

Moving Together: Dynamics of Managerial Level Trust at the ABC Ministry XYZ College

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Abstract

A college is a form of organization that is run by a managerial system. Cooperation from each managerial level is needed to achieve organizational goals. Trust can support that cooperation more effectively. This research uses a qualitative approach with a case study design. This research aims to determine the trust dynamics of the managerial level in the work situation at XYZ College under the Ministry of ABC. Management consists of Echelon IV as pure structural positions that do not have a particular length of service and functional officers who are given additional managerial duties according to a certain length of service. Data were analyzed by grouping the informants' responses into several themes or topics. The informants in this research were 6 people; there are trustee and trustor. The results show that integrity is the main factor in building a trust dynamic over ability and benevolence. For trustee, the formation of a trust becomes a cycle according to tenure. For the trustor, disposition is the beginning of the formation of trust. The implication is that strengthening a trustee's integrity should be considered in organizational cooperation.

Keywords: *College Organization, Managerial Trust, Trust Dynamic.*

INTRODUCTION

Working together in an organization often involves interdependence between one another to achieve organizational goals. Employees from different backgrounds, diverse experiences, and educational differences need to build cooperative relationships to jointly move towards achieving organizational success. The development of trust becomes a mechanism that enables the growth of more effective cooperation. This aligns with the opinion of Robbins and Judge (2015) that an organization is effective and healthy, characterized by trust, truth, openness, and a supportive climate. Trust can facilitate cohesiveness and interpersonal collaboration in organizations.

College is one form of organization in the field of education. Higher education management is structured according to a structure like an organization. However, office holders have special characteristics in the organizational, managerial structure of higher education institutions. At XYZ College, under the Ministry of ABC, managerial positions are divided into 2 positions, namely purely structural and functional, that are given additional managerial assignments.

The structural position at XYZ tertiary institution at the ABC Ministry is an echelon IV structural position or what is currently referred to as a supervisory position. This structural position of Echelon IV takes care of administration and execution, which

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includes (1) academic administration, student affairs, and cooperation, and (2) general and financial administration. Both are held by 2 civil servants appointed and sworn in to occupy structural positions. In practice, structural officials of echelon IV at XYZ College at the ABC Ministry are retired if the employee concerned does not violate disciplinarily and is dismissed.

In other hand, functional officer that are given additional duties managerial is a position in the organizational structure filled by employees who already have a certain functional position. According to Government Regulation Number 16 of 1994 jo. Government Regulation Number 40 of 2010 concerning Functional Positions of PNS means that functional positions show duties, responsibilities, authorities, and rights one person civil servants in an organizational unit whose duties are based on certain expertise and/or skills are independent. A functional position is a position that is not expressly in the organizational structure with the main function of implementing the organizational functions but is based on certain expertise or skills. Examples of functional positions in tertiary institutions include lecturers, librarians, educational laboratory assistants, etc. Additional managerial tasks for functional officials usually apply to certain leadership periods within a 4-year leadership period.

The top level of XYZ College management is occupied by functional officials who are given additional duties as Directors. In carrying out his duties, the Director is assisted by 3 (three) Vice Directors who handle academic, financial, cooperation and student affairs. The leadership period of the Director and Vice Directors lasts for 4 years. At the beginning of his term of office, the Director can choose and select managerial-level officer below him who will work together during his period beyond echelon officials. Meanwhile, structural echelon IV officials are elected and selected only at the beginning of a developing organization to occupy positions without a definite time limit as long as they are not dismissed, transferred from their structural position, or retired.

The structure of Managerial XYZ, a higher education organization, can be seen in Figure 1. The Minister appoints directors, Vice Directors, and Echelon IV officials. At the same time, other management is appointed and inaugurated by the elected Director.

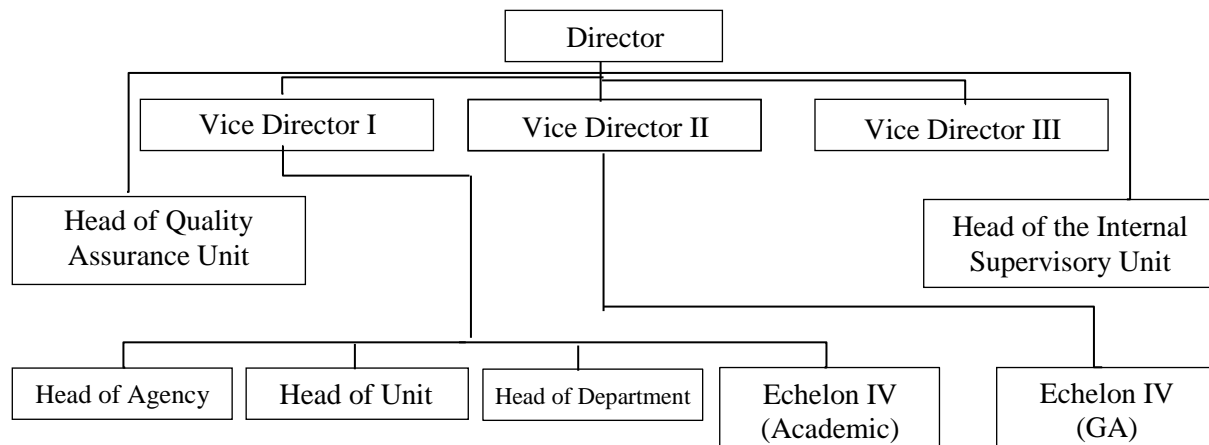


Figure 1. Structure Managerial XYZ College

As the person in charge and manager of the organization, the management level needs to build cooperation to run the organization to achieve its goals, according to the Tri Dharma of Higher Education. Cooperation is built on the basis of trust.

Trust is a social phenomenon. The development of a trust model in an organizational setting involves 2 parties, namely those who trust (trustor) and trusted parties (trustee) (Driscoll, 1978; Scott, C., L. 1980). Trust is the willingness of a party to be vulnerable to another party based on the expectation that the other party will demonstrate a certain

performance that is important to the giver of trust, regardless of his ability to monitor or control the other party (Mayer et al., 1995). Vulnerable here indicates that something important may be missing (Boss, 1978; Zand, 1972). Trust is not about taking risks but the willingness to take those risks. Trust is based on expectations of how parties will behave based on the party's current or past implicit or explicit claims (Good, 1988).

Interpersonal trust is the hope that an individual or group has that word, promise, verbal or written records of other individuals or groups are reliable (Rotter, 1967). Trust is a personality characteristic of people in interacting with the environmental devices of an organization (Farris, Senner, and Butterfield, 1973). So trust can be seen as a personality trait that leads to general expectations about the nature of one's trustworthiness by other parties.

XYZ College is a college that is outside the Ministry of Education and Culture. In setting XYZ College, trust is built interactively from the top leadership level to the executors. The managerial level is a role model within an organization, so trust in the managerial group level can be highlighted in particular.

Research in Indonesia regarding the dynamics of trust that focuses on the level of organizational groups has yet to be found, especially in the context of state higher education organizations outside the Ministry of Education and Culture.

Trust at the organizational group level can take many forms. The most common example is in a redirect relationship. Trust in a fiduciary relationship is based on a belief in the professional's competence and integrity (Lieberman, 1981). On setting organization, trust in the transfer relationship between them can be seen in the appointment of a Daily Executive Officer (DEO) when the top managerial level is temporarily unavailable. According to the Circular Letter of the State Civil Service Agency Number 2/SE/VII/2019 of 2019, DEO have the authority to carry out tasks and determine and/or carry out routine decisions and or actions that become the authority of their positions and are not authorized to take decision and/or strategic actions that have an impact on changes in legal status on aspects of organization, staffing, and budget allocation.

According to Mayer et al. (1995), there are several characteristics that a party needs to have to be trusted by another party, namely:

1. Ability, namely a group of skills, competencies, and characteristics that enable a party to have influence within some specific domains.
2. Benevolence, namely when the party entrusted with the trust is believed to be able to give kindness to the giver of trust, regardless of their egocentric motives, between the two parties have special linkages.
3. Integrity, namely that the giver of trust perceives that the party entrusted fulfills the principles the giver of trust accepts.

A party will be considered trustworthy if ability, benevolence, and integrity are viewed as good. However, this quality of trustworthiness must be seen as a continuum rather than a choice to be trusted or not to be trusted. On this basis, the giver of trust takes risks in the interpersonal relationships that are built and appreciates the positive or negative effects of the trust that has been given.

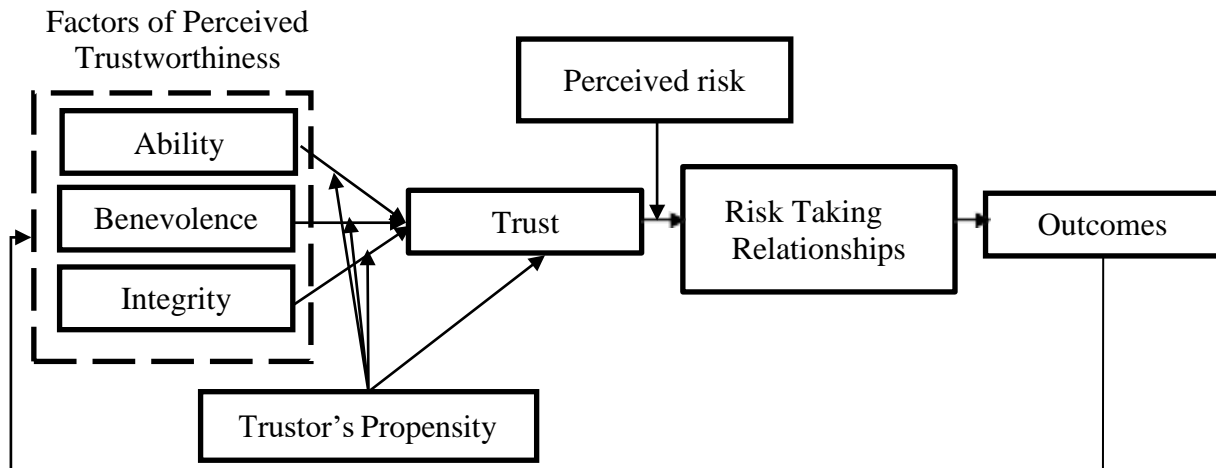


Figure 2. Model of Trust (Mayer et al., 1995)

Sitkin and Pablo (1992) identified that several factors can influence this risk perception, such as knowledge of the problem being addressed, organizational control systems, and social influences. The result becomes asset whether a given trust can continue to grow or even decrease.

This level of trust will develop in line with the interactions between related parties. Individuals who receive good cooperation from others will develop a sense of liking for the other party and increase the likelihood of placing trust in that party. Boyle and Bonacich (1970) describe dynamic interaction between these experiences and beliefs. When a party experiences cooperation with other parties, it will increase his trust in that party, while non-cooperative behavior will reduce the trust given.

In XYZ College at the Ministry of ABC, holders of position management at the top and middle levels act both as givers of trust and trustees. This is more stringent for structural echelon IV and functional officials who are given additional assignments in managerial. This is because, on the one hand, echelon IV parties are managerial officials who will hold positions relatively longer and do not depend on period of tenure. In contrast, functional officials who receive additional managerial duties have a certain tenure according to the leadership period (4 years). What all of them have in common is that they will be in the same organization for a long time until retirement (if they don't apply for a transfer). So that there will be a moment when functional officials who are given additional tasks will no longer hold internal positions managerial and just become employee in general.

In organizations with these special situations, we want to get an overview of the dynamics of trust at the top and middle managerial levels in the XYZ Ministry of ABC college environment.

METHODS

Study participants and design

Participants in this study occupy managerial positions in the XYZ college environment, which is under the Ministry of ABC and are appointed according to a Ministerial Decree. The managerial positions in question include pure Echelon IV structural position and top managerial positions held by functional officials with additional managerial duties within higher education institutions. A purely structural position consists of 2 Echelon IV respondents, namely the Head of the General & Finance Sub-Division and the Head of the Academic Administration, Student Affairs and Cooperation Sub-Division, called trustees. While top managerial positions, which are held by functional officials with

additional managerial duties, including those of a Director and 3 (three) Vice Directors, these are called trustor.

This study uses a qualitative approach. The participants are positioned as entities. The type of descriptive case study is to understand a phenomenon in a real-life context (Yin, in Baxter & Jack, 2008).

The validity of the data was obtained through triangulation techniques. The triangulation technique is defined as a data collection technique that combines various data collection techniques and existing sources (Sugiyono, 2015).

Procedures and measurements

The research was conducted through interviews and observation processes. In the interview, questions and answers were conducted with participants based on the interview framework that had been prepared and arranged based on the concept of trust presented by Meyer et al. (1995). Interview results are compiled as research data. Research data is constructed to identify certain topics or themes (Sugiyono, 2018).

Furthermore, the data were analyzed inductively to interpret the research results, emphasizing meaning rather than generalization. Data analysis was carried out in 3 stages (Miles & Huberman, 1994), namely (1) data reduction; (2) data display; and (3) conclusion drawing/verifying.

Data analysis in this study used interview coding techniques. Coding is a technique for identifying words or phrases. In coding, these words or phrases are assumed to influence the emergence of strong psychological facts, help researchers reveal core facts, and determine psychological aspects that appear strongly with reference to visual data and language collections (Saldana, 2009). Researchers decode by grouping participant responses into categories or themes that the researcher has determined, namely beliefs with the characteristics that build them.

In addition, secondary research data were also collected, including the letter of assignment for the delegation of authority, as evidence of giving trust from top management to the management level below them in managing the organization.

RESULTS

The dynamics between the giver of the trust (trustor) and the recipient of the trust (trustee) at the XYZ Ministry of ABC College can be shown in Table 1 analysis of interview data compiled based on interview coding on trust characteristics, including ability, benevolence, and integrity.

The party giving the trust has several ability criteria for the recipient of the trust according to the duties and functions of the recipient of the trust. However, these ability criteria can still be learned over time.

The main asset expected by the giver of trust is the character or attitude of the recipient of the trust. The trust recipient's character or attitude is the principle of the relationship and work needed. This is in line with the integrity criteria. The giver of trust emphasizes the integrity factor, one of the filters in giving trust. The giver of trust expects a limit in carrying out principle principles of work and relationships that are professionally appropriate and do not involve personal conditions.

The criterion of benevolence is the last thing of concern. The benevolence factor in the dynamics of trust that occurs at XYZ College emphasizes service attitudes that can be shown by recipients of trust regarding their duties and authorities.

Table 1. Coding Transcript of Interview Results

Theme Factor	Trustor	Trustee
Ability	<p>TM1. Actually echelon IV has a duty to serve.</p> <p>TM2. In my opinion, a leader must have leadership. Otherwise, how could he manage the organization?</p> <p>TM3. Leadership, I think it can be learning by doing. What's important is.. character.</p> <p>TM4. If I look at it maybe or quote a little bit of religion, manners and knowledge, be civilized first then be knowledgeable. So, first of all, may be attitude, so she knows his position, she knows herself, she knows her position with certain duties and responsibilities. When she already knows: I'm sure she can when she has to want to develop herself</p>	<p>MM1. Esp. management skills, how to manage people. What is that, coordinating with colleagues, so the tasks are completed. Moreover, I am an outsider here (in academic department). Don't know anything, completely blank about academics. Many here know more about academics, those who are good at administration. I'm a leader, I can't be assertive.</p> <p>MM2. The point is coordination. I can't assure my friends.</p>
Benevolence	<p>TM1. Echelon IV must have a service attitude.</p> <p>TM3. There is care. That's one part of caring for situations or conditions that occur around us.</p>	<p>MM1. But yes, it's important for me to be prepared first. Keep trying.</p> <p>MM2. Service maybe. For example, I can lobby people when the work isn't done.</p>
Integrity	<p>TM1. It's not because of closeness that the allowance is high. So the network is used for fairness so that it could be more professional.</p> <p>I ended up only partially (to delegating work)</p> <p>TM3. There should be a difference in work. Sometimes, personal matters are carried over to work. Work take a long time due to personal problems, so it's stuck. So I prefer just by-pass (to delegating work).</p> <p>TM3. Because it's personal, we sort out which parts are good and which are bad because we never get along. Only sometimes, when it clashes with personal, it becomes difficult.</p> <p>TM4. Quote a little bit from religion : attitude and knowledge. Civilized first, then knowledgeable. So, first of all, we can say she has good attitude, so she knows her position, herself, and her own position with</p>	<p>MM1. For me, if my boss gives me assignments, I'm ready. Then it is conveyed below, according to its part. Because if I do that job, I can do everything, it's like we don't appreciate those below.</p> <p>Sometimes the one below grumbled. So yeah, I'll just take a personal approach. As if mother, I have to be able to support the children.</p> <p>MM2. I also often or sometimes less harmonious with superiors.</p> <p>MM2. It tends not to get recognition when I took care of things like this. I feel there are no</p>

certain duties and responsibilities. When she already knows: I'm sure she can when she has to improve herself

The integrity of the recipient of the trust is the main factor of concern and shapes the tendency of the trust given by the giver of trust. Integrity is believed to be an asset to carry out the role entrusted to the recipient of the trust, whoever will give the trust later. Because the giver of trust will be able to change according to the tenure. On the other hand, the ability factor of the recipient of trust is quite important but is not the main concern for the giver of trust. Ability is something that can be learned. A recipient of trust with strong integrity will be able to take responsibility and ultimately be willing to develop their abilities for the sake of retainer tasks assigned by the trustor. Eventually, the benevolence factor can go hand in hand with the journey of shared time between the giver and the recipient of the trust. This will reduce the risk in the relationship between the two parties.

Apart from these factors, the theme of the disposition of trust that the giver of trust internalizes emerges. Trustor who are functional officials with additional duties tends to trust other parties with similar attributes. The data in Table 2 shows that this trend arises because of the perception that a person occupying a functional position will be accustomed to having a resource management mindset because of the demands of his functional position. So that when functional officials are given additional tasks in the structure, there will be a tendency for the granting of trust. One form of this appears in the form of the delegation of authority or the transfer of positions of day-to-day executors (Daily Executive Officer). The delegation of authority from top management tends to be transferred to other functional officials who are given additional structural tasks and enter into the organizational structure even though they are not appointed directly by the Minister.

This is in line with the view of Colquitt et al. (2011) regarding the trust factor disposition based, namely that there are personality traits that tend to trust other people. Trustors tend to have high expectations regarding reliable individual or group words, promises, and statements.

Table 2. Outer Theme Trust-giving Propensity (Trustor)

Theme	Coding
Trust Disposition	<p>TM1. The management or leadership process is needed in management that can be obtained from a functional position. This means that functional positions given additional tasks will support implementing an institution's management.</p> <p>TM3. People who occupy additional tasks must be functional because their mindset is different when purely structural; In purely structural position there is no challenge or motivation. When the mindset is different, the rhythm of work is also different. And, of course, there are problems.</p>

From the recipient of the trust, namely echelon IV, who served indefinitely, there was also an external theme related to the cycle of building trust. At XYZ Ministry of ABC College, the recipient of the trust will experience several periods of tenure of the trustor. This creates a cycle of building and maintaining trust. The dynamics of trust will experience repetition from the beginning to the end, so trustees can gain the trust of the top management as trustors.

Table 3. Outer Theme Trust Recipient Propensity (Trustee)

Theme	Coding
Trust Cycle	<p>MM1. In the previous management, I was given more flexibility, so the important thing is to get things right. Now, sometimes there are more by-passes.</p> <p>MM2. Different heads have different thoughts. At this period, I haven't mastered yet. it used to be smooth.</p>

DISCUSSION

Organizational management requires managerial cooperation. Managerial cooperation can be built through the presence of trust. XYZ Ministry of ABC College is managed by top management (Director and 3 Vice Directors) held by functional officials who are given additional assignments in structural positions and middle management held by purely structural echelon IV officials (totaling 2 people). The six officers are both appointed and inaugurated by the Minister. However, as trusting party in the organization (trustor), the Director and Vice Directors have a certain period of service. While Echelon IV officials, as recipients of trust in the organization (trustee), have an undetermined period of service as long as there is no transfer or dismissal. Thus, it is necessary to know the description of the dynamics of managerial trust who are responsible for managing the organization together. The study used a qualitative approach and obtained the result that the integrity of the recipient of trust is a major factor in the dynamics of managerial trust. Integrity becomes more dominant compared to other factors. Ability is a factor that can still be tolerated because it can be improved through the learning process.

The dynamics of trust at the XYZ Ministry of ABC College are also in line with the theory put forward by Colquitt et al. (2011) that trust can also be based on personality tendencies, especially from giving trust to place their trust in reliable individuals and groups. In this case, functional officials live reliability as a stigma mindset. Functional officials are considered to have better management and development skills than structural employees because they are accustomed to spurring themselves in career advancement.

The results of this study can also show specific things internalized by recipients of trust when involved in managing an organization. Being in an organization with top management that change according to a certain period forms the recipient of the trust to be ready for the trust-building cycle with different management teams.

The research uses a specific case in a higher education setting outside the Ministry of Education and Culture. The organizational structure and management may differ from universities under the Ministry of Education and Culture. So the results cannot be generalized.

This research only uses officer participants appointed and inaugurated by the Minister. Recommendations for further studies can be carried out using more complete participants, namely using all officials in the organizational structure appointed and inaugurated by the Director. This can be done to obtain more comprehensive data regarding the overall dynamics of trust in the management of higher education organizations outside the Ministry of Education and Culture. Other things can also be developed using different cases, such as in setting of university under the Ministry of Education and Culture. The results can enrich the picture of the dynamics of managerial trust in higher education settings.

CONCLUSION

Integrity is the main asset in the dynamics of trust in the ABC Ministry's XYZ College. The strength of integrity tends to give trust from one party to another. Weaknesses in integrity become a barrier to giving trust and will affect the effectiveness of organizational management. So trust recipients need to strengthen integrity without depending on the person giving the trust.

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