Course Description

This course will use the case of police reform to explore the concept and practice of strategic management in public organizations. We will begin by considering the role that public managers play in defining an organization’s purpose, both at a general level (what is this organization’s mission?) and more concretely (what work do front-line staff need to do to accomplish that mission?). We will then explore a variety of tools that managers can use to guide and support front-line workers, including performance measurement, compliance review, complaint processing, and various elements of human resources management.

Although these ideas and tools play a central role in many areas of public management, class readings and lectures will introduce them by exploring their application to contemporary police reform. In particular, we will consider how the tools of strategic management might (and sometimes have) helped police organizations to control the way officers use their authority and to accomplish the public safety mission that they are responsible for. During class discussions and online Canvas postings, students will have the opportunity to consider how these ideas and practices in police management might apply to other human services contexts.

Course Requirements and Expectations

There are three written assignments in this course, due January 29, February 15, and March 1. Each of them will ask you to write a short memo evaluating a plan for organizational reform. We will provide more information about each assignment, as well as relevant case study materials, one week before the assignment is due. Each assignment will be worth 25% of your grade for the course.

Class participation will account for the remaining 25% of your grade. This course will use a discussion format. While I will do everything I can to plan and moderate constructive discussions, in the end the quality of class discussions depends on an important degree on you. I will do my best to assign provocative and useful readings, and each week I will post study questions on Canvas for you to consider. You should do your best to attend class regularly and punctually, to read and prepare conscientiously, and participate constructively in classroom discussions.
For the purpose of your class participation grade, your contributions can take several forms: engaging in discussion in class, contributing to discussions on the Canvas website, and taking part in small group exercises and discussions. I recognize that some people find it difficult to speak publicly in large classes. This is a skill you should work on, since speaking publicly in large groups is important in most policymaking contexts. At the same time, I will also provide many opportunities for you to contribute to class discussions in a more intimate environment.

The Canvas site will be an integral part of the class. I will post assignments, study questions, and readings on the website. In addition, students will be asked to sign up for three Canvas discussion posts (one each from part of the course) as part of their class participation. These posts should be brief (300-500 words) but focused reactions to one of the themes covered by the week’s readings. Submit your post for each session you have chosen at least two hours before class begins (i.e., 8:00 AM), and preferably the night before. Each of your three submissions will not be graded but marked as complete or incomplete.

For guidance about academic integrity and other expectations for your work for this class, please see the Ford School’s useful “academic expectations” document at http://fordschool.umich.edu/academics/expectations.

If you believe you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities to help us determine appropriate accommodations. I will treat any information you provide as private and confidential.

Finally, the University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impacts students’ academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) and/or University Health Service (UHS). For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/”
Schedule of Class Sessions and Reading Assignments

I. INTRODUCTION

January 10  Introduction to the course

II. DEFINING ORGANIZATIONAL PURPOSE

January 15  The Concept of Strategic Management

Strategic Planning in the Greeville, North Carolina Police Department


January 17  The Problems of Policing


January 22  Rethinking Police Work


III. TOOLS OF ACCOUNTABILITY

January 24  Performance Measurement


January 29  Compliance Review

United States Department of Justice, Civil Rights Division. “Investigation of the Ferguson Police Department”, March 4, 2015, pp. 28-41

January 31  Learning from Failure


February 5  
**Complaints as Managerial Information**


February 7  
**Supervising Employees**


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### IV. MANAGING HUMAN RESOURCES

February 12  
**Training**


Lorie Fridell. “This Is Not Your Grandparents’ Prejudice: The Implications of the Modern Science of Bias for Police Training”, Translational Criminology Fall 2013, pp. 10-11


February 14  **Hiring**

*Guest Lecture: Robert Pfannes, Chief of Police, Ann Arbor Police Department*

Jeremy Wilson et. al. *Police Recruitment and Retention for the New Millennium* (Santa Monica: RAND, 2010), chs 2, 4.

“Police Leaders Discuss Challenges in Recruiting At PERF Town Hall Meeting in Nashville”, *Subject to Debate* vol. 32 (June 2018)

February 19  **Diversity in Police Organizations**


Dan Hinkel and Jennifer Smith Richards. “Despite hiring push, Chicago police still falling short in attracting black officers”, *Chicago Tribune*, May 4, 2018

February 21  **Employee Review**


February 26  **Conclusion**