

## Self-Selection vs. Socialization: How and why public and private employees differ

KEYWORDS: Career Choice; Work Motivation; Values; Public Management; Private Management; Sector Switching

### Project Summary

This project compares work values, job motivations, sector perceptions and preference for employer between graduate students enrolled at public policy schools and business schools before and after they enter the job market. By measuring these determinants and preferences pre-entry and post-entry the project produces novel insights on the contested relation between self-selection and organizational socialization in different sectors. The proposed research uses multiple methods within a longitudinal design, and the project seeks to enhance collaboration between LKYSPP and NUS Business School, and between LKYSPP and its sister institutions within the Global Public Policy Network (GPPN).

### Background and significance

For more than fifty years, studies have shown differences between public and private employees: They embrace different values, are driven by different motivators, and hold cliché-type perceptions of the other sector (De Graaf and Van der Wal 2007; Posner and Schmidt 1996; Van der Wal 2008; Vandenaabeele 2008, 2009). Public sector workers want to contribute to society and help others, whereas private sector workers want to make money and have fast-track careers. However, *why* this is the case, is much less clear. Is the “raw material” somewhat different (Bozeman 1987), because both sectors *attract* different people types through self-selection? Or do they *socialize* individuals by installing a certain mindset and ethic during the crucial first years of employment?

Studies into the values, motivations, and sector perceptions of precareer students in public administration and business administration (Redman-Simmons 2008; Vandenaabeele 2008; Van der Wal and Oosterbaan 2010) and senior managers in both sectors (Buelens and Van den Broeck 2007; Van der Wal et al. 2008) are without exception cross-sectional. Longitudinal studies that consider both self-selection and socialization are almost non-existent, with two notable exceptions (Blau 1960, Kjeldsen and Jacobsen 2012). In addition, empirical studies comparing the raw material – graduate students in degree programs directed towards employment in one of both sectors are absent, with the exception of a recent study by Van der Wal and Oosterbaan (2013).

The lack of such studies prevents us from answering pressing questions that merit empirical consideration: Do different people types exist with a strong preference for an employer in either of the sectors based on different values, motivations, and perceptions, prior to choosing their first job, or even prior to their choice for a particular educational environment? Do both sectors indeed cultivate and reinforce contrasts and mutual, cliché-type perceptions of sectors by replacing individual morals that do not match the organizational goals with an ‘organizationally based collective ethic’? (Jackall 1996) What about the hypothesis that any idealistic expectations held by individuals without work experience change after their employment, the so-called ‘shock effect’ (Houston 2000)? What is the exact effect of actual work experience on pre-entry career determinants and job preference (Taylor 2010)? Even partial answers to these questions may provide important and innovative contributions, not only to public and private management theory, but also to HRM practices in both sectors, and even the design of degree curricula within public policy schools and business schools.

The proposed research aims to provide such answers by comparing *determinants of job preference* between graduate students in public policy schools and business schools, and whether and how these determinants and preferences are affected by *initial work experience* by measuring these at three points in time (*pre-entry* and *post-entry*). It wants to answer the following research question:

*Which factors determine pre-entry employer preferences of graduate students in public policy schools and business schools, and how does organizational socialization affect these factors and preferences during the first two years on the job market?*

Answering this question is particularly relevant in an era in which distinctions between sectors might be less clear than ever before. Increasingly, high work pressure, businesslike management and organizational effectiveness are becoming characteristic of government organizations that also offer many good career opportunities with realistic rewards (Lyons 2005). Concomitantly, many companies pay increasing attention to corporate social responsibility and sustainability (Fontanier and Kolk 2007) and thus to 'contributing to society' that students in public policy schools value so much. Arguably, the factors which *traditionally attracted* different raw material are becoming *less and less distinctive*. Moreover, the newest generation that is about to join the employee ranks, Generation Y, is said to be motivated by doing good, making a difference, and serving public needs, *regardless* of which sector ultimately employs them, and to have a different attitude towards work values in general (Holmes 2012).

#### ***Degree programs: pre-entry and post-entry***

An intriguing question is if and how these developments have affected the degree programs that are traditionally expected to produce students with distinctive value orientations, motivational profiles and sectoral preferences aimed at both sectors, public administration and public policy on the one hand and business administration on the other. These programs have always had an institutional and financial interest in keeping alive the strong demarcations between both sectors. This might also explain why "all over the world public administration and business administration research and education are institutionally separated" (Kickert 1993), except for the UK and parts of the US where public administration and public policy are sometimes taught within business schools.

Thus, even though both degrees might still market for different types of students preferring different careers, the real-world convergence and blurring of sectors undoubtedly affected their curricula. Public policy students in recent cohorts have been increasingly taught that concept such as "sector blurring", networked governance, social enterprise and public-private partnerships (PPPs) characterize the modern-day organizational landscape, and NPM-inspired businesslike government reforms have made strict sectoral demarcations less and less relevant (Bozeman 2004; Van der Wal 2008).

Much of the scholarly publications in business nowadays stress corporate social responsibility (CSR) and increasing public accountability obligations for the business sector (Fontanier and Kolk 2007). And what about the 'ethics pledge' MBA students have to take nowadays as a response to the endemic unethical conduct associated with the global financial crisis, suggesting that making money should not be their only, or even main, career motive? In short: one might say both content and context of public policy and business school curricula are not only *changing*, but to a certain extent *converging*.

These developments have two important implications:

1. If sectoral characteristics and sector perceptions might have become less distinctive we may wonder whether a choice for a MPP or MPA automatically leads to a career in government and the choice for a MBA to a working life in business<sup>1</sup>
2. We may expect the "raw material" that is about to enter the job market to be less different in terms of their values and motivations compared to two or three decades ago. Not only because of the unique attitudes ascribed to Generation Y, but also because studies show junior public managers already differ from their more senior colleagues as they are driven by a good salary and career opportunities similar to their private sector counterparts (Lyons et al. 2005, 2006), whereas (prospective) business managers increasingly believe firms have ethical, social, and even charitable obligations (Elias 2004; Muller 2011), stretching beyond the classical bottom line.

As all previous studies on this issue use cross-sectional measures student attributes and attitudes, no true effect of degree program has so far been shown at all. Still, the most recent comparative data on this issue collected in 2008 show MPA and MBA degrees – in addition to values, motivations, and

<sup>1</sup> A one-on-one relationship between study and career choice (and the expected preferences of the (future) employer) is increasingly and repeatedly questioned by former students; see for instance the online forum "MPA vs. MBA" at: <http://forums.degreeinfo.com/archive/index.php/t-11244.html>).

precareer perceptions of sectors – are crucial socialization factors determining a preference for public and private sector employment, respectively (Van der Wal and Oosterbaan 2010).<sup>2</sup>

However, what the cross-sectional data cannot show is whether *taking the program as such* affected the motivations, values, and sector perceptions already held by the students. By comparing work motivations, personal values, sector perceptions and preference for future employer within one cohort at the start and at the end of their Master's program, the first hypotheses to be tested in this project are the following:

- H<sub>1</sub> Public policy school students' preference for a future employer in the public sector will increase during their degree program
- H<sub>2</sub> Business school students' preference for a future employer in the private sector will increase during their degree program

***Determinants of job preference: pre-entry***

Graduate students who have reached the end of their studies are faced with a difficult choice: *Where do I want to work?* Following Person-Environment-Fit Theory (Cable and Parsons 2001; Kristof-Brown 1996), we can assume students make such a choice based on a 'fit' between themselves and their future employer. An impending employee looks for a suitable organization that matches his competences and personality, and employers are likely to respond to such sentiments. Both sectors aim to attract different individuals by leveraging the intrinsic motivators (job content, feeling useful, recognition) and extrinsic motivators (pay, job security, career prospects) said to determine their career choices. Previous studies have shown public sector work motivations, personal values related to the public sector, and positive public sector perceptions indeed are strong determinants of a preference for a future employer in the public sector, and vice versa (Van der Wal and Oosterbaan 2013).

To measure *public and private sector work motivation*, three types of motivational factors are used: intrinsic motivators, extrinsic motivators, and the four motivational dimensions making up Perry's (1996) initial construct of public service motivation (PSM), a desire to contribute to the public good. All these factors have been widely used and tested in empirical studies ((Buelens and Van den Broeck 2007; Houston 2000; Karl and Sutton 1998; Khojasteh 1993; Perry and Hondeghem 2008). Based on more than 150 empirical studies, it seems safe to state that both public administration students and public employees consequently display high levels of PSM (e.g., Perry et al. 2010; Redman-Simmons 2008; Vandenabeele 2008; Van der Wal and Oosterbaan 2013). In addition, public workers consequently have higher levels of PSM than private sector workers (Houston 2000; Lewis and Frank 2002).

Although PSM is often used intertwined with the concept of intrinsic motivation, several scholars warn for such conceptual muddling (Perry and Hondeghem 2008). In fact, it seems more useful to treat PSM as a distinct motivational category. Also, many recent studies assume too easily that (prospective) public employees are more intrinsically motivated and (prospective) private employees are motivated more extrinsically (cf. Buelens and Van den Broeck 2007). However, public choice and rational choice theorists such as Tullock (1976) and Niskanen (1971) – the 'cynical' school – have argued for decades that 'bureaucrats' (their terminology) are driven by public *sector* rather than public *service* motivation (Perry and Hondeghem 2008), such as easy office hours, security of tenure, good pension systems, and the like. Recent studies show junior public and private employees in particular are motivated by a mix of intrinsic and extrinsic factors (Buelens and Van den Broeck 2007; Lyons et al. 2005).

As stated before, it is hypothesized such a mixed work motivational profile might also apply to nowadays' students even before they enter the job market. As a consequence, a number of intrinsic and

<sup>2</sup> Studies have shown particular socialization factors such as religion or political affiliation already affect the choice for a particular degree program, supporting the argument that socialization starts not only before job market entry, but even before entering a degree program itself. However, a wide array of factors may influence the choice for a specific education, ranging from personal background, family traditions and parental employment to geographical distance from available educational institutions, expected workload, and expected starting position on the job market (Van der Wal and Oosterbaan 2010). Some even suggest certain genes (Arvey et al. 1989, Brewer, Selden and Facer 2000) influence educational and career choices. Clearly, identifying the interplay between such factors – if at all possible – lies beyond the scope of this study.

extrinsic motivators can be associated with both the public and private sector. Table 1 presents 17 intrinsic and extrinsic motivational factors related to public or private sector work, or both.

**Table 1: Sector associated Work Motivations to be included in Questionnaire**

Public Sector Work Motivations	Private Sector Work Motivations
<ul style="list-style-type: none"> <li>▪ Job content (<i>intrinsic</i>)</li> <li>▪ Self-development (<i>intrinsic</i>)</li> <li>▪ Recognition (<i>intrinsic</i>)</li> <li>▪ Autonomy (<i>intrinsic</i>)</li> <li>▪ Interesting work (<i>intrinsic</i>)</li> <li>▪ Feeling Useful (<i>intrinsic</i>)</li> <li>▪ Position and power over other people (<i>extrinsic</i>)</li> <li>▪ Security of tenure (<i>extrinsic</i>)</li> <li>▪ Pension systems (<i>extrinsic</i>)</li> <li>▪ Work-family balance (<i>extrinsic</i>)</li> <li>▪ Compassion (<i>PSM</i>)</li> <li>▪ Attraction to public policy-making (<i>PSM</i>)</li> <li>▪ Commitment to the public interest and civic duty (<i>PSM</i>)</li> <li>▪ Self-sacrifice (<i>PSM</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Job content (<i>intrinsic</i>)</li> <li>▪ Self-development (<i>intrinsic</i>)</li> <li>▪ Recognition (<i>intrinsic</i>)</li> <li>▪ Autonomy (<i>intrinsic</i>)</li> <li>▪ Interesting work (<i>intrinsic</i>)</li> <li>▪ Chance to learn new things (<i>intrinsic</i>)</li> <li>▪ Position and power over other people (<i>extrinsic</i>)</li> <li>▪ Pay (<i>extrinsic</i>)</li> <li>▪ A lease automobile (<i>extrinsic</i>)</li> <li>▪ Career perspective and prospects (<i>extrinsic</i>)</li> </ul>

*Public and private sector values*

The literature on values shows a clear contrast between preferences of government and business employees, in both their appreciation of certain individual values ('joy' or 'prosperity'), as well as organizational and managerial values associated with both sectors ('impartiality' or 'entrepreneurship') (Lyons et al. 2006; Stackman et al. 2006; Van der Wal et al. 2008). Because many of the individual work values distinguished in the literature overlap with the work motivations presented above, such as 'compassion', 'self-sacrifice', and 'power', and scholars showed empirical overlap as well as conceptual confusion between certain values and PSM dimensions (Andersen et al. 2012; Rainey et al. 2008), this study measures students' appreciation of *values strongly associated with either of both sectors*. Comparing this appreciation pre-entry and post-entry also further elucidates the effect of socialization. Table 2 presents ten organizational values derived from empirical studies into public and private sector value differences (Van der Wal 2008, 2011) to be included in the questionnaire.

**Table 2: Ten Distinctive Public and Private Sector Values**

Public Sector Values	Private Sector Values
<ul style="list-style-type: none"> <li>▪ Social Justice</li> <li>▪ Impartiality</li> <li>▪ Lawfulness</li> <li>▪ Incorruptibility</li> <li>▪ Collegiality</li> </ul>	<ul style="list-style-type: none"> <li>▪ Profitability</li> <li>▪ Entrepreneurship</li> <li>▪ Innovativeness</li> <li>▪ Effectiveness</li> <li>▪ Responsiveness</li> </ul>

*Sector perceptions*

Another explanatory factor for future employer preference is a positive or negative *sector perception* of government or business (Van der Wal and Oosterbaan 2013). Clearly, such perceptions are partly related to the abovementioned values and motivations. However, rather than individual preferences for motivations and values to adhere to in a future career, sector perceptions concern broader views on the

role of both sectors in society, and how they supposedly function. The public sector has a different 'bottom-line' than the private sector (Boyne 2002), and is perceived to have higher levels of red tape, more personnel constraints and a regulatory function vis-à-vis the private sector (e.g., Allison 1979; Bozeman 2004). Previous studies have shown both MPA and MBA students (Van der Wal and Oosterbaan 2013) and government and business employees (Feeney 2008) often have strong (negative) and cliché-type perceptions of the 'other' sector, closely related to well-known popular imagery of 'risk-averse bureaucracy' vs. 'greedy evil capitalism'.

The questionnaire will measure negative and positive perceptions of government by having respondents agree or disagree using a Likert-scale with the following theses (based on Van der Wal and Oosterbaan 2010): 'In general, government is bureaucratic and slow,' 'When you work for the government, you are often just a pawn in political games,' and 'Starters who go and work for government are often less ambitious than starters in the business sector', 'When you work in government, you can make a contribution to society,' and 'The working climate in government is generally more pleasant than that in businesses'. In the same vein, as the private sector is perceived to be more competitive than the public sector with a less collegial working climate as a consequence (Van der Wal and De Graaf 2007), theses to be used are: 'When you work in business, you are really only concerned with optimizing profit for yourself and your company.' 'Within business there is a lot of competition between colleagues' and 'Within business 'dirty games' are often played in order to make money and maximize profit'. The positive perceptions of the private sector are reflected in the statements: 'In business work is generally executed more effectively and efficiently than in government', and 'within business it is easier to climb to a higher position'. In addition, students will be asked to indicate the degree to which they agree with the theses 'Government should provide necessary collective services and goods such as energy, public transport and security', and 'Society benefits most when the market is as unrestrained as possible'.

By comparing how work motivations, sectoral values, and sector perceptions relate to preference for a future employer between graduate students of public policy schools and business schools *pre-entry*, the proposed research tests the following hypotheses:

- H<sub>3</sub> Graduate students with an affiliation for public sector work motivations, public sector values, and positive public sector perceptions will show a preference for a future employer in the public sector
- H<sub>4</sub> Graduate students with an affiliation for private sector work motivations, private sector values, and positive private sector perceptions will show a preference for a future employer in the private sector

***Determinants of job preference: post-entry***

Subsequently, the question is how career determinants and job preference change *post-entry*, as a result of the socialization effects of actual work experience in a particular sector. Because students' expectations and perceptions towards both sectors might not be very realistic, the crucial first years on the actual job market may not only have a *socializing* but also a *refining* effect on the perceptions of the prospective manager. The hypothesis that any idealistic expectations held by individuals without work experience change after their employment (Houston 2000) is confirmed by a recent study comparing for the first time pre-entry and post-entry work motivations (Kjeldsen & Jacobsen 2012). The authors show graduate students with high levels of PSM experience a 'shock effect' during their first year on the labor market both in the private and public sector as they experience how limited their actual contributions to society are, albeit slightly less in the latter. So, not only may sector perceptions change as a result of actual employment in a particular sector, but initial values and motivations might also be affected. To observe whether socialization has an effect on pre-entry determinants of job preference, and whether this effect is *reinforcing* or *undermining*, the following hypotheses will be tested:

- H<sub>5</sub> Affiliation for public sector work motivations, public sector values, and positive public sector perceptions remains equal or increases as a result of public sector employment
- H<sub>6</sub> Affiliation for private sector work motivations, private sector values, and positive private sector perceptions remains equal or increases as a result of private sector employment

However, as this study wants to measure the effects of socialization across sectors, it focuses on the

*supplementary* (person-organization-fit based on value congruence) rather than the *complementary fit* (matching individual abilities with organizational demands or individual needs with organizational supplies) (cf. Kjeldsen and Jacobsen 2012). Put sharply, what this study will not answer is what in the end *determined the actual job choice* of the participants. After all, the choice for one particular job is dependent on so many contextual variables, including the economic situation at the moment of entry on the job market in different countries, the probability of getting the exact job that matches the specific preferences, the students' overall skills and capabilities, and job interviewing skills in particular (Kjeldsen and Jacobsen 2012). Therefore, studying a single job choice is not a very valid way of establishing post-entry effects.

Still, as an indicator of 'Person-Organization Fit' (Vandenabeele 2008), and particularly 'Person-Environment Fit', the way in which a person fits within his or her working environment (Cable and Parsons 2001), *job preference* will be measured post-entry as well. Employees whose values and goals match those of their organization are more satisfied, perform better, and are less likely to leave the organization (Steijn 2008; Vandenabeele 2009). If sector of employment and post-entry preference for a job in a sector do not match, the individual may be looking out for a new job as a result of a lack of supplementary fit or stay because a lack of expected complementary fit prevents a job switch. However, as a consequence of contemporary careers being increasingly dynamic, 'boundaryless' (Arthur and Rousseau 2001) and 'protean' (Taylor 2010), characterized by performance-based employment, career flexibility, and switches between organizations and sectors (Bozeman and Ponomariov 2009), the graduate might switch jobs – and even sectors – within the first two years on the job market even without a mismatch. When, why, and how such 'sector switching' takes place is an intriguing and understudied issue that merits further exploration. A small sample of sector switchers will be interviewed after the third measurement of determinants and preferences to gain initial insights in this particular career dynamic. Preliminary evidence shows that push factors (a lack of person-organization-fit and value congruence in particular) are more important in the early stages of managerial careers while pull factors (a better salary and more responsibilities) account for sector switches at a later stage (Bozeman and Ponomariov 2009; De Graaf and Van der Wal 2008).

### **Approach**

Two different research projects are conducted between May 2013 and May 2016, using a multi-method longitudinal research design. Project 1 is a small project aiming to study the *socialization effect of graduate degree programs* by comparing values, motivations, sector perceptions, and job preferences of students when they enter their program (T=0) and right before they graduate (T=1). Project 1 will test hypotheses 1 and 2. The respondents for this project are the 2013/14 cohorts of students entering the MPP and MBA programs at the National University of Singapore (NUS), starting their respective programs in August 2013. It employs a survey and a focus group with a sample of students, in August 2013, and again in May 2015.

Project II constitutes the main component of this research. It consists of 4 phases, testing hypotheses 3-6. The project aims to *identify determinants of graduate students' job preference* right before graduation (Phase I; T=1), after 12 months on the job market (Phase II; T=2), and after 20 months on the job market (Phase III; T=3), to study the effect of *organizational socialization*. An online questionnaire will be used; as project 2 clearly aims to test theoretical hypotheses and relations between variables a survey is the appropriate method (e.g., Fowler 2002). Phase IV consists of a small series of in-depth interviews (20-40) with sector switchers, respondents who switched jobs from government to business or vice versa during their first or second year on the job market. In this case, in-depth interviews are the appropriate method as the aim is to explore which exact factors may explain early stage career sector switching.

This study only focuses on 'traditional' students who are not yet working fulltime, and therefore have a relatively unsullied image of the job market (as opposed to existing studies on students, many of which do not distinguish between 'regular' students and professionals who've gone 'back to school').<sup>3</sup> This

<sup>3</sup> Obviously, graduate students with some professional work experience are enrolled in the programs to be studied, in particular in the MBA programs. However, by limiting the sample to respondents in the most 'junior' programs, aimed at students with 0-2 years working experience, the T=0 measurement in Project 1 and the T=1 measurement in both Project 1 and 2 are expected to produce a fairly nullified perception of actual work in both sectors.

means that senior professionals making up the student body of most executive MBA (EMBA) or Master of Public Management (MPM) programs are not studied. Our respondents will be students of public policy schools and business schools of 7 major universities in Brazil, France, Germany, Japan, Singapore, the UK, and the US, all of whose public policy schools are members of the Global Public Policy Network (GPPN). Senior leadership and External Affairs of LKYSPP have already expressed great interest in the project. Existing networks and mutual benefits of project outcomes for improving all member schools' strategic information on their alumni and student profiles will enhance chances of getting access and conducting this ambitious project within the given timeframe. Overall, the proposed research is expected to enhance collaboration between GPPN members, further invigorating the network, and between LKYSPP and NUS business school. Contacts with the latter have already been established. Table 1 displays the participating schools (and universities in those cases where the GPPN member school does not offer a Business Degree itself). The expected population of students enrolled in this year's graduating cohort in all participating programs is between 2000-2500 students.

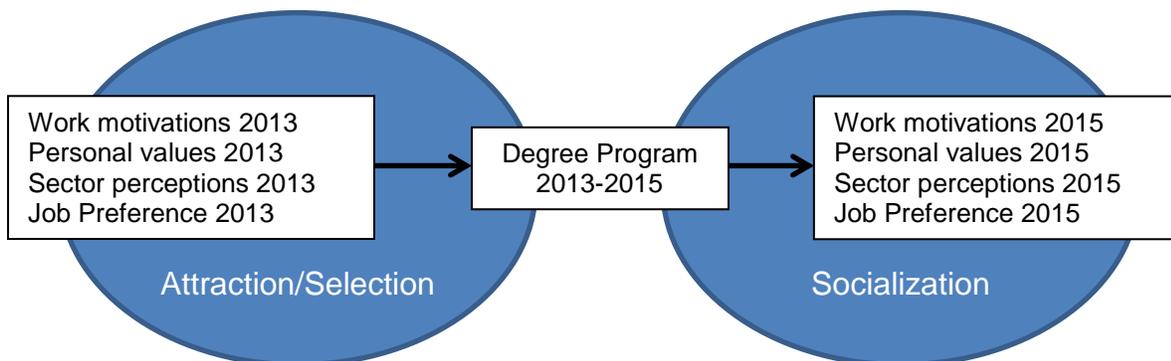
**Table 3: Participating Schools and Universities**

Participating Schools (Universities)	Business Degrees	Public Policy and Public Administration Degrees
LKYSPP (NUS)	MBA/MSc	MPP
SIPA (Colombia)	MBA	MIA/MPA
Hertie School	N/a	MPP
GrasPP (University of Tokyo)	Master of Business Administration	MPP
SciencesPo	Master in Economics and Business	MPA Master of Public Affairs
LSE	MBA	MPA
FGV/EAESP	CMA PG	CMAE

*Project 1:*

At T=0, the motivations, values, and sector perceptions, as well as provisional job preference of MPP and MBA students that are about to start their Master's programs are measured through a survey. In addition, more in-depth understanding of their choice for the degree program is gained through a small number of focus groups, using the 'Delphi Method' (Rowe and Wright 1999). At T=1, their motivations, values, and sector perceptions, as well as provisional job preference are measured again, but this time they serve as dependent variables. The independent variable is the degree program (MPP or MBA). Figure 1 shows the overall analytical model for project 1.

**Figure 1: Overall Analytical Model Project 1**

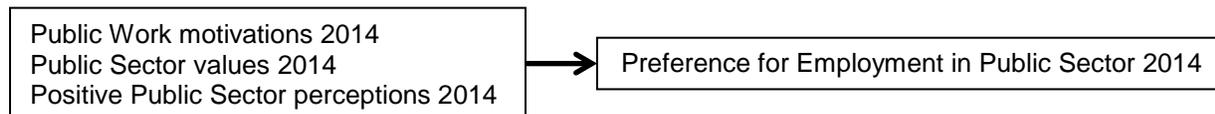


*Project 2:*

The key dependent variable in phase I is the master students' preference for future employer. The questionnaire will include a closed question forcing students to make a choice for a prospective employer in the public, non-profit or private sector. Students are also asked in an open question to state in one sentence why their preference lies with that sector. That way preference can be contextualized, possible doubts may surface and a short statement of the sector choice is immediately obtained. In

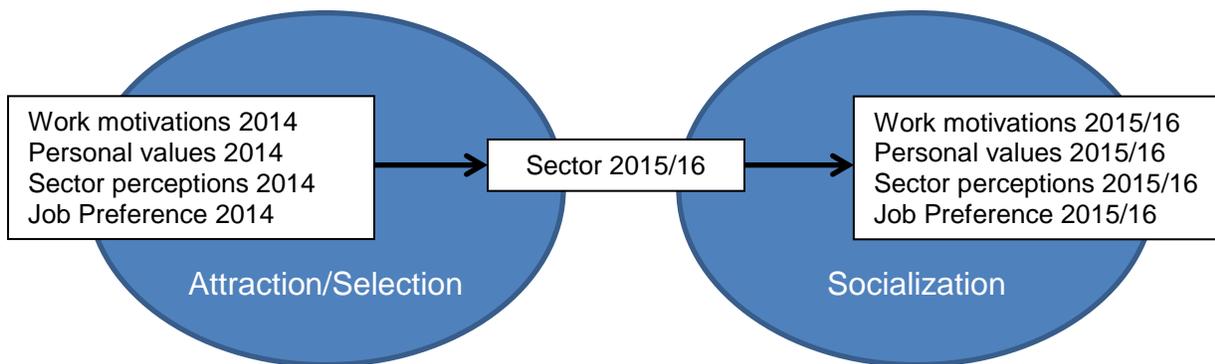
addition, respondents will be asked in which sector they expect to be employed 5 years from now. As laid out above, sector choice can be explained by four major concepts: motivations, values, sector perceptions and background characteristics related to socialization. As explained before, because the main socialization factor– choice for a particular Masters’ degree clearly aimed at employment in the public or private sector – is already known we do not track other background characteristics in project 2. However, gender, age and nationality are included in the analyses as control variables. Figure 2 shows the hypothesized explanatory model with public sector job preference.

**Figure 2: Hypothesized explanatory model phase I (public)**



In phases II and III the same relations will be tested. However, this time an additional analysis will be performed using sector of employment as independent variable and work motivations, personal values, and sector perceptions as dependent variables to measure the effect of socialization. Figure 3 displays the overall analytical model for project 2.

**Figure 3: Overall Analytical Model Project 2**



Phase IV consists of follow-up in-depth interviews with sector switchers that transferred between business, government, and non-profit jobs during their first 20 months since graduation to identify which factors play a role in this particular career dynamic.

**Table 4: Overview of Projects and Phases (exact dates to be decided)**

Project	2013	2014	2015	2016
1 (1 article)	6 August: Survey and Focus Groups NUS MPP/MBA Cohort 13/15 (T=0)		15 May: Survey and Focus Groups NUS MPP/MBA Cohort 13/15 (T=1)	
2 (2-3 articles, book)		15 May: Survey Cohorts 12/14 right before after graduation (T=1)	1 June: Survey Cohorts 12/14 12 months after graduation (T=2)  15 July-15 Sept: Interviews sector switchers	1 February: Survey cohorts 12/14 20 months after graduation (T=3)  15 Mar-15 May: Interviews sector switchers

**Innovation**

This study delivers innovative contributions to different strains of literature and concurrent debates in public management and organization science, including 'public vs. private management', 'public service motivation', 'public values', 'person-organization-fit and person-environment-fit', 'sector switching', and 'organizational socialization'. By comparing students from public policy and business school degree programs – which has been done only a few times so far – and by employing a longitudinal design, the data this project will produce will elucidate the recurrent question of whether self-selection or socialization is dominant in explaining why public and private sector employees differ. Identifying career determinants and dynamics is relevant because government, business, and non-profit organizations currently face impending demographic and cultural shifts and explore ways to develop future generations of managers, while they increasingly compete to attract and retain 'the best and the brightest'. Moreover, the shift in demographics from retiring baby boomers to Gen X and Gen Y makes it less likely that sectors can easily attract, recruit and retain high potentials the way they used to. Gaining better insights in what makes prospective managers tick ensures an optimized person-organization-fit. As such, this study has potential implications for HRM practice, public and private sector recruitment and design of academic and professional educational environments.

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Associate Professor, LKYSPP, NUS

University Teaching Qualification, VU University Amsterdam, 2011

PhD Public Administration (*cum laude, with honours*), VU University Amsterdam, 2008

PhD full training curriculum, Netherlands Institute of Government (NIG), 2006

MA Political Science, University of Amsterdam, 2001

**Recent publications most relevant to this application:**

Van der Wal, Z. A. Oosterbaan (2013). Government or Business? Identifying determinants of MPA and MBA students' career preferences. *Public Personnel Management*: forthcoming (SSCI 2011 impact factor Public Administration: 0.455, 34/45).

Jelovac, D., Van der Wal, Z. & A. Jelovac (2011). Business and Government Ethics in the 'New' and 'Old' EU. An Empirical Account of Public-Private Value Congruence in Slovenia and the Netherlands. *Journal of Business Ethics* 103 (1): 127-141. (SSCI 2011 impact factor Business: 0.963, 69/113).

Van der Wal, Z. (2011). The Content and Context of Organizational Ethics. *Public Administration* 89 (2): 644-660. (SSCI 2011 impact factor Public Administration: 1.573, 4/45).

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Van der Wal, Z. & L.W.J.C. Huberts (2008). Value Solidity in Government and Business. Results of an Empirical Study on Public and Private Sector Organizational Values. *American Review of Public Administration* 38 (3): 264-285. (SSCI 2011 impact factor Public Administration: 1.000, 13/45).

De Graaf, G. & Z. van der Wal (2008). On Value Differences Experienced by Sector Switchers. *Administration & Society* 40 (1): 79-103. (SSCI 2011 impact factor Public Administration: 0.730, 19/45).

Maesschalck, J., Z. van der Wal & L.W.J.C. Huberts (2008). Public Service Motivation and Ethical Conduct. In: J. Perry & A. Hondeghem (eds.) *Motivation in Public Management: The Call of Public Service*. Oxford: Oxford University Press, 157-176.

**Awards:**

2008: Winner of Postdoc Competition Netherlands Institute of Government, €100.000

**Postgraduate students trained:**

2010-present	Daily supervisor of Lijing Yang MSc, PhD candidate, University of Amsterdam
2005-2012	Supervision of 41 Master theses (23 as principal supervisor; 18 as a 2nd reader)
2010	Dutch national Public Administration thesis award 2009 (awarded to A. Oosterbaan MSc, acted as 1st supervisor)
2008	NBN Rabo scriptieprijs 2008 (awarded to H.L. Paanakker MSc, acted as 2nd supervisor)