

Public Personnel Management

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Office hours by appointment via email on Zoom or in-person

Teaching Philosophy

I aim to inspire students to become mission-driven public leaders who engage meaningfully with communities, uphold ethical standards, and apply evidence-based solutions to complex, real-world policy challenges. By emphasizing inclusive engagement, critical thinking, and applied learning, my teaching equips students with the analytical tools, ethical foundation, and practical problem-solving skills needed to lead effectively and equitably in today's dynamic governance landscape.

Course Overview

This master-level course examines public sector human resources management policies and systems. Students will learn about the role and dynamics of public human resources systems, and how systems, policies, and rules reflect and support the public values in a democratic system, including managerial efficiency and effectiveness, as well as the democratic values of equity, representation, and accountability. This course also covers key topics of organizational theory and behavior in the public sector, including public service motivation, group behavior, leadership, and performance. Upon completion, this course will provide a foundation that will benefit students in both their studies of public administration and their professional careers.

Course Competencies

- To lead and manage in public governance (NASPPA Competency #1)
 - Students will learn basic leadership skills and how their personal leadership style can be improved in order to prepare them to excel as leaders in public organizations.
- To articulate, apply, and advance a public service perspective (NASPPA Competency #1)
 - Students will learn how to apply knowledge and theory from the textbook and class into their real-world practice in the public sector.
- To communicate and interact productively with a diverse and changing workforce and citizenry (NASPPA Competency #5)
 - Students will learn how to effectively summarize, assess, and communicate technical and professional information through both oral and written media to a diverse audience.
- Students will demonstrate the ability to work productively and collaboratively in diverse teams.

Course Learning Objectives

At the completion of the course, students will be able to:

- Describe the role of human resource management in the public sector
- Understand the goals and tools of goal setting, public personnel appraisals, and performance management
- Understand the recruitment and retention challenges, as well as compensation and benefit options in the public sector.
- Demonstrate the capacity to effectively address managerial issues, including: a) Employee need and motivation; b) Employee morale, attitudes, and behaviors; c) Communication; and d) Diversity and inclusion.
- Know and apply the prominent theories of leadership to employee situations.
- Effectively communicate strategies and responses to organizational challenges.

Course Materials

Required textbook

Berman, E., Bowman, J., West, J., & Van Wart, M. (2020). Human Resource Management in Public Service. Sage, 6th ed.

Organization Behavior. University of Minnesota Libraries Publishing. Available at <https://open.umn.edu/opentextbooks/textbooks/30>

Rainey, H. G., Fernandez, S., & Malatesta, D. (2021). Understanding and Managing Public Organizations (6th Edition). John Wiley & Sons.
https://search.lib.asu.edu/permalink/01ASU_INST/fdc53/cdi_askewsholts_vlebooks_9781119705901

Summary of Assignments

Assignment	Percentage/Points	Evaluation Details
Participation and Attendance	100	25 points will be deducted for one absence.
Case Study Memo	150	Cover weekly topics.
Take-home Mid-term Exam 1	300	Cover topics in previous weeks
Reading Presentation	150	
Take-home Final Exam	300	Rubric will be provided in Canvas.
TOTAL	1,000	Final grades will be posted by May 10.

Participation and Attendance [100 points, 10%]

Class attendance and participation account for 10% of your final grade. Regular attendance is essential for your success in this course. If you anticipate missing more than five class sessions, you are strongly encouraged to reconsider your enrollment in this course. I understand that some of you might be out of two and have personal issues during the semester. You may have up to **two excused absences** per semester without penalty **if you notify me the personal reasons at least 48 hours in advance**. For **each additional absence beyond two, 25 points will be deducted from your total grade** unless the absence is due to a documented illness or serious situation. In all other circumstances not explicitly covered above, the instructor reserves the right to make case-by-case decisions in accordance with these guidelines.

Students are expected to thoroughly prepare for each class session and to participate actively and constructively in class. You will be assigned to small groups to engage in discussions on in-class work and case studies. This will allow you to express your viewpoints while benefiting from a variety of perspectives. Contributions to class discussions must be substantive and demonstrate that you have read the course materials or conducted additional research. I value a good attitude, passion, and process in the learning environment. I will consider these aspects in all assignments.

Case Study Memo [150 points, 15%]

You are required to write a 3-page case study memo. In the memo, you will:

1. Select a case that interests you in the class or in your experience.
2. Summarize the case in 1–2 paragraphs.
3. Connect the case with materials from the class
4. Identify the challenges and evaluate the decisions public managers made.
5. Propose possible solutions.
6. Justify the recommended solution and explain why according to our course materials.

The memo will be graded for creativity, critical thinking, connections with course readings, format, spelling, and grammar. Submit each memo through Canvas by **11:59 PM** on the dates indicated in the schedule.

Format:

- 2 pages maximum, single-spaced, 12-point Times New Roman font, 1-inch margins.
- Include at the top left of the page
TITLE: [Your Title for This Memo]
FROM: [Your Name]
DATE: [Submission Date]

Use APA format for citing your references. Use this as your guide for using the APA style, if you are not already familiar:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html.

Presentation [150 points, 15%]

This assignment aims to broaden our knowledge of current issues faced by public organizations (government or nonprofits) and professionals, while also providing a basis for discussion. You will present the topic from the assigned chapter (and other sources, if needed) to the class in a 10-minute presentation that includes a class discussion. The presentation should include some type of media presentation (PowerPoint, Prezi, video). The presentation must be professional. Ensure the PowerPoint (or the media you use) is formatted to be informative and visually engaging to the audience. At the end of the presentation, you will facilitate a class discussion with questions you have prepared. Sign-up for this assignment will occur in the third class session. Each presentation should last approximately 10-15 minutes.

You should:

- Summarize the articles relevant to weekly topics.
- Explain the major points, concepts, and themes you identified.
- Present any additional information (e.g., applicable laws, history, cases).
- Lead class discussion with questions, answer Q&A and lead a brief discussion.
- Audience: Ask their colleagues questions.

Presentation Due Date: Variable. Sign up in class before the first two weeks.

Mid-term Exams [300 points, 30%]

The mid-term exam is a **take-home exam**. All exams will be open-book but timed. You will have a 7-day window to decide when to take the exam. Taking exams after their due dates is not allowed. Please plan your time wisely and carefully review and understand Canvas materials and assigned chapters before taking the exams.

Format:

- 5 pages maximum, single-spaced, 12-point Times New Roman font, 1-inch margins.
- Include at the top left of the page.
FROM: [Your Name]
DATE: [Submission Date]

Final Exams [300 points, 30%]

The final exam is a **take-home exam**. All exams will be open-book but timed. You will have a 7-day window to decide when to take the exam. Taking exams after their due dates is not allowed. Please plan your time wisely and carefully review and understand Canvas materials and assigned chapters before taking the exams.

Format:

- 5 pages maximum, single-spaced, 12-point Times New Roman font, 1-inch margins.
- Include at the top left of the page.
FROM: [Your Name]
DATE: [Submission Date]

Grading

Grading Procedure

Grades reflect your effort, the quality of your performance in class discussions, and the completion of assignments. Each student is responsible for monitoring their own progress and grades throughout the course. I will not notify students individually if their progress is unsatisfactory. Please review the grading criteria for each assignment carefully. Graded work will be returned and available in the Gradebook within one week of the assignment's due date.

Grade Scale

This course uses a +/- grading system as defined below.

Grade	Percentage	Points Range
A+	97.00 % – 100 %	970 – 1000
A	94.00 % – 96.99 %	940 – 969
A-	90.00 % – 93.99 %	900 – 939
B+	87.00 % – 89.99 %	870 – 899
B	84.00 % – 86.99 %	840 - 869
B-	80.00 % – 83.99 %	800 – 839
C+	76.00 % – 79.99 %	760 – 799
C	70.00 % – 75.99 %	700 – 759
D	60.00 % – 69.99 %	600 – 699
E	Below 60.00%	Below 600

Course Participation and Absences

Attendance and participation in class activities is an essential part of the learning process; thus, students are expected to attend class regularly. Some absences are, however, unavoidable.

Excused absences for classes will be given without penalty to the grade in the case of any of the following five reasons: (1) University-sanctioned and/or university-approved activities (e.g., artistic performances, participation in research conferences, intercollegiate athletic activities, student government, required class

field trips, etc.); (2) religious holidays; (3) military work performed in the line- of-duty; (4) jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); and (5) illness, quarantine or self-isolation related to illness as documented by a health professional. When any of the first four reasons conflict with class meeting times, students are responsible for informing the professor of the reason for the absence at least one week in advance of the absence.

Accommodations for those assisting in government-declared disaster incidents will also be considered. The student should provide the course instructor with an accommodation request accompanied by an explanation of the disaster-related deployment and anticipated timeline for any such deployment.

Besides the reasons above, you may have up to **two excused absences** per semester without penalty **if you notify me the personal reasons at least 48 hours in advance**.

Excused absences do not relieve students from responsibility for any part of the course work required during the period of absence. Faculty will provide accommodations that may include participation in classes remotely, access to recordings of class activities, or make-up work.

If there is a disagreement as to whether an absence should be accommodated, the instructor and student should contact the academic unit chair immediately for resolution.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Due Dates, Late, or Missed Assignments

If an urgent situation arises, please notify the instructor *before* the assignment is due whenever possible. All published due dates follow **Arizona Time (Mountain Standard Time year-round)** and are considered firm.

Extensions may be granted but must be arranged in advance with the instructor and may incur a penalty. Late work will be accepted with a deduction of **1 point per day**, for up to **five days** after the due date. Assignments submitted more than five days late **will not be accepted**.

If you experience an emergency or know ahead of time that you will be unable to meet a deadline, it is your responsibility to communicate with the instructor as early as possible.

Extra Credit

There are no formal extra credit assignments in this course. However, I value a positive attitude, genuine engagement, and consistent effort throughout the learning process. These qualities will be taken into consideration when evaluating assignments and determining final grades.

Citation Style

Students are required to use the citation style and format of the American Psychological Association (APA). Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in the [Bluebook: A Uniform System of Citation in](#) all papers.

Generative AI

Generative Artificial Intelligence (GenAI) is a form of artificial intelligence that can create high-quality audio, images, text, video, 3D models and other content. GenAI programs are not a replacement for human creativity, originality, and critical thinking. While adhering to any policies on the use of GenAI in this course, students utilizing GenAI content in their assignments, including in their practicum placements, must provide clear and comprehensive descriptions of the GenAI used. Students utilizing GenAI techniques should be aware of potential ethical implications and must adhere to relevant ethical guidelines, ensuring their work respects privacy and confidentiality. If the scholarly work involves human subjects, appropriate informed consent procedures must be followed. Scholarly work must be the student's own, and not present others' ideas, data, words or other material without adequate citation, i.e., any use of GenAI must not breach [academic integrity](#) and plagiarism standards. Students should be cautious of incorrect or inaccurate information, as well as bias in GenAI-generated content; the use of person-first and bias-free language is critical. Review, fact-check, and edit material produced by GenAI. The student is ultimately accountable for all submitted work.

If you are in doubt as to whether you are using GenAI appropriately in this course, reach out to your instructor.

Please adhere to the following policy when using GenAI in this course:

In this course, generative AI tools (e.g., ChatGPT) may be used for limited purposes such as copyediting, grammar checking, and improving phrasing. These tools may also be used for brainstorming, provided that you clearly cite when and how the tool was used. Examples of citing AI language models are available at the ASU Library (<https://libguides.asu.edu/c.php?g=1311696&p=9700102>).

However, the use of generative AI tools for producing original written content is strictly prohibited. All assignments must reflect your own analytical thinking and writing.

Course Structure and Schedule

This course meets twice a week. Here is an outline of the material we may cover. We may vary from this schedule depending on the time the professor feels we need to spend on any topic. Therefore, use this schedule with the caveat that assignments may be changed by the professor for any given class session.

Weeks	Topics	Assignments & Readings
WEEK1	<ul style="list-style-type: none">• Introduction to Course (Calendar, Expectations, Assignment, Materials)	<p><u>Readings:</u></p> <ul style="list-style-type: none">• Syllabus <p><u>Assignments:</u></p> <p>**Self-Introduction (in-class activity, not graded)</p>
WEEK2	<ul style="list-style-type: none">• Public and Nonprofit Context	<p><u>Readings:</u></p> <ul style="list-style-type: none">• Rainey et al. (2021). Chapters 3, 4, & 5.• Boyne, G., Jenkins, G., & Pools, M. (1999). Human resource management in the public and private sectors: An empirical comparison. <i>Public Administration</i>, 77(2).• Jilke, S., Van Dooren, W., & Rys, S. (2018). Discrimination and administrative burden in public service markets: Does a public-private difference exist? <i>Journal of Public Administration Research and Theory</i>, 28(3), 423-439.

		<u>Assignments:</u> **Presentation Topics Selection
WEEK3	<ul style="list-style-type: none"> • Management in Historical Context • History of HR Management/Civil Service System 	<u>Readings:</u> <ul style="list-style-type: none"> • Rainey et al. (2021). Chapter 2 • Berman et al. (2020). Chapter 1
WEEK4	<ul style="list-style-type: none"> • Defining and Organizing Work • Setting Organizational Goals 	<u>Readings:</u> <ul style="list-style-type: none"> • Rainey et al. (2021). Chapter 6 • Berman et al. (2020). Chapter 5 • IBM Report-Measuring the Quality of Management in Federal Agencies • Kaplan, R. S., & Norton, D. P. (1992). The Balanced Scorecard-Measures That Drive Performance. <i>HARVARD BUSINESS REVIEW</i> (January-February), 71-79 • Kaplan, R. S. (2001). Strategic performance measurement and management in nonprofit organizations. <i>Nonprofit management and Leadership</i>, 11(3), 353-370. <u>Assignments:</u> ** Presentation
WEEK5	<ul style="list-style-type: none"> • Employee Motivation Part 1: Needs and Process Theories, PSM 	<u>Readings:</u> <ul style="list-style-type: none"> • Berman et al. (2020). Chapter 6 • Organization Behavior [Open Source text] Sections 5.2, 5.3, 6.5 • Christensen, R. K., Paarlberg, L., & Perry, J. L. (2017). Public service motivation research: Lessons for practice. <i>Public Administration Review</i>, 77(4), 529-542. • Rubin, E. V. (2009). The role of procedural justice in public personnel management: Empirical results from the Department of Defense. <i>Journal of Public Administration Research and Theory</i>, 19(1), 125-143. <u>Assignments Due:</u> ** Presentation
WEEK6	<ul style="list-style-type: none"> • HR Process Part 1: Public Pay & Benefits Pensions and Retirement 	<u>Readings:</u> <ul style="list-style-type: none"> • Berman et al. (2020). Chapter 7 • Reilly, T., Schoener, S., & Bolin, A. (2007). Public sector compensation in local governments: An analysis. <i>Review of Public Personnel Administration</i>, 27(1), 39-58. • Perry. (2019). "Aligning the Design of Public-Sector Compensation Systems with Public Service Motivation Research" Book chapter. • Belle, N., & Cantarelli, P. (2015). Monetary incentives, motivation, and job effort in the public sector: An experimental study with Italian government executives. <i>Review of Public Personnel Administration</i>, 35(2), 99-123. <u>Assignments:</u>

		** Presentation
WEEK7	<ul style="list-style-type: none"> HR Process Part 2: Recruitment, Selection, Promotion, and retention 	<u>Readings:</u> <ul style="list-style-type: none"> Berman et al. (2020). Chapters 3, 4 Moynihan, D. P., & Landuyt, N. (2008). Explaining turnover intention in state government: Examining the roles of gender, life cycle, and loyalty. <i>Review of Public Personnel Administration</i>, 28(2), 120-143. <u>Assignments:</u> ** Presentation
WEEK8	<ul style="list-style-type: none"> Employee Motivation Part 2: Motivation Through Design and Work Environment 	<u>Readings:</u> <ul style="list-style-type: none"> Organization Behavior [Open source text] 6.2, 6.3, 6.4 Locke, E. A., & Latham, G. P. (2019). The development of goal setting theory: A half century retrospective. <i>Motivation Science</i>, 5(2), 93. Pandey, S. K., & Wright, B. E. (2006). Connecting the dots in public management: Political environment, organizational goal ambiguity, and the public manager's role ambiguity. <i>Journal of Public Administration Research and Theory</i>, 16(4), 511-532. DeHart-Davis, L., & Pandey, S. K. (2005). Red tape and public employees: Does perceived rule dysfunction alienate managers?. <i>Journal of Public Administration Research and Theory</i>, 15(1), 133-148. Tipeng Chen. Working Paper. Public Employees Exposure to Public Participation and Volunteerism <u>Assignments:</u> ** Presentation ** Case Study Memo Due
WEEK9	<ul style="list-style-type: none"> HR Process Part3: Training, Education & Staff Development 	<u>Readings:</u> <ul style="list-style-type: none"> Berman et al. (2020). Chapter 9 <u>Assignments:</u> ** Presentation, Prepare for Mid-term Exam 1
WEEK10	<ul style="list-style-type: none"> Mid-term Exam 1 	<u>Assignments:</u> **Take Home Exam
WEEK11	<ul style="list-style-type: none"> Fall/Spring Break 	<u>Assignments:</u> **Go Hiking, Swimming, and Fishing. Happy Fall/Spring Break!
WEEK12	<ul style="list-style-type: none"> HR Process Part3: Performance Evaluation 	<u>Readings:</u> <ul style="list-style-type: none"> Berman et al. (2020). Chapter 10 Bracken, D. W., Rose, D. S., & Church, A. H. (2016). The evolution and devolution of 360 feedback. <i>Industrial and Organizational Psychology</i>, 9(4), 761-794. <u>Assignments:</u> ** Presentation
WEEK13	<ul style="list-style-type: none"> Leadership 	<u>Readings:</u> <ul style="list-style-type: none"> Organization Behavior Sections 12.2, 12.3, 12.4, 12.5, 13.2, 13.3, 13.4, 14.3 Hill, G. C. (2005). The effects of managerial succession on organizational performance. <i>Journal of Public Administration Research and Theory</i>, 15(4), 585-597.

		<ul style="list-style-type: none"> Schwarz, G., Eva, N., & Newman, A. (2020). Can public leadership increase public service motivation and job performance?. <i>Public administration review</i>, 80(4), 543-554. <p><u>Assignments:</u> ** Presentation</p>
WEEK14	<ul style="list-style-type: none"> Communication and Teamwork 	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Organization Behavior Sections 10.2, 10.3, 10.4, 11.4 O'Leary, R., Choi, Y., & Gerard, C. M. (2012). The skill set of the successful collaborator. <i>Public Administration Review</i>, 72(s1), S70-S83. Sabharwal, M. (2014). Is diversity management sufficient? Organizational inclusion to further performance. <i>Public Personnel Management</i>, 43(2), 197-217. <p><u>Assignments:</u> ** Presentation</p>
WEEK15	<ul style="list-style-type: none"> Inclusion, Diversity, Organization Cultures 	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Organization Behavior, Sections 2.2, 15.2, 15.3, 15.4 Llorens, Klingner & Nalbandian. (2018). Public Personnel Management: Contexts & Strategies. Chapter 7 – Social Equity and Diversity Management Selden, S. C., & Selden, F. (2001). Rethinking diversity in public organizations for the 21st century: Moving toward a multicultural model. <i>Administration & Society</i>, 33(3), 303-329. Christensen, R. K., Szmer, J., & Stritch, J. M. (2012). Race and gender bias in three administrative contexts: Impact on work assignments in state supreme courts. <i>Journal of Public Administration Research and Theory</i>, 22(4), 625-648. <p><u>Assignments:</u> ** Presentation ** Prepare for Exam</p>
WEEK16	<ul style="list-style-type: none"> Final Exam 	<p><u>Assignments:</u> **Final Exam Due</p>

Notes

1. Please turn off the sound of your cell phone before the class starts.
2. No email response from the instructor during the weekend.
3. It is your responsibility to check information on the class website.
4. The syllabus is subject to change by the instructor.
5. Professional Writing Standards: All writing must use professional language (no slang). Grades will reflect grammar, spelling, and overall presentation. Papers and other written work must be well-developed, logically consistent, and concise to capture the attention of busy decision-makers. For example, an “A” paper should be free of grammar or spelling errors, be logically organized, and easy to follow. All quotations and significant paraphrases must be properly cited—plagiarism will not be tolerated.

6. Deadlines: All assignments must be turned in on time to receive credit. It is your responsibility to ensure assignments are submitted by the deadline. Computer-related problems (e.g., “my email isn’t working” or “I wasn’t near my computer”) are not acceptable excuses.