best practice' human resource management: perfect opportunity or dangerous illusion? *International Journal of Human Resource Management, 11*(6), 1104-1124. https://doi.org/10.1080/09585190050177184

Markos, S., & Sridevi, S. (2010). Employee engagement: The key to improving performance. *International Journal of Business and Management, 5*(12).

Marlowe, A. H., Nyhan, C. R., Arrington, W. L., & Pammer, J. W. (1994). The ring of local government: Understanding and shaping governmental change. *Public Productivity and Management Review, 17*(3), 299-311.

Matthai, M. J. (1998). Employee perceptions of trust, satisfaction, and commitment as predictors of turnover intentions ın a mental health setting. *Dissertation*.

May, J. R. (2006). State Society and Governance in Melanesia: The public sector reform process in Papua New Guinea. *Public Policy in Papua New Guinea, 4*.

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

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

McDonald, K., & Hite, L. (2005). Reviving the Relevance of Career Development in Human Resource Development. *Human Resource Development Review, 4*(418), 417-439. https://doi.org/10.1177/1534484305281006

McGavin, P. A. (1998). Building productivity culture in Papua New Guinea: changing labour market roles for government

McLaughlin, K., Osborne, P. S., & Ferlie, E. (Eds.). (2005). *New public management: current trends and future prospects*. London and New York: Routledge. Retrieved from https://edisciplinas.usp.br/pluginfile.php/4626057/mod_resource/content/1/Book%20New_Public_Management_Current_Trends%20%281%29.pdf#page=176

Mishra, K. A. (1996). Organisational responses to crisis: the centrality of trust

Morris, L. (1995). Creating and maintaining trust. *Training and development, 49*, 52-53.

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, London & New Delhi: Sage Publications. Retrieved from https://scholar.google.com/scholar?hl=en&as_sdt=0,5&qsp=1&q=moustakas+phenomenological&qst=ib

Nabi, G. (2001). The relationship between HRM, social support and subjective career success among men and women. *International Journal of Manpower, 22*(5), 457-474. https://doi.org/10.1108/EUM0000000005850

Narokobi, B. (1980). *The Melanesian way: total cosmic vision of life*. Waigani: Institute of Papua New Guinea Studies.

Nardulli, F. P. (1978). *The courtroom elite: an organizational perspective on criminal justice*. Cambridge, MA: Ballinger Press.

Nardulli, F. P. (1979). The caseload controversy and the study of the criminal courts. *Journal of Law and Criminology,, 70*(1), 89-101.

Ndou, V. (2002). E – government for developing countries: Opportunities and challenges. *The Electronic Journal on Information Systems in Developing Countries, 18*(1), 1-24.

Neuman, W. L. (Ed.). (2000). *Social Research Methods: Qualitative and Quantitative Approaches* (Fourth ed.). Boston, Massachusetts: Allyn and Bacon.

Nowell, S. L., Norris, M. J., White, E. D., & Moules, J. N. (2017). Thematic Analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods, 16*(1-13). https://doi.org/10.1177/1609406917733847

Nyhan, R. (2000). Changing the paradigm: Trust and its role in public sector organisations. *American Review of Public Administration, 30*(1), 87-109.

Odunlade, O. R. (2012). Managing employee compensation and benefits for job satisfaction in libraries and information centres in Nigeria. *Library Philosophy and Practice*.

Opdenakker, R. (2006). Advantages and disadvantages of four interview techniques in qualitative research. *Forum: Qualitative Social Research, 7*(4).

Orb, A., Eisenhauer, L., & Wynaden, D. (2000). Ethics in Qualitative Research. *Journal of Nursing Scholarship, 33*(1), 93-96.

Orpen, C. (1997). The interactive effects of communication quality and job involvement on managerial job satisfaction and work motivation. *The Journal of Psychology, 131*(5), 519-522. https://doi.org/10.1080/00223989709603540

Osborne, D., & Gaebler, T. (1992). *Reinventing government*

Pahi, M., & Hamid, K. (2015). The examination of the influence of transformational leadership over commitment to service quality: A case of hospitals of Sindh, Pakistan. *Asian Social Science, 11*(26). https://doi.org/10.5539/ass.v11n26p183

Pahi, M., Hamid, K., & Moin, N. (2017). Review paper on the commitment to service quality and relationship with other constructs. *International Journal of Academic Research in Business and Social Sciences, 7*(11), 765-775. https://doi.org/10.6007/IJARBSS/v7-i11/3514

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Springer*(42), 533-544. https://doi.org/10.1007/s10488-013-0528-y

Patvardhan, D. S., Gioia, A. D., & Hamilton, L. A. (2015). Weathering a meta-level identity crisis: Forging a coherent collective identity for an emerging field. *Academy of Management Journal, 58*(2), 405-435.

Payani, H. H. (2000). Selected problems in the Papua New Guinean public service. *Asian Journal of Public Administration, 22*(2), 135-160. https://doi.org/10.1080/02598272.2000.10800377

Perry, J. (1996). Measuring public service motivation: An assessment of construct reliability and validity. *Journal of Public Administration Research and Theory, 6*(1), 5-22.

Pfeffer, J., & Veiga, J. (1999). Putting people first for organizational success. *Academy of Management Executive, 13*(2), 37-48.

Ping, L. W. (2008). Data analysis in qualitative research: a brief guide to using NVIVO. *Malaysian Family Physician, 3*(1), 14-20.

Polum, N., & Wallace, M. (2009). Executive development: learning from effective practices in the Papua New Guinea public service. *Sustainable Management and Marketing*.

Porter, W. L., & Lawler, E. E. (1968). Managerial attitudes and performance. *Industrial relations, 23*(3), 518-520. https://doi.org/10.7202/027936ar

Rhoades, L., & Eisenberger, R. (2002). Perceived Organizational Support: A Review of the Literature. *Journal of Applied Psychology, 87*(4), 698-714. https://doi.org/10.1037//0021-9010.87.4.698

Robinson, C. (2008). Chapter 4 ‘Felt homelessness’: the contribution of qualitative approaches to homelessness research. In J. M. Paul, T. Susan, & T. Matthew (Eds.), *Qualitative Housing Analysis: An International Perspective* (Vol. 10, pp. 91-111): Emerald Group Publishing Limited. Retrieved from https://doi.org/10.1016/S1042-3192(08)10004-0. Retrieved 2019/10/14. https://doi.org/10.1016/S1042-3192(08)10004-0

Robinson, O. (2014). Sampling in Interview-Based Qualitative Research: A Theoretical and Practical Guide. *Qualitative Research in Psychology, 11*(1), 25-41. https://doi.org/10.1080/14780887.2013.801543

Robinson, S., & Rousseau, D. (1994). Violating the psychological contract : not the exception but the norm. *Journal of Organizational Behavior, 15*, 245-259.

Robson, C. (2011). *Real world research : a resource for users of social research methods in applied settings* (Third Edition ed.)

Rockman, A. B. (1981). America's departments of state: Irregular and regular syndromes of policy making. *The American Political Science Review, 75*(4), 911-927.

Rothstein, B., & Stolle, D. (2003). Introduction: Social capital in Scandinavia. *Scandinavian Political Studies, 26*(1), 1-26.

Rowley, J. (2012). Conducting research interviews. *Management Research Review, 35*(3/4), 260-271. https://doi.org/10.1108/01409171211210154

Sam. (2015). The 'wantok' system as PNG's safety net. In *Tok Pisin English Dictionary*. Retrieved from https://www.tokpisin.info/wantok-system-pngs-safety-net/

Sanday, R. P. (1979). The ethnographic paradigm(s). *Administrative Science Quarterly, 24*(4), 527-538. https://doi.org/10.2307/2392359

Schoorman, F. D., Mayer, C. R., & Davis, H. J. (2007). An integrative model of organizational trust: Past, present, and future. *Academy of Management Review, 32*(2). https://doi.org/10.5465/amr.2007.24348410

Scott, D. (1980). The casual relationship between trust and the assessed value of management by objectives. *Journal of Management, 6*(2), 157-175.

Searle, H. R., & Dietz, G. (2012). Editorial: trust and hrm: current insights and future directions *Human Resource Management Journal, 22*(4), 333-342. https://doi.org/10.1111/1748-8583.12006

Seppanen, R., Kosonen, M., Vanhala, M., & Ellonen, H.-K. (2014). Building intra-organisational trust with managerial communications. *International Journal of Management Practice, 7*(2), 108-125.

Shore, L., & Shore, T. (1995). *Perceived organizational support and organizational justice. In R. S. Cropanzano & K. Kacmar (Eds.),* . Westport, CT: Quorum.

Smeenk, S., Eisinga, R., Teelken, C., & Doorewaard, J. (2006). The effects of HRM practices and antecedents on organizational commitment among university employees. *The International Journal of Human Resource Management, 17*(12), 2035-2054. https://doi.org/10.1080/09585190600965449

Swanson, R., & Holton III, E. (2001). *Foundations of human resource development*. San Francisco: Berrett-Koehler Publishers, INC. Retrieved from https://pdfs.semanticscholar.org/a1e8/79c1e63a10eb8906391daaa91575947d5090.pdf

Tarasco, J., & Damato, N. (2006). Build a better career path: Your future depends on how well you cultivate your staff. *Journal of Accountancy*.

Taylor, C. (1971). Interpretation and the science of man. *The review of metaphysics, 25*(1), 3-51.

Taylor, S., Bogdan, R., & DeVault, L. M. (2015). *Introduction to qualitative research methods: a guidebook and resource* (4th ed.). New Jersey & canada: John Wiley & Sons.

Thomas, R. D. (2006). A general inductive approach for analyzing: qualitative evaluation data. *American Journal of Evaluation, 27*(2), 237-246. https://doi.org/10.1177/1098214005283748

Thompson, J. (1967). *Organization in Action: Social science of administrative theory*. New York: McGraw-Hill. Retrieved from https://doi.org/10.4324/9781315125930

Tolich, M., & Davidson, C. (1999). *Starting fieldwork: an introduction to qualitative research in New Zealand*. Auckland: Oxford University Press.

Tongco, D. C. M. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research & Applications, 5*, 147-158.

Travaglione, A., & Albrecht, S. (2003). Trust in public sector management. *International Journal of Human Resource Management, 14*(1), 76-97. https://doi.org/10.1080/09585190210158529

Turner, M. M. (1989). Trainingism revisited in Papua New Guinea *Public Administration and Development,, 9*(1), 17-28.

Turner, M. M. (1991). Issues and reforms in the Papua New Guinea public service since independence. *Journal de la Societe des oceanistes, 1*(2), 97-104. https://doi.org/10.3406/jso.1991.2900

Turner, M. M., & Kavanamur, D. (2009). Explaining public sector reform failure: Papua New Guinea 1975–2001. 9-26. https://doi.org/10.22459/PMI.09.2009.02

Tushman, M., & Nadler, D. (1978). Information Processing as an Integrating Concept in Organizational Design. *The Academy of Management Review, 3*(3), 613-624.

Van de Ven, A., Delbecq, A., & Koenig, R., Jr. (1976). Determinants of coordination modes within organizations. *American Sociological Review, 41*(2), 322-338.

Vanhala, M., & Ahteela, R. (2011). The effect of HRM practices on impersonal organizational trust. *Management Research Review, 34*(8), 869-888. https://doi.org/10.1108/01409171111152493

Wahyuni, D. (2012). The research design maze: understanding paradigms,cases,methods and methodologies. *Journal of Applied Management Accounting Research, 10*(1), 69-80.

Waldorf, P. B. D. (1981). Sociological Methods & Research. *10*.

Walton, R. (1985). From control to commitment in the workplace. *Harvard Business Review*, 77-84.

Wayne, S., Liden, R., & Shore, L. (1997). Perceived organizational support and leader-member exchange: A social exchange perspective. *The Academy of Management Journal*, *40*(1), 82-111. https://doi.org/10.2307/257021

Weick, K. (1993). The collapse of sense-making in organizations: the Mann Gulch disaster. *Administrative Science Quarterly*, *38*(4), 628-652.

Weick, K., & Roberts, K. (1993). Collective Mind in Organizations: Heedful Interrelating on Flight Decks. *Administrative Science Quarterly*, *38*(3), 357-381.

Whitener, E. (1997). The impact of human resource activities on employee trust. *Human Resource Management Review*, *7*(4), 389-404. https://doi.org/10.1016/S1053-4822(97)90026-7

Whitener, E., Brodt, S., Korsgaard, A., & Werner, J. (1998). Managers as initiators of trust: An exchange relationship framework for understanding managerial trustworthy behavior. *The Academy of Management Review*, *23*(3), 513-530.

Wildavsky, A. (1980). A preface to constitutional expenditure limitation: Doing together what we cannot do alone.

Wittmer, D. (1991). Serving the people or serving for pay: Reward preferences among government, hybrid sector, and business managers. *Public Productivity & Management Review*, *XIV*(4), 369-383.

Wood, S. (1999). Human resource management and performance. *International Journal of Management Reviews*, *1*(4), 367-413. https://doi.org/10.1111/1468-2370.00020

Zand, D. F. (1972). Trust and managerial problem solving. *Administrative Science Quarterly*, *17*, 229-239.

Zeffane, R., & Connell, J. (2003). Trust and HRM in the new millennium. *International Journal of Human Resource Management*, *14*(1), 3-11. https://doi.org/10.1080/09585190210158484

Zeithaml, A. V., Berry, L. L., & Parasuraman, A. (1996). The behavioral consequences of service quality. *Journal of Marketing*, *60*(2), 31-46.

Zubrinich, K., & Haley, N. (2009). *Experiencing the public sector: Pacific women's perspectives*. Retrieved from http://ssgm.bellschool.anu.edu.au/sites/default/files/publications/attachments/2015-12/SSGM_Public_Sector_0.pdf

Appendix A: Interview Protocol

Project title: **Human resource management and organisational trust in the public sector in Papua New Guinea**

Researcher: **Anna Giuna**

Student ID: **16914787**

Following is the set of questions that was asked during the telephone interviews.

PART I
Demographic Question

Name	Date of Birth	Highest Qualification	Province of origin

Years in Service (PS)	Years out of Service	Current Organisation	Division/Branch

Current Position	Commencement date	Promotion date	Previous Employer

PART II
History of Employment

1. Can you briefly describe your employment history?
2. What do you do daily?
3. Whom do you report to?
4. Who is your employer?
5. Do you trust your employer? Yes/No. Why do you say that?

PART III
Organisation

1. What is the history of your organisation?
2. Can you briefly describe your organisation?
3. What are the main functions of your organisation? How much do you know about your organisation?
4. What is your organisational strategy (aims, objectives, strategic plan)?
5. How much do you know about HRM in your organisation?
6. What is your HR like?
7. What does your HR do?
8. What are your organisation's strength and weakness?
9. Do you trust your organisation? If Yes/No. Why?

PART IV
Public Sector Organisation

1. What is the value of your organisation?
2. What kind of work culture do you think you are in?
3. Do you like your job?
4. What could be improved?

PART V
Trust

1. Can you give me an example of trust between you and the organisation? It can be a story, or an incidence, an example that occurred between you and the organisation. Who was involved? What really happened, where it happened and how it happened? When and why it occurred? Is it an example of trust or distrust?
2. What is your opinion about factors that may have influenced trust? For example, gender, length of services or experiences, supervisory status, salary level and relationship status influences trust in the organisation? Yes/No. How?
3. What are some significant challenges you encountered in terms of trusting the organisation?
4. What are some advantages and disadvantages of trust in your organisation?
5. What are some ways in which your organisation can do to gain trust from individuals? Please explain.

PART VI
Relationship in Organisation

1. Do you have a working relationship with the Provinces? Yes/No. If yes, how is your working relationship with your colleague(s) from the provinces?

2. What is your opinion of trust between central government, provincial governments and the local level governments?

3. What is your relationship between;
   i) you and your employer ______________________________
   ii) you and your supervisor _____________________________
   iii) you and your HR ___________________________________
   iv) you and other employees ______________________________
   (Do you trust them)

End of the interview

Cheers!

Appendix B: Participant Information Sheet

Participant No. _______

Date Information Sheet Produced:

20.01.2019

Project Title

Human resource management and organisational trust in the public sector in Papua New Guinea (PNG).

An Invitation

Hi, my name is Anna Giuna. I am a master's student at AUT, and I would like to invite you to be part of this research. The research is about human resource management and organisational trust in the public sector in Papua New Guinea (PNG). This research will qualify me to obtain a master's degree in business management.

Your participation in this research is voluntary and you may withdraw at any time prior to the completion of data collection in mid-April 2019. It is my hope to publish the results of this study in human resource journals and for conference papers.

What is the purpose of this research?

The researcher has been working with government departments for more than 10 years. She has seen and witnessed that trust between employees, employers and human resource management (HRM) was lacking in these organisations. This leads to a negative working environment which further resulted in less production, ineffectiveness and inefficiency in public goods and services delivery, and a dramatic decline in the overall performance of government institutions. For this reason, this research is designed to either address or to identify the possible factors which may have caused distrust among the concerned parties within the organisation. Also, the research will investigate options in public sector organisations on how to improve, revive, gain and maintain trust between employees, employer and HRM in public sector organisations.

How was I identified and why am I being invited to participate in this research?

The participation in this study is open to any public sector employees in all government departments in PNG. You can be part of the research if you're interested by contacting the researcher directly. The number of participants is six and therefore, the first six participants who show interest will be given the opportunity to participate in this study.

How do I agree to participate in this research?

You will contact the researcher directly if you would like to participate in this research. If you choose to participate you will need to sign a Consent Form, which will be emailed to you. Your participation will be agreed after filling in the Consent Form. Once the Consent Form is filled, signed and dated, it will then be sent back to the researcher. The researcher will then contact you to find time for an interview.

What will happen in this research?

This is a qualitative research approach from which a semi-structured interview method will be used. The total number of participants for this study is six. Each one will represent their individual organisations within the public sector. Participants confidentiality is paramount; therefore, your privacy will be protected. However, you will also cooperate by maintaining your privacy as well to avoid any negative implications that might arise within your respective organisations in the future. To make things more convenient, the interviews will take place after hours and during weekends in a confined area, away from the families and friends to maintain confidentiality. Moreover, the participants will not know who else is also selected to participate in this study.

As soon as the researcher has the required number the invitations will officially close, and the Consent Forms will be sent to the participants for them to sign and return to the researcher. After receiving the Consent Forms, arrangements for phone interviews will start immediately. Semi-structured interviews will be conducted over the phone or other mobile devices or applications such as skype, imo, whatsapp or duo, and these will be recorded using a digital audio recorder. The recording will be transcribed by the researcher at the end of the interview. This process will take approximately two weeks to complete.

What are the discomforts and risks?

There should be no discomfort nor risk involving in this study. To avoid security risks the individual participant will contact the researcher privately. The participant will not know who has responded positively to the researcher. The researcher will not identify the participants in the results of the publication. The voices of the participants will only be recorded, and no photographs or videos will be taken. All the information collected from the interviews including voice recordings and consent forms will be kept securely in a safe place for six years and then destroyed.

What are the benefits?

Participants:

For the participants, this study will help them to identify and understand the roles and functions of HRM in their respective organisations. The study will also highlight the relationship between employee, employer and the role of HR in each participant's organisation. The study will enable the participants to think about their roles in their organisations and how best they can improve their working relationships with their colleagues, HRM and their employer. From this study, the participants will know the importance of HRM in public sector organisations and build trust in the workplace which will in turn motivate staff to improve performance and increase public services delivery.

Community:

This study will enable public sector employees to build trust between themselves, among their colleagues, between HRM and between employer. Understanding the rationale of trust will enable public sector employees to effectively and efficiently deliver public goods and services to the community. It is hoped that the study will change the perception of community to have trust in public sector organisations which will in turn promote honesty, transparency, and accountability in service delivery. In return, the success of service delivery will gain community trust.

Researcher:

From this study the researcher will have a better understanding of the functions of HR in public sector organisations and its relationship between employer and employees. This will enable the researcher to influence decision-making to improve workplace harmony, increase the level of trust in public sector organisations to improve efficiency and effectiveness of service delivery.

How will my privacy be protected?

Your personal details are strictly confidential, and your interview script will be read by the researcher and the supervisors only. After the transcription, the data will be stored in a safe and secured place, and these will be destroyed permanently after the completion of the study. Consent Forms will also be stored securely and safely, separate from data, and will be destroyed after the completion of the study.

What are the costs of participating in this research?

There is no cost involved except that participants will take time out from work or at weekends or after hours to make themselves available at a time and location suitable to them for the interview. This arrangement will be communicated by the participants to the researcher after receiving the Participants' Information Sheets and the Consent Forms. The only cost involved in this research will be borne by researcher, for example, the purchasing and sending of credits to the participants' phone as top-up for the interview.

What opportunity do I have to consider this invitation?

If you wish to participate in this research, please contact the researcher directly for the Consent Form to be sent to you. After reading through the Consent Form, please sign, date and email it to: annagiuna2@gmail.com before 30th April 2019. Please note that your participation in this study is entirely voluntary. Whether or not you participate will not affect your current or future relations with your employer. If you decide not to participate, you are free to withdraw from the study at any time without penalty. Should you decide to withdraw from the study, any data we may already have collected will not be used without your consent.

Will I receive feedback on the results of this research?

The result of this research will be on the AUT web site for academic purposes. However, if you would like to receive the copy the dissertation, please add your contact details to the Consent Form. I will provide with you the link which will take you to the article once the study is completed in mid-2019.

What do I do if I have concerns about this research?

Any concerns regarding the nature of this study should be notified in the first instance to the research supervisor, Marcus Ho, telephone (09) 921 9999 ext. 5448 or email Marcus.ho@aut.ac.nz.

Concerns regarding the conduct of the research should be notified to the Executive Secretary of AUTEC, Kate O'Connor, telephone (09) 921 9999 ext. 6038 or email ethics@aut.ac.nz.

Whom do I contact for further information about this research?

Please keep this Information Sheet and a copy of the Consent Form for your future reference. You are also able to contact the research team as follows:

Researcher Contact Details:

ANNA GIUNA, MBus (Research student)

Auckland University of Technology

Private Bag 92006 | Auckland 1142 | New Zealand

Mobile: +(64) 022 657 1542 | Email: anna.giuna@aut.ac.nz

Project Supervisor Contact Details:

MARCUS HO, PhD

Faculty of Business, Economics and Law

Auckland University of Technology

Private Bag 92006 | Auckland 1142 | New Zealand

P: +(64) 921 9999 ext. 5448 | Email: Marcus.ho@aut.ac.nz.

Appendix C: Consent Forms

This form was given to all six participants who agree to be part of the research. As per AUTEC guidelines, the potential participants were given this form that depicts their voluntary consent to participate in the study.

For use when interviews are involved.

Project title: *Human resource management and organisational trust in the public sector in Papua New Guinea (PNG)*

Project Supervisor: *Marcus Ho (Primary) & Carolyn Ward (Secondary)*

Researcher: *Anna Swire Giuna*

○ I have read and understood the information provided about this research project in the Information Sheet dated 16.04.2019.

○ I have had an opportunity to ask questions and to have them answered.

○ I understand that notes will be taken during the interviews and that they will also be audio-taped and transcribed.

○ I understand that taking part in this study is voluntary (my choice) and that I may withdraw from the study at any time without being disadvantaged in any way.

○ I understand that if I withdraw from the study then I will be offered the choice between having any data that is identifiable as belonging to me removed or allowing it to continue to be used. However, once the findings have been produced, removal of my data may not be possible.

○ I agree to take part in this research.

○ I wish to receive a summary of the research findings (please tick one): Yes○ No○

Participant's signature : ....

Participant's Name : ....

Participants Contact Details (if appropriate) :

....

Date : ----/----/----

Approved by the Auckland University of Technology Ethics Committee on the 10th of April 2019, AUTEC Reference number 19/79.

Note: The Participant should retain a copy of this form.

Appendix D: Ethics Approval

Auckland University of Technology Ethics Committee (AUTEC)

Auckland University of Technology

D-88, Private Bag 92006, Auckland 1142, NZ

T: +64 9 921 9999 ext. 8316

E: ethics@aut.ac.nz

www.aut.ac.nz/researchethics

10 April 2019

Marcus Ho

Faculty of Business Economics and Law

Dear Marcus

Re Ethics Application: **19/79 Human resource management and organisational trust in public sector in Papua New Guinea (PNG)**

Thank you for providing evidence as requested, which satisfies the points raised by the Auckland University of Technology Ethics Committee (AUTEC).

Your ethics application has been approved for three years until 10 April 2022.

1. Data and Consent Forms must be stored for 6 years

Non-standard conditions must be completed before commencing your study. Non-standard conditions do not need to be submitted to or reviewed by AUTEC before commencing your study.

Standard Conditions of Approval

1. A progress report is due annually on the anniversary of the approval date, using form EA2, which is available online through http://www.aut.ac.nz/research/researchethics.
2. A final report is due at the expiration of the approval period, or, upon completion of project, using form EA3, which is available online through http://www.aut.ac.nz/research/researchethics.
3. Any amendments to the project must be approved by AUTEC prior to being implemented. Amendments can be requested using the EA2 form: http://www.aut.ac.nz/research/researchethics.

4. Any serious or unexpected adverse events must be reported to AUTEC Secretariat as a matter of priority.
5. Any unforeseen events that might affect continued ethical acceptability of the project should also be reported to the AUTEC Secretariat as a matter of priority.

Please quote the application number and title on all future correspondence related to this project.

AUTEC grants ethical approval only. If you require management approval for access for your research from another institution or organisation, then you are responsible for obtaining it. If the research is undertaken outside New Zealand, you need to meet all locality legal and ethical obligations and requirements. You are reminded that it is your responsibility to ensure that the spelling and grammar of documents being provided to participants or external organisations is of a high standard.

For any enquiries, please contact ethics@aut.ac.nz

Yours sincerely,

Kate O’Connor

Executive Manager

Auckland University of Technology Ethics Committee

Cc: annagiuna2@gmail.com