



European Police College

A Competency Profile for Senior Police Officers

**in the field of international co-operation
especially involved in combating crime
and related public order issues**

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1. Introduction

1.1. Context

Background

The basis for the assignment of the project group is the following:

- The need to match the educational objectives of the European Police Chiefs Task Force (EPCTF) with those of CEPOL (as requested by the JHI-council).
- GB of CEPOL proposal to EPCTF to jointly develop “competency profiles” for senior police officers in technical and strategic matters (as submitted to the EPCTF, October the 11th. 2004).

But also taking in account:

1. The follow up of the three year report of CEPOL to the Council of the European Union (09-12-2003), which states that future training programmes for the strategic executives should be based on an indication of the “characteristics of a harmonised European competency framework for the ‘strategic senior police officer’ in general management positions and specialised positions in the field of crime fighting, but also with regard tot community oriented policing and public order”.
2. The outcome of a discussion in the Management of Learning Committee, which stresses that “a European dimension” in the CEPOL activities “should provide added value to national (police) training and education”.
3. The (recent) enlargement of the European Union.
4. The need of engaging the right target group.
5. The need to develop harmonised curricula in compliance with the bachelor / master structure set by the Declaration of Bologna.
6. The Council Decision to establish CEPOL initially (22-12-2000) article 6.1 at the present article 5 (20-09-2005)

Art. 5: The aim of CEPOL shall be to help train the senior police officers (...). It shall support and develop a European approach to the main problems (...) in the fight against crime, crime prevention and the maintenance of law and order and public security, in particular the cross-border dimensions of those problems.

History of the development of the competency profile

In the context of the above background information, a draft competency profile¹ was presented by the Presidency to the Governing Board (GB) during its meeting in Amsterdam (23rd-24th November 2004), and was discussed in four workshops.

The outcome of the workshops was presented in the meeting of the Training and Research Committee (T&RC) in Münster (24th-25th January 2005).

The T&RC concluded that further elaboration was needed and it decided on a proposal to the GB to establish a Project Group².

The GB approved on this proposal in its meeting in Luxemburg, 23rd – 24th February 2005.

The competency profile has been discussed during the meeting of the Governing Board on September 14th and 15th 2005 in London. Comments were made by the Presidency, which were put in writing on November 2nd 2005. The suggestion to consult Skilled for Justice – a UK authority in the field of competencies – has been followed up. One of the conclusions of the consultation is that the present competency profile or framework can be ‘translated’ into the UK system without losing its essence.

¹ Enclosure 2a

² Enclosure 1

1.2. *Introductory remarks.*

- I. This document contains a competency **framework**. According to the Encarta Dictionary English (UK), a framework is a set of ideas, principles, agreements, or rules that provides the *basis* or the *outline* for something that is more fully developed at a later stage.
- II. This framework of competencies can serve the following purposes:
 - a. Training
 - b. Selection
 - c. Appraisal and career developmentApplying the framework for any of these purposes needs further development: it should either be more detailed (training), condensed (selection) or rephrased (appraisal and career development). The first development could be done by a CEPOL committee, as the competency framework is meant to be the context for CEPOL curricula. The last two developments are country or agency bound and thus liable to national or EU requirements.
Besides, every application requires a dedicated system of assessment and observable measurable criteria, based on a qualification strategy.
- III. International policing will be carried out in a variety of functions and areas. This competency framework can be metaphorically seen as 'a toolbox'. Picking the right tools in order to do the job properly.
- IV. This competency framework does not replace national sets of occupational standards; it is **complementary** to the nationally required competencies.
Every country is free to recast the competencies into national requirements, if necessary.
- V. The project group is fully aware of the fact that different systems regarding competencies are used within the EU. Regarding this aspect: it would be very much appreciated if – without ruling out one's own criteria - the proposed framework is at least read and judged according to the following criteria:
 - a. Is the proposed competency framework appropriate for a senior police officer (in a broad sense), co-operating in a European setting?
 - b. Is the proposed competency framework a sound basis for developing CEPOL curricula?

1.3. Definition and breakdown of definition

Differences in historical backgrounds and scientific orientations cause different definitions of the competency concept. Therefore the definitions written down in the Q-13 document – an accepted CEPOL standard – have been used by the project group as a basis for further clarification.

Competency	‘Having the necessary ability or knowledge to do something successfully’. In other words (but totally in line with Q-13): A competency is the integrated application of knowledge, skills, attitudes, experience, responsibilities and personal traits in order to perform a job successfully.	
Categories	Professional competencies	Directly related to the body of knowledge and methods of policing, being ready and willing to work overtime, when necessary.
	Contextual competencies	A highly qualified performance of policing with high ethical standards rightfully demanded by the public, representing state authority in matters of internal safety, being able to cope with difficult circumstances and influences of media or politicians.
	Social competencies	Enabling the senior police officer to understand and manage the key role of the police in a democratic society, as a mission of service to the public, with a sensitive understanding of social, cultural and minority issues as well as community matters.
	Individual competencies	Acquiring leadership capacities, action management, client centred service, personal effectiveness, flexibility and self-reflection as well as analytical, communicative and interpersonal skills during a continuous process of learning.
Maintenance	As competencies have to be learned, created and developed, they evolve continuously, may even disappear or become irrelevant. So there is a constant need to keep up or update the acquired competencies.	

2. Assignment

The Project Group should develop a competency profile for senior police officers in the field of international co-operation especially combating crime.

The Project Group should produce a draft paper on the competency profile before the end of May 2005 to be presented to the T&R Committee and to the CEPOL Governing Board.³

3. Time line

Week number (2005)	Feb		March					April				May	
	>	8	9	10	11	12	13	14	15	16	17	18	19
Preparatory work													
Governing Board meeting													
1 st project group meeting													
Interviewing experts													
Data collection & analysis													
Final project group meeting													
Finalising report													

³ Full text in enclosure 1

4. Methodology

The project group has elaborated the draft competency profile as presented in the Governing Board meeting in Amsterdam (23rd-24th November 2004)⁴ as well as the outcomes of the workshops on this profile during that meeting.⁵

During that process, the project group has focussed the competency profile to the European dimension, assuming that the national curricula provide a sufficient base to build on, taking the European aspects as point of departure. (outcome A)

In order to validate the competency profile (outcome A) a jury of field-experts have been interviewed by means of open questions to be answered as well as statements to be judged.

The experts were asked to judge every competency on the following aspects: relevance, wording and any superfluous or missing elements.

Besides they were asked or they could identify missing competencies (Outcome B)

Country / Institution	Crime # experts	Public Order # experts
Belgium		1
Czech Republic	3	
Europol	1	
Germany	3	1
Netherlands	2	
Poland	1	
United Kingdom		1
Total	13	

Table: overview of number of experts that has been interviewed, country of origin and field of expertise.

The interviewed experts are involved in (EU) international police co-operation in the field of crime on different levels:

- Human resources management (HRM) of a EU police agency
- Strategic or tactical management of crime units in various member states that are frequently dealing with international police co-operation from two perspectives: demand and supply

In accordance with the assignment the 'focus' should be especially on combating crime, which does not exclude attention to the field of public order. However, apart from international police co-operation in the field of mass sport events in general and football in specific, there are not many cases of formal police co-operation in that area of policing.

Outcome A was then compared with outcome B and lead to a substantial upgrading of outcome A.(Outcome C).

The explanation to the judgement of the Project Group on the process of adjusting can be found in enclosure 4.

⁴ Enclosure 2A

⁵ Results in Enclosure 2B

Finally the competencies have been systematically described and ranked in a way that

- The discussion about the definition of a senior police officer is no longer relevant and
- Individual member states are able to make a comparison with their national curricula.

Outcome B was obtained by individual interviews.

Outcomes A, and C are the results of a joint meeting of the project group.

5. Competency profile

The project group propose the following **DRAFT** of a CEPOL “competency profile”⁶ for senior police officers

With regard to the strategic aspects of international co-operation in Europe – particularly in the field of combating crime and related public order issues – a *senior police officer* should be able to ...

Professional competencies

1	Handle relevant European legislation, regulations, instruments and structures in accordance with the national context;
2	Deal with different approaches to what is regarded as legal or legitimate in line with Europe’s increasing legislation and jurisdiction;
3	Consider strategies of the police using force as a last resort in order to enhance legitimacy for policing in Europe;
4	Develop and apply strategic planning, especially in the field of pan-European co-operation;
5	Direct several major, complex and dynamic processes from a long-term perspective taking into account approaches and procedures elsewhere in Europe;
6	Manage the interaction between policing strategies and politics in a European context at the same time;
7	Analyse, evaluate and apply research and investigation findings to strategic management of European policing issues;

Contextual competencies

8	Develop a common view on the core tasks of the police in EU co-operation;
9	Assess and transform the effects of socio-economic, cultural and political developments in Europe into initiatives for innovating policing strategies;
10	Recognise and seize strategic opportunities for European co-operation;
11	Confer or negotiate successfully with European authorities, irrespective of influences of media or governments involved;
12	Take effective decisions when confronted with conflicting interests in Europe;
13	Guarantee an acceptable balance between national and European demands;
14	Deal with the fact that European co-operation requires a specific accountability in comparison with similar operations in one’s own country;
15	Handle dilemmas between priorities and lack of resources due to national as well as European funding;
16	Apply quality control standards to strategic management, based upon challenging international standards;

Social competencies

17	Respect the ‘Code of Ethics’ of the Council of Europe;
18	Take into account and ensure diversity in law enforcement and the daily performance of policing with respect to age, gender, sexual orientation, religion, ethnicity and culture as a reflection of Europe’s multiplicity;

⁶ A competency might be defined as an integrated application of knowledge, skills, attitudes, experience and personal traits. What is someone *capable of* (in an efficient way)?

Competencies are divided into four categories (professional, contextual, social and individual), adjusted to the Q13 brochure of CEPOL (02-01-2003) that deals with ‘Quality in thirteen questions: towards a harmonised European space for police education’. (See also chapter 1.2 ‘Definition and breakdown of definition’.

19	Deal with the potential tension between being a law enforcement instrument versus the mission to safeguard the rights of individuals, as set by the UN Declaration of Human Rights;
20	Take into account the social hierarchy and conventions in the European Union when communicating with strategic partners;
21	Handle the political and professional sensitivity of communicating with the foreign press abroad;
22	Perform in various multicultural, interdisciplinary or international teams and under various conditions;
23	Inspire and advise colleagues in the process of international police co-operation;

Individual competencies

24	Serve as an example for the organisation and European counterparts in terms of police professionalism, natural authority and effort as well as integrity, inspiration and loyalty – balancing personal life and duties;
25	Reflect on one's performance as an efficient, composed and confidence-building leader in international and cross border projects;
26	Enrich the European partners by sharing one's own personal expertise;
27	Apply different police leadership roles simultaneously, being an 'architect, programme manager or diplomat' in joint investigations and co-operation;
28	Contribute to public confidence in what policing in Europe is all about;
29	Contribute to a common way of policing in democratic Europe;
30	Command at least two languages in multilingual Europe, including English as a working language.

6. Enclosures

Enclosure 1: Assignment

Project Group

„Competency Framework for International Co-operation“

The T&R Committee proposes to establish a Project Group under the authority of the T&R Committee.

Mission

The Project Group should develop a competency profile for senior police officers in the field of international co-operation especially combating crime.

The Project Group should produce a draft paper on the competency profile before the end of May 2005 to be presented to the T&R Committee and to the CEPOL Governing Board.

Composition

The Project Group consists of max. 5 experts in the field of competency profiling for senior police officers.

The group should be chaired by Theo Brekelmans (CEPOL-Secretariat).

Members⁷:

Theo BREKELMANS (CEPOL-Secretariat)

Helena TOMKOVA (CZ)

Harry PEETERS (NL)

Beate VOSSSEN (D)

.....

The group can invite experts to give advice on the subject. These invitations may be extended to EU organisations, Europol, other relevant agencies or external experts as well as to national police experts.

Timeframe

The Project Group should start with its work immediately after the Governing Board meeting in February 2005 and work out a draft paper before the end of May 2005.

Budget

The costs have to be covered by title 3, article 310 of the CEPOL budget.

Costs for meetings of the Project Group (travel costs in Economy Class, costs for meals and lodging and organisational costs) will be reimbursed.

Next steps

After presentation of the results of the Project Group to the Governing Board for acceptance, it will be decided on how to proceed with the results. The Working Group on Learning Methods may be consulted.

⁷ Each Member State is invited to nominate an expert to take part in the Project Group. The Chair of the Committee should be authorised by the Governing Board to decide on the composition of the Project Group. After some discussion in the T&R Committee the proposal of the committee comprises the following names.

Enclosure 2a: Competency profile as presented to GB meeting in Amsterdam

1. serve as an example for the organisation and the European counterparts in terms of professionalism, power and effort as well as integrity, inspiration and loyalty;
2. adhere to the “Code of Ethics”;
3. apply diversity in the organisation with respect to age, sex, sexual inclination, religion, race and culture as a reflection of Europe’s multiplicity;
4. guarantee an adequate balance of paying attention between the ‘inside and outside’;
5. be able to develop and apply strategic scenarios, especially in the field of pan-European co-operation;
6. be able keep the equilibrium between legitimacy and legality on one hand, and legitimacy and expediency or opportunism on the other hand, in line with Europe’s increasing legislation and jurisdiction.
7. be able to handle the dilemma between priorities and scarcity, not only due to national but also European funding;
8. be able to deal with the tension between being a law enforcement instrument versus safeguarding society and the rights of individuals (as set by the UN Declaration of Human Rights);
9. delicately consider strategies of using police violence as a last resort in order to enhance legitimacy in society and contribute to a positive ‘image’ of what policing is all about;
10. be able to take the right decisions when confronted with conflicting interests in society at a local, regional or European level;
11. cope with both poles of being a front line organisation as well as a policy making body at the same time, within or without a European dimension;
12. fulfil various managerial roles in alternating coalitions of political parties and government policies (also with respect to the European Union), which simultaneously requires different leadership styles, like being an “architect, programme manager or diplomat”;
13. able to direct several major, complex and dynamic ongoing processes in his / her organisation in a sustainable way, from a long-term perspective and tuned to approaches and procedures elsewhere in Europe;
14. apply quality control standards in his / her strategic management, based upon international standards (like EFQM or the “13 Questions of Quality Paper”);
15. have a vision on the core tasks and the integrity of the police (e.g. what is the effect of the European immigration policies on policing or ‘outsourcing’ the police work);
16. incorporate the influence of Europe as a law making body in his / her self reflection on the performance of being an effective, efficient as well as legitimate and confidence building leader;
17. assess and translate the effects of social and political developments in Europe into initiatives for (innovating) policing strategies and by seizing opportunities for European co-operation;
18. be able to analyse, evaluate and apply results of police science to his / her strategic management policies with regard the European area of crime fighting and crime prevention, major policing events (like football hooliganism), serious crisis situations and (dis)order control (such as civilian crisis management) and maintaining law and order in cross-border matters;
19. take into account the social-administrative context of the European Union as it comes to communication and co-ordination with strategic partners in maintaining or creating safety and the quality of life;
20. command a foreign language in multilingual Europe, apart from English as a working language;

Enclosure 2b: Competency profile based on the outcomes of the Amsterdam workshops.

DRAFT of a CEPOL “competency profile”⁸ for senior police officers

With regard to the strategic aspects of international co-operation in Europe – particularly in the field of combating crime and related public order issues – a *senior police officer* should be able to ...

Professional competencies

1. handle European legislation, regulations, instruments and structures in comparison with the national context;
2. keep the equilibrium between legitimacy and legality in line with Europe’s increasing legislation and jurisdiction;
3. consider strategies of using police violence as a last resort in order to enhance legitimacy for police forces in Europe;
4. develop and apply strategic scenarios, especially in the field of pan-European co-operation;
5. direct several major, complex and dynamic processes from a long-term perspective and tuned to approaches and procedures elsewhere in Europe;
6. cope with both poles of the police profession, i.e. being a front line organisation as well as a policy making body at the same time in the context, of a European project;
7. analyse, evaluate and apply results of police science to strategic management policies with regard to a European area;

Contextual competencies

8. unfold a vision on the core tasks of the police in a EU setting;
9. assess and translate the effects of social and political developments in Europe into initiatives for (innovating) policing strategies;
10. seize strategic opportunities for European co-operation;
11. confer successfully with European authorities, irrespective of media pressure and influences of the governments involved;
12. take the right decisions when confronted with conflicting interests in Europe;
13. guarantee an adequate balance between national and European demands;
14. deal with the fact that European co-operation demands a higher level of accountability than would be the case with similar operations in one’s own country;
15. handle the dilemma between priorities and scarcity due to national as well as European funding;
16. apply quality control standards to strategic management, based upon international standards;

Social competencies

17. adhere to the ‘Code of Ethics’ of the Council of Europe;

⁸ A competency might be defined as an integrated application of knowledge, skills, attitudes, experience and personal traits. What is someone *capable of* (in an efficient way)?

Competencies are divided into four categories (professional, contextual, social and individual), adjusted to the Q13 brochure of CEPOL (02-01-2003) that deals with ‘Quality in thirteen questions: towards a harmonised European space for police education’.

18. see to diversity in the organisation with respect to age, sex, sexual inclination, religion, race and culture as a reflection of Europe's multiplicity;
19. deal with the tension between being a law enforcement instrument versus the mission to safeguard the rights of individuals, as set by the UN Declaration of Human Rights;
20. take into account the social-administrative context of the European Union when communicating with strategic partners;
21. handle the sensitivity of communicating with the foreign press abroad;
22. perform in a multicultural, interdisciplinary or international team;
23. coach colleagues in the process of international police co-operation;

Individual competencies

24. serve as an example for the organisation and European counterparts in terms of police professionalism, authority and effort as well as integrity, inspiration and loyalty – balancing personal life and duties;
25. reflect on one's performance as an efficient, confidence-building leader in international and cross border projects;
26. enrich the European partners with one's own personal expertise;
27. apply different police leadership roles simultaneously, being an 'architect, programme manager or diplomat' in joint investigations and co-operation;
28. contribute to a positive 'image' of what policing in Europe is all about;
29. contribute to a common democratic way of policing in Europe;
30. command at least two languages in multilingual Europe, including English as a working language.

Enclosure 3: Schedule, questions and statements used whilst interviewing experts, evaluating and judging data

PREAMBULE

The interviewed experts had to bear in mind, that they should judge whether the suggested competencies are appropriate for a senior police officer (as defined in this paper), thus not to consider if they themselves are capable of performing them.

Furthermore, they should take the European dimension as a **focus**, not an *international* extension of their own national context.

The list of competencies does not replace any national framework for senior police officers, but should be viewed as an additional profile with exclusive European characteristics for those senior police officers that operate in a European context at a tactical or strategic level.

SCHEDULE

1. The list of competencies to be discussed was sent to the experts 10 days before the interview, together with a short explanation of the objectives (see Preamble).
The interviews were taken individually or as a result of a group discussion between some experts.
2. Type of questions to be considered at every competency:
 - a) Is the proposed competency *relevant* for a senior police officer?
 - b) Are all elements appropriate, or is there any *superfluous* element?
 - c) Is any element *missing*?
 - d) Would you like to suggest a better *wording*?
3. At the end of the questionnaire:
Are there *any more* competencies you would consider relevant?

PROCESSING THE DATA

1. The data of the interviews were processed by the country involved.
2. The comments of every "country" were exchanged by mail:
 - a) In the final meeting the similarities and discrepancies have been discussed and a provisional draft of a competency profile was made (see RESULT).
 - b) The provisional draft was submitted to the Training & Research Committee of CEPOL.

INTERVIEW DOCUMENT

based on the DRAFT of a CEPOL “competency profile” for senior police officers

With regard to the strategic aspects of international co-operation in Europe – particularly in the field of combating crime and related public order issues – a senior police officer should be able to ...

Professional competencies	
1. <i>handle European legislation, regulations, instruments and structures in comparison with the national context;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
2. <i>keep the equilibrium between legitimacy and legality in line with Europe’s increasing legislation and jurisdiction;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
3. <i>consider strategies of using police violence as a last resort in order to enhance legitimacy for police forces in Europe;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
4. <i>develop and apply strategic scenarios, especially in the field of pan-European co-operation;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
5. <i>direct several major, complex and dynamic processes from a long-term perspective and tuned to approaches and procedures elsewhere in Europe;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
6. <i>cope with both poles of the police profession, i.e. being a front line organisation as well as a policy making body at the same time in the context, of a European project;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
7. <i>analyse, evaluate and apply results of police science to strategic management policies with regard to a European area;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	

Contextual competencies	
<i>8. unfold a vision on the core tasks of the police in a EU setting;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>9. assess and translate the effects of social and political developments in Europe into initiatives for (innovating) policing strategies;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>10. seize strategic opportunities for European co-operation;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>11. confer successfully with European authorities, irrespective of media pressure and influences of the governments involved;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>12. take the right decisions when confronted with conflicting interests in Europe;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>13. guarantee an adequate balance between national and European demands;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>14. deal with the fact that European co-operation demands a higher level of accountability than would be the case with similar operations in one's own country;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>15. handle the dilemma between priorities and scarcity due to national as well as European funding;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>16. apply quality control standards to strategic management, based upon international standards;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	

Social competencies	
<i>17. adhere to the 'Code of Ethics' of the Council of Europe;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>18. see to diversity in the organisation with respect to age, sex, sexual inclination, religion, race and culture as a reflection of Europe's multiplicity;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>19. deal with the tension between being a law enforcement instrument versus the mission to safeguard the rights of individuals, as set by the UN Declaration of Human Rights;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>20. take into account the social-administrative context of the European Union when communicating with strategic partners;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>21. handle the sensitivity of communicating with the foreign press abroad;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>22. perform in a multicultural, interdisciplinary or international team;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>23. coach colleagues in the process of international police co-operation;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	

Individual competencies	
<i>24. serve as an example for the organisation and European counterparts in terms of police professionalism, authority and effort as well as integrity, inspiration and loyalty – balancing personal life and duties;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>25. reflect on one's performance as an efficient, confidence-building leader in international and cross border projects;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>26. enrich the European partners with one's own personal expertise;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>27. apply different police leadership roles simultaneously, being an 'architect, programme manager or diplomat' in joint investigations and co-operation;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>28. contribute to a positive 'image' of what policing in Europe is all about;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>29. contribute to a common democratic way of policing in Europe;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	
<i>30. command at least two languages in multilingual Europe, including English as a working language;</i>	
Relevant competency? Superfluous element? Missing element? Better wording?	

Any other competencies ???

	<i>Professional competencies</i>
	<i>Contextual competencies</i>
	<i>Social competencies</i>
	<i>Individual competencies</i>

Enclosure 4: EXPLANATION to the judgement of the Project Group

The interviewed persons generally criticised the same competencies (out of the list based on the CEPOL-discussion in Amsterdam) and more or less the same elements of a competency. In most cases the remarks pointed to the same direction referring to the vagueness of a statement. A lot of better wordings were suggested. Sometimes these suggestions converged, sometimes they contradicted.

In this paper the project group briefly explains how it dealt with several commentaries (*see italics*). For a good understanding it's recommended to compare the outcomes of the interviews (as outlined here) with the former list of 30 competencies as submitted to the experts.

With regard to the strategic aspects of international co-operation in Europe – particularly in the field of combating crime and related public order issues – a senior police officer should be able to ...

Professional competencies

1	Handle relevant European legislation, regulations, instruments and structures in accordance with the national context; <i>The adjective 'relevant' was put into the text as to indicate that sometimes a senior police officer has to handle specific rules and sometimes general ones. The substantive 'context' was preferred above 'police mission' because of the wider meaning of it.</i>
2	Deal with different approaches to what is regarded as legal or legitimate in line with Europe's increasing legislation and jurisdiction; <i>"Keep the equilibrium between legitimacy and legality" has been deleted as to prevent a national focus of a specific country</i>
3	Consider strategies of the police using force as a last resort in order to enhance legitimacy for policing in Europe; <i>"Police violence" has been replaced by the "police using force" in order to prevent that legitimate powers of the police would be confused by cases of unlawful violence of the police.</i>
4	Develop and apply strategic planning, especially in the field of pan-European co-operation; <i>"Scenarios" have been replaced by "planning", as making strategic scenarios may be part of planning.</i>
5	Direct several major, complex and dynamic processes from a long-term perspective taking into account approaches and procedures elsewhere in Europe; <i>"Taking into account" seems to be a better wording than "tuned to .."</i>
6	Manage the interaction between policing strategies and politics in a European context at the same time; <i>The former sentence "coping with both poles of the police profession, being a front line organisation as well as a policy making body..." was not well understood and too complicated. The key word should be "interaction".</i>
7	Analyse, evaluate and apply research and investigation findings to strategic management of European policing issues; <i>Apart from the fact that "police science" hardly exists, a senior police officer is not expected to be a scientist, but should be able however to handle the results of research in general.</i>

Contextual competencies

8	Develop a common view on the core tasks of the police in EU co-operation; <i>An import addition in a European context is the adjective 'common'</i>
9	Assess and transform the effects of socio-economic, cultural and political developments in Europe into initiatives for innovating policing strategies; <i>"Transform" is a more active wording than "translate". The substantive "initiatives" refers to implementation. Furthermore other developments than social and political ones have been added, whereas the brackets round 'innovating' have been skipped.</i>
10	Recognise and seize strategic opportunities for European co-operation; <i>"Opportunities" ought to have a strategic nature for senior police officers, which does not exclude co-operation at any level.</i>
11	Confer or negotiate successfully with European authorities, irrespective of influences of media or governments involved; <i>Although "confer" is quite a British expression, it seems to be the most proper wording. "Negotiate" is added as a competency that is necessary in deliberations at the same (hierarchical) level. "Media pressure" has been replaced by a more neutral expression, i.e. 'influence'.</i>
12	Take effective decisions when confronted with conflicting interests in Europe; <i>"Right" decisions was criticised as not measurable. So the alternative became "effective" decisions.</i>
13	Guarantee an acceptable balance between national and European demands; <i>More or less the same criticism was directed to the adjective 'adequate'. In this case the important thing is to get acceptance.</i>
14	Deal with the fact that European co-operation requires a specific accountability in comparison with similar operations in one's own country; <i>Everybody agreed that the level of accountability might differ due to international co-operation. "Specific" instead of "higher" seems to be the proper wording.</i>
15	Handle dilemmas between priorities and lack of resources due to national as well as European funding; <i>The wording has been made less 'political', by deleting the definite article 'the' before dilemma. But you have to work with the budget that is furnished.</i>
16	Apply quality control standards to strategic management, based upon challenging international standards; <i>The adjective 'challenging' has been added as to indicate that especially senior police officers have to strive for as much quality as possible. Competencies should not only be directed at maintaining the usual things.</i>

Social competencies

17	Respect the 'Code of Ethics' of the Council of Europe; <i>Although it is self-evident, it is very relevant for senior police officers too. Besides it's one of the rare common European documents. "Adhere" was replaced by "respect" as to indicate that it is a matter of basic attitudes.</i>
18	Take into account and ensure diversity in law enforcement and the daily performance of policing with respect to age, sex, sexual orientation, religion, ethnicity and culture as a reflection of Europe's multiplicity; <i>Compared with item 22 (which refers to the ability to perform in teams or under conditions that cannot be influenced) this competency is about 'team building' or dealing with citizens. It's considered to be an important matter of sensitivity, which does not imply that in any organisational or policing situation all requirements have to be met. But a senior police officer should have an open eye for it.</i>
19	Deal with the potential tension between being a law enforcement instrument

	versus the mission to safeguard the rights of individuals, as set by the UN Declaration of Human Rights; <i>Although one of the aims of law enforcement is to safeguard the right of individuals, tension between the two elements also occurs. To prevent that the competency only refers to tension, the adjective 'potential' has been added.</i>
20	Take into account the social hierarchy and conventions in the European Union when communicating with strategic partners; <i>Nobody understood what was meant by "social-administrative context" and what might be the relationship with a competency for a senior police officer. So the wording has been specified to what is considered as a potential important bottleneck in strategic co-operation.</i>
21	Handle the political and professional sensitivity of communicating with the foreign press abroad; <i>Sensitivity has been specified in two respects: politically and professionally. Communicating abroad requires a special feeling for foreign political controversies and differences in policing strategies.</i>
22	Perform in various multicultural, interdisciplinary or international teams and under various conditions; <i>As you cannot choose the team or circumstances, you have to have the ability to cope with it (in contrast to item 18). Teams (and conditions) are plural now so as to include multitasking.</i>
23	Inspire and advise colleagues in the process of international police co-operation; <i>A senior police officer is supposed to be inspiring. So 'inspire' is added. As a result of inspiration advice instead of coaching (which is usually reserved for the operational level) makes this competency measurable.</i>

Individual competencies

24	Serve as an example for the organisation and European counterparts in terms of police professionalism, natural authority and effort as well as integrity, inspiration and loyalty – balancing personal life and duties; <i>To prevent that authority in this context is seen as mere power, the adjective 'natural' has been added.</i>
25	Reflect on one's performance as an efficient, composed and confidence-building leader in international and cross border projects; <i>The only new element that has been added is the word 'composed', which also expresses that it's important for a senior police officer to reflect on the fact, if he or she is a well balanced person. Both 24 and 25 contribute to his authenticity.</i>
26	Enrich the European partners by sharing one's own personal expertise; <i>As you cannot impose your 'blessings' on your partners, emphasis has been laid on the mutual exchange of expertise, as expressed 'by sharing'.</i>
27	Apply different police leadership roles simultaneously, being an 'architect, programme manager or diplomat' in joint investigations and co-operation; <i>The only competency that received unanimous approval.</i>
28	Contribute to public confidence in what policing in Europe is all about; <i>"Positive image", the original wording, is not measurable.</i>
29	Contribute to a common way of policing in democratic Europe; <i>A democratic society influences the way of policing, In this context a common way of policing renders added value.</i>
30	Command at least two languages in multilingual Europe, including English as a working language. <i>The wording covers every possibility and necessity in communication.</i>

Enclosure 5: Details of interviewed experts.

Country	Name	Function /Organisation
Belgium	Herman Bliki	Adjunct Director General, Public Order, Belgium Federal Police. Leading in the field of international police co-operation with regard to football. Co-operation with France and GB concerning Eurostar.
Czech Republic	Col. Pavel Cincar	Dep. Head of International Police Co-operation Division; Europol Management Board Alternate Member, HENU; Representative in E11 Europol working group
Czech Republic	Lt. Col. Cestmir Sousek	Head of National Central Bureau Interpol Prague International Police Co-operation Division
Czech Republic	Maj. Helena Kucerova	Head of International Relations Branch, International Police Co-operation Division, Representative in E17 Schengen Evaluation Working Group
Czech Republic	Lt. Col. Tomas Veselka	Head of International Co-operation and Special Project Branch, Unit for Combating Corruption and Financial Crime, Service of Criminal Police and Investigation, Expert in GRECO, MONEYVAL
Germany	Michael Endler PD	LIS/ZIS Landeskriminalamt NRW
Germany	Mr. Maaß	Bundeskriminalamt
Germany	Mr. Stoltz	Polizeidirektor Bundesgrenzschutz / Mission in Bosnia for many months
Germany	Gerd Thielmann	Polizei Hessen
Netherlands	Leo van Kampen	Ass. Director Resources Europol
Netherlands	John Tamerus	KLPD Executive Member National Criminal Investigation Body
Netherlands	Peter van Haasteren	DKDB Deputy Head of the Royal and Diplomat Security Service
UK	Simon Cole	Assistant Chief Constable Territorial Operations Hampshire Constabulary
Poland	Tadeusz Zygmunt	Leading police expert of one of the forces

Members of the project group:

Theo Brekelmans	CEPOL Secretariat / Chairman of the Project Group
Helena Tomkova	Director Department of Police Education / Ministry of Interior of Czech Republic
Beate Vossen	Leitende Kriminaldirektorin Polizei Führungsakademie / Germany
Harry Peeters	Senior Consultant for the Executive Board / Police Academy of the Netherlands