

A REPORT ON THE SECOND MANAGEMENT  
INSTITUTE FOR POLICE  
HELD AT THE HARVARD UNIVERSITY GRADUATE SCHOOL  
OF BUSINESS ADMINISTRATION

July 24, 1967 - through - August 10, 1967  
Soldiers Field, Boston, Massachusetts under  
Contract LEA ~~67-31~~ 67-031

A. General Statement of the Background and Aims of the Project

1) Problem

An urgent need exists today to strengthen the administration of law enforcement in large metropolitan areas. This is indicated by rising crime rates, difficulty in staff recruitment, the complexity of urban life (with the increasing burdens this places on police) and the development of organized protest movements which use public demonstrations as the chief means of expression. With few exceptions, metropolitan police forces are finding that the struggle of coping with these difficult problems through existing resources and techniques is becoming greater with the passage of time.

2) Need to be Met

An important and until now largely neglected element in efforts to improve metropolitan police efficiency is the development of the organizational and executive skills of police officers and other public officials involved in the direction of large urban law enforcement operations.

There are three areas in which greater efficiency and increased understanding of problems can be of value to police administrators. (a) Many police chiefs are responsible for programs as complex and budgets as large as those of some of our larger corporations,<sup>1</sup> and yet they have not been provided with the executive training comparable to that available to top level business executives. In most instances, they have received relatively little training of this type. (b) The special relationship of the police to the law, not only as those who enforce, but also as

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1. The budgets for the five largest Police Department in 1964 were as follows: New York - \$197,118,000; Chicago - \$91,200,000; Los Angeles - \$55,549,000; Philadelphia - \$42,560,000; Detroit - \$36,445,000.

Exhibit 6

COMMENTS

By Participants -- from Questionnaires

Great potential, since such capable instructors are available at this School.

This program should be extended to all command personnel in major police departments -- at least to the third echelon of command.

Services and hospitality were outstanding. My opinion of the overall program is excellent. Anyone who did not improve himself did not try or thought he was too smart anyway.

If the instructors could develop more cases relative to police work it might be helpful.

Personnel encountered at Harvard -- the Faculty, the employees engaged in services, etc. were a credit to this organization. Their actions were characterized by courtesy, a desire to serve, dignity, and good manners.

Springtime or fall rather than summer for this Program. Police Chiefs feel uneasy about leaving their city during summer months. This Program would have a higher percentage of Chiefs in attendance during fall or winter.

This is a very fine program, and I certainly hope it can be continued.

those who interpret and develop the law, suggests a need among police administrators for better understanding of legal concepts and techniques (some of which have undergone considerable change in recent years). (c) In addition, the variety of contacts between police as public officials and the community are becoming increasingly important and time consuming and require more effective training of police administrators for successful handling.

To reach these learning objectives (with primary emphasis on general executive training and collateral focus on the remaining two areas), the Director enlisted and coordinated the services of qualified faculty members of the Harvard Business School for development and presentation of the summer management institute combining the resources of the faculties of the Business School, the Law School, and the faculty of Arts and Sciences at Harvard University. The institute offered a program of instruction and training using the methodology and content of courses taught in these schools but specially tailored to meet the needs of police chiefs. The curriculum was directed at providing the chiefs with tools, skills, and understanding calculated to assist in achieving a major, identifiable impact on metropolitan law enforcement through better top-level administration.

B. Description of How the Project was Executed

The institute provided three weeks of intensive executive training to police chiefs (or their command level designees) from some of the largest metropolitan areas in the United States. Although these trainees were the primary target group, it is anticipated that they will implement the new ideas and practices learned at the institute, and by this means, produce a discernible effect on their command staffs and the members of their respective police forces generally.

The management institute provided the trainees with a new and broader approach toward their roles as well as a conceptual framework with which to develop efficient police administration practices. Several aspects were stressed.

1. Development of an understanding of the value of careful administration and an appreciation of the interrelationship of each part in the whole process -- such appreciations ought to provide familiarity with the processes of communication and organizational systems and the discretion required in the allocation of resources. The need for avenues of communication between the police and the agencies and individuals with whom they deal in the criminal process, was stressed and the methods of development such avenues explored.
2. Demonstration of the need and value of long-range planning -- In the area of planning, the police chief should learn to approach problems of police in a useful and practical way. An attempt was made to develop his skills so that he can better appraise his organization's human, technological, and physical resources. His appraisal needs to be made with an awareness of the environmental factors of his organization, community, state, and nation, and with due consideration for trends in the methods, techniques, and technology of this profession. His appraisal also needs to consider and reflect the existing state of the law and discernible legal trends, as well as practices and problems of the public administration of cities generally and the chief's own city in particular.

3. Consideration of problem determination and decision-making --  
The police chief is constantly making decisions which have wide-spread ramifications. The Harvard Business School teaching methods have always been oriented toward sharpening skills needed to analyze and dispose of problems. An important aspect of the institute was to provide the trainees with opportunities to analyze and make decisions based on a complex body of data and to relate these decisions to established policies of a particular police department. The kinds of problems treated included both the broad questions of policy which underlie administration of a large metropolitan police force and the particular problems that arise daily in the performance of police work and require immediate decision and action. The relationship of particular problem situations to general policy guides for problem solving was explored in the context of regular police work.

4. Development in the police chief of a sensitivity to the need for measurement of the performance of subordinates --  
A police administrator should be able to use skillfully the data available to him as an aid in allocation of resources, personnel, promotion, budgeting, etc. The objective here was not to make police officials experts in details of the many complex controls, techniques, devices, etc. now at their disposal, but rather to develop in them a sense of appreciation and comprehension of the role of operational research and of quantitative and qualitative data in communicating to others knowledge of plans and performance. The case material was expository and left to the official the decision of how much of the demonstrated material could be of help to him in his job, particularly in that phase of his work which requires data accumulation, analysis reports, and the preparation of reports.

Not only the use of available data, but the criteria of evaluation was explored. An effort was made to expose and resolve the tension between two objectives of good police administration -- the discovery and prevention of crime and the guardianship of citizens' rights -- and to develop criteria for evaluating performance in the light of these objectives.

5. The sensitization of police chiefs to the problems of human beings in their organization and in the community --  
More so than most executives, the police chief's work involves dealing with people from all walks of life.

Within his own organization, his effectiveness may well rest upon his ability to interact effectively and to communicate with individuals and groups. Important also in this respect are the coordinating efforts required in his job. In this area, which is perhaps the most difficult of all, considerable attention was given to the motivation, values, and behavior of individuals and groups. The concepts of responsibility and authority as they relate to police administration were examined, so that the participant's ability will be increased in his dealings with individuals and groups. The institute attempted to impart to the trainees new research findings in the behavioral sciences. Included were discussions on the interactions among organized groups, public and private, in our society.

Methods of enlisting the individual citizen's efforts to assist the police and integration of such efforts with police activities was also explored. Also considered were ways to encouraging general cooperation with the police. Attention was given to the causes of, and possible solutions for, community distrust of police and reluctance to become involved in police operations.

6. The development in the chiefs of a general attitude of curiosity and inquiry -- the institute attempted to whet the intellectual appetite of the chiefs, so that they will seek to enrich themselves in areas relevant to their development both as persons and as effective officials. It is critical to insure that the chiefs maintain an attitude of curiosity so that they will make use of the vast resources of knowledge available for growth of self and staff on a continuing basis.

The relevance of constitutional and other legal developments to police work were discussed and an effort was made to alert police chiefs to the sources of legal change, the rationale therefore, and the means of keeping abreast of such changes. An introduction was provided to constitutional and jurisprudential theories and studies relevant to police work. Consideration of important contemporary problems of constitutional law were designed to acquaint participants with the methods of analysis, presuppositions, and typical value judgments of legal scholars and practitioners.

C. Findings and Accomplishments

The difficulty of scientifically evaluating an institute of this sort with a view toward measuring its effect on the attitudes of trainees or its role in bringing about institutional change in metropolitan police departments is evident. Our contract did not provide for development and execution of an extensive plan for evaluation or would the expense involved (possibly considerable) necessarily yield a worthwhile return in knowledge derived.

However, an informal survey of trainees at the close of the institute was conducted to ascertain their reactions to both the substantive materials and techniques to which they were exposed during the institute. This was done through a special discussion session among the trainees about the experience which they had just completed and the completion of an evaluation questionnaire. Also, Faculty members' reactions to both the substantive materials and techniques to which they were exposed during the institute. This was done through a special discussion session among the trainees about the experience which they had just completed and the completion of an evaluation questionnaire. Also, Faculty members' reactions and suggestions were recorded. In addition, the Director monitored substantial portions of the Institute for evaluative purposes. A summary of the questionnaires is attached, as Exhibit 1.

D. Conclusions and Recommendations

Conclusions and recommendations are embodied in my letter to Mr. Courteny Evans. A copy of this letter is attached herewith as Exhibit 2.

This institute promises to have impact in addition to that resulting from its direct benefits to participants or its character as the second of its kind to be conducted in the United States. It demonstrated several important things:

- 1) Useful techniques and important substantive material which can be imparted in providing in-depth executive training for police administrators.
- 2) The role that a university can play in furnishing worthwhile training experiences to police administrators on a practical level.
- 3) Models of content materials and techniques which can be replicated by other universities in the U. S. desiring to provide similar training.
- 4) The value of top-level, in-depth training in bringing about changes in attitudes and problem-solving techniques which hopefully will result in more efficient management of police departments.

Realization of the above cited objectives can make a substantial and much needed contribution to the improvement of law enforcement in the U. S.

This next section of the report includes:

1. A description of the training program
  2. An identification of project personnel and their roles
  3. A description of the curriculum development process
  4. A description and discussion of methodology
  5. A description and discussion of content
  6. A discussion of trainee reaction to the institute
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1. A description of the Training Program

A typical day in the institute program consisted of at least three one and one-quarter hour classes, plus an equal amount of time for outside preparation. Discussions, based upon cases and other materials, provided the main learning vehicle, while some expository material was delivered in lecture form. The program emphasized class participation, the dissemination of ideas by class participants, and free-flowing conversation in the classroom, all under guidance of trained moderators. A substantial amount of time each day was available for questions and comment on an informal basis. Communal living arrangements used made opportunities for informal meetings and learning and discussion "outside the classroom" readily available. A student first studied a case by himself. Then he met with others in small groups for further exploration of it. The students shared their varied backgrounds of experience and sharpened their ideas in argument. Each student arrived at a decision which he was prepared to defend. Then, in class, under the questioning and guidance of an instructor, students weighted the factors, probed the underlying issues, compared the advantages and disadvantages of different moves, and worked out a course of action in the light of the department's objectives.

An overall view of the syllabus is set forth in Exhibit 3.

2. Identification of Project Personnel and Their Roles

Director of Institute  
Administrative Director  
Case Writing

Prof. Thomas C. Raymond  
Dean Harold B. VanGorder  
Prof. M. Thomas Kennedy  
Assoc. Prof. David F. Hawkins  
Asst. Prof. Stephen A. Greyser

Faculty

- |   |   |
|---|---|
| I. Organization and<br>Administrative Process                           | Prof. Stephen H. Fuller   |
| II. Policy Formulation and<br>Long-Range Planning                       | Prof. Stephen H. Fuller; Assoc.<br>Prof. David F. Hawkins                               |
| III. Problem Determination<br>and Decision-Making                       | Prof. Thomas C. Raymond   |
| IV Management Information<br>and Control Systems                        | Prof. John R. Yeager<br>Assoc. Prof. David F. Hawkins<br>Asst. Prof. F. Warren McFarlan |
| V. Human Element--<br>Personnel Administration<br>Collective Bargaining | Prof. Alva F. Kindall<br>Prof. M. Thomas Kennedy  |
| VI Legal/Social Environment   | Prof. Lloyd L. Weinreb<br>Prof. Thomas Pettigrew  |
| VII. Economic Environment and<br>the Public                             | Prof. Stephen A. Greyser  |

Biographical sketches of the  
Project Personnel are  
attached as Exhibit 4.

3. Description of the Curriculum Development Process

The curriculum was developed to encompass the objectives and overall aims set forth in B above.

Each faculty member, armed with the mandate of B, set forth a detailed class schedule for his portion of the program. Allotment of the number of class hours was the result of the combined professional judgments of the faculty and the Director.

To the extent that such cases were appropriate, case materials were drawn from the large collection of the Harvard Business School. To provide a higher degree of face validity, specific cases were needed for special sections of the program. Some of these "police" cases had been written for a previous program. For the 1967 institute the following were needed and written:

- |                        |                                     |
|------------------------|-------------------------------------|
| 1. Pittstown Police    | Collective Bargaining-Prof. Kennedy |
| 2. Image of the Police | Public Relations-Prof. Greyser      |
| 3. Cantwell Police     | Budgeting-Prof. Hawkins             |

4. A Description and Discussion of Methodology

The methods of instruction used in the institute were designed to prepare a student for the realities of the job in which he lives and works. A variety of approaches to learning were included, such as simulation exercises, role playing, business games, films, collateral readings, lectures, and especially the case method. Since the last is the method developed at the Business School, it is used widely throughout all its programs. A few words about it are appropriate here.

In the business world, where every decision must be appropriate to the specific situation and no two situations are identical, it is the ability to analyze, to judge trends, to weigh diverse influences, that leads to sound judgment; and that ability can be developed only through practice. Therefore, from the outset the students at the Business School discuss cases, i. e., descriptions of real business situations in which executives take action and are responsible for the results. Each student is repeatedly placed in a position where, as an administrator, he must not only evaluate evidence but act with responsibility. He is compelled to meet, one after another, new situations in which he must grapple intellectually with fresh combinations of facts and half-facts, opinions, and ideas; there are no answers for him in any book. This, then, was the heart of the institute's methodology. Through his daily exposure to cases, the student learned not only to differentiate one situation from another and to recognize important components in each situation, but also to search out the unique in the situation at hand. Thus, case discussion made a major contribution to the development of administrative capacity.

5. A Description and Discussion of Content

One set of the actual materials used and ~~ten~~ sets of the schedule of the institute's activities are attached (see weekly schedules). Exhibit 5.

6. A Discussion of Trainee Reaction to the Institute

Please refer to Mr. Evans' letter from me. Exhibit 2.

Also presented here, however, are some sample statements drawn from the participants' questionnaires. Exhibit 6.

Exhibit 1

MANAGEMENT INSTITUTE FOR POLICE CHIEFS

July 23 - August 11, 1967

PROGRAM CRITIQUE

- I. PROGRAM CONTENT
  - General
  - Number of Sessions
  - Subject Matter
- II. WORKLOAD
- III. SCHEDULE OF ACTIVITIES
- IV. CLASSES
- V. CASES USED
- VI. ACCOMMODATIONS
- VII. OBJECTIVES OF THE PROGRAM
- VIII. GENERAL COMMENT
- IX. FUTURE PROGRAMS

**N.B.** There were 34 participants; the total number of answers is 30, due to the fact that three men had to leave before questionnaire was distributed and one man did not submit a questionnaire.

MANAGEMENT INSTITUTE FOR POLICE CHIEFS

Program Critique

August 9, 1967

NOTE: Please check (✓) the word(s) which convey your opinion.

I. A - PROGRAM CONTENT	Highly Useful	Inter- esting	Low Priority	N.A.	1
Economic Environment and the Public Prof. Greyser	<u>8</u>	<u>16</u>	<u>6</u>		
Human Behavior and Personnel Admin. Prof. Kindall	<u>30</u>				:
Prof. Kennedy	<u>18</u>	<u>1</u>		1	:
Management Control Profs. Hawkins & Yeager	<u>14</u>	<u>10</u>	<u>4</u>	2	:
Management Information Systems Prof. McFarlan	<u>11</u>	<u>16</u>	<u>3</u>		:
Organization, Adm. Process & Policy Dean Fuller	<u>27</u>	<u>3</u>			:
Social and Legal Environment Pettigrew - Social Environment	<u>10</u>	<u>13</u>	<u>6</u>	1	:
Weinreb - Supreme Court Decisions	<u>14</u>	<u>10</u>	<u>4</u>	2	:

COMMENT:

I. B - PROGRAM CONTENT (continued)	Number of Sessions			N.A.	Total
	Too Many	O.K.	Not Enough		
Economic Environment and the Public Prof. Greyser	<u>8</u>	<u>21</u>	<u>-</u>		30
Human Behavior and Personnel Admin. Prof. Windall	<u>1</u>	<u>18</u>	<u>11</u>		30
Prof. Kennedy	<u>0</u>	<u>20</u>	<u>9</u>	1	30
Management Control Profs. Hawkins & Yeager	<u>4</u>	<u>20</u>	<u>5</u>	1	30
Management Information Systems Prof. McFarlan	<u>4</u>	<u>20</u>	<u>6</u>		30
Organization, Adm. Process & Policy Dean Fuller	<u>2</u>	<u>15</u>	<u>13</u>		30
Social and Legal Environment Pettigrew - Social Environment	<u>3</u>	<u>22</u>	<u>5</u>		30
Weinreb - Supreme Court Decisions	<u>3</u>	<u>17</u>	<u>9</u>	1	30

COMMENT:

I. C - PROGRAM COMMENT (continued)

	<u>Subject Matter</u>			<u>N.A.</u>	<u>Total</u>
	<u>Confusing</u>	<u>O.K.</u>	<u>Too Easy</u>		
Economic Environment and the Public					
Prof. Gregory	<u>-</u>	<u>30</u>	<u>-</u>		30
Human Behavior and Pers. Adm'n.					
Prof. Mitchell	<u>-</u>	<u>30</u>	<u>-</u>		30
Prof. Kennedy	<u>-</u>	<u>28</u>	<u>1</u>	1	30
Management Control					
Prof. Hopkins & Yeager	<u>13</u>	<u>17</u>	<u>-</u>		30
Management Information Systems					
Prof. McFadden	<u>19</u>	<u>11</u>	<u>-</u>		30
Organization, Adm. Process & Policy					
Dean Fuller	<u>1</u>	<u>29</u>	<u>-</u>		30
Social and Legal Environment					
Pettigrow - Social Environment	<u>6</u>	<u>21</u>	<u>2</u>	1	30
Weinreb - Supreme Court Decisions	<u>2</u>	<u>26</u>	<u>1</u>	1	30

COMMENT:



Program Critique

II. WORKLOAD

	<u>Too Much</u>	<u>O.K.</u>	<u>Not Enough</u>	<u>N.A.</u>	<u>Total</u>
Economic Environment and the Public Prof. Greysar	<u>8</u>	<u>22</u>	<u>0</u>		30
Human Behavior and Pers. Admin. Prof. Kindall	<u>0</u>	<u>28</u>	<u>2</u>		30
Prof. Kennedy	<u>0</u>	<u>27</u>	<u>3</u>		30
Management Control Profs. Hawkins & Yeager	<u>5</u>	<u>24</u>	<u>1</u>		30
Management Information Systems Prof. McFarlan	<u>6</u>	<u>21</u>	<u>3</u>		30
Organization, Adm. Process & Policy Dean Fuller	<u>4</u>	<u>23</u>	<u>2</u>	1	30
Social and Legal Environment Pettigrew - Social Environment	<u>3</u>	<u>22</u>	<u>5</u>		30
Weinreb - Supreme Court Decisions	<u>3</u>	<u>21</u>	<u>4</u>	2	30

COMMENT:

III. SCHEDULE OF ACTIVITIES

	<u>Useful</u>	<u>Eliminate</u>	<u>N.A.</u>	<u>Total</u>
1. Group Discussion Periods	<del>18</del>	<del>11</del>	1	30
2. Coffee Breaks	<del>27</del>	<del>2</del>	1	30
3. Social Hour in Norris Lounge	<del>27</del>	<del>2</del>	1	30

COMMENT:

IV. CLASSES

	<u>N.A.</u>	<u>Increase</u>	<u>O.K.</u>	<u>Decrease</u>	<u>Total</u>
1. Number of classes per day (3)		<del>3</del>	<del>26</del>	<del>1</del>	30
2. Number of days in program (17)	1	<del>2</del>	<del>20</del>	<del>7</del>	30
3. Length of class period (one hr. 15 min.)	2	<del>0</del>	<del>26</del>	<del>2</del>	30

COMMENT:

V. CASES USED

	N.A.	Interesting & Useful	Interesting but Not Useful	Useful but not Interesting	Not Interesting or Useful	Tot.
<b>ECONOMIC ENVIRONMENT AND THE PUBLIC</b>						
(Prof. Greyser)						
Millers National Federation	1	18	6	2	3	30
Arbeitsgemeinschaft (A & B)	1	14	10	2	3	30
American Institute for Men's and Boy's Wear	2	17	7	1	3	30
California Prune Advisory Board	2	14	6	2	6	30
Consumer Attitudes of Importance in Advertising Prunes	3	14	6	1	6	30
Public Relations and the A.A.R.	3	18	4	1	4	30
"Image of the Police"	-	26	3	1	-	30

HUMAN BEHAVIOR & PERSONNEL ADMINISTRATION

(Prof. Rudell and Prof. Kennedy)	1	26	2	1	-	30
Visit with a Shop Foreman	1	26	-	3	-	30
Union Carbide Chemical Div.	1	25	1	2	1	30
Case A	-	25	3	1	1	30
Case B	-	25	3	1	1	30
Case C	-	25	3	1	1	30
Incident Cases	3	26	-	-	1	30
Articles:						
Human Side of Enterprise	2	28	-	-	-	30
Positive Program for Performance Appraisal	3	24	2	1	-	30
Movie: The Grievance	1	28	1	-	-	30
The Pittstown Police						
Case A	1	29	1	-	-	30
Case B	1	28	1	-	-	30
Case C	1	29	-	-	-	30
Case D	1	28	1	-	-	30

Program Critique

V. Cases Used (continued)

	<u>M.A.</u>	<u>Interesting &amp; Useful</u>	<u>Interesting but Not Useful</u>	<u>Useful but not Interesting</u>	<u>Not Interest- ing or Useful</u>	<u>Tot.</u>
<b>MANAGEMENT CONTROL</b>						
(Prof. Yeager and Prof. Hawkins)						
Jack Caldwell	3	22	1	3	1	30
Trivett Mfg. Co.	4	22	1	2	1	30
Rennett Machine Co.	4	22	2	1	1	30
Clarkson Lumber Co.	7	18	2	2	1	30
Bultman Automobiles, Inc.						
Case A	14	12	1	2	1	30
Case B	14	12	1	2	1	30
Case C	14	12	1	3	1	30
From the textbook - MANAGEMENT						
<b>ACCOUNTING</b>						
Bennett Body Company	5	17	4	3	1	30
Alherton Company	4	18	4	3	1	30
Feed Print Company	3	19	3	3	2	30
Mass. Bus. Develop. Corp.	6	17	4	2	1	30
The Cantwell Police Dept.						
Case A	1	25	2	2	1	30
Case B	1	25	2	2	1	30

Program Critique

V. Cases Used (continued)

MANAGEMENT INFORMATION SYSTEMS (Prof. McFarlan)	N.A.	Interesting & Useful	Interesting but Not Useful	Useful but Not Interesting	Not Interesting but Useful	Not Interesting or Useful	Tot
Computer Characteristics - Chapter 3	1	21	4	3	1	1	30
A Description of the Basic Computer Language	1	21	4	3	1	1	30
Use of Computer	1	21	3	3	0	0	30
Chicago Police Force	1	17	7	5	0	0	30
Case A	1	17	7	3	0	0	30
Case B	1	17	7	3	0	0	30
St. Louis Police Force	1	18	6	3	0	0	30
<b>ORGANIZATION, ADMINISTRATIVE PROCESS and POLICY</b>							
(Prof. Fuller)	2	23	2	3	0	0	30
Dashman Company	2	24	2	2	0	0	30
Underwood-Olivetti	3	23	1	2	0	0	30
Case AR	4	20	3	3	0	0	30
Case BR	5	18	3	3	1	1	30
Gibbons Finance Co.	2	23	1	2	0	0	30
J. I. Case							
The Midway Foods Corp. Series							
<b>LEGAL ENVIRONMENT</b>							
(Prof. Weinreb)	8	19	1	0	2	2	30
Mapp v. Ohio	6	19	1	0	1	1	30
Beck v. Ohio	6	18	2	0	1	1	30
Escobedo v. Illinois	6	20	1	0	1	1	30
Miranda v. Arizona	5	22	1	1	1	1	30
U.S. v. Wade	5	22	1	1	1	1	30
Berger v. New York							
<b>SOCIAL ENVIRONMENT</b>							
(Prof. Pettigrew)	4	19	2	4	1	1	30
Profile of the Negro American							

Program Critique

VI. ACCOMMODATIONS

	<u>O.K.</u>	<u>O.K. but Needs Improvement</u>	<u>Awful</u>	<u>N.A.</u>	<u>Total</u>
1. Rooms	<u>20</u>	<u>10</u>	<u>-</u>		<u>30</u>
2. Food	<u>29</u>	<u>-</u>	<u>-</u>	1	<u>30</u>
3. Services (mail, phone, etc.)	<u>24</u>	<u>5</u>	<u>-</u>	1	<u>30</u>

COMMENT:

VII. OBJECTIVES OF THE PROGRAM

	<u>Fully</u>	<u>Partially</u>	<u>Not at all</u>		<u>Total</u>
Were they achieved:	<u>17</u>	<u>12</u>	<u>-</u>	1	<u>30</u>

COMMENT:

VIII. GENERAL COMMENT: (Please comment on any topics not covered by above questions)

IX. FUTURE PROGRAMS: What suggestions would you make for future programs?  
(a) for yourself? (b) for your subordinates.

X. FUTURE PROGRAMS -- general comment

Exhibit 2  
THOMAS RAYMOND  
BAKER LIBRARY 435  
BOSTON, MASSACHUSETTS 02163

October 11, 1967

Mr. Courtney Evans, Director  
Office of Law Enforcement Assistance  
Department of Justice  
101 Indiana Avenue, N. W.  
Washington, D. C.

Dear Mr. Evans:

It is my privilege to submit this evaluation report on the second Management Institute for Police Chiefs held at the Harvard Graduate School of Business Administration, July 23 - August 10, 1967.

The class was composed of 34 participants, representing the following echelons in police administration.

Chief	1	Inspector	4
Assistant Chief	4	Staff Inspector	1
Deputy Chief	4	Deputy Inspector	1
Superintendent	2	Chief of Detectives	1
Asst. Superintendent	1	Inspector of De-	
Deputy Commissioner	1	tectives	1
Captain	8	Superintendent of	
Lt. Col.	1	Detectives	1
		Major	2
		Director of Training	1

The class schedules for the three weeks of the program are attached as Exhibit 1 and a summary of the evaluation made by the participants is attached as Exhibit 2.

As was the case last year, the participants, as a whole, were quite enthusiastic and more than generous in their praise of our efforts.



The Faculty for the Institute, however, feels that our results were not as gratifying as those of the first Institute. The group of participants reflected somewhat less imagination in understanding the transfer value of what we tried to do. The material that was not directly, and obviously, related to police administration was regarded as not helpful.

There appeared to be a significant drop in acuity between many of the #1 echelon men we had last year and the #3 and #4 men of this year.

This year's group was particularly disturbed by the efforts of those Faculty members who tried to sensitize them to the problems of law's constitutionality -- and to the social problems and causes of racial disturbance. Our police executives of this year were much more defensive and emotional in these areas than their predecessors.

There was also an obvious lack of thoughtful penetration into the case situations -- and the evidence presented for analysis. This year's group was quick to act -- with a minimum of thought and consideration of the facts. This phenomenon, is, no doubt, a function not of their degree of intelligence so much as their "job mind-set" which demands more reaction and action from them than from their "bosses" who were here last year.

There was, as usual, the demand for more cases that dealt specifically with police situations. This is understandable, but the number of such cases used this year was doubled over the number used in last year's program. I relate this reaction of the participants to my first observation, i. e., less imagination.

We, as a Faculty, are in complete agreement with their observations:

- 1) That more "police cases" are desirable and necessary;
- 2) That future programs should not be held during the summer;
- 3) That the Institute, redesigned for participants at the #3 and #4 levels, could be condensed into two full weeks;
- 4) That "Program Budgeting" be given more time, with a reduction in time allotted to Accounting.

This year's Institute indicates for our Faculty that:

- 1) One of our next Institutes should try to get only whatever #1 men in metropolitan areas we have missed;
- 2) A revised, redesigned program is necessary if we are to continue to train and develop those men at the #3 and #4 level.

I would like to explore both of the above with you as soon as possible and at your convenience.

Please know that we are by no means unhappy about this year's Institute. We did a good job, the participants were conscientious -- and, for the most part, capable. However, some questions were raised by our experience that indicate some necessary revisions, if we are to continue.

Speaking for my colleagues and myself, I wish to thank you for this opportunity to apply our efforts to a worthy endeavor.

Very truly yours,

*Thomas C. Raymond*  
Thomas C. Raymond

Enc.

Exhibit 3

Management Institute for Police Chiefs  
held at the Harvard Graduate School of Business Administration  
July 24 - August 10, 1967

No. of Classes (approximate)  
5 classes

- |      |  |           |
|------|--|-----------|
| I.   | Organization and the Administrative Process                                  |           |
|      | 1. Interrelationships of organization parts                                  |           |
|      | 2. Communication   |           |
|      | 3. Organizational Systems  |           |
|      | 4. Determining Objectives  |           |
| II.  | Policy Formulation and Long-Range Planning                                   | 5 classes |
|      | 1. Appraisal of Resources (human, technological, physical)                   |           |
|      | 2. Environmental factors (changes in social and legal settings)              |           |
|      | 3. Methods and Technology  |           |
|      | 4. Planning, control, and implementation                                     |           |
|      | 5. Legislative proposals and planning  |           |
| III. | Problem Determination and Decision-Making                                    | One class |
|      | 1. The development of analytical skills:                                     |           |
|      | a. Problem determination, relation to policy: the uses of situation evidence |           |
|      | b. Decisions, programs of action and implementation                          |           |

## Tentative Program Outline

- IV. Management Information and Control Systems 16 classes
1. Budgeting and the allocation of resources
  2. The appraisal and evaluation of management effectiveness
  3. Information flow systems; the acquisition, use and storage of data
  4. Data interpretation for management use
- V. The Human Element 10 classes
1. Communication: individual and group
  2. Co-ordination
  3. Motivation and values
  4. Systems of behavior and observation
  5. Responsibility and authority: delegation and determination
  6. Role perception and determination
- VI. Legal and Social Environment 4 classes
1. New concepts in law
  2. Behavioral sciences
  3. The National and International Scene
- VII. Economic Environment and the Public 4 classes
1. Understanding, creating, and changing the public image of police systems.

Exhibit 4

MANAGEMENT INSTITUTE FOR POLICE CHIEFS

July 23 - August 11, 1967

HARVARD BUSINESS SCHOOL FACULTY

Educational Director  
Administrative Director

Professor Thomas C. Raymond  
Assistant Dean H. B. Van Gorder

Areas of Instruction:

Organization, Administrative  
Process & Policy

Associate Dean and Professor  
Stephen H. Fuller

Human Behavior and Personnel  
Administration

Professor Alva F. Kindall  
Professor M. Thomas Kennedy

Management Control

Professor John R. Yeager  
Associate Professor David F. Hawkins

Management Information  
Systems

Assistant Professor F. Warren  
McFarlan

The Economic Environ-  
ment and the Public

Assistant Professor Stephen A.  
Greyser

HARVARD LAW SCHOOL FACULTY

The Legal Environment

Assistant Professor Lloyd L. Weinreb

HARVARD UNIVERSITY FACULTY OF  
ARTS AND SCIENCES

The Social Environment

Assistant Professor Thomas Pettigrew

HARVARD BUSINESS SCHOOL  
Faculty and Staff Biographical Data Sheet  
1967 - 1968

Name and appointment: Harold B. Van Gorder, Assistant Dean  
Administrative Director, Advanced Management Program

Address: 180 Summer Street  
Weston, Mass.

Marital status: married children: 3

Education: Northwestern University, S.B., 1935

Business and/or teaching experience: Career Officer, U.S. Navy; Commissioned Ensign, 1935; Retired as Captain, 1962. Specialty: Naval Aviation.

Recent Assignments: NATO Defense College, Paris, 1955; Commanding Officer, U.S. Naval Air Base, Malta, G.C., 1956-57; Commanding Officer, Naval Air Development Squadron, NAS, South Weymouth, Mass., 1958-59; Chief of Staff, Commander, Naval Forces, Northern Europe, NATO, Oslo, Norway, 1959-61; Director, Support Systems Program, Bureau of Naval Weapons, 1961-62.

Activities:

Publications:

Major field: Executive Training

Current research area:

Teaching assignment:

3

Raymond

HARVARD BUSINESS SCHOOL  
Faculty and Staff Biographical Data  
1957-1968

Name and appointment: Thomas Cicchino RAYMOND - Professor

Address: 81 Albion Road Wellesley Hills Massachusetts 02181

Marital Status: Married children: One Step-son

Education: New Jersey State College B. A. 1942  
Harvard University - Business School M.B.A. 1947  
Harvard University - Education School Ed.D. 1957

Business and/or teaching experience: Boston College - School of Business 1946 - 1949  
Harvard University - Graduate School 1950 to date  
of Business Administration

Chairman, Written Analysis of Cases  
Visiting Professors Case Method Program  
D.B.A. Teaching Seminar  
Planning and the Business Environment Course  
Department of Justice - Office of Law Enforcement  
- Police Executive Program -- Director (1966 & 1967)  
Fould Foundation - Executive Development Program for  
Welfare Administrators (1967)

Activities/Memberships:

Consulting: Joint Center for Urban Studies -- MIT & Harvard Univ.  
Dept. of Health, Education and Welfare -- Cultural Branch  
Institute for College and University Administrators  
Consultant to: American Tel. & Tel.; Dominion Tar and  
Chemical Co.; Ford Motor Co.; Simplex Wire and Cable  
Trustee and Director of the Institute for Arts Administrators

Publications:

PROBLEMS IN BUSINESS ADMINISTRATION: ANALYSIS BY THE CASE  
METHOD. 2nd Edition - August, 1964. Published by  
McGraw-Hill Company

Major field:

Problems of the non-profit sector organizations; the  
relationship between urban and social problems and the  
private economic sector.

Current research area:

Financial and managerial problems of non-profit organizations;  
allocation of resources and management control systems.

Teaching assignment:

Planning and the Business Environment Course

September 29, 1967

*Greyser*

HARVARD BUSINESS SCHOOL  
Faculty and Staff Biographical Data  
1967-1968

Name and appointment: Stephen A. Greyser  
Assistant Professor of Business Administration  
Secretary, Harvard Business Review Editorial Board

Address: 1753 Massachusetts Avenue  
Cambridge, Massachusetts 02140

Marital Status: Single children: --

Education: Harvard College, AB (magna cum laude)  
Harvard Graduate School of Business Administration, MBA and DBA  
(Chirurg Advertising Fellow, 1956-7)

Business and/or teaching experience: HBS: 1958-60 - Research with Prof. Bauer on consumer behavior and marketing applications of behavioral sciences  
1960-61 - Case development, Marketing  
1961-66 - Assistant Editor (and Research Director),  
Harvard Business Review  
1962- - Teaching in HBS Marketing group  
Other: Various positions in advertising agency and radio-TV,  
while in school, 1952-58.

Also, case development and teaching in executive training programs in marketing, publishing, and management of non-profit organizations.

Activities/Memberships;  
Consulting:

American Marketing Association: member of national Board of Directors, 1967-9;  
member Publications Board, 1964 to date; National Conference Program Chairman, 1967.

American Marketing Association, Boston Chapter: Immediate Past President, (Pres.; 1966-7);  
Director, annual Marketing Short Course (held at HBS), 1964 to date.

American Academy of Advertising: Regional Director, New England, 1964-5, 65-6, 66-7.

American Association for Public Opinion Research: member, Conference Program Committee,  
Publications: 1962-63, 1965-66.

(see separate listing)

Major field: Advertising, attitude research, publishing.

Current research area; Continuing studies of attitudes toward advertising.

Teaching assignment: Advertising (Second Year Program)  
Marketing Research Report course (Second Year Program)  
Marketing and Marketing Reading Seminar (Doctoral Program)



Publications

Books - Toward Scientific Marketing (editor), American Marketing Assn., 1964  
Harvard Class of 1956 Decennial Report (co-editor), Harvard Univ., 1966

Pamphlet - "The AAAA Study - An Analysis of the Principal Findings"  
 (editor), American Association of Advertising Agencies, 1965

Articles - Harvard Business Review articles:

Case of the Befuddled Brewers, March-April 1961  
 Case of the Part-time Politician, Jan-Feb 1962  
 Businessmen Re Advertising, May-June 1962  
 Case of the Unplanned Promotion, Nov-Dec 1962  
 Case of the Unprofitable Products, July-Aug 1964  
 Business & Politics, 1964, Sept-Oct 1964  
 Are Women Executives People?, July-Aug 1965 (co-author)

Advertising and Its Publics: Changing Relations, in The Marketing Concept in Action (Robert Kaplan, editor), American Marketing Association, 1964

Advertising the Institution, in (pamphlet) "The AAAA Study - An Analysis of the Principal Findings" (Stephen A. Greysen, editor), AAAA, 1965

What Do Americans Think of Advertising?, The Advertising Quarterly, Summer, 1965

The AAAA Study: Some Implications for Advertising Educators, in Occasional Papers in Advertising, Univ. of Illinois (Vol. 1, No. 1) January 1966

Americans and Advertising: Thirty Years of Public Opinion (with Raymond A. Bauer), Public Opinion Quarterly, Spring, 1966

Planning Analysis Before Measurement, in Attitude Research at Sea (Proceedings, Bermuda Attitude Research Conference), 1966

The Harvard Business Review, Harvard Business School Bulletin, March-April 1966

Ten Years After (with Edward E. Furash), in Harvard Class of 1956 Decennial Report

Training the Advertising and Marketing Managers of the 1970's, (with Edward C. Bursk), Advertising Management, (London), Oct. 1966

Consumer Perceptions and Attitudes Toward Food Advertisements, in Gary Marple (ed.), Consumer Needs and Wants for Food Products, Praeger, in press

Film - "A Conversation With Neil H. Borden," in Conversations with Noted Marketing Educators series, American Marketing Association, 1966.

McFarlan

HARVARD BUSINESS SCHOOL  
Faculty and Staff Biographical Data  
1967-1968

Name and appointment: Franklin Warren McFarlan, Assistant Professor

Address: 21 Holden Road  
Belmont, Massachusetts

Marital Status: Married children: Two

Education: A.S., Harvard, 1959  
M.B.A., Harvard Business School, 1961  
D.B.A., Harvard Business School, 1965  
Arthur Anderson Fellowship, 1963-64

Business and/or teaching experience: Business Game Worker - Harvard and Educational Testing Service, July 1, 1963 - December 1963  
Research Associate, Harvard, January 1, 1963 - June 30, 1963  
Research Assistant, January 1, 1962 - December 31, 1962

Activities/Memberships: 1st Lt., U.S. Army Reserve  
Consulting: Member Institute for Management Sciences

Work with Rustcraft Greeting Cards, Bata Shoes, I.R.I., and G.E., among others.

Publications: Co-author (with Professor Dearden) - Management Information Systems: Text and Cases.

Major field: Control

Current research area: Sales forecasting for style merchandise

Teaching assignment: Doctoral Control, Management Information Systems, Management Simulation Sessions, Doctoral Seminar on Use of Computers.

Hawkins

HARVARD BUSINESS SCHOOL  
Faculty and Staff Biographical Data  
1967-1968

Name and appointment: David F. Hawkins  
Associate Professor

Address: 40 Beacon St.  
Chestnut Hill, Mass.

Marital Status: Married children: six

Education: AB - Harvard 1956, MBA - Harvard 1958  
DBA - Harvard 1962

Business and/or teaching experience: Executive Assistant and Secretary,  
Australian Carbon Black Pty, Ltd.  
Research Assistant - Harvard Business School 1960-61  
Research Associate - Harvard Business School 1961-62  
Assistant Professor - Harvard Business School 1962-67

Activities/Memberships/Consulting: Director, Hadco Printed Circuits, Cambridge, Mass.

Publications: Articles: Harvard Business Review; California Management Review;  
Business History Review; Corporate Practice Commentator;  
Financial Executive; International Executive;  
Medical Economics; Accounting Review.

Major field: Financial Accounting  
International Business  
Management Control  
Current research area: Corporate Mergers and Acquisitions  
Financial Reporting

Teaching assignment: Research

Fuller

HARVARD BUSINESS SCHOOL  
Faculty and Staff Biographical Data Sheet  
1967 - 1968

Name and appointment: Stephen H. Fuller  
Associate Dean for External Affairs  
Professor of Business Administration

Address: 136 Fletcher Road  
Belmont, Massachusetts 02178

Marital status: Married  
Wife: Frances M. Fuller

children: Teofilo M. Fuller

<u>Education:</u> A.B.	1941	Ohio University	Mark Benton Fuller
	1941-1942	Harvard Law School	Joseph Barry Fuller
	I.A.	1943	Harvard Business School
	M.B.A.	1947	Harvard Business School
	D.C.S.	1958	Harvard Business School
<u>Business and/or</u>	1965	Doctor of Philosophy in the Humanities (Honorary)	
<u>teaching experience:</u>		Ateneo De Manila University	

Ohio University - Professor of Economics and Labor Relations Feb.-Oct. 1947.

Harvard Business School - Professor of Business Administration - 1947-present - teaching Labor Relations and Human Relations, Business Responsibilities and the American Society and Business Policy. Since January, 1964 - Associate Dean for External Affairs.

Activities: Active in number of management development programs overseas. Special interest in and knowledge of the Philippines.  
Consultant on problems of personnel relations and general management to a number of companies in the U.S. and Canada. Has served as consultant to companies in the electrical, paper, automobile, airline, banking, communications, and clothing industries.  
Member, Board of Directors, Chicago Musical Instrument Company.  
Member, Board of Governors, Philippine-American Society.  
Trustee, Belmont Country Day School.

Publications:  
Author of numerous speeches on matters dealing with industrial relations.  
PROBLEMS IN LABOR RELATIONS, jointly with Benjamin M. Selekman, McGraw Hill Book Company, third edition, 1964.  
Contributor to THE CASE METHOD OF TEACHING HUMAN RELATIONS AND ADMINISTRATION: edited by Kenneth R. Andrews and published by the Harvard University Press.

Major field:  
Business Policy  
Educational Administration  
Current research area:

Teaching assignment:  
None

*Kennedy*

HARVARD BUSINESS SCHOOL  
Faculty and Staff Biographical Data Sheet  
1967-1968

Name and appointment:

Thomas Kennedy  
Professor of Business Administration

Address:

14 Hundreds Circle  
Wellesley Hills, Mass.

Marital status: married

children: two  
Patricia (Mrs. George A.  
Vare)  
Thomas Corbin Kennedy

Education: Swarthmore College A.B. 1934  
Univ. of Pennsylvania A.M. 1937  
Univ. of Pennsylvania Ph.D. 1947

Business and/or

teaching experience: Muhlenberg College, Instructor in Economics, 1938-1940;  
Univ. of Pennsylvania, Wharton School of Business and  
Finance, Instructor, Assistant Professor and Associate Professor of Personnel  
and Labor Relations, 1940-1950; Harvard Business School, Professor of  
Business Administration, 1956- present.

Director of Industrial and Public Relations, Atlas Chemical Company,  
Wilmington, Delaware, 1950-1956.

Activities: Impartial Chairman (full-time arbitrator), Full Fashioned Hosiery  
Industry, 1941-1943; Ad Hov Labor arbitrator on panels of American Arbitration  
Association and Federal Mediation Service, 1940-1950 and 1956-present.

Publications: Effective Labor Arbitration, University of Pennsylvania Press, 1947.  
Automation Funds and Displaced Workers, Harvard Business School,  
Division of Research, 1962.  
Various articles and reviews.

Major field: Labor relations

Teaching assignment: MBA (Problems in Labor Relations)

*Kindall*

HARVARD BUSINESS SCHOOL  
Faculty and Staff Biographical Data  
1967-1968

Name and appointment:

ALVA F. KINDALL

Professor of Business Administration

Address:

14 Concord Avenue, Apt. 309, Cambridge, Massachusetts 02138

Marital Status:

Wife, Frances Clayton Kindall

Education:

children:

Daughter, Nan C. Holmes (Mrs. Peter A.)

A.B. 1930, University of California

M.B.A. 1932, Harvard University, Graduate School of Business Administration

Business and/or

Standard Oil Company of California, Personnel Assistant, 1932-36.

teaching experience: Industrial Relations Counselors, Inc., Staff Member, 1936-37.

General Foods Corporation, Assistant Director of Industrial Relations, 1937-40.

H. P. Hood & Sons, Personnel Director 1940-45.

Castle & Cooke, Ltd., Director of Industrial Relations, 1945-46.

Rexall Drug Co., Personnel Administrator, 1946-47.

Wm. Filene's-Sons Co., Personnel Director, 1947-55.

Harvard University, Graduate School of Business Administration, Professor of Business Administration, 1955 to date.

Activities/Memberships:

Consulting:

Chairman, Labor and Personnel Relations Area, Harvard Business School, 1966--.

Member of American Management Association, Industrial Relations Research Association, Greater Boston Chamber of Commerce Personnel Managers Club, and Boston Personnel Club.

Honorary Director of the Window Shop, Inc., Cambridge, Massachusetts.

Consultant in personnel administration, executive development, management training, and administrative practices.

Publications:

Personnel Administration: Principles and Cases. Homewood, Ill.: Richard D. Irwin, Inc., Rev. Ed., 1964.

"Positive Program for Performance Appraisal," Harvard Business Review, Vol. 41, No. 6 (November-December 1963), co-author with James Gatza.

Major field:

Personnel administration, industrial relations, performance appraisal, and executive development.

Current research area:

Personnel administration, industrial relations, performance appraisal, executive development, and management by objectives.

Teaching assignment:

Personnel Administration I and II.

HARVARD BUSINESS SCHOOL  
Faculty and Staff Biographical Data  
1967-1968

Name and appointment: John R. Yeager  
Professor of Business Administration

Address: 55 Turning Mill Road  
Lexington, Massachusetts

Marital Status: married

children: Mary Katherine, born in 1954

Education: University of Oregon, B.A. 1948  
Harvard Business School, M.B.A. 1950

Business and/or  
teaching experience:

DAY'S, Inc. - Factory Manager, 1950-52  
Ford Motor Co. - Plant Controller and Price Planning Manager, 1952-56  
Techbuilt, Inc. - President, 1956-58  
Executive Development Programs in Pakistan, Philippines, Panama, and Korea

Activities/Memberships:  
Consulting:

American Accounting Association  
Phi Beta Kappa  
Beta Gamma Sigma

Publications:

Major field: Control and Financial Administration

Current research area;

Teaching assignment: Head of MERC course

HARVARD UNIVERSITY

CAMBRIDGE, MASS. 02138

NEWS OFFICE  
UNIVERSITY HALL

THOMAS F. PETTIGREW

Associate Professor of Social Psychology  
(Biographical Sketch to September, 1967)

An investigator of racial tension, both in the North and the South of the United States and in South Africa, Thomas Fraser Pettigrew, has been Associate Professor of Social Psychology at Harvard University since July, 1, 1964.

He is widely known for the popular course on the dynamics of desegregation, called "Epitaph for Jim Crow." This series of lectures, first given as a credit course over Boston's educational Channel Two, is now seen in other parts of the country on film produced for National Educational Television.

Professor Pettigrew came to Harvard in 1957 as Assistant Professor of Social Psychology. From 1962-64 he served as Lecturer in Social Psychology. Before coming to Harvard he was Research Associate for the Institute for Social Research, University of Natal, Durban, Natal, Union of South Africa, in 1956. In 1957 he was Assistant Professor of Psychology at the University of North Carolina, Chapel Hill, North Carolina.

Born in Richmond, Virginia, Dr. Pettigrew received <sup>the</sup> his A.B. degree in Psychology from the University of Virginia, Charlottesville, Virginia. He holds the M.A. (1955) and the Ph.D. (1956) degrees from Harvard.

He is the author of "Christians in Racial Crisis: A Study of the Little Rock Ministry" (with E.Q. Campbell, 1959) and of "A Profile of the Negro American" (1954). He is presently at work on three books, one of which is "The Desegregation Debate: Essays Written in the Eye of the Storm", to be published in 1968.

Dr. Pettigrew has written at least 50 technical articles and reviews, some of the most recent of which are "Race, Prejudice and Discrimination: A Social Psychological View," (Sedliffe Quarterly, August, 1963), "De Facto Segregation, Southern Style," (Integrated Education, 1963), "Wherein the Church has Failed in Race," (Religious Education, 1964), and "What White Backlash?" (Nieman Reports, December, 1964). "Negro Neighbors - Banned in Boston," (Trans-Action, Sept-Oct. 1965) is the most recent one.

He is currently working on a computer simulation (or model) of the racial desegregation process in the southern United States using both the census data and public opinion poll data. He also holds a Guggenheim Fellowship for the Academic year of 1967-68 to work on problems of public school desegregation.

Professor Pettigrew is a Fellow of the American Psychological Association and of the American Sociological Association. He is President of the Society for the Psychological Study of Social Issues (1967-68), and a member of Phi Beta Kappa. He serves also as a consultant both to the U.S. Commission on Civil Rights and the U.S. Office of Education.

Professor and Mrs. Pettigrew and their young son live in Cambridge, Massachusetts.



Exhibit 5

MANAGEMENT INSTITUTE FOR POLICE CHIEFS

FIRST WEEK'S SCHEDULE: JULY 24 - 29, 1967

MONDAY, JULY 24, 1967

All Classes meet in Aldrich 107

7:15 a.m.	Breakfast - Kresge Dining Hall
8:00 - 9:00 a.m.	Individual Study - Please read the Saulter Manufacturing Company and The Corelli Case.
9:00 - 10:15 a.m.	Introductory Class - <u>Professor Raymond</u> Discussion of the Saulter Manufacturing Co. and The Corelli Case.
10:15 - 10:45 a.m.	Coffee Break - Morris Lounge
10:45 - 12:00 noon	Human Behavior and Personnel Administration - <u>Professor Kindall</u> . Material to be discussed will be distributed in class. No advance preparation.
12:00 noon	Lunch - Kresge Dining Hall
1:15 p.m.	Management Control - Professor Yeager Be prepared to discuss the case <u>Jack Caldwell</u> .
5:30 - 6:15 p.m.	Social Hour - Morris Lounge
6:30	Dinner - Kresge Dining Hall

NOTE: Materials for your first week of classes will be found in your notebook, with the exception of a few cases, which will be distributed to you either in class or during the week.

TUESDAY, JULY 25

7:15 a.m. Breakfast - Kresge

8:00 - 9:00 a.m. Discussion Groups --  
The Discussion Group to which each man  
belongs is indicated by a letter  
after his name on the Roster.

There are five groups -- which meet  
downstairs in Morris in the following  
Discussion Rooms:

Group A - Morris N  
Group B - Morris O  
Group C - Morris P  
Group D - Morris Q  
Group E - Morris S

The man who has an asterisk beside his  
Discussion Group letter is the group  
leader.

9:00 - 10:15 a.m. Management Control - Professor Yeager  
Be prepared to discuss Massachusetts  
Business Development Corporation - which  
is on page 17 of the textbook MANAGEMENT  
ACCOUNTING by R. N. Anthony

10:15 - 10:45 a.m. Coffee Break - Morris

10:45 - 12:00 noon Human Behavior and Personnel Administration -  
Professor Kindall. A film will be shown  
in class. Please read the article,  
"The Human Side of Enterprise" by D. M. McGregor

12:00 noon Lunch - Kresge

1:15 - 3:30 p.m. The Legal Environment - Professor Weinreb

Be prepared to discuss:

Mapp v. Ohio  
Beck v. Ohio  
Escobedo v. Illinois  
Miranda v. Arizona

What are

1. the precise facts of each case
2. the precise holding (i.e. rules of constitutional law) of each case
3. the explanation that the Supreme Court gives for its holding in each case?

continued -- Tuesday, July 25

5:30 - 6:30 p.m.

Reception - at the home of Dean and  
Mrs. George P. Baker

6:30

Dinner - Kresge

WEDNESDAY, JULY 26

- 7:15 a.m. Breakfast - Kresge
- 8:00 - 9:00 a.m. Discussion Groups
- 9:00 - 10:15 a.m. Management Control - Professor Yeager  
Be prepared to discuss Clarkson Lumber Co.
- 10:15 - 10:45 a.m. Coffee Break - Morris
- 10:45 - 12:00 noon Management Information Systems - Professor McFarlan  
Be prepared to discuss Chapter 3 - Computer Characteristics

The class will serve as an introduction to the computer and the ways it may be used. The following points will receive particular emphasis:

1. Physical characteristics of the modern computer.
2. Uses and differences between hardware and software.
3. Steps required to transform a problem into a form suitable for processing on a computer.

- 12:00 noon Lunch - Kresge
- 1:15 - 3:30 p.m. The Legal Environment - Professor Weinreb
- Professor Weinreb will have distributed to you on July 25 the materials and assignments for today's session.

Social Hour and Dinner this evening will be at the home of Professor and Mrs. Raymond. Cars will leave from in front of Morris Hall about 5:30 p.m.

Exact details will be posted on the Bulletin Board this afternoon.

THURSDAY, JULY 27

7:15 a.m.	Breakfast - Kresge
8:00 - 9:00 a.m.	Discussion Groups
9:00 - 10:15 a.m.	Management Control - <u>Professor Yeager</u> Be prepared to discuss the Trivett Manufacturing Co.
10:15 - 10:45 a.m.	Coffee Break - Morris
10:45 - 12 noon	Human Behavior and Personnel Administration - <u>Professor Kindall</u> . Be prepared to discuss A Visit with a Machine Shop Foreman.
12:00 noon	Lunch - Kresge
1:15 - 3:30 p.m.	The Social Environment - <u>Professor Pettigrew</u> Be prepared to discuss Chapter 8 from the book, PROFILES OF THE NEGRO AMERICAN.
5:30 - 6:15 p.m.	Social Hour
6:30	Dinner

FRIDAY, JULY 28

- 7:15 a.m. Breakfast - Kresge
- 8:00 - 9:00 a.m. Discussion Groups
- 9:00 - 10:15 a.m. Organization, Administrative Process and Policy -  
Professor Fuller. Be prepared to discuss  
the Dashman Company.
1. What was it that Mr. Post was "sure"  
that the recipient of this letter would  
"understand"? Why was he "sure"?  
What did Mr. Post mean by the last two  
sentences in his letter? How, do you  
suppose, did the purchasing executives  
interpret these sentences? What, would  
you say, did the plant managers think  
of these same two sentences?
  2. What problem or problems, if any, does  
Mr. Post have? What, if anything, should  
he do?
  3. What problem or problems, if any, does  
Mr. Larson have? What, if anything,  
should he do?
- 10:15 - 10:45 a.m. Coffee Break - Morris
- 10:45 - 12:00 noon Human Behavior and Personnel Administration -  
Prof. Kindall. Be Prepared to discuss  
Union Carbide Company (A) and the article,  
"Positive Program for Performance Appraisal."
- 12:00 noon Lunch - Kresge
- 1:15 - 3:30 p.m. Management Information Systems - Prof. McFarlan  
Be prepared to discuss the article, "A  
Description of the Basic Computer Language."
- This class will continue our work with problem  
definition for the computer. During the class  
we will develop a computer program for a  
problem which you will actually run on the  
computer at the end of the class.
- 5:30 - 6:15 p.m. Social Hour
- 6:30 Dinner

SATURDAY, JULY 29

- 7:15 a.m. Breakfast - Kresge
- 8:00 - 9:00 a.m. Discussion Groups
- 9:00 - 10:15 a.m. Organization, Administrative Process and Policy - Professor Fuller. Be prepared to discuss the Gibbons Finance Co.
1. How do you account for Farlow's and Batson's reactions to the change which Adams was trying to bring about in the company's collection policy?
  2. What do you think of Curtis's reactions to trying to put the new collection policy into effect?
  3. What significance do you attach to the reaction of Blake, one of the automobile dealers, to the efforts to put the new collection policy into effect?
  4. What problems or issues are involved in getting "hard-boiled" with Fred, Blake's customers, and other customers? To what extent are the various individuals in this situation aware of these problems or issues: Farlow? Mrs. Halstead? Adams? Curtis? The president? Blake?
  5. Should Curtis have another meeting with the members of the collection department as Adams recommended? If so, what should he say or do? If not, why not, and what should he do instead?
  6. If you were a member of the company's board of directors, what would you think about the situation? What would you do?
- 10:15 - 10:45 a.m. Coffee Break - Morris
- 10:45 - 12:00 noon Management Control - Professor Hawkins

Be prepared to discuss the Cantwell Police Department (A) & (B)

questions on next page . . .

continued -- Saturday, July 29

Cantwell Police Department (A) & (B)

1. What is your appraisal of the Cantwell Police Department's current budgetary control system and philosophy?
2. What are your recommendations concerning the proposal to shift to programme-type budgeting?

12:00 noon

Lunch - Kresge



MANAGEMENT INSTITUTE FOR POLICE CHIEFS

SECOND WEEK'S SCHEDULE: JULY 31 - AUGUST 5, 1967

All Classes meet in Aldrich 107

MONDAY, July 31, 1967

7:15 a.m. Breakfast - Kresge

8:00 - 9:00 a.m. Discussion Groups -- New Groups this week --  
Check your name on the roster --  
Second letter is the identification  
of your Group this week.

Group A	meets	in	Morris	N
Group B	"	"	"	O
Group C	"	"	"	P
Group D	"	"	"	Q
Group E	"	"	"	W

9:00 - 10:15 a.m. Human Behavior and Personnel Administration -  
Professor Kindall. Be prepared to discuss  
Union Carbide Corporation's Chemicals  
Division (B)

10:15 - 10:45 a.m. Coffee Break - Morris Lounge

10:45 - 12:00 noon Economic Environment and the Public -- Assistant  
Professor Stephen A. Greyser  
Be prepared to discuss the case-Millers'  
National Federation. Study the questions  
at the end of the case.

12:00 noon Lunch - Kresge

1:15 p.m. - 3:30 p.m. Management Control - Professor Yeager  
Be prepared to discuss the case - Atherton  
Company, page 590 in the textbook, MANAGE-  
MENT ACCOUNTING by Robert N. Anthony

5:30 - 6:15 p.m. Social Hour - Morris Lounge

6:30 p.m. Dinner - Kresge

NOTE: Materials for this week's classes will be found in the manila envelopes, given you last Sunday. Assignments in MANAGEMENT ACCOUNTING will be so indicated. A few cases will be distributed during the week.

TUESDAY, AUGUST 1

7:15 a.m.	Breakfast - Kresge
8:00 - 9:00 a.m.	Discussion Groups
9:00 - 10:15 a.m.	Organization, Administrative Process and Policy - <u>Professor Fuller</u> Be prepared to discuss the case - Under- wood Olivetti (AR).  <ol style="list-style-type: none"><li>1. What went wrong at Underwood? Why? When?</li><li>2. What alternative approach to industry developments might have changed the outcome?</li><li>3. What strategy would you recommend to the new Olivetti management?</li></ol>
10:15 - 10:45 a.m.	Coffee Break - Morris Lounge
10:45 - 12:00 noon	Human Behavior and Personnel Administration - <u>Prof. Kindall</u> . Be prepared to discuss the case - Texas Instruments, Incorporated (A)
12:00 noon	Lunch - Kresge
1:15 - 3:30 p.m.	Human Behavior and Personnel Administration - <u>Prof. M. Thomas Kennedy</u>  No advance preparation. A movie will be shown in class.
5:30 - 6:15 p.m.	Social Hour - Morris Lounge
6:30 p.m.	Dinner - Kresge

WEDNESDAY - AUGUST 2

7:15 a.m.	Breakfast - Kresge
8:00 - 9:00 a.m.	Discussion Groups
9:00 - 10:15 a.m.	Organization, Administrative Process and Policy - <u>Professor Fuller</u> Be prepared to discuss the case - Underwood Olivetti ( <u>BR</u> ).
	<ol style="list-style-type: none"><li>1. What is Underwood-Olivetti's strategy in 1960?</li><li>2. What do you think of it?</li><li>3. What recommendations would you make to its President?</li></ol>
10:15 - 10:45 a.m.	Coffee Break - Morris Lounge
10:45 - 12:00 noon	Economic Environment and the Public - <u>Assist. Prof. Greyser</u> . Be prepared to discuss the case - Arbeitgemeinschaft (A).
	<ol style="list-style-type: none"><li>1. How would you analyze the Association's position?</li><li>2. What promotion and advertising program, if any, would you recommend?</li></ol>
12:00 noon	Lunch - Kresge
1:15 - 3:30 p.m.	Human Behavior and Personnel Administration - <u>Professor Kindall</u> . Be prepared to discuss the cases - Texas Instruments, Incorporated (B) and (C)
5:30 - 6:15 p.m.	Social Hour - Morris Lounge
6:30 p.m.	Dinner - Kresge

THURSDAY, AUGUST 3

7:15 a.m.	Breakfast - Kresge
8:00 - 9:00 a.m.	Discussion Groups
9:00 - 10:15 a.m.	Organization, Administrative Process and Policy - <u>Professor Fuller</u> Be prepared to discuss the case - J. I. Case <ol style="list-style-type: none"><li>1. Evaluate the success in strategies of Messrs. Brown, Rojzman, and Grede.</li><li>2. What strategic alternatives are available to Mr. Hill?</li><li>3. How would you advise him to proceed?</li></ol>
10:15 - 10:45 a.m.	Coffee Break - Morris Lounge
10:45 - 12:00 noon	Management Control - <u>Professor Yeager</u> Be prepared to discuss the case -- Rennett Machine Company.
12:00 noon	Lunch - Kresge
1:15 - 3:30 p.m.	The Social Environment - <u>Professor Pettigrew</u>  There is no advance preparation for this class.
5:30 - 6:15 p.m.	Social Hour - Morris Lounge
6:30 p.m.	Dinner - Kresge

FRIDAY, AUGUST 4

7:15 a.m.

Breakfast - Kresge

8:00 - 9:00 a.m.

Discussion Groups

9:00 - 10:15 a.m.

Organization, Administrative Process and  
Policy - Professor Fuller

Be prepared to discuss the case -

Midway Foods Corporation (A) and (B1)

1. In what ways is Midway's competitive strategy appropriate to the characteristics and trends of the candy industry and to the strengths and weaknesses of the company?
2. What is your evaluation of the company's progress to date?
3. Should Midway Foods acquire Main Line?
4. If you think the purchase of Main Line is a good idea, what price would you be willing to pay?
5. If the acquisition is completed, what action would you take, if you were Clark Kramer, to eliminate the Main Line losses?

10:15 - 10:45 a.m.

Coffee Break - Morris Lounge

10:45 - 12:00 noon

Economic Environment and the Public -

Assistant Professor Greyser

Be prepared to discuss the case -

American Institute of Men's and Boy's Wear

1. Should industry members be disturbed over industry sales?
2. Is the industry's view about promotional expenditures valid?
3. Was the actual promotional program likely to be effective?

12:00 noon

Lunch - Kresge

continued -- Friday, August 4

1:15 - 3:30 p.m.

Human Behavior and Personnel Administration -  
Professor M. Thomas Kennedy

Be prepared to discuss the cases -  
Pittstown Police Department (A) and (C)

For Case A:

How would you suggest that  
Chief Williams deal with the  
ticketing slowdown?

For Case C:

How would you suggest that Chief  
Williams deal with the "sickness  
epidemic"?

5:30 - 6:15 p.m.

Social Hour - Morris Lounge

6:30 p.m.

Dinner - Kresge

SATURDAY - AUGUST 5

- 7:15 a.m. Breakfast - Kresge
- 8:00 - 9:00 a.m. Discussion Groups
- 9:00 - 10:15 a.m. Organization, Administrative Process and Policy - Professor Fuller. Be prepared to discuss Midway Foods Corporation (B2, B3, B4).
1. What do Midway's executives, immediately following the purchase of Main Line, tell us about Midway's management?
  2. Evaluate Midway's performance during its first year of owning Main Line.
  3. Why did Kramer hold the general management meeting? What resulted from this meeting?
- 10:15 - 10:45 a.m. Coffee Break - Morris Lounge
- 10:45 - 12:00 noon Economic Environment and the Public - Assistant Professor Greyser  
Be prepared to discuss the case - Public Relations, the AAR and the Cabinet Report Legislation.
1. Appraise the past and present public relations programs of the AAR.
  2. What position would you take on the Heller plan?
- 12:00 noon Lunch - Kresge

MANAGEMENT INSTITUTE FOR POLICE CHIEFS  
THIRD WEEK'S SCHEDULE: August 7 - August 11  
1967

All Classes meet in Aldrich 107

MONDAY, August 7, 1967

- 7:15 a.m. Breakfast - Kresge
- 8:00 - 9:00 a.m. Discussion Groups - New groups this week.  
Check your name on the roster -- Third  
letter is the identification of your  
Group this week.  
A participant having an asterisk after his  
letter is the Group Leader.
- |         |       |    |        |   |
|---------|-------|----|--------|---|
| Group A | meets | in | Morris | N |
| Group B | "     | "  | "      | O |
| Group C | "     | "  | "      | P |
| Group D | "     | "  | "      | Q |
| Group E | "     | "  | "      | W |
- 9:00 - 10:15 a.m. Economic Environment and the Public - Asst. Prof.  
Greyser. Be prepared to discuss the cases  
California Prunes and Consumer Attitudes.
1. Appraise the Dichter and Vicary reports.
  2. What promotional theme(s) would you  
adopt in behalf of the prune industry?
- 10:15 - 10:45 a.m. Coffee Break - Morris Lounge
- 10:45 - 12:00 noon Management Control - Prof. Yeager  
Be prepared to discuss Reed Paint Company, p. 513,  
in the textbook, Management Accounting by R. Anthony.
- 12:00 noon Lunch - Kresge
- 1:15 - 3:30 p.m. Management Information Systems - Asst. Prof.  
McFarlan. Be prepared to discuss the Chicago  
Police Force (A). The first part of this class  
will be spent summarizing the work done in the  
BASIC language on July 28. We will then turn  
to the Chicago Police Force case, where we will  
examine the following questions:
1. Key time/cost tradeoffs in the system's  
construction.
  2. Potential application areas for the com-  
puter in policework.
  3. How to effectively administer system analysis  
and programming work.



. . . continued -- Monday, August 7

5:30 - 6:15 p.m.            Social Hour - Morris Lounge

6:30 p.m.                    Dinner - Kresge

TUESDAY, August 8

7:15 a.m. Breakfast - Kresge

8:00 - 9:00 a.m. Discussion Groups - Basement of Morris

9:00 - 10:15 a.m. Organization, Administrative Process, and Policy -  
Prof. Fuller. Be prepared to discuss Midway  
Foods Corporation (C and D3)

For Case C --

1. Identify the principal departmental goals, problems, and opportunities.
2. Appraise the present and potential capacity of the department managers.

NOTE: In considering the first two questions -

Capper through Jauregui are asked to concentrate particularly on Marketing;

King through Prease on Manufacturing and Research and Development;

Sherman through Yockel on Administration.

3. How would you characterize the coordination problem which Mr. Kramer faces as President and General Manager?

For Case D3 -- no specific questions.

10:15 - 10:45 a.m. Coffee Break - Morris Lounge

10:45 - 12:00 noon Human Behavior and Personnel Administration -  
Prof. Kindall  
Incident cases to be presented in class.  
No preparation necessary.

12:00 Noon Lunch - Kresge

. . . continued -- Tuesday, August 8

1:15 - 3:30 p.m.

Economic Environment and the Public - Asst. Prof. Greyser. The article, "The Police and the Community," is the assignment for this class.

1. Read and analyze this material.
2. Prepare an "image" program for your police department, with particular focus on the questions on page 3.

3:45 - 4:15 p.m.

Evaluation Session - with Prof. Raymond

5:30 - 6:15 p.m.

Social Hour - Morris Lounge

6:30

Dinner - Kresge

WEDNESDAY, August 9

7:15 a.m. Breakfast - Kresge

8:00 - 9:00 a.m. Discussion Groups - Basement of Morris

9:00 - 10:15 a.m. Organization, Administrative Process and Policy -  
Prof. Fuller  
Be prepared to discuss Midway Foods Corporation (E1 and E2).  
  
What do you think is Kramer's concept of the following:  
  
(a) Kramer's concept of formal organization?  
(b) " " of control?  
(c) " " of strategy?  
(d) " " of motivation?  
(e) " " of management development?  
(f) " " of leadership?

10:15 - 10:45 a.m. Coffee Break - Morris Lounge

10:45 - 12:00 Noon Organization, Administrative Process and Policy -  
Prof. Fuller.  
  
Prof. Fuller will lecture on Corporate Strategy. No advance preparation.

12:00 Noon Lunch - Kresge

1:15 - 3:30 p.m. Management Information Systems - Asst. Prof. McFarlan  
Be prepared to discuss the St. Louis Police case. As part of your preparation you will find it useful to work with terminal based planning model, the description of which was handed out on Aug. 7.  
  
The class will explore how simple mathematics, when combined with a computer, can be used as a police management tool.

5:30 - 6:15 p.m. Social Hour - Morris Lounge

6:30 p.m. Dinner - Kresge

THURSDAY, August 10

Please note carefully some time changes  
in today's schedule.

7:15 a.m.

Breakfast - Kresge

8:00 - 8:30 a.m.

Discussion Groups - Basement of Morris

8:30 - 10:30 a.m.

Management Control - Associate Professor David Hawkins.

Be prepared to discuss the Atlanta Police Department (A).

What are the top-level administrative implications for the Chief of Police of the many socio-economic changes taking place in the Atlanta environment?

How do you think the Chief of Police should react to these changes?

10:30 - 11:00 a.m.

Coffee Break - Morris Lounge

11:00 - 12:00 Noon

Management Control - Prof. Yeager

Be prepared to discuss Bultman Automobiles, Inc. (Cases A, B, and C).

12:00 Noon

Lunch - Kresge

1:15 - 2:30 p.m.

Continuation of the Atlanta Police Series with Prof. Hawkins.

Be prepared to discuss Atlanta Police Department (B), (C), and (D).

What is your appraisal of the operating philosophy of Chief Jenkins and his Department's organization structure, especially in the light of your analysis of the (A) case? What are your recommendations?

2:45 - 3:45 p.m.

Continuation of the Atlanta Police Series with Prof. Hawkins.

Be prepared to discuss Atlanta Police Department (E) and (E1).

What is your appraisal of his Department's Crime Prevention Bureau's activities and prospects? What are your recommendations?

. . . continued -- Thursday, August 10

6:00 - 6:45 p.m.

Social Hour - Morris Lounge

7:00 p.m.

Closing Dinner - Kresge

The speaker for the evening will be  
Mr. Courtney Evans - Director of the Office  
of Law Enforcement Assistance

FRIDAY, AUGUST 11

7:15 a.m.

Breakfast - Kresge

Superintendent Taylor will arrange for transportation to your departure point.

Please indicate on the list on the bulletin board the time you wish to leave Morris Hall and what your departure point will be.

12:00 Noon

Lunch - Kresge -

Those wishing to have lunch at Kresge please sign up on the list provided.