Trends and Challenges in Education and Training for Senior Police Level

Budapest, October 6th 2016

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Vice-President
German Police University
1. Parameters
2. Fields of Action
3. Capabilities of Leadership
4. Impulses
5. Conclusion
1. Parameters

Mega-Trends

• Migration
• Cybercrime
• Terrorism
• Demographic Change
• Daily local work
2. Fields of Action

- National and international Regulations
- Prevention
- National and International Cooperation and Collaboration
- Citizen and Community Orientation
- Permanently reviewing the Structures and Workflows
3. Capabilities Leadership

- Perspective, methodic-analytical thinking
- Citizen-oriented leadership behaviour
- Cooperation
- Development and realization of action targets and conceptions, taking economic aspects into consideration
- Management behaviour in the sense of a modern cooperative understanding of leadership
- Conflict avoidance and competent conflict management
- Further development of intercultural competence
3. Capabilities Leadership

- Reflection of policing and leadership, ethical Criteria
- Analysis of one’s own working behaviour
- Personal resources, particularly in stressful situations
- Assessment of the significance scientific findings
- Application of scientific methods to structure and analyze problems of policing
- Contribution to the development and implementation of a zero-error culture in policing
- Autonomous and continuous enlargement of one’s professional know-how and of its application to complex requirements
Learning from each Other
Academization and Internalization of a practice-oriented Education
Research-driven Teaching
Lifelong Learning via national and international Advanced Training
Permanent Comparison with the Needs of Practice
Graduate survey

Preparation for senior civil service entrance job

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Contribution of curriculum contents to professional success

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Graduate survey—Main activities of entrance job

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<th>Activity</th>
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<td>Human resource management</td>
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<td>Operations management</td>
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<td>Staff work</td>
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<tr>
<td>Special tasks</td>
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<tr>
<td>Public relations work/representational duties</td>
<td>17%</td>
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<tr>
<td>Conceptual / strategic work</td>
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<tr>
<td>Work in interdisciplinary networks</td>
<td>13%</td>
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<tr>
<td>Organisational development</td>
<td>10%</td>
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<tr>
<td>Work in committees</td>
<td>10%</td>
</tr>
<tr>
<td>Teaching / lecturing</td>
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<tr>
<td>Controlling and QM</td>
<td>8%</td>
</tr>
<tr>
<td>Consultant in a ministry</td>
<td>6%</td>
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<tr>
<td>Project management / Project work</td>
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<tr>
<td>International cooperation</td>
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Graduate survey

Contents primarily used

- Management studies: 73
- Operational management: 66
- Module 13/Economics: 64
- Criminalistics / Criminology: 21
- Law: 19
- Traffic science: 11
- Public relations: 10
- International cooperation: 6
- Methodical expertise: 4
- None/ few: 3
- Master thesis: 2
- Psychology: 2
Graduate survey

Contents which cannot be used at the moment

- Traffic science
- Criminalistics / Criminology
- Economics
- Law
- International cooperation
- Operational management
- Management studies
- Almost all
- Psychology
- Police-related subjects
- Module 1
- Others
- Ethics
- Module 2
- Module 6
- Module of second study year
- None
- Public relations / media work

Numbers indicate the percentage of graduates who have not used the mentioned contents.
Graduate survey

Contents which were missed

- Preparation for entrance job: 22
- Others: 10
- Exercises / practice-oriented contents: 8
- Nothing: 7
- Criminal police-related contents: 3
- Self-competence: 2
- Police technology: 1
- Scientific contents: 1
- Committee work: 1
- Conflict management skills: 1
Graduate survey

Suggestions for improvement

- More practical orientation: 34
- Optional subjects/offers for specialisation: 12
- Reduce overloading: 12
- Extend/Maintain management studies: 12
- Teaching competence instead of knowledge: 8
- Optimize balance between science and practice: 6
- Less traffic science: 5
- Better quality of teaching staff: 5
- Decentral implementation of the study: 4
- Preparation for entrance job: 4
- Communicate consequences from evaluation: 4
- Use former experiences of students: 3
- Consider the drawing up of expert reports in curriculum: 3
- New media/forms of crime as contents: 3
- Prioritization: 3
Survey among superiors

Changes in the professional field

- Technological development: 136
- Demographic change / work intensification: 116
- Economic orientation: 110
- Great importance of media / PR: 102
- Organisational changes / satisfaction among employees: 95
- Social changes: 93
- Increased political influence: 93
- Leadership as a role model: 74
- Others: 74
- Increase in violence: 57
- New fields of crime: 52
- Internationality / Interculturality: 48
- Increase in individual interests: 34
- More science-oriented: 34
- Problem of recruiting junior staff: 19
- Increase in bureaucracy: 15
- Juridification: 15
- Complexity: 5
- None: 3
Q & A

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