

PUBP 6017 Syllabus

Public Management, Section TBA, 3 Credits

Fall 2026

A. Instructor Information

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B. General Course Information

1. Description

I designed this class to introduce you to the study and practice of public management. We will use a combination of lectures, readings, quizzes, case study analysis, strategic analysis and presentation. By the end of this course, you will understand the evolution of the field of public management through familiarity with theory and case studies. You will have also developed the skill of memorandum writing and strategic analysis. I have also included substantial content on newer developments in the management of public sector networks, which is one of my areas of research.

Public management is concerned with how political authority is used to create public value and to resolve public problems. Using readings, lectures, discussions, case studies, and strategic analysis, students will examine how public policies are implemented and managed. Students of public management are primarily concerned with how to make the world a better place through effective, efficient, and equitable government. A substantial area of focus will be on the management of public sector networks. Satisfies policy implementation, management and organization theory requirement.

We will attempt to broaden the focus of public management by asking questions about how organizations manage in the public interest. In asking these questions we will explore the management behaviors of public, non-profit, and for-profit organizations.

2. Course Learning Outcomes

- explore the development of classical to current theories of public management
- develop skills to analyze public management through case-based and strategic inquiry

- develop skills of memo writing, public management analysis, and presentation

3. Required Course Materials

Rainey, H., Fernandez, S. and Malatesta, D. 2021. Understanding and Managing Public Organizations, the 6th Edition. Jossey-Bass.

The book is free on the O'Reily App.

4. Grading Policy

Your grade in this class will be based upon four elements: performance on the examinations, performance in writing policy analysis, a case presentation, and class participation. These three elements will carry the following weights in determining your final grade:

a) Assignments

Assessment Methods	Percentage of Grade
◦ Exams	30%(3)
◦ Case Study Memos	20% (2)
◦ Case Discussion Leadership	10%
◦ Strategic Analysis	20%
◦ Strategic Analysis Presentation	10%
◦ Class Participation	10%

5. Description of Graded Components

a) Quizzes

Quizzes, 30%. Rather than having a large mid-term and a final, there will be three quizzes. The quizzes will cover the readings from the text book and extra readings. These will be closed book quizzes administered in class. They are typically around 30 questions each.

b) Case Study Memorandums

Case Study Memorandums, 20%. There will be two case study memos due in the course, each worth 10%. Throughout this course we will examine the theories and principles of public management through case studies. Each memo is an exercise in professional writing and must meet the following requirements:

- Approximately four pages in length, single spaced, total with references
- Provide a clear and logical summary of the public policy or management problem, employ concepts from the course
- Provide a clear recommendation for action, provide justification for eliminating alternatives
- Make use of academic source reference material, APA citation style

Draw from the case studies that we are reviewing in class. Prepare a case memo for one of the cases that are covered prior to the due date for the memo.

Consider the case in light of the readings. What approaches to the study of organizations might be helpful to you in understanding the case study and/or your answers to the questions posed in the case?

For each case study that you choose to write about you should do the following:

- Prepare a memo in which you make a recommendation(s) on best approach to addressing the problem(s) identified in the case.
- You are writing this from the perspective of providing policy advice to a principal (executive). Be sure to identify this person in your memo.
- You should follow the memo format with an opening that identifies To:, From:, and Re:.
- You should use an inverted pyramid style of writing in which you address the most important points in the opening paragraphs and move to the less important points in the body of the memo.
- The sections should be roughly, summary, description of problem, context of problem, recommendation for action, conclusion
- You should submit the memo to the Assignment Page of the class Canvas site no later than the Sunday for the week in which it is assigned.

c) Case Discussion Leadership

Students will be assigned as discussion leaders for individual weeks during the first week of class.

The student/teams of one/two students (depending on enrollment size) will outline the case designated for the week and present their analysis of the case, specifically to stimulate class discussion.

The discussion leader will moderate an in-class conversation for approximately 20 minutes. Students may use their notes to facilitate the discussion as well as utilize various media in their presentation, including PowerPoint.

d) Stakeholder Analysis

This assignments selects a specific public organization or sub-unit within a public organization. First, provide a description of the organization including brief background about your organization (incorporating statutes or authority, public purpose, and key activities). Make the case for why a stakeholder analysis is important and potentially beneficial for this particular organization or unit/department. In this section you will

identify a problem or opportunity that could be addressed with the analysis. This section should about one page (single spaced, 12 point font). Second, you will identify and categorize organizational stakeholders for the organization or unit/department that you have selected (e.g. clients and service recipients, legislators, regulators, competitors). Stakeholders are any organization, individual or group who are either impacted by or impact the organization. Categorize stakeholders based on the degree to which they affect or are affected by the organization (relative power and interest), and their potential influence over the organization or unit/department. Some stakeholders are more important than others. Identify and determine which are more important than the others (and provide explanations as to why).

Third, in addition to identifying and categorizing stakeholders, you will also be expected to identify the preferences or expectations the key stakeholders have for the organization you have selected. Here you will identify what it is that key stakeholders want from your organization (e.g. higher performance, resources) and what criteria these key stakeholders use to judge the organization's performance (e.g. efficiency, effectiveness, equality).

The total length of your stakeholder analysis assignment should be no more than 6 pages, single spaced, 12 point Times New Roman font. A final Reference List or End Notes will not count towards the 6 page limit for this assignment. You are welcome and encouraged to include tables or figures. In addition to the quality of your analysis and the conciseness of your presentation, you will also be evaluated on the thoroughness of your research. You should consider a variety of sources for your analysis, including, but not limited to:

- Authorizing legislation or other relevant legal documents (e.g. contracts)
- Material published by the organization
- Evaluations conducted by oversight organizations (e.g. legislative oversight committees, public ombudsmen, inspector general reports, Government Accountability Office or its state/local equivalent, Office of Management and Budget or its state/local equivalent)
- Reports in periodicals
- Primary or secondary interviews
- Cite all sources and be consistent in the method by which you cite (e.g. footnotes, endnotes, APA style). A list of references does not count against the six page threshold. Include your name and page number in the header or footer of each page.

e) *Stakeholder Analysis Presentation*

At the end of the semester, you will present a summary of your analysis to the class. The presentation should be no more than 15 minutes long. You should use a power point. You

should not include too much text on slides, but use them as an outline rather than including details. The details should come through in the verbal presentation. Ideally, your presentation invites discussion with your classmates.

f) *Class Participation*

Your participation grade will be based upon the following elements: attendance and in class discussion participation.

At Georgia Tech, final course grades are awarded on a scale of A-F with no +/- grades permitted.

C. Course Policies

1. Attendance and/or Participation

Your participation grade will be based upon the following elements: attendance and in class discussion participation.

Absences. I am offering everyone one free absence. After that absences will count against the participation grade, aside from formal excused absences. I ask that you let me know of ahead of time when you will miss class. I am happy to work with you to catch up on missed information.

Georgia Tech has a web page that describes the expectations, rights, and responsibilities of students, instructors, the Office of Student Life, and health care providers. The information is intended to give students better direction as to how they should proceed to notify instructors when they are ill and need to miss class and what kind of documentation they should provide and to whom. Students should refer to Georgia Tech policies at the "Student Absence from Class Due to Illness or Personal Emergencies" web page at:

<http://www.catalog.gatech.edu/policies/student-absence-regulations/>Links to an external site.

2. Academic Integrity

Plagiarism Policy. Plagiarism occurs generally when students 1) copy and paste material without attribution (including AI) from elsewhere to work that is submitted to me, and 2) when students recycle papers from other courses for this course. Plagiarism cases will be referred to institutional resources.

Honor Code. The Academic Honor Code is a student initiative that became an official Institute policy in 1996. The objective of the Academic Honor Code is to increase academic integrity and strengthen trust in the Georgia Tech community. Students enrolled at Georgia

Tech signed an agreement acknowledging their awareness of the Academic Honor Code. They are strongly encouraged to seek a full understanding of their instructors' expectations regarding academic honor. You can find the Honor Code at <http://www.policylibrary.gatech.edu/student-affairs/academic-honor-code>Links to an external site.. Pay particular attention to the listing of responsibilities in Article II, Sections 3 and 4.

3. Accommodations for Students with Disabilities

Disability Services. Your experience in this class is important to me. If you have already established accommodations with the Offices of Disability Services, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through Disability Services, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact Disability Services at 404-894-2563 or dsinfo@gatech.edu or disabilityservices@gatech.edu. Disability services offers resources and coordinates (with students and their instructors) reasonable accommodations for students with disabilities and/or temporary health conditions.

4. Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The Student-Faculty Expectations articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.