"Trust us, we're professionals"

An exploration of governance mechanism within NPM – Driven public sector organisations'

by

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Abstract

Over the past thirty years, public sector organisations have increasingly sought to become more alike their private sector counterparts, with the implementation of management tools, viewing the public as customers and society as a marketplace. Such reforms can be seen as the development of New Public Management (NPM). However, with unintended consequences, as professionals, be it teachers, nurses or social workers, are constrained by the organisation from actually focusing on their profession. Instead being increasingly tasked with administrative procedures whilst partaking in performance measuring activities. Whilst managers become instruments of control rather than facilitators. The dichotomy of trust and control proves to be a highly relevant discussion as relatively little research has been done on governance mechanisms within university context, and aims to highlight new methods of governance in the form of trust-based management.

This research paper therefore aims to explore perceptions of existing governance mechanisms of both Trust and Control within a public organisation, specifically within a university context, where autonomy has previously been premiered. This culminates in a theoretical framework for governance mechanisms. The methodology applied in this study take the form of a qualitative interview study of both managers and professionals within faculty organisations at Lund University.

The paper concludes that there is indeed room for lessened administrative procedures and that there is the need for more time to be spent on feedback within the faculty organisations. We find that high levels of NPM create activities which sap time from empowering the workforce.

Keywords: Trust-based Management, NPM, Governance, Performance Measurement, Public Administration

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1 Introduction

In this chapter the topic is introduced, highlighting the issues in place, the research questions and the purpose of the thesis.

1.1 Background

"Be market-oriented," is a phrase which has reverberated globally across public sector organisations such as hospitals, police departments and municipalities, as they have looked towards *New Public Management* (NPM) in modelling themselves on private sector organisations (Hood, 1991). NPM is seen as a reaction to public organisations being inwardly focused whilst moving at their own pace (Huzell, 2005). With this shift, public organisations have moved towards utilising business school methodologies to effectivise their management systems coupled with viewing other organisation's as competitors within the logic of an active marketplace (Pollitt & Bouckaert, 2011).

In practice, this translates to - when public organisations strive to manage their performance and development, they come in conflict with their own employees, the professionals (Svenska Dagbladet, 2016). Knowledge workers having previously focused on offering a public service, now have to account for the customer experience and external competition whilst being increasingly influenced by managerial controls - which saps time from their actual work (Evetts, 2009). This can be seen in Swedish *healthcare* where professionals complain of a lack of time to care for their patients, being hampered by disproportionate amounts of administration, detracting from their primary task - caregiving (Björgell, 2017; Zaremba, 2013). Within *education*, this sometimes translates to teachers becoming bureaucrats; measuring outputs and performance rather than teaching (Göteborgsposten, 2017). Yet trust in the professional remains integral for the operational viability of public sector services (Statskontoret, 2016b). Such dichotomies have also been seen within a wide *international* context, as public organisations have become schismatic whilst facing de-professionalisation due to increased process-orientation (O'Donnell, Allan, Peetz, 1999).

With this as an empirical foundation, this thesis sees that the topic is interesting to explore, as sound governance of public organisations is crucial for their long-term development and their societal impact. Academically, widespread critic has been levied towards the application of NPM within public organisations, as it has been seen to lead to increased bureaucracy (Hood & Peters, 2004) coupled with an increasing disconnect between management and professionals (Huzell, 2005) and the need to audit performance through management control systems, leading to organisational discontent (Tourish et al. 2017). Therefore, alternative pathways have been lifted as a response to the limitations of NPM, this being seen in governance models based around *Trust*. Such concepts being relayed by Nyhan (2000) in creating and premiering an organisational environment where empowerment and active participation become the cornerstones of interorganisational relations. This thesis therefore explores perceptions of *trust*, as a means of governing the organisation and perceptions of *control*, which are coupled to the organisational consequences of the NPM paradigm.

This research is undertaken within the frame of a public sector organisation, building on the work of Högberg & Wallenborg (2013) work on the tensions between management and professionals within *geriatric care units*. Secondly it builds on Statskontoret (2016b) work on *trust-based management* within various levels of public organisations in Sweden. Whilst also looking at the work of Modell (2003) on emerging norms within management control in public sector organisations in Sweden as a means of organisational steering in the wake of NPM. This is also a topic which has been explored across several sectors internationally, ranging from how the *National Health Service* in the UK has selectivity implemented NPM thinking, causing increased transaction costs and misaligned engagement towards patient groups (Simonet, 2013). Looking at university governance in Australia, NPM has created an overbearing process-orientation amongst organisations (Christopher & Leung, 2015). In Sweden, *Tillitsdelegationen* has been tasked by the Swedish government to analyse, evaluate and develop new proposals to current levels of trust within public organisations (Bringselius, 2017). These contexts highlight the importance and relevance of the topic of governance within public organisation on a broad level.

Higher educational institutions have generally been punctuated by the steering of professionals, within a highly insular environment where institutional collegiality is premiered (Ferlie et al. 2008; Alvesson & Spicer, 2017). However, since the 1990s,

universities have faced organisational reforms, to increase accountability and transparency across otherwise bottom-heavy institutions (Seeber et al. 2014; Kehm, 2013). Such modernisation initiatives taking the shape of NPM-styled management being applied with a focus to drive accountability and quantify performance within the organisation to meet the needs of tomorrow (Ekman et al. 2017; Tourish et al. 2017). Organisational developments linked with growing numbers of enrolled students, the standardisation of knowledge workers and demands for the global homogenisation of education systems (Lorenz, 2012; Vaira, 2004; Bok, 2003). This thesis therefore looks specifically towards a university context in Sweden to explore how governance in the wake of NPM shapes organisational relationships.

Swedish universities have seen a realignment towards *managerialism,* (Sörensson & Olsson, 2016), which denotes an increase in top-down governance within the organisation. With focus shifting towards controlling the university organisation and its output - with the organisation measuring itself against a global context of official rankings, seeking accreditation whilst building its brand internationally to attract more students and funding (Tourish et al. 2017; Paulsson, 2017). Following such developments there has also been an increased adherence towards performance measuring to control the organisational output (Modell, 2003).

1.2   Purpose

The purpose of this thesis is to explore perceptions of *trust* and *control* as *governance mechanisms*[1] in the relationship between management and professionals within faculty

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[1] *Governance Mechanisms* within this thesis entails the method to which management engages with the organisation to influence operational activity.

organisations. The output of this thesis amounts to the creation of a *theoretical framework* for perceiving governance mechanisms (see Fig.1). That being *mechanisms of trust* and *control,* which can be applied to various organisational contexts to understand relations between management and professionals.

1.3 Research Purpose

Our research questions are as follows:

- *What is the perceived relationship between management and academic professionals in a university organisation - to what extent is the organisational relationship driven by governance mechanisms?*

- *What indicators of trust and control can be seen between management and professionals on a faculty level at Lund University?*

1.4 Disposition

The *first chapter* gives an introduction to our topic, an overview of the tensions in place and the research challenge at hand. The *second chapter* covers relevant literature and theory on the topic, whilst *chapter three* highlights our methodological considerations. *Chapter four* presents our empirical data, whilst *chapter five* analyses the collected data. From there we present our concluding remarks and suggestions for further research in *chapter six.*

2 Theoretical Overview

In this chapter we present a literature overview of theoretical knowledge which begins with an exploration of the governance within public organisations before NPM, followed by an exploration of the strengths and limitations of New Public Management and The New Weberian State (NWS) as governance paradigms. The thesis then explores current literature on governance mechanisms in the form of trust and control respectively, followed with an in depth look at Trust-Based Management within public organisations. Culminating in a theoretical framework for exploring governance mechanisms within public organisations.

2.1 Pre – New Public Management

Before public sector organisations were affected by market mechanisms in the late 1980s, the focus of such organisations stemmed in bureaucratic and slow-moving governance models with limited accountability between the internal organisation and the public (Larbi, 2003; Pollitt, 2002; Huzell, 2005). An organisational environment demarcated by life-long employment and relatively stagnant organisational development, a fact which evolved with the development of NPM with more dynamic organisational environments with more mobile employee's (Peters, 2017). Yet, such governance models provided task clarity, internal stability and organisational contentment, with clear lines of control, as governance is vested vertically and in top-down configurations (Hartley, 2005; Governo, 2016; Mattisson, 2013). However, the organisation is inwardly focused, hence not being conscious or dependant of external developments (Huzell, 2005), this being one of the key reasons for the implementation of NPM in introducing organisations to the marketplace.

2.2   New Public Management

New Public Management (NPM) is a collective term for the *"taking to market"* of public sector organisations, aligning their organisational structures with that of private sector companies, this has entailed an increasing focus on measuring organisational performance and efficiency, whilst framing the public as 'customers.' (Hood, 1991; Pollitt & Bouckaert, 2011, Newman, 2016) The concept of decentralisation is core, with a clear sub-division of professional work to aid efficiency, a concept which has developed over centuries (Smith, 1776). This organisational shift is not only down to increased societal pressure for public organisation's to be *business-minded*, *proactive* and *market oriented* (Mattisson, 2013; Dickenson, 2016; Liff, 2014) but also due to increased competition from dynamic sectors offering 24/7 services, e.g financial service institutions (Katsonis & Sullivan, 2014). From a *management control* perspective, there has also been a growing adherence to performance-related compensation models within public organisations, a fact which also shifts the dynamics of the organisational hierarchy, as authority exists both vertically and horizontally, providing the groundwork for employee empowerment (Dahlström & Lapuente, 2012; Dunn & Miller, 2007). Whilst also providing a framework for greater organisational commitment between managers and employees as they move closer to the organisation's operative processes (Moon, 2000). With NPM, relationships have moved beyond the organisation, becoming two-way in incorporating user input to a service, creating community empowerment (Armstrong, Jia, Totikidis, 2005), also impacting organisational control - a specific example being the setting of budgets through community input (Bovaird, 2007). In Sweden, NPM became the greatly favoured method during public-sector reforms (Pollitt, 2002), with a greater focus on business-like methods of managing public organisations, with *target-based management*, *performance reviews* and *unique selling points* in the meeting and delivery of their mission to the "customer/client" (Mattisson, 2013; Governo, 2016; Dunn & Miller, 2007).

Yet significant scepticism to NPM-driven organisations has been levied, in that NPM challenges the relationship between the profession and the organisation itself, causing potential tensions and resistance (Jansson & Parding, 2011; Liff, 2014; Dunn & Miller, 2007). This is also furthered by the increasing disconnect between the organisation and the people it serves (Statskontoret, 2016a). Even if NPM sought to effectivise systems through

measurements, it has also led to increased bureaucracy and administrative heavy systems (Hood & Peters, 2004). NPM has also heralded an increase in performance and output auditing, factors which influences levels of trust between management and professionals (Statskontoret, 2016a). This is furthered by Berg (2005) who highlights that the standardisation of routines applied to organisations as a means of quantifying output can lessen internal perceptions of trust if not appropriated to existing structures.

The geographic scope of NPM's implementation has been Anglocentric, beyond this, other models have been prioritised or iterated upon (Pollitt & Bouckaert, 2011), such models being a return to bureaucratisation and more contemporary management models. As the organisation widens, rifts can develop between employees and management, laying the groundwork for potential agency issues, as information is not communicated in a holistic manner, and that agents act beyond the visual scope of principals within market landscapes and in so, creating increased levels of risk (Gregory, 2016; Bendickson et.al, 2016; Eisenhardt, 1989). Such agency issues can directly impact levels of internal and external organisational trust - in that customers may question what the consequences of efficiency are (Christensen & Lægried, 2016). In striving to create organisational efficiency, organisations run the risk of becoming more fragmented. NPM also limits the development of innovation within the organisation (Bentzen & Jagd, 2014; Dreschler & Kattel, 2009), therefore, *trust-based management* has been explored as an alternative method in furthering trust within public organisations in empowering employees through *participative management* which can act to motivate and create ownership in the outcomes of the task (Bentzen & Jagd, 2014; Huang et al, 2009).

With the above in mind, we see that NPM as a well-researched concept, hence we are using this knowledge as a foundational context for the unit of analysis whilst looking at governance mechanism in place.

2.3   Neo- Weberian State

Neo-Weberian State (NWS) originates from the rational bureaucracy paradigm of Max Weber (Bringslius & Thomasson, 2017) and can be seen as a collective method challenging the surge of NPM driven organisations, with a focus of managing the organisation through internal bureaucratic systems, centred around policies, the setting of rules and the professionalisation

of labour (Dunn & Miller, 2007; Pollitt, 2008) NWS allows for the specialisation of labour within an organisation and rallies around the professional as a driver of legitimacy (Saks, 2012). NWS entails that management is government-centric in nature whilst favouring high levels of stability and job security within the hierarchical organisation, whilst routinising citizen contact (Pollitt & Bouckaert, 2011). NWS also relays the importance of public service in creating a distinct culture within the organisation and that result-orientation is favoured (Dunn & Miller, 2007). Important to note is that the governance paradigms NPM and NWS can simultaneously co-exist in the same organisation, due to the growing complexity of organisations internal and external relationships (Pollitt & Bouckaert, 2017). This occurs in lieu of the growing complexity of public organisations, as their layers increase with bureaucratisation and change - a fact which NWS <u>can</u> handle (Olsen, 2008; Heugens, 2005).

NWS as a method has been criticised for being excessively bureaucratic, in hindering professional autonomy within larger organisations (Pollitt & Bouckaert, 2011). Bureaucratisation can also hinder the organisation in adapting to its surroundings due to incumbent inertia, such a system may struggle when facing changing circumstances and growing competitiveness from smaller, more nimble actors (Mintzberg, 1981). Whilst Kelly (2007) relays that hierarchical organisation structures limit the development of trust and flow of knowledge between organisational levels, limiting potential knowledge transference. For public organisations, this can be detrimental when there are shifts on a social, political and economic level. NWS can also lead to skewed authority within the organisation, creating a platform for the promotion of self-interest and biased decision making on a managerial level (Lynn, 2008).

NWS comes as a response to NPM, and can be seen as a foundational concept within public administrative theory.

2.4   Trust as a Governance Mechanism

Concurrently there is no unanimous acknowledgement regarding the definition of trust (Rousseau et al, 1998; Oomsels & Bouckaert, 2012). Rousseau mentions trust in various forms such as "multi-level trust," "trust within and between organizations," "multidisciplinary trust," "the multiple causal roles of trust" and "trust as impacted by organisational change and

new emerging forms of trust" (Rousseau et al, 1998, p. 393). Oomsels & Bouckaert (2012) argue that the challenge of research in this field is researchers discussing a matter which they originally do not define. Kelly (2007) relays how managers can create knowledge flows and trust within organisations, forming a collaborative norm between practitioners within the organisation. We acknowledge, in our research, the importance of multilevel trust (Sitkin & Roth, 1993).

Trust within a public organisation can also be seen as a means of reducing *transaction costs* between managers and employees, smoothening interactions and potentially increasing organisational performance (Cho & Ringquist, 2010). Levels of trust is something which can vary in its degree (Rousseau, 1998, p.398). Trust is multilevel within the organisation, trust being shaped on a *psychological* level in terms of dyads within the organisation, steering character orientation and mutual perceptions (Simpson, 2007). *Calculus-based trust* can be viewed in the form of *economic transactions* between units, where behaviour is balanced within an environment of incentives (Chiles & McMackin, 1996), or as relational trust in professional relationships within public organisations (Oomsels & Bouckaert, 2012; Kelly, 2007). In Bringselius (2017), trust is defined as an entity consisting of culture, steering mechanisms and the organisation. Therefore, we are confident a multilevel approach to trust (Rousseau et al, 1998, p.393) will help us find an answer to our question.

In Sweden, trust is generally perceived as high within organisations (Rothstein, Holmberg & Arkhede, 2016) although trust in public institutions tends to vary over time. Therefore, the current Swedish government (left coalition) have given *Tillitsdelegationen* the responsibility to research and develop current levels of trust in Swedish public organisations (Bringselius, 2018, p.3).

Therefore, this thesis defines "trust" as a; state within an organisation which focuses on the development of knowledge, continual learning and development between employees both vertically and horizontally. With an environment which premieres accomplishment, and where employees are given greater decision-making autonomy whilst being able to bilaterally communicate throughout the organisation.

2.5   Control as a Governance Mechanism

Control as a mechanism in exerting influence over organisations is a concept which has been discussed over the past decades in the wake of NPM reforms (Minelli, Rebora, Turri, 2015). Managerial control can be seen in interpersonal behaviour between groups and individuals, shaped by the organisation's culture but also a means to which the organisation is designed - an example being a *bureaucracy*, shaping the frameworks of control between individuals (Ouchi, 1979; Malmi & Brown, 2008). Whilst Flamholtz, Das, Tsui (1985) relay that control mechanisms set frames which provide structure for interactions on an individual, group and organisational level with the aim of reaching or maintaining a specific goal. Control as a mechanism of governance can take the form of hybrid measurement systems, such as the *Balanced Scorecard,* in providing the manager with indicators of both a financial and non-financial nature (Malmi & Brown, 2008). *Feedback mechanisms* for management become a means to which to manage the organisational relationship and output of employees - an example being in controlling budgetary or resource allocation (Abernathy & Brownell, 1997). Control mechanisms can also mitigate possible *agency issues* such as *information asymmetry* (Eisenhardt, 1989) in so, keeping the organisation aligned and informed. Control can be shaped through *policies* and *procedures* such as the writing of *reports* and *administrative activities* which can be seen to influence organisational relationships and behaviour (Macintosh & Daft, 1984; Eisenhardt, 1985), or in the measuring of performance amongst employees through economic indicators (Thiel & Leeuw, 2002). Important is also the fact that implemented control mechanisms are sensitive to the organisational environment and should account for its impact amongst stakeholders (Berg, 2005).

Control has also become a means of measuring accountability throughout the organisation's vertical axis, a fact which reduces organisational autonomy - as seen within university organisations, where autonomy has previously been premiered (Christensen, 2011; Whelan, 2016). This can also be seen through increasing homogenisation between organisations internationally, as the environment itself sets control parameters on organisational governance - an example of this being the *Bologna Process* in setting certain standards which influence separate organisations. (Christensen, 2011) Organisational governance being designed towards the managing of multiple stakeholders in matching internal responsibilities with external accountabilities towards the end-user (Almquist et al. 2013). An increased adherence

towards measuring and controlling performance by objectives, has been seen within universities as a means of internal and external *benchmarking* (Thiel & Leeuw, 2002). This measurement is furthered by the use of *"Key Performance Indicators"* of expectations and output within the organisation to stratify resource allocation and current performance (Modell, 2003).

For the clarity of this paper, *we define control* as a governance mechanism between management and the organisation as a whole, through the use of internal performance measuring, and administrative procedures to gauge output, see more regarding the concept of control in section 2.7.

2.6   Trust Based Management within the Public Sector

Research on interpersonal trust is quite focused whilst extensive research exists on trust towards institutions or governments (Nyhan, 2000). Within public organisations today, bureaucratic layers such as administrative control processes create activities which can potentially be demotivating and time-consuming for public servants (Houston, 2006). In the coming chapter, trust as a governance method, especially what the authors denote as *trust based management*, is introduced and discussed.

By creating a safe and trusting work environment, relationships within the organisation improve, creating a friendlier working environment (Jensen, 2014). Creating an open environment where employees feel committed to their work creates in turn higher work satisfaction and performance (Gould-Williams, 2003). Opening up for a culture where mistakes are accepted whilst continual learning and employee empowerment is premiered (Sjöberg, 2015). Within an environment of trust, knowledge transference amongst teams/units becomes more beneficial given the lack of friction in interdepartmental relations (Willem & Buelens, 2007). If employees trust themselves and their managers, *Trust Based Management* creates methods which save time and financial resources, leading to greater motivation to indulge in the job (Jensen, 2014). Whilst increased trust can also aid contributions within the organisation through creating greater task ownership and feedback, potentially leading to increased psychological safety (Delizonna, 2017). Furthermore, systemic organisational improvements can through *Trust Based Management* be augmented through integrated and

continual feedback cycles with actual end-users, creating a more personal touch to the organisation's operations (Governo, 2016).

Nyhan (2000), continues this narrative by adding certain methods (see below). Denhardt argues that in order to create trust within the organisation, you can use a strategy consisting of three different aspects (Nyhan, 2000). Nyhan presents this:

1. *"Participation in decision making*
2. *Feedback from and to employees*
3. *Empowerment of employees to accomplish work unilaterally"*
 (Nyhan, 2000, p. 91) .

Through *trust based management* you can in many cases increase overall productivity, the individual's approach to feedback whilst strengthening organisational commitment (Nyhan, 2000, p. 91). *Trust Based Management* can also be seen as a new model for managing organisations.

Trust based management according to Bringselius is:

1. *"A way of management, culture and way of working*
2. *Focusing on the purpose of the operation as well as the need of the user where each instance actively works to create cooperation and a holistic perspective[2]. (Bringselius, 2017, p. 15-16)*

Within public organisations, the ideal situation consists of the professional focusing on the task and the service which they provide (Bringselius, 2017). It is also important to understand

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[2] Translated by the authors from Swedish

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that public sector employees have double loyalty expectations- to be loyal both to society (the citizen) and to the employer.

The concept of *trust based management* is to go beyond detail based management and move towards a management culture punctuated by trust in the profession and trust in that they take responsibility for their work (Bringselius, 2017). As previously mentioned, trust can be created by values and attitudes which in the end is reduced down to relations between individuals. The purpose of *trust based management* being to build a relationship between research, politics and practice. *Trust based management* comes as a response to NPM within a Swedish context, where detail based management and bureaucratisation of professions hinders actual work (Bringselius, 2017). *Trust based management* can be reached through individual contact, the effect certain institutions can have on behaviour within their organisation or being part of a network of people who are renowned to be trustworthy (Bringselius, 2017, p.9). *Trust based management* has two parts, one with *"hard"* values and one *"soft"*. The soft part represents the principles for *trust based management* and leadership as seen in the exchange of human capital and knowledge flows (Bringselius, 2017, p.15).

There are however certain limitations to *trust based management*, as the professional organisation operates within the codified parameters of a legal and regulatory framework (Statskontoret, 2016a). Within the organisation, the culture should reflect forgiveness and the possibilities to learn from minor inconveniences, yet it is crucial that individuals show responsibility and responsiveness when mistakes occur (Bringselius, 2017, p.19). There should be equal respect and open dialogue, without compromising management (Bringselius, 2017, p.20). There should be trust, but due it being a public organisation, a certain degree of control and transparency have to be present to retain accountability (Bringselius, 2017, p.20). The relational contract within the organisation is therefore premiered as a means of building trust with a focus on long-term development compared to the shorter term transactional contracts (Pettersen, 2009). *Trust-based management* can also be seen as providing sufficient space for employees to do their work within the organisational scope, providing a different relationship between management and employees. (Statskontoret, 2016c)

Current literature is relatively positive towards *trust based management*, however the management style carries certain limitations. Firstly, one needs to understand the purpose of the public organisation, as it is organisation which needs to act fairly and objectively in each

case it handles (Nyhan, 2000). This is why public organisations have a tendency of being so slow, since they need to ensure transparency and trustworthiness towards its users. Secondly, empowerment can cause issues within this kind of organisation, leading to imbalances amongst staff. With growing confidence, one might find agency issues between agents within the organisation, leading to potentially asymmetrical information and self-interest (Eisenhardt, 1989). The organisational hierarchy does however need a certain level of stability due to how accountability is shaped internally.

2.7   Theoretical Framework for Governance Mechanisms

With the above theoretical overview in mind, the authors have created a *theoretical framework* which aims to concretise and discern the two governance mechanisms of *Trust* and *Control* through six indicators, which are then visualised in *Table's 1 & 2*. These indicators are derived from best available theoretical knowledge on *trust*, *trust based management* and *management control*.

Looking at indicators of *trust*, we see that *Knowledge,* is drawn from Bringselius (2017) who propagates for an environment of employee development and the normalisation of knowledge exchange to strengthen internal relationships and structures. A fact which can be of importance within an organisation of knowledge-workers, in stimulating personal development and signalling the importance of the individual to the organisation (Kelly, 2007). Therefore, the accessibility of knowledge and the possibilities for knowledge transference between individuals throughout the organisational hierarchy, can be seen as a means of building trust. However, it is important to acknowledge that extensive *asymmetrical knowledge* within the organisation can create distrust and goal conflicts between individuals (Eisenhardt, 1989). Accounting for such pitfalls, the thesis denotes *Knowledge* as the exchange of knowledge trans-organisationally.

Looking at *Empowerment*, we see that trust can be given through the delegation or giving of responsibility to the individual, in so premiering an environment of individual accomplishment (Nyhan, 2000). This increase in employee involvement and participation as

the organisation signals itself as a supportive and participative structure - increases individual retention (Balfour & Weschler, 1990), whilst smoothening transaction costs (Cho & Ringquist, 2010). *Empowerment* is aligned to NPM, in that the organisation creates the setting for employees to be closer to decision making processes and the tools to achieve results (Dunn & Miller, 2007). We see *Empowerment* as a means of creating the environment for interpersonal and subsequently organisational trust between management and the organisation.

Feedback hence becomes the amalgamation of trust within an organisation, opening up individuals within the organisation to each other, with bilateral information flows (Nyhan, 2000). This thesis denotes *Feedback* as a measure of *trust* rather than *control*, even if *Feedback* can also be theorised as a measure of *control*. As feedback mechanisms can create informational frameworks for *control* within organisations, impacting resource allocation based of feedback information collected through existing management control systems, such as *Balanced Scorecards* (Malmi & Brown, 2008; Abernathy & Brownell, 1997). Rather, *feedback* is seen as a means of opening up the organisation for participation (Nyhan, 2000), aiding and improving employee performance (Jensen, 2014). *Feedback* as an indicator of trust can also be seen as a method of building employee commitment and ownership to the organisation (Mone et al. 2011), a practical example of *feedback* being regular meetings to manage employee development and relations through interpersonal contacts of both a formal and informal nature. *Feedback* mechanisms being themselves present within NPM driven organisations, where employees are given the room to partake in exercises both for administrative and developmental purposes (Governo, 2016).

Exploring indicators of *control*, we have chosen to look at *Key Performance Indicators (KPI),* which are contreticised as a means of controlling and receiving feedback on performance within the organisation (Malmi & Brown, 2008). KPIs become a means of quantifying organisational outputs internally whilst creating validity externally (Thiel & Leeuw, 2002), hence an effective means of managing goals and individual performance (Modell, 2003). Measurements which impact planning and strategy, which subsequently affects professionals within the organisation. Following Hood (1991) we see performance measuring within public organisations as a hallmark of NPM. Whilst also being part of NWS-styled thinking, in aligning itself towards a more result-oriented paradigm, as performance is measured as part of governing efficiency within a rational bureaucracy (Olsen, 2008).

Administrative Procedures can be key activities of control within the organisation, this can be take the form of administrative tasks such as the *writing of reports* or attending *meetings*, activities institutionalised as a means of control (Macintosh & Daft, 1984). As a governance mechanism; administrative procedures such as setting *deadlines* or creating *agendas* influences the individual's organisational role, interaction patterns and eventual output (Malmi & Brown, 2008). The author's see *Procedures* as a key control mechanism, with administrative *procedures* impacting both management and the organisation, shaping accountability and a framework of control for operational activities. As Lynn (2008) highlights, administrative *procedures* are part of the NWS strand of thinking, in that managerial control is top-down, controlling organisational activity.

Resource Allocation, is a theoretical amalgamation for the allocation of *financial* and *non-financial* resources between management and the organisation, as a means to influence organisational activities (Reck, 2001; Abernathy & Brownell, 1997). This can take the shape of *funding*, through the allocation of *budgets* to a specific activity (Tahar & Boutellier, 2013; Hansen et al. 2003), the allocation of *human resources* (Ferlie et al. 1996) or as a display of *power* (Cardenas & Sethi, 2010), shaping in turn the accountability of individuals. The allocation of resources being an *output,* from the input of KPIs within the organisation (Modell, 2003). The concept of *resource allocation* aligns with the NPM paradigm in creating a framework of performance, based of private sector methodologies (Christensen & Lægreid, 2016). The author's see *Resource Allocation* as a key indicator for control in shaping behaviours organisationally and impacting outputs.

In order to respond to our research questions, we have created certain limitations to what we are actually measuring. Our research questions focus on *perceptions*, and it is convenient to analyse the perception of individuals compared to measuring perceptions within something more abstract. We decided not to focus on HR-matters or the organizational culture since our incentive and purpose lie in interpersonal relationships within the organisation. Hence, we peeled of the layers which did not provide us with enough data to derive conclusions.

Indicator of Trust	What is perceived in the Organisation?
Knowledge	Focus on developing knowledge within the organisation, continual learning, reflection and knowledge exchange between employees
Empowerment	That an environment for accomplishment is premiered and that employees are given greater decision making autonomy
Feedback	That space exists for billateral communication within the professional environment, with a focus on continual development

Adapted from (Bringselius, 2017; Nyhan, 2000; Bentzen & Jagd 2014; Modell, 2003; Malmi & Brown, 2008)

Table.1, Theoretical Framework for Indicators of Trust

Indicator of Control	What is perceived in the Organisation?
Key Performance Indicators	That outputs are quantified and measured against indexes, aiding internal reporting and planning activities, whilst being utilised externally as a means of creating validity for the organisation.
Administrative Procedures	The writing of reports, setting of agendas and deadlines to fulfil specific regulatory requirements - influencing accountability.
Resource Allocation	As a means of controlling output but also ambition, can be both budgetary or non-financial.

Adapted from (Bringselius, 2017; Nyhan, 2000; Bentzen & Jagd 2014; Modell, 2003; Malmi & Brown, 2008)

Table. 2, Theoretical Framework for Indicators of Control

3   Methodology

The following chapter highlights the methodological considerations. The purpose of this thesis is to explore perceptions of *trust* and *control* as *governance mechanisms* in the relationship between management and professionals within faculty organisations. Since our research seeks to emphasise individual perceptions of organisational events in the everyday, we decided to conduct *interviews*. In order to gain validity (Esaiasson et al, 2017), we interviewed both *managers* and *professionals*, since we see both groups as crucial for the analysis. To explore and analyse perceptions, the writers utilised a theoretical framework (see 2.7), with six indicators of governance to analyse the empirical data. All interviews being held April-May 2018 coupled with an overall sample size of 8 respondents.

3.1   Research Design & Methodological Discussion

This *qualitative interview study* explored perceptions of governance from both a managerial and organisational level whilst being inspired by authors such as Bringselius (2017), Modell (2003), Nyhan (2000), Abernathy & Brownell (1997) work on *governance mechanisms*. From the accumulated data, the writers induced existing patterns and perceptions whilst providing recommendations for the future research areas.

The writer's saw that a *qualitative interview study* could be a reliable methodological choice when building upon similar cases, such as Högberg & Wallenborg's (2013) interview study exploring the tensions between managerial control and professional autonomy within geriatric care in *Stockholm Municipality*. A key takeaway being that giving greater accountability and autonomy to the profession saves resources on a managerial level and improves the working environment (Högberg & Wallenborg, 2013). Whilst increasing job satisfaction and self-worth can be attained if employees are included in designing feedback processes (Högberg & Wallenborg, 2013). We also took learnings from Modell (2003), explorative interview study regarding control processes through the use of *Performance Indicators* within Swedish universities.

Since we were interested in understanding how people perceived a situation, we originally saw two ways of doing so in a conclusive manner. The first being through conducting *surveys* or by undertaking a *qualitative interview study* (Esaiasson et al, 2017; Sekaran & Bougie, 2016). Both methods being *"primary data collection methods"* together with *observations*, as these are all social methods of researching a topic (Sekaran & Bougie, 2016, p. 111). When choosing between these three methods, we reflected on the purpose of our actual study; that of measuring individual perceptions, a fact which requires asking questions, relying on *observations* alone would have been lacking, leaving *interviews* and *questionnaires*. We finally decided on utilising *interviews*, since interviews provide a more holistic picture of the unit of analysis, allowing for follow up questions and discussions with the respondent, whilst also being able to observe body language (Sekaran & Bougie, 2016, p. 114). In focusing on various faculty organisations, the study *maximises differences* within the scope of collected empirical data, with the aim of giving the study a broader generalisability as it is applied across several organisational contexts (Sekaran & Bougie, 2016).

We asked an equal amount of men and women to participate in the study. We recorded each interview with the help of *Garageband* to later be able to listen to the recording separately, writing down our individual perceptions of the given responses. We then together, discussed our results in order to fill in our report matrix (see Appendix 2). If any apparent differences in opinion occurred, these were denoted in the matrix (see Appendix 2). The interviews, the empirical study of university governance and the report matrix derived from collected interview data formed the core of the analysis. After extrapolating our interview questions from the best available knowledge and the theoretical framework (2.7), we invited a total of 24 subjects for interviews. All invitations were originally sent out on March 27th with follow-up on April 9th.

We chose not to transcribe our interviews since we both listened twice to the recorded interview and discussed the result afterwards, after first having analysed it individually. To make sure we did not miss any useful information, we transcribed one interview (subject 6) and compared it to the result from our method. We did not see that we lost any information by not transcribing. The recordings are also available upon request.

3.2   Research Subjects

The thesis explored the following segments as the main units of analysis for the research:

- Individuals with academic managerial positions (Category 1)
- Academic professionals within the organisation (Category 2)

This differentiation was made in order to get deeper into bilateral perceptions within the organisational hierarchy, as Sekaran & Bougie (2016) highlighted, to clarify perceptions and *interpersonal relationships*. Utilising face to face interviews, we were also able to pick up on nonverbal cues and gain access to more detailed verbal elaborations (Sekaran & Bougie, 2016). The interview subjects have been anonymised and are referred to as Subjects 1-8 within the collected empirical data and analysis. The role and organisational context of these eight are published and presented in *Table 3*.

3.3   Data Collection Method

The primary data collection method utilised was in the form of *semi-structured interviews,* where we recorded the perceptions of each respondent. With semi-structured interviews, we refer to the fact that the questions were prepared in advance and designed to create a discussion regarding the individual's perceptions of mechanisms of *control* and *trust* within the organisation, whilst still having a conversation. The questions themselves are found in Appendix 1. The respondent's answers were anonymised to de-bias the data collection and analysis (Sekaran & Bougie, 2016, p. 113-115).

The conducted interviews started out with the authors asking more general questions setting the tone and pace (Sekaran & Bougie, 2016), followed by more specific and detailed questions exploring current perceptions. The interview questions (see appendix 1) were extrapolated from the *theoretical framework* (2.7), and current literature on *trust based management* and *NPM driven organisations.* We used open ended questions where no answers were explicitly right or wrong (Sekaran & Bougie, 2016), as a means of creating the space for discussion.

3.4   Data Analysis

The data analysis was primarily implemented through the use of a matrix to structure, condense and display the collected empirical data, looking for themes and interrelations in the data whilst cross-referencing the themes to the chosen indicators of the theoretical framework (see 2.7) within our report matrix (see appendix 2). We used data reduction to making sense of the collected data (Sekaran & Bougie, 2016). Such an analysis is inspired by Erlingsson & Brysiewicz's (2017) discussions on *content analyses* and complemented by the use of best available second-hand knowledge on university governance, NPM and governance mechanisms - to better understand current relational contexts (Sekaran & Bougie, 2016). From the gathered and condensed data, we drew conclusions from looking at the frequency of perceptions and themes whilst looking back to existing theory.

Furthermore, we sought to *de-bias* ourselves to the furthest extent by *individually* listening to the recorded data, deducing individual conclusions and patterns before merging our ideas, avoiding potential traps such as *groupthink* (Beshears & Gino, 2015). We analysed the data based on the indicators at hand, which we deduced from the theoretical overview, any specific adherence to them, how the respondent frames their answer and from there categorised them based on our chosen indicators, to better understand the perceptions and relationships at play.

Collected data which did not fit within the parameters of the theoretical indicators are displayed in chapter 6.3 and utilised to provide a broader contextual scope for areas of further research.

3.5   Methodological Reflection

The undertaken study and the methodological choices made have been seen as a sound basis for the analysis, the theoretical framework being a useful tool in understanding the collected empirical data.

The utilised data analysis methodology led to sound conversations and interesting discussions. We were able to produce in-depth research through the conversations with our respondents.

Each respondent answered our questions openly and often with a detailed manner. We are happy with the results of our methodological choice of holding interviews, since we did discuss utilising surveys instead. In hindsight, we believe that we made the right methodological decision due to two factors. Firstly, that it was difficult to get in touch with the respondents, even with multiple emails, availability was limited. However even with eight respondents the choice of qualitative interviews aided the study's viability, with a quantitative survey with eight respondents not having been enough to reach our conclusions or answer our research questions. Secondly, we see that the conversations created another level of understanding when conversing face to face, allowing us to take note of body language and tonal variations, information of such a nature would have gone amiss if we were to have relied on surveys.

If we would have done something different, we would have sought to utilise group interviews within the different segment groups of professionals (category 1 and category 2), as a follow-up after conducting the individual interviews. We see these panel discussions as an opportunity for in depth conversations, providing a differing level of understanding on the topics of governance mechanisms within the faculty organisations - opening up further research questions and possibly further studies.

Although we invited many professionals at Lund University, few respondents were ultimately available, giving us eight respondents in total. This created a limited selection which also impacts our generalisability. We have made a qualitative study, interviewing people from different faculties within Lund University. We have through these qualitative interviews, our individual analysis, our pair discussion and overall methodological strategy reach high academic validity. Furthermore, the data collected from the eight respondents reached a level of theoretical saturation (Sekaran & Bougie, 2016), with no further insights being gained by the end of the interview cycle. We see this as a small contribution to the field of university governance mechanisms and as a first step for further research on Swedish university governance.

Since we have kept our respondents (a.i. subjects) anonymous, they actively accepted our invitations and any information they did not want to share, they did not have to share, together with their possibility to get the tapes afterwards if requested, with this we do not see any

ethical or moral dilemmas with the study. We have never intended to offend or misrepresent any party within the study.

4 Empirical Data

This chapter contains the collected empirical data, with 4.1 providing a brief contextual presentation of governance in university organisations in Sweden. Followed by a presentation of each of the subjects in *Table 3,* continuing on from there is the presentation of the condensed first hand empirical data with brief descriptive paragraphs which summarise the tables.

4.1 Governance within University Organisations

Since the deregulation of 2010, Swedish higher education has moved towards centralising its governance and administration (UHR, 2015), yet with a focus on applying models of the NPM paradigm to a profession-heavy sector where autonomy, academic freedom and collegiality are central (Bolden et al. 2014; Ekman et al. 2017). Autonomy being seen as a means to which control ambition and output within the institution (Fielden, 2008). This shift has entailed an increasing adherence to performance measuring, the marketisation of education and professional resources, whilst looking at students as 'consumers' and other institutions as 'competitors' (Ferlie et al. 2008; Benner, 2017; Vasquez et al. 2017).

Conversely, it has also impacted the educational experience of students, who experience the side-effects of administrative routines and managerial control (Denton & Brown, 2009) Whilst also having consequences on the role of the academic professional, who face increasing internal pressure through more stringent budgeting and the increased number of students, whilst facing external pressures through the commodification of academic labour (Willmott, 1995; Klasson, 2010). Whilst the ratification of educational organisations has been seen through international standards networks such as EFMD - external forces impacting internal administration (Engwall, 2007). With the marketisation of universities, an increased level of control also entered the organisation in the form of greater accountability, especially

with regards to reporting and justifying taxpayer expenditures - in portraying the university as a trustworthy and reputable organisation that also provides 'value for money' (Tourish et al. 2017; Lorenz, 2012; Engwall, 2007).

4.2   Perceptions of Governance Mechanisms

This chapter contains a contextual introduction to each of the eight interview subjects, the condensed collected data and segments of perceptions based of the six theoretical indicators as seen in chapter 2.7. The chapter highlights the collected data corroborated with the theoretical indicators and a final section which includes data that does not corroborate with the existing theoretical framework.

4.2.1   Introduction to Interview Subjects

This chapter provides a brief context to each subject and in which organisational context they are currently operating within.

Subject	Description and organisational context
Subject 1	Individual with a leading position - large organisation with multiple subunits
Subject 2	Individual with a teaching position within a relatively small unit of a large decentralised organisation
Subject 3	Individual with a teaching position within a centralised organisation
Subject 4	Individual with a leading position in a smaller faculty organisation, new in their role since January 2018
Subject 5	Individual with a leading position in a very large organisation, new in their role since January 2018
Subject 6	Individual with teaching/research role within a small subunit within a very large faculty organisation
Subject 7	Individual with a teaching/research role in a very large organisation
Subject 8	Individual with a leading position in a medium sized faculty organisation

Table. 3 Description of Interview Subjects

4.3   Condensed Interview Data

The collected data as seen below has been extrapolated individually from the recorded interview data and condensed into the following tables, each table has a brief summary of findings.

Indicator of Trust	Condensed data of perceptions
Knowledge	**Subject 1:** Regular knowledge sharing activities creates a broader organisational understanding. The organisation looks outwards for further learnings to implement internally. **Subject 2:** Knowledge exchange could be improved but is perceived as high on an individual level, however knowledge transference between colleagues is low/none existent, focus is rather placed on individual work. Cooperation is seen but only on an operational level. **Subject 3:** High specialisation of knowledge with the organisation, shared in teams, shaping collegiality. Specialisation is useful, but autonomy leads to fragility when support structures fail. **Subject 4:** Knowledge is prevalent in the organisation, both internally and externally. However, information flows could be simplified and are not always trustworthy. **Subject 5:** Autonomy within the organisation is premiered, the subject does not micro-manage staff and sees the current operative process as sufficient. **Subject 6:** The organisation is knowledge-based but also highly specialised **Subject 7:** High level of knowledge exchange is prevalent, especially within project based contexts both internally and externally, as a way to shape competencies and knowledge between professionals. **Subject 8:** High degree of knowledge exchange prevalent, development of knowledge between various levels of the organisation.

Table. 4 Condensed data of perceptions on knowledge

Seen in *Table 4* is that knowledge is premiered to a high extent within the succinct organisations, as they are highly specialised environments where knowledge flows are part of the operative work. Also seen is that knowledge whilst heavily present, is focused on a narrow level - in the form of individuals and teams, with subjects wanting a broader interaction within the organisation.

Indicator of Trust	Condensed data of perceptions
Empowerment	**Subject 1:** We did not hear nor react on any indicators of empowerment except the notion of workplace freedom for employees in order to achieve results. **Subject 2:** The individual sees that they are given a high level of autonomy and decision making influence within the organisation, perceives that a high level of trust exists between them and management. **Subject 3:** Informal structures exist to drive empowerment, formal structures exist but are limited in nature. Cross organisational support is perceived as prevalent. Freedom is enjoyed by the subject - who is perceived as comfortable in their role. There is a sense of loyalty to the organisation from the individual. Not very currently part of any larger decision making processes, however the organisation is not always transparent, but may not be intentional. **Subject 4:** Feels empowered by the role itself, sees a place for feedback in this relationship. perceives a high degree of satisfaction with their managerial role. **Subject 5:** The individual seems to be trusting in the individuals within the organisation, organisation has structurally changed over time, as new members of management have shaped the status quo **Subject 6:** The subject has been empowered by the organisation to undertake specific projects, responsibility being delegated with experience. **Subject 7:** Empowerment comes with seniority and experience within the organisation, given access to increased resources to drive projects and be responsible for the work of others. **Subject 8:** Empowerment is central to building trust, acting as facilitator for employees to pursue their own projects and activities.

Table. 5 Condensed data of perceptions on Empowerment

Empowerment within the collected data primarily takes the shape of autonomy of the individual to perform in their specific role, with individuals communicating a level of trust in the organisation that the organisation believes in them to fulfill their role, coupled with that as *Table. 5* highlights, that empowerment is linked to the individual's seniority organisationally.

Indicator of Trust	Condensed data of perceptions
Feedback	**Subject 1:** Structured feedback mechanisms with set time & place prevalent in the organisation. Not against more feedback in the organisation as a means of increasing cross-organisational

Subject 2: Feedback can be seen as having a negative impact on employee relations, being too "open", potentially damaging collegiality - respondent does however believe that a higher degree of feedback could be beneficial.

Subject 3: Formalised feedback structures within the organisation are perceived by the respondent.

Subject 4: The organisation works with structured feedback and information channels. A type of feedback is to be elected to the managerial role itself.

Subject 5: Formalised feedback within the parameters of the university organisation is perceived by the respondent.

Subject 6: Manager is perceived as being quite distanced to the individual, formalised procedures are prevalent, whilst the individual perceives a high level of freedom in their role.

Subject 7: More feedback could be seen within the organisation, feedback has however been given on an increased level due to a new manager, this has been seen bilaterally, yet still limited amongst colleagues.

Subject 8: Feedback is very prevalent, informal feedback methods are preferred, creating long term relationships and employee satisfaction. |

Table. 6 Condensed data of perceptions on Feedback

As highlighted in *Table. 6*, the concept of feedback is prevalent throughout the eight interviews, however the level and depth of feedback is seen to be formulaic within the frameworks of the organisations. Whilst some subjects underline the impact which more in-depth feedback can have in defining inter-organisational relations and that some subjects seek a deeper level of mutual feedback both horizontally and vertically within the organisation.

Indicator of Control	Condensed data of perceptions
Key Performance Indicators	**Subject 1:** Very prevalent for the individual, internal outputs are measured and marketed externally seen as a key success factor for the organisation in retaining its standing. The subject is not against using more extensive measuring. **Subject 2:** The respondent perceives KPIs to have a low degree of impact on their daily work, KPIs and steering mechanisms are partially irrelevant within an organisation where employee security and retention is seen as very high. However not against the implementation of further control mechanisms, having worked within other public organisations, sees the current level of control as significantly higher than previous organisations. **Subject 3:** Reporting what you have done during the year, as in research/teaching is seen in a positive light, reaffirming performance as a way of gauging oneself, demarcation of worth and skills. Used as publicity externally for marketing the organisation. **Subject 4:** Numbers of applicants and breadth of alumni network is measured. Financial KPIs are also measured, however the organisation cannot fully affect the outcome of the measure. **Subject 5:** Sceptical to performance measuring, instead focuses on qualitative output, understands that things take time and are not always quantifiable as KPIs. Results are measured, which can have positive implications organisationally due to trickle down effects. **Subject 6:** Focus on qualitative educational output, the unit will shift to align itself with the organisation's current strategic focus. **Subject 7:** Seen as irrelevant on an individual level within the organisation, operative focus is premiered. **Subject 8:** Research and education are seen as qualitative measures of success, not everything is measurable.

Table. 7 Condensed data of perceptions on Key Performance Indicators

We observe that KPIs serve an important purpose for the work day of our respondents. However, the meaning of the KPIs vary. The prevalent method of measuring is through external output. Other measurements are based on quality of education, the amount of applicants etc. KPIs are perceived as necessary and the are measured in various instances.

Indicator of Control	Condensed data of perceptions
Administrative Procedures	**Subject 1:** Active member of this culture, part of Swedish administrative culture to have too much admin. Sees that KPI's could take the place of many meetings. There is an entrenched administrative culture.
	Subject 2: The respondent dislikes such procedures, sees them as unnecessary and time consuming in nature.
	Subject 3: Meetings are held regularly as a means of gauging current work, respondent seems content with current situation.
	Subject 4: Believes they are working in the wrong way, allocating too much time into reporting rather than developing the organisation. Believes it is time to challenge the NPM paradigm.
	Subject 5: Formalised administrative procedures, leading to fragmentation of workflow .
	Subject 6: Dislikes the administrative aspect of the role, seen to fragment the current workflow.
	Subject 7: Administrative activities as time consuming and that with a entrenched culture where meetings are commonplace, taking up to 50% of their time, hindering the pace of processes.
	Subject 8: Administration takes too much time from the individual, not enough time in the day to complete all tasks, administrative culture has increased since the late 1990s. Employees in teaching roles face an increased administrative burden.

Table. 8 Condensed data of perceptions on Administrative Procedures

The general perceptions of our respondents is that the time spend on administrative procedures is excessive and time consuming. Perceptions are that more time is spend reporting than organisational development.

Indicator of Control	Condensed data of perceptions
Resource Allocation	**Subject 1:** Not directly mentioned by the respondent, budgets are incremental and based of previous years, relative independence in allocating resources **Subject 2:** Resource allocation is based on the level of initiative taken by the individual, which means that distribution can be disproportionate within the organisational context **Subject 3:** Budgeting partially an external matter, project based budgeting seen in a positive light, leading to increased collegial support within the organisation. **Subject 4:** Is set by a strategy document. There is one for the entire university, this faculty had to build upon that to create their own. "It should be a given," though not prevalent across all faculty organisations. **Subject 5:** Resources are allocated situationally, highly dependant on research grants and external factors, e.g relevance, economy, political situation. **Subject 6:** Situationally allocated, project based and cyclical in nature - academic professionals with a research focus place more time on this. **Subject 7:** Resources are allocated based of research outputs from the previous year **Subject 8:** Resources are allocated based of performance internally but feels that on a university level resources are allocated disproportionally based of their worth.

Table. 9 Condensed data of perceptions on Resource Allocation

Resource allocation is based on several aspects where research grants represent great power. Performance is measured both internally and externally and strategy documents lead the way in budgeting decisions.

5   Data Analysis

Here the collected data is correlating with the theoretical framework and its indicators of *trust* and *control* which are drawn from existing theory (see 2.7), whilst utilising the knowledge gained on university governance within current governance paradigms as a context. Each chapter is aided visually by a table condensing the most vital empirical data derived from the interviews (see 4.3 and Appendix 2).

5.1   Perceptions of Trust as a Governance Mechanisms

Trust in the form of the extrapolated indicators of trust can be seen in various levels of intensity throughout the collected data. One significant factor being the aspect of academic autonomy, which indirectly gives the respondents the freedom to structure their own schedules and work. However, this freedom also comes with certain responsibilities for the individuals towards the organisation, their colleagues and their managers. Based on our theoretical indicators (2.7), we deduce the following.

5.1.1   Perceptions of Trust amongst Academic Managers

In this first chapter of the analysis, the collected data has been condensed and tabulated to aid the reader, this can be seen in *Table. 10*, which is followed by a detailed analysis of each of the indicators of trust.

S= Subject Indicators of Trust	S.1	S.4	S.5	S.8
Knowledge	Looking outwards for learnings	Knowledge flows could be improved	Knowledge sharing is premiered	Knowledge sharing seen between organisational levels
Empowerment	Delegating responsibility can be difficult due to autonomy	Decision making not seen as effective even if freedom is high	Freedom to act seen amongst employees	Seen to a high degree, employees given the space to pursue projects
Feedback	Open to more feedback	Is formalised within the organisation	Is formalised within the organisation	Informal feedback premiered, seen to build long term relationships of trust

Table. 10 Condensed Data visualisation of perceptions of trust amongst academic managers

Knowledge

Within the successive organisations, the concept of employee development is normalised, the managers attend to formalised activities such as developmental meetings and yearly reviews. (Subject 5) highlights that knowledge transference across the organisation is perceived to exist at a high level, accentuated by that the organisation is academic, knowledge-driven and highly specialised. This highlights that the university organisations are highly specialised environments where knowledge intensive work is part of the everyday. However managerially, the managers remain quite removed from daily operations - which within the organisation entails research and teaching, a fact which can create principal agent dichotomies with imbalances in information between various organisational levels. As subject 1 states, the adherence to knowledge sharing exists beyond the scope of the organisation, in utilising knowledge-creation activities to market the organisation and to drive external partnerships. This perception highlights the prevalence of the NPM paradigm in how the faculty organisation premieres the marketable ability of its output and competencies but also in creating synergies with other academic institutions and private sector organisations. Whilst subject 4 relays that knowledge cannot be quantified in such a manner, as knowledge is tacit

and is built up over time by individuals in the organisation, with the organisation as a platform for development.

Empowerment

No.5 highlights that they do not actively "manage" their employees, rather giving them the freedom and responsibility to perform their roles, this shows that within the actual silos of the organisation employees are given the space to accomplish and excel within their areas of expertise, with management providing a light touch approach to managing the context.

However, regarding involvement in decision making processes throughout the organisation - subject 5 states that they both are and are not in control, dependent on external factors, decision making being very situational within the organisation coupled with that employees have a high degree of autonomy. Which indicates the existence of the manager as a facilitator rather than one who is directly in control of the context. A tendency to over administer decisions can also be seen (subject 4), as decision making processes become laborious for individuals, NWS-like mechanisms are visible within the organisation's decision-making structure, with a strong administrative layer on operative functions - a layer which hinders engagement between management and the organisation. A fact which subjects 4 & 8 highlight has increased exponentially over the past two decades in Sweden. In the case of subject 5, the organisation on a faculty level is separated from institutions which remain relatively insular in nature, the authors do note that there are abrasions in managerial perceptions of decision making, be it frustration over not getting the right work done, or the speed of the processes. Trust in the organisational environment could therefore be seen as higher.

A highly prevalent concept is the autonomous professional, a fact which management grapples with throughout the respective organisations, subject 1 states that it decreases effective internal communication, whilst subject 4 accepts it as part of the organisational culture and as a prerequisite for a knowledge intensive organisation, yet begrudges that it slows down decision making. Subject 4 also relays that disproportionate amounts of energy are placed on matters which are not central to the functioning of the organisation, such as cross-organisational reporting processes which take up an extended period of time. Overall the autonomous professional proves to be a point of frustration for managers, hindering effective management practices and internal communication. Subject 1 highlights that increased top-down control, drawing inspiration from international contexts, would benefit

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management in creating a more holistic understanding of the organisations output. This shows that there currently is a want for increased control by the manager relative to the organisation, that communicated need also indicates a lower degree of trust, in that the agent works beyond the scope of the manager, therefore the manager propagates for increased control to manage the knowledge gap between management and the organisation. Unique to the collected data is the view of subject 8 who propagates for individual autonomy and actively supports professionals in their projects, this view shows that the manager exhibits a high degree of trust in their employees and premieres individual development of knowledge.

Feedback

Feedback mechanisms are perceived by all respondents, both formally and informally as a process to gather, develop and ratify information within the organisation. Subject 1 does however state that more feedback loops would not be a negative thing, in providing more structured and regular information flows, such a statement can indicate a lack of trust between the manager and the individuals who report to them - giving the sense of a wanton need for increased control. Subject 4 & subject 5 state that feedback processes are useful in shaping competencies within the organisation, as a means of employee development and in managing operations, but also concedes that existing processes are highly formalised and lack flexibility. This shows how for the most part, feedback within the organisations is highly standardised, only following current regulation in Sweden - however subject 8 goes against the grain in premiering informal feedback structures. This is perceived to create long term satisfaction amongst employees, creating a safer working environment and platform for mutual support.

Commitment and loyalty within the organisation is perceived by the respondents as high, in that employees are often seen to be trusting of management's actions and the fact that employee retention within the organisation is generally high and long term. Seniority being a recurring theme within the collected data, shaping individual commitment to the role of manager, influencing their own knowledge of the organisation. With an exception being seen with subject 4 who has previously worked in other managerial roles, within a range of public sector bodies. The authors perceive that the respondents have an underlying trust in the organisation they represent, having worked within its frame beyond the scope of their managerial careers.

5.1.2 Perceptions of Trust amongst Academic Professionals

This chapter begins with a visual condensation of the empirical data, correlated against the three indicators of trust, this visualisation is seen in *Table. 11*, which is followed by an analysis of each of the indicators of trust.

S=Subject Indicators of trust	S.2	S.3	S.6	S.7
Knowledge	High Individually whilst low organisationally	Knowledge sharing prevalent Yet fragile structures	Highly specialised environment	High level knowledge exchange, specifically within projects
Empowerment	High level of autonomy experienced	Informal support structures exist	Responsibility given with experience	Seniority leads to empowerment
Feedback	Uses feedback individually, open for more feedback within organisation	Formalised feedback structures in place	Autonomy is premiered, relationship with manager not yet defined	Formalised process, new management leads to more extensive feedback

Table. 11 Condensed Data visualisation of perceptions of trust amongst academic professionals

Knowledge

Knowledge transference exists within the organisations, as denoted by subject 2, in that knowledge is continually developed within the academic environment, but that it's localised to a unit level rather than trans-organisationally. Specialisation is seen as high amongst professionals within the organisation, creating an environment where stability is premiered and autonomy is high (Mintzberg, 1981). Subject 2 does however state the lack of knowledge transference between colleagues, creating "islands" rather than bridges organisationally. Visualising how trust across units is still relatively low. This is highlighted by subject 6 who

states that their unit is relatively autonomous when managing the operative flow, stating that there is an environment of mutual trust between employees and a management organisationally, "as long as frameworks are followed, nobody complains." Therefore, the authors perceive a high level of interpersonal trust within the profession to undertake and execute on their own role. Whilst subject 7 underlines that primary knowledge exchange is undertaken on a project-based level, both within and beyond the organisation. Such interactions can strengthen internal relationships between individuals and organisation. Such project based work also provides a platform for development of the subject in furthering their own career and that of others, creating the possibility for knowledge synergies within academic networks. This norm highlights that the organisation allows for the professional to connect with others and in so become more empowered in their role.

We can look upon knowledge in two different ways in this case. Firstly, the respondents are highly knowledgeable individuals with a high degree of specialisation. Secondly, that there are various themes in which this knowledge is reflected, as the respondents all carry a certain confidence through their experience within the organisation. Each respondent also saw a distinct difference in whether the level of knowledge brought extended freedom or not (subjects 1,2,3).

Empowerment

As stated by Subject 3, informal responsibility is given between colleagues to support one another's development, collegiality being a central aspect of mutual empowerment. This indicates that the organisational environment provides a layer of safety amongst employees in the form of collegial trust, yet one which is not supported by management. For when processes break down there has not always been clear or prioritised managerial support with managerial focus being placed elsewhere - highlighting the fragile nature of collegial dependency. Neither of the respondents currently feel that involved within larger organisational processes, such as decision making, their mandate is primarily placed in their own projects and courses.

Structurally the organisations have clearly defined hierarchies - but the transfer of information regarding decision making processes is not always transparent, a potential principal-agent trap (Eisenhardt, 1989). Autonomy is a central concept, yet freedom becomes greater with

individual performance, financial sponsoring, ranking as an academic and research output. This is furthered by subject 6 and subject 2 who relay that responsibility is given through extended experience and is present on a collegial level, signalling an environment where increased organisational involvement is coupled with increased experience and subsequently greater freedom in projects. Furthered by each of the individuals is that those who bring the university more money, are in turn given more freedom. This creates a dilemma, since there are roles within the university, which cannot be fulfilled to the highest extent, which does not have the means to conduct research due to being understaffed (subject 4 & subject 5) or that the faculty is not prioritised for funding (subject 8). With seniority comes increased perceptions of empowerment, in the case of subject 7, we see that seniority has granted the possibility to go after interesting projects and also to lead others, this is a concept which has been prevalent across the subjects, as seniority, all of which have worked within the organisation for more than 10 years, having solidified relationships coupled with a clearly defined output has increased the individuals ease of access to resources and extended responsibility.

Feedback

Viewing the responses, the author's see that more can be done throughout the organisations to build trust through feedback mechanisms, currently feedback is formalised in the form of weekly meetings, and annual performance reviews. Subject 2 states that increased feedback would provide higher level insights into personal performance, currently feedback in such a sense is often internalised and dependent on the respondents own active choices. Subject 3 relays that feedback is prevalent both from management and students, subsequently providing a clearer indication of what works well and what can be improved upon, strengthening the respondents level of self-worth in their role. Subject 6 imparts that meetings are held on a regular basis and enjoys the process of teaching, a core activity, the author's see that the respondent is content in their role and is one who receives positive feedback. The feedback process is viewed positively by the respondents

Degrees of trust between levels of the organisation is perceived as higher within the more centralised organisation of subject 3 & subject 7, compared to the more segmented organisation which subject 2 belongs to - in both situations, autonomy exists "locally" between the respondent and their closest colleagues. However subject 3 & subject 7 maintain a higher degree of trust in the organisation as a whole compared to subject 2. Whilst subject 6

highlights that their manager is quite distant, leaving the organisation to manage itself within its framework, which can indicate an existence of trust between management and the organisation.

The author's see that feedback is mostly a formalised process within the organisations and a process which rarely goes beyond formal processes of annual developmental meetings and departmental meetings. The organisation is relatively autonomous and inline with the NPM paradigm with professionals carrying a high degree of specialisation. Feedback being prevalent yet limited in its scope, indicates how active participation could be increased to build a greater level of interpersonal and mutual trust. Furthermore, in the case of subject 7, we see that the context of recently onboarded management, allows for the leveraging of new feedback structures within the organisation. In the case of subject 7, this change has led to a more streamlined feedback process which was mutually perceived as a positive contribution. This highlights that with organisational change, there are sound possibilities for individuals to influence existing internal cultures.

5.1.3   Relationship Between Indicators of Trust

This chapter visually highlights the existing relationships between the three indicators of trust, as seen in *Figure.1*, followed by a more detailed exploration of the relationships at play within the faculty organisations.
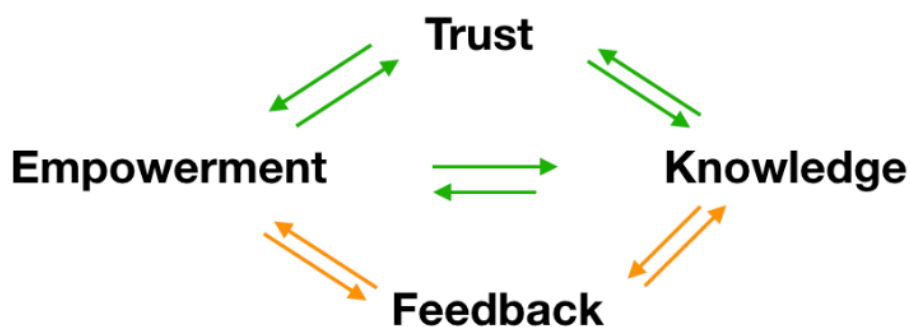
Figure. 1 The relationship between the indicators of trust within faculty organisations

Within the current organisations, certain patterns between the various indicators of trust can be deduced. The writer's primarily see that increased feedback leads to an increased exchange and development of knowledge within the organisations, as specifically highlighted in the case of subjects 2 & 8 and in the more centralised organisations. Such interactions can demarcate how professionals who receive the necessary feedback from management and the organisation are given greater room to act upon their own development. Whilst the empowerment indicator is primarily linked to the experience the individual holds and is therefore relatively independent of the other two indicators, in that organisational involvement creates the groundwork for the individual to develop their skill sets and are given that opportunity by the organisation. Empowerment is linked to the concept of the seniority of the individual and the doors which are opened for then as they gain reputation and a solid knowledge base within the organisation, also influencing the level of professional autonomy. A fact connected to and accentuated by the informal bonds of collegiality which are highly existent, with collegiality providing the platform for knowledge exchange. As highlighted by *figure. 1*, the feedback indicator has a significant impact on the other two indicators

5.2 Perceptions of Control as a Governance Mechanism

Indicators of control can be seen throughout the collected data, shaped as a response to the NPM paradigm, concepts which have led to <u>significantly different approaches</u> to how control is managed and responded to organisationally. The indicators below are drawn from the theoretical framework as seen in 2.7.

5.2.1 Perceptions of Control amongst Academic Managers

This chapter begins with a visual overview in *Table. 12,* of the collected and condensed data on academic manager's perceptions of control, which is followed by an analysis of each indicator.

S=Subject Indicators of Control	S.1	S.4	S.5	S.8
Key Performance Indicators	KPIs utilised to market internal performance, open to more measuring	Too much measuring, financial KPIs are not logical. Informal measures also utilised	Sceptical to performance measuring, focus on qualitative education	Performance is measured on education and research to certain degree
Administrative Procedures	A byproduct of Swedish Public Administration, could be replaced by KPIs	Has increased over time	Formalised in the organisation but fragments the workflow	Excessive, not enough time to do everything
Resource Allocation	Not mentioned by the respondent specifically, but incremental budgets.	Set on a university level, only partially influenced by the respondent	Situationally allocated, project-based influenced by external factors	Resources allocated on performance of subjects, however is sceptical to division of budgeting

Table. 12 Condensed Data visualisation of perceptions of control amongst academic managers

KPIs

Are clearly perceived in all the organisational contexts of the study, subject 1 denotes that KPIs are integral to measuring internal performance which can then be used as a means to measure the organisation in a market context internationally. This includes the aggregation of research and education outputs, the number of applicants to specific programmes and actual enrolments, figures which are analysed internally and used to gauge performance externally. This also highlights the prevalence of the NPM paradigm, where a clear output orientation coupled with a strong linkage to market forces is prevalent, accentuated by contexts such as internationalisation and accreditation. Measuring outputs becomes a means of highlighting organisational performance and development, a fact perceived to a high degree within subject 1's context. With the marketisation of outputs on an international level influencing accountability downwards throughout the organisation.

Whilst subjects 4, 5 & 8 proved more critical to the concept of performance measuring, this highlighted that outputs are recorded from a managerial standpoint, yet that the organisational focus remained on a qualitative output, looking beyond pure statistics - in viewing human capital and long term value creation. The approach to measuring outputs is dependent on the

current vision of management within the faculty organisation, on how they wish to angle and portray the organisation as a qualitative institution. This highlights a lesser need for control from a managerial level, rather with a focus on the organisation's core purpose and the employees rather than merely measuring what is being done.

As subject 4 relays, performance measuring exists on a <u>strategic level</u>, strategic plans are created for the organisation, as a means of communicating operational goals in a formalised manner, a similar practice to that of private sector organisations. Whilst subject 5 states that the organisation has to break even, but performance cannot be too "good," with focus rather being on trickle down effects of positive performance. This highlights a partial integration of the NPM paradigm, where the organisation works towards financial goals, yet whilst maintaining parameters which give them quasi-private sector characteristics. An implementation which has seen varying degrees of penetration throughout the respective organisations.

Administrative Procedures

Throughout the interviews, administrative activities have been seen as a *necessary evil*, with none of the respondents holding administrative activities in a high regard. Subject 1 highlighted how extensive administrative procedures are a cultural byproduct of Swedish public administration, with administrative tasks such as staffing questions being a non-delegable task, giving the manager less leeway in being able to aid others. Activities which sap time from the managerial role. Attending meetings for subject 1 is often akin to a formalised feedback session, this highlights the prevalence of NWS thinking in the organisation and on a wider plane, in that process orientation is highly developed internally, in the form of meetings and reporting mechanisms - indicating a high degree of observable control mechanisms, though not all of which the manager can control. Whilst both subjects 4 & 8 relay that there currently is too much reporting of information (both up and down in the organisational hierarchy) which detracts from the core organisation, sapping time and resources. The data shows that administrative tasks exist beyond the scope of the organisation and the manager must simply adapt to the circumstances, giving them the role of an administrator regardless of their proclivities.

Resource Allocation

The overarching response to budgeting within the organisation is that it is seen as a moot point, with subject 4 stating that budgeting and resource allocation becomes dependant on variables which the organisation is not fully in control of. Whilst subject 1 states that budgeting is often incremental within the organisation, but relays a wish for greater top-down control over resource allocation as a means of managing accountability. This highlights an organisational context which is relatively autonomous, but with a management which is aware of the bigger picture, looking internationally for best practices in organisational steering. However, in the case of subject 8, the concept of resource allocation is central to their work, citing that funding has been reallocated internally to areas of greater popularity and funding, indicating that the organisation works to an extent to be marketable and competitive, a hallmark of NPM.

Resources are also sourced externally in the shape of funding or research grants, which subject 5 highlights, providing a certain dynamism to the organisation in the form of trickle down effects motivating employees through new projects. Within the respective organisations, resources are allocated both through internal and external channels, control is therefore only partial, as budgets are impacted by environmental factors of both a political and economic nature.

5.2.2   Perceptions of Control amongst Academic Professionals

This chapter begins with a visualisation of the condensed empirical data as seen in *Table. 13,* which is used as a reference point for the following analysis for each of the three indicators of control.

S=Subject Indicators of control	S.2	S.3	S.6	S.7
Key Performance Indicators	Low impact on own work, high level of job security	Perceived positively, reaffirms own performance	Operative changes occur to mirror high level strategy	Quite irrelevant to the individual within the organisation
Administrative Procedures	Time consuming and fragmenting tasks	Formalised processes work within the current structure	Administration is an additional layer of fragmentation	Dislikes administrative activities
Resource Allocation	Based of the initiative of the individual to run projects/ initiatives	Project based budgeting, creates greater collegiality	Project based financing	Indicators and output influences next year's budgeting

Table. 13 Condensed Data visualisation of perceptions of control amongst academic professionals

KPIs

Key Performance Indicators are seen by subject 2 as prevalent organisationally, with measures existing to quantify performance, clocking the number of hours taught throughout the year, whilst subject 3 relays that result orientation is seen as favourable, mirroring the standard set by students within the organisation. Course feedback and research production are also measured and reported throughout the organisation. However, a larger degree of measurement is advocated for by subject 2, following the saying, "what gets measured, gets done." A lack of flexibility in measuring can however be seen by subject 3, bypassing the human factor and understanding that life gets in the way - highlighting the organisation's frustration at management in being too process-oriented within the silos of the organisation.

According to subject 2, the organisation is skewed between being academic institutions where collegiality is prioritised whilst also retaining tools from the private sector, such as balance sheets and using financial tools as a means of management control. Subject 2 denotes that they utilise an Excel document for structuring and planning their own operative tasks. Whilst

subject 6 relays that measuring has little to no impact on their daily work, as the focus lies in delivering "quality education" rather than a specific numerical output. Subject 7 furthers this view, in that the measuring of outputs rarely influences their daily work. This shows how the interviewed professionals currently enjoy a high degree of freedom and hold an overall focus on qualitative rather than quantitative outputs in their current roles.

Subject 6 does highlight that performance measuring exists on a strategic level, but that they on a unit level will move to align themselves with the current strategic paradigm. Such a status quo indicates an organisation operating with a light-touch approach in managing the organisation, with strategic decisions trickling down throughout the organisation.

We realise, that the respondents we interviewed in managerial positions are all for more control within the organisation. There is a desire to simplify the managerial process in controlling the context, whilst the data also shows that relatively autonomous employees enjoy their current positions.

Administrative Procedures

Activities such reporting research output, logging of teaching hours (1700 hours/annually) and attending meetings - are perceived negatively by Subject 2 and Subject 7 whilst neutrally by Subject 3 & Subject 6. As seen in *Table. 13*, administrative tasks create fragmentation and sap a disproportionate amount of time and mental capacity, a fact highlighted by both subject 2, subject 6 and subject 7 who perceive the degree of administration to be excessive. A fact which indicates that academic professionals are within this scope, influenced by excessive administrative tasks. Whilst subject 3 indicates that the hours they placed on administration are relevant for their performance, aiding the planning of future activities.

Resource Allocation

Budgeting has become more stringent over the last couple of years, impacting the number of operational hours amongst employees subject 3 indicating that management have taken a closer role in managing the context. Funding is a central function within the scope of the organisation, a fact which to certain extent is merit based, especially with regards to external contact and research partnerships. Resource allocation can therefore be disproportionate within the organisation, but is not only dependant on internal relationships, this is a fact perceived by both all respondents). Indicating that a culture of resource allocation is prevalent

within the university organisation's as an output from previous performance. Subject 7 relayed that the coming year's budget is influenced by previous operational outputs (research publications and educational engagement) but also the individual's engagement within the organisation's "community." With the organisation accounting for both harder and softer degrees of individual engagement. Beyond this; subject 2 states that the perception of the academic subject itself, influences the levels of resources it receives, this highlights how external market mechanisms play a role in impacting the level to which professionals can undertake their work in such creating an underlying control measure as highlighted by subject 8. But also, the fact that resources are to a certain extent allocated based on the subjects societal "worth", indicating NPM mechanisms at play influencing perceptions within and beyond the organisation.

5.2.3   Relationship Between Indicators of Control

In this chapter, the relationship between the three indicators of control is explored and visualised.
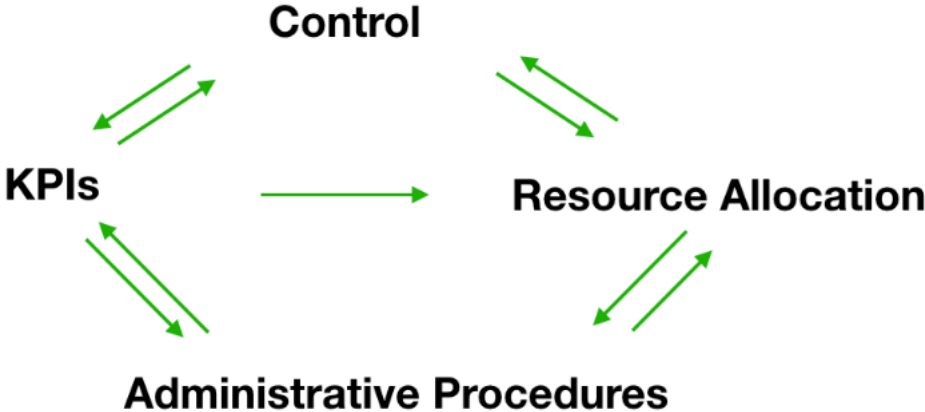
Figure. 2 The Relationship between Indicators of Control within faculty organisations

As seen within *figure. 2*, the relationship between KPIs-Resource allocation are directly linked as a means of input and output by management to influence activities organisationally. A fact which is specifically highlighted by subject 8 in that measuring parameters within the organisation from a managerial perspective directly impacts budgeting and forward planning.

Whilst several of the respondents state the importance of external benefactors for budgeting, often based around inter-organisational research projects, highlighting the importance of external stakeholders and their influence on internal resource distribution.

Administrative activities within the successive organisations is seen as a hindrance to the workflow, however parts of the administrative layer entail the reporting of activities and meetings, both seen at a high frequency - activities which are linked to the allocation of resources and measuring of outputs. As seen in *figure. 2*, as the level of KPI's and Resource Allocation increase, as does the layer of administration within the organisation. The relationship being a byproduct of increased marketisation and with the drive for greater efficiency creating a higher degree of paperwork, subsequently decreasing efficiency, a reality aligned to the NPM paradigm.

5.3   Relationship Between Indicators of Trust and Control

This chapter highlights the existing relationships been trust and control as seen in the collected data, a relationship which is visualised in *Figure. 3* below.
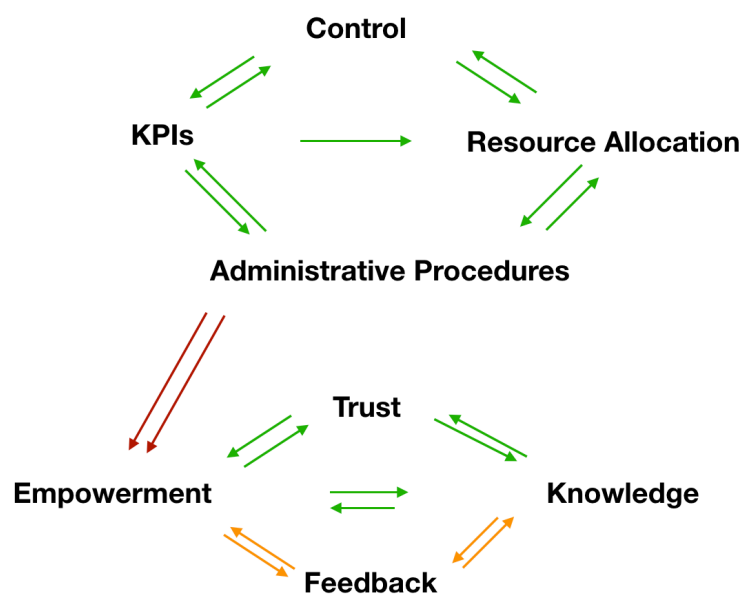
Figure. 3 The interaction between indicators of trust and control

Increased levels of administration are seen to fragment workflows and can be coupled to the increase in the use of measuring within the organisation in the form of KPIs and the allocation of resources due to an increased adherence to the NPM paradigm. As seen in *figure 3*, this layer of administration hinders potential empowerment, as individuals have limited time to actually work with trust based aspects such as empowerment and feedback, which in itself is crucial for building trust amongst and between employees.

5.4 Perceptions between Management and the Organisation

The interview subjects all operate within large organisations, but the steering groups differ in size, this proves to be a differentiating factor. Some subjects work in smaller units (subject 3 and subject 6), there the authors see a trusting relationship based on the knowledge that the individual works extensively with their surroundings, in so shaping collegiality within the small unit. The smaller faculties, with fewer institutions, seem to have a more aligned approach in decision making processes regarding cooperation throughout the organisation compared to larger, more decentralised faculties. Fewer employees, all with a high degree of specialisation, also seems to be a factor for increased perceptions of trust on an interpersonal level. Whilst all the organisations have formalised processes regarding feedback and reporting, going beyond these mechanisms in building informal networks and patterns throughout the organisation between individuals increases the perceptions of trust vertically and horizontally.

Also of note is that seniority leads to a greater level of perceived trust within and from the organisation, in being able to take on a more significant role independently. This is discussed and clarified by subject 1, 2 & 3, which all have spent several years in the organisation. The same people expressing this, inclined that there was indeed need for more controlling steering mechanisms. At the same time subject 4, an individual who is relatively new to the organisation, still perceived themselves of being entrusted in their role from both their own manager and employees. In the case of subject 4, who carried with them professional experiences from other sectors and institutions. With this in mind, it could also be argued that seniority is respected regardless of where the experience has been gained.

Also seen by one subject was that lessened managerial steering led to strengthened perceptions of trust between coworkers. This is explained by coworkers needing a person to discuss matters or solve problems with, creating an environment and culture where mutual growth and transparency prevails, strengthening levels of trust on an interpersonal level.

Whilst increased trust between coworkers is an obvious positive, lack of control is generally viewed negatively amongst our respondents (subject 1-3). The wanting of more control is especially prevalent in decentralised faculties with many different institutions. When something unexpected occurs and you need additional aid, the necessary failsafe mechanisms such as support is lacking within the organisation, this affects the long-term development of mutual trust amongst employees and in management. It seems that many academic professionals, with varied amounts of knowledge and work experience within their field, have the need for clear governance mechanisms to ratify the quality of their professional input and output.

Building upon this, the author's also find the question of administration to be pervasive in the collected data, in that administrative activities were seen as present in all organisations to a level where it impacted the daily work, causing fragmentation and frustration. Administration being a cultural byproduct of Swedish public administration, but also seen by employees as an additional layer to their work through top-down processes in reporting, a fact aligned to the NWS paradigm. This highlights an existing level of control within the organisation on an administrative level, through reporting structures and documentation, yet how it directly influences relationships is unclear, rather that it exists on a systemic level, prevalent throughout and beyond the organisations.

The NPM paradigm itself can partially be seen within the organisations (especially subject 1) in that output is measured and utilised as a means of making the organisation more marketable externally. The author's see that the level to which an organisation implements such strategies is very much dependant on the path management is planning to take on a strategic level in framing the organisation within its environment.

In the large faculties, with several different institutions, the perceptions on freedom, trust and control are very similar. The sole difference, being that the smaller faculties spoke more about trusting relationships between colleagues than the larger faculties.

We see that the organisational relationship today, is to a large extent driven by the detailed governance mechanisms. Our respondents have indicated so, especially in regard to trust, feedback and output related questions.

We see that managers to a larger extent, see the need for more control. We recognise that there is a difference between managers in the larger and smaller faculties. There are managers who state that there is a need for change, but that the organisational structure does not allow for such measures. What the leaders can do in this situation is to push for change where it is possible. We see a distinct wish for more trust in the profession, a statement which is aligned to the doctrine of trust based management. However, this change is a slow-moving process due to the restrictions of the institution and the environment itself.

The greatest challenge for universities is to achieve a greater perception of trust on an organisational level, through developing their feedback mechanisms. In each interview, the authors saw that feedback mechanisms were very structured and formalised, whilst collegial and internalised feedback was lacking. Creating an environment where feedback exists on multiple levels within the organisation would go a long way in creating a more trusting environment. As seen in the collected data - collegiality between professionals is most existent within the organisations, leveraging these existing relations as a platform for increased feedback and knowledge-transference, allowing for a heightened sense of trust internally.

6   Conclusion

In this final chapter, we present our overall insights and conclusions from the research whilst highlighting the empirical and theoretical contributions of the study to the issues introduced in chapter 1. Culminating in a recommendation of areas of further research and possible implementation strategies.

6.1   Conclusions and Key Findings

From a managerial perspective, we find the following conclusions; that there are indeed voices saying that NPM does not work within the organisation, but that there is an entrenched administrative culture in place. We conclude that the perceived level of trust is low and the perceived level of control is high. The perceptions relating to NPM can also be perceived to a high level, with visible market forces and incumbent bureaucracy affecting the faculty organisation's and their operational output.

From the academic professionals we interviewed, we see that trust is given through academic autonomy and seniority within the organisation, the level of trust is generally perceived as high, except within the decision-making processes, where the lack of feedback is explained due to fear of imbalancing the status quo. With academic collegiality playing a central role in defining relations amongst employees. The control mechanisms are weakened due to significant autonomy but also high-level employment security. The perceived levels of trust within the faculty organisations seem sufficient to satisfy individuals within the organisation, the downside being the lack of overarching support from management.
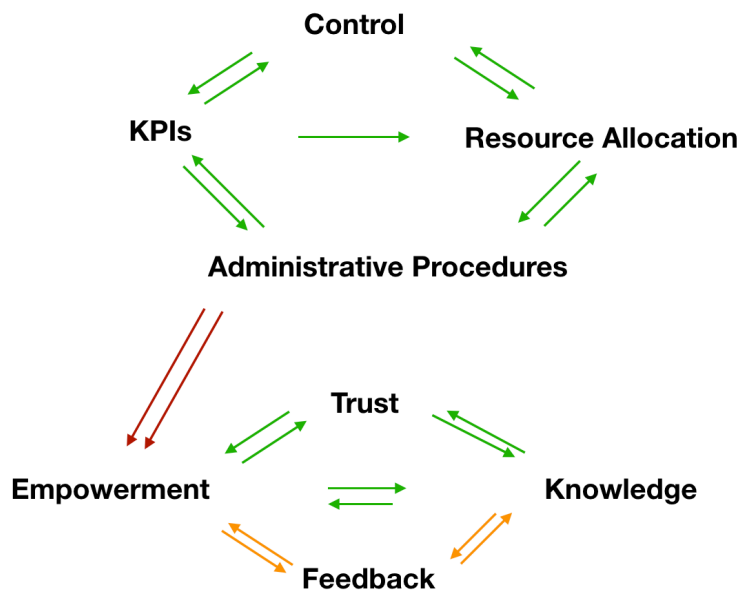
Figure. **4 What we see today within the faculty organisation**

Looking within the faculty organisations, *figure. 4*, visualised the relationships between the six governance mechanisms. The author's find that high levels of administration, created in part from increased levels of KPI measuring and resource allocation, saps time from the manager, especially in regard to working with employee empowerment. We find empirical proof that administrative procedures affect both the manager and the academic professional in a way leading to the limited implementation of empowerment and knowledge, both being factors related to the seniority of the individual. Greater levels of perceived feedback can be a solution to the empowerment problem the university organisation is facing today.

6.2   Research Contributions

Highlighted in chapter 1, the concept of increased marketisation of public organisations, has decreased led to a disconnect between the professional, their role and the level of intent they are able to pursue their role without being hindered by extensive administration. The author's see that this thesis has offered both empirical, theoretical and methodological contributions to underlined challenges.

We see the theoretical framework as the core theoretical contribution to the thesis, bringing together the concepts of trust and control mechanisms within a university context. Theoretical indicators which have allowed us to analyse the collected empirical data in a qualitative manor.

The empirical contribution of this thesis is primarily that we see that feedback is seen as vital in the organisational process but also as a means of understanding performance between and amongst individuals.

The methodological contribution is that it creates extensive insights of the organisational relationships at play within faculty organisations at Lund University, due to the use of a highly focused qualitative method.

6.3 Future Research

From the undertaken research and the conclusions stated in this chapter, the authors see that there is definitely scoped to further explore the topic of governance mechanisms within public organisations, both within a university context and beyond. The theoretical framework of governance mechanisms is a conceptual framework which could be applied to other organisational contexts, applying the learnings from this study beyond higher education, to the likes of healthcare, primary education and even private sector contexts.

We interviewed eight individuals at one university and whilst we reached theoretical saturation within the scope of our research questions, there are obviously opportunities to replicate the study and test the theoretical framework at another university. Universities being such a vital part of society, teaching each new generation skills, make this kind of study evermore important and replicable across a wider context.

From the collected data, the authors also found a selection of additional findings (see *Table. 14*), which can be used as a starting point for continued research into perceptions within university organisations.

Additional Findings	Findings
	No interviewed subject enjoyed grading exams (we see signs that the character of employee generally find more free tasks more flexible and challenges), a fact linked to the organisational culture seen within the successive organisations.

The topic of collegiality within the organisations is of a high recurrence, a fact which shapes trust amongst employees in supporting one another's work and creates an environment of greater safety.

High level of stability of the organisations, subjects communicate a high degree of contentedness with their current position, can be linked to culture, the level of autonomy and employee retention.

That the government seeks to collect extensive amounts of information on the universities, but it is unclear what happens to this information. Some of the respondents feel they report too much and that this affects their quality of work.

Even if the interviewed managers are managers, they hold a middle manager role within the larger organisation. With much of the decision making existing beyond their scope in the organisation, |

Table. 14 Additional Findings from the collected data

One example of how trust based mechanisms can be implemented and integrated into a large public organisation is visualised in *figure.5* below.

Implementation Strategy

Resources are allocated to feedback activities within the organisation → Work with feedback throughout the organisation is undertaken leading to greater perceptions of empowerment and knowledge → Greater general perception of organisational knowhow of both limitations and opportunities → Greater stability

Creating the environment for increased organisational understanding → Allows for lessened administrative procedures, freeing up time → Decreased perception of controlling governance mechanisms → Increased perception of organisational trust

Figure. 5 How the future can be envisaged in creating a trust building strategy within a large public organisation

We see that such a strategy could be operationalised to investigate if a more feedback-centric environment would prove beneficial for professionals and the organisation in the long term. In a organisation where feedback is mostly given through comments on work, we see the need to highlight the human behind the work and how the individual itself, affects the organisations, beyond the horizon of research grants and published articles. Giving the employee a greater connectivity to the core organisation. Such a methodology could act as a springboard for further research into actual implementation strategies and their viability in lowering the perceived level of control, whilst strengthening the trust in the profession.

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Appendix A

In the following section, the interview questions for both Category 1 (Managers) and Category 2 (Professionals) are found.

INTERVIEW QUESTIONS FOR CATEGORY 1 (ACADEMIC MANAGERS)
How long have you worked for the organisation?/ *Hur länge har du arbetat inom organisationen?*
How long have you worked in your current role? *Hur länge har du haft din nuvarande roll inom organisationen?*
Are you happy in your current role? Why? *Trivs du I din roll och varför?*
What in your role do you enjoy the least? *Vad trivs du minst med I din roll?*
How would you describe the level of freedom you have in managing your own work and time? *Hur skulle du beskriva din arbetssituation? Upplever du frihet I arbetet, självbestämmande över egen tid och ansvar?*
Do you often write reports to quantify your output? If yes/No how do you feel about such activities? *Vad är din uppfattning av tiden du spenderar med administrativa uppgifter?*
Do you feel that people trust that you are able to do what you are supposed to do? *Känner du att dina kollegor/organisationen har förtroende för din arbetsinsats och hur utspelar sig detta?*
How would you describe your relationship with your manager? / *Hur skulle du beskriva din relation med din chef?*
Do you strive to empower others within your organisation? How? *På vilket sätt arbetar du med feedback inom organisationen I din vardag?*
How do you measure performance within the faculty? Could you describe this in detail? *På vilket sätt mäter du resultat inom organisation?*
How do you perceive the level of target based management within the organisation, and how does that affect you as a professional? *Hur uppfattar du målstyrningsfunktioner inom organisationen och hur påverkar detta din vardag?*
How much freedom/autonomy, would you say, is given to academic professionals within the organisation? *Vad är din uppfattning på nivånav frihet/autonomi får anställda inom fakulteten?*

INTERVIEW QUESTIONS FOR CATEGORY 2 (ACADEMIC PROFESSIONALS)

How long have you worked for the organisation?/ *Hur länge har du arbetat inom organisationen?*

How long have you worked in your current role? *Hur länge har du haft din nuvarande roll inom organisationen?*

Are you happy in your current role? Why? *Trivs du I din roll och varför?*

What in your role do you enjoy the least? *Vad trivs du minst med I din roll?*

How would you describe the level of freedom you have in managing your own work and time? *Hur skulle du beskriva din arbetssituation? Upplever du frihet I arbetet, självbestämmande över egen tid och ansvar?*

Do you often write reports to quantify your output? If yes/No how do you feel about such activities? *Vad är din uppfattning av tiden du spenderar med administrativa uppgifter?*

Do you feel that people trust that you are able to do what you are supposed to do? *Känner du att dina kollegor/organisationen har förtroende för din arbetsinsats och hur utspelar sig detta?*

How would you describe your relationship with your manager? / *Hur skulle du beskriva din relation med din chef?*

Have you ever felt empowered by your manager?/ *Har du någon gång känt att du fått utökad befogenhet för att uppnå mål? Hur förhåller du dig till detta?*

To what extent do you feel part of decisions which are made concerning the organisation? *Till vilken utsträckning upplever du att du är delaktig I beslutsprocessor inom organisationen?*

How do you perceive the level of target based management within the organisation, and how does that affect you as a professional? *Hur uppfattar du målstyrningsfunktioner inom organisationen och hur påverkar detta din vardag?*

How is your performance measured? Could you explain how you perceive this?/ *Hur mäts din prestation, hur uppfattar du denna mätning?*

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Appendix B

Matrix of collected and condensed empirical data from conducted interviews

Subject 1 Indicators	Category 1 Perceptions
Knowledge	Regular knowledge sharing activities creates broad organisational understanding. Are looking outwards for further knowledge. internal & external knowledge sharing.
Empowerment	We did not hear nor react on any indicators of empowerment except the freedom of workplace for many employees & itself in order to achieve results.
Feedback	Structured feedback mechanisms with set time & place. Not against implementing further feedback structures within the organisation.
Key Performance Indicators	Very prevalent internally as outputs are measured against the external competition, outputs seen as a marketing tool for the organisation. Subject is not against measuring even more. Pro-KPIs
Administrative Procedures	Active member of this culture. Swedish to have a little too much admin (bureaucracy) . The subject sees that additional KPI's could take the place of many meetings. There is an entrenched administrative culture which no one can really change.
Resource Allocation	Not directly mentioned by the respondent, budgets are incremental and based of previous years, relative independence in allocating resources
Reaction A	The organisation is bureaucratic and aligned to the NPM paradigm, the levels of trust is perceived as relatively low within the organisation, focus on traditional governance models rather than seeking to build trust. Level of control is seen as high, with seniority creating greater trust which entails greater freedom.
Reaction B	Shaped around the NPM paradigm works to measure itself internally and externally. Perceived trust is quite low as increases control measures are called for , employee empowerment is perceived as limited and situational. KPIs are seen as measure of control to quantify the organisation's output against an international context.
Concluding Thoughts	We conclude that the perceived level of trust is low and the perceived level of control is high. NPM can also be perceived to a high level with visible market forces and an incumbent bureaucracy, with the organisation can be seen to have multiple different professions with various levels of autonomy.

Subject 2 Indicators	Category 2 Perceptions
Knowledge	Could improve overall but is seen as high on an individual level. Exchange and knowledge transference between colleagues is low/none existent, focus is rather on individual tasks within the organisation, cooperation is seen but more so operationally within research projects.
Empowerment	The individual sees that they are given a high level of autonomy and decision making influence within the organisation, perceives that a high level of trust exists between them an their manager.
Feedback	Feedback can be seen as having a negative impact on employee relations, being too "open", potentially damages collegiality - respondent does however believe that a higher degree of feedback could be beneficial, beyond the scope of internalised feedback.
Key Performance Indicators	The respondent perceives KPIs to have a low degree of impact on their daily work, KPIs and steering mechanisms are seen as partially irrelevant within an organisation where employee security and retention is seen as very high. However is not against the implementation of further control mechanism, has worked within other public organisations, level of control at the current workplace is deemed significantly higher than previous ones.
Administrative Procedures	The respondent dislikes such procedures, sees them as unnecessary and time consuming in nature.
Resource Allocation	Is based on the level of initiative taken by the individual, which means that distribution can be disproportionate within the organisational context.
Reaction A	The subjects perception of trust in and within the organisation is that they are trusted to work autonomously in their operative role (both in teaching and research) trust exists within the organisation both between the manager and the subject and the subject's colleagues, control as a mechanism for governance was deemed as partially irrelevant due to the subject's high level of autonomy, yet the subject isn't against increased control to shape organisational accountability. NPM is not directly perceived as a prevalent phenomena for the subject.
Reaction B	The subject is well aware of its own mandate and plays well within those clear limitations. The perceived level of freedom is high on an interpersonal level. The subject argue, that it would be beneficial with increased understanding and usage of feedback mechanisms but also control. They argue that the professional is free and should know how privileged they are to have such a job. The amount of freedom increases with performance: with performance -> higher level of trust but also self confidence, eagerness to develop and degree of initiative taking, which leads to a higher perceived level of trust from the surrounding environment.
Concluding Thoughts	Trust is given through academic autonomy within the organisation, trust is seen as high, except within decision making processes, lack of feedback due to fear of imbalancing the status quo. With that control mechanisms are weakened due to significant autonomy but also high level employment security.

Subject 3 Indicators	Category 2 Perceptions
Knowledge	Specialisation of knowledge seen within the organisation, knowledge is shared within teams, shaping collegiality. Specialisations and freedom are both useful but when it doesn't work, they are left to their own devices - lack of support when structures fail.
Empowerment	Informal structures exist to drive empowerment, formal structures are in place, but more formalised in delegation, cross organisational support is perceived as prevalent. Freedom is enjoyed by the subject who is comfortable in their role. There is a sense of loyalty to the organisation from the individual.
Feedback	Formalised feedback structures in place within the organisation
Key Performance Indicators	Reporting what you've done during the year, research/teaching, measuring is seen in a positive light, getting reaffirmation of performance using it as a way of gauging oneself and your own performance, demarcation of worth and skills. Used as publicity - externally for marketing.
Administrative Procedures	Meetings are held regularly as a means of gauging current work, respondent seems content with current situation and level of administration.
Resource Allocation	Budgeting partially an external matter, project based budgeting seen as a positive matter, leading to increased collegial support within the organisation
Reaction A	The individual trusts the organisation, as the mechanism of trust are prevalent. However also highlighting the brittle nature of the structures, in that when something goes wrong, managerial support is lacking and distant - hindering the professionals actions and choices. Control mechanisms are seen as prevalent but are primarily viewed in a positive light as a measure of self worth and performance and as a measure of the organisation's performance.
Reaction B	The individual enjoys their profession and the structure which they are operating in. They feel empowered by their colleagues and managers. However, they recognise the difficulties faced with the current management structures, with extensive freedom and trust, tailored support for the individual and the group is not always there, a fact especially prevalent in times of great pressure and understaffing.
Concluding Thoughts	Levels of trust within the organisation seem sufficient to satisfy individuals within the organisation, the downside being the lack of overarching support from management, highlighting the brittle nature of the organisation.

Subject 4 Indicators	Category 1 Perceptions
Knowledge	Knowledge is prevalent in the organisation from both inside and outside the sector, however information flows are not as simple as they could be and the knowledge flow is not always trustworthy.
Empowerment	The subject feels empowered by the role itself, sees a place for feedback in this relationship and shows a level of trust to their employees, evident that they enjoy their work.
Feedback	The organisation utilises structured feedback and information channels. However one type of feedback is to be actually elected to the office.
Key Performance Indicators	Output are measured by how many applicants as well as where students are employed after graduation. Financial KPIs are measured, yet the organisation cannot fully affect the outcome of the measure, proving the limitations of management control systems within the organisation.
Administrative Procedures	Believes they are working in the wrong way, placing extensive amounts of time into reporting up and down the organisation rather than focusing on developing. Believes it is time to challenge the NPM paradigm. Everything has its time and it is time to reconsider.
Resource Allocation	Is set by a strategic document. There is one for the entire university, this faculty has built upon that one to create their own. "It should be a given" yet the subject's actions to define internal strategy are according to them pretty unique.
Reaction A	NPM paradigm is superfluous within the organisation, decision-making processes take too long, admin heavy, the individual seems to trust the organisation to do its job without being micro-managed.
Reaction B	There is time to stand up against what is not working within the NPM situation. By being a manager you have the possibility to push for change within the organisation.
Concluding Thoughts	NPM does not work within the org, let people do their job within the organisation. Management structure seen as inefficient , old and bureaucratic, unrealistic to meet the demands of the organisation and context, important to see that the manager is aware of theses shortcomings.

Subject 5 Indicators	Category 1 Perceptions
Knowledge	Autonomy within the organisation is premiered, the individual will not micro-manage staff and sees the operative process as sufficient, organisation is quite decentralised
Empowerment	The individual seems to be trusting in the individuals within the organisation, organisation has structurally changed over time, as new members of management have shaped the status quo.
Feedback	Formalised feedback within the parameters of the university organisation are prevalent.
Key Performance Indicators	Sceptical to performance measuring, instead focusing on qualitative output, understands that things take time and are not quantifiable as KPIs. Results are measured in output, can have a positive effect, as a trickle down within the organisation, financially the org has to "breakeven."
Administrative Procedures	Formalised administrative procedures, leading to fragmentation of workflow, perceived negatively by the subject
Resource Allocation	Resources are allocated situationally, highly dependant on research grants and external factors, e.g relevance, economy, political situation
Reaction A	Individual does not have a clear definition of how they relate to the organisation, organisation is autonomous, whilst control is seen as low.
Reaction B	The individual understands the system, but does not have any reflection on their own effect on the organisation, nor ambition to challenge set norms.
Concluding Thoughts	The respondent hasn't been in their current position long enough to glean a clear definition of their role and their relationship to the organisation, the individual understands the system and structure in place, but not how to use it to manage people within the organisation.

Subject 6 Indicators	Category 2 Perceptions
Knowledge	The environment for knowledge exchange is prevalent, the subject expresses mutual trust between them and their colleagues within the unit.
Empowerment	Been gradually given more responsibility with their experience, delegated responsibility (as the individual has been elected to a leadership position)
Feedback	Frameworks exist, yet the relationship with the current manager (who is new) is not yet defined, could change over time. Level of autonomy is pretty high within the given boundaries
Key Performance Indicators	Adapts to the context of strategic goals set on a faculty/university level, focus is also on qualitative education
Administrative Procedures	Administration takes a disproportionate amount of time, detracts from the main tasks which the subject has.
Resource Allocation	Resources are allocated based on research projects mainly (budgeting which derives from both internal and external sources)
Reaction A	Is well aware of their role within the given framework, is content with the situation and does not provide much information about the potential benefits or negative implication of governance mechanisms within the organisation.
Reaction B	Is seen as content within the organisation, focus is operational and enjoys a high level of trust between them and the organisation to execute on that role
Concluding Thoughts	Trust is prevalent to a certain extent between the individual and the organisation whilst direct levels of control are unclear from the collected data.

Subject 7 Indicators	Category 2 Perceptions
Knowledge	High degree of awareness regarding knowledge sharing throughout the organisation, level of seniority leads to an increased level of confidence in their role and in their relationship with the organisation
Empowerment	Linked to the subject's seniority, has been given increased responsibilities and opportunities within the organisation, new management created a platform for increased feedback leading to greater empowerment.
Feedback	Prevalent between the individual and their manager, however there does not seem to exist a culture of feedback beyond that interaction, gives feedback to people "below" them in the organisation/projects.
Key Performance Indicators	Not very actual, percieved as quite irrelevant for the individual relative to the organisation, research output measured yearly
Administrative Procedures	Does not enjoy administrative activities, (detracts from their core work of projects and teaching)
Resource Allocation	"Hard" indicators such as research and teaching output coupled with accumulated financial resources for projects during the year affects resource allocation for the next year, additionally there are "soft" indicators such as human capital and the individual's impact on the collective organisation.
Reaction A	The level of seniority, the kept relationships and the academic success has led to empowerment. It seems like new management bring in more feedback in the organisation. The level of feedback overall is generally low. The more money you bring in, the more space you get to go after projects.
Reaction B	Level of trust in the organisation is perceived as high by the subject, has solidified as sound position within the organisation to work with knowledge intensive operations with a high level of given responsibility. Level of control is seen as low, as the individual's level of freedom is high in their role.
Concluding Thoughts	Conclusion of interview, indicators and reactions from our side: He seems to have a high level of trust to the organisation. He seems happy with the level of freedom and is negatively drawn to the amount of administrative tasks necessary. The subject propagates for less top down influences within the organisation, rather that collegiality is premiered.

Subject 8 Indicators	Category 1 Perceptions
Knowledge	High degree of focus on knowledge sharing between levels of the organisation
Empowerment	Worked actively with empowering their employees to engage with their own projects in freeing up resources and time.
Feedback	Saw that informal feedback processes were the most beneficial means of communication, that it contributed to a high level of trust and satisfaction amongst employees in the long term
Key Performance Indicators	Saw research and well performed studies as one KPI, many applicants as another, degree of measuring is relatively light compared to other organisations.
Administrative Procedures	Excessive administrative procedures are currently prevalent. Not possible to manage all emails during the normal working hours. After the late 1990s the amount of administrative tasks has risen.
Resource Allocation	If units don't perform to a certain level or lack students, resources can be pulled and allocated elsewhere, these are however step by step processes. Even if the faculty has gotten a smaller budget compared to other more "hard" sciences which are premiered by the university
Reaction A	It is prevalent that it within this organisation exist a high level of multipersonal trust. The amount of hours put in administrative tasks is excessive and could be simplified. To the respondent it felt like the state did not trust the university organisation to manage their own context - why else would they have us put all this time into reporting - and where does that reporting data end up?
Reaction B	High level of trust is seen by the individual, both in executing on their role but also in employees in the organisation - whilst levels of control can be excessive in nature as to limiting workflows and that resources are de-prioritised on a higher organisational level
Concluding Thoughts	High level of trust in themselves and the organisation whilst control is seen as excessive in nature, "what does all the reporting actually amount to?"