GOVT 355: Public Personnel Administration
Schar School of Policy and Government
George Mason University
Spring 2019

Instructor: John D. Marvel, PhD
Time and Location: Monday and Wednesday, 1:30-2:45pm, Robinson Hall B220
Contact: office phone: 703-993-4447, email: jmarvel@gmu.edu
Office Hours: Monday and Wednesday, 12:00-1:00pm, Research Hall 357

Overview and Objectives

This course focuses on approaches to personnel management and work motivation in the public sector. Since there are similarities between management and work motivation in the public, private, and non-profit sectors, we also examine approaches in the private and non-profit sectors. Finally, the course examines certain legal and political constraints on managers that are specific to the public sector.

Upon completion of the course, students should (1) be familiar with common approaches to management and work motivation in the public sector, (2) be informed about which of these approaches are effective and which are ineffective, and (3) have a basic working knowledge of the legal and political constraints that bear on public managers.

Required Materials

There is no textbook for the course. All readings will come from academic journals.

All course materials are posted at the following site:
https://www.dropbox.com/sh/lcx5v6pvpt5e6n8/AABBLu3d1M352GCKQMEiVZ-oa@d1=0

Assignments

1. Quizzes
   - There will be short, unannounced quizzes on the reading. The best way to prepare for these is to do the reading. You have to be present to take the quizzes; there are no make-ups.

2. Class participation
   - High quality class participation means a few things: attending class, being on time, being civil, and paying attention to what others say. Some people are more comfortable speaking in public than others. The purpose of incorporating class participation into your grade is to encourage you to speak up, not to penalize you for remaining quiet.

3. Midterm exam
   - The midterm exam will require you to write an essay in response to a question or questions about the course material. Its purpose is to get you to think critically about the course’s key themes and to assess how well you express your thoughts in writing. The exam will be distributed via email on March 4 and will be due by the end of the day on March 7 (i.e., 11.59pm).
4. **Final exam**

   - Like the midterm exam, the final exam will require you to write an essay in response to a question or questions about the course material. Its purpose is to get you to think critically about the course’s key themes and to assess how well you express your thoughts in writing. The exam will be distributed via email on May 6 and will be due by 11.59pm on May 8. Your answer should be about five double-spaced pages in length (12 pt Times New Roman font, 1-inch margins).

### Grade Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>20%</td>
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<tr>
<td>Class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>35%</td>
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<tr>
<td>Final exam</td>
<td>35%</td>
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### Summary of Important Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Midterm exam distributed</td>
<td>3/4</td>
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<tr>
<td>Midterm exam due</td>
<td>3/7</td>
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<tr>
<td>Final exam distributed</td>
<td>5/6</td>
</tr>
<tr>
<td>Final exam due</td>
<td>5/8</td>
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### Policies and Points of Emphasis

- Work that is turned in late may be penalized for lateness.

- Keep your phones silenced during class.

- You may not use laptops or tablets in class.

- Some of the articles that we read use quantitative methods that you may not be familiar with. In these cases, try to get through as much of the methods portion of the articles as you can. It is not important that you fully understand the methods, but it is important that you understand an article’s substantive content. I will not test you on methodological issues, but we will sometimes discuss whether the data and measures used by the researcher(s) are appropriate.

- Be sure to check your email regularly for announcements about the course.

### Course Outline

- **Week I: Introduction**

  [1] January 23


- **Week II: Measurement vs. Management**
  · Bohte and Meier, 2000, Assessing the motivation for organizational cheating, *Public Administration Review*
  · Ordonez et al., 2009, Goals gone wild, *Academy of Management Perspectives*

  · Aviv, 2014, Wrong answer, *The New Yorker*
  · Haberman, 2018, For private prisons, detaining immigrants is big business, *New York Times*

- **Week III: Doing Personnel Research**
  [4] February 4
  · Springer et al., 2011, Teacher performance pay: Experimental evidence from the Project on Incentives in Teaching (POINT), *Institute of Education Sciences*
  · Bryant, 2011, Google’s quest to build a better boss, *New York Times*

[5] February 6
  · Yap et al., 2013, The ergonomics of dishonesty: The effect of incidental posture on stealing, cheating, and traffic violations, *Psychological Science*

- **Week IV: The Public Sector Workforce**
  · Light, 2017, The true size of government, *The Volcker Alliance*

  · Lewis et al., 2018, Trends in public-private pay parity in state and local governments, *Review of Public Personnel Administration*

- **Week V: Performance Pay**
  [8] February 18
  · Perry et al., 2009, Back to the future? Performance-related pay, empirical research, and the perils of persistence, *Public Administration Review*
  · Aguinis et al., 2013, What monetary rewards can and cannot do: How to show employees the money, *Business Horizons*

[9] February 20
· Young et al., 2014, Financial incentives, professional values and performance: A study of pay-for-performance in a professional organization, *Journal of Organizational Behavior*

- **Week VI: Self-Determination Theory**

[10] February 25

· Ryan and Deci, 2000, Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being, *American Psychologist*

· Tokumitsu, 2014, In the name of love, *Slate*


· Houston, 2009, Motivating knights or knaves? Moving beyond performance-related pay for the public sector, *Public Administration Review*

- **Week VII: Recruitment and Retention**

[12] March 4

· Allen et al., 2010, Retaining talent: Replacing misconceptions with evidence-based strategies, *Academy of Management Perspectives*

· Pitts et al., 2011, So hard to say goodbye? Turnover intention among U.S. federal employees, *Public Administration Review*


· Lievens and Slaughter, 2016, Employer image and employer branding: What we know and what we need to know, *Annual Review of Organizational Psychology and Organizational Behavior*

- **Week VIII: Spring Break**

- **Week IX: Decision-making**

[14] March 18

· Kahneman, 2003, A perspective on judgment and choice: Mapping bounded rationality, *American Psychologist*

· Barnwell, 2013, Thank you for coaching, *Grantland*


· Rhodes, 1994, Do bureaucratic politics matter? Some disconfirming findings from the case of the U.S. Navy, *World Politics*

- **Week X: Work Groups**

[16] March 25
- Kozlowski and Ilgen, 2006, Enhancing the effectiveness of work groups and teams, *Psychological Science in the Public Interest*

[17] March 27
- Bendersky and Hays, 2012, Status conflict in groups, *Organization Science*

- **Week XI: Diversity in Work Groups**
[18] April 1
- Mannix and Neale, 2005, The promise and reality of diverse teams in organizations, *Psychological Science in the Public Interest*

[19] April 3
- ***No class***

- **Week XII: Leadership**
[20] April 8
- Van Wart, 2013, Lessons from leadership theory and the contemporary challenges of leaders, *Public Administration Review*

[21] April 10
- Eagly and Karau, 2002, Role congruity theory of prejudice toward female leaders, *Psychological Review*

- **Week XIII: Work-Life Balance**
[22] April 15
- Kelly et al., 2014, Changing work and work-family conflict: Evidence from the work, family, and health network, *American Sociological Review*
- Surowiecki, 2013, The case against telecommuting, *The New Yorker*

[23] April 17
- Correll et al., 2007, Getting a job: Is there a motherhood penalty?, *American Journal of Sociology*

- **Week XIV: Culture and Mission**
[24] April 22
- Schneider, 1987, The people make the place, *Personnel Psychology*
- Hengeveld, 2018, Big business has a new scam: The “purpose paradigm”, *The Nation*
April 24

- Castilla and Bernard, 2010, The paradox of meritocracy in organizations, *Administrative Science Quarterly*

**Week XV: Organized Labor**

April 29

- Card et al., 2018, Unions and wage inequality: The roles of gender, skill, and public sector employment, *NBER working paper 25313*

May 1

- Paglayan, 2018, Public sector unions and the size of government, *American Journal of Political Science*

**Week XVI: Nudging Employees, Final Exam**

May 6


- Beshears et al., 2013, Simplification and saving, *Journal of Economic Behavior & Organization*

May 8

- ***Final Exam Due***