PRIMARY COURSE OBJECTIVES

Why do some people work harder than others? Why are public and nonprofit employees seemingly willing to forego higher levels of pay and compensation in exchange for their limited time and energy? And what is it about public and nonprofit organizations that appears to attract and motivate workers? In this cross-disciplinary course, students will explore a diverse body of concepts on work motivation and achievement (from the fields of public administration, psychology, business administration, economics, and sociology) to begin answering these questions.

The course is structured to support three overarching goals: 1) to expose students to several major theories of work motivation, 2) to examine how work motivation unfolds in complex organizational settings, and 3) to investigate how organizations can be designed to maximize employee motivation.

Upon completion of the course, students should have

- Gained a basic understanding of prominent motivation theories and their implications for managing people in public and nonprofit sector organizations
- Acquired the knowledge, skills, and abilities necessary to think critically about those factors that affect and shape employee motivation and the broader behavior of individuals within organizations
- Learned tools and strategies for understanding, interpreting, and responding to the internal and external motivational contexts of public and nonprofit organizations

COURSE MATERIALS

There are no required textbooks for this course. Instead, a number of mandatory articles and book chapters have been posted to OneDrive. OneDrive is free for all university students, and can be accessed by navigating to [http://www.albany.edu/myualbany/](http://www.albany.edu/myualbany/) and logging in using your MyUAlbany credentials.

Additional readings may be assigned throughout the semester and will be posted to OneDrive whenever possible.

COURSE STRUCTURE AND REQUIREMENTS

Class meetings will consist of a presentation of materials by the professor and a discussion of pertinent issues and readings by students. Each student is expected to be a prepared and active participant. Students
should complete readings prior to their scheduled discussion in class and come ready to contribute to an analysis of topics on the agenda.

**Attendance and Class Participation**

Attendance in class is key to success. Class content will be geared toward helping you complete assignments. **Credit will be given for attendance and participation. It is not possible to earn credit if you miss class for reasons other than excused absences or recognized religious holidays.**

Repeated late arrivals and early departures from class may result in a reduction of your course grade. Two tardies and/or early departures will count as one absence.

If a student misses more than three classes, the professor may fail you in the course.

**Use of Technology during Class**

The use of computers and tablets in class is permitted for taking notes and accessing relevant course materials. **Students found using devices for reasons unrelated to class will be marked absent and may be asked to leave for the remainder of the period.**

Making or receiving calls, texts, or pages is not permitted in class. Cell phones and pagers should be powered off or turned to silent mode. **Students using a phone during class will be dismissed and considered absent for the day.** If you are expecting an emergency call, please inform the professor in advance, turn your device to silent mode, and leave the classroom before responding to any communications.

**Course Assignments**

Students are required to meet all deadlines as outlined in the course syllabus or communicated verbally. Failure to meet deadlines will result in a lower grade for the course. **Late assignments will not be accepted and earn a grade of zero.** Assignments are considered late if they are handed in after a posted or assigned deadline.

Submitted assignments must also conform to written and verbal project instructions (e.g., margins, typeface, length, format, and content). **Failure to comply with project instructions will result in a lower assignment grade.**

All assignments should be emailed to the professor as a Word or Word-compatible document (i.e., .doc or .docx). Paper copies will not be accepted.

**Article Reviews**

Throughout the semester, each student will be responsible for leading the class discussion on one or more assigned readings. Assignments will be determined during the first session.

Presentations should be discussion-based, lasting roughly 30 minutes. Approximately 15 minutes should be devoted to reviewing and summarizing the reading; the balance of the time should be dedicated to leading a class discussion of the reading.

A successful presentation might review 1) the primary themes of the article, 2) any research questions and hypotheses considered, 3) the population/sample studied, 4) key data employed, 5) main conclusions drawn, 6) strengths and weaknesses of the approach taken, and 7) broader implications drawn from the article (e.g., relationship to course concepts and topics). Not all articles will fit this outline; students may modify their presentation to suit a particular reading.
Those not presenting are expected to respond to questions and comment on the readings.

**Motivation Analysis Paper**

Each student will be responsible for submitting a motivational analysis paper focusing on one of the motivation theories we discuss in class. The goal of this assignment is to expand your understanding of the theory you select.

Papers should be double-spaced, at least 10 pages in length (not including a title page, an executive summary, footnotes, and references), use 12-point *Times New Roman* font, and have 1-inch margins. A successful organizational analysis paper will include the following:

1. A brief introductory summary of your theory;
2. A thorough review of existing research and theory on your topic (with at least 10 citations from peer-reviewed academic journals or university press books);
3. A summary of the significance of your theory;
4. An evaluation of the strengths and weaknesses of your theory; and
5. A brief closing summary.

To secure approval of your topic, email your proposed topic to the professor by 2:45 p.m. on September 20.

The final motivation analysis paper is due by email at 2:45 p.m. on October 25. Late papers will not be accepted and will earn a grade of zero.

**Group Book Review and Presentation**

Each student will be assigned to a group and required to read, review, and evaluate a “pop” motivation book. Your task for this assignment is to use the tools and materials covered in this course (and others) to probe the value of these books (e.g., by discussing whether and how well the book applies social science knowledge to support its conclusions).

I am open to a wide-range of “pop” motivation books. However, a sample of books suitable for this assignment includes:

- *Flying Without a Net: Turn Fear of Change into Fuel for Success* by Thomas J. DeLong
- *Give and Take: Why Helping Others Drives Our Success* by Adam Grant
- *The ONE Thing: The Surprisingly Simple Truth Behind Extraordinary Results* by Gary Keller and Jay Papasan
- *Drive: The Surprising Truth About What Motivates Us* by Daniel H. Pink
- *The Everything Store: Jeff Bezos and the Age of Amazon* by Brad Stone

Groups will present their findings in class on December 6. PowerPoint presentations and handouts are optional, but strongly encouraged. Presentations should be relatively formal. Groups should be prepared to address questions from the professor and fellow classmates. Presentation length will be determined later.

Final papers summarizing the group’s conclusions are due to the professor by 2:45 p.m. on December 6. Please note, a student’s individual grade for this project will be an average of 1) the overall group paper grade and 2) an averaged, peer evaluation grade. Late papers will not be accepted and will earn a grade of zero.
Final Course Assessment
At the start of the semester, each student will write a letter to her/himself and the professor detailing what it would take to earn a grade "A" in PAD 312. Students will start writing their letter during the first class session on August 30; a final version of the letter should be submitted by email to the professor by 2:45 p.m. on September 6.

Near the end of the semester, the professor will return these letters to each student. Students will then be responsible for evaluating how "well" they did at meeting/realizing their goals. The aim is for students to think critically and honestly about their performance in the class.

Students’ final assessment is due by email to the professor by 2:45 p.m. on December 20. Late papers will not be accepted and will earn a grade of zero.

The grade for this assignment will be determined by the student’s evaluation and the professor’s assessment of it.

COURSE GRADES AND EVALUATION

| Attendance and Class Participation | 10% |
| Article Reviews                    | 20% |
| Motivation Analysis Paper          | 20% |
| Group Book Review and Presentation | 30% |
| Final Course Assessment            | 20% |
| TOTAL                              | 100% |

A = 93.50 and above | A- = 90.00–93.49 | B+ = 86.50–89.99 | B = 83.50–86.49 | B- = 80.00–83.49 |
C+ = 76.50–79.99 | C = 73.50–76.49 | C- = 70.00–73.49 | D+ = 66.50–69.99 | D = 63.50–66.49 |
D- = 60.00–63.49 | F = 59.99 and below

ASSIGNMENT DUE DATES

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
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<tbody>
<tr>
<td>Motivation letter</td>
<td>September 6</td>
</tr>
<tr>
<td>Motivation analysis proposal due</td>
<td>September 20</td>
</tr>
<tr>
<td>Motivation analysis paper due</td>
<td>October 25</td>
</tr>
<tr>
<td>Group book review papers and presentations due</td>
<td>December 6</td>
</tr>
<tr>
<td>Final course assessment due</td>
<td>December 20</td>
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COURSE POLICIES

Grade Concerns
Students who receive a lower grade than expected on an assignment or for the course may wish to review that grade with the professor. A student must wait 48 hours after receiving the grade before contacting the professor with concerns. In addition, grades will not be changed unless a student can provide evidence—in writing before the meeting—demonstrating a mistake on the part of the professor.
Incomplete Grades
In rare cases, the professor may grant a student who has otherwise made good progress in the course an “incomplete.” The university policy governing incompletes specifies:

A tentative grade [will be] given only when the student has nearly completed the course but due to circumstances beyond the student's control the work is not completed on schedule. The date for the completion of the work is specified by the instructor. The date stipulated will not be later than one month before the end of the session following that in which the Incomplete is received. The grade I is automatically changed to E or U unless work is completed as agreed between the student and the instructor.

Academic Dishonesty and Plagiarism
As commonly defined, plagiarism involves passing off another's ideas, words, writing, and other work as one's own. You are committing plagiarism if you copy the work of another person and turn it in as your own—even if you have that person's permission. **Whenever you rely on the words or ideas of other people in your written papers, you must acknowledge (i.e., cite) the source of the words or ideas.**

The plagiarist destroys trust among colleagues, without which research and work-products cannot be safely communicated.

The issue of plagiarism raises concerns about ethics, student writing experiences, and academic integrity. You’re asked to submit your papers digitally so that they can be compared to websites and databases of existing papers. SUNY-Albany subscribes to a digital plagiarism detection program called Safe Assign, which may be used to check papers submitted in this course and can alert me to your academic needs. Although you may never have intentionally plagiarized, many students do incorporate sources without citations. Please consider the use of SafeAssign as a learning tool for all of us.

Information on SUNY-Albany's policies and sanctions for plagiarism can be found at

- [http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity](http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity) (for graduate students).
- [http://www.albany.edu/undergraduate_bulletin/regulations.html](http://www.albany.edu/undergraduate_bulletin/regulations.html) (for undergraduate students).

A helpful website to assist you in recognizing and avoiding plagiarism can be found at [http://library.albany.edu/infolit/integrity](http://library.albany.edu/infolit/integrity)

For help with citations, see

- [http://libguides.library.albany.edu/citationgenerators](http://libguides.library.albany.edu/citationgenerators)
- [https://owl.english.purdue.edu/owl/section/2/](https://owl.english.purdue.edu/owl/section/2/)

All course materials prepared by the professor are the intellectual property of the professor. Video and audio recording of lectures without the consent of the professor is prohibited.

ADDITIONAL RESOURCES

Students with Disabilities
The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability.
The Disability Resource Center (DRC) offers assistance with accommodations and support for physical, medical, or psychological disabilities (518-442-5490; 120 BA). Information about DRC’s services can be found at http://www.albany.edu/disability/index.shtml

If you have a disability for which you may request accommodation in this course and have not contacted DRC, please do so as soon as possible. Also, please feel free to contact the professor privately.

Counseling Center
The Counseling Center (518-442-5800; 400 Patroon Creek Blvd, Suite 104) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus resources. More information can be found at http://www.albany.edu/counseling_center/index.shtml

Library Assistance
SUNY-Albany offers a great collection available in several different media. Access to research help and library tutorials can be found online at http://library.albany.edu/

For information about SUNY-Albany’s Dewey Graduate Library, which is located on the Downtown Campus, visit http://library.albany.edu/dewey?source=drop

Writing Center
The university offers a number of services for students who need assistance with writing and research projects. Support is available in the Writing Center (518-442-4061; 140 HU) and at the University Library. Information about the Writing Center can be found at http://www.albany.edu/writing/index.html
# SCHEDULE OF CLASSES AND ASSIGNMENTS

## 1. INTRODUCTION

### AUGUST 30

## 2. OVERVIEW

### SEPTEMBER 6

1. **Required Reading:**
   - Steers (2004)
   - Kanfer (2012)

2. **Assignment Due:**
   - Motivation letter

## 3. HUMAN NATURE: NEEDS AND VALUES

### SEPTEMBER 13

1. **Required Reading:**
   - Locke (1991)
   - Torbert (1994)

## 4. HUMAN NATURE: EMOTIONS

### SEPTEMBER 20

1. **Required Reading:**
   - Mayer et al (2011)
   - George & Brief (1992)

2. **Assignment Due:**
   - Motivation analysis proposal

## 5. POWER, LOVE, AND SEX AT WORK

### SEPTEMBER 27

1. **Required Reading:**
   - McClelland & Burnham (1976)
   - Mainiero (1986)
   - Mainiero & Jones (2013)

## 6. AFFILIATION, SOCIAL MOTIVATION, AND SELF-ESTEEM

### OCTOBER 4

1. **Required Reading:**
   - Hill (1987)
   - Kidwell & Bennett (1993)
   - Judge et al (2001)

## 7. NO CLASS – NASPAA

### OCTOBER 11
8. GROWTH NEEDS AND INTRINSIC MOTIVATION
   OCTOBER 18

1. Required Reading:
   - Herzberg (2003)
   - Hackman & Oldham (1976)

9. BELIEFS, ATTITUDES, INTENTIONS, AND EMOTIONS
   OCTOBER 25

1. Required Reading:
   - Ajzen (1991)
   - Judge et al (2009)

2. Assignment Due:
   - Motivation analysis paper

10. NO CLASS – NECOPA
    NOVEMBER 1

11. EQUITY, JUSTICE, AND FAIRNESS
    NOVEMBER 8

1. Required Reading:
   - Adams (1963)
   - Mowday (1991)
   - Miles et al (1994)

12. EXPECTANCY-VALENCE THEORIES
    NOVEMBER 15

1. Required Reading:
   - Bandura (1982)
   - House & Mitchell (1975)

13. NO CLASS – THANKSGIVING
    NOVEMBER 22

14. GOAL THEORY
    NOVEMBER 29

1. Required Reading:
   - Locke & Latham (2002)
   - Locke & Latham (2005)
   - Davis & Stazyk (2015)
15. PROSOCIAL MOTIVATION AND PUBLIC SERVICE MOTIVATION

1. Required Reading:
   - Brief & Motowidlo (1986)
   - Perry & Wise (1990)
   - Stazyk (2013)

2. Assignment Due:
   - Group book review papers and presentations

16. FINAL COURSE ASSESSMENT DUE BY 2:45 P.M.

* This syllabus is a detailed plan for the course, but the professor will make changes/revisions if necessary.