Instructor's Guide

Developed by James L. Perry

MANAGING ORGANIZATIONS

TO SUSTAIN PASSION FOR PUBLIC SERVICE

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*This document contains URLs that were accurate when originally entered. I cannot, however, assure their persistence or accuracy.

Chapter 3 Selecting for High Public Service Motivation is a Priority

Instructors can use a variety of methods to make the content of this chapter accessible to, and come alive for, students. These methods include reading and discussing case studies, practicing and role-playing behavior-based interviews, taking implicit social cognition tests, and creating and role-playing realistic job previews. The discussion below offers teaching suggestions related to each topic in chapter 3.

Project Organizational Images to Attract High Public Service Motivation Prospects

The repertoire of potential case studies is limited. Instructors should consider options for grounding the discussion of organizational images and identity in their course. One option is for students to create mini-cases based on their personal experiences. Instructors could develop a structured writing assignment that asks students to answer specific questions and explore concepts using the book and other assigned readings. Among the questions students might be asked to explore in writing their mini-case are:

- Where along a continuum from self-interested to principled-agents would they place peers in their organization?
- What are examples of behaviors (e.g., shirking, subverting, stealing or, in contrast, performing thankless tasks, going above and beyond the call of duty, and making gifts of their labor and time) that illustrate where they place peers along the continuum?
- Would they characterize the culture in their organization as strong, moderate or weak? Why?
- In what ways do social, moral and symbolic incentives shape bureaucratic behavior? Provide examples. In what ways do agency leaders help to create, support and sustain organizational cultures for principled agents?
- Can you identify general political, administrative, legal, and budgetary conditions that support or diminish organizational cultures for principled agents?

In addition to students writing their own mini-cases, instructors may be familiar with appropriate case studies not referred to below. Experiment with cases with which you are familiar that have potential for achieving your pedagogical objectives.

Case Studies

DiIulio, John D., Jr. (1994). Principled agents: The cultural bases of behavior in a federal government bureaucracy. *Journal of Public Administration Research and Theory* 4(3), 277–318.

This is the article from which I drew much of the discussion about the U.S. Bureau of Prisons (BoP). The BoP enjoyed long-term success in building a culture that served the interests of diverse stakeholders, including the incarcerated, corrections staff, agency and political leaders, and citizens.

Goodsell, Charles T. (2011). *Mission Mystique: Belief Systems in Public Agencies.* Washington, D.C.: CQ Press.

Goodsell presents six case studies to illustrate the theory he develops about mission mystique. The six case studies, based on federal, state and county organizations, are: U.S. National Park Service; U.S. National Weather Service; U.S. Centers for Disease Control and Prevention; Department of Social Services, Mecklenburg County North Carolina; Virginia State Police; and U.S. Peace Corps. These cases offer some additional teaching opportunities, for instance:

- The U.S. Centers for Disease Control and Prevention has been widely criticized for how it responded and performed during the COVID-19 pandemic during the Trump Administration. What accounts for the CDC's fall from grace? In what ways do the criticisms of CDC related to "belief systems" surrounding the agency and its mission?
- **The Oath with Chuck Rosenberg** (https://www.msnbc.com/theoath) (see Appendix 4, Online and Other Resources, for more information and background about this podcast) includes interviews with individuals who worked in some of Goodsell's case-study agencies and others in similar settings, among them:
    - Vivek Murthy, Surgeon General of the U.S. (twice, in the Obama Administration (2014-2017, and Biden Administration, 2021-present)
    - Jon Jarvis, National Park Service Director (2009-2017)
    - Bob Paulson, 23rd Commissioner of the Royal Canadian Mounted Police
    - Mike Bush, former Commissioner of the New Zealand Police
    - Carrie Hessler-Radelet, former Director of the Peace Corps

Chan, Hup S. (2006). Organizational identification and commitment of members of a human development organization. *Journal of Management Development*, 25(3), 249-268. https://doi.org/10.1108/02621710610648178

This is a rare case study set outside the U.S. The case focuses on a development organization, Amanah Ikhtiar Malaysia (AIM), patterned after the Grameen model. The case examines members' identification and commitment with the goal of understanding how identification and commitment are sustained in an organization where high performance has important human consequences.

Kaufman, Herbert. (1960). *The Forest Ranger: A Study in Administrative Behavior*. Baltimore: Johns Hopkins University Press.

Kaufman's classic study of the U.S. Forest Service is rare because it has remained in print more than sixty years. The Forest Ranger offers insights into how a large, dispersed organization with multiple objectives shapes the behavior of field officers. When *The Forest Ranger* was published the Forest Service had a reputation for excellence. *The Forest Ranger* is Kaufman's prescient analysis and explanation for its excellence.

Walker, Wallace Earl. (1986). *Changing Organizational Culture: Strategy, Structure, and Professionalism in the U.S. General Accounting Office*. Knoxville: University of Tennessee Press.

The case study covers 1940-1981, a period during which the U.S. General Accounting Office (now Government Accountability Office), an independent, non-partisan agency that works for

the U.S. Congress, transitioned from a narrowly-focused clerical operation to a highly professionalized bureaucracy.

Shape Job Advertising to Emphasize Mission and Public Values

One way to bring this topic to life is for instructors to ask students either to write an ad for a position or to revise an ad. Students should be challenged to think about how mission and public values could be more effectively integrated into job advertising.

Screen in Candidates with High Public Service Motivation

Behavior-based Interview Online Videos

Many high-quality videos about behavior-based interviews are available on the internet. Most of them take the point of view of job applicants, but they nonetheless illuminate the reasons for behavior-based interviews, typical questions, and effective techniques for answering questions (e.g., the STAR method, representing Situation, Task, Action and Results). The titles and URLs for three of the many videos are listed below.

How to Answer Behavioral Interview Questions Using the STAR Method (TOP 10 Behavioral Questions) (https://video.search.yahoo.com/yhs/search?fr=yhs-trp-001&ei=UTF-8&hsimp=yhs-001&hspart=trp&p=behavior-based+interviews+exercises+pdf&type=Y61_F1_148993_102720#id=4&vid=4e689ee3ae51fce3fdbeb00235244b7d&action=view)

How to Answer Behavior-Based Interview Questions--Interview Tip (https://video.search.yahoo.com/yhs/search?fr=yhs-trp-001&ei=UTF-8&hsimp=yhs-001&hspart=trp&p=behavior-based+interviews+exercises+pdf&type=Y61_F1_148993_102720#id=54&vid=372ea8469169e51ce3da66297c9e313b&action=view)

Behavioral Interview PowerPoint (https://video.search.yahoo.com/yhs/search;_ylt=AwrCmuOo9XFg8wMABAcPxQt.;_ylu=Y29sbwNiZjEEcG9zAzEEdnRpZAMEc2VjA3Nj?p=Behavioral+Interview+PowerPoint&type=Y61_F1_148993_102720&hsimp=yhs-001&hspart=trp&grd=1&ei=UTF-8&fr=yhs-trp-001#id=1&vid=30a00d62379d4208ae0a9037e38f5857&action=view)

Administering Implicit Social Cognition Tests

This exercise gives you an opportunity to take an implicit association test, which is discussed in Perry (2021), pp. 71-73. To take one or more implicit association tests, go to https://www.projectimplicit.net/. It will take you about 15 minutes to take an implicit association test.

> People don't always say what's on their minds. One reason is that they are
> unwilling. For example, someone might report smoking a pack of cigarettes per

day because they are embarrassed to admit that they smoke two. Another reason is that they are unable. A smoker might truly believe that she smokes a pack a day, or might not keep track at all. The difference between being unwilling and unable is the difference between purposely hiding something from someone and unknowingly hiding something from yourself.

The Implicit Association Test (IAT) measures attitudes and beliefs that people may be unwilling or unable to report. The IAT may be especially interesting if it shows that you have an implicit attitude that you did not know about. For example, you may believe that women and men should be equally associated with science, but your automatic associations could show that you (like many others) associate men with science more than you associate women with science.

We hope you have been able to take something of value from the experience of taking one or more of these tests. The links above will provide more information about the IAT and implicit attitudes; we will periodically update the information to reflect our current understanding of the unconscious roots of thought and feeling (https://implicit.harvard.edu/implicit/education.html).

You can find additional information about using implicit association tests for teaching at the URLs above and Adams, Devos, Rivera, Smith, and Vega (2014).

Screen Out Candidates with Motivations Likely to Crowd Out Intrinsic or Prosocial Orientations

Creating and Role-playing Realistic Job Previews

On p. 78 of *Managing Organizations to Sustain Passion for Public Service*, I present several URLs to connect students to realistic job previews (RJP) used by public organizations. Reviewing these URLs is a good starting point for students to become better acquainted with realistic job previews and creating their own realistic job previews, based either on their own jobs or jobs with which they are familiar.

- The Internal Revenue Service uses realistic job previews for a variety of jobs, among them special agents criminal investigation (https://www.youtube.com/watch?v=0EIhvNrAxTg), which are available on the IRS YouTube account;
- The Transportation Security Administration uses a realistic job preview video for transportation security officers (https://www.youtube.com/watch?v=NQoPmWIYytQ[11])
- The State of Texas Department of Family and Protective Services uses realistic job previews for case workers (https://www.dfps.state.tx.us/Jobs/CPS/working_at_cps.asp)
- The Cherry Hill New Jersey Fire Department uses a brochure for firefighter jobs (https://www.chnj.gov/DocumentCenter/View/5223/FirefighterBrochure_2017)

Chapter 4 Leveraging the Meaningfulness of Public Work

Designing Work for Direct Contact Between Employees and Service Beneficiaries

A helpful resource for this topic is Adam Grant's article on relational job design (Grant, 2007). Grant discusses using the "relational architecture of job," i.e. "the structural properties of work that shape employees' opportunities to connect and interact with other people" (p. 396) to make the impact of their actions on other people transparent and motivating. Instructors can create an exercise around applying Grant's job impact framework (Figure 1, p. 396) to an existing or new job. Students, working individually or in teams, can be asked to modify any of five variables that influence contact with beneficiaries—frequency, duration, physical proximity, depth and breadth—to assess how changes in the relational architecture of a job alter perceived impact on beneficiaries.

Using Self-Persuasion to Reinforce Beneficiary Impact

See Bellé, Nicola. (2013). Experimental Evidence on the Relationship between Public Service Motivation and Job Performance. *Public Administration Review*, 73(1), 143–153. http://www.jstor.org/stable/23355447.

Incorporate Job Crafting to Increase Meaningfulness

Video Resources
A variety of short videos are available that illustrate job crafting, its origins, varieties of job crafting, and what difference it makes. The descriptions of the videos below are taken from What is Job Crafting? (Incl. 5 Examples and Exercises) (https://positivepsychology.com/job-crafting/), which contains many other useful teaching resources.

- Job Crafting – Amy Wrzesniewski on creating meaning in your own work (https://www.youtube.com/watch?v=C_igfnctYjA&feature=youtu.be).

  Professor Amy Wrzesniewski gives an overview of her original hospital cleaning crew study, and how this gave rise to the idea of job crafting.

- Finding Your Calling at Work with Amy Wrzesniewski (https://www.youtube.com/watch?v=-SButEm7qxY&feature=youtu.be)

  This is an interview with Professor Wrzesniewski from The Psychology Podcast. Dr. Kaufman asks interesting questions to delve a little deeper into topics such as meaning, spirituality, self-resonance, and how we can find our work calling.

- Job Crafting according to Dynamo
  (https://www.youtube.com/watch?v=Ukc2XYioNkM&feature=youtu.be)

  A super-simple explainer video, perfect for a quick summary of job crafting benefits and its applications.

- Redesigning Wellness Podcast 089: Job Crafting and Finding the Meaning of Work with Amy Wrzesniewski
  (https://www.youtube.com/watch?v=_WEArwy316c&feature=youtu.be)
  Here's another interview with Professor Wrzesniewski and Jen Arnold. Among other things, they discuss its role in performance, its limits, and how job crafting can redefine wellness in organizations.

- Job Crafting: A Fresh Take on Your Old Job
  (https://www.youtube.com/watch?v=14wOMAd_4s8&feature=youtu.be)

  Here's a little overview of job crafting that appeared on TV. In this summary, there is a little discussion on how you can get started, and the potential downsides of crafting your job. Also, some useful tips for bringing up the topic with your boss.

The Job Crafting Exercise (the text below is taken from https://positivepsychology.com/job-crafting/)

Having a good sense of what job crafting involves is an excellent start if you want to give it a try. At the same time, it helps to have an idea of where you might start—what opportunities you might pursue. That's what The Job Crafting Exercise aims to help you achieve, by encouraging you to view your job as malleable, craftable, and in your control.

In essence, The Job Crafting Exercise helps you perceive seemingly unconnected and segmented tasks as 'building blocks' for you to shape in a way that means something.

Developed by Berg, Dutton, and Wrzesniewski (2013), it's broken into several parts. Throughout all of these, it helps to keep the Job Demands-Resources Model in mind. Can you identify which aspects are demands, and which are resources? What could you benefit from more of, in terms of reducing your psychological costs—stress, energy, etc.? Where might you welcome a stretch or a challenge?

1. First, you'll create what's known as a **Before Sketch**. This helps you understand how you're allocating and spending your time across various tasks. Think here in terms of energy, and broadly about resources and demands.
2. The next step is grouping your whole job into three types of **Task Blocks**. The biggest of these blocks are for tasks which consume the most of your effort, attention, and time; the smallest blocks are for the least energy-, attention-, and time-intensive tasks, and some will fall into the middle, 'medium-sized' blocks.
3. With this knowledge of how your personal resources get allocated, you now craft an **After Diagram** of what your ideal role will look like. Of course, you aren't stepping completely outside of what you're formally required to do, but do use your strengths,

passions, and motives to create something more meaningful. And in doing so, we use the same idea of task blocks—of course, this time with different priorities.

4. Now you have an After Diagram, and you can 'frame' different task groups—**Role Frames**, which you see as serving different functions. Here, you're crafting your perceptions so you can label different tasks in reimagined ways: rather like our chef-turned-food artisan above.

5. The last step is where you create an **Action Plan** to set out clear goals for the short- and long-term. How are you going to move from your Before Diagram (current job) to your After Diagram (ideal job)?

If you're looking to access The Job Crafting Exercise, you can access it at https://positiveorgs.bus.umich.edu/wp-content/uploads/Job-Crafting-Exercise-Teaching-Note-Aug-101.pdf or purchase resources from the University of Michigan School of Business. See Berg, Dutton and Wrzesniewski (2013) for additional information (Berg, J. M., Dutton, J. E., & Wrzesniewski, A. (2013). Job crafting and meaningful work. In B. J. Dik, Z. S. Byrne & M. F. Steger (Eds.), *Purpose and meaning in the workplace* (pp. 81-104). Washington, DC: American Psychological Association. Accessed on March 1, 2021 at https://positiveorgs.bus.umich.edu/wp-content/uploads/Job-Crafting-and-Meaningful-Work.pdf.)

Chapter 5   Creating a Supportive Work Environment

Establishing Meritocratic Civil Service Rule Systems

In Appendix 1, I provide details for two major activities, one an exercise (Understanding and Comparing Values Around the World) and the other a term assignment (Organizational Assessment). These two activities complement the broad focus on this chapter and might be effectively integrated with class conversations about supportive work environments.

The Understanding and Comparing Values Around the World exercise is an opportunity for students to explore how variations in governance and civil service systems influence the values of public servants and other facets of their work.

An overarching goal for the Organizational Assessment assignment is to engage students to apply concepts and theories from the course to a real organization. The contents of this chapter, particularly how institutional rules create a context for a supportive work environment, might be best taught by giving students the challenge of relating rules to their effects in a real organization. Students could, for example, be asked to inquire about and assess how meritocracy—meritocratic recruitment, meritocratic advancement and security of employment—influence employee dispositions and behavior.

Establishing Robust Learning and Growth Opportunities

I use an exercise, "Managing Organizational Careers: Some Problems" (see Appendix 2) to encourage students to think about interventions to address some common problems in public

organizations. Among these problems are designing a career planning and counseling program, EEO versus seniority, the "dead-end" employee, the "deadwood" employee, and loss of talented young employees.

Chapter 6 Aligning Compensation Systems and Public Service Motivation

Aligning Compensation Systems to Reinforce Public Service

I use an exercise, Compensation Dilemmas, to simulate real-world choices with which public managers are faced. The exercise appears in Appendix 5. The "dilemmas" that could be added to this exercise are almost endless. I encourage you to modify the dilemmas in the exercise and write new dilemmas to achieve your course objectives.

Motivation and Effective Compensation Systems

In Appendix 1, I provide details for an Organizational Assessment assignment. An overarching goal for this assignment is to engage students to apply concepts and theories from the course to a real organization. The Organizational Assessment assignment provides a good opportunity for a student to conduct in-depth analysis of an organization's compensation system, including all compensation structures affecting motivation and compensation system effectiveness.

Chapter 7 Providing Opportunities for Newcomers to Learn Public Service Values

Strategies for Socializing Staff to Public Service

In Appendix 1, I provide details for an Organizational Assessment assignment. An overarching goal for this assignment is to engage students to apply concepts and theories from the course to a real organization. The Organizational Assessment assignment provides an opportunity for students to look in detail at the design and effectiveness of an organization's onboarding and mentoring programs.

Chapter 8 Leading with Mission, Inspiration, and Communication

Case Studies

Several case studies are available that provide a context for classroom discussions of leadership styles, strategies and tactics identified in chapter 8 as supportive of leadership that uses mission, inspiration and communication. Among these case studies are:

Julie Battilana and Carin Isabel-Knoop. (2018). Christine Lagarde (B): Being a Public Servant. (https://case.hks.harvard.edu/christine-lagarde-b-being-a-public-servant/)

Mark Graban and Melissa Moore. (2021). *A Playbook for Habitual Excellence: A Leader's Roadmap from the Life and Work of Paul H. O'Neill, Sr.* Pittsburgh, PA: Value Capture, LLC.

Kearns, Kevin, Emma Yourd, Kevin Zwick, Yiwei Li, and Lydia McShane. (2019). *Paul O'Neill: Cross-Sector Leadership Principles*. Pittsburgh, PA: Johnson Institute for Responsible Leadership.

Tim H. Vanderpyl. (2012). Servant leadership: a case study of a Canadian health care innovator. *Journal of Healthcare Leadership* 4, 9—16. https://doi.org/10.2147/JHL.S28810.

Laura Winig. (2017). Values-Based Leadership Across Difference: The Life and Legacy of Nelson Mandela.

> The case is designed to facilitate a live, in-class discussion of the role of personal, core values in achieving and maintaining leadership. The learning objective is to understand the essence of values-based leadership in the service of others, along with the personal sacrifice, patience, persistence, and openness to change that is required (https://case.hks.harvard.edu/values-based-leadership-across-difference-the-life-and-legacy-of-nelson-mandela/).

Laura Winig. (2016). 'Reinventing' the Command: General Janet Wolfenbarger's Values-Based Leadership Drives Change at the United States Air Force.

> The case allows students to explore how the General's values and principles were shaped by her life experiences and how they guided her leadership of the Air Force Materiel Command (AFMC). Students evaluate the General's AFMC reorganization and consider how their own decisions may have differed, based upon an analysis of their own values and principles. Discussion questions include: Can a leader be successful professionally and be true to their values/principles? What is the connection between values and how we lead? (https://case.hks.harvard.edu/reinventing-the-command-general-janet-wolfenbargers-values-based-leadership-drives-change-at-the-united-states-air-force/)

Self-exploration of Leadership Styles

Appendix 3 includes scales for transformational, charismatic and servant leadership. Instructors can use these scales to help students explore their personal leadership styles.

Appendix 1. Additional Exercises and Assignments

Exercise: Self-Assessment

Because self-assessment is a systematic process of data-driven self-reflection, I am asking you to complete several instruments as part of the process. Among the instruments I will make available to you are:
- The Work and Meaning Inventory (Steger, Dik and Duffy, 2012);
- Implicit Association Test to Measure Prosocial Motivation (Marvel and Resh, 2019)
- International Public Service Motivation Scale (Kim et al., 2013) (or alternative measures of public service motivation—See Appendix 3, Measurement Instruments, for additional options).

Instructors have many additional scales they can choose to use for this self-assessment exercise. In addition to the scales referred to above, Appendix 3 includes scales for prosocial motivation, altruism and leadership. Instructors should feel free to augment these scales with their own choices if they believe they are important to this self-reflection exercise.

Exercise: Understanding and Comparing Values Around the World

This exercise requires students to form into small groups and analyze the values of citizens and public officials across a set of countries using data from the World Values Survey (WVS). The WVS is an ongoing global research project started forty years ago to understand people's values and how they evolve across time. The survey contains a range of items to measure values, beliefs, and attitudes relating to politics and democracy, the economy, gender equity, religion, social identity and culture, trust, security, work, family, and the environment, among other issues. Students will select 5 countries for their analysis. They will begin by analyzing the history, culture, and politics of each country. They will then use WVS data to explore how values relate to race and ethnicity, gender, sector of employment, age, region, and socio-economic status within each country. Finally, they will rank and compare the values espoused by citizens in different countries and try to explain these differences.

The touchstone for the country comparisons is the question: How do context and values shape public service as an institution across countries? Students should consult Hofstede (2001) or Vandenabeele and Van de Walle (2008) for examples of similar comparisons. This exercise teaches students how to analyze and interpret empirical data to formulate a persuasive argument. It also increases their awareness of commonalities and differences in values, beliefs, and attitudes around the globe and their consequences for society.

Assignment: Organizational Assessment

Organizational Assessment Report. Forty percent (40%) of your final grade will be an assessment of human resource management in a government organization. The project is intended to provide you with direct experience with an organization. Your goal will be to gather information from published documents, interviews, and other sources that permit you to describe and evaluate human resource management in the organization you select. If you are currently

employed in an organization, then you may be interested in using this assignment to learn more about human resource management in your organization and to critically assess how well your organization manages human resources.

Your paper should include the following types of information:

- Description of the organization, including its mission, size, and types of employees.
- Leader and organizational philosophy/approaches to motivation and commitment.
- Major human resource management policies.
- Assessment of the effectiveness of human resource management in the organization, including fit between philosophy and operating policies.
- Specific recommendations for improving human resource management.

Please note that it is not necessary to examine an organization with a defined human resources department or director of personnel. This assignment is intended to expose you to human resource issues as they are handled in a diverse array of government organizations.

Organizational Assessment Analysis Plan

The purpose of this part of the assignment is for you to think up front about how you will execute your organizational assessment. I want you to give careful thought at the outset of your research to the types of data you will need to conduct a quality, meaningful assessment. My assumption is that a good *plan* is essential for a satisfying outcome for your assessment. Here are some things you might think about including in your plan:

- **What is the scope of the organization I intend to assess and how will the boundaries I define affect what I should expect to find?** I want to encourage you to set high, but doable goals for this assessment. That may require you to focus on particular parts of the organization you are studying. It is important to be intentional about the boundaries you set so that you have a chance to realize the goals you set for this project. Sharing information about organizational scope will help you think about your goals and put me in a position to give you meaningful feedback.
- **What are my key research questions?** You probably cannot learn everything about the organization you will study, but it will be helpful to carefully articulate your research questions. What questions do you expect to answer by the time you conclude your assessment? How will they support your learning? Will the answers to these questions be helpful to others who may have similar interests or concerns? (e.g., can you envision sharing your final report with a client inside the organization?)
- **What kinds of data can I acquire and what types of information will I need to answer my research questions?** The variety of information that might be available for your organization could be substantial, and may include: reports published by the organization or external bodies, external evaluations, internal or external surveys, benchmarking studies, websites, and reports from internal and external interviewees. Not all types of information will be available for your organization. One type of information that is available for virtually all organizations is interviews with current and former members and other stakeholders. Your plan should include specifics about data and information you can access and how it will help you answer your research questions.

- **What is my timetable for executing my plan?** This part of your plan gets into the nitty gritty of what you need to do to finish your report for submission by the deadline. Putting your tasks and timetable on paper will help you assess whether your plans are realistic.

Putting together a good plan may require you to do some looking ahead in the syllabus. Readings in the latter weeks of the syllabus, for instance, may be quite useful for thinking about questions you will want to investigate and data you can collect. You may also want to look ahead in the texts to issues we will be addressing in coming weeks and whether you want to incorporate them in some way into your organizational assessment.

You can structure your response to this assignment in the form of a memo to me. I believe you can give me quality information and address the types of questions enumerated above in three double-spaced pages.

Appendix 2.
Managing Organizational Careers:
Some Problems

Adapted by James L. Perry

Purpose

To practice your skills in making organizational decisions and planning programs to facilitate employees' career development.

Introduction

Many of the conditions necessary for better career development seem disarmingly straightforward—e.g., provide more initial job challenge, more realistic job previews, more opportunities for women and minorities. However, when put into practice, some of the unintentional consequences and system effects (such as uncooperative supervisors or coworkers) come into play, indicating that we are dealing with organization development as well as career development. In the following problems you will be given a chance to try your hand at finding organizational solutions to some thorny career issues.

Procedure (This procedure should be adapted as necessary. I have used this exercise for teams and also individuals.)

Step 1. Team Assignments
At the beginning of the week, the class will be divided into pairs or small teams. Each team will be assigned one of the problems at the end of the exercise.

Step 2. Preparation of a Written Solution
Each team will develop a solution to its problem and prepare a short written presentation (no more than 500 words) for the rest of the class. By 5pm (EST) on Wednesday, post your written presentation to the forum. In your team's written presentation, identify the problem and develop a persuasive case for its solution. The rest of the class will act as consultants who can comment on and ask questions about the solution (via the discussion forum).

Step 3. General Discussion
During the final two days of the forum, take time to compare the various solutions. What are the costs and benefits of each? What resistance would each encounter? How could this resistance be reduced?

CAREER PROBLEMS

Career Program

Design a career planning and counseling program to help employees increase their basic career competencies: self-appraisal, gathering occupational information, goal selection, planning, and problem-solving. This program should achieve these career objectives and meet two

constraints: (1) moderate cost, and (2) compatibility with most existing personnel management systems.

EEO Versus Seniority

Assume you are personnel manager of a one-thousand-employee technology-based company with no union (and a management who wishes to keep it that way) and a history of good labor-management relations. Although there is no contract and no written agreement on layoffs, the company has honored the tradition of layoffs based upon seniority.

About 75 percent of your revenue is from government contracts from three separate agencies. These agencies have been exerting pressure on you lately to increase the number of women and minority employees in your organization, although there has been no talk of legal action or threats to any contracts yet.

Because of financial problems, you will have to lay off 10 percent of your work force. Through some fine work on affirmative action, the number of women and minorities in the organization has been increasing, but most of these people have been hired in the last two years. Most of your employees have been with the organization five years or more, with a mean seniority of twelve years.

The employees know the layoff is coming. There has been a lot of talk that if it is not based on seniority, a walkout or some other action may occur. Several union organizers have been seen outside the gates recently. For the past month, there have been two or three after-hours meetings of employees per week. Also, you have just received a letter from a compliance officer with one of your contracting agencies, reminding you that a large contract is up for review and that she has been hoping for more progress on affirmative action.

How should the layoff be handled?

The "Dead-End" Employee

Jim Duncan is a 52-year-old department manager in your large manufacturing organization. He has been in this job for eight years. His performance has been very good, but lately has dropped off. He has had more sick days this year than ever before in his career.

Jim is not seen by top management or by personnel experts as having the ability to progress to higher management position. He seems ideally placed in his present job.

You are Jim's boss, the plant manager. What action would you take to improve his performance and morale?

The "Deadwood" Employee

Ralph Hamner is seen by most employees as "deadwood." He was hired when the organization was much smaller, when you only had a few engineers, who had to be generalists. Now you have an engineering department of fifty people, most with advanced degrees and specialized backgrounds to deal with the increased complexity of your products-calculators and photographic equipment.

Ralph is now a senior engineer and just does not have the new knowledge necessary for most of your products. It has been hard to find projects on which he can use his present knowledge. At the same time, he is blocking the advancement of several promising junior engineers. Ralph is a well-liked guy, but he seems a bit defensive about his technical competence.

You are the personnel manager. What action would you recommend regarding Ralph Hamner?

Loss of Talented Young Employees

Your organization has traditionally been very attractive to college graduates as a place to work. The turnover among new employees has been about average for your industry. However, a recent study has just revealed a critical piece of information: the turnover is now occurring among your highest performing new employees. The people you'd like to lose are staying, and those you want to keep are leaving.

Exit interviews indicate that young people are frustrated by low challenge and low advancement opportunities. You have a lot of people in their fifties in middle management who are blocking promotions now and who are threatened by sharp young employees. But you won't have any good middle managers in ten years (when the present managers retire) if all your best young people leave now. Business has been rather slow lately, and no new positions through growth seem likely for several years.

What should be done to retain more of your promising young employees?

1996 Public Service Motivation Scale (Perry 1996) (Referred to in Perry (2021), chapter 2, Table 2.1)

Attraction to Public Policy Making
      1. I don't care much for politicians. (Reversed)
      2. The give and take of public policy making doesn't appeal to me. (Reversed)
      3. Politics is a dirty word. (Reversed)

Commitment to the Public Interest/Civic Duty
      1. Meaningful public service is very important to me.
      2. I unselfishly contribute to my community.
      3. I would prefer seeing public officials do what is best for the whole community even if it harmed my interests.
      4. It is hard for me to get intensely interested in what is going on in my community. (Reversed)
      5. I consider public service my civic duty.

Compassion
      1. It is difficult for me to contain my feelings when I see people in distress.
      2. Most social programs are too vital to do without.
      3. I am often reminded by daily events of how dependent we are on one another.
      4. To me, patriotism includes seeing to the welfare of others.
      5. I have little compassion for people in need who are unwilling to take the first step to help themselves. (Reversed)
      6. There are few public programs that I wholeheartedly support. (Reversed)
      7. I seldom think about the welfare of people I don't know personally. (Reversed)
      8. I am rarely moved by the plight of the underprivileged. (Reversed)

Self-Sacrifice
      1. I am prepared to make enormous sacrifices for the good of society.
      2. I think people should give back to society more than they get from it.
      3. I am one of those rare people who would risk personal loss to help someone else.
      4. Making a difference in society means more to me than personal achievements.
      5. Serving other citizens would give me a good feeling even if no one paid me for it.
      6. Doing well financially is definitely more important to me than doing good deeds. (Reversed)
      7. Much I do is for a cause bigger than myself.
      8. I believe in putting duty before self.

Public Service Motivation, short scale (Perry 1996; Naff and Crum 1999) (Referred to in Perry (2021), chapter 2, Table 2.1)

1. Meaningful public service is very important to me.

2. I am often reminded by daily events about how dependent we are on one another.
3. Making a difference in society means more to me than personal achievements.
4. I am prepared to make enormous sacrifices for the good of society.
5. I am not afraid to go to bat for the rights of others even if it means I will be ridiculed.

2013 Public Service Motivation Scale (Kim et al 2013) (Referred to in Perry (2021), chapter 2, Table 2.1)

Attraction to Public Service
      1. I admire people who initiate or are involved in activities to aid my community.
      2. It is important to contribute to activities that tackle social problems.
      3. Meaningful public service is very important to me.
      4. It is important for me to contribute to the common good.

Commitment to Public Values
      1. I think equal opportunities for citizens are very important.
      2. It is important that citizens can rely on the continuous provision of public services.
      3. It is fundamental that the interests of future generations are taken into account when developing public policies.
      4. To act ethically is essential for public servants.

Compassion
      1. I feel sympathetic to the plight of the underprivileged.
      2. I empathize with other people who face difficulties.
      3. I get very upset when I see other people being treated unfairly.
      4. Considering the welfare of others is very important.

Self-Sacrifice
      1. I am prepared to make sacrifices for the good of society.
      2. I believe in putting civic duty before self.
      3. I am willing to risk personal loss to help society.
      4. I would agree to a good plan to make a better life for the poor, even if it costs me money.

Prosocial Motivation Scale (Ryan & Connell 1989; Grant 2008a) (Referred to in Perry (2021), chapter 2, Table 2.1)

Why are you motivated to do your work?
      1. Because I care about benefiting others through my work.
      2. Because I want to help others through my work.
      3. Because I want to have positive impact on others.
      4. Because it is important to me to do good for others through my work.

Altruism Scale (Ruston, Chrisjohn, and Fekken 1981; Response options: never, once, more than once, often, very often) (Chapter 2)
      1. I have helped push a stranger's car out of the snow.

2. I have given directions to a stranger.
3. I have made change for a stranger.
4. I have given money to a charity.
5. I have given money to a stranger who needed it (or asked me for it).
6. I have donated goods or clothes to a charity.
7. I have done volunteer work for a charity.
8. I have donated blood.
9. I have helped carry a stranger's belongings (books, parcels, etc.).
10. I have delayed an elevator and held the door open for a stranger.
11. I have allowed someone to go ahead of me in a lineup (at Xerox machine, in the supermarket).
12. I have given a stranger a lift in my car.
13. I have pointed out a clerk's error (in a bank, at the supermarket) in undercharging me for an item.
14. I have let a neighbor whom I didn't know too well borrow an item of some value to me (e.g., a dish, tools, etc.).
15. I have bought "charity" Christmas cards deliberately because I knew it was a good cause.
16. I have helped a classmate who I did not know that well with a homework assignment when my knowledge was greater than his or hers.
17. I have before being asked, voluntarily looked after a neighbor's pets or children without being paid for it.
18. I have offered to help a handicapped or elderly stranger across a street.
19. I have offered my seat on a bus or train to a stranger who was standing.
20. I have helped an acquaintance to move households.

Work and Meaning Inventory (Steger, Dik, and Duffy 2012) (Perry (2021), chapter 4, p. 112)

Positive meaning
    1. I have found a meaningful career.
    2. I understand how my work contributes to my life's meaning.
    3. I have a good sense of what makes my job meaningful.

Meaning making through work
    4. I have discovered work that has a satisfying purpose.
    5. I view my work as contributing to my personal growth.
    6. My work helps me better understand myself.
    7. My work helps me make sense of the world around me.

Greater good motivations
    8. My work really makes no difference to the world. (R)
    9. I know my work makes a positive difference in the world.
    10. The work I do serves a greater purpose.

Leadership Scales (Perry 2021), chapter 8)

Transformational Leadership (Bass and Aviolo, 1995)

INSTRUCTIONS: This questionnaire provides a description of your leadership style. Twenty-one descriptive statements are listed below. Judge how frequently each statement fits you. The word others may mean your followers, clients, or group members.

KEY 0 = Not at all; 1 = Once in a while; 2 = Sometimes; 3 = Fairly often; 4 = Frequently, if not always

1. I make others feel good to be around me..0 1 2 3 4
2. I express with a few simple words what we could and should do....................0 1 2 3 4
3. I enable others to think about old problems in new ways...............................0 1 2 3 4
4. I help others develop themselves...0 1 2 3 4
5. I tell others what to do if they want to be rewarded for their work.................0 1 2 3 4
6. I am satisfied when others meet agreed-upon standards..................................0 1 2 3 4
7. I am content to let others continue working in the same ways always…..........0 1 2 3 4
8. Others have complete faith in me..0 1 2 3 4
9. I provide appealing images about what we can do...0 1 2 3 4
10. I provide others with new ways of looking at puzzling things........................0 1 2 3 4
11. I let others know how I think they are doing...0 1 2 3 4
12. I provide recognition/rewards when others reach their goals……..................0 1 2 3 4
13. As long as things are working, I do not try to change anything......................0 1 2 3 4
14. Whatever others want to do is OK with me...0 1 2 3 4
15. Others are proud to be associated with me..0 1 2 3 4
16. I help others find meaning in their work...0 1 2 3 4
17. I get others to rethink ideas that they had never questioned before…..............0 1 2 3 4
18. I give personal attention to others who seem rejected.....................................0 1 2 3 4
19. I call attention to what others can get for what they accomplish.....................0 1 2 3 4
20. I tell others the standards they have to know to carry out their work…...........0 1 2 3 4
21. I ask no more of others than what is absolutely essential................................0 1 2 3 4

SCORING. The MLQ-6S measures your leadership on seven factors related to transformational leadership. Your score for each factor is determined by summing three specified items on the questionnaire. For example, to determine your score for factor 1, Idealized influence, sum your responses for items 1, 8, and 15. Complete this procedure for all seven factors.

TOTAL

Idealized influence (items 1, 8, and 15)   _____ Factor 1
Inspirational motivation (items 2, 9, and 16)   _____ Factor 2
Intellectual stimulation (items 3, 10, and 17)   _____ Factor 3
Individual consideration (items 4, 11, and 18)   _____ Factor 4

Contingent reward (items 5, 12, and 19)   _____ Factor 5
Management-by-exception (items 6, 13, and 20)   _____ Factor 6
Laissez-faire leadership (items 7, 14, and 21)   _____ Factor 7

Score range: HIGH = 9-12, MODERATE = 5-8, LOW =0-4

SCORING INTERPRETATION
Factor 1 – IDEALIZED INFLUENCE indicates whether you hold subordinates' trust, maintain their faith and respect, show dedication to them, appeal to their hopes and reams, and act as their role model.

Factor 2 – INSPIRATIONAL MOTIVATION measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.

Factor 3 – INTELLECTUAL STIMULATION shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs of those of the organization.

Factor 4 – INDIVIDUALIZED CONSIDERATION indicates the degree to which you show interest in others' well-being, assign projects individually, and pay attention to those who seem less involved in the group.

Factor 5 – CONTINGENT REWARD shows the degree to which you tell others what to do in order to be rewarded, emphasize what you expect from them, and recognize their accomplishments.

Factor 6 – MANAGEMENT-BY-EXCEPTION assesses whether you tell others the job requirements, are content with standard performance, and are a believer in "if it ain't broke, don't fix it."

Factor 7 – LAISSEZ-FAIRE measures whether you require little of others, are content to let things ride, and let others do their own thing

            Charisma (Conger and Kanungo, 1998)

Think of you as a leader and answer the following question using this scale:

6   Very characteristic for you
5   Characteristic for you
4   Slightly characteristic for you
3   Slightly uncharacteristic for you
2   Uncharacteristic for you
1   Very uncharacteristic for you

	6	5	4	3	2	1
1. I influence others by developing mutual liking and respect						
2. I readily recognize barriers/forces within the organization that may block or hinder achievement of my goals.						
3. I engage in unconventional behavior in order to achieve organizational goals.						
4. Entrepreneurial; I seize new opportunities in order to achieve goals						
5. I show sensitivity for the needs and feelings of other members of the organization						
6. I use nontraditional means to achieve organizational goals						
7. In pursuing organizational objectives, I engage in activities involving considerable self-sacrifice						
8. I readily recognize constraints in the physical environment (technological limitations, lack of resources, etc.) that may stand in the way of achieving organizational goals						
9. I advocate following non-risky, well-established courses of action to achieve organizational goals						
10. I provide inspiring strategic and organizational goals						
11. I readily recognize constraints in the social and cultural environment (cultural norms, lack of grassroots support, etc.) that may stand in the way of achieving organizational goals						
12. I take high personal risks for the sake of the organization						

13. Inspirational; I am able to motivate by articulating effectively the importance of what organizational members are doing						
14. I consistently generate ideas for the future of the organization						
15. I am an exciting speaker						
16. I often express personal concern for the needs and feelings of other members of the Organization						
17. I try to maintain the status quo or the normal way of doing things						
18. I often exhibit very unique behavior that surprises other members of the organization						
19. I recognize the abilities and skills of other members of the organization						
20. I often incur high personal costs for the good of the organization						
21. I appear to be a skillful performer when presenting to a group						
22. I have vision; I often bring up ideas about possibilities for the future						
23. I readily recognize new environmental opportunities (favorable physical and social conditions) that may facilitate achievement of organizational objectives						
24. I recognize the limitations of other members of the organization						
25. In pursuing organizational objectives, I engage in activities involving considerable personal risk						

How to read your results:
This is the 5-dimension-scale of charismatic leadership developed by Jay A. Conger and Rabindra N. Kanungo (1998). You clearly see that the higher your score in most of the questions, the higher is your charismatic leadership style, except for questions 2, 9, 17, 21, and 24. These either are self-centered ("my own goals") or directed by a restricted attitude.

1. Strategic Vision and Articulation

1. Provides inspiring strategic and organizational goals.
2. Inspirational; able to motivate by articulating effectively the importance of what organizational members are doing

3. Consistently generates new ideas for the future of the organization
4. Exciting public speaker
5. Has vision; often brings up ideas about possibilities for the future
6. Entrepreneurial; seizes new opportunities in order to achieve goals
7. Readily recognizes new environmental opportunities (favorable physical and social conditions) that may facilitate achievement of organizational objectives

2. Sensitivity to the Environment
8. Readily recognizes constraints in the physical environment (technological limitations, lack of resources, etc.) that may stand in the way of achieving organizational goals
9. Readily recognizes constraints in the social and cultural environment (cultural norms, lack of grassroots support, etc.) that may stand in the way of achieving organizational goals
10. Recognizes the abilities and skills of other members of the organization
11. Recognizes the limitations of other members of the organization

3. Sensitivity to Member Needs
12. Influences others by developing mutual liking and respect
13. Shows sensitivity for the needs and feelings of other members of the organization
14. Often expresses personal concern for the needs and feelings of other members of the organization

4. Personal Risk
15. Takes high personal risks for the sake of the organization
16. Often incurs high personal costs for the good of the organization
17. In pursuing organizational objectives, engages in activities involving considerable self-sacrifice

5. Unconventional Behavior
18. Engages in unconventional behavior in order to achieve organizational goals
19. Uses nontraditional means to achieve organizational goals
20. Often exhibits very unique behavior that surprises other members of the organization

Servant Leadership

Instruments to Measure Servant Leadership.

Instrument	Author(s)
Organizational Leadership Assessment	Laub (1999)
Servant Leadership Scale	Ehrhart (2004)
Servant Leadership Questionnaire	Barbuto and Wheeler (2006)
Servant Leadership Scale	Liden, Wayne, Zhao and Henderson (2008)
Servant Leadership Behavior Scale	Sendjaya, Sarros and Santora (2008)
Servant Leadership Survey	van Dierendonck and Nuijten (2011)

<p style="text-align: center;">**Appendix 4. Online and Other Resources**</p>

The Oath with Chuck Rosenberg (https://www.msnbc.com/theoath)

The Oath with Chuck Rosenberg is a series of one-on-one conversations with thoughtful former American public officials from the highest levels of government service shaping this pivotal moment in American history. Led by MSNBC Contributor and former U.S. Attorney and senior FBI official Chuck Rosenberg, the discussions explore the experiences that shaped these leaders, what drew them to public service, the dilemmas they've encountered throughout their careers, and what keeps them up at night. (text drawn from https://podcast.app/the-oath-with-chuck-rosenberg-p707212/#:~:text=The%20Oath%20with%20Chuck%20Rosenberg%2C%20is%20a%20series,Led%20by%20MSNBC%20Contributor%20and%20former%20U.S.%20Attorney)

Partnership for Public Service Podcasts

The Partnership regularly publishes podcasts entitled **Profiles in Public Service.** These podcasts are excellent sources for direct, experiential content about public service. The description of this series appears below.

> Profiles in Public Service tells the compelling stories about the unsung public servant leaders who have driven government's most important accomplishments. Co-hosts Loren DeJonge Schulman and Rachel Klein-Kircher help break down common myths about government by highlighting the critical ways in which federal employees have demonstrated bold leadership to protect our health, safety and general well-being. In an age when people continue to hold negative views about government—but also rely on it to solve big problems and crises—the stories we share promise to rebuild public faith in the nation's largest public organization. (https://ourpublicservice.org/read-watch-listen/podcasts/)

The Fifth Risk: Undoing Democracy

This best-selling book by Michael Lewis (2018) is noteworthy for the stories Lewis tells about the work civil servants perform and the motivations that bring them to their work. This relatively short book is available in many formats, including paperback, audio, and Kindle.

The book is described on Goodreads (https://www.goodreads.com/book/show/46266188-the-fifth-risk) as follows:

> The morning after Trump was elected president, the people who ran the US Department of Energy waited to brief the administration's transition team on the agency it would soon be running. Nobody appeared. Across all departments the stories were the same: Trump appointees were few and far between; those who did show up were shockingly uninformed about the functions of their new workplace.

Michael Lewis's brilliant narrative of the Trump administration's botched presidential transition takes us into the engine rooms of a government under attack by its leaders through willful ignorance and greed. The government manages a vast array of critical services that keep us safe and underpin our lives, from ensuring the safety of our food and medications and predicting extreme weather events to tracking and locating black-market uranium before the terrorists do. *The Fifth Risk* masterfully and vividly unspools the consequences of what happens when the people given control over our government have no idea how it works.

The G Word with Adam Conover (Netflix, 2022**)**

This is a limited series (6 episodes for the 2022 installment) about what the federal government does, both successes and failures.

Conover begins the episodes about food, disease, weather, money, future, and change with the good news, the overlooked stories of what works and the dedicated unsung heroes who give their lives to public service. Each begins with a problem that had to be solved…. And then we move to the second half of each 30-minute episode, the failures. The government is better at setting up systems that work than protecting them from predation by businesses who want to profit from what has already been paid for with tax dollars. (https://www.rogerebert.com/streaming/adam-conover-the-g-word-netflix-tv-review-2022)

Appendix 5. Compensation Dilemmas

For each scenario, what decision would you make? Consider the issues you need to think about before making each decision.

1. Based on an evaluation of the knowledge, skills, and abilities needed to do each job, an organization has determined that two different jobs (Job A and Job B) are equal in terms of value to the organization. However, when the organization studies the labor market, it finds that applicants for Job A are plentiful whereas those for Job B are very scarce. Should the organization offer less to those who apply for Job A or should the pay be equal?

2. Assume that the supply of computer technicians is low, so a government organization hires a group of them at $70,000 per year. Two years later, due to a recession, the supply of technicians is high so the market rate for them is now $58,000. Should the organization pay $70,000 or $58,000? Given that the organization bases pay on supply and demand, should it lower the pay of existing technicians?

3. Jim is given an extremely large raise because of his superb work record one year. As a result, he is currently earning $55,000. Everyone expects Jim to continue to excel and enhance the entire unit's productivity. Unfortunately, Jim's performance drops off after the first year and his performance is now just average. What should be done about his pay? Should it be reduced to reflect his current performance or should he continue to earn more than all of the others?

4. One year, Ethan's performance is truly spectacular, just as good as Jim's had been in the previous case. However, the organization has no raise money available that year so no one, including Ethan, receives a merit raise. Given that Jim received a large raise for past performance, is this fair to Ethan?

5. You are the manager of a data processing unit in state government that is finding it very difficult to recruit qualified computer programmers. One person who appears to be qualified for the position is willing to accept an offer of employment, but only at a salary equivalent to what she had received in her previous job with a private firm. This would place her at step 7 in the current pay grade. A pay exception must be granted before she can be hired at step 7. You are inclined to ask for a pay exception, but another computer programmer who has worked for you for several years is still at step 5. The applicant also asks you to pay relocation expenses. Such expenses have not been paid in the past. Hiring her will involve other costs as well. Lacking previous experience with government, she will also require training in the state's software systems at a cost of more than $5000. Will you request a pay exception? Will you pay the relocation costs? Why or why not?

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