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# **CONTEMPORARY ISSUES IN POLICE TRAINING**

**The Practice in  
Balkan Countries**

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## ***FOREWORD***

Social, economical and technological developments encourage the authority and the law enforcement institutions to increase the quality of the public security authorities services. Among many police specialty areas, training offers the best chance for promoting greater international police cooperation. International cooperation about the police training helps to improve the quality and capacity of law enforcement officers. Even though there are some differences, police training systems have many very common similarities in all over the world. These differences and similarities should be known by all who are interested in police training.

As police training institutions and police departments, we need to share our knowledge and experiences about basic and professional police training. To achieving this purpose, under the leadership of the Turkish National Police Academy, the First Balkan Countries Police Training Conference was held in Nazilli, Aydın, TURKEY with the facilitation of Nazilli Police Vocational School of Higher Education on April 26-27, 2011. The aims of this Conference were to bring together experienced scholars and police practitioners to talk police training issues and to support international police cooperation. This Conference responded to the international police cooperation needs of Balkan Countries.

As it was planned, distinguished academicians, police trainers, police chiefs and officers attended the Conference from many Balkan Countries such as Croatia, Macedonia, Bosnia-Herzegovina, Albania, Kosovo, Montenegro, Bulgaria and Turkey.

During the two-day Conference, participants presented very important topics and issues about the police training. The delivered articles were about the importance of police training, police candidate selection criteria, police training comparison between countries, the police communication skills, domestic violence training, police psychological tests and so on. Moreover, very crucial problems of the police training were discussed from a practical police perspective in an academic environment. We convinced that the Conference was a great success and very beneficial for all parties.

In the lights of our first Conference experience, as a tool of international police cooperation, the second Balkan Countries Police Training Conference was scheduled for the 2012. We are looking for more Balkan Countries participation to the future conferences and contribute police training and international cooperative police relationships.

This Book is also a product of international police cooperation. As all stakeholders of academic world know very well, the conferences are not only fruitful to present our scholarly works and learn from other presenters. They are also vital for all scholars to get to know each others which is simply called as networking, a melting pot for us where catalyzing studies of other scholars complete a missing link or a part of uncomplete puzzle in our studies. Even though the studies included in this book were not all presented in the Conference, the networking power of the Conference inspired editors to bring together some contemporary police training studies as well as some Balkan Countries' police training systems together. This Book is believed to be the first of its series, of which its followers will be condensed more and more on specific police training subjects, such as this 2012 year's Balkan Countries Police Training Conference: Practical Police Training.

I would like to thank all participants who attended the Conference for their involvement. I would like to thank all colleagues for excellent organisation of the Conference and for their diligent efforts. I also would like to express my appreciation to authors of articles in this book for helping us improving policing and police training. I owe special thanks to my colleagues Dr. Ilyas Ozgenturk and Assoc. Prof. Izzet Lofca for their efforts for bringing together and editing the articles in this book.

**Prof. Dr. Hasan Huseyin CEVIK**

Vice President of Turkish National Police Academy

# INTRODUCTION

The education is very important for all is a fact. Social, economical and technological developments increase the quality of the security services. Training is a way to improve the service quality and personal skills of the officers. International knowledge and experience sharing is substantially important. For this reason, under the leadership of the are Police Academy the First Balkan countries Police Training Conference Turkish National was held in Nazilli Police Vocational School of Higher Education on April 26, 2011. From Croatia, Macedonia, Bosnia-Herzegovina, Albania, Kosovo, Montenegro, Bulgaria and Turkey distinguished academicians, police trainers and police chiefs and officers attended to the conference. During the two-day conference many academic studies were submitted. Academic studies presented at the conference in general, the importance of police training, police candidate selection criteria, police training comparison between countries, the police communication skills, domestic violence training, police psychological tests and so on.

The following studies presented at the Conference:

Ulkemen, Karaca and Tasdoven compare the Turkish, U.S and Kosovo police field training programs. Police field training programs are essential parts of professional police officer training. It is important that the experienced and skilled field training officers teach their policing skills and experiences to the recruits at the beginning of their policing career. This study compares the Turkish police field training with the police field training systems of the US and Kosovo. In this study, the Turkish police field training program is examined and its weaknesses are discussed. Then, the police field training programs of those two countries are examined and their strong points are argued. Finally, some recommendations are made to promote the Turkish field training program.

Senoz measures the efficiency of the police officers on duty who were graduated from Police Vocational Schools of Higher Education. According to the social and technological changes, the expectations from the police services are increasing. This situation highlights police education and the qualifications that officers should have as well as the other professions whose workplace are

the communities. In this context, the aim of the study is to determine on task efficiency of the officers graduated from Police Vocational Schools of Higher Education. The results of the study show that the courses that the police officers take before they graduate from Police Vocational Schools of Higher Education, contribute to their qualifications of co-operation, adaptation to new conditions, respect for human rights, computer use, proficiency in written and oral expression, and physical ability. However, a limited contribution is found to the qualifications such as foreign language, legislation and self-confidence.

Mus, Sen and Sonmez compare police education between Turkey, Italy and America. Police education and training are very diverse and complex in developing and developed countries. This study compares the police education and training in Turkey, in Italy and in the state of Virginia in terms of contents of the courses, number of credits, and the balance of theoretical and practical courses. According to this study, there seems to be an increasing gap between what police scholars, police officers and police cadets think about “police education”. The necessity to increase the level of practical police education is actually much deeper.

Daglar studies a comparison police selection process between U.S and Turkey. Overall effectiveness and of success of the police departments are based on the quality of their police officers. Consequently, selection quality is especially important for police departments. The selection of the right people as police officers is essential in terms of good and qualified police services in the public. Nowadays, it seems like police managers understand the importance of the selection. Recognition of this fact is bringing problems of police selection in to sharp focus. In essence, this article addresses controversial issues in police selection, specifically police selection standards

Gultekin summerizes the most common psychological tests in police selection process. In the world, many police departments benefit from the standardized tests in personnel selection procedures. The traits of police candidates are measured by knowledge, skills, ability and personality tests. There are many improved psychological tests to obtain those traits. This article aims to review the instruments of psychological assessment in Turkey and in the world and also the contribution of these instruments to the police recruitment procedures

Kargin examines the philosophical foundations of education and apply it to the police education and training in Turkey. In this article, first, the assumptions of two major philosophies of education: idealism and realism are reviewed. Four elements of education: the aims of education, the role of

the instructor, curriculum, and the status of student are discussed. Next, the structure of police education and police educational institutions are critiqued.

Pala, Tombul, Kartal and Aytekin propose a new physical fitness test for the Police Vocational Schools of Higher Education students' selection process. Police officer is the person who saves lives and properties of the society. Police officers work for keeping the state in peace and order. So they need to be physically fit. Aim of this work is, to present several suggestions to the Police Vocational Schools of Higher Education when they consider the cadets' admission to their schools in terms of suitability, validity, reliability, objectivity and economically suitable today's conditions and also getting benefit from science and technology.

Kayhan, Bayırlı and Dural measure the first aid knowledge levels of police academy's students. This article is about first aid knowledge of the police officers. The aim of this study is to compare the changing first aid knowledge levels of police students before and after the modular first aid training program. First aid is the provision of initial care for an illness or injury. Death and physical disability of the victims can be decreased by the proper first aid given by the police because they are the first to arrive at the scene. The result of the study indicates that in-service and basic first aid training of the police is very important to save the people lives.

Ozgenturk, Lofca and Cevik study about domestic violence and domestic violence training for police officers. Domestic violence is a very common problem in all criminal justice societies. The main idea of this study is to elaborate on the action taken and to focus on the further need of domestic violence training within Turkish National Police Academy and Police Vocational Schools of Higher Education. Domestic violence is generally repetitive crime that repeats regularly or irregularly. According to the nature of domestic violence, victims are needed help and very sensitive discretion of law enforcement officers. Because some police officers do not have proper domestic violence training, many police departments have been criticized not to interfere properly to domestic violence cases. The main idea of this study is to promote a solution in Turkish Police academy and Police Vocational Schools of Higher Education to reduce the rate of domestic violence within our country.

In her study Altıncubuk investigates Police Vocational Schools of Higher Education students' communication skills and how much they are competent in terms of communication components. The sample of this study consisted

of a total of 542 police cadet, 271 first-year students and 271 second-year students. As a result of all this analysis, it is concluded that the students' communication skills and subscale scores were found to be at a level slightly above average, and the students would be developed in terms of emotional intelligence, problem-solving skills, creative thinking and coping with stress, in order to achieve unprejudiced, accurate and empathetic communication with people

Harmancı, Cebi, Akturk and Surucu propose a new method for personnel selection to Public Order Units. Personnel selection is one of the main issues of Turkish National Police (TNP) like every other organization. Personnel selection process in TNP mainly depends on evaluating certain qualities (age, height, weight, university exam result, etc.) rather than skills and abilities of the candidate. However, qualities are inadequate to determine whether person fits the job or not. The main reason for this situation is the lack of job analysis which is also true for the special units. In this study, a competency-based-interview form was developed in order to use for personnel selection to Public Order Units.

Vuchkov and Penev deal with the Bulgarian police training system. Bulgarian Interior Ministry is the only responsible authority from the police training in Bulgaria. So, Bulgarian Interior Ministry established a University for security services and police training. The Academy of the Ministry of the Interior is a modern University in which public security personnel and police cadets are trained by the professional academicians and police trainers for the three degrees of higher education – namely Bachelor, Master and Doctorate.

Petkovic makes a comprehensive summary about the police education in the republic of Croatia. Police Academy is the only institution in charge of police education in the Republic of Croatia since October 1994 when it took over affairs from the earlier Education centre of the Ministry of Interior. The Police Academy conducts programs of basic police training, higher police education, professional development, vocational training, and specialization for the needs of the Ministry of the Interior. The Academy is open to the external users, delivers training of dog handlers and police dogs and conducts general affairs within its core activities.

In his study Jankovic makes a comprehensive summary about the police education in the Kosovo. Kosovo has separated from Yugoslavia in 1999 after intervention of allied forces of NATO. Interim UN administration has been established for peace and order. Meanwhile, UN established a new local police force. In cooperation with OSCE, UN mission in Kosovo established



a new Police Academy for training of a new Kosovo Police. Kosovo Police Academy has been training police cadets since 1999. Kosovo's police training experience can be a role model for the all new countries that are multicultural.

Gultekin presents a general picture of basic and in-service trainings in Turkish National Police. Police training system in Turkey has a complex structure. Turkish National Police has different training systems for unranked police officers and ranked police supervisors and administrators. These two different groups of staff are trained in different schools and undergo different application and selection processes. Police constables mainly are trained in two institutions: Police Vocational Schools of Higher Education (PMYOs) and Police Training Centers (POMEMs). PMYOs accept high school graduates and associate degree holders after a number of exams and a complex selection process. It trains cadet for two years. POMEMs accept college graduates and applicants must be successful in oral and physical exams. The institution trains cadets for six months.

The final section by Lofca and Ozgeturk reviews the Book in general and mentions insights from articles. Moreover they look the issue of police cooperation from democratic policing and accountability point of view and provide us a different look for the Book and other academic gatherings and scholarly studies with an international dimension as an initiator of international cooperation and coordination.

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Editors,  
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# **PROMOTING BUREAUCRATIC PROFESSIONALISM IN POLICING: ANALYZING THE TURKISH POLICE FIELD TRAINING PROGRAM (PFTO) IN THE LIGHT OF THE US AND KOSOVO PRACTICES**

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## **Abstract**

Professional (skilled and experienced) police personnel are very important in the successful enforcement and successful implementation of the criminal law and criminal justice policies. Particularly, a police field training program is an essential part of professional police officer training. It is important that the experienced and skilled field training officers teach their policing skills and experiences to the recruits at the beginning of their policing career. A field training program should be designed to optimize this transfer. However, there is a suspicion whether the Turkish police field training is designed to effectively transfer the policing experience and skills to the recruits. It seems that the Turkish Police field training program is somewhat ineffective in transferring policing skills and experience to the new officers. This study compares the Turkish police field training with the police field training systems of the US and Kosovo in terms of three aspects: the goal of programs, structure and content, training units and coordinators, and finally evaluation of cadets. Then, the police field training programs are compared and weaknesses and strengths are discussed based on these aspects. Finally, some recommendations are made to promote the Turkish field training program.

**Key Words:** Police field training program, Police training, Policing skills and experience, Turkish police field training, Police Field Training Officer (PFTO).

## **Polislikte Bürokratik Profesyonelliği Geliştirmek: Amerika Birleşik Devletleri ve Kosova Uygulamaları Işığında Türk Polis Staj Eğitiminin Analizi**

### **Özet**

Profesyonel (becerikli ve tecrübeli) polis personeli ceza kanununun ve ceza adalet politikalarının başarılı bir şekilde uygulanmasında büyük öneme sahiptir. Özellikle polis staj eğitimi, profesyonel polis eğitiminin önemli bir bölümüdür. Tecrübeli ve becerili polis staj eğitmenlerinin kendi polislik becerilerini ve tecrübelerini, yeni polis memurlarına mesleki kariyerlerinin ilk günlerinde aktarmaları önemlidir. Polis staj eğitimi, bu transferi en iyi sağlayacak şekilde dizayn edilmelidir. Ancak, Türk polis staj eğitiminin polislik tecrübe ve becerilerini yeni polis memurlarına etkili bir şekilde transferini sağlayacak şekilde dizayn edildiği konusu şüphelidir. Türk polis staj eğitiminin bu transferi sağlama açısından etkili olmadığı görülmektedir. Bu çalışma, Türk polis staj eğitimi, Amerika Birleşik Devletleri ve Kosova polis staj eğitimleriyle üç açıdan karşılaştırmaktadır: Staj programının amacı, yapısı ve içeriği; staj birimi ve staj eğitmeni, son olarakta stajyerlerin değerlendirilmesi. Sonrasında ise, polis staj eğitimleri karşılaştırılmakta, zayıf ve güçlü yönleri belirtilen açılardan karşılaştırılmaktadır. Son olarak, bu bağlamda Türk polis staj eğitimi geliştirmek için tavsiyeler yapılmaktadır.

**Anahtar Kelimeler:** Polis staj eğitimi programı, Polis eğitimi, Polislik becerisi ve tecrübesi, Türk polis staj eğitimi, Polis staj eğitmeni.

## **Introduction**

Core elements of policing are enforcing the law, protecting the citizens from criminals and solving problems of community served. More importantly all these responsibilities must be fulfilled with a high level of professionalism (Haberfeld, 1998). Police professionalism requires expertise on the field which is gained through certification, training and experience (Schneider, 2009). First requirement of police professionalism is police academy training. A person may be hired as a police officer if he/she graduated from a police academy. A person cannot be hired as a sworn police officer, unless he/she has a police academy certificate that indicates the completion of basic education/training on policing. Training component of police professionalism refers to field training officer (FTO) programs and in-service training programs. Police officers are expected to gain experience throughout their professional life. It is assumed that each year spent in the service will increase the professionalism of the officers. Therefore, senior officers are expected to be more professional than junior officers or recruits.

Field training officer (FTO) programs are especially important in the transition process from theoretical training from police academy to professional life in the policing field. Theoretical training at police academy may provide knowledge on laws and policing procedures but not the behavioral patterns at the street. Therefore, professional (skilled and experienced) police personnel are the key in the successful enforcement of law and successful implementation of the criminal justice policies.

Policing is one of rare professions to be carried out at the street. Even the laws, rules and standards of policing is predetermined, the implementation of those requires competence and skills that is gained through experience at the street. Officers encounter various situations on the street that are not specifically described by policies and procedures. These contingencies of the street make necessary the development of behavioral patterns and the use of certain level of discretion by officers. Consequently, establishment of a mentorship program seems to be mandatory that will helps smooth transition to professional policing.

Successful police field training programs are expected to facilitate the transfer of experience from more professional police officers to new officers.



Hence, the most skilled and experienced officers are selected as the field training officers to train new sworn officers at the beginning of their career.

Research indicates that there are enormous differences between police academy training and policing work in the field. As a consequence, new officers come across many difficulties in the policing field after their graduation (Security Training Research Center, 2010). It may mean that the police academy does not produce police officers that are needed, wanted or required skills by local police departments in Turkey (TNPA, 2011). One of the reasons of this problem arises is from the weak or problematic police field training program in Turkey. It seems that the Turkish field training program is not clearly designed to transfer effective policing skills and experience to new officers. It appears that the Turkish Police Academy may not produce enough skilled new police officers to satisfy current demand and the current field training program does not contribute police professionalism in Turkey.

Recent research suggested several issues regarding the field training program in Turkey. The majority of the Turkish police personnel believe that the police field training in Turkey is problematic. 74 percent of police personnel indicated that the current police field training is not efficient and it is problematic (Police Academy Security Training Research Center, 2010, p.478). In addition, many researchers found that the Turkish field training is weak and inefficient. Another reported problem is that too many cadets are under the field training program at the same time. Finally, police cadets do not receive any feedback during the field training program (Candemir, 2010a; Candemir, 2010b; Çalışal, 2007; Keskin, 2007; Yurdaer, 2000).

This paper aims to review, compare and discuss the police training in general and police field training specifically in Turkey, in the US and in Kosovo to address the problem of weak police field training in Turkey. It proposes some essential revisions to improve quality of field training in Turkey. The police field training in Kosovo and in the US is included in this study because of their comparability to each other. It seems that the US police personnel created the Kosovo field training program during the United Nation presence in Kosovo. Furthermore, the authors of this study had been in the US, had attended fellowship program with US police department and/or had direct policing experience in Kosovo. The data or knowledge for this study comes from the literature review, from field interviews, and observations at the policing field in Turkey, in the United States (US), and in Kosovo.

In this paper, the US and Kosovo police students who are under the police field training program is called 'student or probationary officer' because they are sworn officers. On the other hand, the Turkish police students who are under the police field training program are called 'police cadets' because they are still the students of police academy. In this study, first, the police field training programs of those three countries are introduced. Then, field training programs in three countries are compared and discussed in terms of their (1) goal, (2) structure and content, (3) coordinators and units and (4) evaluation of cadets. Finally, the recommendations are made for the Turkish field training program.

### **1. Theoretical Background of the Police Field Training**

A new officer receives formalized, on the job instruction from the Field Training Officers (FTOs) for a certain period of time (Sun, 2003). The FTOs teach the new officer the application of policing skills and knowledge learned from police academy. Furthermore, they supplement police academy training as well as help the recruits to develop appropriate police behaviors. They help the department through evaluation of new officers while making decisions whether the department should keep or fire the recruit (Gammage, 1963; McCampbell, 1986; Weston & Fraley, 1980).

The goal of the field training program is to facilitate the transition of a new police officer from the theoretical environment of the police academy to the performance of a patrol officer. After graduating from a police academy, a new officer knows the basic law enforcement duties but he/she cannot immediately function as an experienced officer. Therefore, a new officer should be additionally trained in the field where he/she can learn from the practical experiences of senior officers (FTOs) (Bloomington PD, 2001).

Theoretical background of police field training has some underlying assumptions. First, it is assumed that formal classroom training at the academy is inherently limited in providing real policing environment to the recruits. New officers have a lot to learn in the street settings. Hence, new officers should learn how to behave or deal with the people in some stressful situations on the streets. A second assumption is that new officers may learn from policing experiences and skills from senior officers. Hence, carefully selected and trained FTO officers with adequate experience and skills may teach the new officers how perform the assigned task perfectly. Another assumption

is that human beings learn also through imitation and reinforcement. A new officer observes the role model (FTOs), imitates his/her role model, and repeats his /her behaviors. A new officer reinforces his/her own behavior with the behavior of his/her role model (Sun, 2003).

The field training program assumes that a student officer cannot act professionally like a senior experienced officer. While they spend more years in the service, they become involved in many policing activities. Each policing case or incident teaches new knowledge to the police personnel. Therefore, experience of officers is expected to increase as the year spent in service increase. Consequently, it contributes the professionalism level of officers.

## **2. Police Training/d Police Field Training in three Countries**

This section, briefly reviews the police training systems and overviews the police field training programs in terms of goal structures, coordinators and evaluation processes in Turkey, the US and in Kosovo.

### **2.1. Police Training in Turkey**

Turkey has 81 cities which are overseen by governors<sup>1</sup> appointed by the central government. The Turkish National Police (TNP) is a national police organization with its main headquarters in Ankara and 81 local police departments throughout the country. The heads of the police departments (Chiefs of Police) in those cities are also appointed by the national government. Its organization looks like a federal law enforcement agency in the US. Police departments in Turkey are not similar to local police departments in the US because the personnel and budget are allocated from the main headquarters (MHQ).

Police education in Turkey is provided by the Turkish National Police Academy (TNPA) and it runs police education and training in Turkey based on the law of police higher education (Law#4652). The TNPA is not only primary source of police personnel but also it is a Police University with a faculty of security sciences and an institute for graduate study. There are three types of personnel sources of TNP coordinated by TNPA. First, Graduates of Security

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<sup>1</sup> Even though the term “governor” is used in the US as the head of a federal state, it is used in Turkey as “city manager” appointed by the national government.

Sciences Faculty receive bachelors' degree in criminal justice in four years (8 terms) and they are appointed at the rank of sergeant to local police departments. Second, there are 28 police vocational schools nationwide (in different cities) that give an associate degree in criminal justice. They graduate approximately 5000 police officers each year. They take two years (four terms) and their graduates are appointed as police officers to local police departments. Finally, there are 9 police training schools throughout Turkey that give police training for six months to students who hold bachelors' degrees in any field.

The graduates of the Turkish police vocational schools are the main source of personnel for the Turkish National Police (TNP). They are appointed as non-ranked police officers similar to the US and Kosovo police service. Moreover, they accept high school graduates as police cadets like these two countries' police forces. Therefore, this study focuses on the police field training program of the police vocational school graduates in Turkey because it is more comparable than others in Turkey to the field training of the US local police departments and the Kosovo Police Service (KPS).

## ***2.2. Police Field Training in Turkey***

In-class training of Turkish Police lasts two years for police vocational schools. One year encompasses fall and spring terms. Each term takes 14 weeks to complete. Summer courses are not offered, and police cadets have only a summer internship which constitutes police field training. Police cadets who successfully complete their first year are assigned to local police departments during this summer to attend a 30-day police field training program. After the completion of 30-day field training, they start their second year in police vocational school in the fall term (Ordinance of Police Vocational School Education and Training, 2008; Ordinance of Turkish Police Field Training, 2005).

Police cadets observe police work done in those police units. For instance, they observe the police work at the police station for 10 days, at the investigation unit for 5 days, at the crime scene investigation for 2 days, at the dispatch center for one day, at the technology unit for a day, at the traffic unit for 4 days, and at the anti-riot unit for 7 days. Each police department fills out an evaluation form for each police cadet. After the completion of the field training program, evaluation forms are sent to their police vocational schools by those police departments. The Turkish police field training evaluation form

(2011) shows that police cadets spend 30 days in various divisions of the local police departments. Each unit supervisor evaluates each police cadet's observation (performance) during their field training and fills out the relevant box in the form.

### ***2.3. Police Training in the US***

Local police departments in the US are independent police departments, meaning that they recruit employees independently and their budget comes from each city's budget. Small and middle size local police departments send their recruits to large regional police academies. Each local police department pays the tuition to the regional police academies for each of their police cadets (Demirci & Ulkemen, 2005; Ulkemen, 2006). Large police departments, on the other hand, have their own police academies. Their field training programs may vary; however, the field training programs that they implement are very similar.

Despite the variation by state and local departments, police training system in US generally consists of three stages. The first phase is the police academy. Police academy is the initial basic police training program and a course period before the service. The police academy takes 720 hours (almost one term-14 weeks) (Ulkemen, 2006, p.125). It gives police cadets the basic knowledge and skills essential for safe, proper, and effective police service. The courses at the police academy are criminal law and procedures, traffic enforcement, cultural awareness, communication skills, emergency vehicle operator course (EVOC), firearms, crisis intervention, patrol procedures, criminal investigation and defensive tactics. At the end of police academy training, the recruit swears and becomes a sworn police officer. New officers are paid salaries beginning from their first day in police academy, but they are not given any assignment such as a patrol officer or a riot officer (Seattle Police Department, 2003).

The second phase is the FTO program. The recruits are allowed to show their skills and the knowledge that they learned at the police academy. The field training in the US is seen as a component of police training and also an evaluation opportunity of the recruits. The FTO is the trainer for the recruit during this stage. The new officer is assigned to a specially trained field training officer (Bloomington PD, 2001; Seattle PD, 2003).

The third stage is the probation phase. The recruit is deployed to a patrol team (night, morning or late shift) after the successful completion of the field training program. The recruit works as a patrol officer independently (one officer patrol unit) under the command of a patrol sergeant. The patrol sergeant is expected to train and evaluate the recruit during the probation phase (Seattle PD, 2003).

The US police training program considers a new officer as a student or probationary officer until the end of the three-stage training program. In other words, a US police recruit is considered a student or probationary officer under the entire police training program from their first day at the police academy, through the field training program, until the end of probation phase (Seattle PD, 2003).

#### ***a. Police Field Training in the US***

The field training program is designed to help student officers applying the knowledge that they learned at the academy while performing patrol duties proficiently in the field. For this purpose, the student officer is assigned to a specially trained FTO at the field training program. The student officer is expected to perform his/her assignments at an on-the-job training. The FTO's responsibility is monitoring the process, training the student officer and evaluating performance of student officer. Regular evaluations help the administration decide whether the student officer should be kept on the department. In other words, the field training program helps student officers learn how to apply or practice the theoretical police knowledge they learned at the police academy in the field (Bloomington PD, 2001, p.5).

There are four phases of the field training program. The student officer drives the patrol car and the FTO sits next to her/him for evaluation and direction. During the first phase, the FTO performs up to 50% of duties and the student officer performs 50% of duties. In the second and third phase, the FTO performs 30% of duties and the student officer performs 70% of duties. In the fourth phase, the student officer becomes the main officer and he/she is expected to perform 100% of all police patrol duties and do not get help in any manner (such as responding radio calls and answering citizens' questions etc.). However, the FTO should intervene in the situation before the violation of safety, law or departmental policies by the student officer (Bloomington PD, 2001, p.16).

In addition to the routine patrol duties, it is very essential to teach new officers how to behave in the court, the bureaucratic relations among lawyers, judges, prosecutors, police personnel, and citizens, and how the criminal justice system works in the field. Hence, the FTO is required to attend court along with the student officer whenever the student officer has to appear at court for any police work. The FTO uses the court appearance as a demonstrating, training and evaluating opportunity (Bloomington PD, 2001, p.16). The student officer is paid salary starting on the first day of police academy. However, she/he becomes a sworn officer only at the end of police academy. In addition, a student officer is a true officer of a FTO patrol unit together with a FTO.

### ***b. Police Training in Kosovo***

Kosovo has 6 large cities (6 districts) and the capital is Pristine city. Kosovo has 37 municipalities. The Kosovo Police Service (KPS) is a kind of federal police organization. The Kosovo Police Service has 6 regional police departments. However, there are 31 town police departments. These 31 town police departments operate under those 6 regional police departments. Police stations and town police departments report to those 6 regional police departments. The main headquarters of the KPS is in the capital city and runs all of the regional police departments from this center. The heads of the police departments (Chiefs of Police) in those cities are appointed by the national government. Police departments in Kosovo are not similar to local police departments in the US because the personnel and budget comes from the main headquarters (CIA, 2011; KPS, 2009).

Before the independence of Kosovo, many Turkish police officers served in Kosovo under the United Nations Mission in Kosovo (UNMIK).<sup>2</sup> A majority of them started at the patrol division of the local police departments. Large police departments have more than a police station. International police officers were given one week long training about Kosovo police mission at their arrival. After the first week in the mission, most of them were assigned to the police stations. The first two weeks in the police station, they were assigned to a senior international officer if available; in order to teach the new international officers how patrol work done in the mission. Even though

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2 The authors make explanations with their field observations in this section since they worked as patrol officer, FTO, and operation officer between 2001 and 2003 at the North Police Station of Pristine and at the Alpha Station of Prizren, Kosovo.

all international officers are sworn officers and they have high capacity to perform police work in their countries, there are some differences in the UN police mission so it is necessary to teach them some important details. They constituted a patrol unit together with a Kosovo police officer and a language assistant. The senior international officer teaches patrol work, area of responsibility (AOR), procedures, and policies to the international officer who is new in the mission. After two weeks in the patrol unit, the new international officer continues patrolling together with a Kosovo police officer and a language assistant as a patrol unit. The two week patrol experience appears like a field training program. The international police officer who had spent time in the mission then trained the international officer who arrived in the mission after her/him. The senior international officer became a mentor and advisor for the new international police officer.

The personnel source of the KPS is Kosovo Police School in Vushtrri city, the only police academy, takes 20 weeks of in-class training. It is the course before actual police service. It takes 794 hours of basic police training. The courses are: operation police skills/intervention and control techniques, firearms training, traffic, first aid and physical exercises, general topics (human rights), law, writing and reporting, psychology, investigation and forensics, disputes and conflicts, drugs and trafficking (OSCE, 2008).

### ***c. Police Field Training in Kosovo***

After finishing at the police academy, the field training program starts immediately. It consists of three phases and takes two years (106 weeks). The first phase takes 19 weeks. The second phase takes 34 weeks, and the third phase takes 53 weeks (one year). The field training is very intensive during the first phase. The other two are similar to the probation period after the field training, but the FTOs evaluate the student officers on daily, weekly, and monthly bases during these three phases (OSCE, 2008).

It seems that the KPS field training program is adopted from the US because it is very similar. After the completion of Kosovo Police School, a new officer is assigned to the local police departments. After graduation, a student officer becomes a sworn police officer and he/she is paid salary. Local police departments deploy the student officers to the FTO division in the police stations for the field training program. During the probationary period, KPS officers cannot be redeployed or be permanently assigned to any



non-patrol unit. They have to work as a patrol officer after the field training program and until their student officer status ends. The core of field training in Kosovo is to produce a professional patrol officer. At the FTO unit of the police stations, there are full-time FTOs. At the arrival to the police station, student KPS officers are assigned an officer for orientation by the Station KPS Commander. At the end of the orientation, their field training begins.

At the beginning of the field training program, the FTO performs patrol and police station activities and the student officers observe the FTO. During this observation, the FTO explains the police work and answers questions. In the following weeks, the FTO observes the student officers while they are performing their patrol and station activities. The FTO unit is a FTO patrol unit which consists of an international police officer, a language assistant and 3 or 4 student KPS officers (in 2003). The other version of the FTO unit is a KPS sergeant (as a FTO) and 3 or 4 student KPS officers. They patrol under the supervision of the FTO. The FTO drives the patrol car. The FTO unit cannot be dispatched to any emergency call. The FTO unit listens to the police radio and when the FTO hears an interesting and important police case, the FTO drives to the crime or incident scene to help the primary units and to teach student officers the police work at the crime or incident scene. The student officers also conduct vehicle check points (VCP) everyday under the supervision of their FTO. They work during the morning and late shifts, but no night shift. The student officers are given assignments and they practice policing only under the supervision of their FTO. The FTO evaluates the performance of the student officers on a daily basis and fills out an evaluation form for each officer at the end of each shift. The FTO instructors provide the student officers with in-service courses during the entire field training program. After the completion of the field training program, the new officers are assigned to the patrol division and they work as a patrol officer in a two or three officer patrol unit (OSCE, 2008). Basic characteristics of police training and features of police field training programs are summarized in Table 1 for comparison.

**Table-1:** Comparison Table of Police Field Training Programs (PFTO)

	<b>Turkey</b>	<b>USA</b>	<b>Kosovo</b>
Whether it is a municipal (local) police department or local police department (field office) of federal government*	Local police department (field office) of government	Municipal (local) police department	Local police department (field office) of federal government
Do local police departments have field training (PFTO) units?	No	Yes	Yes
Do police departments have permanent field training officers?	No	Yes	Yes
Length of field training	30 days	14 weeks	19 weeks
Which unit recruits are assigned after the completion of the field training program to?	Any unit (particularly riot police)	Patrol unit	Patrol unit
Length of police academy training (in class training).	4 terms (associate degree program) (1 term=14 weeks)	720 hours (97 days or 14 weeks)	20 weeks
Police academy training is an academic program or a course before police service?	Associate degree program in criminal justice for two years <sup>2**</sup>	A course before police service	A course before police service
Are recruits sworn officers or police cadets during field training program?	Police cadet	Sworn officer	Sworn officer

\* **Municipal (local) police department:** Each police department recruits for itself, its budget comes from the municipality (city budget). The Chief of police is appointed by the city counsel or mayor. **Local police department (field office) of federal government:** Budget and personnel come from the main headquarters. Chiefs of police in each city are appointed by the minister of interior

Are recruits are paid salary during the field training program?	No	Yes	Yes
Is the field training program after police academy (in class training)?	In the middle (summer) of police academy training	Immediately after graduation from police academy	Immediately after graduation from police academy
Do the recruits observe or practice policing during the field training program?	Observe	Practice under the supervision of a FTO	Practice and observe under the supervision of a FTO
What is the content of the field training program?	Complex	Patrol officer training	Patrol officer training
Are the PFTO units dispatched to the emergency calls?	No	Yes	No
Whether recruits are assigned to a special task? (such as a check point task)	No	Yes, under the supervision of a FTO	Yes, under the supervision of a FTO

### 3. Discussion

This section discusses the findings of the study based on four different aspects of field training programs in three countries: Goal of field training programs, structure and content of the programs, field training units and coordinators and evaluation of student officers' performance.

#### 3.1. The Goal of the FTO Program

The goal of FTO program is to provide skills and behavioral patterns that are almost impossible to be taught during theoretical in-class training.

The goal of the US police training and particularly the goal of the FTO program is to train an individual patrol officer. After the graduation from the

police academy, a student officer is immediately assigned to the FTO unit at her/his local police department. The FTO teaches the student officer how to be a professional patrol officer. They ride patrol together. The driver is mainly the student officer. The FTO only drives the car for the purpose of showing how to operate an emergency vehicle during the first few days. They respond to emergency calls as a FTO patrol unit. After the completion of the FTO program, they are assigned to the patrol division to work as individual patrol officers.

The goal of the Turkish police field training (TPFT) program is defined as “to practice what police cadets learned during their first year in police vocational school; furthermore, to learn police policies and police procedures and gain knowledge how to behave to citizens (Ordinance of Police Vocational School Education and Training, 2008, Article#25). In addition, the Ordinance of Turkish Police Field Training (2005, article#5) defines the goals of the Turkish police field training more clearly than the Ordinance of Police Vocational School Education and Training (2008). According to this ordinance; the primary goal is to observe the application (or implementation) of the theoretical knowledge that police cadets learned during their first year of in-class training. The second goal is to use and to be familiar with the computer programs, materials, equipment, vehicles, and tools that are used by the police departments. The third goal is to get more knowledge about the law enforcement occupation. The final goal is to know various units (such as anti-terror, patrol, investigation, and smuggling units) of the police departments and get information about each unit’s policies and procedures.

However, particularly based on these goals, the implementation of the TPFT is problematic. First, the goal of program is not specified as it is in the US and in Kosovo. The goal of the program in Turkey is not preparing the cadets for patrol units. Because the student officers are not exactly assigned patrol units after the graduation from police vocational schools. Initially, they are mainly assigned to either the riot police divisions or patrol units. The officers assigned to the riot division must work at least three years at this department. After this period, majority of them are assigned to the patrol units. A couple of years later, they may be assigned to the more prestigious divisions such as investigation, anti-terrorism, anti-smuggling, and intelligence based on their performance. However, this is not a rule because some police departments initially assign new officers in prestigious divisions such as anti-smuggling and intelligence.

The customer group of the police is so large; hence, everything may not be taught in police academies or in the field training program. For example, the police deals with terrorism, traffic, drugs, forensic, counterfeit money and documents, smuggling, organized crime (such as woman trafficking) etc. It is almost impossible to teach all those issues in police academies. Those issues should be taught in-service trainings together with practicing or experiencing the police work in those units. Thus, police training and field training should focus on basic police function such as patrol function. Consequently, the goal of the police academy and field training should concentrate on training a patrol officer. The initial goal is not to create a police patrol officer in Turkey because recruits may start policing not only in patrol units but also in other units (investigation, anti smuggling, etc.).

### ***3.2. Structure and Content of the Programs***

In terms of the structure of field training program, implications in three countries are discussed in several aspects. First, the recruits who are in the field training program are sworn officers in Kosovo and in the US. However, they are considered as police cadets not sworn officers in Turkey and not paid salary during the field training program. After their graduation from police vocational schools, they swear (take an oath) and become police (sworn) officers. If police cadets are killed or severely injured in the line of duty while performing their field training, there are no policies in force to handle the situation. It seems that there is an accountability problem with this issue which keeps officers from hands-on training.

Second, in the US and in Kosovo, police students are perform police work by practicing patrol duties. Turkish police cadets only ‘observers’ during the police field training program. They do not directly practice policing in front of the FTOs, instead, they only observe the sworn officers in various units at local police departments. The program is not designed to use police radio, computer, patrol car, or any equipment by the police cadets during their field training.

Third, police students do carry weapons and wear uniforms in the US and in Kosovo during FTO programs. On the other hand, the police cadets are not allowed to carry any weapons and wear uniforms in Turkey since their status is not sworn officer. In addition, unlike in other two countries, the program is

carried out during day times in Turkey and does not contain any night (shift) training like in US and late shift like in Kosovo (Ordinance of Turkish Police Field Training, 2005).

Fourth, interestingly, the police field training program in Turkey is at the middle of in-class training. There is no opportunity to practice what learned, at the second year of in-class training which is after field training program. Logically, it must be at the end of the second school year in order to practice what they learned during whole in-class training.

Fifth, in Turkey, police field training takes only 30 summer days while the length of the program is 14 weeks in the US and 19 week in Kosovo (Demirci & Ulkemen, 2005; Seattle Police Department, 2003). Apparently, a 30-day program is not adequate to train cadets on real police work.

### ***3.3. Field Training Units and Coordinators***

In the US, the FTO division exists at the local police departments. The division of the police field training oversees the program such as the assignments and record keeping of the recruits in local police departments. Local police departments have their own field training units and coordinators. Successful experienced and skilled veteran sworn officers are assigned as FTOs (Denton PD, 2003), and become police trainers. However, they are not permanent FTOs because they may be assigned anytime to other divisions by the Chief of Police. An FTO is a full-time field trainer and works at the FTO division.

In Turkey, police officers who have at least five year of experience in policing in any unit, and who are believed by their supervisors to be a role model may apply for the PFTO (Ordinance of Turkish Police Field Training, 2005). An in-service training on field training program is organized by the Training Department of the TNP to train selected experienced sworn officers and to assign each of them as a field training officers after in-service training. The reason of this training is to implement the field training program successfully (Training Department's Website of the TNP, 2011). In addition, each PFTO deals with more than a police cadet (maximum five cadets) (Ordinance of Turkish Police Field Training, 2005). However, as it is indicated previously, no police field training department and no police field training unit exists at the TNP. Hence, even though the TNP produces field training officers, they do not have any opportunity to work at the field training office. They work in

their units such as investigation or patrol, and as a second assignment (extra work), they work with police cadets during their field training program during a 30 day long period in the summer. The FTOs are neither full-time FTOs nor officers of the field training program. Consequently, it is difficult to believe that these officers successfully train police cadets and achieve the desired results.

### ***3.4. Evaluating Performance of Student Officer***

In the US, the FTO evaluates the various aspects of student officer's performance during the field training program. For example, the FTO evaluates whether the student officer controls his/her stress in conflict situation, whether he/she employs appropriate force in conflict situation, whether he/she gives professionally voice instructions in conflict situations, whether he/she understands the problems and develops appropriate actions, whether he/she drives the patrol car safe and cautiously for the situation, whether his/her performance is acceptable under high stress conditions, whether he/she uses the principals of officer safety particularly during transferring a prisoner or taking a person under custody, whether he/she performs professionally while interviewing people and interrogating suspects. Those evaluations show that the US field training program gives an opportunity to the FTO to evaluate the field performance of the student officer because it is designed for this opportunity (Bloomington PD, 2001).

However, the FTO program in Turkey does not give evaluation opportunity because police cadets only observe policing, and do not have actual practice during the FTO program. The Turkish police field training looks like a kind of observation of police work and not true field training. The unit supervisors indicate in the evaluation form whether each cadet observed what is exercised by officers in that division. However, the actual performance of a cadet is unknown, since the primary goal is not practicing and performing the real life policing. Hence, the FTOs have no opportunity to evaluate the performance of police cadets during the program. In a desirable police field training scenario, the police recruit must perform policing; then, the field training officer must observe and evaluate the behavior of the recruit.

## **Conclusion**

Based on the review of field training programs in three countries (US, Kosovo, Turkey) and discussion of the strength and weaknesses, we suggest some policy implications for improvement of TNP's field training program.

First and foremost, the goal of field training program in Turkey must be determined precisely and put into practice. Based on findings of the study, we highly recommend that the primary goal of field training program must be training cadets as patrol officers. Patrolling is considered as the core and backbone of policing. Patrol is considered the core of and backbone of policing. At the patrol unit, officers respond to all emergency calls. They earn the majority of their police knowledge from their massive contacts with the citizens and criminals at their patrol unit. In addition, patrol officers learn how to communicate with prosecutors and judges at the beginning of their police career. Targeting to teach all policing functions in the police field training program neither possible nor efficient and effective method.

In terms of its structural factors Turkish field training program also need some essential improvements. The Turkish field training program should be designed to produce professional police personnel by transferring policing skills and experience from senior officers to the recruits. The status of the police cadets in Turkey should be probationary officer during the field training program. Because their status must be clear if they experience any unexpected situation such as being killed or severely injured in the line of the duty. This might help addressing the accountability problem. Changing status of cadets into sworn officers might also provide an improvement in their position from observer to practitioner. To be able to succeed, they should perform actual policing instead of observing what is performed by sworn officers. In addition, in the current system, there is no opportunity to practice what learned at the second year of police vocational school. Hence, the field training program should start after the graduation from police academy not between first and second years of academy training. Duration of the program should be extended, since 30-day program is not adequate to have officers gained all professional skills that they need during their career.

Field training units and coordinator of the FTO program in Turkey also requires some advancement. First the status of the FTOs must be determined as the full-time FTOs. In addition, the FTO divisions should be created together with the full-time FTO positions. Each FTO should not be given more than



three police cadets. When they constitute a patrol unit, four student officers are enough for each FTO because a patrol car (a FTO unit) may carry maximum five people. When a regular patrol officer is given an extra task such as a FTO, he/she may not focus on his/her FTO work because it is not his/her primary work. One reason for lack of full time FTOs in Turkey might be short duration of field training program. When the duration is extended, the need for full time FTOs will become more visible.

The field training program in Turkey must be designed so that allows FTOs to evaluate the performance of cadets. For this purpose, it seems to be useful structuring the field training program in three stages. In this way, FTOs can not only contribute to the professional development but also evaluate the cadet's performance. At the first stage, the FTO should perform police work, at the second phase, police cadet should perform most of the work and then cadets should perform and FTO should observe and evaluate at the final period. Only in this way the FTO may be able to correct the mistakes of the police cadets, and the FTO may give feedback to the police cadets. This is the way, the police cadets may learn from the experiences of the FTOs through the feedback.

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# **A STUDY ON THE EFFICIENCY OF THE POLICE OFFICERS ON DUTY WHO WERE GRADUATED FROM POLICE VOCATIONAL HIGH SCHOOLS**

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### **Abstract**

The process of changes in the world deeply influences social structures. Due to the societal change, expectation level of the society evolves and this change process increases day by day. This situation highlights police education and the qualifications that officers should have as well as the other professions whose work fields are the communities. In this context, the aim of this study is to determine on task efficiency of the officers graduated from Police Vocational High Schools. The efficiency of officers has been measured by a survey applied in different provincial police departments. The questions of the survey cover the subjects investigating how the theoretical and practical courses taught in Vocational High Schools during two - year education that affects the efficiency level of profession. Survey participants are selected among the police officers graduated from Police Vocational High Schools and have five years of professional experience and the survey is applied to 800 participants. The results of the study show that the courses police officers took before they graduated from Vocational High Schools, contribute to their qualifications of co-operation, adoption to new conditions, respect for human rights, computer use, proficiency in written less and oral expression, and physical ability. However, these courses found to be responsible for contribution to the qualifications of officers such as foreign language, law, and self-confidence.

**Key Words:** Efficiency of the police, police education, Police Vocational High School

## **Polis Meslek Yüksek Okullarından Mezun Polis Memurlarının Görevde Verimlilikleri Üzerine Bir Araştırma**

### **ÖZET**

Dünyada yaşanan değişim süreci toplumsal yapıları derinden etkilemektedir. Toplumsal değişime bağlı olarak, toplumun beklenti düzeyi değişmekte ve değişim süreci gün geçtikçe hızlanmaktadır. Bu durum çalışma alanı toplum olan diğer mesleklerde olduğu gibi polis eğitimi ve polisin sahip olması gereken nitelikleri ön plana çıkarmaktadır. Bu çerçevede çalışmanın amacı, Polis Meslek Yüksek Okullarından mezun olan polis memurlarının görevde verimlilik durumlarını tespit etmektir. Polis memurlarının verimlilik durumları farklı İl Emniyet Müdürlükleri'nde uygulanan bir anket çalışması ile ölçülmüştür. Anket, Polis Meslek Yüksek Okullarında iki yıllık eğitim süresince okutulan teori ve uygulamalı derslerin meslekte verimliliği nasıl etkilediğini araştıran sorulardan oluşmaktadır. Anket, Polis Meslek Yüksek Okullarından mezun ve beş yıllık meslek tecrübesi olan memurlar arasından seçilmiş 800 katılımcıya uygulanmıştır. Araştırma sonuçları, Polis Meslek Yüksek Okulu mezunu polis memurlarının eğitimleri süresince aldıkları derslerin, memurların işbirliği yapmasına, yeni şartlara uyum sağlamasına, insan haklarına saygı göstermesine, bilgisayar kullanmalarına, etkili yazılı ve sözlü ifade kullanmalarına ve fiziki yeterlilik gibi niteliklerinin oluşumuna oldukça katkı sunduğunu ortaya koymuştur. Ancak, bu derslerin memurların yabancı dil, mevzuat ve özgüven gibi niteliklerine daha az katkı sağladığı ortaya çıkmıştır.

**Anahtar Kelimeler:** Polisin Verimliliği, polis eğitimi, polis meslek yüksek okulu

## **Introduction**

Security and safety have been one of the most basic needs of the human-beings since ancient times. Community where they live with physical elements, people as individuals and as a group tried to protect life and assets from all kinds of dangers. Indeed, according to Maslow's hierarchy of needs, human-beings' psychological needs take the first place, just after their "security" needs. Psychological needs are very important for people like life and property. Securing all those assets resulted in establishing security agencies.

Especially during the industrial revolution, the urbanization in Europe experienced high volume of mobility of population that resulted in human concentration in cities. The increase in population intensity caused the formation of complex societies that bred new type of offenses. The struggle for crime prevention and criminality, the "London Metropolitan Police" organization was established in England in 1829. This had happened at the same time with establishment of security agency in the Ottoman Empire in Istanbul on 10 April 1845. First time in Turkish history the word "police" used as Police Directorate. After establishment of police organization, it was understood that schools were required to meet the human resource of Turkish Police.

The first police school in the Ottoman Empire was opened in Thessaloniki in 1907. The students were from Thessaloniki and Skopje. Second police school was opened in 1909, in Istanbul and started the education. The students were not only from Istanbul but also from other parts of the country. Following those, other police schools were opened in Beirut, Erzurum, Baghdad, Trabzon, and Adana. Except the school in Istanbul, others were closed at the time of First World War. Afterwards, the police college and the police institute were established in Ankara in 1937. In 2001, these police schools providing training just for 9 months were turned into a two-year Police Vocational High School and written selection exams were conducted by Student Selection and Placement Center of Board of Turkish Higher Education. Those changes made possible to select more intelligent, talented, knowledgeable students to police schools. Moreover, curriculum has become more efficient with science courses as well. Bearing in mind that the school environment enhances student socialization, the facilities of culture and art activities are redesigned and arranged. The faculty members began to teach with the help and support of other universities. So that the universities' scientific approaches were introduced into police school trainings. This collaboration has contributed



to the positive image of the police vocational high schools' national and international recognition. With these changes, the police schools are working to reform their curriculum and training philosophy according to human resource need of security organizations and expectations of transforming society.

The radical change with the globalization effects the governments and their assets tremendously. Training institutions have to be re-constructed according to changing needs of people, and behaviors should change accordingly. So our schools should provide proper training to students in symphony with the needs of our era.

What are the basic professional qualifications of members in the Turkish Police community today? The researches should be made on the basic questions like; are officers satisfied with their jobs, how to educate more qualified officers, and the results should be evaluated by members of Police association.

It's important to know the level of competency of officers that are on duty after the changes in 2001 to decide on whether the goals are fulfilled or not. Turkey is to reach to the competency level of police officers in developed countries as soon as possible. Therefore, Police Professional Standards of competence should be created in coming years and schools should be designed according to those standards, and the product of these schools, that is, police officers should be evaluated against these standards.

### **1. The Aim of the Study**

This study aims to identify the level of efficiencies of the police officers who have been graduated from police vocational high school and are on duty for at least 5 years.

### **2. Method of the Study**

In this study, a questionnaire was prepared for a descriptive study, having 20 questions with standards of descriptive quality scanning. The participants of the questionnaire to obtain data were police officers who had been graduated from Police Vocational High Schools and have 5 years experience who were distributed in different provincial police departments. In this context, 800 police officers have been chosen randomly. The findings obtained from the study have been evaluated with SPSS Program.

3. Findings and Discussions

In this section, the statistical analyses related with the findings obtained from the study and the graphs and tables of these analyses have been shown and discussed.

4. A Study on The Efficiencies of Police Vocational High Schools Graduate on Duty Police Officers

When the findings are examined, generally, all the questions on the questionnaire were answered; namely, there was no missing value. In all the questions, the lowest values and the highest values for each question have been marked at least once.

Table 1: Questionnaire on the Efficiencies Of The Police Officers

Opinion number	Scale:5:I absolutely agree 4: I agree 3:I partly agree 2:I disagree 1:absolutely disagree	Net	Min.	Max.	Average	Mod	Standard deviation
O1	My subordinates are successful about cooperation, adapting to change of conditions and carrying out given duties	800	1	5	3.86	4	0.91
O2	They care about the respect of human rights.	800	1	5	4.16	4	0.82
O3	They are sufficient in radio communications.	800	1	5	3.51	3	1.03
O4	They are showing the necessary precision about their appearances	800	1	5	3.96	4	0.91
O5	They have sufficient knowledge about usage of the computer.	800	1	5	3.75	4	0.96
O6	They are doing the works which they have to do spontaneously, correctly and on time.	800	1	5	3.56	4	0.99

O7	They have ability to express themselves and events with written and spoken formats.	800	1	5	3.74	4	0.97
O8	They have enough knowledge on the legislation.	800	1	5	3.22	3	1.01
O9	While interfering the events, they have self-confidence.	800	1	5	3.54	3	1.02
O.10	They have no problem with the adaptation in their jobs.	800	1	5	3.55	4	1.04
O.11	They have knowledge on effective communication.	800	1	5	3.69	4	0.95
O.12	They know and perform rule of kindness and good manners.	800	1	5	3.83	4	0.99
O.13	They have the ability of emphasizing	800	1	5	3.55	4	0.99
O.14	They are objective when interfering the events.	800	1	5	3.90	4	0.96
O.15	They have sufficient knowledge on foreign language.	800	1	5	2.61	2	1.12
O.16	They are talented in creating social environment.	800	1	5	3.72	4	1.00
O.17	They are sufficient in physical conditions.	800	1	5	3.75	4	0.96
O.18	They are careful about budgeting their salaries.	800	1	5	3.59	4	1.03
O.19	Benefits of their training programs during their school time can be seen.	800	1	5	3.39	4	1.24
O.20	They are sufficient in using language and diction.	800	1	5	3.60	4	1.00
General		800	1	5	3.62	4	1.00

As seen in Table 1; the average of answers to each question generally allows making an assessment for each question. It was determined that the overall average of answers given to all opinion questions is 3.62. Considering this average, senior police officers defined the general competency level of young officers is above the average. Of all opinion with 4.16 averages, the highest point is on the expression of ‘Respect for Human Rights’.

In other words, the most appreciated behavior among young officers is their attitude and behaviors on Human Rights.

- The third best behavior for young officers with 3.90 average is behaving objectives on the event time.
- With 3,54 average, young officers are thought insufficient by seniors about self confidence. So they have had been more limited in this subject.
- In general, young officers are seen insufficient in foreign language fluency. This is the most general and dense subject.
- The second most insufficient subject about young officers with 3,22 average is lack of knowledge about the body of current laws. Although it had taken the second worst point, that point is above the average.
- One of the most insufficient subjects is young officers’ thought about their training programs; they don’t give enough importance to training, and don’t see it as useful.

The administered questionnaire for the respondents is as follows:

**Table 2:** Questionnaire on the Opinions of the Superiors about Young Officers

Opinion No	5:strongly agree 4:agree 3:partly agree 2:disagree 1:strongly disagree	1	2	3	4	5
O1	Young officers are good at cooperation, adapting to changing conditions and getting the job done.	1,6	4,0	27,6	40,1	26,6
O2	They show attention on respect for human rights	0,5	2,4	16,6	41,4	39,1

O3	They have enough knowledge on radio communications	2,4	14,1	32,6	31,8	19,1
O4	They take good care of their clothes.	1,1	5,5	20,4	42,6	30,4
O5	They have computer skills	1,6	8,0	27,9	38,6	23,9
O6	They make their job immediately, timely and accurately.	2,8	10,1	33,8	35,1	18,3
O7	They have ability to express themselves and events in written and spoken formats.	2,0	7,6	28,4	38,3	23,8
O8	They have enough knowledge on laws.	4,6	17,5	39,8	27,6	10,5
O9	While responding to cases, they have self-confidence	2,4	12,5	33,6	31,5	20,0
O.10	They have no problem with the adopting their jobs.	3,0	12,6	31,0	33,4	20,0
O.11	They have ability of effective communication.	1,8	8,0	31,0	38,5	20,8
O.12	They know and perform rule of kindness and good manners.	2,6	6,0	24,8	38,5	28,1
O.13	They have the ability of emphasizing.	3,1	10,0	32,6	37,4	16,9
O.14	They are objective during the interference the events.	2,1	5,0	23,8	38,9	30,3
O.15	They have sufficient knowledge on foreign language.	17,3	31,5	31,1	13,5	6,6

O.16	They are talented in creating social environment.	2,6	8,0	27,8	37,9	23,8
O.17	They are sufficient in physical conditions.	2,1	7,8	25,9	41,5	22,8
O.18	They are careful about budgeting their salaries.	3,4	9,6	32,3	34,0	20,8
O.19	Benefits of their training programs during their school time can be seen.	10,5	12,9	24,0	32,0	20,6
O.20	They are sufficient in using language and diction.	2,1	11,5	30,1	36,6	19,6

- While 40 percent of superiors find young officers' collaboration, adapting to different conditions and fulfilling the duty sufficient, other 90 percent of superiors think that young officers' qualification is above the average.
- 90 percent of superiors think that young officers have an above the average qualification in respecting to human rights, computer use, expressing both themselves and the events orally and in writing, communicating impressively, being impartial while responding the events, socialization in society, physical fitness and condition, and budgeting their salary.
- 85 percent of superiors reported that young officers have an above the average qualification on radio communications, accurately doing the job on time, having the ability to be emphatic, the use of language and diction and in adapting to the profession.
- 78 percent of superiors rated young officers above the average for mastering the laws as benefit of the training the young officers get during their school period. However, 50 percent of superiors find young officers sufficient in mastering a foreign language.

**Table 3:** The Reliability of the Statistic

The Reliability of the Statistic	
Cronbach Alpha Bracket	The number of Questions
0.931	20

For the result of survey to be valid the reliability of the applied survey should be high. In this study, the reliability of survey was checked by Cronbach Alpha Bracket. Consisting of 20 questions, the Cronbach Alpha Bracket was confirmed to be 0.931. This bracket means that the reliability of the survey is so high.

**Table 4:** Opinions of the Superiors

Opinion Number	Opinion	When clean concerned question CRONBACH ALFA	Statistical Test of KOLMOGOROV SMIRNOV
O1	Juniors are good at, making cooperation adapting to changing conditions and making the job.	0,928	6,449
O2	They show attention on respect for human rights	0,929	6,726

O3	They have enough knowledge on radio communications	0,928	5,412
O4	They take care about their clothes.	0,928	7,048
O5	They have computer skills	0,929	6,425
O6	They make their job spontaneously, timely and accurate	0,926	5,809
O7	They have ability to express themselves and events with written and spoken formats.	0,926	6,369
O8	They have enough knowledge on the legislation.	0,926	5,796
O9	While interfering the events, they have self-confidence	0,927	5,317
O.10	They have no problem with the adaptation in their jobs.	0,927	5,714
O.11	They have ability of effective communication.	0,925	6,301



O.12	They know and perform rule of kindness and good manners.	0,926	6,575
O.13	They have the ability of emphasizing.	0,925	6,188
O.14	They are objective while interference the events.	0,928	6,567
O.15	They have sufficient knowledge on foreign language.	0,931	5,484
O.16	They are talented in creating social environment.	0,927	6,401
O.17	They are sufficient in physical conditions.	0,927	6,929
O.18	They are careful while budgeting their salaries.	0,929	5,772
O.19	Benefits of their training programs during their school time can be seen.	0,930	6,042
O.20	They are sufficient in using language and diction.	0,926	6,170

In Table 4, it was examined whether it was possible to change the reliability of questionnaire and whether the responses that were given to the questionnaire are related to the normal distribution.

In questionnaire some questions may reduce the reliability. Leaving out these questions may change the reliability of it. When examining the questions in that framework, any question that's left out from questionnaire can change the Cronbach Alfa parameter.

The power and directions between variables can be examined by an analysis of correlation. Firstly, whether to use Pearson or Spearman correlation analysis should be determined. If variables distribute normally Pearson Correlation analysis can be applied, but if not, a non-parametric test, Spearman correlation analysis should be applied. To check whether variables distribute normally or not, Kolmogorov-Smirnov test was used. When looking at the results, all provisions don't fit to normal distribution. In that situation, relationships between the variables, their directions and power should be determined by Spearman correlation analysis.

With the results of Spearman correlation analysis applied to the questionnaire, it was observed that there were some positive and negative relationships between variables. The positive relationship indicates that there is a positive relationship between variables. It means, if one of the variables increases in number, the other is also increasing, and vice versa. This result shows that the questions and responses are coherent.

## **5. Conclusion and Suggestions**

The purpose of this study is to determine the efficiency levels of police officers graduated from Police Vocational High Schools who are currently on duty. This study has an important task in determining whether officers are able to use their knowledge, skills and abilities they gained in their two-year training and education. This descriptive survey has been conducted to selected 800 police officers graduated from Police Vocational High Schools with five years of professional experience in the field.

The courses taught to police graduates during their training and education helped them to learn being respectful to human rights, co-operating with each others, adapting to new conditions, being sensitive for tidiness and cleanliness

of attire, improving knowledge of computer use, having written and oral skills, impartiality while responding to the cases, having physical agility. On the other hand, this education had limited impact on police students in improving their foreign language proficiency, self-confidence and legal knowledge. The limitations and low success rate in language learning is not a surprise for cadets of Police Vocational High Schools since it is also a major problem in other schools in Turkey. This might be an expected result that efficiency can not be reached.

Law, self confidence and foreign language education curriculum should be reviewed once more, and the necessary measures to improve it should be taken.

In order to have a more efficient and qualified education, the following suggestions are made;

### ***5.1. Law Education***

- The text books have very complex structure; there is no connection between the chapters. That situation negatively effects students' learning. So, books should be updated and simplified.
- The teaching staff should have pedagogic education training and required teaching experience.
- The instructors should use actual life events for teaching the subjects,
- The crime series about actual events that taken place in mass media like typical evidence, fingerprint programs, etc. should be used as situational course material,
- A course model should be prepared for teaching the solutions of professional problems,
- As all students who study in Police Vocational Schools of Higher Education (PVSHE<sub>s</sub>) don't think that they may repeat the year or not graduate from school when they fail, they are not interested in courses. So failing students in these schools should repeat the class one another year, otherwise or they should not be given a diploma.
- The most of students who graduated from these schools start to do job at first in units actively using force at least for three years. For that reason, they are prone to forget theoretical and practical trainings they have received in

schools. So after these police officers complete mandatory work time in these units they should be given in-service training for a short time when they are appointed to a different unit.

### ***5.2. Self-Confidence***

- In the interview exams of selecting cadet candidates, the committee should make a test just like the tests that are applied in Holland; firstly show a film to them and then ask them to comment on the film. Then under the supervision of psychologists, personality inventory test that consists of 5 factors should be applied. In the interview stage, police candidates' attitudes and behaviors should be evaluated with these results.
- The administrative staff's sentences to cadets like "Don't comment, obey the commands, obey the authority, only do and don't think" that cause losing self-confidence in students should be forbidden.
- Police officers who graduated from Police Vocational High Schools experience a transition process from adolescence to adulthood, which may translate into egoistic, hasty behaviors and unnecessary courage. Administrators and instructors should be aware of their psychology.
- These police officers who are at the age of puberty also get into personality depression. They think that they have more responsibility in their ages. This affects police officers' self confidence negatively.
- Students are said that "Real Police business may be learned in the field, field is different from school, and field isn't easy as you think" during the training period cause despondency and results in lack of self-confidence.
- Female police officers are seen passive because women who are graduated from these vocational schools feel themselves as minority and male officers think that they are not cut for police profession.
- Superiors who are on duty in school and their staff should develop their bottom-up and top-down horizontal communication skills.
- To get over the lack of self confidence in officers who always change their workplaces, psychologists support should be provided at Provincial Police Departments.

### ***5.3. Foreign Language Teaching***

- At the beginning of each term, an exam should be conducted to find foreign language level of new students for distributing them into classes of the same level. One of the schools should be chosen as a model, and a foreign language classroom should be created there as a pilot project.
- Teaching professional English by personnel of Police organization will increase students' interest into learning.
- Visual materials are very important in learning a foreign language. So, long and short films should be shown in foreign language courses. Also native speakers should be invited into the classrooms for practice.

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# **A COMPARATIVE APPROACH TO POLICE EDUCATION & TRAINING: TURKEY, ITALY & AMERICA**

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### **Abstract**

Police education and training is very diverse and complex in developing and developed countries. It is difficult to find a common denominator among the European countries and the states of America. It is beyond the scope of this study to present a detailed European and American police education and training. Instead, we will only illustrate the police education in Italy as a European country and police education in the State of Virginia as a part of the USA as well as Turkish police education, in this study. Police cadets should enhance their real-world experience with advanced practical education. In addition, there seems to be an increasing gap between what police scholars, police officers and police cadets think about “police education”. The necessity to increase the level of practical police education is actually much deeper. The area of practical training in police education in Turkey has been neglected for a long time. Several unsuccessful attempts to correct this problem have been proposed in the history of police education. This study will compare the police education and training in Turkey, in Italy and in the state of Virginia in terms of contents of the courses, number of credits, and the balance of theoretical and practical courses. After analyzing and comparing the afore-mentioned dimensions of police education, this study will aim to find a common denominator in police education and several policy recommendations will be discussed.

**Key Words:** Police training, theoretical and practical courses, police education in Turkey, Italy and the State of Virginia



## **Polis Eğitiminde Karşılaştırmalı Yaklaşım: Türkiye, İtalya ve Amerika**

### **Özet**

Polis eğitim ve öğretimi gelişmiş ve gelişmekte olan ülkelerde çok çeşitli ve karmaşık bir yapıdadır. Avrupa ülkeleri ve Amerika eyaletleri arasında bu konuda ortak bir payda bulmak zordur. Ayrıntılı bir Avrupa ve Amerikan polis eğitim ve öğretim sistemi çalışması sunmak bu çalışmanın kapsamı dışındadır. Bunun yerine, bu çalışmada, bir Avrupa ülkesi olarak İtalya ve ABD örneği olarak Virjinya eyaleti ve kendine has özellikleri nedeniyle de Türk polis eğitim ve öğretimi; derslerin içeriği, pratik ve uygulamalı eğitimlerin yeterliliği yönlerinden karşılaştırılmaktadır. Polis okulu öğrencilerinin ileri uygulamalı eğitim ile gerçek olaylara yakın deneyimlerini geliştirmeleri gerekmektedir. Buna ek olarak, akademisyenler, polis amir ve memurları ve polis okulu öğrencilerinin “polis eğitimi” algılarında ve tanımlamalarında giderek artan bir fark görülmektedir. Poliste pratik eğitim seviyesini artırmanın gerekliliği aslında çok daha derinlerde yatmaktadır. Türkiye’de uygulamalı polis eğitimi uzun bir süre ihmal edilmiştir. Bu sorunu gidermek için birkaç başarısız deneme polis eğitim tarihinde kendisine yer bulmuştur. Bu çalışma, kredi sayısı, teorik ve pratik derslerin dengesi ve derslerin içeriği açısından Türkiye, İtalya ve Virjinya eyaleti polis eğitim ve öğretimini karşılaştıracaktır. Bu karşılaştırmadan sonra bu ülkelerdeki polis eğitim ve öğretimi açısından benzerlikleri belirleyerek, polis eğitim ve öğretimi konusunda çeşitli politika önerileri ortaya konmaktadır.

**Anahtar Kelimeler:** Polis eğitimi, Türkiye, İtalya, Virjinya’da polis eğitimi, teorik ve uygulamalı dersler.

## **Introduction**

Police education and training is very diverse and intricate in developing and developed countries. Although the basic training of police in Turkey, Virginia and Italy are varied to a certain degree, police education in these three countries is basically very dynamic and completed by theoretical and practical training. Police education length varies from country to country, but in general education content is quite similar. In this context, most countries give the theoretical training first and practical training later and the others vice versa. There is also a third option in which some countries give the theoretical and practical education before and after. Therefore, it is very difficult to find a common denominator among the European countries and the states of America. It is beyond the scope of this study to present a detailed European and American police education and training. Instead, this study will focus on police education in Italy as a European country and police education in the State of Virginia as a part of the USA, and Turkish police education due to its unique features.

Education is one of the fundamental factors of an organization's future. Police education is important because what police do touch daily life of all citizens. A good educated police force will diminish the corruption, improper use of force, and will be capable of increasing respect for human rights by fighting crime, criminals, and terrorism more effectively. Today, in the world, one of the distinctive characteristics between developing countries and developed countries is the quality of the education in all aspects of the life.

Police training play crucial role to shape police officers. Training programs should be dynamic which would be continuously updated based on the needs and developments in the world. Police educators, police academicians and practitioners who face daily real world problems have to find solutions to the problems they encounter rather than theoretical approaches. Police researcher Fyfe asserts that "If the police do not (develop and refine standards), legislators, judges, and jurors, who know far less about policing, will do it for them, often at great expense and after great pain" (Fyfe et al., 1997, p. 522).

Police cadets should enhance their real-world experiences with advanced practical education. In addition, there seems to be an increasing gap between what police scholars, police officers and police cadets think about "police

education”. The necessity to increase the level of practical police education is actually much deeper. The area of practical training in police education in Turkey has been neglected for a long time. Several unsuccessful attempts to correct this problem have been proposed in the history of police education. This study will compare the police education and training in Turkey, in Italy and in the state of Virginia in terms of contents of the courses, number of credits, and the balance of theoretical and practical courses. After analyzing and comparing the afore-mentioned dimensions of police education, this study will aim to find a common denominator in police education and several policy recommendations will be discussed along with the study.

## **1. Police Education in Turkey**

Turkish National Police (TNP) has currently 260,000 police officers on the streets while 8,000 police freshmen and 8,000 sophomores pursue police training in 29 different police vocational schools (Polis Meslek Yüksek Okulları- PMYO) across Turkey (Alac & Balcı, 2012). On the other hand, approximately 4,200 students are educated in Police Vocational Training Center (Polis Meslek Eğitim Merkezleri - POMEM). Therefore, each year police force gets 12,000 fresh police rookies in Turkey. Education in these schools will be discussed in the next chapters.

### ***1.1. Training at Police Vocational Schools***

These schools are directed under the director of Turkish National Police Academy. Students should have at least their high school degree to be educated in these two year vocational schools. Since 1980, basic and branch training of police schools was to cover the 9 months education. Basic training program is a 4 month period and branch training is planned as a 5-month period (Sahin, 2011).

Regulations which came into force in 1995 with the Police Vocational Schools, students who are completed compulsory military service have 6 months of education while students without military service have 9 months of education. In 2001, Police Higher Education Law No. 4652 attained the

status of these schools to 2-year vocational schools under the roof of the Police Academy. The number of these schools was 20 in 2001, and the numbers increased to 29 in 2012. Students' needs such as boarding, food, and clothing are met by the institution.

It is still not very clear which criterion is taken into consideration in determining to open police vocational schools in a city in Turkey. Population of the province, physical (buildings, vehicles, equipment) condition/qualification of the compound, the quality/ quantity of the trainers available in that city or some other reasons.

### ***1.2. Field Training for Police Vocational Schools***

Freshmen students have their one month field training education within the city police where they want to take their education. This one month education is aimed practical applications of theoretical knowledge learned in the school. However, because of the several problems as mentioned in the result report of "The Problems and Solutions at the Basic Police Education" in 2011 (pp.573-594), it does not yield the desired results. Some of the arising problems during internship (field training) are mentioned below (GEAR, 2011);

- The uncertain status of the students and the field trainers
- Lack of the determined philosophy of internship training
- Lack of the upper level management support for internship programs
- Unclear program management
- Lack of the regulations (laws, bylaws)
- Passive learners rather than active participants
- The quality and the quantity of field trainers
- The duration of field training
- Performance appraisal of interns

The arising problems alone show that these field training does not do a good job and it needs to be improved or changed to another form.

### ***1.3. Training at Police Vocational Training Centers (Polis Meslek Eğitim Merkezleri - POMEM)***

These schools are directed under the director of Turkish National Police Education Department. Police cadets should have 4-year bachelor (university) degree to be educated in these six-month schools. These POMEM schools are adopted according to Amendments in the Law No. 5336. in 2005. The main idea is to increase qualifications of the staff by taking 4-year bachelor students. The education ends within two semesters and a total of 16 courses are taught to the police cadets (8 courses each semester).

### ***1.4. Field Training at Police Vocational Training Centers (Polis Meslek Eğitim Merkezleri - POMEM)***

The police cadets have one-week induction training before the basic training starts. They will have another one week riot training (crowd control) before the graduation. They will have another two-week field training at their assigned provincial police departments ([www.egitim.pol.tr](http://www.egitim.pol.tr), 2011). The length of field training is one month which has also lots of consideration and issues which are similar as they are mentioned in the upper section of the article. According to Police Vocational Training Centers Education and Training Regulation Article 32, the aims of the field trainings are;

- To learn and see the practice of theoretical training
- To recognize and learn the equipment, materials and computer programs used police departments
- The opportunity to learn more about the profession and to learn the police units and the operations of the units and departments

Table 1: POMEM Course Plan

Number	First Semester	Theoretical Training	Practical Training
1	Shooting & Marksmanship	-	5
2	Police Defense Tactics & Training	-	4
3	Police Business & Professional Law	2	-
4	Police Technical Correspondence	2	-
5	Criminal Law	2	-
6	Criminal Procedure Law	2	-
7	Preventive and Basic Protection Services	2	-
8	Disciplinary Law and Civil Rights	1	-
9	Social Psychology	1	-
10	Human Rights & Applications	1	-
11	Physical Competence Development	1	-
12	Homeland (State) Security	1	-
Total		15	9

Table 2: POMEM Course Plan

Number	Second Semester	Theoretical Training	Practical Training
1	Shooting & Marksmanship	-	5
2	Police Defense Tactics & Training	-	4
3	Police Business & Professional Law	2	-
4	Police Technical Correspondence	2	-
5	Criminal Law	2	-
6	Criminal Procedure Law	2	-
7	Situational Police Education	-	6
8	Crime Scene Investigation	1	-
9	Police Professional Ethics	1	-
10	Community Policing	1	-
11	Communication	1	-
12	Traffic Services		
Total		13	15

## **2. Police Education in Italy**

Italy has approximately 230,000 police (Carabinieri and state police), one officer per 237 people (Çıkar, 2003). Carabiniere is responsible both for cities and small towns. Therefore; their number is higher than the state police. The state police, on the other hand, can work with Carabinieri at the discretion of the director of city police.

There are two human resources for police vocational schools in Italy. First, after the age of 18, those with at least high school degree can apply to police schools. After, a wide variety of psychological tests and examination stages, the applicants shall be trained for 12 months. After graduation from the school, they have six-month professional internship training in order to start their job (Cevik, Tascı, & Aydın, 2008). In the second method, those who want to do their military service as police officer; they have 4 months of basic police education (Sonmez & Muş, 2012). After receiving the 4 months course, they will do 8 months of unarmed policing in order to be a policeman. They need another 6 months of education provided by the police. The basic training has a total 740 hours. Theoretical trainings have 429 hours and practical trainings have 311 hours which makes roughly 34% percent of total training (Table 2).

A total of 28 police vocational schools are located in the country. 16 of these schools are responsible for basic police training while other 12 police schools are responsible for in-service and specialized police training (Sonmez, 2003). Police schools' graduates begin to work as a police officer. Police rank system has a hierarchical structure and in order to get a higher rank one should wait at least four years. Middle and higher managers required getting the bachelor's degree and an 18-month Police Academy training course, held in Rome (Cevik, Tascı, & Aydın, 2008).

Many educational institutions are around the capital city, Rome. One of the basic essentials of in-service training is that at least 3% of all staff should be in-service training anytime which alone shows the importance of police education (Cıkar, 2002). Police officers and chiefs of police are thought at the same in-service schools on hostage negotiation, shooting & marksmanship, personnel safety, protection of important persons, underwater diving, and dog breeding.

Italy also has an Interagency Law Enforcement Officials for College of Advanced Studies (Scuola di perfezionamento per le Forze di Polizia). This college determines and proposes further education programs for law

enforcement according to new regulations, organizational and operational techniques and tactics in collaboration with other universities and institutions ([www.poliziadistato.it](http://www.poliziadistato.it)).

**2.1. Practical Training & Internship Opportunities**

The police officers who had previously taken the basic police training will be trained in 12 different police training centers on the issues such as traffic police, railway police, postal and communications security, border protection and immigration services, airports, and other sector-specific training. Furthermore, they learn the professionalism and deontology. This course is taught in police ethics on the basic principles and guidelines with strong “ethical” emphasis and on the concept of ethics regulation in the context of the European Police.

**Table 3:** Italian Police Vocational School Course Plan

Courses	Theoretical Training	Practical Training	Total
Ethics, Professionalism & Organizational Culture	18	-	18
Communication Techniques	18	-	18
European Union Law and Human Rights	18	-	18
Criminal law	34	-	34
Professional and Legal Writing Techniques	30	22	52
Social Events and Regulation on Strangers	33	-	33
Police Duties & Powers for Community Safety	24	12	36
Technical and Criminal Investigation	16	-	16
English	70	-	70
Computer	52	-	52
Traffic Regulations & Traffic Accidents	16	-	16
Communication	5	5	10
Shooting & Marksmanship	18	-	18



Security of Chemical Weapons	12	-	12
Advanced Driving Techniques	15	39	54
Police Tactics	7	42	49
Forgery	4	6	10
Self Defense	5	30	35
Shooting Techniques	7	64	71
First Aid	7	5	12
Fire Prevention, Fire Fighting and Risk Reduction	5	3	8
Communication and Coordination between Departments	15	22	37
Professional Analysis	-	43	43
Riot and Demonstration	-	18	18
<b>TOTAL</b>	<b>429</b>	<b>311</b>	<b>740</b>

Adopted from Sönmez, 2003; Sönmez & Muş, 2012.

### **3. Police Education in Virginia**

Police education in the USA is quite complex as it has a federal system. Each state county, city and village has its police forces which makes up to 20,000 different police departments (federal, state, county, city and sheriff). The United States has around 800,000 police officers. The number of police force employees are 683,396 (state, city, county, university, college, and metropolitan) and federal police personnel is around 120,000 police employees (1 police officer per 250 people) (Odabası, Akdoğan, & Tatıl, 2012).

Every police department has its own police academy while some smaller police departments use state police academy to train their staff. 50 states have adopted the federal system of government in the United States. Whilst looking at the core of America's organizational structure, it has a strong value on individuals and individualism. This is a reflection of the individualistic approach located at the very heart of American federal system. In this section, police education in Virginia State police academy in terms of contents of the courses, number of credits, and the balance of theoretical and practical courses will be discussed briefly.

These schools are directed under the supervision of Virginia State Police Commissioner and Director of Police Academy. Students should have at least their high school degree to be educated in the Virginia State Police Academy (vocational school). Free boarding is provided to the students during education. Any person younger than 60 years old passes a wide variety of physical and psychological tests can apply for the academy. Basic police education is for 33 weeks. 28 weeks of education is theoretical and 5 weeks of education is practical and field training. Each basic session consists of 33 weeks of training, to include:

- 14 weeks of basic classroom instruction
- 4 weeks of field training in their home county with an experienced Field Training Officer (FTO)
- An additional 15 weeks of classroom instruction
- 6-8 weeks of post-academy field training

The curriculum includes 123 subject areas and over 1,536 hours of instruction. Classroom subjects include laws of arrests, search and seizure procedures, and testifying in court. The list of the courses at Virginia State Police Academy is comprehensive therefore, only some of the courses will be listed here (Table-3).

### ***3.1. Practical Training & Internship Opportunities***

Police cadets will have 14-week basic police training in the classroom and they will go to the field for a 4-week field training at the duty station with the experienced Field Trainer Officer (FTO) where they can compare the theoretical training with the field if it is applicable or not. Furthermore, they will have another extra 14 weeks of theoretical training and a-8-week of practical training after the graduation where they can see the insurmountable obstacles and problems both during their basic and field training. They will learn basic police duties such as arrest, vehicle search (all types of vehicles) seizure, and presence in court testimony, shooting & marksmanship. Each graduate receives a brand new police car with the graduation certificate.

**Table-4:** Some Courses from Virginia State Police Academy

<b>Number</b>	<b>Courses</b>
1	Basic Police Education
2	Communication Techniques
3	International Human Rights
4	Virginia Criminal Law
5	Professional Ethics
6	Professionalism & Organizational Culture
7	First Aid
8	Fire Prevention, Fire Fighting and Risk Reduction
9	Evidence & Integrity
10	Computer Literacy & Office Application
11	Traffic Regulations & Traffic Accidents
12	Communication
13	Shooting & Marksmanship
14	Virginia State Police
15	Advanced Driving Techniques
16	Finger Prints
17	Arrest Laws
18	Self Defense
19	Shooting Techniques
20	Communication and Coordination between Departments
21	Technique Surveillance
22	Riot and Demonstration
23	Constitutional Law
24	Alcoholic Beverage Code
25	Legal Liability
26	Penal Code
27	Laws of Evidence
28	Laws Regulating Arrest & Apprehension

<b>29</b>	<b>Narcotics &amp; Drug Use</b>
<b>30</b>	<b>Victimology &amp; Victim Oriented Police</b>
<b>31</b>	<b>Sex Crimes</b>
<b>32</b>	<b>Hate Crimes</b>
<b>33</b>	<b>Search and Seizure</b>
<b>34</b>	<b>Power Handling</b>
<b>35</b>	<b>Hunting Laws</b>
<b>36</b>	<b>Gun Permits</b>
<b>37</b>	<b>Testifying in the Court</b>
<b>38</b>	<b>Narcotics &amp; Drug Use</b>
<b>39</b>	<b>Accident Investigation</b>
<b>40</b>	<b>Crime Prevention</b>
<b>41</b>	<b>Crowd Control &amp; Civil Disobedience</b>
<b>42</b>	<b>Family Violence</b>
<b>43</b>	<b>Radar Speed Detection and Principles</b>
<b>44</b>	<b>Evidence Collection</b>
<b>45</b>	<b>Human Behavior</b>
<b>46</b>	<b>Stress Management</b>
<b>47</b>	<b>Police and the People</b>
<b>48</b>	<b>Children Involved Events &amp; Intervention</b>
<b>49</b>	<b>Suicide Identification, Management and Intervention</b>
<b>50</b>	<b>Radio &amp; Telephone Procedures and Protocol</b>

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The curriculum of the Virginia State Police Academy includes 123 different subject matter courses ([www.vsp.state.va.us](http://www.vsp.state.va.us)). The curriculum is very dynamic and includes laws of arrests, search and seizure procedures, and testifying in court.

Some special programs and courses can be included at the discretion of director of the Police Academy according to advancement and need in police education area. The basic police training has two main elements: first statutory duties as police officers through community programs, and the second police should be able to know classical and modern techniques to combat criminals and crime producing elements.

After the graduation of a successful candidate, he/she will work with a Field Training Officer (FTO) for 6-8 weeks of post-academy field training. During this training, police candidate will be responsible to do all the police duties and FTO will observe the candidate how he/she reacts and handles each situation/ event. In practice, FTO is more experienced than a newly recruited officer and FTO will shape the practical training of the police candidate and they will work one by one it is still learning process. Unless, FTO has a positive opinion on candidate officer while completing the tasks the candidate can be discharged from the police force.

#### **4. Policy Recommendations**

After analyzing and comparing police education and training in Turkey, in Italy, and in the state of Virginia in terms of contents of the courses, number of credits, and the balance of theoretical and practical courses, several policy recommendations with regard to police education and field training came out as follow;

- Field police training plays crucial role to shape police officers' future behaviors. Since the FTOs are the main element of a successful field training, additional training and payments should be provided to those successful FTOs in order to encourage them to fulfill a good job. In this way, police cadets may enhance their real-world experience with advanced practical education. The candidate should also consolidate the theoretical knowledge and practical information together at the end of the day. Field training should not be only on the agenda without the proper importance and ignorance.

- The quality (instructors, buildings, compounds) of police schools vary in a large scale. Some of the schools have all instructors for all courses. Some of the schools, on the other hand, have handful instructors who are trying to train their students in poor conditions. Without the adequate equipment,

training of law enforcement officers who perform policing profession cannot effectively serve to the public.

- The in-service training facilities are coordinated under the Department of Education. However, all of the facilities are under different departments and sometimes the coordination between these departments can be problematic because of administrative issues. It also results ineffective distribution of the resources (instructors, buildings). Therefore these facilities can be lined under the Education Department to have a common education goal rather than distributing their energy and synergy. These facilities are;

- TADOC (Turkish Academy for Drug and Organized Crimes)
- ISAK (Intelligence Academy)
- SASEM (Criminal Investigation and Training Center)
- KATEM (Forensic Research and Training Center)

## **Conclusion**

Police should be able to cope with today's complex and challenging problems and police education should be very dynamic. Non-ranked police officers are composed of 95% of the total police forces in Turkey. They are the ones on the street and encountering with the citizens, on a daily basis, therefore it is crucial that a proper emphasis should be given to the training (both theoretical and practical) of unranked police officers and they are the bulk of the police forces.

**Table 5:** The length of police education (in terms of months) in some countries.

Country	Theoretical Training	Practical Training	Total Training (Months)	Ratio of Theoretical Training to Practical Training
Belgium	10	5	15	50%
Canada	6	2	8	33%
Czech Rep.	9	3	12	25%
Denmark	16	16	32	50%
England	12	8	20	40%
France	8	8	16	50%
Germany	24	6	30	20%
Holland	14	5	19	25%
Italy	12	6	18	34%
U.S.A	6	4	10	40%
Turkey	18	1	19	6%

**Table 5** alone shows that some important steps should be taken to increase the gap between theory and practice. Only 6% of the police education is given on the practical basis and the rest of the classes are given on the theoretical basis. Police education underscores the fit between theory and practice. Most of the students will not use this theoretical information that they gained in two years. Therefore, they are taught a lot of information they will not need for their future career. On the other hand, they are lacking useful practical and tactical information which they will need the most in the line of their duty. In order to develop the society as a whole, new generations should be trained by the probable difficult tasks that they may encounter in the future. In this approach, education is to prepare the same aimed individuals to the same targets by disseminating some of the differences. In other terms, education is a social dynamic to improve the limited capacities of the individuals within the schools and society.

Turkish National Police has made several very successful attempts to take a picture of the police education in the country. There have been two workshops (1st Police Education Workshop, 19-20 January 2010 and 2. Police Education Workshop 23-25 June 2010) which resulted a comprehensive 630 page result report on “The Problems and Solutions at the Basic Police Education” in 2011. However, most of the policy recommendations mentioned in that report ve not been accomplished be due to of lack of administrative and political support.

Turkish National Police Academy presented another Conference on Police Education in 2011 and 26 presentations covered in the conference. 18 presentations out of 26 presentations make a strong emphasis on the importance of field training. All these updated efforts show that the time has come to take another action about field training. Moreover, field training programs should be designed in a way that police cadets would experience real policing implementation so that cadets can develop necessary skills.



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# **A CRITICAL APPROACH TO POLICE SELECTION IN THE UNITED STATES AND TURKEY**

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## **Abstract**

Humans are the most important and basic resources of the police departments. Overall effectiveness and success of police departments are based on the quality of their police officers. Consequently, selection quality is especially important for police departments. The selection of the right people as police officers is essential in terms of good and qualified police services in the public. Nowadays, it seems police managers understand the importance of the selection. Moreover, police managers know that excellence of police service is not based only quantity of man power but also based on personnel who owns intelligence, ability, skill, and common sense. Recognition of this fact is bringing problems of police selection in to sharp focus. Hence, determining which applicants have the maximum potential for developing into successful police officers is a widespread concern for all police organizations. That is why, It would be essential that police agencies have a good personnel selection standard, if the police are ever become recognized as professionals. In essence, this article addresses controversial issues in police selection, specifically police selection standards. To this end, brief information will be given about the importance of selection in human resource management, selection standards and process which are used in police departments. Then, to specify police selection clearly, two police departments' selection standards will be scrutinized which are Louisville Metro Police Department (LMPD) and Turkish National Police (TNP). Lastly, critical analysis of selection standards will be given which are used in the United State and Turkey.

**Key Words:** Police Selection, Louisville Metro Police Department, Turkish National Police.

## **Amerika Birleşik Devletleri ve Türkiye’de Polis Seçimlerine Eleştirel Bir Bakış**

### **Özet**

İnsan kaynağı polis teşkilatlarının en önemli ve en temel unsurudur. Polis teşkilatlarının başarısı ve etkinliği, sahip oldukları personelin kalitesine bağlıdır. Dolayısıyla polis teşkilatlarına uygun personel seçimi önem arz etmekte olup, iyi ve kaliteli polis hizmeti, seçilen personelin kalitesi ile doğru orantılıdır. Günümüzde birçok polis yöneticisi bu gerçeği anlamış ve sadece çok polisle görev yapmaktan ziyade polisin kabiliyeti, zekâsı ve sağduyusunun mühim olduğuna kanaat getirmiştir. Bu gerçeğin kabullenilmesi polis seçim ve alım süreçleri ile ilgili problemleri de gün yüzüne çıkarmaya başlamıştır. Bu sebeple maksimum polis özelliklerini taşıyacak adayları mesleğe seçmek polis organizasyonlarının önemli öncelikleri arasında görülmektedir. Dolayısıyla, profesyonel bir teşkilat olmak için polis seçim standartlarının iyi belirlenmesi gerekmektedir. Bu makalede polis teşkilatlarının personel seçim prosedürü incelenmiştir. Özellikle polis seçim standartları ile ilgili tartışmalı konular üzerine eleştirel bir bakış açısı sunulmuştur. Meseleyi daha somut hale getirebilmek için Amerika Birleşik Devletleri Kentucky Eyaletinin en büyük polis departmanı olan Louisville Metro Polis Departmanı (LMPD) ile Türk Polis Teşkilatının (TNP) polis seçim standartları ve prosedürü detaylı olarak incelenmiştir.

**Anahtar Kelimeler:** Polis Seçimi, Louisville Metro Polis Departmanı, Türk Polis Teşkilatı

“The successful administration of government depends entirely upon the selection of proper men.”

**Confucius**

## **Introduction**

As in all organizations, human are the most important and basic resources of the police departments. Success of the police departments depend on the quality of their police officers. Consequently, recruitment and selection are especially important for police departments. The selection of the right people as police officers is essential in terms of good and qualified police services in the public.

In essence, this article addresses controversial issues in police selection, specifically police selection standards. To this end, brief information will be given about the importance of selection in human resource management, selection standards and process which are used in police departments. Then, to specify police selection clearly, two police departments' selection standards will be scrutinized which are Louisville Metro Police Department and Turkish National Police. Lastly, critical analysis of selection standards will be given attention which are used in the United State and Turkey.

### **1. Importance of Selection in Human Resource Management and Current Selection Procedures in Police Departments**

The efficiency of a law enforcement agency depends on to a large extent on its capacity to sufficiently selecting, training and supervising its personnel (Colarelli & Siegel, 1964). Hence, ascertaining which applicants have the maximum potential for developing into successful police officers is a widespread concern for all police organizations.

It would necessiate that police agencies should have a good personnel selection standard, if the police are ever become recognized as professionals. In the present day, selection standards for police differ widely from state to state and form city to city. However, typical police officer selection contains written exams, interviews, psychological tests, reference checks, and detailed background investigations (Swank & Conser, 1983).

Selection refers to the procedure of picking some individuals as employee candidates among applicants who meet with some specific characteristics. The selection techniques have been developed to measure objectively the qualification and personality of the applicant. Nearly, every candidate for any kind of work believes that he or she will be accepted or turned down as the result of some sort of selection standards and process. Sheehan and Cordner (1989) note that there are two types of personnel selection theories, one of the theories of selection process emphasizes the person: accordingly the most mature, intelligent, stable applicant should be selected without particular regard for the position to be filled. The other selection theory emphasizes the job to be filled rather than the person selected to fill it.

According to Dessler (2006) managers should be very sensitive and cautious about the personnel selection, nowadays because of some imperative reasons. First of all, managers own success all the time related to their employees' success and failure. Namely, if the selected employees have right performance skills and attributes, they are going to do very well fulfillment in the agencies and companies. Conversely, employees without intelligence, skills, common sense and abilities can not perform the duties in their jobs properly and consequently this causes the failure of the managers. One of the other reasons for effective screening is that it is very expensive to recruit and hire employees. Lastly, reason for cautious selection is legal implication. Negligent hiring can cause several impserious problems for managers due to failure of disregarding related personnel selection laws and procedures.

In a regular police selection procedure, candidates who are willing to be police officer submit their application forms, which give necessary information about the applicants' personnel history, qualifications and background information, to the human resources management office. Next step is a written test which should measure an applicant's job-related skills, knowledge, abilities and behavior. Following to the written test, physical testing process take place. Physical tests habitually include pull ups, push ups, sit up, bench press, running and other kinds of physical strength implementations. As a final point, applicants who succeed in the physical tests and the written test are then screened further for procedures such as polygraph tests, stress tests, and background investigations.

**Table 1:** Prevailing entrance requirements in municipal police services of the United States can be stated in general as follows:

<i><b>Biographic Standards</b></i>	<i><b>Personality</b></i>	<i><b>Physical/Medical</b></i>
US Citizenship	Written Examination	Height
Driver License	Oral board Interview	Vision (Acuity Color)
Age (Minimum and Maximum)	Background Investigation	Swimming Proficiency
Residency (Before and After hiring)	Psychological Appraisal	Physical Agility Examination
Registered Voter	Polygraph Examination	Medical Examination
Veteran's Preference	Appointing authority Interview	
Education	Assessment Center	

Source: ICMA, 2003.

If we concisely enumerate the requirements of police departments for selection, in general; without exception, an applicant for police employment in the United States must be a legal citizen of the United States. Almost all police departments restrict entrance of police individuals person between 21 and 35 years old. Imposing height has always been regarded as psychological sound asset to police officer and minimum height is maintaining at the 5' 8" to 5'10" (in stocking feet). Weight requirement generally accepted as minimum 150 pounds. Because excellent powers of observation are necessary for effective patrol and firearm proficiency, visual standards are either set at 20/20 both eyes, or slightly less for one eye, correctible to 20/20. Lastly, police departments generally require applicants to be a resident of the community, either prior to or soon after being appointed to job.



To see specifically, selection standards and process of the police selection, Turkish National Police and Louisville Metro Police Department's selection implementations can be examined concisely.

## **2. Turkish National Police Selection Standards and Process**

Police Vocational training Centers School, Police High School of Higher Education, and Police Academy are three main sources to those wishing to join the Turkish police. Police schools accept non- ranked police officers to the organization. Police Vocational Schools of Higher Education are main source of police academy. And finally police academy which is responsible to address the need of middle- and higher-level police officers and administrators in Turkey. All these three kinds of schools students are sponsored by General Directorate of Security and all the cadet and new students are recruited to each school by the General Directorate of Security.

In Turkey like all police organizations, applicant must have Turkish citizenship. In 18 people gain their full legal rights and responsibilities. That is why 18 years of age the age limit of ordinary, non-ranked police officers. Apart from age, law sets the minimum height of candidates in the Turkish police organization at 1.65m for women and 1.67m for men.

Turkish National Police look for some minimum education levels for its applicants. An ordinary police officer and Police academy applicant should be graduated from high school. To be a non- ranked police officers and ranked- police administrators requires different education level. Consequently, non-ranked police officers should have two years of college education and for administrative posts; officers should have a university degree either from the police academy or from another university.

In order to be appointed to a post, the applicant ought to get an official document from an authorized hospital that show he or she can perform the police duties in terms of health conditions. Namely, the General Director of Security asks a minimum standard of health because it is considered that the police duties require a healthy people.

Like in all police organization's selection process, an interview commission conducts an interview to each applicant. The Board includes five members: Director of the School where the examination is done; one human resources office member; and three captain, police inspectors, or deputy inspectors. If it is available a psychologist can be added to commission. The

interview commission called as “Examination Board” and the director of the school is the head of the board. The basic goal of the board is interviewing each applicant in terms of their capacities, skills, expressions, speeches and individual thoughts. During the interview the member of boards try to find out if the candidates is an person they desire to let to work and if the applicant is capable enough doing police duties ,and if the individual may give a good reflection of police to the society.

Like in all agencies, one of the essential implementation in Turkish National Police personnel selecting process is background investigation. In this phase of selection, applicants and their close relatives are investigated. There is actually four reasons for back ground investigation. The first reason is to prevent the organization from recruiting a person who will prove unqualified or can be criminal. Criminals and unqualified candidates joining to Turkish National Police may be prevented by the in formation based on the statements of their neighbors, employers, teachers and others provided clues to the past behavior of an applicant. The second reason for background information is to find out how the applicant has act in different kinds of circumstances and, consequently, to predict their prospect performance as a law enforcement officer. One other reason of background control is to gather similar data about the close relatives of the applicant. Lastly, background investigation is a way to verify all of the statements the applicant has made in their application (Caglar: 2004).

In addition to these requirements, almost all fallowing criteria are also required for the applicants of police high schools and the Police Academy; “not being known to indulge in drunkenness and gambling; not being engaged in socio culturally low and inferior jobs; not married or living with a foreigner (non-Turkish citizen); not being engaged in illegal political activities, anarchy and terrorist events; although negligence crimes are excluded, not being previously imprisoned with hard labor or more than six months or not being punished or sued for any criminal events such as crimes against the state or embezzlement, pilferage, corruption bribery, theft, swindling/ fraud, falsification, misuse of religious faith, fraudulent bankruptcy, smuggling excluding using and consuming smuggling, depravity in official (state) adjudication and purchase-sale; no impediments to joining a security organization according to investigation of family members; and no military service problem at the starting date of education program.”

### **3. Louisville Metro Police Department Police Selection Standards and Process**

The Kentucky Law Enforcement Council requires that police candidates should be graduated from high school education or G.E.D. Applicant must be 21 years of age at the time of application. To verify age and education level candidates should render their diplomas and birth certificate or passport notification of birth registration.

Apart from the age and minimum education, people who want to apply to be police officer should possess driver's license at the time of application and they have to submit their Copy of Driver's license to the Louisville Metro Police Department (LMPD). Also, credit history reports should be submitted by candidates for the background investigation. The LMPD recruitment unit reviews each candidate's credit history. Based on a set of standardized criteria, candidates' credit histories are combined with other factors to determine if they can continue in the process.

A human resources staff member reviews candidates' documents to be sure all applicants have submitted all required documentation. Based on information submitted, the Human Resources Staff reviews the application to ensure that the candidate meets the minimum qualifications. Once all documents have been checked, eligible candidates receive an email providing their score information. All candidates on the list can be referred to the Louisville Metro Police Department for further evaluation.

Applicants in the LMPD's selection process are scheduled to take a Physical Agility Test according to standards established by the Kentucky Law Enforcement Council. Physical test requirements are including bench press, sit up, running, push up (Table 1).

**Table 1:** Physical Test Requirements

TEST	PRE-SELECTION	ENTRY LEVEL	EXIT LEVEL
1 Repetition Maximum Bench Prs.	64% of body wgt..	64% of body wgt	73% of body wgt
1 Minute Sit Up	18	18	18
300 Meter Run	65 seconds	65 seconds	65 seconds
Maximum Push Up	20	20	25
1.5 Mile Run	17:12	17:12	16:15

A background investigation is conducted to the most qualified candidates who pass previous standards successfully. The following factors are some of the criteria reviewed during the background investigation: Test Scores, education above the minimum requirement, especially if it is related to law enforcement, job experience, military experience, financial and credit history, ability to speak other languages, community service, other relevant factors. The investigation includes verification of information provided on applicants' employment application, obtaining and reviewing references from previous employers, interviews with some of applicants' neighbors, a credit check, and investigation of their driving, military and police records. Candidate's fingerprints are used for the extensive national check of applicants police record performed as part of the background investigation.

Like in nearly all police selection processes, an interview is conducted by a panel appointed by the Chief to determine the suitability of applicants for employment as a police officer.

Medical examination is also an important part of selection process in LMPD. The medical examination consists of a self administered medical data history, vision test, hearing test, standard measure of height and weight, pulmonary function analysis, blood pressure and pulse rate, temperature and respiration, electrocardiograph, hemocult test (optional) and other procedures including blood and urine tests, CBC chemcyme plus test, chest x-ray, drug screening, and physical examination. Corrected vision should be at least 20/30 for both eyes together. Due to likelihood of dislodgement or breakage, candidates who are able to wear glasses must meet an uncorrected standard of 20/100 for both eyes together. Color vision, depth perception, peripheral vision, night blindness, and vision with contact lenses are also evaluated.

Candidates who advance further receive a psychological evaluation consisting of two parts. During the first part, candidates complete self-administered written tests. During the second part, a licensed psychologist conducts interviews with the candidates based on the results of the written tests. The purpose of the psychological evaluation is to determine those candidates who are best suited to handle the stress of an extremely demanding career.

#### **4. Problems in Police Selection**

According to lots of scholars, police selection for good and capable candidates for law enforcement service is not a wonderful service science today. Nobody has yet figured out yet exactly what kind of requirement needed to hire very successful police officers. As a result, according to Blum (1964) “the selection standards and procedures used by police agencies today are more often than not the product of customs and traditions rather than empirical evidences.” And he adds that definitely, a lot of people who could make excellent police officer are banned for doubtful causes and some of the candidates who are chosen later have low performance in their policing career. In this section question is either police selection requirements are reasonable or not?

Citizenship obligation is a general requirement for to be a candidate of any employment with governmental agencies. That is why this citizenship requirement is not something that police departments can give up easily by their own decisions. Citizenship requirement generally believed that reveals the idea about who should be appropriate to get tax money and public employment. “It reflects beliefs about loyalty and a desire to prevent any conflict of loyalties in police officer which would involve one’s notions of citizenship versus ones notions of employment and beliefs about the likelihood of nationals being more familiar with American codes and customs, thus rendering them better able to understand and enforce laws and to deal with citizens.” This kind of ideas can seems logical, however, according to Blum (1964), to disqualify people just because of citizenship affiliation is not so logical, certainly there can some people who has not US citizenship can perform a very excellent job in policing. For example, law enforcement officers who are here in the United States for some reason might well be qualified for policing service on local departments. This kind of implementation can be useful for fighting terrorism nowadays because to see other countries police officers’ perspective about the terrorism can be useful for American police officers. In addition, in these days of international recruitments for trained specialists, the citizenship requirement restricts recruitment pool.

Age is another issue in officers’ selection. In the United States generally the minimum age limit is set by law. The main idea of the law is that someone who is under-twenty—one year old does not have full rights or responsibilities. Because the police officers who were selected should have done their duties with a responsible manner, they should have a reasonable age when they apply a police department’s call for selection. In addition, some believes that

people under twenty-one year of age are not mature enough. When it comes to maximum age rule, generally police departments do not accept people who exceeds age of thirty to thirty three years old. The idea for this implementation is difficulties of retirement pension for which a minimum number of years in service have to be fulfilled before the officers reach the necessary age. Health and sickness risk of older persons is another reason for maximum age rule. It is considered that people who reach a certain age can not perform the police duties. There can be some relationship between age and emotional maturity. Yet, this can not be accepted for all people because human being differs from each other in terms of their maturity age. In other words, there can be some candidates who are in their thirty two years age but not more mature than an eighteen years old teenager. On the other hand, possible law enforcement candidates who graduate from high school try to find a good job as soon as they finish their school and because of age limitation these potential candidates lost their eager to policing over time. Also maximum age difficulties about pension can be eliminated by new regulations and sickness risk concern can be solved by good medical examination. Consequently, age standard restricts recruitment and more restrictive than beneficial for police departments (Blum: 1964).

Another issue in police selection is education level of the candidates. In this concern, many police departments seeking to increase their police candidates' education level. The first police organization in the United States to ask from their police candidates a four year college degree was the Multnomah County Sheriff's Department in Portland. After then, in law enforcement agencies up grading educational level of the police has been assisted by marvelous increase in college degree programs with the development in police administration and police sciences. Moreover, federal programs to support police agencies' education programs and local education incentive plans lead interest in college education for law enforcement officers. The idea of up grading the educational level of law enforcement officers is definitely praiseworthy but this issue poses some problems for police agencies and police administrators. Hale (1977) assert that studies have demonstrate that college educated law enforcement officers usually less pleased with the police function and they soon lose their interest in policing. Hence, their job quitting percentage is more than the other police officers who are not graduated from college. Furthermore, few police departments pay attention for college education in assignments and promotions and this cause resentment among college educated police officers. According to Hale, it is significant that police departments adjust their

managerial structures, personnel procedures, and operations to be aware of the exact worth of college education. If law enforcement officers with college diplomas are desired to be kept in policing, they definitely should believe that their educational accomplishment are appropriately rewarded. This might be done by giving credit for college education in the promotional procedure, giving pay increment, making positions that challenge the advanced knowledge of college education (Hale, 1977).

As it known written tests are considered important parts of the selection process not only in policing but also in all governmental hiring. This implementation is common because these written tests let the selection done without political interferences and favoritism. Such tests are also alleged capable of finding the better skilled candidates and that is why they are helpful in employing capable new law enforcement officers. Additionally, written test are trying to ensure to find out intelligent and common sense- possessed candidates and also they are simply administered and scored, and economical.

Despite to its usefulness, written tests are a very controversial and debated issue in police selection. The problem centers around the intelligence aptitude type and other civil service tests typically used at entry. Concept of intelligence is one of the important things that cause problems in police selection. Actually, it is certain that intelligence is a must for a police officer or any government employee for doing their duties properly. Yet, there is big confusion about the written tests and the idea of intelligence. Stahl (1974) says that “intelligence and the test of it are not one and the same thing” especially in policing. “Intelligent police” not only means the man who is good at in numerical scores and math but also the man who can handle problems and make reasonable decisions. In this concern written test do not measure or find out this kind of behavior, which is very significant to high-quality police work. Namely, the test which is intending to measure just intelligence is not capable enough to find out common sense and good judgment of people. Shortly, according to Stahl present knowledge concerning performance on typical written test show those tests are simply not satisfying their planned function.

Height and weight requirements are also attacked by scholars for several reasons on police selection. According to Hale because of these requirements many first-class applicants with superior intelligence, emotional stability, and maturity are excluded from policing. Moreover, according to Leonard (1964) there is no connection between height and intelligence, which leads to all other factors in qualifying for service. German (1958) suggests that

height requirement must be flexible due to quality man shortage in these days. Despite the difficulties, because of two reason, tendency is generally toward the relaxation on physical requirements of police officers. First one is general recognition among law enforcement officer authorities that physical qualifications alone do not essentially determine the professional capability of a police officer. The second one is a court verdict that has forbidden entrance qualification that may not be proven to be job related and crucial to the successful performance of place function.

Police agencies habitually ask candidates to be dweller of the area either prior or after being selected to the agencies. Hale (1977) notes that the history of residency requirements has been set for several decades and there are two reasons for this implementation. One of the reasons for residency requirement is that people thinks this is kind of a good reward to people who are politically loyal to existing power structure. The other reason is that some police agencies thinks a police officer appointed to the police agency from an other community or state or city could not realize nor appreciate the specific problems of the city, state or community as well as a police officer who dwells in that area. However, many scholars oppose the requirement of residency for several reasons. First of all, it is not strange for the other workers to travel for long miles every day to their work and to force law enforcement officers or other government employees to dwell in the area in which they work create a pointless hardship. Moreover, this implementation is evidently discriminatory against to police candidates (Hale, 1977). Consequently, According to German, if the quality is a selection criteria, removing this requirement is a necessity for a reasonable selection.

## **Conclusion**

As it is indicated at the beginning, human are the most important and basic resources of the police departments. Overall effectiveness and success of the police departments based on the quality of their police officers. Consequently, selection quality is especially important for police departments. The selection of the right people as police officers is essential in terms of good and qualified police services in the public. Nowadays, it seems like police managers understand the importance of the selection. Moreover, police managers know that excellence of police service is not based only quantity of man power but



also based on personnel who owns intelligences, ability, skill, and common sense. Consequently, recognition of this fact is bringing problems of police selection in to sharp focus.

Yet, understanding something is not enough to change something and to reach success. In this concern, selection standards should be adjusted to attract a higher type of individual is essential part of the police leaders and agencies. The selection standards and procedures used by police agencies must be product of empirical evidences. Police agencies should have flexible and scientific approach to traditional selection requirement. To restrict very very qualified candidates who have excellent potential to fulfill the police duties, because of height, weight, residency requirement, citizenship, age or biased tests results, or demand of unnecessary education level harms and incapacitate the police agencies in terms of human resources. All in all, police selection standards must be identified by scientific techniques and of course it needs scientific researches.

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# **PHILOSOPHICAL FOUNDATIONS OF EDUCATION: A REVIEW OF TNP'S POLICE EDUCATION AND TRAINING**

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### **Abstract**

The purpose of this article is to examine the philosophical foundations of education and apply it to the police education and training in Turkey. In this article, first, the assumptions of two major philosophies of education: idealism and realism are reviewed. Four elements of education: the aims of education, the role of the instructor, curriculum, and the status of student are discussed. Next, the structure of police education and police educational institutions are critiqued. Finally, the author offers a research question and suggests a scientific research with regard to how to improve the quality of police education and identify the aims and the needs for a better police education and training in Turkey?

**Key Words:** Police education and training, curriculum, philosophy, idealism, realism.

## **Eğitimin Felsefi Temelleri: Türk Polis Teşkilatında Eğitim Ve Öğretimin İncelenmesi**

### **Özet**

Bu makalenin amacı eğitim ve öğretimin felsefi temellerini inceleyerek, Türk Polis Teşkilatına uygulamaktır. Bu amaçla, ilk olarak idealizm ve realizm felsefelerinin eğitim ve öğretim ile ilgili varsayımları tartışılmaktadır. Eğitimin dört bileşeni: eğitimin amaçları, öğretmen rolü, müfredat ve öğrencinin konumu, bu bölümde detaylı olarak incelendikten sonra, Türk polisinin eğitimi, eğitim ve öğretim kurumlarının yapısı tartışılmaktadır. Son olarak, Türk Polisinin temel eğitim ve öğretiminin kalitesinin artırılabilmesi için yapılması gerekenlere dair bazı tespitlerde bulunmaktadır.

**Anahtar Kelimeler:** Polis öğretim ve eğitimi, felsefe, idealizm, realizm, müfredat.

## **Introduction**

The role of education for humankind is undeniable. It is through education that humankind can be able to attain perfection. Just as individuals can attain perfection through learning, an organization can do so when the members of an organization can develop the capacities to rely on knowledge; knowledge that comes not only from personal and professional experiences, but also from systematic research.

Although police education has been extensively discussed and analyzed in the U.S., it has been to some extent a neglected issue with respect to systematic research and analysis in Turkey. The author of this essay approaches the subject from a different perspective and discusses the philosophical foundations of police education. The philosophical foundations of education aim to go to the depths of police education and propose a model that is ideal for police officers which will increase both their effectiveness on the job and the quality of police services provided to citizens. When dealing with the philosophical foundations, one must not neglect the four dimensions of education: the objectives of education, the role of the instructor, the value of curriculum, and the status of student (Ozmon & Craver, 2003).

In the sections that will follow, each of these dimensions is discussed in relations with police education and training and a clearer perspective regarding police education and training in Turkey is presented to readers. In addition, the structure of the TNP's personnel and models of police education and training in Turkey are presented. The last section provides implications regarding how to improve police education and training of TNP.

### **1. The need for philosophy of education**

The word philosophy comes from a Greek term and literally means "love of wisdom." There are different uses of the term of philosophy today. For example, in daily language it is used to refer to one's values and beliefs, "a philosophy of life," or some guidelines and standards that govern a business or an organization, "a philosophy of organization."

On the other hand, philosophy is defined as “the study of general and fundamental problems concerning matters such as existence, knowledge, truth, justice, beauty, validity, mind, and language” (Ozmon & Craver, 2003, p. 2). It is a careful inquiry about ideas, traditions, taboos, and ways of life styles. What distinguishes philosophy from other approaches is that it is a careful and systematic application of thought and reasoning on a phenomenon. Philosophy can be used to study anything in order to obtain knowledge.

On the other hand, the quest for philosophy does not assure that people will be better educators, but it does help people to think more clearly on their specific problems. By a dedicated study of philosophy, educators can learn and gain insights about educational problems and suggest solutions for these problems.

In this paper, philosophy is used to refer to more deeply and carefully thinking about something through which the aspects and dimensions of that thing can be clearly identified and discovered. Therefore, in the sense it is referred here, the application of logic and reasoning even on something that is already known can help discover much about it.

With that said, philosophy provides educators with important tools that we can use to better and more clearly understand the nature of the world or the phenomenon of interest. Philosophical discussion of education, in this regard, could help clarify our thoughts, give a greater perspective to think about police education, and provide a foundation to determine what the objectives of police education should be and what is it that is the most ideal police education. The next section of this essay will review the general worldview and epistemology of idealism and realism, two major philosophies that can be used to shed light on education in general, police education in particular.

### ***1.1. Idealism***

Some major characters of Idealist philosophy are Plato (427 BC – 347 BC), René Descartes (1596 –1650), and Immanuel Kant (1724 –1804). The main conception of idealist philosophy is that the world we perceive is not the real world. That is, the idealist philosophy assumes that there are two separate worlds: world of experiences or quantities and world of ideas, images, or meta-physics. The world of experiences is the world in which we live and experience everything in its imperfect condition. Nothing is perfect in this world. For example, what we perceive as beauty, honesty and integrity or

physical realities are the unreal shadows or reflections of their perfect forms or images existing in the world of ideas. In other words, everything in its perfect form exists in the world of ideas or images. The only way to get from world of realities to world of qualities is through education (Souryal, 2007).

The epistemology of idealist philosophy holds that we, as humans, can know about the meta-physical forms and ideas that are beyond our senses/experiences by reasoning and thinking. These qualities cannot be knowable by the means of senses. In contrast, everything in the physical world can be knowable by our experiences, but it must be viewed with suspicion as the empirical truths are relative to individual's senses or experiences. Thus, the absolute truth about physical reality cannot be captured through our experiences, but through imagination and rational insights as "our sense of the external world is simply the construction of the mind" (<http://www.spaceandmotion.com>). To idealist philosophy, the basic aim of education is, therefore, the development of the mind, the ideal person, so that the person can understand his position in the cosmos through contemplation, imagination, and rational insights. The ideal person would be also aware of divine laws of the physical reality.

When idealist philosophy and its approaches to education are applied to police education, police education and training should be designed to develop general knowledge of many disciplines for the student, such as basic science courses, history, sociology, and psychology so the student can have a general understanding of people and groups. To the idealists, the curriculum is subjective and normative. It would stress the mind as the mind is superior to any subject matters. It would also stress morality and spirituality of person, and Fine Arts. Therefore, the curriculum of police education and training should include traditional liberal arts and other scientific areas, from history and sociology to sciences in criminal justice and criminology that address the problem of crime and its control (Sherman, 1978).

The role of student to the idealists is to deal with symbols, concepts, and ideas through studying literature, history, and philosophy. The student should train the mind and develop strong character and personality. The student is also provided visions and dreams so that he/she will have desire to ask "why." The role of teacher can be characterized as the method of Socratic teaching. The teacher is not the lecturer, who comes to the class and just lectures, but rather, it is who asks questions, talks to students, and opens discussions to inspire student's imagination and critical thinking (Ozmon & Craver, 2003).



The quality of faculty to teach in police schools should one of the paramount priorities of school administration, because the higher the quality of faculty is, the higher the quality of students will be. In Turkey, there are generally two types of faculty in police schools; scholarly faculty who come from neighboring civilian universities as part-time instructors and police-experienced chiefs and practitioners who at the same time work in these schools.

The biggest drawback for the part-time scholarly instructors is they do not have a fully-developed understanding of and objectives of police education. As for the second group, police-experienced instructors usually lack scholarly training in arts and sciences; however, they do have a lot of experience in policing that could balance the absence of scholarly training. Police-experienced faculty members generally rely on anecdotal knowledge accumulated during their police career. Although this teaching method is so valuable that it conveys the complexities and realities of police work, the method might lack conceptual and logical framework, which are important to deduce insights from. Knowledge that comes from experience and systematic research should be combined to improve the quality of police education and the quality of the faculty members.

One efficient solution is to have faculty who have both professional experiences and scholarly education. Researchers stressed this issue in 1970s in the U.S. for police education, and thus, some police education programs required professional experience in policing for employment as faculty (Sherman, 1978).

In this context, the fact that the Turkish National Police (TNP) is sending police practitioners for graduate education abroad is admired by many in the U.S. and interpreted as an impressive attempt in the pursuit of upgrading the system and becoming a "learning organization" (Palmer, 1998). Police practitioners who complete their doctoral degrees inside or outside the country constitute great opportunities for TNP to be utilized. These practitioners who combine their professional experiences with scholarly activities can be appointed to police educational institutions. Thus, TNP should continue sending police practitioners for graduate education abroad and use them wisely and effectively. For instance, TNP should treat these police-experienced scholars as a resource for upgrading the faculty members and improving the quality of police education, as well as for developing systematic research in the area of policing and controlling crime. Research in these areas could enhance policing and contribute to crime control in Turkey.

## **1.2. Realism**

Some major characters of Realist philosophy are Aristotle (384 BC – 322 BC), John Locke (1632 –1704), and Bertrand Russell (1872–1970). Realist philosophers are critical of the epistemology of idealism. That is, the realists deny the existence of the world of meta-physics and accept only one world, which is the world in which we live and experience everything as being real. The shift in the philosophy and intellectual thought from idealism to realism in the 18<sup>th</sup> century gave rise to modern science. Epistemology of realism is central to modern science through which mankind has discovered the ways in which the natural laws operate, and made incredible advancements at almost every aspects of life, such as chemistry, medical science, and astronomy. Modern science emphasizes empiricism in the discovery of the physical world. That is, the means of senses: experimentation and observation are key methods in acquiring knowledge about the physical realities. Our theories of realities must be tested and knowledge and facts must be established through empiricism if they are to have scientific value.

In this context, Babbie (2001) argues, “reasons have reasons, and our attitudes and behaviors can be traced back through a long and complex chain of reasons that explain why we have turned out the way we have” (p.70). The scientific methods employed today focus only on describing what is taking place, descriptive causal analysis, rather than focusing on how and why these things are taking place, explanatory casual analysis (Shadish et al., 2002), which goes beyond the occurrence or existence of the realities. In this context, scientific work attempts to explain the relationship between the very immediate cause and effect that is established by the principles of causality: temporal sequence, statistical association, and absence of spuriousness.

Therefore, the real world value of the truth is different than the scientific value of it. The knowledge attained through the senses/empirical processes is the approximation of the truth. The real world value of truth is virtually reduced to what empirical methods establish. That is, the methods used in social science today are the same methods used in natural sciences, called social positivism. When the shortcomings of empirical methods and human fallibility (because all the elements of the research enterprise are carried out by human acts) as well as all kinds of other contextual limitations, such as time, money, and ethical considerations are considered, it is obvious that the real world value of the truth can never be inferred or achieved with the scientific research processes.

How can we be sure and assess the value of the facts established through empirical research? The answer is “thinking researcher.” That is, the thinking researcher is the most important element of research processes because he or she is the one who can think critically at all stages of a research processes and foresee everything upfront (Schafersman, 1994). Therefore, we should be cautious about what we can reach with empirical research.

To realist philosophy, the main objective of education is adjustment. Adjustment to the world, world of experiences, and conformity to the conditions and nature of the world are the basic aims of education. Education should train students for a job, such as police, doctor, or teacher. The curriculum is objective, descriptive, and mainly quantitative. Police education and training should be designed to train the student to develop specific skills and competences for practical purposes of police work. Students of police education and training should receive courses for more pragmatic purposes rather than normative and theoretical courses at abstract level. Students should have opportunities of hands-on learning to improve and enhance their abilities to apply these skills on the job.

The curriculum is designed to stress the formation of habits, skills, and knowledge for a job. It is role-oriented. The role of curriculum for the realists is that subjects are superior to man's mind; thus, the subjects must be emphasized as the subjects represent the mind. The structure of curriculum is composed of concrete facts, job skills, and the emphasis is given to practical subjects and areas. The nature of learning involves direct and practical experiences, mastering facts, and accumulating knowledge about the area. The student is viewed as one who has no knowledge about the subjects. The mind is to be conditioned by knowledge for he/she could perform the job and serve society. The technique for teaching is to take knowledge from teacher's mind to students' mind. The teacher is a conditioner and a specialist molding students to adopt a physical environment, very practical (Ozmon & Craver, 2003).

## **2. The Structure of Police Personnel and Education in Turkey**

There are two types of police personnel within TNP: ranking and non-ranking. The organizational structure of police education and training in Turkey reflects three main educational organizational units: Police College, Police Academy, and Police Vocational Schools of Higher Education as the sources of TNP

personnel. Police College is not a direct source of TNP personnel; but rather, it is a high-school level boarding school whose almost all graduates are admitted to the Police Academy. Police Academy is the source of TNP's ranking police personnel, and there is only one police academy in the country located in Ankara, the capital city. The Academy gives a four-year undergraduate education and training both at theoretical and practical areas of policing. The graduates upon completion of their education and training, earn a baccalaureate degree and are sworn in as Deputy Inspector, the first and the lowest rank in ranking classifications among ranked officers. The ranking officers until recently had the right to get automatic promotion in every three or four years up to the rank of police chief. With a recent change in the promotion system of the ranking officers, promotion exam is required to get promoted to certain ranks though not required for each promotion (Haberfeld, 2002; Yurdaer, 2000).

On the other hand, TNP's sources for ordinary police personnel are Police Vocational Schools of Higher Education. There are 29 of these schools spread across the country ([www.pa.edu.tr](http://www.pa.edu.tr)). The Police Vocational Schools currently give a two-year police education and training whose graduates earn an associate degree upon the completion of the program. These vocational schools were giving a 9-month theoretical and practical training until 2001 but turned into higher education in an effort to increase the police officer's levels of education in the country, and since then, these schools offer an associate degree. The graduates are sworn in as ordinary police officers with no rank or prospect of promotion. However, these officers have the chance of becoming a ranking officer through promotion courses offered occasionally if they are qualified. In addition to these schools, there are also Police Vocational Training Centers offering a 6-month police education and training. Only bachelor degree holders are admitted to these schools ([www.egitim.pol.tr](http://www.egitim.pol.tr)). The graduates like the Police Vocational School graduates are sworn in as ordinary police officers and have the chance of becoming a ranking officer if they pass the exams and complete deputy inspector courses.

In a nut shell, there are two types of police personnel within TNP, ranking and non-ranking or ordinary police officers. The ranking officers study at the Police Academy and graduate with baccalaureate degrees whereas the ordinary police officers study at the Police Vocational Training Centers and Police Vocational Schools and graduate with associate degrees. The ranking and ordinary police officers from these two sources of TNP personnel ultimately

come together and work together as the ranking officers being supervisors of the ordinary officers from all levels.

The questions must be answered are what are the purposes and reasons for having two different types of police personnel and two different models of police education and training? What sort of police education did founders of these two levels of police personnel and police education project or envision for police? These issues need clarification so we can better understand the nature of existing police personnel and education systems in Turkey and assess its effectiveness whether the current system education system has achieved its intended objectives. As Sherman (1978) argues “the quality of police education can be measured only in reference to a set of objectives” (p. 39).

Unfortunately, at least for now, there is a lack of academic literature to adequately answer these questions. However, the history of police education shows, not to criticize and discredit existing personnel system, that TNP's current personnel and educational systems are much like Turkish Armed Forces' personnel and educational systems. That is, the Armed Forces have three levels of army personnel, commissioned staff, non-commissioned staff, and army privates. There are two separate models education and training schools for the commissioned officers and for the non-commissioned officers as well as military training camps for privates. In the early times of TNP, police personnel were selected among army privates who left from military and appointed to different ranks by lottery. The earliest police school was created in 1907, Thessaloniki Police School, and later Istanbul Police School in 1909 which gave basic police training to the recruits. In June 1937 the Law of Police Organization was enacted. The Law established the organizational structure, management, and police personnel systems and the Police Academy in October 1937 and the Police College in June 1938 were established to meet TNP's need of police managerial personnel. Looking at these historical facts it is assumed that police educational personnel system is copied or borrowed from the Armed Forces at that time, which is still effective today.

This creates some problems. Just to give an example, a young Deputy Inspector graduated from the Academy is appointed into a unit filled with ordinary police officers with years of work experiences. He/she is expected to administer and supervise the unit. After all, all kinds of inter-unit implicit and explicit conflicts and disrespectful dispositions and expressions, sometimes verbal and sometimes behavioral, between police officers and the new Deputy

Inspector are exchanged. More experienced police officers sometimes for testing purposes and other times for showing who knows best, are often reluctant to make decisions or not willing to handle emerging situations and confrontations. They let young Deputy Inspector make decisions and handle the situation for the Deputy Inspector occupies supervisory position and the officers occupy subordinate position. In this difficult working environment, young Deputy struggles to make appropriate decisions and handle the particular situation in proficiency. Caught in the middle of his/her supervisory position and not really knowing what to do in the particular situation because of the lack of work experience, the new Deputy has to rely on and apply his/her leadership skills and handle it with mastery.

### **3. Police Higher Education in Turkey**

There is an assumption that the inadequate and imperfect police services provided to citizens is due to the lack of quality in police personnel. Hence, researchers assume that when the quality of police personnel is improved, the quality of police services provided to citizens will also improve as these two components are highly associated to each other. When thinking about improving the quality of police personnel one factor by itself, however, will not be sufficient, but there is no doubt that higher education will play a fundamental role in this process.

Consequently, for ordinary police officers, the duration of training has been extended from a nine-month course to a two-year vocational higher education since 2001. This extension, I believe, was the result of a belief that the higher the level of education for a police officer, the higher the quality of police service he/she will deliver to the citizens. However, there are important questions that need to be answered. Is higher education by itself enough to increase the quality of police services provided to the public? Do increased levels of education of police officers increase the quality of police services? What other factors might influence the quality of police services?

Sherman (1978) outlines the major factors that influence the quality of police services negatively as follows: “conflicting public expectations for police behavior, inadequate methods from achieving police objectives, police violations of the law, and poor relations between the police and the public”

(p.19). These factors are related to the structure and management of the police organization and the structure of society that have little to do with the police who deliver police services. Yet, higher education is proposed as a solution to decrease the above mentioned problems, and at the same time increase the quality of police services.

Philosophical thinking would help us to clarify our mind about police education and clearly identify what goals are the most reasonably ideal and worth pursuing. The transition to higher education in Turkey, by that I mean the transition to vocational higher education for police officers, there are also important questions that need to be answered regarding the quality of education given to the students in the higher education institutions within TNP.

What changed in the content or quality of police education by converting the status of police schools in 2001 from a nine-month vocational course to a two-year higher education with an associate degree? Does higher police education provide more intellectually rigorous, conceptually broad, practically improved education than before? Are instructors consisted of more scholarly faculty? Do students in higher education have better resources and conditions now than before?

Another issue we need to clarify is the goal of creating vocational higher education for police in Turkey. Why do we have a two-year police education that offers an associate degree to the students? What is the goal? Is the goal to increase the numbers of police officers with higher education within TNP? If so, currently there are about 10 Police Vocational Training Centers that admit bachelor degree holders. It seems that Police Vocational Training Centers solve the level of education problem among ordinary police officer population of TNP.

Research has shown the strong influences of socialization process and police occupational culture on young and new recruits in police work. For example, as Sherman (1982) provides, young officers who are idealistic and eager may be overwhelmed by what they face with in the very beginning of their careers. After a new recruit leaves the academy, he will often be told on the first day by his senior colleague to “forget everything that had been taught and I will show you how police work is really done.” The socialization process has significant impact on new recruits. Therefore, however many



police officers with higher education are employed; other organizational and occupational factors mentioned previously need consideration. Besides, in-service police training should be consistently given to all officers after the graduation from the schools.

Whatever the goal is in the minds of people who projected current police higher education, it seems that the education system is currently serving to increase the numbers of police officers holding higher education within TNP. The question is why do we admit high school graduates and give them a two-year higher education in police vocational higher educational institutions? The irony here is that in Turkey, many people who have Associate or Bachelor Degrees are unemployed -- at least based on the news on TVs and newspapers. To give high school graduates a two-year higher education means loss of time. Moreover, it is a costly option because it begins a heavy burden on the tax payers. As Carte and Carte (1975, as cited in Sherman, 1978) note, "the ideal police officer would be one who had already received academic training before he was recruited and who could be trained in the technical aspects of police work after recruited" (p.32).

Therefore, one solution can be to recruit these university graduates and provide them with a one-year vocational course as Police Vocational Training Centers currently does. That way not only TNP will be able to select and employ from certain majors or areas of need, such as accounting, law, or engineering, but also this method of recruitment is less time consuming and less costly. Another important issue that should be kept in mind is we do not have enough number of qualified instructors to teach in these vocational schools of higher education in Turkey.

## **Conclusion**

The ultimate question that must be answered with regard to police education is how can we improve the quality of police education? As discussed above, police education should carefully focus on each aspect of education: overall objective of education, the curriculum, the instructor, and the student.

One efficient way to answer the question is to rely solely on knowledge that comes from research rather than beliefs and opinions that are not supported by evidence and facts. In order to achieve that, a comprehensive research



study should be undertaken. A study that values the opinions of citizens, and a study which takes their viewpoint into account, faculty members both who have worked in the Police Academy and Police Vocational Schools or are working in civilian universities, police administrators and officers as well as the students in these schools and even prospective applicants to the schools. The study should examine each of the four aspects of education discussed above.

For example, we have to have a clearly defined set of objectives of police education; objectives that are close to an ideal but at the same time realistically doable. Only then the quality and the effectiveness of it can be measured. As Sherman (1978) notes, the effectiveness of any policy and program can be only assessed through the examination of the objectives set before the implementation of it. We need to identify what we expect police education to achieve for police.

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# **POLICE VOCATIONAL SCHOOLS' STUDENT SELECTION AND PHYSICAL FITNESS TEST PROPOSALS**

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### **Abstract**

In Turkey, instead of the word “physical fitness”, the terms “physical convenience” or “Condition” are used (Zorba, 2001; Williams 1999). Recently, people have adapted an immobile and sedentary life style as the technology has developed. As a result, the formation of their body has changed and fat ratio has increased (Ersoy, 1995; Kartal, Zorba, 1999). Physical convenience can be defined as adapting positively to the environment where one lives. Another definition states that, physical convenience is the capacity of work of a person. This capacity depends on strength, endurance, speediness, flexibility and coordination. Those parameters are called the motoric characteristics. The police vocation which secures the public order and guards the lives and properties of the people of their society must have the all qualities stated above. In other words, today’s police are needed to be durable, strong, fast, active, and have a high ability of coordination. When considered 18-26 age group of youths working actively as a police officer after finishing two years education in Police Vocational School, it is clearly understood how important to select the cadets according to the above mentioned physical convenience measurements that will increase their quality of services (PMYO Giriş Yönetmeliği). The aim of this study is to present several suggestions related to the exam of physical convenience tests those are employed in the process of considering the cadets’ admissions to Police Vocational Schools and to emphasis the suitability, validity, reliability, objectivity of the exam of physical convenience tests to benefit from science and technology.

**Key Words:** Physical Fitness, police profession and Tests, Police Vocational School

## **Polis Meslek Yüksekokulları Öğrenci Seçme, Fiziksel Uygunluk Test Önerileri**

### **Özet**

Batılılar tarafından kullanılan “Physical Fitness” karşılığı olarak ülkemizde “Fiziksel Uygunluk” veya “Kondisyon” kelimeleri kullanılmaktadır. Günümüz teknolojisinin ilerlemesi ile insan hareketsiz ve sedanter yaşam tarzını benimsemiş bunun sonunda vücut kompozisyonlarında değişiklikler meydana gelip yağlılık oranları artmıştır. Fiziksel uygunluk “Çevreye olumlu bir şekilde intibak etmek” olarak tanımlanabilir. Diğer bir tanıma göre ise fiziksel uygunluk “kişinin çalışma kapasitesi”dir. Bu kapasite kuvvet, dayanıklılık, sürat, hareketlilik (esneklik) ve koordinasyon kavramlarına bağlıdır. Bu parametreler motorik özellikler olarak tanımlanır. Fiziksel uygunluk: Hareketlerin doğru olarak yapılmasını ve fiziksel dayanıklılıkla ilgili olarak vücudun mevcut kondisyon durumunu ifade eder. Bu tanıma göre, fiziksel uygunluğu en yüksek olan kişi yorulmaksızın en uzun süre hareket eden kişi yani polistir. Dünya Sağlık Örgütü’ne (WHO) göre fiziksel uygunluk, bir işi başarılı bir şekilde yapma yeteneğidir. Bir başka tanımlama da ise, insanların sahip oldukları veya kazandıkları fiziksel aktiviteyi yapabilme becerisi ile ilişkili bir dizi nitelik olarak ifade edilmektedir. Hizmet ettiği toplumun, can, mal güvenliğini koruyup, kamu düzenini sağlayan polislik mesleği, yukarıda belirtilen özellikleri üst seviyede kendisinde taşımalıdır. Yani günümüzün polisi dayanıklı, kuvvetli, süratli, hareketli ve koordinasyon yeteneği yüksek olması gerekir. 18–26 yaş grubundaki gençlerin polis meslek yüksekokullarına girerek iki yıllık eğitimden sonra aktif çalışacakları düşünülürse, yukarıdaki fiziksel parametrelerin ölçülerek alınması hizmet kalitesini artıracaktır. Bu çalışmada, polis meslek yüksekokulları öğrenci seçme ve fiziksel uygunluk sınavı testleri görevin amacına uygun (poliste bulunması gereken fiziksel özellikler) geçerlilik, güvenilirlik, tarafsızlık (objektiflik) ve ekonomik olarak günümüz şartlarında, bilim ve teknolojiye yararlanarak yapılması konusunda öneriler sunmaktır.

**Anahtar Kelimeler:** Fiziksel Uygunluk, Polislik mesleği ve Testler, Polis Meslek Yüksek Okulu

## **Introduction**

With the advancement of the technology, people have adapted a new life that is more comfortable and people don't have to be as much as mobile as earlier to perform daily tasks. Of course that immobility has caused to increase fat ratio in human body. The increased fat ratio in human body is the enemy of strength, endurance, fastness, mobility, flexibility and convenience for humankind. According to the research the people whose body mass index is suitable in their jobs are more successful (Powers, 1994 & Zorba, 2005). That result is enough to understand how important of people's physical convenience is to accomplish their goals during their life.

Police have played an important role in the society. They are empowered by state to enforce the law, to protect all persons against illegal acts, to protect human dignity and maintain the human rights of all persons. Police should be prepared both mentally and physically in order to maintain these critical duties. Therefore, physical convenience plays a critical role in police vocation. Before selecting the police candidates to the schools, Physical convenience tests that have some characteristics such as validity, reliability, objectivity, should be implemented as standardized tests formed to be interpreted same alike individuals and their implementation should be economical.

In this study, the characteristics and aim of physical convenience test, the aim of physical convenience tests in selection of police vocational schools' students, parameters of physical convenience will be explained. In addition, some suggested tests will be given to the police vocational schools when they consider to select appropriate cadets' into their structure.

### **1. Characteristics and Aim of Physical Convenience Tests**

A physical convenience test should employ a structured procedure. It should follow a certain pre-established rules and regulations from the beginning to the end. There are some characteristics of physical convenience tests. These are;

- a. **Validity:** This characteristic is about whether the test evaluates something or not. As the test is a way used to assess the level of a certain aspect, this method should be correct and should validate the expectation. It must express correctly what is aimed as well (Rapp & Shoder, 1977).

- b. Reliability:** A test is related to its renewable ability. It can also be said that the necessity of the fault level is to stay limited when considering other assessments. Reliability is the criteria of consistency of test, place and condition. A test needs to give the similar or same results in order to have the qualities stated above (Harre, 1973).
- c. Objectivity:** A person who administers the test should not be affected by the things such as evaluation, data collection etc... During the test, that is to say he/she should be objective. A test can be evaluated in three parts when it is considered as a unit (Harre, 1973). These are: objectivity in practice, in data collection, and in result expression and explanation.
- d. Being formed:** The result of the test is strengthened if the test data are compared and evaluated with the same characteristics of other test data in terms of having roughly the same characteristics of age and sex. In the process of interpretation, the candidates who are in the same age group, and the same gender and the same common characteristics increase the reliability of norm value (Rapp & Shoder, 1977).
- e. Being Economical (Time-Money):** Some precautions should be taken into consideration while spending time and money for implementation of the test. The tester should avoid spending too much time and money while conducting a test. In addition, a test should be done in a short time and the equipment of a test should not be too detailed. Furthermore, the test should be easily administered and its results should have the capability of being evaluated easily and quickly (Rapp & Shoder, 1977).

## **2. The aim of Physical Convenience Test in the Process of Selecting Candidates for Police Vocational Schools**

Some features of the candidates are kept in mind while selecting the individuals for Police Vocational Schools. The authorities emphasise some features of the candidates while selecting them to the Police Vocational Schools. These features are whether the candidates;

- a.** Are prone to the police business
- b.** Are going to complete the training process
- c.** Are going to increase physical performance
- d.** Has the pre-condition of occupational productivity

- e. Will increase the physical average in the occupation
- f. Will adapt to difficult conditions
- g. Can come over the difficult tasks s/he is given
- h. Can get the best results in the shortest time
- i. Can adapt to new duties much easily
- j. Will develop himself/herself in his/her job as adequate physically and can work systematically
- k. Can do his business realistically and accurately even under the stress
- l. Can get risk, and who don't became weak when meeting a failure and who can consider the failure as a challenge
- m. Has high self-confidence and is in a harmony with the society, challenging physically (Harre, 1973& Baltaş, Baltaş, 1988).

### **3. Parameters of Physical Convenience**

Physical convenience has some parameters. These parameters are important for the Physical convenience to be easily understood by everyone. These parameters are;

**a. Strength:** Strength refers to the ability to fight against endurance or come over it (Bompa, 1986). As it is mentioned in the law related to police duty that a police officer may face a resistance at any time (Law No: 5259, Polis Vazife ve Salahiyet Kanunu).

**b. Speed:** The term speed refers to ability to move from somewhere to another in the shortest time (Bompa, 1986). That term is mentioned in the law related to police duty that a police officer moves quickly for his duty (Law No: 5259, Polis Vazife ve Salahiyet Kanunu).

**c. Endurance:** It refers to ability to fight against fatigue (Bompa, 1986). According to law related to police duty it is explained that a police officer must be resistant (Law No: 5259, Polis Vazife ve Salahiyet Kanunu).

**d. Flexibility:** The term of flexibility refers to ability of articulations' opens in the maximum level and ability of muscles flexion (Bompa, 1986).



**e. Coordination:** It is the ability to do the accurate movements in a short time (Akgün, 1992). Police officer puts away the danger using techniques under difficult conditions (Law No: 5259, Polis Vazife ve Salahiyet Kanunu).

#### **4. The Physical Convenience Tests**

Various laboratories, fields and field tests have been implemented in the process of measuring all of the parameters above. Recently, the developed countries that are good at science aimed to get the most effective results with the consideration of all the opportunities to develop technologies. This work suggests that economic and practical tests are more suitable to reach the aim.

##### **4.1. Strength Tests**

Strength tests require some assessment equipment and methods. These are;

- Claw-force Test
- Hand Dynamometer
- Vertical Jump Test
- Long Jump Test
- Dynamometer,
- Tension meter
- Manometer
- Cyber
- Throwing Health Ball in sitting position (Bompa, 1986; Özkara, 2002).

##### **4.1.1. Suggested Strength Tests**

This study recommends some strength tests which are more appropriate to implement. These are as follows;

a) Vertical Jump:

The aim of this test is to determine the candidates' jumping strength and exploding power and also ability to do a test in the shortest time. Some equipments are needed to do this test. These equipments are as follows;

- Scale
- A wall or a board on which the measurements will be written
- Chalk or Magnesium dust

The method of this test is that a candidate leans the wall closely and holds his arm and touches the highest point he can reach and this point is recorded. Next he jumps and tries to touch the highest point and leaves his hand print with the chalk or dust. And the averages of two measurements are taken as a point.

b) Long Jump Test while stopping:

The result of that test gives information about candidate's anaerobic power as long jump requires alactic anaerobic power. The required equipments for that test are as follows;

- Ground which is not slippery
- Scale

c) Throwing Health Ball while standing

The aim of that test is to determine the power throwing and the required equipments for that test are as follows;

- A flat non-slippery ground
- Health ball
- Scale

#### ***4.2. Speed Tests***

The test required equipments in speed tests are as follows:

- 20m speed Test
- 30m Speed test
- Reaction Speed Test

- Nelson Hand Reaction
- Hand Reaction Test against the sound and light warning
- Vertical Jump Reaction (Tamer, 2000 & Özkara, 2002).

#### ***4.2.1. Suggested Speed Tests***

Suggested speed tests are;

##### **a) 20m Speed Tests-30m Speed Test**

The aim of that test is to determine the candidate's maximum speed and the required equipments are as follows;

- Photocell or chronometer
- Flat floor

##### **b) Nelson Reaction Assessment:**

Aim of the test is as follows; after the candidate catches the ruler, it is read from the dash above his/her thumb. The minimum five and maximum 5 attempts are eliminated. The left 10 trials' average is taken as the point. The numbers in the time meter represent one out of thousand. The results are recorded approximate of 5/1000.

Required test equipments are as follows;

- Nelson reaction time assessment machine
- Table
- Chair

The Method of the Test;

The candidate takes seat comfortably and hands and arms are on the table. Thumbs and pointer finger are prepared out of the table about 8-10 cm. above the thumb and pointer fingers must be parallel to each other. Tester should get the testing ruler from the beginning point between the candidates thumb and pointer finger. The final dash must be in the same pace of the thumb's top side.

### **4.3. Resistance Test**

Assessment Equipments and the methods of the resistance test are as follows:

- 20m Shuttle Run
- Maximum Oxygen Consumption Test
- Aero Test
- Balke Treadmill Test
- Cooper Test (Tamer, 2000 & Özkara, 2002).

#### **Suggested Resistance Tests:**

Suggests resistance test is as follows;

##### **a) Cooper tests**

The aim of cooper test is to test aerobic fitness (the ability of a body's oxygen consumption) and required test equipments are as follows:

- Flat unslippery ground
- 29m assessment
- Voice band
- Tape recorder
- Record forms

The Method of the Test;

This test requires running without stopping between the lines with the 20m spaces in a way to reach the beep voice. For that reason, this test is sometimes called 'Beep' or Beep Sound Test' the time passing between the BEEP Sounds lessens every minute. This test has many versions but the one used commonly has a standard that is speed its 8.5 kmh at first and it increases 0.5 kmh every minute.

#### **4.4. Flexibility Test**

Flexibility test Assessment Equipments and the methods are as follows:

- Sitting and reaching test
- Goniometry test (Akgün, 1992 & Tamer, 2000).

##### **Suggested Flexibility Tests: Sit Reach Test**

The aim of that test is to assess a person's flexibility under extra mite and the required test equipments are as follows;

- A test table with a length of 35 cm and width of 45 cm and 32 cm height.
- Upper Surface: 55 cm length, 45 cm width, upper surface is about 15 cm out of the surface where the legs of the table is leaned.
- 0-15 cm assessment ruler is determined at 5 cm spaces to the upper surface

##### **The Method of the Test;**

Sit down and put your bare feet to the test table. Lean forward and don't bend your knees and extend your hands as much as possible. Try to stop in the farthest place you can ever reach. In order to let the testing person to read the values correctly, stay still in the position one or two seconds. The testing person stops next to the applicant in order to prevent his/her legs bending. Test is repeated once more and the highest point is recorded.

#### **4.5. Coordination Tests**

Assessment equipment and method of Coordination tests are as follows:

- Hexagon Coordination Test
- T Drill Test
- Direction Changing Test
- Coordination Racecourse
- Ball Changing Test (Tamer, 2000; Akgün, 1992).

## **Suggested Coordination Tests: Hexagon Coordination Test**

### **1) Hexagon Coordination Test**

The aim of that test is to assess the coordination and required equipments are as follows;

- A hexagon drawn on the ground every side of which is 66 cm
- Chronometer
- An Assistant

The Method of the Test;

A sportsman is faced to a line in the beginning point. The sportsman will always be faced to line A. Chronometer is started by his/her jumping to line B. She/he returns to line A from the outside of the B line. This continues C to center from D to center. When he/she completes the line A the first round ends. And it is completed in the 3<sup>rd</sup> round.

## **Conclusion**

It is an indisputable fact that physical convenience is an important deterrence factor for police officer in the profession of policing while maintaining the security in terms of life and property of people in their society (Low No: 5259 Polis Vazife ve Salahiyet Kanunu; Zorba, 2005).

The physical convenient test that has been employed while selecting the candidates for Police Vocational School is recognized as the test tool for inception of the candidate to profession of policing. It has been accepted as an ideal selection method if it is done in accordance with the requirement such as being objective, valid, purposive, and being formed (Rapp & Shoder, 1977, Harre, 1973). For that reason, the authorities of Police Vocation School need to consider including all parameters in the physical convenience test to select the most appropriate cadets to their structure.

It is supposed that the productivity level of police candidates will increase with the advantage of physical convenience and it can be improved, too (Kartal, 1998 & Zorba, 2009). Police officer may face the worst situation at any time so they should be prepared to all the worst situation. At this point, it can be better understood how important to select a police candidate having an appropriate physical convenience with high productivity level.

According to the research studies related to physical convenient, it is proved that individuals whose body mass index is high are also more successful in their job (Powers, 1994; Zorba, 2005). In addition, physical convenience not only makes police officer physically fit but also improve their self-confidence and it helps to build teamwork.

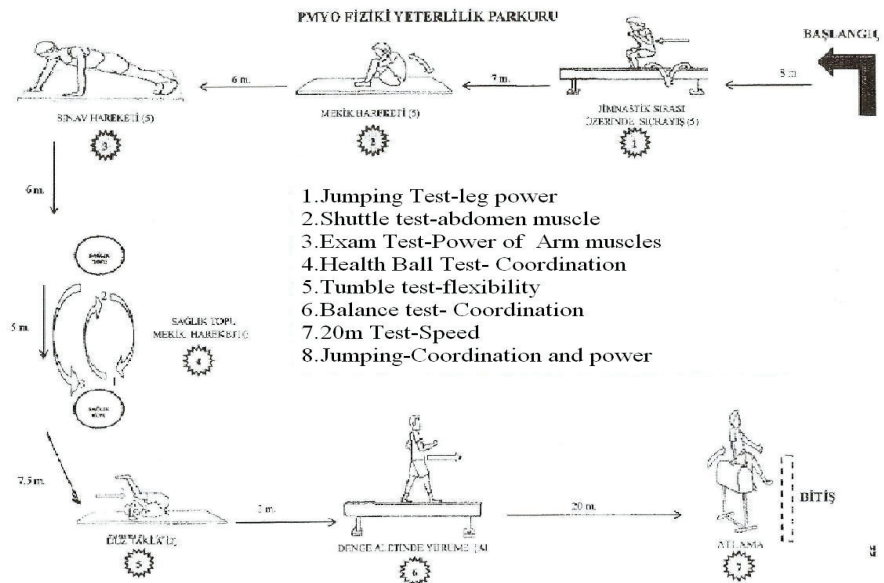
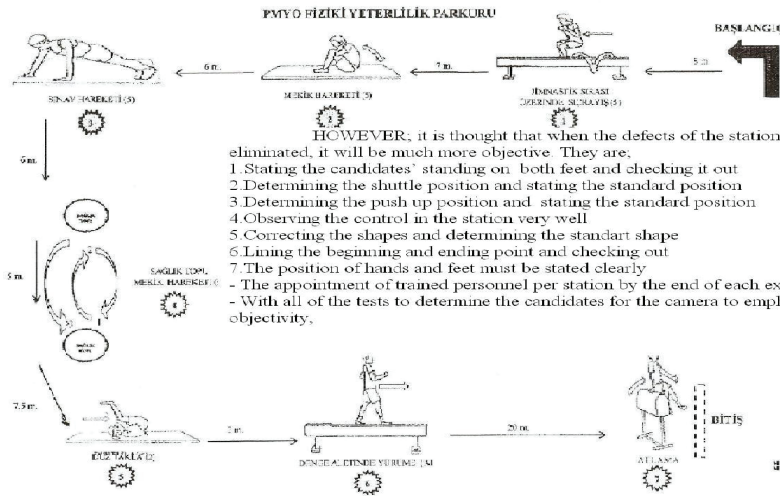
To sum up, as the profession of policing has played an important role in the society, the personnel of this community should have some specifications to carry on this honorable profession such as being clever, passionate about their profession, and having appropriate physical convenience. Herein, the authorities should exert importance to physical convenience tests to select physically appropriate cadets to the profession.

### **Suggestions**

This study has some recommendations related to physical convenient tests employed in the process of selection of candidates for Police Vocation Schools.

Firstly, as the coordination features of people vary in terms of their anatomical, physiological and anthropometrical structure, it is thought to be more objective way that physical convenience tests should be implemented as particularly and the sum of these particular implementations should be considered. For instance, individuals who are fast enough may have the less endurance level and individuals who are strong may have less flexibility level (Akgün, 1992; Sevim, 1995).

Secondly, physical convenience racetracks that include all the parameters such as flexibility, speed, endurance and strength have been implemented recently. It is thought that those racetracks will be effective in terms of time and space. In this respect physical convenience racetracks were staged for 2011-2012 Police Vocational High School selection exams. Below figures represent the tests and related assessments;





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# **A METHOD FOR PERSONNEL SELECTION TO PUBLIC ORDER UNITS: COMPETENCY BASED INTERVIEW**

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### **Abstract**

Personnel selection is one of the most important and much departed issues of Turkish National Police (TNP) like every other organization. Personnel selection process in TNP mainly depends on evaluating certain qualities (age, height, weight, university exam result, etc.) rather than skills and abilities of the candidate. However, qualities are inadequate to determine whether person fits the job or not. The main reason for this situation is the lack of job analysis which is also true for the special units. Likewise entry-level police selection, no reliable and valid assessments are being done for admission to special expertise units (Special Operations, Counter-Smuggling and Organized Crime and Counter Terrorism and Operations, etc). In this study, a competency-based-interview form was developed in order to use for personnel selection to Public Order Units. The reliability and validity of the form was tested and results were evaluated

**Key Words:** Personnel selection process, competency, competency based interview, public order units, Turkish National Police.

## **Asayiş Şube Müdürlükleri İçin Bir Personel Seçme Yöntemi: Yetkinlik Temelli Mülakat**

### **Özet**

Personel seçme, her organizasyonun olduğu gibi Türk Polis Teşkilatı'nın da en önemli konularından biridir. Türk Polis Teşkilatında personel seçme Süreci çoğunlukla beceri ve yeteneklerden ziyade belli nitelikleri (yaş, boy, kilo, üniversite sınav sonucu vb.) aramaya dayanmaktadır. Hâlbuki nitelikler kişinin işe uygun olup olmadığını belirlemede yetersizdir. Bu durumun temel nedeni, branşlar için de geçerli olan iş analizinin eksikliğidir. Genel polis alımlarında olduğu gibi özel birimlere (Özel Harekât, Kaçakçılık ve Organize Suçlarla Mücadele ve Terörle Mücadele vb.) geçiş yaparken de geçerli ve güvenilir değerlendirmeler yapılmamaktadır. Bu çalışmada Asayiş Şube Müdürlüklerine personel seçiminde kullanılmak üzere yetkinlik temelli mülakat formu geliştirilmiştir. Formun geçerlik ve güvenilirliği test edilerek sonuçlar tartışılmıştır.

**Anahtar Kelimeler:** Personel seçme süreci, yetkinlik, yetkinlik temelli mülakat, Asayiş Şube Müdürlükleri, Türk Polis Teşkilatı

## **Introduction**

Human Resources Management is defined as “the strategic and coherent approach to the management of an organization’s most valued assets -the people working there, who individually and collectively contribute to the achievement of its objectives” (Armstrong, 2008, p.5). There are four functions of human resources management; selection, appraisal, rewards, and development (Fombrun, Tichy & Devana, 1984). Within the context of human resources management, finding the right person for the right position is one of the main concerns of every organization. Due to increasing complexity in the occupations, effect of individual differences on productivity has increased (Cascio, 2002). Additionally, poor person-job fit causes problems in workplace. Excessive effort spent by the managers in order to counsel, educate employees negatively affects overall performance of the organization. Therefore, organizations use selection procedures in order to make a hiring decision and find the best candidate.

In order to organize personnel selection process and other human resources management activities, a job analysis must be done (Ghorpade, 1988; Kepir-Sinangil, 1996). Job analysis is a process in which tasks that makes up the job, physical and social conditions under which they are performed and qualifications of people who perform the job successfully, are examined in detail (Cascio, 1991; Ghorpade, 1988). There are studies conducted about job standards and position norm analysis (Alaç, 2010), but no comprehensive job analysis has been conducted in the TNP yet (Tan, Sürücü & Çebi, 2010). Therefore, both entry-level candidate assessment and special unit testing are done according to laws, regulations and selection methods largely depend on qualities such as year of experience, physical agility, and background investigation.

In this study, a competency-based-interview form was developed in order to use during personnel selection process of Public Order Units. Unstructured interviews are currently used in Public Order Units for hiring decisions. However, content of the interview varies for each candidate and job-related questions may not be asked. Therefore, it was intended to develop a more structured and objective interview form. In the literature part, personnel selection process in police organizations and in TNP will be discussed briefly. Then, interview as a personnel selection method will be analyzed.

## **1. Personnel Selection in Police Organizations**

Finding the best candidate has several advantages for the organization. He will possess better performance, needs less time to get accustomed to work and work place, works for longer hours and years, needs less education and counseling, and managers have more time for management issues (Harvey, 1996; 83-84). Organizations use different procedures in hiring decisions. Selection procedure can be defined as “any procedure used singly or in combination to make a personnel acceptance decision” (Society for Industrial Organizational Psychology, 2003). Methods are chosen according to information obtained through job analysis. Two groups of information emerge by job analysis; job description and job specifications. Job description consists of tasks, conditions and tools. Job specifications are knowledge, skills, abilities and other characteristics (KSAOs) or in other words “competencies” required for successful performance (Ghorpade, 1988). As a behavioral science, psychology plays a major role in the measurement and evaluation of KSAOs. Several methods of measurement such as ability tests, interviews, job knowledge tests, personality tests, reference checks, assessment centers are used although there is variability in their validity and utility (Schmidt & Hunter, 1998; Dayan, Kasten & Fox, 2002).

In police organizations, interviews, background investigations, physical requirements (height, weight), personality inventories, cognitive ability tests generally exist in the officer recruit selection process (Blau, 1994; SIOP, 2003; Tan, Sürücü, & Çebi, 2010). Especially in the United States, psychological instruments are widely used. A study has revealed that 90% of the police agencies in the United States use psychological assessment procedures in selection of police officers (Cochrane, Tett, & Vandecreek, 2003). Psychological testing in the United States was firstly used in police selection in California in 1916 (Deitz & Reese, 1986) and selection of police officer candidates have began to systematically occur since 1950s. It dates back to 1954 that Los Angeles Police Department made psychological screening as a part of the selection procedure. In 1986 the International Association of Chiefs of Police (IACP) proposed guidelines for preemployment screening of police recruits and proposed standards were issued by the American Psychological Association (APA), the Police Psychology Section of the Division of Public Service in 1987 (Blau, 1994). Besides psychological examination, physical agility, honesty tests, drug tests are involved in the selection process. For example, Huntsville Police Department requires the applicants to be at least 20 years of age, obtain a driver’s license, high school diploma or GED, pass

interview board, drug screening, medical examination and polygraph and an honorable discharge on DD214 in the case of military experience. Selection process includes video entrance exam, physical abilities test, background investigation, screening of applicant file, interview board and psychological examination (Huntsville Police Department, 2012). Similar selection processes exist in European countries such as Denmark and England (Tan, Sürücü, & Çebi, 2010).

Although there are similarities in pre-employment screening of police recruits, there are numerous differences, except being a police officer beforehand, in selection process of special units mostly because of the constitution and political systems of the countries. Special units such as hostage negotiation, criminal investigation require additional training which cannot be taught in the basic police training. In the USA, “special unit testing” has been done by using psychological screening examinations in the United States according to the standards described by the Commission on Accreditation for Law Enforcement Agencies (1989) for teams including (Special Weapons and Tactics (SWAT)), bomb disposal, protection at special events, decoy operations, hostage negotiation and undercover surveillance. In order to become a member of the SWAT team, you must possess certain traits such as co-operation and high physical performance (Blau, 1994). The SWAT of the German Customs Service (Bundeszollverwaltung); The Zentrale Unterstützungsgruppe Zoll (Central Customs Support Group, ZUZ) also uses physical tests, medical examinations, interviews and aptitude tests in the selection process (Wikipedia, 2012).

To sum up, police organizations use several methods of selection both at the entry-level candidate assessment and special unit testing in order to find the best match between the position and the person.

## **2. Personnel Selection in Turkish National Police**

Academic and practical applications in human resource management accelerated in the beginning of 1990s in Turkey and mostly gained attention in the private sector. However in 2001, with a low-equivalent decision of the Cabinet, government organizations were required to start developing a human resource management system (Sümer & Erol, 2003). As a governmental organization, TNP conducts different research projects in order to build a human resources management system. In 2007 as a part of “Empowerment of Responsibility, Productivity and Efficiency of Turkish National Police”



Twinning Project, “Action Plan for Development of Turkish National Police Human Resources Management System” was completed. In 2009 “Study Meetings of Personnel Problems” were held about 17 different subjects in human resources management with 165 participants. There are also research studies conducted at the section level. General Directorate of Security Public Order Department completed a research project and published the book “*Organizational Performance Management Manual in Public Order Services*” in 2010. However, not a complete system has been established yet because no job analysis has been conducted for the whole organization. It means that selection process is not developed according to job analysis.

Entry-level candidates at the level of line officers who apply to enter Police Vocational Schools of Higher Education under Turkish National Police Academy (TNPA) and Police Training Centers under TNP Education Department can come from two different sources; high schools and universities. So, different regulations are developed for these groups but both of them require similar criteria such as age, body mass index, exam results. In Turkey, large amount of candidates are evaluated and large amount of them are selected which is different from most of the American and European police organizations. In Denmark, there were 1500-2000 police candidates and 400 of them were selected in 2006 (Tan, Sürücü & Çebi, 2010). Therefore, candidates are evaluated in detail in the selection process. However in 2011, 59000 high school graduates applied to Police Vocational Schools of higher education and 8510 were selected as police officer candidates in Turkey. So, the current system of entry-level selection of police officers is ideal for the TNP. But, in different reports published in years of 1998, 2000 and 2001 by The TNP General Directorate of Security Department of Research Planning and Coordination, it was stressed that psychological evaluation is not adequate and the procedures should be changed. There are also other studies showing the inadequacies of the system which is widely discussed by Tan, Sürücü and Çebi. To make remedies, projects are conducted like 2010 Problems and Solutions in Turkish Police Training (2010). Police job has similar requirements at the general level such as physical appearance, being psychologically healthy, medical examination and having a certain level of cognitive ability. Therefore, entry-level selection can be organized by taking into consideration existing selection processes and previous experiences.

In fact, lack of job analysis is a more significant problem for special units than entry-level candidate assessment. Because, their work is more complicated, dangerous and it demands higher training than the work of

a general service police officer. To work in special units such as “Special Operations”, “Counter-Smuggling and Organized Crime” and “Counter Terrorism and Operations” units, police officers are evaluated according to each unit’s regulations and selection methods largely depend on qualities such as years of experience, physical agility, background evaluation, and performance rating by supervisory personnel. Among special units, only “Police Aviation Department” and “Bomb Disposal Units” in TNP require additional psychometric evaluations.

Although, “Public Order Sections” have not been called as special units yet, their work is also composed of various and complex tasks. Public Order Units investigate crimes against public security and public order, evaluate information and statistics related to public order offenses, perform or make crime analysis, criminal profiling and crime prevention, carry out services on taking preventive acts, organize and plan the construction of Police Patrol Services Centers. Because public order is not a special unit, it does not have a regulation which means selection of candidates are not even done according to some qualities. Therefore, candidates are evaluated subjectively. To overcome this subjectivity, some managers conduct interviews but they are also unstructured.

To sum up, like other police organizations, TNP has a system of selection. However, it is different than other countries and largely based on quality assessment.

### **3. Job Interview as a Selection Method**

Selecting the right candidate is important since it saves time, money and effort. As mentioned before there are many methods of selection. They can be classified as; assessment centers, biographical data, cognitive ability tests, integrity tests, interviews, job knowledge tests, personality tests, physical ability tests, work samples and simulations (SIOP, 2012). Each method is chosen according to needs of the organization.

Interviews are widely used in hiring decisions. Job interview can be defined as “...is a process in which a potential employee is evaluated by an employer for prospective employment in their company or organization” (Karaoğlu, 2008, p. 60). Their content may be about teamwork skills, interpersonal skills or job knowledge.

According to form, interviews can be classified as structured and unstructured. In structured interviews, candidates are asked and evaluated

on the same rating scale with which all interviewers agree. In unstructured interviews, there is not a standardized content, rating or agreement between interviewers. Unstructured interviews are low in validity and reliability because of their subjective nature whereas structured interviews are valid and reliable (United States of Personnel Management, 2008). Like every method there are advantages and disadvantages of interviews which are shown in Table 1.

**Table 1:** Advantages and Disadvantages of Interviews

<b>Advantages</b>	<b>Disadvantages</b>
<ul style="list-style-type: none"><li>• Are expected and accepted by many job applicants.</li><li>• Provide an opportunity for a two-way exchange of information.</li><li>• Provide a measure of skills such as oral communication skills not measured via paper and pencil or computerized tools.</li><li>• Have been demonstrated to produce valid inferences for a number of organizational outcomes, if properly developed and administered.</li><li>• Can reduce business costs by identifying individuals for hiring, promotion or training who possess the needed skills and abilities.</li><li>• Are typically less likely to differ in results by gender and race than other types of tests.</li></ul>	<ul style="list-style-type: none"><li>• May be affected by different kinds of rating errors and biases by interviewers.</li><li>• Are often more time-consuming to administer than paper and pencil or computerized tools.</li><li>• May be practically less useful when a large number of individuals must be evaluated because of administration time.</li><li>• Can be costly to train interviewers.</li><li>• May be difficult to keep interviewers calibrated and the interview process standardized.</li><li>• May lead to individuals responding in a way to create a positive decision outcome rather than how they really are (i.e., they may try to positively manage their impression or even fake their response).</li></ul>

**Source:** (SIOP, 2012).

There are also different types of interviews; situational, biographical, critical incidents, behavior description, comprehensive structured interviews and consider criteria-based interviews (Karaoğlu, 2008). Type of the interview is determined according to goals of the interview.

Competency is a behavior that describes the required performance in a particular job (Hoevemeyer, 2006, p. 19). Competency-based interviews can be described as predicting future performance from past behavior (Hoevemeyer, 2006, p. 20) or "...are structured and use behavioral questions to help the interviewer assess candidates based on critical competencies identified for the position" (Kessler, 2006, p. 23). They can be called as behavior description type of interviews. Behavioral type of interviewing has been done for more than 20 years but it is only for 10 years competencies are targeted in these interviews (Kessler, 2006).

In summary, interviews are efficient tools in evaluating candidates. In this study, a competency based interview was developed for Public Order Units in the TNP. Validity and reliability measures of the interview are conducted.

#### **4. Method**

In order to develop a structured interview, competencies to be evaluated in the interview are determined; questions and rating scales are developed and tested (United States of Personnel Management, 2008). Therefore, in the current study firstly competencies are set out and then reliability and validity analyses were made.

##### **4.1. Study 1**

Data is collected by using interviews and questionnaires in a public order division. Firstly, 10 interviews were conducted with Chief of Section, Deputy Chief of Section, 4 Chiefs of Units and 2 Police Officers. Interview question was "What should be the specifications of police officers working in public order sections?" The data of the interviews were used in the questionnaire. It is an 39-item, four-point, Likert-type scale. Each item is on a four point response format with the following anchor points: 1 (never required); 2 (slightly required); 3 (required); 4 (strongly required). Questionnaires were given to 12 Chiefs of Units who had not been interviewed. The content of the interviews was categorized into two categories; qualifications and

competencies which had been pre-determined to use at entry-level selection process of the police officers in a recent project (Problems and Solutions in Turkish Police Training, 2010) in order to extract competencies. Qualification is a condition that fits a person to perform a particular job like having driving license or being at a certain age. Competencies required strongly by more than 50% of the participants are given in Table 2.

**Table-2:** Strongly Required Competencies

Strongly required competencies	(%)
1. Team working	92
2. Self-discipline	100
3. Problem solving ability	60
4. Taking initiative	50
5. Self-improvement/Learning	59
6. Interpersonal skills	50

Team working can be described as working with others to achieve goals and encouraging cooperation, and group identity and fostering commitment. Self-discipline is defined as showing a high level of initiative, effort, and commitment towards reaching goals in a timely manner; working with minimal guidance and showing responsible behavior. Problem solving ability is identifying problems and relevant information, generating alternatives and evaluating them. Being initiative means doing more than needed in the job and improving or enhancing products, services and taking appropriate action. Self improvement/Learning is using training, feedback, or other opportunities for self-learning and development. Interpersonal skills are showing appropriate emotions to others; developing and maintaining effective relationships, dealing with problematic, hostile, or distressed individuals, being sensitive to individual differences (Competency Library, 2012; U.S. Office of Personnel Management Assessment Decision Guide, 2012). Interview questions and rating scales of these competencies are formed by literature review and open source research at internet (Hoevermeyer, 2006; Competency Library, 2012; U.S. Office of Personnel Management Assessment Decision Guide, 2012). Question and rating scale of team working is depicted in Table 3.

**Table 3:** Question and Rating Scale of Team Working

Could you tell us a succeed work that was performed by as a team, what the situation was, what should have be done, what you did and the result?

1      5	6      10
1. The isolation itself from the team 2. Treating others unfriendly 3. Holding others responsible for the resolution of disputes within the team 4 Expressing working with only certain members of the team	1. Working with the team towards the goal 2.Treating respectfully, and professionally to the others 3. Taking responsibility for the resolution of disputes within the team 4. Rarely showing Incompatibility in working with people

**Note:** (While the candidate is answering the questions, it is considered that to which factors he/she binds the success of the team, how he/she becomes useful to the team, how he/she passes the contributions of others and how much he/she is pleased to work with the team work)

Contrary to the competencies, no qualification is thought to be required strongly by more than 50% of the participants. However according to the service given by the unit, the need is changing. For example, “knowing district well” is strongly required for Lost People Unit but slightly required for Administrative Unit. In this study, it was intended to develop a selection process to hire for the section rather than the unit. Therefore, core competencies common to all units were determined.

**4.2. Study 2**

Competency based interviewing was done with 12 personnel who were working in a public order section in provinces. Authors of the article were interviewers. Each interview took 15-20 minutes. Data was analyzed using SPSS 15. Descriptive statistics are given in Table 4.

**Table 4:** Descriptive Statistics of Interview Forms

Procedure	M	SD	Min	Max
Interview	81.4	10.3	62	92

In order to have accurate inter-rater reliability, more than 10 subjects or trials are needed (Washington & Moss, 1988). Since there are 12 subjects in the study, it is appropriate to calculate inter-rater reliability. Inter-rater reliability of the interview is .89 which is acceptable (Nunnally, 1978). Any selection procedure must be job related or valid so that decisions are accurate (SIOP, 2003). In order to test the criterion validity of the instruments, firstly relationship between job performance evaluation by supervisors and interview scores was used. Each subject was evaluated by their supervisors on a scale which ranges from “0” (very unsuccessful) to “10” (very successful). The correlation coefficient is .70 which is acceptable.

## **Discussion**

Competency based interviewing is new in the human resources literature but it is widely used. Although there are some points need to be developed, interview form is found to be objective and fair. Findings of the previous study support the data that competency based interviewing is an effective tool. The interviewers were the authors of the study but each special unit must have a determined group of interviewers who are trained about interviewing. Training includes teaching, note taking behavior, being aware of their non verbal behavior and interpersonal bias (U.S. Office of Personnel Management Assessment Decision Guide, 2008).

As expected, the required competencies found in this study are not different from core competencies which were found in a previous project (Problems and Solutions in Turkish Police Training, 2010). So, each police officer must have these competencies. However, it is impossible to conduct competency based interviewing with each entry-level candidate because of large number of candidates. Not only for Public Order Units but also for other special units, this type of interviewing can be done. Since, small number of candidates is assessed. By this way, the best of all candidates are selected for important missions. However, core competencies are inadequate for hiring decisions. Since, competency modeling focuses on values rather than specific job behaviors. Core competencies should be evaluated for any job in

an organization but traditional job analysis should be used for job-specific hiring decisions in the organization (Ployhart, Schneider & Schmitt, 2006, p. 128). For example missions of “Special Operations” and “Counter-Smuggling and Organized Crime” are very different from each other though they both need core competencies like team working, problem solving. Therefore, every special unit has its own competencies which can only be identified via job analysis. It is thought that conducting job analysis at once is very difficult in such a large and busy organization and it seems easier to conduct job analysis at the special unit level. This is also difficult because not every special unit has enough time, qualified personnel and money.

Current study has certain limitations. Firstly, one Public Order Unit was used and it may not be representative of all Public Order Units. Secondly to make validation, performance ratings of managers are used. No objective performance criterion was used and subjective evaluation was done. So, supervisors might have assessed their personnel focusing on values rather than their productivity.

To sum up, TNP is aware of the system’s flaws and makes studies for its correction. Although this method is better than current practice, job analysis must be done not only for selection but also for appraisal, rewards and development. Studies like the current one will stimulate others and create awareness about the importance of human resources management for TNP.



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# **COMPARING KNOWLEDGE LEVELS OF POLICE ACADEMY STUDENTS BEFORE AND AFTER THE MODULAR FIRST AID TRAINING PROGRAM**

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## **Abstract**

Every year in Turkey, hundreds of thousands of people die (4.045 deaths) or are seriously injured (211.496 injured) in accidents according to Turkish National Police statistics. First aid is the provision of initial care for an illness or injury. It is usually performed by a non-expert person to a sick or injured person until definitive medical treatment can be accessed. Death and physical disability of the victims can be decreased by the proper first aid given by the police because they are the first to arrive at the scene. Therefore, the aim of this study was to compare the changing first aid knowledge levels of police students before and after the modular first aid training program. In this study, 75 volunteers studying at the Turkish National Police Academy participated; their mean age was 19.17 years. The modular first aid training program is given by First Aid Instructor for 5 days, a total of 16 hours. In order to determine the changing first aid knowledge levels of police students; questionnaire test (confidence level was  $p$  (KR20); 0,65 according to the Kuder –Richardson's Formula) was applied to the study group before and after training program. Data were analyzed using SPSS MS Windows Release 17.0. The data shows that there is an increase in first aid knowledge level of police student after the modular first aid training program. According to the results of paired-samples  $t$  test; significant relations ( $p < 0.05$ ) were set on first aid knowledge level between pre and post training program. As a conclusion, the findings of the present study indicated that in-service and basic first aid training of the police is very important.

**Key Words:** Police, First Aid, Knowledge Level,

## **Temel İlk Yardım Kursu Modül Eğitimi Öncesi Ve Sonrasında Polis Akademisi Öğrencilerinin İlk Yardım Bilgi Düzeylerinin Karşılaştırılması**

### **Özet**

Emniyet Genel Müdürlüğü verilerine göre Türkiye’de her yıl yüz binlerce insan kazalarda ciddi şekilde yaralanmakta ve ya ölmektedir (4.045 Ölüm, 211.496 Yaralanma). İlk yardım hasta ve yaralıya yapılan ilk hayati müdahaledir. Sağlık alanında uzman olmayan kişilerce sağlık personeli gelinceye kadar uygulanır. Polis olay yerine en kısa sürede ulaşan kişiler oldukları için, kazazedelere yapacakları bilinçli ilk yardım ile ölüm ve sakatlık durumlarını azaltabilecektir. Bu nedenle; bu çalışmanın amacı polis öğrencilerinin modüler ilk yardım eğitimi programı öncesi ve sonrasında ilk yardım bilgi düzeyinde meydana gelen değişimin karşılaştırılmasıdır. Çalışmaya Polis Akademisinde eğitime devam eden 75 gönüllü öğrenci katılmıştır. Yaş ortalaması 19.17 yıldır. Modüler ilk yardım eğitimi programı ilk yardım eğitmenleri tarafından 5 gün süresince 16 saat boyunca verilmiştir. Öğrencilerin ilk yardım bilgi düzeyindeki değişimi tespit için güvenilirlik seviyesi Kuder-Richardson formülüne göre  $p(KR20)$ ; 0,65 olan anket modüler eğitim öncesi ve sonrasında uygulanmıştır. Veriler SPSS MS Windows Release 17,0. programı kullanılarak yapılmıştır. Veriler; modüler ilk yardım kursu sonrasında polis öğrencilerinin ilk yardım bilgi düzeyinde artış olduğunu göstermiştir. Eşleştirmeli t testi sonuçlarına göre kurs öncesi ve sonrası arasında ilk yardım bilgi düzeyinde anlamlı ( $p < 0.05$ ) bir değişiklik olduğu saptanmıştır. Sonuç olarak, bu çalışma sonundaki veriler ışığında hizmetiçi ve temel eğitimlerdeki polis ilk yardım eğitimi çok önemlidir.

**Anahtar Kelimeler:** Polis, İlk Yardım, Bilgi Düzeyi

## **Introduction**

Every year in Turkey, hundreds of thousands of people die (4.045 deaths) or are seriously injured (211.496 injured) in accidents (Turkish National Police, 2011). The projected 28% increase in global deaths due to injury between 2004 and 2030 is predominantly due to the increasing numbers of road traffic accident deaths, and increases in population numbers are projected to more than offset small declines in age-specific death rates for other causes of injury. Physical trauma is a serious injury to the body. Road traffic accident deaths are projected to increase from 1.3 million in 2004 to 2.4 million in 2030, primarily due to the increased motor vehicle ownership and use associated with economic growth in low and middle-income countries (Murray & Lopez, 1996; WHO, 2008). However, many deaths resulting from accidents could be prevented if first aid was given at the scene, before emergency services arrive. First aid is the provision of initial care for an illness or injury. It is usually performed by a non-expert person to a sick or injured person until definitive medical treatment can be accessed (Güler & Bilir, 1994; Hopegood, 1996). The key aims of the first aid are to preserve life, prevent further harm (prevent the condition worsening), promote recovery (The Required First Aid Regulations, 2004). First aid is not medical treatment, and cannot be compared with what a doctor would do. It simply involves making common sense decisions in an injured person's best interest (Altıntaş et al, 2005).

The first few minutes after an injury or medical emergency are the most crucial in order to determine the rate and duration of recovery. Knowing what to do in the event of an injury or emergency will help injured to stay calm and take the proper actions and precautions which will help the victim to have the best chances of a full recovery (Tipa & Bobirnac, 2010). Knowledge of first aid, which constitutes life-saving treatments for injuries or unexpected illnesses, is important for every individual at every age (Başer et al, 2007). According to the Centers for Disease Control and Prevention (CDC, 2011), unintentional injury kills more people between the ages of 1 and 44 than any other disease or illness. Trauma, including accidental and deliberate injuries, causes;

- 35 percent of all deaths from ages 1-4
- 38 percent of all deaths from ages 5-9
- 74 percent of all deaths from ages 10-24
- 56 percent of all deaths from ages 25-34
- 31 percent of all deaths from ages 35-44



Not only accident or injuries but also in many emergencies, Police will be called to be the first responder. This is why it is important that law enforcements are not just familiar with first-aid but are actually adept at it (Durmuş, 1997; Murray and Lopez, 1996; WHO, 2008 ). Death and physical disability of the victims can be decreased by the proper first aid given by the law enforcement because they are the first to arrive at the scene (Güler, 1985; Salman, Özşahin, 1997). Helping people has always been at the core of the police mission, and saving lives is the highest form of assistance a law enforcement officer can provide (Şafak, 1999, p.45). Therefore, the aim of this study was to compare the changing first aid knowledge levels of the law enforcement students before and after the modular first aid training program.

## **1. Methods**

In this study, 75 volunteers studying at the Turkish National Police Academy participated; their mean age was 19.17 years. The Modular Law Enforcement First Aid Training Basic course was a 16 hour course designed to train Law Enforcement officers on the emphasis of dealing with life threatening emergencies faced in the line of duty. Students are to learn self aid and buddy aid in a wide variety of tactical and medical situations. Basics of the course are hands on, physically challenging and scenario based. Providing theoretical and practical experience, this course would be delivered through a combination of presentations and demonstrations with replication by delegates, combined with continual observation and coaching by course trainer during 16 hours. This module, which includes basic medical and trauma skills, exceeds Ministry of Health recommendations for an ‘Appointed Persons’ first aid course.

This Module includes the Module of Emergency Life Support and Basic First Aid. The Module of Emergency Life Support and Basic First Aid course contents are;

- Communication and casualty care.
- Looking after yourself and the casualty.
- Treatment of minor bleeding and minor burns.
- Treatment of an unconscious casualty.

- Priorities of first aid and managing the scene.
- Treatment of a choking casualty.
- Treatment of fainting, bites and stings, sprains and strains.
- Managing an incident.
- Adult resuscitation.
- Treatment of choking in adults
- Treatment of severe bleeding, burns and chest pains
- Treatment of asthma, head injuries, chest pains and shock.
- Recognition and treatment for meningitis, poisons, seizures and stroke.
- Bone, muscle and joint injuries. (Sağlık Bakanlığı, 2004)

The aims of the course are to provide course participants with the necessary knowledge, understanding and skill to enable them to carry out First Aid Skills Police Module.

By the end of the course the law enforcement students become able to:

1. Manage an emergency situation at work
2. Administer cardio-pulmonary resuscitation
3. Administer first aid to somebody who is unconscious
4. Carry out first aid to somebody who is wounding or bleeding.

For determining the changing first aid knowledge levels of the law enforcement students; a questionnaire test (confidence level was  $p(KR20)$ ; 0, 65 according to the Kuder –Richardson's Formula) was applied to the study group before and after training program. There were 14 questions (Table 1). All questions are close ended questions. 5 questions were True/False questions of which the respondent answers with a "true" or a "false". 9 questions were Multiple Choice questions - The respondent had several options from which to choose from.

**Table 1:** Questions of the Questionnaire Test

No	Questions
1	Which of the following is the definition of the first aid?
2	Which of the following is the rate of the heart compression per minute in all groups?
3	Which of the following is the universal compression to ventilation ratio for adult
4	Which of the following are the basic applications of the first aid?
5	The rate of the pulse is 60-100 times per minute in adults. (True/False)
6	Which of the following is the definition of the CPR (Emergency/Basic Life Support)
7	Which of the following is the name of the assessment's method of the breathing?
8	The rate of the breathing is 12-20 times per minute in adults. (True/False)
9	Which of the following is the indication of the complete airway obstruction?
10	Which of the following is the best method to help control bleeding?
11	The basic splinting principle is to immobilize the joints above and below the fracture. (True/False)
12	If possible, save and transport any severed (amputated) limbs or body parts with (but out of sight of) the casualty in ice bag. (True/False)
13	The third degree burning extends through skin, <u>subcutaneous tissue</u> and into underlying muscle and bone. (True/False)
14	Which of the following is the description of the recovery position?

Data were analyzed using Statistical Package for Social Sciences (SPSS) MS Windows Release 17.0.

## 2. Results

The first aid knowledge level of the pre training program of the law enforcement students was given in Table 2.

**Table 2:** The First Aid Knowledge Level of the Pre Training Program

		True Answer Pre Training Program	
No	Questions	n	%
1	Which of the following is the definition of the first aid?	61	81,33
2	Which of the following is the rate of the heart compression per minute in all groups?	14	18,66
3	Which of the following is the universal compression to ventilation ratio for adult	16	21,33
4	Which of the following are the basic applications of the first aid?	15	20,00
5	The rate of the pulse is 60-100 times per minute in adults. (True/False)	53	70,66
6	Which of the following is the definition of the CPR (Emergency/Basic Life Support)	13	17,33
7	Which of the following is the name of the assessment's method of the breathing?	24	32,00
8	The rate of the breathing is 12-20 times per minute in adults. (True/False)	51	68,00
9	Which of the following is the indication of the complete airway obstruction?	18	24,00
10	Which of the following is the best method to help control bleeding?	18	24,00
11	The basic splinting principle is to immobilize the joints above and below the fracture. (True/False)	41	54,66
12	If possible, save and transport any severed (amputated) limbs or body parts with (but out of sight of) the casualty in ice bag. (True/False)	58	77,33
13	The third degree burning extends through skin, <u>subcutaneous tissue</u> and into underlying muscle and bone. (True/False)	51	68,00
14	Which of the following is the description of the recovery position?	12	16,00

The first aid knowledge level of the post training program of the law enforcement students was given Table 3. The data shows that there is an increase in first aid knowledge level of police students after the modular first aid training program.

**Table 3:** The First Aid Knowledge Level of the Post Training Program

No	Questions	True Answer Post Training Program	
		n	%
1	Which of the following is the definition of the first aid?	75	100
2	Which of the following is the rate of the heart compression per minute in all groups?	75	100
3	Which of the following is the universal compression to ventilation ratio for adult	75	100
4	Which of the following are the basic applications of the first aid?	74	98,66
5	The rate of the pulse is 60-100 times per minute in adults. (True/False)	75	100
6	Which of the following is the definition of the CPR (Emergency/Basic Life Support)	73	97,33
7	Which of the following is the name of the assessment's method of the breathing?	74	98,66
8	The rate of the breathing is 12-20 times per minute in adults. (True/False)	75	100
9	Which of the following is the indication of the complete airway obstruction?	74	98,66
10	Which of the following is the best method to help control bleeding?	75	100
11	The basic splinting principle is to immobilize the joints above and below the fracture. (True/False)	75	100
12	If possible, save and transport any severed (amputated) limbs or body parts with (but out of sight of) the casualty in ice bag. (True/False)	75	100
13	The third degree burning extends through skin, <u>subcutaneous</u> tissue and into underlying muscle and bone. (True/False)	74	98,66
14	Which of the following is the description of the recovery position?	74	98,66

According to the results of paired-samples t test; significant relations ( $p < 0.05$ ) were set on first aid knowledge level between pre and post training program (Table 4).

**Table 4:** The Results of Paired-Samples T Test

No	Questions	t	p
1	Which of the following is the definition of the first aid?	4.1211	( $p < 0.05$ )
2	Which of the following is the rate of the heart compression per minute in all groups?	17.9563	( $p < 0.05$ )
3	Which of the following is the universal compression to ventilation ratio for adult	16.5189	( $p < 0.05$ )
4	Which of the following are the basic applications of the first aid?	16.9450	( $p < 0.05$ )
5	The rate of the pulse is 60-100 times per minute in adults. (True/False)	5.5423	( $p < 0.05$ )
6	Which of the following is the definition of the CPR (Emergency/Basic Life Support)	17.2047	( $p < 0.05$ )
7	Which of the following is the name of the assessment's method of the breathing?	12.1655	( $p < 0.05$ )
8	The rate of the breathing is 12-20 times per minute in adults. (True/False)	5.9011	( $p < 0.05$ )
9	Which of the following is the indication of the complete airway obstruction?	14.7684	( $p < 0.05$ )
10	Which of the following is the best method to help control bleeding?	15.3080	( $p < 0.05$ )
11	The basic splinting principle is to immobilize the joints above and below the fracture. (True/ False)	7.8336	( $p < 0.05$ )
12	If possible, save and transport any severed (amputated) limbs or body parts with (but out of sight of) the casualty in ice bag. (True/False)	4.6572	( $p < 0.05$ )
13	The third degree burning extends through skin, subcutaneous tissue and into underlying muscle and bone. (True/False)	5.7211	( $p < 0.05$ )
14	Which of the following is the description of the recovery position?	18.7862	( $p < 0.05$ )

## **Discussion**

Although, in this study; prior to the training 81.33% of the students answered the definition of the first aid coorectly, after the training % 100 of the students answered correctly of the definition of the first aid. The definition of the first aid is answered correctly by 88,2% of the student in Polat and Turacı (2003) study; 86,2% of the student in Dinçer et al (2000). Although, in our study; before the training 70.66 % of the student answered correctly of the rate of the pulse, after the training 100% of the student answered correctly. The rate of the pulse is answered correctly by 87.8% of the student in DüNDAR et al (1999) study; 91.6% of the student in ÜNALAN et al study (1997). 72.7% of the student in Polat and Turacı (2003) study, in our study; prior to the training while 18.66% of the students answered the rate of the heart compression per minute correctly in all groups, after the training 100% of the students answered the rate of the heart compression per minute in coorectly all groups.

I this study; prior to the training while 21.33% of the student, answered correctly of the universal compression to ventilation ratio for adult, after the training 100% of the students answered the universal compression to ventilation ratio for adult. Coorectly prior to the training 20.00% of the students answered the basic applications of the first aid correctly. After the training the rate of correct answers increaset to 98.66%. Before the training 17.33% of the students correctly answered the definition of the CPR (Emergency/Basic Life Support), while after the training 97.33% of the student answers were correct. I this study; 32.00% of the students answered the name of the assessment's method of the breathing, correctly, of. Which the rate increased to 98.66%. While the correct response rate of adults breathing per minute to was 68.00% this rate reached to 100.00% after the training in this study. The rate of the breathing per minute in adults is answered correctly by 72.7% of the students in DüNDAR et al (1999) study; 82.7% of the students in ÜNALAN et al study (1997), 52.4 % of the students in Durmuş et al study (1997). In our study; before the training 24.00% of the students answered the indication of the complete airway obstruction question correctly, after the training the correct answer rate increased to 98.66%.

While 24.00% of the students answered the best method to help control bleeding question correctly, after the training 100% of the students knew the answer.

This study revealed that before the training 54.66% of the students were knowing the basic splinting principle, while 100% of the students answered the same question correctly after the training. The rate of the basic splinting principle is answered correctly by 52.4% of the student in Şenol et al (1999) study; 25.41% of the student in Durmuş et al study (1997).

Prior to the training while % 77.33 of the students were aware of the best first aid method for the amputated lips, the rate after the training reached to 100%.

While the indication of the third degree burning, has been known by 68.00% of the students, 98.66% have learnt it after the training.

Before the training while 16.00% of the students were able to describe the right recovery position, 98,66% described it correctly after the training.

In Polat and Turacı (2003) their study; of the students, 80,5% thought that their first aid knowledge and attitude were not adequate; and 87,6% wanted to participate in first aid training courses. It has been found that the study group's first aid knowledge and attitude was not at an adequate level. This can be improved via regular first aid training provision throughout the school years. First aid subject should be handled as a separate and practical course, not as a theoretical module of a health care related course.

Altıntop *et. al.*, (2000)'s study consisted of 275 policemen working in Samsun Police Headquarter. A test consisting of 35 questions were applied to the study group before and after the training program. While 19,4% of the policemen felt themselves sufficiently qualified to give first aid before the training program, % 76,0 felt themselves sufficiently qualified after the program. Mean pre and post training test scores were 36,2 + 12,1 and 61,7 points, respectively ( $p < 0.001$ ). Their results suggest that in service first aid training of the policemen is very important.



As similar in this study; first aid knowledge of the 57 students, a 63% was not adequate while 99,33% of them ??? adequate knowledge after their first aid training.

As a conclusion, the findings of the present study indicated that in-service and basic first aid training of the police is very important. By the end of the course the law enforcement students could be able to manage an emergency situation at work, administer cardio-pulmonary resuscitation, administer first aid to somebody who is unconscious and carry out first aid to somebody who is wounding or bleeding.

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# **DOMESTIC VIOLENCE TRAINING IN TURKISH NATIONAL POLICE ACADEMY AND POLICE VOCATIONAL SCHOOLS OF HIGHER EDUCATION**

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### **Abstract**

Domestic violence is a very common problem in all criminal justice societies. For law enforcement institutions domestic violence training is very important to fight against domestic violence. Until now, domestic violence training has been neglected in TNPA and PVSHEs in Turkey. Soon after graduation, cadets are introduced to adversity without having learned their proper form of approach to domestic violence. Moreover, domestic violence is not a one-time crime in most cases. Domestic violence is generally repetitive crime that repeats regularly or irregularly. Due to the nature of domestic violence, victims are needed help and very sensitive discretion from law enforcement officers. The European Court of Human Rights found that the Turkish legal authorities failed to protect the victims of domestic violence from the attackers. Additionally, Turkish National Police (TNP) was accused of tolerating domestic violence and being ineffective against attackers and not providing effective protections for victims of domestic violence. Due to the level of integrity of such concern, a national action has been taken in order to increase domestic violence awareness in Police Vocational Schools of Higher Education and undergraduate level programs. The National Action Plan for Combating Domestic Violence against Women for the years 2007-2010 has been prepared and the responsibility was given to Universities and TNPA to establish domestic violence courses in undergraduate programs. The main idea of this study is to elaborate on the action taken and to focus on the further need of domestic violence training within Turkish National Police Academy (TNPA) and Police Vocational Schools of Higher Education (PVSHE).

**Key Words:** Domestic violence, DV training, police education.

## **Türk Polis Akademisinde Ve Polis Meslek Yüksek Okullarında Aile İçi Şiddet Eğitimi**

### **Özet**

Aile içi şiddet bütün suçla mücadele eden ve adalet camiası için genel bir sorundur. Kolluk kuvvetleri için aile içi şiddetle mücadele eğitimi önemlidir. Şu anda Polis Akademisinde ve Polis Meslek Yüksek Okullarında aile içi şiddetle ilgili herhangi bir ders yoktur. Öğrenciler bu okullardan aile içi şiddetin ne olduğu ve aile içi şiddet olaylarında nasıl bir yol izleneceği konusunda herhangi bir bilgi sahibi olmadan mezun olup kadrolarda göreve başlamaktadırlar. Bundan başka, aile içi şiddet bir defalık suçlardan değildir. Aile içi şiddet düzenli ya da düzensiz aralıklarla tekrar eden suçlardandır. Aile içi şiddet suçunun doğası gereği kolluk kuvvetlerinin olaya müdahale ederken takdir yetkilerini çok hassas bir şekilde kullanmaları gerekir. Avrupa İnsan Hakları Mahkemesi Türkiye’de ki yasal otoriteleri aile içi şiddet mağdurlarını saldırganlara karşı korumada başarısız bulmuştur. Ayrıca, Türk polisi aile içi şiddet olaylarına tolerans göstermek ve aile içi şiddet mağdurlarına yeterli şekilde koruma sağlama konusunda yetersiz olmakla suçlanmıştır. Aile içi şiddetin hassasiyeti nedeniyle, 2007-2010 yılları için Aile İçi Şiddetle Mücadele Planı hazırlanmış ve bu planda üniversitelere ve Polis Akademisine lisans seviyesinde aile içi şiddetle mücadele dersi açma sorumluluğu verilmiştir. Bu çalışmanın amacı Polis Akademisinde ve Polis Meslek Yüksek Okullarında aile içi şiddetle mücadele eğitiminin verilmesi gerekliliğini göstermektir.

**Anahtar Kelimeler:** Aile içi şiddet, polisin aile içi şiddet eğitimi, polis eğitimi

## **1. General Overview of Domestic Violence**

Domestic violence is a widespread problem and it has considerable physical and psychological health consequences for both males and females (Kilpatrick, 2004). Each year approximately two million women are exposed to violence by their intimate partners in the U.S. alone (Tjaden & Thoennes, 1998). Education is a very important factor to prevent prevalence of domestic violence. Unfortunately, there are very few studies that examine the relationship between education and prevalence of domestic violence. Although there are lots of academic studies about relationship between domestic violence and demographic characteristics of victims and suspects such as age, gender, race, marital status, location, and arrest rates. This study focuses the training of domestic violence in Turkish National Police Academy (TNPA) and Turkish Police Vocational Schools of Higher Education (PVSHE).

Societies and governments viewed domestic violence as a private problem in the family until the 1970s. So communities mainly ignored, or reduced the importance of the domestic violence because it was considered to be a personal issue for families and individuals. It was thought that the solution should be found in the family. After 1970s, scholars, policy makers, and the criminal justice community started to identify domestic violence as a social and legal problem and redefined the role of the criminal justice system against domestic violence incidents in order to control and solve it (Kelly & Johnson, 2008).

First, in developed countries such as United States (U.S.) and Canada started a widespread movement to solve the domestic violence against women and children beginning in early 1970s (Gartner & Macmillan, 1995; Kelly & Johnson, 2008; Kilpatrick, 2004). The main purpose of the movement was to create public awareness and convince the legal authorities to adopt legal measures to stop the widespread domestic violence. Aside from the legal authorities, feminist activists and researchers believed that domestic violence against women and children was more common than projected. "Women are most likely to be victimized by people they know well and because people victimized by those who know well are less likely to inform authorities" (Gartner & Macmillan, 1995, p. 394).

Domestic violence is present in many communities throughout the world. Prior to 20<sup>th</sup> century, it was tolerated in more male dominant cultures. Due to cultural differences, it was not available in all communities. In male dominant cultures, it was expected that women who have suffered from the domestic violence should be in silence, and not to be complainant about the both domestic violence and her attacker. Domestic violence and all kind of violent behaviors are justified in customs and traditions (Harne & Darford, 2008, p. 1).



Even though very serious attempts have been made to decrease the domestic violence in 1980s and 1990s, domestic violence cases increased dramatically at the local and state level in the world. Governments, local authorities, advocates and feminist activists did not take effective measures to build enough women's shelters, refuge homes, social services, and enough medical health services to provide a safe environment and an assistance for physically and emotionally abused women (Kelly & Johnson, 2008; Kilpatrick, 2004).

## **2. What is Domestic Violence?**

Although there is not a certain form of defining domestic violence, several parties have their own form of defining domestic violence that depends on their interest. Government officials, academicians and women rights activists look at domestic violence from the different perspectives. As a result, the definition of domestic violence varies.

According to Goldstein, "Domestic violence can be defined as an abuse; any form of abuse committed by one person against another, which results in a violation of their physical, moral, psychological, sexual, social or economic integrity" (Goldstein, 2007, p. 9). According to Wagner and Mongan (1998), domestic violence is all kinds of violent acts between partners such as physical aggression. Domestic violence includes both physical and emotional abuse against the partner or children (Wagner & Mongan, 1998). Even though there are several factors which contribute to domestic violence, authorities identify inequality and power imbalances in relationships as the main reasons for domestic violence (Goldstein, 2007).

Goldstein (2007) categorized domestic violence into physical, sexual, and emotional abuse. Physical violence is any physical action that are aimed to cause physical harm, pain or injury. It may consist of beating, kicking, hitting, shaking, pushing, punching, biting and burning, or assaulting with a weapon. Physical abuse may end with minor or serious injuries such as death. Sexual violence is considered in terms of rape and the humiliating range of unwanted sex. In the nature of the sexual violence someone pressured and coerced his or her partner to experience the unwanted sex. There is very significant link between domestic violence and sexual violence. Without the violence occurred, sexual violence can be defined sexual abuse (Harne & Darford, 2008, p. 4).

### **3. The Police Role in Domestic Violence Cases**

The law enforcement institutions are the primary agencies charged with maintaining security and civilian law and order. The law enforcement institutions try to protect public by preventing and fighting against all kinds of crimes. They have right to use force during the fighting against the criminals. Law enforcement officers have the right to arrest and detain whenever they need to control the situation and criminals. They are uniformed services which work 24 hours a day. They are so accessible and reachable in their area of responsibility. In developed countries police department have special domestic violence units. They stand on the first step of the justice system. Police are the doorkeeper of the justice system and maintaining peace in the community (Harney and Radford, 2008).

Intervention to domestic violence is very sensitive to meet the needs and request of victims. Victims do not trust the officers who do not take care about his/her condition and may not cooperate with them. On the other hand, the victims who are impressed by the officers that have positive impact on the victims may cooperate with them. A positive impression by the officers increases the likelihood of the victim's cooperation (Bernades and Wallace, 2007).

Domestic violence is a crime and the police are responsible to prevent domestic violence, to take measures, to protect victims and to cooperate with the other agencies which are also responsible to fight with it. The role of the police about domestic violence can be categorized into two categories; preventing domestic violence incidents and protecting and assisting the victims of domestic violence. Police's intervention to the domestic violence is very important because police is the first respondent in order to prevent the harm over the victims or help-seekers. The police, interference to the domestic violence has very important messages to the perpetrators and victims. A sensitive police intervention gives a message to the victim that he/she is the victim of violence; his/her complaint is legitimate one, which is going to be taken seriously. He/she is under the protection of law enforcement and judicial branch and has some legal rights to request from all authorities, who have responsibilities for fighting domestic violence and preventing victims. A true police intervention may facilitate beneficiaries from other domestic violence support services (Bernades and Wallace, 2007).

On the other hand, when the police respond inadequately, victims of domestic violence may give up their complaints and lose their faith in the legal authorities. Furthermore, a poor response may encourage the perpetrator to go on his/her violent act. Domestic violence perpetrators are likely to continue their violent acts when they are not charged with any indictment. Inefficient police response encourages the perpetrators' views in a way that they see a right to use violence without being charged (McCue, 2008).

Domestic violence incidents generally do not occur in public. It occurs behind closed doors and mostly only family members witness the violence. Family members who do witness the violence are often likely to deny their testimony because of family issues.

Male and female victims of domestic violence tend not to report the violence to the police because of the personal nature of the violence. Male and female victims of domestic violence are afraid of getting shame and social stigma because of being victims of domestic violence (Erez, 2001). "The more intimate the relationship between a victim of violence and her offender, the less likely the criminal justice system will learn about the violence" (Gartner & Macmillan, 1995, p. 398).

The results of Catalano's (2007) analysis of National Crime Victimization Survey (NCVS) data from 2001 to 2005 bear out this trend: 22% of the women and 39% of the men indicated that they had not reported intimate partner violence to the police for private or personal reasons. More specifically, 12% of the women and 5% of the men acknowledged that they did not report intimate partner violence because they were afraid of reprisal, while 14% of the female victims and 16% of the male victims chose not to report the violence to protect the offender. Additionally, 8% of the female respondents noted that they did not bother to report their abuse because they believed that police would not do anything, and 2.7% believed that police measures would be ineffective (Ozgenturk, 2009, p.58).

#### **4. Training of the Turkish National Police**

All Turkish National Police officers are trained by Turkish the National Police Academy. There is only one National Academy which is under the Turkish General Directory of Police. There are three branches under the Turkish National Police Academy; the Institute of Security Sciences (ISS), Faculty of Security Sciences (FSS) and PVSHEs. The goal of the Police Academy is to train officers, constables and chief constables for police services.

FSS offers bachelor's degree after a four-year training. PVSHEs offer pre-undergraduate program. The ISS offers graduate programs conferring a two-year degree, and master's degree respectively in the fields concerned, conducts scientific researches, and to publishes in the fields of interest.

#### ***4.1. Training and Education Programs at TNPA***

##### ***4.1.1. Pre-undergraduate program***

PVSHE offers pre-undergraduate program that is a two-year academic study, each of which is composed of 28 weeks. Duration of the training is two years. Cadets who finish PVSHEs graduate as a police officer with the lowest rank in the police organization (www.Pa.edu.tr, 2012).

##### ***4.1.2. Undergraduate Program***

The FSS offers a four-year degree. Cadets who finish the undergraduate program graduate as a lieutenant. The whole undergraduate program of the FSS is a four-year degree where course designed on the basis of satisfactory completion of two semesters for each academic year with one-academic year optional study allocated for those who have not completed their studies satisfactorily within the duration required. The cadets who are considered unable to complete the program within five-year-duration of study are declared 'school dropout' irrespective of their academic year level (www.Pa.edu.tr, 2012).

##### ***4.1.3. Graduate Programs***

The ISS offers a two-year masters degree and a four-year Ph.D. program. A four-year Ph.D. program, composed of eight semesters on the basis of allowing two semesters for course study and six semesters for thesis writing. The divisions under the Institutie are 1) International Terrorism, 2) International Security, 3) Criminal Justice, 4) Crime Researches, 5) Transportation Security, 6) Security Strategies, 7) Intelligence Studies (www.Pa.edu.tr, 2012).

## **5. Current Situation of Domestic Violence in National Police Academy and National Police Vocational Schools.**

Turkish National Police Academy's and Police Vocational Schools' education programs do not have domestic violence course offerings. The National Action Plan imposed to the National Police Academy to give domestic violence course in the programs. Turkish National Police Academy did not take any steps for domestic violence education courses so far.

Turkish National Police have very important duty to fight against domestic violence as first responders to domestic violence incidents and they are in contact with the victims and the suspects at the scene. For this reason domestic violence training should be offered by the TNPA and PVSHEs in academic standards.

## **6. Why Do We Need the Domestic Violence Training in TNPA and PVSHEs?**

According to Altınay and Arat, (2007) the results of one study show that one in three women, almost 35 %, have experienced domestic violence at one time during their lives in Turkey. This ratio increases up to 40 % in Eastern Turkey.

The European Court of Human Rights (ECHR) accepted a number of legal lawsuits against Turkey. The ECHR found that the Turkish legal authorities failed to protect the victims of domestic violence against attackers. Moreover, the ECHR judged that the Turkish government and legal authorities, such as courts and police, tolerated domestic violence, especially physical violence, and did not function effectively. The Turkish National Police were criticized for being ineffective against domestic violence and not providing effective protection for victims of domestic violence. The court indicated that police officers have sympathy for male suspects of domestic violence. According to ECHR's judgment about the case of Topuz., No. 33401/02, 2009 European Court of Human Rights: When victims report domestic violence to police stations, police officers do not investigate their complaints but seek to assume the role of mediator by trying to convince the victims to return home and drop their complaint. In this connection, police officers consider the problem as a family matter with which they cannot interfere.

Moreover, the negative attitude of police officers at police stations towards victims of domestic violence is one of the obstacles preventing women from

using this law. Women who go to police stations because they are subjected to domestic violence are confronted with attitudes which tend to regard the problem as a private family matter into which the police are reluctant to interfere (ECHR, 2009).

Turkey is a nominee to join the EU and is currently trying to implement EU administrative standards into its administrative structure. Judgment of the ECHR about the Topuz case showed that European countries should not tolerate domestic violence in EU members countries and in candidate countries. EU policy makers stated that domestic violence is very serious legal and health problem, particularly physical domestic violence, and governments should take serious and effective measures against it. Moreover, governments should provide equal protection to the victims, and punish and rehabilitate offenders. In order to develop effective strategies for preventing the domestic violence, learning effective legal and social intervention strategies is the first main step.

After taking all of this into account, the TNP should start widespread education awareness and implement training to be more effective in the fight against domestic violence. This study might be a very significant resource for Turkish police to start a discussion to change its domestic violence education and training program and put the domestic violence education into TNPA and PVSHE curriculum. All over the world many police departments developed new and massive legal police interventions. TNP may transfer these experiences from other law enforcement agencies.

Just like the rest of the world, domestic violence is a social and legal problem in our country as well and serious studies are being carried out to solve it. Due to the European Union's harmonization process and influence of the ECHR's decisions, many major changes have been made regarding domestic violence, primarily in the Constitution of Turkey and also in other laws.

With the contributions of the European Union and United Nations agencies to combat domestic violence against women Turkey's Domestic Violence Project was prepared as the National Action Plan for Combating Domestic Violence against Women for 2007-2010. The National Action Plan identified a combination of six targets. One of these targets is raising awareness of the fight against domestic violence and ensuring the transformation of mentality. In order to raise awareness of the fight against domestic violence and ensure the transformation of mentality, the issues of gender equality and domestic violence against women aimed to create awareness programs in education,

law, medicine, communications, and other relevant faculties in undergraduate programs.

In order to make this program successful, The Council of Higher Education of Turkey, Universities, and TNPA all held the responsibility of starting these educational programs. Turkish National Police has undertaken this extremely important role in the fight against domestic violence. They are establishing the authority because, more often than not, they are the first responders to instances of domestic violence and the first to make contact with the victims and the suspects of any given case. It is clear for this reason that domestic violence training should be given by TNPA and PVSHEs Schools to chiefs and officers who are working in the TNP.

In order to deal with this training against domestic violence in the TNP and PVSHEs, education programs are needed to be prepared and then implemented. The aim of this study is to show importance of training programs that will teach awareness and procedure for domestic violence cases which can then be taught in the future by educators in the TNPA and PVSHEs. To achieve this goal, training, general police strategy, and methodology regarding domestic violence cases for police departments in other EU countries must be observed and then emulated. Additionally, multi-faceted studies comparing Turkey and European States' general approach in the fight against domestic violence, in judicial and administrative procedures, in general structure of police units in charge of domestic violence, and in cooperation between the police and other governmental and voluntary organizations must be done and then studied.

## **7. What Should Be Done to improve Domestic Violence Training In Turkish Police Acedemy and Police Vocational Schools?**

- 1- The first priority in domestic violence education is preparing the domestic violence curriculum. This curriculum should contain definitions of all kinds of domestic violence, general reasons for its occurrence, legal procedures, remedies, police tactics and approaches, and penal codes about domestic violence.
- 2- This curriculum should be prepared to carry out the mental transformation of members of TNP cadets about domestic violence.

- Unfortunately, domestic violence is a predominantly male crime. Police forces are dominantly male organizations and males will often look at domestic violence cases with a biased attitude. Mentality transformation is of the utmost importance so that cadets understand and accept that domestic violence and violence against women are intolerable crimes.
- 3- Domestic violence training for the TNP may standardize knowledge regarding domestic violence. This knowledge about domestic violence comes from many different sources. Many interest groups produce their knowledge about domestic violence according to their own interests. This means all interest groups look domestic violence from their own, and often very different perspectives. For instance, law makers, legal authorities and feminist groups obviously think about domestic violence from very different angles. All of these interests must be taken in to account and observed.
  - 4- Domestic violence training for TNP should establish general strategies for combating domestic violence. General and mutual strategies to combat domestic violence should be prepared to standardize the application and to prevent the individual and often subject implementation of any given officer.

### **8. Law Enforcement Institutions and Domestic Violence Training**

Domestic violence training in u.s. can be good example for the Turkish National Police. National Sheriff's Association in u.s. specifies five main topics to effective law enforcement in the domestic violence training (Family, 2012). These topics are Liability, Dynamics of Domestic Violence, Investigation and Interviewing, and Prosecutions and Resource Development. There are two kinds of training efforts for domestic violence: federal and local. Both local law enforcement departments and the U.S. government give domestic violence training to members of the law enforcement institutions. The U.S. Department of Homeland Security's Federal Law Enforcement Training Center, offers domestic violence training for members of law enforcement institutions across the country at federal level. All federal, state, and local law enforcement officers may attend these domestic violence training programs. Training topics include Law, Penal Code, Tactics and Legal Procedure for Domestic Violence, Information on the Behavior of Victims and Abusers, and, lastly, Collecting the Evidence.



## **9. Effective Training Response to Domestic Violence**

According to Bernades and Wallace (2007) domestic violence training' curriculums cover some main topics. These required topics are Adequate Response or Intervention to the Situation, Officers' and Victims' Safety, Collecting Evidence and the Right Approach for the Aggressor. Police officers should be trained to apply specific field strategies and techniques in domestic violence cases. The core area of importance in which officers are trained should be Officers' and Victims' Safety. Adequate intervention to cases of domestic violence makes a very positive impact on the victims and the aggressors. During the domestic violence training, officers should be informed that the correct procedure may facilitate the case in three areas:

They increase the chances of successful prosecution.

They decrease possible repeated offense calls.

They provide closure for officers themselves (Bernades and Wallace, 2007, p, 711).

Regular domestic violence training should focus on making sure of officer and victim safety. The regular training topics should include specific tactics about the approach, identifying the aggressor, creating police reports, identifying evidence, victim protection, and victim resources. Proper approaches to domestic violence cases may decrease recidivism (Bernades and Wallace, 2007).

## **10. Continuous Domestic Violence Training**

There are many reasons for the need to continue domestic violence training for law enforcement institutions. The first one is to continue increasing each police officer's knowledge in this area. Police officers experience lots of domestic violence cases each week. They may deal with the cases without correct knowledge about nature of the domestic violence cases, which could lead to serious problems. With right training, police officers can understand domestic violence situations and apply the proper and most beneficial procedure to each case. The second reason to continue training officers in this area is with regard to each police officer's own family relations. Police officers are human beings but they are trained to use force and it is possible that they could even use violence against the people they care. When police officers are involved in cases of domestic violence, the departments' integrity can be questioned by

citizens. Law enforcement officers do not have the right to break the law. They are not protected from perpetrating acts of domestic violence just because of their occupation in society. To prevent domestic violence cases by law enforcement officers, applying a zero-tolerance policy is the best solution. Even though domestic violence is a serious crime across the globe, very few police departments actually apply mandatory effective training policies for law enforcement officers. The zero-tolerance policy is the main pillar of the community-oriented policing. Law enforcement institutions should ensure that the community has no tolerance to all instances of domestic violence. For this reason, domestic violence training is the only way to establish effective approaches to deal with domestic violence cases and the implementation of these training programs will have a positive impact on people (Bernades and Wallace, 2007).

## **Conclusion**

Domestic violence is very adverse challenge for all law enforcement institutions. Enforcement institutions are the primary body of authority that is in charge of the fight against domestic violence. Domestic violence is a serious crime and police are responsible to prevent, to take measures, and to protect victims. Police's response to domestic violence is very sensitive in order to meet the needs of victims in domestic violence cases. Training is very important for law enforcement officers, who are expected to fight against domestic violence. During domestic violence training, police officers will learn the essential aspects to properly handle domestic violence. With right training, police officers can understand domestic violence and hence they report and apply correct procedures to those cases. Police officers should learn how to apply specific field strategies and techniques in domestic violence cases. TNP should establish domestic violence training for cadets who are in TNPA and PVSHEs. Presently, cadets are graduating from police training institutions without knowing anything about domestic violence. It should, be acknowledged that proper training makes well-rounded officers who can provide justice in various areas of expertise.

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# **THE MOST COMMON PSYCHOLOGICAL TESTS IN POLICE SELECTION PROCESS**

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### **Abstract**

Pre-employment psychological evaluation utilizing personality inventories are necessary for police job performance in law enforcement settings. Across the world, many police departments benefit from the standardized tests in personnel selection procedures. The traits of police candidates are measured by knowledge, skills, ability and personality tests. There are many improved psychological tests to obtain those traits. This article aims to review the elements of psychological assessment in Turkey and other nations as well as the contribution of these elements to the police recruitment procedures (This article examines to review of instruments of psychological assessment in Turkey and in the world as also the support to police recruitment procedures). However, many of psychological tests are not culture-free tests. Due to this reason, standardized tests, commonly used in the world were examined initially regarding validity and reliability. In addition to improved selection batteries in police selection, some clinical tests are used in selection procedures as well.

**Key Words:** Psychological tests, police selection, psychological assessment, five-factor personality model, selection criteria.

## **Polis Seçiminde Yaygın Kullanılan Psikolojik Testler**

### **Özet**

Polis seçim sürecinde doğru adayın seçilmesi kurumsal başarı için önemli bir önkoşuldur. Dünyadaki birçok polis birimi, personel seçim işlemlerinde standartlaşmış ve yapılandırılmış testlerden yararlanmaktadırlar. Aday polislere uygulanan bu testlerle bilgi, beceri, yetenek ve kişilik özellikleri ölçülmektedir. Bu özellikleri ortaya çıkarmak için geliştirilmiş birçok ölçek bulunmaktadır. Bu makalede, dünyada ve ülkemizde polis seçiminde yararlanılan psikolojik değerlendirme araçlarını gözden geçirmek ve seçim sürecine katkısını değerlendirme amaçlanmıştır. Ancak psikolojik testlerin birçoğu kültürden arındırılmış testler olmadığından dolayı, ülkemizde geçerlik ve güvenirlik çalışmaları yapılmış testler öncelikle ele alınmıştır. Bunun yanında, dünyada birçok polis birimi bu testleri standart seçim aracı olarak kullanmaktadır. Polis seçimine geliştirilmiş seçim bataryaları yanında, klinik ortamda yararlanılan birçok psikolojik testler seçim işlemlerinde yerini almaktadır.

**Anahtar Kelimeler:** Psikolojik testler, polis seçimi, psikolojik değerlendirme, beş faktör kişilik modeli, seçim kriterleri.

## **Introduction**

The goals of pre-employment psychological evaluation in law enforcement are twofold: (a) to identify candidates who are well adjusted and possess the skills necessary to function effectively as police officers (Mufson & Mufson, 1998), and (b) to identify personality patterns that are associated with poor work performance, including stress vulnerability and maladjustment (Graham, 1993). In particular, vulnerability to stress that affects the business performance of the candidates and not being able to work as a member of a team are important personality characteristics of non-compliance in the selection process. Today, institutions are seeking to develop human resources for the candidates who are knowledgeable, skilled and talented (Bruce and Natalie, 2003). However, personality tests, which measure success factors in police works are still a controversial issue.

Potential consequences of selection errors include both social and economic costs. The job of policing is unique in the amount of power and authority its entry-level employees are given. Thus, police agencies are expected to have hiring procedures in place that protect the community from unstable or incompetent police recruits. Policing personnel systems are fairly closed; almost all police promotions are done from within (Pynes, 1994). Therefore, failing to select the best officers has important long-term personnel ramifications for police departments. Finally, the selection process is important financially for departments because they incur substantial up-front costs when hiring new officers (Cascio, 1999; Malouff and Schutte, 1986).

The use of psychological tests in the selection process fulfills an important function in terms of individuals and the institutions efficiency. Because the mental condition of a staff member is very important to improve job performance. In studies about this subject, the assessment method of performance is usually to examine performance before working intervention and after gaining experience. But the findings between psychological assessments on the selection of police candidates and psychological evaluations of experienced police officers show different results, especially in professional behavior. In fact, to apply psychological tests to experienced police officers are more practical and beneficial than applying psychological tests for candidate police officers (Yuille, 1986).



Selection procedures incorporate many steps such as a written test, background check, medical exam, psychological test, and oral interview. This multiple-hurdle approach is not always based on choosing the best applicants, but rather on keeping out the most incompetent (Gaines and Falkenberg, 1998). This negative selection process is referred to as “weeding out”. The most of the police supervisors prefer the effort of finding the best candidate. However, most researchers agree on a method that eliminates anyone with very undesirable traits, rather than on method based on a positive feature selection. Therefore, the selection process seems very difficult. As with a lot of areas, it does not seem easier to distinguish poor performance and good performance. The important studies have been recently done in this regard. While the desirability of “selecting in” is recognized by most police executives, many researchers would agree that current selection methods are based on eliminating the unfavorable candidates rather finding recruits with certain positive qualities. Selecting in has thus far proven to be considerably more difficult (Burbeck and Furnham, 1984).

Seemingly, the purpose of the selection process is to hire the best candidate. In practice however, police selection goals are really two-fold: weeding out and selecting in. The selection process should both eliminate bad applicants who are not fit for policing, as well as identify those remaining candidates who would make successful officers (Alpert, 1991).

However, the number of candidates and the time limitation in the implementation of these tests can affect the success of applications. During the application process, the administering of the tests to large groups is preferred. Also, during the psychological evaluation, interview for recruitment and amount of candidates may reduce the quality of selection process. In the last decade, in Turkey in average 7-8 thousand police students are accepted for Police Vocational High Schools each year. Across country, between 60 and 100 thousand candidates apply to become a police officer. The selection committees established in many cities (nearly 30 cities) carry out the selection duties. For the last three years, the application process of Five-Factor Personality Inventory is applied to candidates in the first application step (or in the first station). The results of this personality test are evaluated by job-hiring professionals in the committees. Then the selection interviews are carried out by the member of the same committees. Finally, candidates who pass the interview and complete the General Ability Exam successfully are being examined according to medical procedures.

Since police selection process is a function of the personnel branching, this subject seems to be a concern of the industrial and organizational psychology. So, the application of police selection is interwoven with the personnel of the psychology. After all, only the use of medical criteria are not enough for the selection of police. Taking advantage of more specific psychological tests for selection or the need to develop tests is necessary for the selection of police (Ghiselly, 1980). For this reason, police units in the field of human resources have been originally working a lot. First, the job description of Turkish police should be developed. The successful and ideal police characteristics that will be used in the selection process are taken place in these descriptions. After, the implementation of psychological tests to measure these qualities of descriptions will contribute to the selection process. The aim of this study is briefly focus on what the characteristics of successful and ideal police are and, what the tests that can measure these characteristics are.

## **1. Successful and Ideal Characteristics of Police**

In recent years, even after many studies performed, it's still not always clear what determines the successful police (Bartol, 1991). A few research studies tried to find out the specifications of successful police (Bartol, 1982; Hogan, 1971; Hogue et al., 1994; Pugh, 1986). An early study by Hogan (1971) found that highly rated policemen were masculine and natural, as well as assertive, dependable, and uncomplicated. A similar study found that highly rated Chicago officers were those who married younger, came from stable backgrounds, and were well-socialized (Hogan, 1971). In these first studies, rather than sharing personality traits, the police are described as a good acting out and matching the social behaviors. In a portion of police selection research, the measurement of police personality, the determining personality traits of the good police and the basic vocational qualifications were focused by researchers.

While a certain group of characteristics (traits) such as dependability, honesty, and intelligence appear frequently in the literature, there is little agreement or consistency on the usefulness of personality testing in police selection (Ho, 1999; Sanders, 2003) In order to examine the characteristics of personality,

Hogue and his colleagues (1994) studied on police personality in police stations. While they found that police agencies tended to value honesty, good character, truthfulness and emotional stability, their findings measured agency preference, not actual officer performance. Personality characteristics can be good predictors of job performance. People who are dependable, goal-oriented, persistent, and organized tend to do well at almost any job. Those who are careless, irresponsible, and low achievers do poorly at most jobs (Mount and Barrick, 1998).

In a study, Turkish police who had high emotional control, extroverted personality traits and high responsibility were successful at work (Gultekin, 2009). At the same time, tests used to define ideal and successful candidates are being used as a tool to predict their potential in the selection process.

## **2. Psychological Tests**

Psychological tests, to identify personality characteristics of individuals to predict the future behavior, to generate the theoretical information, to make choices in daily life and to make decision in processes, perform an important function. (Oner, 1997). Psychological tests provide important support in the psychological evaluation of police candidates. However, psychological tests need to be completed with the psychological interview process. One of the most important points in the selection of police for psychological evaluation of candidates is the consideration of psychopathological features.

Today, a method completely resting on a medical model is not being used psychopathology of the police as well as being important. And the determining of police candidate is considered in the selection process of human resources (Ghiselly, 1972). Nowadays, the police selection process has been carried out on the bases of police professional standards and job analysis. In addition, the determination of the normal or abnormal police personality traits increases the success of psychological assessment. Because, the specific personality traits considered being pathological in the structure of the normal police personality, are important to assess the basic personality traits.

Main characteristics of the psychological tests used in the selection of the police can be classified in two groups regarding their qualifications. These tests can be grouped as personality and the skill or ability tests.

## **2.1. Personality tests**

While there is not an adopted general definition about personality, in order to measure personality traits in different context, hundreds of personality tests exist (Leaetta and Deniz, 2001). The attitude and interest tests may be added in the scope of personality tests, described as typical behavioral tests. The purpose of these tests in the implementation of police candidates is intended to determine the behavior of a variety of natural conditions. While many of these scales measure the same factor under different names, some others measure the different dimensions under the same name. Thus, personality variables and scales need a classification for the conceptual infrastructure.

### **1.1.1. Indirect Personality Tests**

In contrast to the indirect tests, the direct tests are difficult to be directed. Because, there is no right or wrong answer in this tests structure. People behave more willing to talk about sensitivity of these test types. However, validity and reliability rates of indirect tests are the lowest among all the tests used for the measurement of personality. Due to the width of interpretations, the assessment and the analysis of specific groups are very difficult. The most widely known and used in indirect personality tests is Rorschach Ink Spot Test, Good-enough Draw-Human Perception Test and the Thematic Apperception tests. In the police election processes, these tests may be used. However, they are mostly convenient to put the diagnosis of disease. In addition, because of individual applications, these tests are not preferred in the selection process.

### **1.1.2. Direct Personality Tests**

Direct tests usually are applied as paper-pencil test. There are pre-determined answer options. These tests are prepared in order to measure specific personality traits. They contain some statements or judgments. Usually this type of personality tests can be applied to people as a group. The words we use to define the structure of personality are often spoken in daily life. When you are prompted to define a person we often use concepts such as shy or approachable. In order to determine personality completely and accurately, which of these words are important to be used needs to be determined (Davis and Palladino 1997). Some common features of these words form the basis of

the dimensions of personality. The purpose of personality test applied directly is to identify these personality factors.

#### **1.1.2.1. *Five-Factor Personality Model-Based Measurement Tools***

The personality concept is defined as the individual's unique and coherent thoughts, feelings and behaviors. The traits of personality are words that describe the reactions of people facing certain situations and determine the differences between individuals. The approach of the traits relates the diversity of personality traits of people to their different behaviors in similar environments. Factor analysis studies have been conducted to determine the dimensions of personality traits since the first half of the twentieth century. In these analyses, the number of factor in personality models has been observed to vary between three and seven. Analysts mentioned the emergence of the five strongest factors in their studies based on adjectives in the dictionary. Also, they claim that personality concept can be designed within the framework of the five-factor as a theoretical concept (Calvin et al., 1985: 419-454).

According to Cattell, 16 traits are sufficient to describe the personality. The situation of having different levels in these characteristics reveals individual differences. Eysenck classifies personality as three basic characteristics. They are described as; extroversion, emotional stability, and psychoticism. Despite of the studies of Eysenck and Cattell, the consensus that the individual differences can be explained by big five traits came out. This difference in the terms used for the five traits (domains) can differ from one psychologist to another. Today, the most used terms are; neuroticism (emotional stability), extroversion, openness to new experiences, agreeableness and conscientiousness (precautionary) (Ordun, 2004:47-71).

To measure the personality traits, Costa and Mc Crae (1985) developed the NEO Five-Factor Personality Inventory which consists of the first scale, a total of 60 items. Five-factor model of personality which consists of the neuroticism, extroversion, openness, agreeableness, and conscientiousness measures the personality domains of each substance with 12 questions. Articles of the statements contained in the inventory responses are given from "strongly disagree" to "strongly agree" on Likert-type scale ranging over (Costa and Mc Crae 1985:15-56). Then, the NEO Five-Factor Personality Inventory is also developed by other researchers upon 100, 120 and 240-item forms. Costa

and McCrea have developed the revised version, NEO Personality Inventory consisted of the 240 expression based on five big domains in 1995.

As a result of the analysis, the six sub-factors have been identified under these five domains (Costa and McCrae, 1995, Personality Inventory-Revised). In the literature, the basic personality domains and their sub-factors can be seen on the use of different definitions. Each domain in the five-factor model of personality is composed in the two opposite poles of each dimension. So, the model consisted of these domains; Emotional Balance / Neuroticism, Extraversion / Introversion, Openness to Change / Traditionalism, Agreeableness / Hostility and Conscientiousness / Impulsivity. Each of these domains consists of 6 sub-factors. Thus, there exist a total of 30 sub-factors in the Personality Inventory-Revised (Costa: 1992:5-98).

Five-factor model of personality made his mark in the last 20 years about the measurement and assessment of personality. Also it has been supported by many studies. The standardization (that acculturation), validity and reliability studies were conducted in particular cross-cultural researches. The model has been developed to describe the individuals' personality structure as a result of factor analysis based on adjectives used in the everyday language. Five-factor model of personality claims to integrate the personality structures taken place in the wide of range, and thus to facilitate communication between researchers with different orientations, to provide a systematic way for evaluating behaviors in relationships between personality characteristics and to provide a general description about personality on the basis of those five factors. That's great interest. In recent years, the view of individual differences based on five basic factors has been gained weight. In other words, these five basic personality domains determine the individual difference among the people. The most common personality inventory used to measure five basic domains is NEO personality inventory developed by Costa and McCrea.

According to the studies, five factor model of personality shows the positive results about measuring the behavior size such as motivation, working life, job satisfaction, career satisfaction in the firing work, employee turnover, customer relations, teamwork, organizational commitment, relationships between employees (such as the level of conflict or tending to stress), job performance (sales success of the business etc.), creativity and stress-coping behaviors. The efficiency and applicability of this model is also seen on the employees of very different professional groups (police officers, sales representatives, managers and skilled / semi-skilled workers), on the job

performance achieved as a general level and on the individual behavior patterns about these applications on employees (Somer and Goldberg, 1999: 421-450). In the developed countries variety of police units use commonly personality tests based on Five-factor model of personality in selection process.

The personality test developed on the five-factor model of personality has been applied in the Turkish National Police Organization for police selection since 2009. The successful implementation of Five-Factor Personality Inventory (Police FFPI) is in progress. In the meantime, the candidates are interviewed by psychologists in regard to the FFPI reports. According to the study, the highest average of the personality domains in the personality test is the conscientiousness personality domain. So, the conscientiousness domain in police is emerging as a personality specification. If the conscientiousness domain of polices declines, they have a low job motivation and a negative attitude towards their profession. In addition, according to the results of interviews, the domains of neuroticism and conscientiousness are seen to determine the personality of the candidates in terms of personality domains as the most important distinctive feature. Test results of FFPI and the findings of observation and interview during interviewing process show very close similarities. (Gultekin, 2011:154).

Apart from five-factor model of personality scales, there are other personality tests which are applied directly or indirectly. One of the most widely used one is the MMPI-Minnesota Multiphasic Personality inventory.

#### **1.1.2.2. *Minnesota Multiphasic Personality Inventory (MMPI)***

MMPI which was prepared by Starke Hathaway and JC McKinley at the University of Minnesota in 1930 is directly applied as a personality test to determine personality disorders. The replies to options are respectively identified as “right”, “false” and “I do not know. A new version of the MMPI-2 was prepared in 1989. In this version, 250 statements were modified, but there were no changes on the basic personality dimensions (Vernoy, 1994: 449).

In order to assess the personality dimensions and the mental health disorders, MMPI is one of the most commonly used psychological assessment instruments. With the effect of rapid cultural change and as some doubts have emerged concerning the validity of the original form of the scale, there arises necessity to review the scale (Culha, 2001:103-107).



In Turkey, the first study of validity and reliability was realized by Savasır in 1978. As in the original MMPI first, in addition to 3 validity scale, MMPI-2 have extra 2 validity scale. And there are also the same 10 clinical sub-scale in MMPI-2. The validity scales of MMPI are: L: lie, F: the coherence of thought, and K: self-esteem to himself. The clinical sub-scales of MMPI are as follows: HS: hypochondria, D: depression, HY: hysteria, PD: psychopathic deviation, MF: masculinity-femininity, P: paranoia, PT: psychoasthenia SC: schizophrenia, MA: hypomania-hyper-mania and SI: social introversion (Savaşır, 1981:1-15).

MMPI-2 differs from MMPI in that it contains new content sub-scales for the assessment of personality dimensions and new problem areas. The content sub-scales in the normal range of clinical scale determine individuals who had problems in different areas. Finally, there are a total of 15 content subscales of MMPI-2. In the areas corresponding to these sub-scales, the high scores that apply to all sub-scales express a form of harmony indicating a mental disorder. In other words, if one of MMPI's sub-scale is high, the assessment of sign of mental disorder is made upon that trait of personality. These elevations in the sub-scales are in harmony with each other in terms of mental balance. The resulting personality profile should be evaluated by a specialist. The adaptation studies of MMPI-2 to Turkish culture were done by Savasır and Culha (Savasır and Culha, 1996:448-460). MMPI was designed with psychoanalytic theoretical foundation. Especially, MMPI has prepaid to determine personality disorders, to make a diagnosis of mental disorder and to evaluate personality traits in terms of mental health. Therefore, the MMPI isn't widely used in the selection of personnel for human resources applications.

However, MMPI doesn't seem to be a drawback for the selection of personnel in sensitive occupations against mental health disorders such as, policing and military service. The MMPI results of police candidates usually show elevation in paranoia, mania, schizophrenia and psychopathic deviation sub-scales. The elevation of these sub-scales should be evaluated according to professional criteria for the selection of the best police candidate regarding police personality traits. This represents an important stage in the process of police selection. The personality disorders should be more carefully evaluated in the security-related situations and in the areas requiring the use of arms as in policing and military service. For this reason, MMPI is commonly used for the police selections.



The other direct personality test, developed by Gough is the California Personality Inventory. Unlike MMPI which assesses mental disorders, California Personality Inventory has been developed to assess personality characteristics that are important in social life.

#### ***1.1.1.3. California Personality Inventory(CPI)***

California Personality Inventory is designed to measure the important attributes of personality in social life. In 1948, the inventory was developed by Gough to assess the important personality characteristics of normal and literate people over 13. 178 of CPI items were exactly the same MMPI items. The other amended 35 items of inventory, from MMPI have also been taken by Gough.

Inventory has 'yes' or 'no' choices in each item for selection and marking. The results of the factor analysis of the inventory have revealed five factors. The first factor includes sub-tests. These are as follows: self-satisfaction, responsibility, socialization, tolerance, creating a good impression, to be compatible with the method of success, success in the method of independent thinking, intellectual competence and the tendency of psychology. This factor is considered to be 'the scale of the general compliance'. The second factor includes dominance, status acquiring capacity, social interest, self-acceptance of social assets to show and self-acceptance sub-tests. Self-acceptance has showed confidence and extroversive capacity. The third factor has revealed tolerance, success via the method of independent thinking, intellectual competence, the tendency of psychology and flexibility. This factor reflects the capacity of independent thinking and acting out. The fourth factors show compatibility and abide by social rules. It consists of socialization and compatibility sub-tests. The fifth factor has the only sub-test items included the sexual role. Banu Demirtürk (1987) translated CPI into Turkish by the current study and carried out the study of reliability and validity (Oner, 1997:322),

California Personality Inventory may be the police selection test to determine personality traits of the police candidates. So, it seems to be used in the police selection procedures in the world as MMPI. However, it is a scale that measures personality traits of police candidates regarding only social life. In the meantime, it may be useful in determining the personality traits of

police who would serve for the public.

#### ***1.1.1.4. Cattell 16PF Personality Inventory***

16PF Personality Inventory was developed by Raymond Cattell in 1949. The original form of inventory consists of 185 multiple choice questions. The test application time is approximately 45 minutes. Each factor contained in the inventory is considered at two levels, including as low and high level on a scale of 10. Raymond Cattell wanted to reveal important features of personality in order to determine personality. Cattell, determined 16 basic personality traits in the result for the various factor analysis carried out with personality traits. These 16 basic personality traits exist in each individual as a personality characteristic. Individuals have different personality traits, in other words they reveal a different behavior in the similar environments. On the basis of that, the reason of having different personality traits for people lies on the fact that they have these personality traits in different rates (Davis and Palladino, 1997:50-78).

16 PF Personality Inventory measures 16 “basic personality traits” and also 5 “ the major trend of personality” This personality traits (dimensions) can be listed as follows: Warmth, Problem Solving, Tolerance to Stress, Dominance, Vitality, Rule-Consciousness, Social Boldness, Sensitivity, Prudence, Abstractedness, Secretive, Apprehension, Openness to Change, Self-sufficient, Perfectionism and the Tension.

The studies concluded that there is a relationship between the rates of leaving job and the results of Tolerance to Stress, Rule-Consciousness, Perfectionism, Tension and Social Assertiveness. In many researches, 16PF was used to predict the job performance of different employees such as sales and marketing personnel, managers (such as research and development or marketing managers), teachers, engineers, doctors, firefighters, newspaper employees, flight personnel (e.g. pilots), and security personnel. The researches show the prediction power of job performance regarding these employees. In the literature review, study results more than 60 revealed the effective-beneficial results via using the 16PF (Oner, 1997: 331)

In general, 16PF is used to measure the personnel selection, the management development, the team building and development, the career counseling-management, the education and the coping styles, the empathy,

the interpersonal relationships, the attitudes toward authority, the information processing (information processing), the attitudes associated with social norms, , the professional choices, the leadership skills, the sales skills and job performance. For these reasons, it seems to be as a scale to predict the police job performance. The other direct-test is Hogan Personality Inventory.

#### ***1.1.1.5. Hogan Personality Inventory (HPI),***

Hogan Personality Inventory was developed by Robert Hogan. The original form of the scale consists of 206 questions and the application of test takes approximately 20 minutes. Hogan Personality Inventory is based on 7 big dimensions. Each dimension has 6 vocational personality sub-scales.

One of the basic dimensions is the sociality trait. It means how much individuals need to establish a relationship and to what extent they like establishing interpersonal relationships. Getting a high score of this dimension reveals the extroversion, the gab, the strong social impact on people and the enjoy team working. The low scores mean some other features such as the withdrawal, the silence and the liking to work alone.

According to the literature review, Hogan Personality Inventory has been used by more than 50 researches. They show the prediction power of job performance and the impact results on the application to secretaries, sales representatives, branch and district managers and very different professional groups, such as electricians ([www. baltas-baltas.com/kaynakdergiyazi](http://www.baltas-baltas.com/kaynakdergiyazi)). Even if HPI is utilized in determining the personality characteristics of police and job performance, it is not widely used in the police selection.

#### ***1.1.1.6. Eysenck Personality Inventory***

Hans Eysenck studied the various statements defining personality and interpersonal differences by arranging them into categories and identifying specific groups. Each dimension reflects certain personality traits. He subsumed the characteristics of personality under three basic categories.

Hans Eysenck formed his theory of personality typology as two separate dimensions and a mold with a personality trait at one end of each of these dimensions. The first of these dimensions consists of introverted-extroverted

features. Introversion-extroversion dimension reflects 2 personality types. One type called introverted personality is timid, shy, quiet and calm. The second type called extroverted personality is friendly, social and noisy. The extraversion dimension is related to sociality. For example, this dimension is associated with talkativeness, sociability, liveliness, a desire to communicate and interact with people around (Eysenck, and Wilson, 1995:15 - 42) .

The second dimension is neuroticism and covers two polars which are angry and calm. This dimension is associated with emotional instability-neuroticism (irritable)-emotional stability (calm). Eysenck has placed the personality type of quiet, calm, steady nerves and emotions against the personality type of calm personality, exciting, quick-tempered and impatient with a personality trait (Eysenck, and Wilson, 1995:15 - 42).

The third dimension is psychoticism. It shows aggressiveness and interpersonal hostility. High levels of this dimension are associated with increasing vulnerability to psychosis like schizophrenia. This inventory developed by Eysenck has been used on the basis of Five Factor Personality Inventory and utilized in personality assessment for many years as a priority. Determining police personality traits, instead of Eysenck Personality Inventory is still in practice in different areas to protect the validity; other new developed scales may be preferred.

#### ***1.1.1.7. Myers-Briggs Personality Inventory (MBTI)***

In the 1940s, Myers-Briggs Personality Inventory was developed by Katharine Briggs and Isabel Briggs Myers, based on Carl Jung's personality theory. This inventory consists of 126 questions, the type of compulsory-optional choice items. The application of test takes approximately 35-40 minutes. The main purpose of the inventory is to determine the main preferences, based on people's perceptions. Myers-Briggs Personality Inventory claims 4 basic preferences of individuals and this approach based on two aspects of preferences. The combination of preferences sets the psychological type of the individual. These preferences are classified as extroverted / introverted (where the individual energy tends to divert), Public / Private (how individual collects information about his individual's environment), Thinking / Sensing (how to make a decisions), and Judging / Perceiving (What individual prefers to collect knowledge or to decide about the world outside).

According to the Myers-Briggs Personality Inventory, in a combination of 4 basic preferences or dichotomies, traits of individuals placed in 16 different types of psychological shape belonged to any of the properties. The terms used for each dichotomy have specific technical meanings related to the MBTI which differ from their everyday usage. For example, people who prefer judgment over perception are not necessarily more judgmental or less perceptive. An employee with psychological type EPSP (Extroverted-Private-Sensing-Perceiving) takes pleasure in doing different jobs, makes decisions by consultation with others and prones to team atmosphere. Myers-Briggs Personality Inventory is used in a multi-organization, within the framework of management development programs, the discovery of the different viewpoints of the employees. It effectively seems to be used to determine the areas of management styles. The expression of a person's psychological type is more than the sum of the four individual preferences. The preferences interact through type dynamics and type development. ([www.myersbriggs.org](http://www.myersbriggs.org))

Beside the positive aspects of this inventory, it was criticized in that there is no enough evidence about the structure of compulsory-choice question and the availability in practice. Not only has it been used by about 3 million more people in America every year, but validity and reliability have been also proven by many studies. (Briggs and Myers, 1983:5-25). Regarding evaluation of the measured personality traits, it does not especially seem to be preferred as a scale in identifying the police personality and in predicting job performance. Because it is a useful inventory in planning of activities carried out for organizations, within the framework of management development programs.

### ***1.1. Performance Tests***

Performance tests are used in the assessment of the performance of a human examinee. The purpose of these tests is to determine the highest level of candidates. These consist of intelligence, talent and skill tests. These tests can also evaluate the behavior of police candidates in the context of qualification of police candidates.

### **2.2.1. Intelligence Tests**

The use of intelligence tests individually administered, began with Alfred Binet. In 1890, the intelligence was described by Binet as a perception of the foreign world, which includes placing a perception in memory and a process of thinking in this context. The first intelligence test was developed by Binet in the world. Then, “Stanford-Binet Intelligence Test” has been used by psychologists to measure the intelligence.

The intelligence tests were used as a group test during World War I. Now it is not widely used as a group test. Since the 1950s, intelligence tests for children and adults developed by Wechsler have been widely used as intelligent scales. These tests consist of verbal and performance parts and have 12 sub-scales (Oner, 1997:26-33).

Prof. Gardner redefined the intelligence. In 1983, he proposed a theory of multiple intelligences as a model of intelligence that divides intelligence into various specific (primarily sensory) modalities, rather than seeing it as dominated by a single general ability. According to him, in order to adapt to the changing and to live in the changing world, intelligence is distinctively a unique set of talents and skills for each human being and having the capacity to do something useful in society. Each human being has different intellectual capacity, has the distinctive learning, the problem solving, and the method of communication. Intelligence is a capacity to solve problems in different situations in life-long period and to reveal new products. Prof. Gardner changed the concept of a single intelligence called “IQ” continued dominance over the years. According to him, the living of every multiple intelligences belonged to human being is effective tools for learning and human being (Slavin, 2011). The individuals who have different characteristics and different areas of intelligence require a comprehensive assessment of intelligence to direct the most appropriate professions for their intelligence fields and their qualifications. Therefore, Gardner’s multiple intelligences theory has contributed significantly to the selection of personnel.

However, although the police intelligence test application is performed in many countries, in our country the use of intelligence tests is not needed. Because, after the police candidate passes the test of general ability within the student placement system for university, they make appointment for the transitions of police candidate. The student placement exam for university has been developed in the context of Gardner’s multiple intelligences theory.

Thus police candidates are not subject to additional intelligent test. However, in many countries abroad, the police candidates have to be examined for intelligence, judgment, reasoning, comprehension and mean-grip tests in the selection process.

### ***2.2.2. Ability and Skill Test***

Some limitations were observed in the use of intelligence test for functions that are necessary for job performance. Instead of intelligence tests, different ability and skill tests that will be more convenient and useful were developed in the selection of personnel selection. Starting with Spearman, Kelley, Thurstone, and RB Cattell'in continuously studied the technique of factor analysis for a long time. They obtained the dimensions (factors) of psychological traits, and combinations of these dimensions via the factor analysis. Over time, by using of factor analysis, independent capabilities within each other were determined and so some tests were improved for determining these capabilities (Oner, 1997:26-33).

In Turkey, special talent and skill tests have not been used in the process of police selection yet. Only one application is carried out for physical competence, as measured. The university placement exam as a general ability test is thought to measure a part of the ability and skill. However, for the process of the police selection, police ability and skill qualifications placed in the job descriptions of police should also be measured. In some other countries, ability and skill tests are applied to police candidates in the selection process in the police departments.

### **Conclusion**

In the selection of police, the use of psychological tests is discussed in many studies. The findings of these researches associated with the selection process in the entry-level of policing, show variable results. In addition, around the world, many police departments use these tests as a standard tool of selection for giving the right decision. Some of these tests associated with personality are as follows: Five-Factor Personality Inventory, Multiphasic Personality Inventory, California Personality Inventory, Cattell 16 Pf, California Personality Inventory, Hogan Personality Inventory, Eysenck Personality Inventory and

Myers-Briggs Personality Inventory. Besides, intelligence and ability tests are also well implemented in the police selection process.

In Turkey, the selection criteria and job definitions weren't yet fully utilized in the psychological evaluation of police candidates and in the application of the selection. At the same time, both during the selection process and in the medical procedures, the application of psychological testing couldn't have been realized. In addition, the psychological assessment in police selection process is tried to be carried out with the medical model. However, because of legal incompetence, lack of qualified personnel and administrative reasons, the medical model cannot be applied successfully, either.

In fact, although Minnesota Multiphasic Personality Inventory (MMPI) is a clinical test, it is one of the most frequently objective personality tests used in the police selection. But, because of difficulties in practice, it hasn't been yet applied as a standard procedure in the Turkish Police Organization. Since 2009, a personality test developed in according to the five factor model of personality has been applied in police selection. Five-Factor Personality Inventory has provided substantial support to the experts for selection candidates and giving the right decision in the hiring interview. In the first step of the selection via Five Factor Personality Inventory, continuous revealing of the professional personality traits of police will be useful for selection. Then clinical and detailed personality traits determination via MMPI will contribute to the psychological evaluation.



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# **COMMUNICATION SKILLS OF POLICE VOCATIONAL SCHOOL STUDENTS AND EVALUATING THOSE SKILLS IN TERMS OF THEIR COMPONENTS**

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### **Abstract**

The purpose of this study was to investigate Rüştü Ünsal Police Vocational School of Higher Education Students' (PVSHE) communication skills and how much they are competent in terms of communication components. The sample of this study consisted of a total of 542 police cadets, 271 first-year students and 271 second-year students. The Communication Skills Inventory, developed by Ersanlı and Balcı (1998), was applied to Rüştü Ünsal PVSHE Students. The mean of the scores received from the whole scale and the three sub-components of the test were calculated. Differences between the scores taken by first-year students and second-year students from scale were examined by t-test. The relationship between the total scores of the scale and subscale scores were examined through correlation analysis. As a result of all this analysis, it was concluded that the students' communication skills and subscale scores were found to be at a level slightly above average, and the students would be developed in terms of emotional intelligence, problem-solving skills, creative thinking and coping with stress, in order to achieve unprejudiced, accurate and empathetic communication with people.

**Key Words:** Communication skills, police training, Police Vocational Schools of Higher Education

## **Polis Meslek Yüksekokulu Öğrencilerinin İletişim Becerileri ve Bu Becerilerin İletişim Bileşenleri Açısından Değerlendirilmesi**

### **Özet**

Bu çalışmanın amacı, Rüştü Ünsal Polis Meslek Yüksek Okulu (PMYO) Öğrencilerinin iletişim becerileri ve bileşenleri açısından iletişim becerilerinde ne kadar yeterli olduklarını araştırmaktır. Bu çalışmada örneklem, 271 birinci sınıf ve 271 ikinci sınıf toplam 542 polis öğrencisinden oluşmaktadır. Ersanlı ve Balcı (1998) tarafından geliştirilen İletişim Becerileri Envanteri Rüştü Ünsal PMYO Öğrencilerine uygulanmış ortalama skor tüm ölçekten alınarak testin üç alt bileşeni hesaplanmıştır. Birinci sınıf öğrencileri ve ikinci sınıf öğrencileri tarafından alınan puanlar arasındaki farklar t testi ile incelenmiş ve toplam ölçek puanı ile alt ölçek puanı arasındaki ilişki korelasyon analizi ile incelenmiştir. Tüm bu analizler sonucunda, öğrencilerin iletişim becerileri ve alt ölçek puanları ortalamanın biraz üstünde bir seviyede olduğu görülmüştür. Öğrencilerin duygusal zekâ, problem çözme becerisi, yaratıcı düşünme, stresle başa çıkma ile insanlarla önyargısız, doğru ve empatik iletişim kurma açılarından gelişmiş olabileceği sonucuna varılmıştır.

**Anahtar Kelimeler:** İletişim becerileri, polis eğitimi, Polis Meslek Yüksek Okulu

## **Introduction**

Communication consists of the signals and messages which are produced by a unit are meaningful to the others (Morgan, 1993). The communication process can be defined as information, opinion, thought or message that are transmitted, received or replaced by the way of writing, speaking and visuals or using a combination of these, in order to be understood by everyone who is involved (Sillaris, 1995).

Whatever the content is, people need to communicate to solve a problem. In other words, they need exchange of ideas. In a society where civilized conversation and discussion skills are not developed, first interaction initiates efforts for but solving a problem, soon after it turns into confrontation and conflict. For a democratic solution of social problems, mutual and two-way communications are required (Cüceloğlu, 2006).

In his/her relations, human is an entity that continuously re-defined; a person without any relationship with others is unthinkable. In other words, individuals, in their daily lives, must learn to be tolerant and respectful of other people's opinions in order to create a democratic society. New communication skills, developed for this purpose, save the vitality and the dignity of both the individual and the community life (Cüceloğlu, 2006).

Nowadays, relationship improvement based on mutual trust has become necessary between various segments of society such as the private or public institutions and organizations. The public support for institutions, in a large extent, depends on their beliefs that the useful and positive attributes have been done for themselves. Particularly in the services sector, attitudes of the staff employed towards the public will determine the direction of public relations activities. Close and friendly relations established with public are much more important than transferring studies to the public through mass media (EGM, 2001:66). In other words, the effective communication skills that employees have, and positive behaviors in relationships with people are the most decisive factors in the success or the failure of the institution (Akt. Kazu & Yeşiltaş, 2006).

Qualified and high quality provision of services needs training manpower to meet the needs of society. This situation is more important for those institutions in close relationship and communication with the society. The police, as required by his mission, must be in communication with all segments of society. Moreover, communication of the police officers with the society will determine the success of police public relations (EGM, 2001, p.90).

When the police public relations are mentioned, in general, the attitude of the police with his words or actions against the people and its improvement



come to mind. This is a process of mutual interaction. Completion of this process in a healthy way, it will be possible with the elimination of barriers to communication between the parties. The elimination of barriers to communication between the police and the public requires them to be detected at first. The vast majority of individuals make up society to share some values which belong to dominant culture of that society. Reflection of characteristics of the society where police come from, also, affects their job's performance. As a society, communication barriers, even among family members, lead to very serious problems. With regard to the elimination of barriers to communication between the police and public, besides the knowledge and skills to communicate of the parties, how they see the role of police in society is also very important (Kazu & Yeşiltaş, 2006).

## **1. Study Objectives and Limitations**

### ***1.1. Objectives***

The main objective of this study was to evaluate the levels of Rüştü Ünsal PUSHE students' communication skills. For this purpose, the research problem statement is stated as below:

*Problem Statement:* What is the level of proficiency in communication skills of Rüştü Ünsal PUSHE's students?

#### *Sub-problems:*

The problem statement is expressed in the following sub-problems.

1. What score is obtained from the school average, as a result of Communication Skills Inventory applied to Rüştü Ünsal PUSHE students?
2. Are there any significant differences between the average points received by the 1st and 2nd grade students of PUSHE throughout the scale?
3. Are there any significant differences between the subscale points received by the 1st and 2nd grade students of PUSHE?
4. Are there any significant relations between total points received from the Inventory of Communication Skills and subscale points forming constituents by the 1st and 2nd grade students of PUSHE?

### ***1.2. Limitations***

1. This research is limited with the students who attended Rüştü Ünsal PUSHE in the spring semester of 2008-2009.
2. The research is limited with the points of communication skills of PUSHE students.

## **2. Method**

Method of the research is a figurative method aiming at determining the situation.

### ***2.1. Population and Sample***

Population of the research is composed of the students of Izmir Rüştü Ünsal PUSHE.

Sample of the research is composed of 271 1<sup>st</sup> grade students and 271 2<sup>nd</sup> grade students, which is in total 542 students of Rüştü Ünsal PUSHE. Sample of the research is “easy accessible situation sample” and it has been prepared by taking into account the institution and researcher’s capabilities.

### ***2.2. Data Collection Tools***

#### ***2.2.1. Inventory of Communication Skills***

The inventory, which was developed by Ersanlı and Balcı (1998), is composed of 5 point likert type-45 questions. Questions are answered as “always”, “usually”, “sometimes”, “rarely”, “never”. The inventory measures the communication skills in terms of behavior, emotion and intellect. There are 15 questions to measure each dimension. In each dimension and in general (total) communication skill high score corresponds to much higher communication skill.

In the study the split half reliability method was used. Split half reliability coefficient of .64 and test-retest reliability coefficient of .68 was found. In order to determine the internal consistency of the scale, Cronbach Alpha coefficient was found to be .72. A correlation was found at the level of .001 between the communication skills inventory with a total score and sub-scales, and .001 in the lower dimensions itself.

In this study, Cronbach's alpha reliability coefficient of Communication Skills Inventory was .77. Total scores of PVSHE students' Communication Skills Inventory were distributed between minimum 105 maximum 210.

### 1.3. Data Analysis

The data were analyzed by SPSS program. Arithmetic mean, t test and correlation coefficients were used in the analysis of data.

## 2. Findings And Comments

The following findings and interpretations were found with the analysis of data obtained.

**Table-1:** Arithmetic Means of Points of Police Vocational School Students Regarding Communication Skills

	N	Minimum	Maximum	Mean	Std. Deviation
Inventory of communication skills	542	105	210	152,55	12,856
Behavioral Sub-Scale	542	34	73	51,65	6,088
Emotional Sub-Scale	542	32	69	47,58	5,527
Intellectual Sub-Scale	542	36	70	53,39	5,990
Valid N (list wise)	542				

Minimum and maximum values, arithmetic mean and standard deviation of points received by PVSHE students from the inventory of communication skills are shown in Table 1. In this research, the total point received by PVSHE students from the inventory of communication skills is  $\bar{X}=152.55$ .

Constituents of communication skills of the PVSHE students are above the average level with the values of  $\bar{X}$ =51.65 from behavioral sub-scale,  $\bar{X}$ =47.58 from emotional sub-scale and  $\bar{X}$ =53.39 from intellectual sub-scale.

**Table-2 :** T-Test Table Related to Total Points of PVSHE 1st and 2nd Grade Cadets Taken from “Communication Skills Inventory”

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1st Grade Total Points	192,207	270	,000	153,926	152,35	155,50
2nd Grade Total Points	198,202	270	,000	151,303	149,80	152,81

P<.000

In Table 2, t-test results of total points of PVSHE 1st and 2nd grade cadets that they took from “Communication Skills Inventory” are given. According to the table, total points of “Communication Skills Inventory” indicate a significant meaningful difference in favor of the 1st grade cadets.

**t-Test Tables related to total points of PVSHE 1st and 2nd grade cadets that they received from the sub-scales of “Communication Skills Inventory” are shown below at Tables 3, 4 and 5:**

**Table-3 : T-Test Related to the Points of Behavioral Sub-Scale**

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1st Grades Behavioral Sub-Scale	142,825	270	,000	52,694	51,97	53,42
2nd Grades Behavioral Sub-Scale	135,873	270	,000	50,686	49,95	51,42

P<.000

In Table 3, t-test results of the points of PVSHE 1st and 2nd grade cadets that they took from behavioral sub-scale of “Communication Skills Inventory” are given. According to the table, total points of behavioral sub-scale indicate a significant meaningful difference in favor of the 1st grade cadets.

**Table-4:** T-Test Related To the Points of Emotional Sub-Scale

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1st Grades Emotional Sub-Scale	139,857	270	,000	47,871	47,20	48,54
2nd Grades Emotional Sub-Scale	136,886	270	,000	47,435	46,75	48,12

P < .000

In Table-4, T-test results of the points of PVSHE 1st and 2nd grade cadets that they took from emotional sub-scale of “Communication Skills Inventory” are given. According to the table, total points of emotional sub-scale indicate a significant meaningful difference in favor of the 1st grade cadets.

**Tablo-5:** T-Test Related To The Points Of Mental Sub-Scale

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
1st Grades Mental Sub-Scale	155,046	270	,000	53,535	52,86	54,21
2nd Grades Mental Sub-Scale	139,148	270	,000	53,255	52,50	54,01

P<.000

In Table-5, t-test results of the points of PVSHE 1st and 2nd grade cadets that they received from mental sub-scale of “Communication Skills Inventory” are given. According to the Table, total points of mental sub-scale indicate a significant meaningful difference in favor of the 1st grade cadets.

**Table-6:** The Correlation Table Related To The Relation Between The Total Points Taken From “Communication Skills Inventory” And The Sub-Scales.

Control Variables		Behavioral	Emotional	Mental	Communication Skills
Behavioral	Correlation	1,000	,230	,423	,763
	Significance (2-tailed)	.	,000	,000	,000
	Df	0	540	540	540
Emotional	Correlation	,230	1,000	,175	,627
	Significance (2-tailed)	,000	.	,000	,000
	Df	540	0	540	540
Mental	Correlation	,423	,175	1,000	,741
	Significance (2-tailed)	,000	,000	.	,000
	Df	540	540	0	540
Communication Skills	Correlation	,763	,627	,741	1,000
	Significance (2-tailed)	,000	,000	,000	.
	Df	540	540	540	0

When Table-6 is examined, it is observed that there is a high level of significant and positive relation between the total points that PVSHE cadets took from “Communication Skills Inventory”, and the sub-scales forming the components ( $p < .01$ ). When the relations between the total points of “Communication Skills Inventory” and behavioral sub-scale points ( $r = .763$ ,  $p < .01$ ), and emotional sub-scale ( $r = .627$ ,  $p < .01$ ), and mental sub-scale are checked the results are as above. While the relation in behavioral and mental

components is higher and more significant, it is at mid-level in emotional component. On the basis of this finding, it can be argued that PVSHE cadets have lower sufficiency level in terms of emotional component when compared to the other components.

## **Conclusion**

When the communication skills of PVSHE cadets and their components are analyzed, as per the results of this research:

It has been found that PVSHE cadets' total communication skills points is  $\bar{X}=152.55$ . This point shows that PVSHE cadets have a level of communication skills sufficiency a bit above the average.

It has been found that PUSHE cadets' Communication Skills Inventory's behavioral sub-scale point is  $\bar{X}=51.65$ , emotional sub-scale point is  $\bar{X}=47.58$ , and mental sub-scale point is  $\bar{X}=53.39$ . It is observed that mental sub-scale point is higher than other points taken from the rest of sub-scales. The average of sub-scale points indicates that PVSHE cadets have a sufficiency level of a bit above the average in terms of communication skills' components.

There are significant meaningful differences between the total points that PUSHE 1st and 2nd grade cadets took from Communication Skills Inventory, and these differences are in favor of the 1st grade cadets.

If the points that PVSHE 1st and 2nd grade cadets took from sub-scales of Communication Skills Inventory are compared, a significant meaningful difference in favor of the 1st grade cadets is obtained in behavioral, emotional, and mental sub-scales. Wide-ranging comprehensive researches are needed in order to determine the reasons of this difference monitored in both general Communication Skills Inventory scale and its sub-scales.

As a result of the correlation analysis made to measure the relation between the points that PVSHE cadets took from Communication Skills Inventory and its sub-scales composing the components, it is observed that the relation between Communication Skills Inventory and its sub-scales is highly significant and meaningful.

Since there is no study conducted in this field before, there is no available data determining the level of emotional intelligence, creativeness, problem solving and stress management skills which are closely related to PVSHE cadets' communication skills.



## **Recommendations**

1. More comprehensive studies on PVSHE cadets' emotional intelligence, creativeness, problem solving and stress management skills and various variables affecting them should be conducted.
2. Environments developing and enhancing PVSHE cadets' emotional intelligence, creativeness, problem solving and stress management skills should be prepared. From this point of view, with the partnerships of Institute of Psychology - Bulgarian Ministry of Interior, a consultancy and private security agencies in Bulgaria, and a consultancy agency in the Czech Republic, a Project named Socially Competent Police Officers Close To Society: (SOCOPOL) has been prepared and conducted. Within the scope of the project, primarily 'social skills' topic has been determined through the surveys applied as an area in which there is a need at the highest level. After completing the training of trainers (TOT) starting training process of the target population and generalizing for all law enforcement officers by opening many centers are projected.
3. Various social responsibility projects that will support PVSHE cadets' individual and social awareness should be applied.
4. Contents of the curriculum that is restructured at PVSHE should have characteristics developing cadets' communication skills.

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**POLICE TRAINING**  
**in selected**  
**BALKAN COUNTRIES**



# **POLICE EDUCATION AT THE BULGARIAN ACADEMY OF THE MINISTRY OF THE INTERIOR: MODERN DIMENSIONS**

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### **Abstract**

Police training is very important issue for all police institutions. In this modern era police training programs should be competitive to the social and technological developments. For this reason, Bulgarian Interior Ministry established a University for security services and police training. The Academy of the Ministry of the Interior is a modern University in which public security personnel and police cadets are trained by the professional academicians and police trainers. The Academy is accredited by the National Assessment and Accreditation Agency with the highest possible grade “very good”. The accreditation is granted for six years, after which it is followed by a new procedure. On the basis of the conclusions of the expert commission, the national agency determines the capacity of the higher school which at present consists of 2000 trainees for the three degrees of higher education – namely Bachelor, Masters and Doctorate.

**Key Words:** Police training, Bulgarian Interior Ministry Academy, educational programs

## **İçişleri Bakanlığına Bağlı Bulgaristan Polis Akademisinde Polis Eğitimi**

### **Özet**

Polis eğitimi tüm polis teşkilatları için çok önemlidir. Bu modern çağda polis eğitim programları sosyal ve teknolojik gelişmelere uyumlu olmalıdır. Bu nedenle, Bulgaristan içişleri Bakanlığı, güvenlik hizmetleri ve polis eğitimi için bir üniversite kurdu. İçişleri Bakanlığı Akademisi adı verilen bu üniversitede kamu güvenliği personeli ve polis adayları akademisyenler ve profesyonel polis eğitmenleri tarafından yetiştirilmektedir. İçişleri Bakanlığı Akademisi Uluslararası Değerlendirme Akreditasyon kuruluşlarınca en yüksek not olan ‘çok iyi’ ile değerlendirilmiş ve akredite edilmiştir. Akreditasyon yeni sisteme göre yapılan altı yıllık bir çalışmanın sonunda gerçekleşmiştir. Uzmanlar Komitesin görüşleriyle, Ulusal Komisyon Akademinin kapasitesini 2000 kişi olarak belirlemiş ve burada bu kişilere yüksek öğrenim, yüksek lisans ve doktora seviyesinde eğitim verilmesine karar vermiştir.

**Anahtar Kelimeler:** Polis eğitimi, Bulgar İçişleri Bakanlığı Akademisi, eğitim programları.

## **Introduction**

At the modern stage of development of the Bulgarian society, the Academy of the Ministry of the Interior is a University established pursuant to a decree of the National Assembly of the Republic of Bulgaria. In compliance with this status and on the basis of really achieved results, the Academy is accredited by the National Assessment and Accreditation Agency with the highest possible grade “very good”. The accreditation is granted for six years, after which it is followed by a new procedure. An expert commission of the National Agency makes an assessment of the existence of adequate material conditions and facilities and of the quality and content of educational materials, aimed at providing training for earning the educational qualification degrees of Bachelor and Master, as well as the educational and scientific degree of Doctor of Science. On the basis of the conclusions of the expert commission, the national agency determines the capacity of the higher school which at present consists of 2000 trainees for the above three degrees of higher education – namely Bachelor, Master’s and Doctorate. The capacity represents the upper limit of the number of trainees at the Academy

### **1. General overview of the Academy of the Ministry of the Interior as a University for Professional Education and Training.**

The mission of the Academy is to provide, depending on the demands and needs of the Ministry and the civil society, highly qualified training and scientific research in the field of combating crime, maintaining public order, fire safety and protection of civilians.

In order to achieve this mission, the Academy has at its disposal basic structural units, as well as structural units for logistic support, pursuant to the existing legislation in the area of science and higher education. Without underestimating the importance and significance of logistics, we should point out that the main intellectual activity of the Academy is carried out through two faculties in Sofia – a police faculty and a fire rescue faculty, as well as four centres for training of civil servants with high school education (Centres for Specialized Police Training) in Pazardzhik, Kazanlak and Varna.

In accordance with its mission and its main objective, the Academy develops its activity in pursuance with the institutional priorities of the Ministry of the Interior which are adopted on an annual basis. In parallel with



this, the Academy is a part of the European community of higher educational institutions and is actively involved in the reform of Bulgarian science and higher education. The activity and results of our academy are compatible with those of related police and fire rescue educational institutions, for example the Higher Police School in Muenster for acquisition of Master's degrees, France, Spain – cooperation with universities in Paris and Madrid for providing Master's education; Norway – Police University College for Bachelor degree in Oslo; Slovakia – the police academy in Bratislava for acquisition of Bachelor's degree, Master's degree and doctor of science degree, as well as cooperation with other countries from the European Union. In this way Bulgaria is part of the clearly expressed tendency of university education of expert-level personnel and management level at the police and fire safety services in the united Europe. We may say that in our country this modern European tendency has a tradition of 41 years. We strongly support the position which is popular around Europe that police university education is a motivation to attract representatives of the middle class social strata to work for the police which improves the social composition of the police.

Currently, there is an educational reform in progress in Bulgaria nowadays. The Academy supports and actively participates in these changes. The Bachelor cadets at our higher school enroll depending on the grades earned in state examinations upon the completion of their high school education. For us this is a legal and a very logical approach, taking into consideration official Bulgarian documents – high education diplomas and national procedures, such as state graduation examinations for high school graduation. This enrollment is a sign of respect and recognition towards Bulgarian institutions and the legal order in the area of education, and fully recognizes the hard work and the labour of teachers and the administration working in the sphere of high education. Of course, the grades from the high education diplomas are not sufficient for enrollment at our higher school. It is also necessary to pass successfully the medical selection procedure, to test the physical condition and psychological status, which includes an IQ test. With reference to the enrollment procedure, new enrollment tests were developed for cadets and student for the courses for Master's degrees.

There are ongoing changes at a national level in the area of science and higher education, as well. For the first time in the democratic development of our country, greater autonomy is given to universities in the process of development of academic personnel. The old centralized system for scientific development is now already in the past, part of the history. The old system

did not always guarantee quality and created suspicions for subjectivity and incompetence. At present, in compliance with the provisions of the Law on Development of Academic Personnel in the Republic of Bulgaria and the Regulations for its implementation, a new set of rules on the structure and activity of the Academy of the Ministry of the Interior has been developed at our university. On the basis of this legal framework, scientific development will be carried out and controlled by the most competent scientists available in the field of law enforcement and national security through the mechanisms of a contest carried out in front of a jury of scientists, and a selection by the respective faculty board.

This year our school offers and provides training for acquisition of educational qualification degrees such as Bachelor and Master and the educational and scientific degree Doctor of Science.

*The Bachelor education* is carried out in a regular form and in the form of extramural studies in three areas of specializations, namely:

- Combating crime and maintenance of public order;
- Fire safety and rescue;
- Crisis management.

The educational plan and the curricula on the subject of crisis management are newly developed by the fire rescue faculty with a view of meeting the educational demands of the Ministry as a consequence of the expansion of its functions which already involve the area of civil protection.

The first year students at the Police Faculty studying to become Bachelors will have the opportunity to study English throughout the whole four-year course of study. This is the language of operational police cooperation in the European Union and even at a very early stage during their course of study, knowing English will allow students to be involved in the international cooperation activities of the Academy.

Master level training is developed in a total of five specialized subjects, as follows:

- Combating crime and maintaining public order;
- Strategic management and management of security and
- public order;

- Public administration;
- Protection of national security;
- Fire and emergency safety and rescue.

The above five specializations are aimed at building upon knowledge and skills after having acquired the educational qualification degree of Bachelor.

During the latest campaign for enrolment of students there was a significant increase in the interest of candidates towards Bachelor and Master educational programs and the number of candidates for Bachelor and Master programs was approximately three times bigger than before.

PhD educational programs are developed and offered in three areas of higher education, six professional spheres and eight concrete accredited scientific specialized fields of study, as follows:

- Labour safety techniques and fire emergency techniques;
- Civilian protection and protection of the national economy in crisis situations;
- Organization and management outside the sphere of material industry (national security);
- Criminal law;
- Criminal proceedings;
- Forensic science;
- Criminology;
- Psychology of work.

We have all reasons to be proud of the dissertations developed, which contain fundamental and applied scientific research, according to the criteria of the Frascati Manual recognized all over the European Union. This scientific research work corresponds to the up-to-date problems which the country is facing, possess original contributions and a modern level in the field of legal and managerial theory, proof of evidence law, countering taxation related crimes, counterfeiting, corruption among the police, integration of the Roma ethnic group, as well as other important issues on the national and European agenda and heritage.

Nowadays the Academy is focusing its activity in a persistent and targeted manner on fulfilling the following objectives:

- Appointing new academic staff;
- Providing education and training which meets the needs of the Ministry of the Interior with a view of the accession of Bulgaria to the Schengen area;
- Optimization of the structure and the staff of the Academy of the Ministry of the Interior which would correspond to the realities at the Ministry and the universities in the country;
- Activation of the applied scientific research.

For realizing these goals the following main tasks are being fulfilled:

- Improving the efficiency of the administrative unit responsible for the quality of training and the academic staff;
- Successful presentation of the post-accreditation control;
- Improvement of the procedures for enrolment of cadets and students;
- Improvement of the function of the internal assessment system and maintenance of the quality of training and the quality of the academic staff;
- Enhancing the long-distance form of education in professional educational courses.

The Academy of the Ministry of the Interior has to observe the following main guidelines in its development in the near future:

- Implementation of the Regulation on the structure and the scope of activities of the Academy;
- Implementation of the Strategy for development of the university in the period until 2014;
- Improvement of the procedures for attestation of the academic staff, accountability of the educational process and the control of its quality through the new Quality Manual;
- Carrying out PhD educational training under new training curricula developed in accordance with the accredited scientific fields of specialization;
- Enhancing the educational and methodological interaction among the departments, faculties and the centres for specialized police training;

- Effective management and use of the new educational facilities in the centres for specialized police training in Pazardzhik and Varna;

- Improvement of the material conditions and the educational facilities within the financial limits and looking for opportunities for project financing and public-private partnership.

A permanent priority of the professional education at the Academy of the Ministry of the Interior is to update as often as possible the educational plans and training curricula. The main objective of this activity is to achieve and maintain a permanent balance between the educational content and the needs of the structures of the Ministry. The updating of the plans and curricula is coordinated with the management of the general directorates of the Ministry of the Interior which helps to improve the quality of the education provided at the Academy of the Ministry of the Interior.

Along with the university education, the focus is also on practical professional education by implementing interactive methods of training and by permanent updating of the study materials. There is a combination between the values of classical university education and the pragmatic approach of professional education. The ratio of the relative shares of professional education and training is 20 to 80 per cent. Even though its volume is five times smaller, the professional education and the university structures are the main source of the intellectual product for training and scientific purposes. It is efficiently implemented in initial professional training, professional specialization, improvement and updating of the professional qualification, both for executives and managers.

Scientific research work is divided into approximately 80 subjects per annum. As a result of this activity, scientific publications are created which are oriented towards the demands of the Ministry and the civil society. Approximately 25 % of the scientific production consists of textbooks and study materials while the remaining 75 % represent other publications such as monographs, studies, articles and scientific reports. This ratio demonstrates the leading role of science in the process of providing professional education and training.

Good education is based on the following three main pillars:

- Providing new knowledge;
- Interactive training;
- Good material conditions and good training services.

Regarding the third pillar, which is difficult to achieve during the time of the financial crisis, the training equipment in one laboratory and two auditoriums for forensic science was renovated, and this, in combination with the updated study content, allows efficient interactive training for collecting evidence in the framework of the criminal proceedings. On this basis a number of new simulations of typical situations are being carried out, simulating the typical situations which investigating police and other police staff come across in the process of pre-trial proceedings of criminal cases.

In the field of professional training of civil servants with high education who work for the Ministry of the Interior, a few months ago we renovated and refurbished the premises used for this kind of training which enables us to provide a process of training whose levels are compatible with good European practices.

The main educational and scientific functions of the Academy are supported by its international cooperation based on international conventions and bilateral cooperation.

It is worthwhile focusing on the fact that the Academy is the point of contact with the European Police College CEPOL. In this way, thanks to our university a number of leading achievements in the area of science and education related to the security sector reach a greater part of Ministry of Interior employees. One of the important events related to CEPOL last year was the conference hosted by Bulgaria entitled “Police Cooperation in the Western Balkans” (CEPOL 43/2010)”. It was carried out with the participation of representatives of Austria, Belgium, Bulgaria, Greece, Spain, Italy, Romania, Slovenia, Hungary, France, the Former Yugoslav Republic of Macedonia, Montenegro and Croatia. The participation of Mr. Ferenz Banfi, Director of CEPOL, in the event was extremely important for us as a sign of high appreciation of police education and training.

Other important areas of work in the international activity of the Academy of the Ministry of the Interior are related to cooperation in the framework of:

- The Association of European police colleges (AEPC) and
- The European Fire Safety Colleges Association (EFSCA).

The activities related to several international projects play an important role for the constant improvement and synchronization of the training of the Ministry of Interior staff with European and world standards.

a) The project JLS/2007/ISEC/FRA/C1/020 “Standardized training for financial investigation of organized crime and terrorism” in the framework of the programme of the European Commission on Crime Prevention and Countering Crime. In the framework of this project the training curricula of different European countries are being harmonized in order to achieve common standards of training for counteraction to this specific problem which represents an ever growing threat.

b) The project “Trafficking in Human Beings in Bulgaria and the Netherlands – Common Efforts in Counteraction” was launched and implemented under the auspices of the Bulgarian Minister of the Interior Mr. Tsvetan Tsvetanov. The 21<sup>st</sup> century slavery, as it is frequently called lately, is a common challenge and a problem for many countries in all its three phases – recruitment, transportation and exploitation of the human victims.

c) The conference “A changing world: young people and online risks” was also launched by the Minister of the Interior Mr. Tsvetan Tsvetanov, and was organized and carried out thanks to the support of the Embassy of the United Kingdom in Sofia and Visa Europe. The focus of the event was the cyber crime threat and modern methods for countering this anti-social event.

d) There was also a meeting of the representatives of police training institutions from the participating countries in the framework of the Convention for Police Cooperation in South East Europe. The main purpose is to introduce Schengen standards for security in the countries outside the European Union by applying the mechanisms of this international treaty.

e) The project EU-SEC II “Coordination of national security programs in mass public events of large scale in Europe”. In the framework of this project large-scale scientific research is being carried out in various countries, as a result of which both positive and negative experiences are being generalized with the aim of improving public order and safety in cases of mass public events.

The objectives of the international cooperation activities of the Academy of the Ministry of the Interior are as follows:

- Continuity of the process of adoption and implementation of the experience of EU structures similar to our university;
- Organization of international conferences and seminars with foreign partners.

The Academy is also capable of managing in emergency situations and challenges caused by the demands of our contemporary situation. Last year, only for one month thanks to the intellectual potential of the cathedrae of the Police Faculty and with the support of experts of the Ministry of the Interior the study content of the training for work with the Schengen information system which is unique for us was created; the training was designed for approximately 30 000 employees of the Ministry of the Interior and they were trained by the end of 2010. This would not be possible without well developed curricula at the cathedrae for Schengen legislation and European police cooperation. Besides Ministry of Interior staff, representatives of other institutions were also trained, such as the State Agency for Refugees, the Customs Agency and the Judiciary. More than 1000 multimedia CD-s were produced and circulated for the needs of the course. In the process of study we have been using an information platform provided by CEPOL and more than 2000 trainees are part of this long distance digital training network.

## **2. Basic Level Training Programmes for Police Officers With Higher Education**

a) Profiles and qualification of lecturers with academic positions and other representatives of the academic staff

The basic level police higher education is provided by the Police Faculty through the bachelor programme “Countering Crime and Maintenance of Public Order” of the professional subject “National Security”. The training in this field of specialization is mostly carried out by highly qualified lecturers with the following academic ranks starting from the lowest one: *assistant professor, chief assistant professor, associate professor and professor*. Besides them, training is delivered also by other lecturers and senior lecturers in foreign languages and sports, including shooting and martial arts.

In order to be appointed as lecturers at the Academy of the Ministry of the Interior, the candidates should have university education, at least two years of professional experience and should win a contest for the vacancies for lecturers. Besides, the candidates for the academic position of *assistant professors* should possess a master’s educational qualification degree. Assistant professors are obliged to write a dissertation and to present it for approval within a period of four years. If they do not fulfill this obligation, they are dismissed from the assistant professor’s academic position.



The conditions and the procedures to be fulfilled for academic career development are determined by the Law on development of the academic staff in the Republic of Bulgaria, the regulations for its implementation and the Regulation on the structure and the activity of the Academy of the Ministry of the Interior. In this legal framework the next academic position in the hierarchy is chief assistant professor. In order to become a chief assistant professor it is necessary to possess the educational and scientific degree “doctor” as well as a number of additional educational and scientific achievements, such as using digital training, joint participation with cadets and students in research projects, scientific papers and publications. The candidates for assistant professors should pass a contest and then be selected by the faculty board. The contest is carried out by a scientific jury of 5 associate professors or professors and at least two of them should be working for other higher schools and not for the academy. The specific composition of the jury is determined by the faculty board. Before taking a common decision of the scientific jury, an examination is carried out in the framework of the contest. The scientific jury shortlists the candidates and there is a decision making procedure by the faculty board who vote consecutively for the first shortlisted candidate and, if necessary, for the next candidates until the necessary votes are gathered for the ordinary majority or all the candidates are rejected. The chosen candidate is appointed at the academic position of *chief assistant professor*.

The next academic duty in the scientific hierarchy is *associate professor*. The main conditions to occupy this position are as follows: at least two years of work in the academic positions *assistant professor* or *chief assistant professor*; possession of the educational and scientific degree *doctor*, a monograph already published or equally important scientific publications on a subject which should be different from the subject of the doctor’s dissertation. The academic position *associate professor* is occupied after having passed a contest before a scientific jury and a selection by the faculty board. The scientific jury is formed in the same way as for the procedure for the chief assistant professor. The composition of the jury, however, is different – 7 members should be associate professors and professors from the respective field of science; at least 3 of them should be working not for the Academy but for other institutions and at least three should be professors. A major difference in the procedure is the absence of an examination as part of the contest – the jury makes an assessment of the scientific publications presented, as well as the performance and the activities of candidates as lecturers and their scientific contribution.

The academic degree *professor* is the highest one in the scientific hierarchy. The main requirements for becoming a professor are to possess a scientific and educational degree of a *doctor*; at least two academic years of experience in the academic position of associate professor, a published monograph or equally important publications, on a subject which should be different from the subjects of the doctor's dissertation and the scientific research presented for the associate professor's procedure; other additional original scientific research works; publications or inventions and innovations. The academic rank of *professor* is granted following a contest and a selection procedure; the procedure is very similar to the procedure of appointing associate professors. The legal requirements towards the composition of the jury of scientists are higher. 7 members of the jury must be associate professors and professors, at least four of them should be professors and at least 3 should be working for other higher schools and not for the Academy.

All procedures related to occupying academic positions are under the control of the Ministry of Education, Youth and Science and the contests for such positions are always promulgated in the State Gazette.

The ratio between the number of associate professors and professors on one hand, and assistant professors and chief assistant professors, on the other hand, at the Academy of the Ministry of the Interior is approximately one to two.

Most of the academic staff of the Police Faculty consists of former police officers. Besides them, training is also delivered by acting police officers with rich professional experience who carry out practical exercises in the special police disciplines for protection of public order and combating conventional, economic and organized crime.

Presentation of the four-year police bachelor education and the nine-month basic education for police staff who already have a bachelor or master degree:

In Bulgarian police services we appoint people who have earned their police bachelor education or who possess another bachelor or master's degree and have been trained as a mandatory requirement for nine months in basic police training.

*Bachelor police education* is subordinated to the Law on higher education and its secondary legislation. Its duration is 4 years, the volume of the auditorium work amounts to 3000 hours, and a total of 240 educational credits

are acquired. The education is completed after passing a state examinations held by an examining committee, which includes lecturers and professionals from the judiciary and from the police. The state examinations are two – in criminal law and in special police studies. The division of time among the fields of study, auditorial and extra-auditorial occupation and the number of years of study is determined by the respective curriculum. It is adopted by the Academic Council and coordinated by the directors of the main police services. The backbone of the curriculum are the obligatory 28 subjects of study. There are several types of subjects, namely:

- General legal and social subjects
- Criminal law
- Special police subjects
- Sports and languages

*The general legal and social subjects of study include:*

- General theory of law
- Constitutional law
- Administrative law and administrative proceedings
- Civilian law - common law, material law, law of obligation, family law
- Protection of human rights
- Financial and taxation law
- Professional psychology
- Police management

*The subjects of study in the field of criminal law are:*

- Forensic science
- Criminal law
- Criminal procedure law
- Criminology

*Special police subjects of study* include:

- Police law
- Maintenance of public order
- Traffic control
- Surveillance and control of the state border
- Operational and tactical skills
- Basic police operational work
- Operational work for combating conventional crime
- Operational work for combating economic crime
- Combating organized crime
- European police cooperation

*The group of sports and language studies* includes:

- Self-defense and physical training
- Shooting
- Para-medical help
- English

Besides mandatory subjects, non-mandatory subjects are also part of the curriculum, and correspond to the specifics of the various police activities and to the scopes of interest of the students.

*Basic police training for civil servants with higher education* is carried out by the same lecturers who participate in the bachelor police education. The scope of the subjects is approximately identical but its volume is proportionately reduced in order to fit into the nine-month period. The content of the study is arranged in modules – a basic module (6 months) and a specialized module (3 months) and must be coordinated with the directors of the main police services. The modules in the specialization stage are different with a view of the specifics of the various fields of police work.

The stage of *basic training* includes the modules which are relevant for the work of every police officer.

BASIC STAGE					
TRAINING MODULES	Number of lessons				Evaluation
	lectures	Practical exercises	Self-preparation and examination	Total	
<i>Part one: Integration in the educational institution</i>				4	
<u><i>TOTAL:</i></u>				<b>4</b>	
<b>MODULE I. POLICE SERVICE IN PROTECTION OF THE PUBLIC</b>					
<i>Part 1. Police ethics</i>	6	4	6	16	Exam
<i>Part 2. Police protection of human rights</i>	6	4	6	16	Exam
<i>Part 3. Paramedical help</i>	10	10	4	24	Exam
<u><i>TOTAL FOR THE MODULE:</i></u>	22	18	16	<b>56</b>	
<b>MODULE II. PHYSICAL TRAINING AND SHOOTING</b>					
<i>Part 1. Self defense and physical training</i>	4	46	2	52	Exam
<i>Part 2. Shooting</i>	12	42		54	Ongoing control
<u><i>TOTAL FOR THE MODULE:</i></u>	16	88	2	<b>106</b>	
<b>MODULE III. USE OF PHYSICAL FORCE AND ADDITIONAL TOOLS</b>					
<i>Part 1. Use of physical force and additional tools</i>	6	10	4	20	Exam
<i>Part 2. Countering terrorism</i>	6	4	4	14	Exam
<u><i>TOTAL FOR THE MODULE:</i></u>	12	14	8	<b>34</b>	
<b>MODULE IV. APPLYING POLICE POWERS</b>					
<i>Part 1. Administrative law and administrative proceedings</i>	18	10	16	44	Exam
<i>Part 2. Police law</i>	20	12	16	48	Exam
<i>Part 3. Operational tactical training</i>	20	18		38	Ongoing control
<u><i>TOTAL FOR THE MODULE:</i></u>	58	40	32	<b>130</b>	
<b>MODULE V. COMMUNICATIONS AND MANAGEMENT</b>					
<i>Part 1. Police Psychology</i>	10	10	4	24	Exam
<i>Part 2. Management of the police</i>	10	10	4	24	Exam
<u><i>TOTAL FOR THE MODULE:</i></u>	20	20	8	<b>48</b>	

BASIC STAGE					
TRAINING MODULES	Number of lessons				Evaluation
	lectures	Practical exercise	Self-preparation and examination	Total	
<b>MODULE VI. CRIME INVESTIGATION</b>					
<i>Part 1. Criminal law</i>	60	30	24	114	Exam
<i>Part 2. Criminal procedural law</i>	32	4	14	50	Exam
<i>Part 3. Forensic science</i>	40	20	24	84	Exam
<i>Part 4. Criminology</i>	6		2	8	Exam
<b><u>TOTAL FOR THE MODULE:</u></b>	138	54	64	<b>256</b>	
<b>MODULE VII. SCHENGEN ACQUIS AND EUROPEAN POLICE COOPERATION</b>					
<i>Part 1. Schengen acquis</i>	10	10	6	26	Exam
<i>Part 2. Schengen border control</i>	8	2	6	16	Exam
<i>Part 3. Police operational cooperation</i>	8	2	4	14	Exam
<b><u>TOTAL FOR THE MODULE:</u></b>	26	14	16	<b>56</b>	
Practical internship at the structural unit for which the contest was won				<b>80</b>	
<b><u>TOTAL CHORARIUM FOR THE BASIC STAGE:</u></b>				<b>770</b>	

*Specific features of the basic police training depending on the type of police work*

Police work has many different aspects which require a different study content at the stage of specialization of the basic training. There are 5 fields of special studies for police officers, as follows:

- Countering conventional crime
- Countering economic and organized crime and crimes in border zones
- For protection of public order – patrol work, traffic control, control of hazardous materials

- For protection and control of the state border
- For countering criminal behavior of minors and juveniles

The five separate types of specialized studies and their modules are presented below:

<b>SPECIALIZATION STAGE</b>					
For police officers combating conventional crime					
Training modules	Number of lessons				Evaluation
	lectures	Practical exercises	Self-preparation and exam	Total	
<b>MODULE VIII. COUNTERING CRIME</b>					
<i>Part 1.</i> Basic information on operational work	45	45	16	106	Theoretical and practical exam
<i>Part 2.</i> Operational work for combating conventional crime	44	46	16	106	
<i>Part 3.</i> Combating organized crime	6	4	8	18	
<b><i>TOTAL FOR THE MODULE:</i></b>	95	95	40	<b>230</b>	
<b>MODULE IX. MAINTENANCE OF PUBLIC ORDER, SHOOTING AND OPERATIONAL TACTICAL TRAINING</b>					
1. Maintenance of public order	8		8	16	Exam
1. Shooting	2	22	8	32	Exam
2. Operational tactical training	6	10	16	32	Exam
<b><i>TOTAL FOR THE MODULE:</i></b>	16	32	32	<b>80</b>	
Practical internship at the unit for which the contest was won				<b>80</b>	Evaluation
Shortlisting, selection procedure, oath under the Code of Ethics				<b>10</b>	
<b>TOTAL CHORARIUM FOR THE SPECIALIZATION STAGE:</b>	111	127	72	<b>400</b>	

<b>SPECIALIZATION STAGE</b>					
For police officers for combating economic crime, organized crime and crimes in border areas					
Training modules	Number of lessons				Evaluation
	Lectures	Practical exercises	Self-preparation and exam	total	
<b>MODULE III. COMBATING CRIME</b>					
<i>Part 1.</i> Basic information on operational work	45	45	16	106	Theoretical and practical examination
<i>Part 2.</i> Operational work aimed at combating economic crime	32	28	16	76	
<i>Part 3.</i> Combating organized crime	30	10	8	48	
<b><u>TOTAL FOR THE MODULE:</u></b>	107	73	40	230	
<b>MODULE IX. MAINTENANCE OF PUBLIC ORDER, SHOOTING, OPERATIONAL AND TACTICAL PREPARATION</b>					
1. Maintenance of public order	8		8	16	Exam
1. Shooting	2	22	8	32	Exam
2. Operational and tactical training	6	10	16	32	Exam
<b><u>TOTAL FOR THE MODULE:</u></b>	16	32	32	80	
Practical internship at the structural unit for which the contest was won				80	Evaluation of the internship
Shortlisting and selection procedure; oath under the Code of Ethics				10	
<b>TOTAL CHORARIUM FOR THE SPECIALIZATION STAGE:</b>	123	105	72	400	



<b>SPECIALIZATION STAGE</b>					
For police officers from the territorial police for patrol work, traffic control and control of hazardous substances					
Training modules	Number of lessons				Evaluation
	lectures	Practical exercises	Self-preparation and exam	Total	
<i>MODULE VIII. MAINTENANCE OF PUBLIC ORDER</i>					
<i>Part 1. Maintenance of public order</i>	40	40	16	96	Theoretical and practical exam
<i>Part 2. Traffic control</i>	30	30	16	76	
<i>Part 3. Migration control</i>	10	8	8	26	
<i>Part 4. Operational work for combating conventional crime</i>	10		8	18	
<u><i>TOTAL FOR THE MODULE:</i></u>	90	78	48	216	
<i>MODULE IX. Shooting, operational and tactical training</i>					
<i>Part 1. Shooting</i>	2	22	8	32	Exam
<i>Part 2. Operational and tactical training</i>	26	20	16	62	Exam
<u><i>TOTAL FOR THE MODULE:</i></u>	28	42	24	94	
Practical internship at the structural unit for which the contest was won				80	Evaluation of the internship
Shortlisting and selection procedure; oath under the Code of Ethics				10	
<b>TOTAL CHORARIUM FOR THE SPECIALIZATION STAGE:</b>	118	120	72	400	

SPECIALIZATION STAGE					
For police inspectors from the Border Police					
Training modules	Number of lessons				Evaluation
	Lectures	Practical exercise	Self preparation and exament	Total	
<i>MODULE VIII. Surveillance and control of the state border</i>					
<i>Part 1. Protection and control of the state border</i>	52	48	8	108	Theoretical and practical exam
<i>Part 2. Control of identity documents</i>	8	6	8	22	
<i>Part 3. Migration control</i>	10	8	8	26	
<i>Part 4. Cooperative system for management of the border police</i>	20	14	8	42	
<i>Part 5. Operational work for combating conventional crime</i>	10		8	18	
<i><u>TOTAL FOR THE MODULE:</u></i>	100	74	40	216	
<i>MODULE IX. Shooting and operational tactical training</i>					
<i>Part 1. Shooting</i>	2	22	8	32	Exam
<i>Part 2. Operational and tactical training</i>	26	20	16	62	Exam
<i><u>TOTAL FOR THE MODULE:</u></i>	28	42	24	94	
Practical internship at the structural unit for which the contest was won				80	Evaluation of the internship
Shortlisting and selection procedure; oath under the Code of Ethics				10	
TOTAL CHORARIUM FOR THE SPECIALIZATION STAGE:	138	108	74	400	

SPECIALIZATION STAGE					
For police inspectors dealing with juvenile delinquency					
Training modules	Number of lessons				Evaluation
	Lectures	Practical exercises	Self-prep and exam	Total	
<i>MODULE VIII. Countering delinquency among minors and juveniles</i>					
<i>Part 1. Maintenance of public order</i>	20	10	8	38	Theoretical and practical exam
<i>Part 2. Crime prevention</i>	6	4	8	18	
<i>Part 3. Prevention of delinquency among minors and juveniles</i>	20	16	8	44	
<i>Part 4. Police work at schools</i>	40	14	16	70	
<i>Part 5. Operational work for combating conventional crime</i>	40	20	16	76	
<b><u>TOTAL FOR THE MODULE:</u></b>	126	64	56	246	
<i>MODULE IX. SHOOTING AND OPERATIONAL TACTICAL WORK</i>					
<i>Part 1. Shooting</i>	2	22	8	32	Exam
<i>Part 2. Operational and tactical training</i>	6	10	16	32	Exam
<b><u>TOTAL FOR THE MODULE:</u></b>	8	32	24	64	
Practical internship at the structural unit for which the contest was won				80	Evaluation of the internship
Shortlisting and selection procedure; oath under the Code of Ethics				10	
<b>TOTAL CHORARIUM FOR THE SPECIALIZATION STAGE:</b>	134	96	80	400	

### **3. Interactive and Practical Training**

Interactive training based on the rules of adult education theory, aims at involving adults into the process of training. Both in police education and police training we implement the principle of working with groups of trainees, combined with follow-up discussions among the groups, case solving, role plays simulating typical police situations and analysis afterwards.

Internships, practical tasks and other forms of participation of trainees in police work are applied both in police education and police training. In the four-year bachelor curriculum there are a total of six internships, one month each, in police structures for protection of public order and combating crime. Besides, every year and on many occasions, cadets take part in investigation procedures. In the nine-month basic training there are two internships, two weeks each.

Forms of cooperation between the academy and the police structures aiming to improve professional education and training

The cooperation between the Academy and the police structures aiming to improve professional education and training is determined by an instruction issued by the Minister of the Interior. It determines the following forms of cooperation:

Participation of active police officers with great experience in the process of study. The list is annually updated and adopted by the Secretary General of the Ministry.

- Joint elaboration of study materials. Every year working groups are established where lecturers and practitioners participate who develops toolkits and materials for the purposes of teaching.

- Participation of lecturers in developing draft laws and by-laws. Lecturers from the Academy participate on a regular basis in working groups on updating existing legislation or creating new legislation.

- Ongoing exchange of information, analyses and data on specific cases aimed at updating the process of study.

- Practice in the field of applied science of lecturers from the Academy in the police services. Its duration is from 2 weeks to 1 month and its purpose is to keep the academic staff updated about the current problems of the police services.

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# POLICE EDUCATION IN THE REPUBLIC OF CROATIA

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### **Abstract**

Police Academy is the only institution in charge of police education in the Republic of Croatia since October 1994 when it took over affairs from the earlier Education Centre of the Ministry of Interior. The Police Academy conducts programs of basic police training, higher police education, professional development, vocational training and specialization for the needs of the Ministry of the Interior, as well as for the external users, delivers training of dog handlers and police dogs and conducts general affairs within its core activities. Since police reform represents an ongoing, constant process in all countries with developed democracy, the main goal that Ministry of Interior wishes to ensure is a provision of good quality services to citizens, based on a high level of professionalism and respect for universal values of human rights and freedoms. According to the Strategic plan of the Ministry regarding strengthening Human Resources Management, Education and Training, the Police Academy has been given a new role and tasks. The Police Academy should become leading institution in the Republic of Croatia in the field of expertise in security and combating against delinquency.

**Key Words:** Police education, police academy, vocational training



## **Hırvatistan Cumhuriyetinde Polis Eğitimi**

### **Özet**

Polis Akademisi 1994 yılından İçişleri Bakanlığı Eğitim Merkezinden eğitim görevini devraldığından bu güne Hırvatistan Cumhuriyetinde polis eğitiminden sorumlu tek kuruluştur.

Polis Akademisi temel ve yüksek polis eğitimi, profesyonel gelişim, meslek eğitimi ve İçişleri Bakanlığınca ihtiyaç duyulan konularda özel eğitim programları uygulamaktadır. Ayrıca genel konularda ve polis köpek eğiticileri yetiştirilmesi konularında eğitim vermektedir. Dünyada, özellikle demokrasisi gelişmiş ülkelerde içişleri bakanlıklarının isteği vatandaşlarına yüksek seviyede profesyonelliğe ve evrensel insan haklarına ve özgürlüklerine dayanan kaliteli hizmet sunmaktır. İçişleri Bakanlığının stratejik planında insan kaynakları yönetimin, polis eğitiminin güçlendirilmesi amacıyla Polis Akademisine yeni bir rol ve görev verilmiştir. Hırvat Cumhuriyetinde Polis Akademisi güvenlik hizmetlerinde ve suçla mücadelede lider konum üstlenen bir yer olmalıdır.

**Anahtar Kelimeler:** Polis eğitimi, Polis Akademisi, meslek eğitimi

## **Introduction**

The police role in a democratic society aims primarily to protect citizens and to be their public service, giving them a sense of security. Sense of mutual trust and good communication is essential. That faces police with great challenges, particularly in the areas of respecting and promoting human rights and freedoms. The challenge is even greater considering the fact that police can violate mentioned rights when performing police duties on a daily basis. Countering crime and its prevention isn't possible without the systematic and continuous education and training of the police. New skills and knowledge are necessary in order to meet these requirements. Vocational education and training are prerequisite for effective action and confrontation with increasingly sophisticated forms of crime. In doing so, the emphasis must always be on the rule of law and human rights in all police activities, ensuring transparency, impartiality and integrity of police work. Very important prerequisite for successful police operation is a good system of police education. This is the main task of the Police Academy.

### **1. Police Academy**

Police Academy was founded in October 1994 when amendments of the Law on Internal Affairs required that the earlier work of the Education Centre was taken over by the Police Academy and the Firefighter School. According to the Ministry organization from 1995 to 2000, the Police Academy functioned under the Department of Personnel, legal and educational affairs, and since May 2001, it was a part of Cabinet Minister.

Since July 2006 until now, it operates as organizational unit of the General Police Directorate. Police Academy delivers basic police training programs, programs of higher education, professional development, specialization and vocational training, training for dog handlers and police dogs, for the Ministry as well as for the external users, publishes necessary materials, and conducts general affairs in the course of its operational activities.

Academy is managed by the head. Thus, from its inception, it was the only institution in Croatia dealing with police education and this exclusivity gives it extra weight. Organizational units of the Police Academy are:

1. Department for Police Training
2. Police College
3. Department for Professional Development and Specialization

4. Police Dog Unit
5. Publishing Department
6. Police Museum

## **2. Review of the Current Situation in Police Education**

The role of police education and professional development is very significant, because it is a part of the developmental changes incorporated in all strategic documents of the Ministry, and a necessity according to the aspect of Croatian accession to the European Union as well as according to all the efforts to improve police force enforcement, which can't be achieved without high quality police education and training. Therefore, Police Academy is the driving force of all developmental changes. The Police Academy is engaged in police education, which includes three segments:

1. Basic police training at the Department for Police Training
2. Higher Education Programs at the Police College
3. Professional development, vocational training and specialization for all levels of professional qualification/educational background at the Department for Professional Development and Specialization and Police Dog Unit

### ***2.1. Basic Police Training***

The current model is implemented through the adult education program for the occupation of police officer (retraining), which began in 2003. This is basic and compulsory education program for all future police officers employed as uniformed police officers with secondary school education. Program of Education is conducted by the Department for Police Training under the Police Act, the Adult Education Act and the Act on Education in primary and secondary schools. Program content includes knowledge and skills needed to perform basic police duties. Since 1972, when it was operating as Secondary Police School, until 2002, 20 generations of officers attended secondary school in duration of four years. The model of police education was changed in 1994, so the next eight generations attended two-year program e.g. third and fourth

class. Another change occurred in 2003 (when Secondary Police School was closed under the article 30 of the Police Act) when Adult Education Program was implemented and performed to this day. In past five years 4673 trainees completed basic police training.

Enrolment conditions for candidates are:

- being not older than 24 years
- having four-year secondary school certificate
- being Croatian citizen
- completing regulated military service (for men)
- having mental, physical and health ability for the profession of a police officer (health ability established and confirmed by the Medical commission of the Ministry of the Interior)
- passing security clearance
- having driving license (category B) as an advantage

Enrolment procedure is carried out by the Legal Affairs and Human Resources Directorate of the Ministry of Interior in cooperation with the Police Academy. Selection of candidates is done by a commission appointed by the Minister. Main characteristics of current program are that attendants are male and female between 18 and 24 years old, and that the duration of the practical - theoretical education, conducted at the Police Academy, is nine months (twelve at the previous courses).

The advantages of such system of education are: established educational system, shorter duration compared to regular classes, seriousness of participants as well as flexibility and favorable ratio of invested funds and achieved results. Disadvantages, on the other hand, are prevailing social factors in the application procedure, when many candidates lose their acquired rights (if they were employed or involved in full - time education), as well as large number of participants (an average of about 1000), what requires a major organizational efforts related to housing and the recruitment of a sufficient number of lecturers.

At this time, there are 871 trainees (177 women) in the Adult education program for the occupation of police officer. Their classes began this year, at March 14, 2011. They have to sign an agreement on education with the Ministry. During education, they are provided with accommodation, food,

books, school supplies, sports equipment, and monthly cash compensation. The program of adult education is implemented on the full time basis and Department for Police Training is established as the boarding school with three residential houses. After successfully completing the education program, trainees are admitted in the service for an indefinite time in the Ministry of Interior, with the obligatory probationary period (internship) of twelve months. Afterwards they are given posts where need requires. Six months mentorship training program is a part of the internship program. Trainees who successfully complete their probationary period are required to pass the state exam in the period of six months completing of the probationary period, and to work in service for at least five years in accordance with the requirements of the Ministry of Interior.

## ***2.2. Higher Education***

Police College conducts two studies: professional undergraduate studies of criminal investigation (three years duration – 180 ECTS points)<sup>2</sup> and Specialist graduate studies of criminal investigation (two years duration – 120 ECTS points).

Competences to be acquired upon completion of the professional undergraduate studies of criminal investigation are knowledge and skills for independent performing of tasks related to security, detection, solving and prevention and combating crime and specific knowledge and skills acquired in specialization courses in the last year of studies. Upon completion of professional undergraduate studies of criminal investigation, the bachelor's degree in criminal investigation is awarded. Upon completion of professional undergraduate studies of criminal investigation, students can continue their education in the specialist graduate studies at the Police College or any other accredited specialist graduate studies of similar fields. Competences to be acquired upon completion of the specialist graduate studies of criminal investigation are knowledge and skills needed for specialization and ability for individual identifying problems and problem-solving. Upon completion of specialist graduate studies of criminal investigation, students gain the title Specialist in Criminal Investigation (spec.).

Criminal investigation students can become employees of the Ministry of Interior and other government bodies, with at least two years of work experience, and the approval of the superior officer if they passed the entrance exam. Continuation of education at the specialist graduate studies is possible

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2 European Credit Transfer System

for the Ministry employees and other government bodies employees, who have completed professional undergraduate studies of criminal investigation, have work experience of at least two years, the approval of the superior officer and who have passed the entrance exam. In 2010, there were 2172 students enrolled in all programs.

### ***2.2.1. Specialization, Professional Development and Vocational Training***

This area of police education has developed significantly over the past ten years, as a result of its own development efforts, increasing demand and needs of the practice, development tendencies in adult education in Croatia, and finally, various forms of international cooperation. It is comprised of specialized courses, professional development seminars delivered at the Ministry level for all lines of police work, additional training and police training at the level of police administrations and police stations, as well as various training programs for external users (humanitarian de-mining, customs service, military police, airport personnel, traffic wardens, etc.). All these activities are aligned with the adult education system in Croatia e.g. with postulates of lifelong learning as a fundamental determinant of adult education development in the world.

In the area of specialization, which has the longest tradition, series of specialist courses for the police are carried out (uniformed, traffic, intervention, for contact police officers and employees of the Police communication center, border and criminal police). Specialized courses provide necessary knowledge and license to work in one of the police specializations, and last from several days to six months, depending on the complexity of the tasks. Large number of courses within the concept of education and training conducted for border police officers in recent years should be mentioned, especially because it was the obligation of Republic of Croatia as a candidate country for the European Union membership. The border police course program is fully adapted with the Common Core Curriculum, a program that EU agency for border police (FRONTEX<sup>3</sup>) regulate to all the EU member states.

Emphasis is also placed on the specialization of police officers in the field of suppressing domestic violence. Thus, staff of the Police communications center who receive citizen calls, and specialized staff for preventing juvenile delinquency in every police administration, received their education through training courses and seminars conducted by the Department for Professional

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3 The European Agency for the Management of Operational Cooperation at the External Borders of the Member States of the European Union

Development and Specialization. The largest part of the training consists of workshops and practical training, which is conducted through preparation of different situations. Using role plays, participants are being placed in simulated situations, like intervention in case of domestic violence.

Visible improvement is also implementation of police officers hodograph procedure, when responding to domestic violence calls. Specific steps of action develop intervention, resulting with successful intervention based on the law and the rules of Protocol in case of domestic violence adopted by the Croatian Government. The above mentioned hodograph is a part of Standard operating procedure in the cases of domestic violence. Through implementation of these courses, cooperation between all relevant government bodies and other important stakeholders is being achieved to combat domestic violence, and thus the application of specific content includes experts from the State Attorney's Office, the High Misdemeanor Court, Social Welfare Centre and NGOs.

Professional development is an ongoing training of police officers with the objective of raising the level of knowledge and skills necessary to perform the job duties, and it is carried out through seminars, professional conferences, lectures, additional professional development and police training. Professional development is centralized, at the ministry level, in the form of seminars, and decentralized one, at the level of police administrations (obligatory professional development of police officers). Every year the number of required seminars is increasing, and this trend continues. Obligatory professional development of police officers is carried out through additional professional development and police training (in-service training).

Lecturers and trainers from Police administrations conduct additional professional development, receiving professional and pedagogical training from the Department for Professional Development and Specialization beforehand. This is a "Train-the-Trainers" concept or training system by using multipliers, an organizational model used by all the developed police forces of the world.

The program of additional professional development is organized in modules: new laws and bylaws relevant to police work, new forms of crime, police procedure with emphasis on special forms of treatment, social competence (communication skills, stress prevention and conflict resolution), practical exercise of police procedures, etc.

Vocational training is carried out through executive training programs, pedagogical training programs for teachers, mentors, trainers and multipliers, training programs in foreign languages, IT education and police driving school. Usually these courses last from several days to several months. Considering foreign language training, there is a model of intensive (students who are not performing the job during training) and gradual training (6 levels of training according to the CEF - Common European Framework System). Professional development for external users is carried out according to special legal regulations, based on contracts signed for its implementation. Users pay for the implementation of the program, so it is not an additional expense of the Ministry.

From all above mentioned, it is evident that this area of police training is very developed, in total there are more than 150 different programs of courses and seminars that are implemented each year in accordance with the Annual plan.

### **3. Police Education System Reform Strategy**

The program guidelines of the General Police Directorate for the period 2008-2011 include strategic development of the Police Academy. Police training improvement was repeatedly emphasized as one of the General Police Directorate priorities, which derives from the Reform Strategy of Human Resources Management System of the Ministry of Interior for the period 2009 to 2011. It provides 10 key points in the human resources management, wanted by the Ministry of Internal Affairs. These points include the establishment of management competencies as the main criteria of human resources management through the use of the system that will link management competencies and their development through lifelong learning as well as the adjustment of the mechanisms for the systematic prediction of training requirements, and development in the area of analysis and research (in) security and crime. Police Academy has been given new responsibilities and its core change is required.

This is particularly achieved through two objectives:

- a) education engineering strengthening
- b) Police Academy development as a leading place in Croatia in terms of expertise in the field of security and suppression against delinquency.



Therefore, the reform of police education at all levels is a necessity that arises not only from the strategic documents of the Ministry, but from the need of adjustment with the best practices of the European Union.

### ***3.1. Basic Police Training***

As past experience has shown, the model of two-year police school is considered to be best education model of future police officers. Participants younger than 16 or 17 years decide about their lifetime occupation and have the proper motivation for the choice of the police profession as a vocation. Besides motivation, young people at the age of 17 are still subjected to educational influence and can still develop some positive moral values. In addition, two-year education give much more space for the study of subjects of the profession and high quality police training.

Therefore, the Police Academy is in the final phase of preparations for the Police school re-establishment, through the third and fourth grade, which should be started in September 2011. For this purpose, series of activities were taken, so that Police school could implement the Program of vocational education for the profession of police officer, according to the Police Act, Act on Education in Primary and Secondary Schools and Act on Vocational Education.

Program includes knowledge and skills needed to perform police duties and, as such, is listed in the National Classification of Occupations. The objective of the Program of vocational education for the profession of police officer is to train students for independent, responsible and lawful performance of the basic tasks of a police officer, in accordance with the rules of professional policing and police ethics, respecting human rights and fundamental freedoms and the protection of other constitutionally protected rights. In accordance with the competencies and learning outcomes, the individual will be able to independently carry out police tasks and enforce police powers of:

1. Knowing and applying all laws and regulations necessary to carry out police duties.
2. Conducting misdemeanor treatment
3. Conducting criminal investigations according to the powers of uniformed police.
4. Monitoring and managing road traffic.

5. Using the MoI information system, communication means and all other technical means in the work of police officers.
6. Solving conflict situations.
7. Knowing and applying self-defense skills.
8. Useing means of force in a lawful, proper and safe manner.
9. Checking and establishing the identity of persons and objects.
10. Distinguishing and conducting examinations and searches (temporary seizure).
11. Giving out warnings and orders.
12. Conducting person apprehension.
13. Conducting person arrests.
14. Secureing the crime scene.
15. Provideing intervention.
16. Maintaining public order, ensure public gatherings.
17. Implementing measures of temporary restrictions on freedom of movement.

Police School education starts with third grade. The Police School may enroll a person who completed the second grade of high school or four-year vocational school and who meets all special requirements defined according to the Police Act. Police Academy was in charge of the enrolment procedure to the Secondary police school with implementation of appropriate classification procedure that would, like today, include the testing of health and motor skills, psychological testing as well as security clearance and grades.

Enrolment of candidates would be allowed for both sexes according to the needs, and that education would be conducted for the total number of 250 participants in the educational groups in accordance with the teaching standard as 25 students in every group. The program will be implemented in regular classes including 2194 teaching hours. The theoretical part of teaching will include 740 hours while there are 1453 hours of professional subjects. Integral training or standard operating police procedures training will take 224 hours. Students will attend Professional Practice of 120 hours, in police administrations after the third grade. The program will be completed with the production and presentation of final work in accordance with the provisions of the Regulations on the preparation of the final thesis defense.

## Teaching Curriculum for Police Officers

**Table 1:** Teaching Curriculum for Police Officers.

A. COMMON GENERAL PART				
SUBJECTS	Weekly and annually number of teaching hours			
	3 grade		4 grade	
	Weekly	Annually	Weekly	Annually
Croatian language	4	140	4	128
Foreign language	3	105	3	96
Mathematics	2	70	2	64
Psychology	2	70		
Informatics	2	70		0
Religious teaching/ Ethics	1	35	1	32
TOTAL A.	12	420	10	320
B. PROFESSIONAL SUBJECTS				
SUBJECTS	Weekly and annually number of teaching hours			
	3 grade		4 grade	
	Weekly	Annually	Weekly	Annually
History and organization of the police	1	35		
Constitutional law and human rights	1	35		
Criminal law	2	70		
Misdemeanor law	2	70		
Police law			2	64
Police powers	2	70		
Criminalistics	2	70	2	64
Police arms and shooting	2	70	4(3)	128 (96)
Sports and self-defense	4	140	4	128
Road traffic safety	2	70		
Psychology and communication studies			1	32
Information system of MoI			1	32
Police ethics			1	32
Police tactics			7	224
TOTAL B.	18	630	22	704
TOTAL A+B.	30	1050	32	1024
B 1 SCHOOL PRACTICE	40	120		

Due to better motivation, after graduation it is necessary to enable direct entry to the Police College as well as the choice of working posts for the best students. After graduation, all students should undergo compulsory physical examination before admission to employment. All participants would stay at the Police Academy for six more months and perform internship at the Zagreb Police Administration, which would contribute to the quality and balance of their traineeship. At the same time, Zagreb Police Administration would have increased number of officers at their disposal during this period.

### ***3.2. Higher Education Programs***

Considering the fact that the Police College in Zagreb is the institution of higher education of the Ministry of Interior of the Republic of Croatia, whose activities are regulated in accordance with the Law on Science and Higher Education and the Police Act, five key points of the higher police education management can be recognized:

1. Observe higher police education as comprehensive function which encompasses all measures and activities related to the police officer powers and duties of the Ministry.
2. Provide strategic and planned forecasting of higher education needs in the field of security.
3. Establish approach for determining competencies for workplace activities and learning outcomes in the process of education, as the main criteria for educational processes management at the Police College.
4. Promote the acquisition of common ethical values together with police forces from other Member States of the European Union: transparency, openness, efficiency, solidarity and responsibility.
5. Adjust higher police education mechanisms to requirements for systematic prediction and development in the area of analysis and research of safety and crime.

This defines five work guidelines, which are:

Guideline No.1: Meet the necessary requirements in academic year 2010/11 and accomplish re-accreditation of the program: graduate studies of criminal investigation and specialist graduate studies.

Guideline No.2: Reduce the difference between police duties and tasks in police practice and the content and methods of implementation programs in the education process (measure no.1 - determining learning outcomes of a particular subject, semester, at the end of the study; measure no.2 - establishing minimum common content in multiple subjects).

Guideline No.3: Providing minimum teaching structure for students, distance learning application, especially for part-time students, making digital collections.

Guideline No.4: Set criteria for achieving excellence in the field of higher police education.

Guideline No.5: In collaboration with the University of Zagreb, implement new academic courses in the field of security, in accordance with the changes that have occurred in higher education.

Now there is a suggestion of new university studies based on 3 +2 +3 system. The foundation of this system would be three-year undergraduate university studies of security. Furthermore, students would enroll in programs that would enable them to dedicate themselves to studying and researching issues related to forensics, organized crime and corruption (financial investigations, money laundering, seizure of crime proceeds) and security management. In addition, the subject of interest would be issues related to all forms of computer crime, and prevention and terrorism financing.

### ***3.3. Specialization, Professional Development and Training***

The main points of development for the period ahead in this area of police training are:

1. Further development and application of modern methods of practical education in police training with active cooperation and verification of the respective lines of work.

This primarily means the increasing proportion of situational teaching, simulation, problem-solving cases and other modern methods of adult education based on the principles of adult learning (using its prior knowledge and work and life experience). These maximally motivate participants for their involvement in solving tasks and situations during training, preparing them for effective solving of everyday, even the most complex, policing tasks.

Except teaching methods and forms of work, emphasis will be on developing materials for students who are faced with practical education, i.e. directions for operating procedures in some typical situations (standard operating procedures, workflow procedures, brief and practical guides to action, a collection of regulations available for daily use, etc.).

2. Customization of program with the development trends in adult education (National Qualifications Framework and other strategic documents), and also the implementation of the Action Plan for implementation of the Reform Strategy of Human Resources Management System of Ministry are required.

Programs of specialization, professional development and training are planned to be implemented in the form of modules, for which will be given ECVET<sup>4</sup> credit points. Acquisition of these points will enable career advancement for police officers, or the possibility of acquiring the title of *baccalaureus*. This new scoring system will enable the recognition of work experience and professional development and training for promotion and receiving police rank. Thus, this system is directly connected with the system of human resource management or system of police career development of every police officer, as well as the entire service.

3. Further emphasis on education in the field of human rights and combating all forms of discrimination.

In the area of specialization, professional development and training, Police Academy conducts courses and seminars that include modules related to the protection and promotion of human rights, as it follows:

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4 Credit system; of scoring system in the field of vocational adult education

**Table 2: Module on Hate Crimes**

	<b>Courses</b>	<b>Number of the courses</b>	<b>Number of the police officers</b>
2008.	Training course for border police officers	4	153
	Training course for crime technicians	2	38
	Training course for community police officers	1	53
	Training course for traffic police officers	1	50
	Seminar for specialized police officers for juveniles in criminal law protection of children and juveniles	1	28
2009.	Training course for community officers	2	50
	Training course for border police officers	5	166
	Training course for traffic police officers	1	30
	Training course for crime technicians	1	20
	Training course for police officers of Operational-Communication Centre of the police	2	50
2010.	Training course for border police officers	7	700
	Training course for crime technicians	1	20
	Training course for traffic police officers	2	50

**Table 3: Module on Cultural Differences of Inhabitants From Different Countries**

	<b>Courses</b>	<b>Number of the courses</b>	<b>Number of the police officers</b>
2008.	Training course for border police	4	153
2009.	Training course for community police officers	5	166
2010.	Training course for community police officers	7	700

**Table 4: Module on Suppression of Domestic Violence**

	<b>Courses</b>	<b>Number of the courses</b>	<b>Number of the police officers</b>
	Basic course for police officers - shift supervisors of control room in police stations in charge of domestic violence cases	2	53
	Specialist course for suppression of juvenile delinquency	1	35
2009.	Training course for police officers of Operational-Communication Centre of the police	2	50
	Basic course for police officers - shift supervisors of control room in police stations in charge of domestic violence cases	11	360
	Specialist course for suppression of juvenile delinquency	2	50
	Training course for police officers of Operational-Communication Centre of the police	2	50
2010.	Training course for community police officers	2	50



**Table 5: Module on Suppression of the Juvenile Delinquency**

	<b>Courses</b>	<b>Number of the courses</b>	<b>Number of the police officers</b>
2009.	Specialist course for suppression of juvenile delinquency	1	35
	Training course for police officers of Operational-Communication Centre of the police	2	50
	Specialist course for suppression of juvenile delinquency	2	50
2010.	Training course for police officers of Operational-Communication Centre of the police	2	50

**Module on Human Rights****Table 6:** Modules related to the protection and promotion of human rights.

	<b>Courses</b>	<b>Number of the course</b>	<b>Number of the police officers</b>
2008.	Training course for community police officers	1	53
2009.	Training course for community police officers	2	50
2010.	Training course for community police officers	2	52

**Conclusion**

In the past few years, the Republic of Croatia has initiated a large number of reforms in order to improve the rule and functioning of the state administration, as well as other preparations for the accession to the European Union. This process has been additionally intensified and accelerated by designing and implementing certain strategies as well as adoption of several important laws. The reform of the human resources management system of the Ministry of the Interior has found its place in the context of the overall state administration reorganization and improvement. This strategy should contribute to the success in all the relevant fields, including police training and education, providing the increase of efficiency and motivation of all the employees. The Police Academy as the only institution dealing with police training and education in the Republic of Croatia will take the leading role in the area of security and fight against delinquency.

At the same time, special attention has been given to the issues related to the protection and promotion of human rights. The Police Academy is directly involved in the National Program for Human Rights and Democratic Society Education. The main result will be designing of the Civic Education Curriculum in compulsory and optional education (primary schools, secondary schools and higher education system). That means that the area of human rights protection and promotion continues to be in the focus of police officers training and education and a very important part of all Police Academy training and education curricula. In this effort, the teachers and trainers closely cooperate with the representatives of NGOs and civil society, as is the case in the training and education of police officers for hate crime suppression (the activities have been coordinated with the representatives of LGBTIQ associations).

In order to be efficient in the fight against crime, the police must follow the changes in the society and be ahead of them. It is only achievable through permanent police officers training and education.

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# **BASIC POLICE TRAINING of KOSOVO**

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\* Kosovo Police Department

### **Abstract**

Kosovo is a new country separated from Yugoslavia in 1999 after intervention of allied forces of NATO. Interim UN administration has been established for peace and order. UN has taken the supervisory role in administration of Kosovo. UNMIK structured an international police force (UNMIK police) from all countries of the world to provide order and public security, protection of life, preservation of property and assets of citizens, freedom of movement, free movement of people and goods, as well as to respect and protect the human rights. Moreover, UN established a new local police force. Parallel to this, UN in cooperation with OSCE mission in Kosovo began preparations to establish a new Police Academy for training of a new Kosovo Police. Kosovo Police Academy has been training police cadets since 1999. Police cadets that are from different nationalities are trained under the same roof. This is a very valuable experience that can be role model for the other countries that have multicultural societies. Police officers who graduated from Kosovo Police Academy are serving successfully for the peace and order of Kosovo.

**Key Words:** Kosovo Police Academy, police training, basic training

## **Kosova Polisinin Temel Eğitimi**

### **Özet**

Kosova yeni bir ülkedir. Kosova 1999 yılında NATO müttefiklerin yapmış oldukları müdahaleden sonra Yugoslavya'dan ayrılmıştır. Barışın ve düzenin sağlanması için geçici BM idaresi kurulmuştur. BM Kosova'nın yönetiminde idareci rolü üstlenmiştir. Kosovadaki Birleşmiş Milletler Misyonu Kosovanın barışını ve düzenin sağlamak, mal ve can güvenliğini, serbest dolaşım hakkını sağlamak ve insan haklarını korumak için dünyanın değişik ülkelerinden gelen polislerle uluslar arası bir polis gücü kurmuştur. Bununla birlikte, BM Avrupa Güvenlik İşbirliği Teşkilatı (AGİT) le birlikte yerel bir polis teşkilatı ve aynı zamanda yeni Kosova polis kuvvetlerini yetiştirmek için polis akademisini kurmuştur. Kosova Polis Akademisi 1999 yılından bu yana polis adaylarını yetiştirmektedir. Farklı etnik kimliklere sahip olan polis adayları aynı çatı altında eğitim görmektedirler. Bu tecrübe çok uluslu diğer ülkeler için de örnek olabilecek çok kıymetli bir tecrübedir. Kosova Polis Akademisinden mezun olan polisler Kosova'nın huzuru ve düzeni için başarıyla görev yapmaktadırlar.

**Anahtar Kelimeler:** Kosova Polis Akademisi, polis eğitimi, temel eğitim

## **Introduction**

After intervention of allied forces of NATO over former SRJ in 1999 and forcing the Yugoslav forces to withdraw from Kosovo, Kosovo was brought under the protectorate of United Nations. In accordance with 1244 resolution United Nations took supervisory role in administration of Kosovo. All United Nations forces and NATO (KFOR) forces entered into Kosovo and United Nations Mission Interim in Kosovo (UNMIK) has been established at the same time. Security Council of the United Nations also took the responsibility to provide public order and maintain public security in Kosovo.

Supported with the 1244 resolution of UN and Military Technical Agreement known as Kumanova agreement, NATO troops also entered into Kosovo with a new label KFOR to provide order and public security in Kosovo. Meanwhile, UNMIK structured an international police force (UNMIK police) from different countries of the world, to provide order and public security, protection of life, preservation of property and assets of citizens, freedom of movement, free movement of people and goods, as well as to respect and protect the human rights. At the beginning KFOR troops and UNMIK police even in larger number were not able to guarantee public order and security without active participation of a local staff. For this reason, UNMIK, immediately, started to establishment of local Kosovo police forces. Parallel to this, UNMIK in cooperation with OSCE mission in Kosovo began preparations to establish a new Police Academy for training of a new Kosovo Police.



## **1. Kosovo Police Service**

### ***1.1. Establishment of the Kosovo Police Service School***

#### ***(Police Academy)***

The result of the 305 Decision of the Permanent Council of OSCE (1999), OSCE started the cooperation with UN to establish the new Kosovo Police force. On July 19, 1999 the mandate of the OSCE and UN exchanged the letters to show their agreement and distribute of the task that was about the reconstruction of Kosovo.

For the construction of Kosovo Police Force, OSCE took over the duty of recruitment and training in the new Academy of Kosovo Police Service (KPS) while UN took the responsibility to provide, develop and organize in service training in field, until that time when KPS would be ready to take responsibilities. At the beginning, International Civilian Police of the United Nations and new Kosovo Police would have worked together in the field.

Likewise, the purpose of OSCE was to create a fully organized and sustainable new Kosovo Police Service that could support and embrace all principles of democracy, establish a democratic policing in the community within the multiethnic society. There were lots of challenges to succeed building the new Kosovo Police Force because there were no determined plans and no clear procedures how this task would start.

Among the numerous problems, infrastructure played a significant role. Abandoned and destroyed former High School of Internal Affairs in Vushtrri was exchanged to the modern learning center for adults and it was fully equipped to be ready for training of a new Kosovo Police. At the same time, in response to the needs of a new organization and evolving police, infrastructure/building capacities were enlarged. There was one more very sensitive issue that Kosovo police forces should have been harmonized with the police officers from the different ethnic origins. With the consideration of the multi ethnic structure of Kosovo, at the beginning, basic training programs were designed in accordance with the needs of Kosovo.

In June of 1999, officially the starting of the application process of KPS was announced. This was the first step to establish the Kosovo Police. After reviewing application and examination process, the first list of candidates was compiled to establish professional police officers of the new Kosovo Police

at the end of August 1999. The first generation cadets of police school were selected from all different age groups, genders and ethnicities (Albanians, Serbs, Turks, Bosnians, Montenegrins, Roms etc). They all were integrated in KPS.

On September 6, 1999 the first basic training for the Kosovo Police began. Initially, basic training lasted six weeks (followed by training in fields). This short period of the training was accepted firstly because local police officers should have been deployed in the field as soon as possible. When it became clear that this time was too short to learn course content, the entire training at the academy was extended from six weeks to nine weeks and later again was extended from nine weeks to twelve weeks. After meeting the emergency phase based on a proper analysis on training needs arisen from the terrain, basic course of police was extended from twelve weeks to twenty weeks. After final review of Practical Training Program, duration of the training was extended from twenty weeks to twenty-two weeks.

Initially, international representatives were involved into the entire training process of the preparation of curricula, lectures and management of Kosovo Police Academy. The establishment process of the KPS can be categorized into three phases: emergent, transition and transfer phase. Emergency phase began in 1999 and continued approximately until at the end of 2002. Emergency phase was characterized with rapid trainings of the Kosovo Police and their deployment in terrain, where they would continue to field training with their international colleagues.

By the end of 2002, emergency phase had been completed and the transitional phase had begun. Until now 5,213 trained police officers had graduated from Kosovo Police Academy within the 22 generations. In this phase inclusion of the local instructors in learning process had began together with international colleague instructors. At this time, for example in the general course of police (basic training) there were almost 13 instructors of KPS and four legal local instructors that were working along with International Instructors.

Transitional phase was characterized by building of capacities of local staff. In January 2003, number of instructors of KPS was increased to 55 Police Instructors of KPS and 5 local legal instructors. Additionally, in 2003 more than 100 instructors of KPS were spread out as trainers in one of basic

field of Kosovo Police Service School. after the selection process all of the instructors had participated in 12- week certifying program of trainers.

In 2004, transitional phase had already begun. The number and diversity of the local staff was fluctuating time to time. At this time OSCE started seriously to be focused on eventual transfer of Kosovo Police Service School from International administration to local administration.

In 2004, Kosovo Police Service created the new Training Department that was in charge of training staff of KPS, as well as creating a proper model of training. Training Department had two (2) divisions. Those are Division of Administration and Division of Training. Division of Administration is responsible to support of all kinds of trainings such as basic training, advance and specialized trainings, management trainings, trainings in abroad. Additionally, Division of Administration is fully allowed to make cooperation with other local and international partner organizations on the related topics about the training of police officers. Division of Training is responsible all kinds of training activities in the school of Kosovo Police Service in Vushtrri. In 2005, transitional phase began its final year. During this year DEDP proposed the transformation of the police school that was being managed by OSCE in a public training center, named Kosovo Center for Public Security Education and Development (KCPSED)

In 2011, an evaluation process has been implemented for all given courses in KPSS. The results were useful for improvement of all given training curriculums. In addition, with the request of KPS, evaluating team of KPSS has successfully completed evaluation of security and quality of all 82 instructors of KPS in the Academy.

## **2. Recruitment and Selection Process**

The School of Kosovo Police Service (KPSS) was established in September 1999 with the aim of creation of a modern police force. In the beginning it was targeted that Kosovo Police Force would regain its self-confidence and respects of public that was destroyed by former police organization. Department of Police Education and Training had responsibility to develop and train a new and democratic Kosovo Police Service which would support law enforcement and respect human rights. In order to select the best police officers for the Kosovo police service, KPS determined several selection criteria.

## ***2.1. Selection Criteria***

All citizens have right to be a member of Kosovo police force when they have required criteria. Regardless of gender and ethnicity Albanians, Serbs, Turks, Bosnian, Montenegrin, Roms etc have right to attend Kosovo Police Force without any objections. In order to select right person for the Kosovo police, some basic requirements were created to apply to the Kosovo police Academy. Required criteria in the first official competition for applying Kosovo Police Officer are as following:

- a) Being resident of Kosovo;
- b) Being minimum of 21 years old
- c) Being physically healthy
- d) Being mentally healthy
- e) Having a clear background

### ***2.1.1. Examination process***

All selected candidates for attending basic training for police officers in the school of Kosovo Police Service in Vushtrri should pass following tests and process.

- a) Written test
- b) Physical skill test
- c) Oral interview
- d) Medical control
- e) Psychological test
- f) Background check

Only after the candidates fulfill the criteria for police officer of Kosovo and successfully pass tests with rules more than 70%, they may be selected for Cadet of police of Kosovo and may receive the invitation for attending of basic training for police officer in the School of Kosovo Police Service in Vushtrri.

### **3. Training program**

#### ***3.1. Basic Police Training***

Basic training curriculum for training of new Kosovo Police officers is designed to provide sufficient skills to the cadets and exercise Police duty. The curriculum has following courses:

General Knowledge of Police	104 hour
Human rights	25
Community policing	28
Investigations	127
Intelligence	28
Criminalistics/Forensics	25
Victimology	27
Police Operational Skills	104
Riots control	28
Training with Fire Guns	77
Physical educations	42
Traffic	70
Border police	29
Tests and administrative issues	37+16

The Module of General Police Knowledge includes 104 hour theoretical and practical courses. It contains knowledge (topics) about police activities in democracy, code of police ethics, code of behavior, principles and procedures of Kosovo Police, and other professional Police issues. The module of Human rights includes 25 hours theoretical issues and it contains knowledge (topics) about human rights and non-discrimination issues and etc.

The Module of Operational Skills includes 107 hours theoretical and practical courses and it contains knowledge (topics) about self defense and attack techniques, levels of reasonable, proportional and necessary legal force, using of spray (OC), stopping vehicles with high risk as well as physical preparedness of the future police officers etc. Training module with fire arms includes 77 hours theoretical and practical courses, and contains topics about levels of using force mainly using arms, controlling situations in which arms are used and training in the polygon of shooting etc.

Module of training in traffic includes 70 hours theoretical and practical courses and it contains knowledge (topics) from law on road traffic, securing and control of traffic, using of means and equipments of traffic etc.

### **3.1.1. Tests**

Evaluations of achievements are being measured by the some kinds of tests. These test measure both process and results. During learning process following tests are used:

- a) Qualifying test
- b) Weekly test ( Probationary test )
- c) Monthly test
- d) Middle test
- e) Final test

Each of the tests mentioned above is implemented on each training module. Written tests are prepared by the experts to measure academic achievements. Number of questions in the test depends on the aims of the test.

**Qualifying test** – This test has to deal with evaluation of physical skills of the candidate. Evaluations criteria of this test are created by experts and these criteria are created in respecting gender and age of the candidates. Candidates are tested in some disciplines that measure sustainability and readiness of the candidate. Qualifying test contains:

- a) Blip test

- b) Push ups
- c) Abdominal flexion

The candidate who does not achieve the minimal criteria of these tests is given two additional training weeks. If the cadets do not pass the tests at the end of the additional two weeks, he loses the right to attend the basic training of Police.

**Weekly test (Probation test)** - After completing of group topics that includes in weekly plan, each candidate is subject to a weekly test. The aim of this test is to test the academic achievement of the candidate during the previous weeks. The test is composed of twenty questions from the material of elaborated topics from the previous weeks. As it was mentioned above, this test has no other purpose except to measure the academic improvement of the candidate.

**Monthly test** - After completion of monthly plan of learning (lecturing), each candidate is subject of a monthly test. The purpose of monthly test is to measure the academic achievement of the candidate for the previous months. The test is composed of forty five (45) questions from the material of elaborated topics of the previous months. The candidate, who does not achieve the result of more than 70%, has the right of retesting. If a candidate in retesting does not succeed the required result, the candidate loses the right of further continuing to basic police training.

**Middle test** - After completion of the half of learning plan (lecturing) of basic training of police, each candidate is subject of the middle test. The purpose of the middle test is to test the academic achievement of the candidate after the half of learning plan lecturing of the basic training of Police. The test is composed of forty-five (45) questions from the material of elaborating topics from the previous months. The candidate, who does not achieve the result of more than 70%, has the right of retesting. If a candidate in retesting does not succeed the required result, the candidate loses the right of further continuing to basic police training.

**Final test** - After completion of learning plan (lecturing) of the basic police training, each candidate is subject of final test. The aim of the final test is to test the academic achievement of the candidate during basic police training. The test is composed of seventy-five (75) questions from the material of elaborated topics from the curriculum of basic police training. Candidate,

who does not achieve the result of more than 70%, has the right of retesting. If a candidate in retesting does not succeed the required result, the candidate loses the right to be promoted as a probe police officer. It is worth mentioning that the passing in trainings with fire arms is over 70%.

### ***3.1.1.1 Instructors***

One of the aims of OSCE was to increase the number and the training capacities of local instructors who would work independently at the Kosovo Police Academy and in the future. Selected candidates who pass the exams initially attend to the seven-week training that is divided in to the two parts. First part is theory part and second part is practical part. At the end of theoretical part each candidate is subject of evaluation test and all the candidates who successfully complete this test are subject of practical part of the training which lasts five (5) weeks. Candidates, who do not pass the test, have the right of retesting and if they do not get good results, they do not have the right to continue with practical part. During practical part of the training for instructors, the candidates are appointed in one of the classes of the basic course of Police, together with experienced instructors for five weeks. They gain practical experiences during lecturing under monitoring of experienced instructors. While attending of the practical part, the candidate is subject of evaluations (testing). Initially, he is tested by the responsible instructors who train him during these five weeks. Then he is tested by the chief of the section for basic police training and at the end of practical part of the training, the candidate is evaluated in practical performance by the commission established by section for development of instructors. Candidates who successfully pass the evaluation of practical presentation have rights to show performance as an instructor for basic training of Police for three next years.

### ***3.1.1.1.1. Advanced and Specialized Trainings***

Advanced and specialized trainings are designed to increase knowledge of police officers. Police officers who have successfully completed these trainings may be assigned into the units where more advanced and specialized knowledge is required. Training Department of Kosovo Police through Directorate of Specialized trainings which acts within Kosovo Academy for Public Safety provides advanced and specialized trainings as following fields.



- a) Investigations
- b) Forensics
- c) Trainings for Border Police
- d) Traffic
- e) Specialized Units

Each course, depending on the duration of course, contents at least two (2) or three (3) test. At the beginning of course, candidates are subject of probing test, which aims the level of knowledge of candidate before the course starts, and to follow its improvement during the course on the occasion of being subject of the middle test and final test. The candidate who does not achieve results in the test with more than 70% has the right to attend retesting. If in retesting he does not show the expected result, the candidate is not certified. Training Department organizes more than 90 different trainings which are held in Kosovo Academy for Public Safety (KAPS) in Vushtrri.

Kosovo Police also has a very good cooperation about the training issues with other local and international agencies. UN and OSCE give very valuable support to improve Kosovo Police' training needs and to increase the quality of staff through the advanced and specialized courses.

#### ***3.1.1.1.1. Management and Leadership Trainings***

Management and Leadership Trainings are designed to increase skills of police officers who have ranks. Ranked police officers from all divisions may attend Courses of Management and leadership. At the end of these courses, candidates are evaluated through presentations of the duties that are previously assigned.

Management and Leadership Trainings are composed for six (6) weeks. Police Sergeants, officers of the first line supervision, can attend to the management and leadership courses. The courses include the most necessary topics for this level of supervision. At the end of this training, each of the candidates is evaluated by the evaluation board; through the presentation of

the working case that is appointed preliminary and has enough time to prepare the presentation.

**Middle management:** The training is planned to be attended by all officers of the middle level of management (Lieutenant and Captain) who preliminary have completed the course of the first supervision line management. The course lasts eight (8) weeks and includes the most necessary topics for this level of supervision. At the end of this training each of the candidates is evaluated by the evaluation board, through the presentation of the working case that is appointed preliminary and has enough time to prepare the presentation.

**High management:** The training is planned to be attended by all officers of the high level of management (Police Major and higher) who have completed preliminarily the course of the first line management and the course of the middle line management. The course lasts four (4) weeks and includes the most necessary topics for this level of management. At the end of training each of the candidates is evaluated by the evaluation board, through the presentation of the working case that preliminary is appointed and has enough time to prepare the presentation.

Unit for Development of Management and Leadership provides and organizes also other trainings and necessary seminars to increase knowledge and skills of participants of all agencies for public safety.

#### **4. Field Training (FT)**

The purpose of this practical Program for police is to create procedures and instructions for training of the newly graduated KP officers in the KAPS. All candidates have to be subject of the program of field training, who performs the basic course for police. The aim of the Training and Evaluation Program is to facilitate the passage of candidates at the school environment of theoretical into practical one, where the direct application of skills is needed during the performance of duties, including six wide fields of activity: Patrol, Investigation, arrest, intervention or disputes, Communication and duties of Police station.

#### **4.1. Duration and Content of Field Training**

Probe officer should complete periods of the training on time as listed as following. In order to complete the phase each trainee should have 19-week training. The trainee who finishes the first phase can pass to the second phase. Second phase training is designed from 20 to 52 weeks. The third phase is between first and second years. All three phases are totally 126 weeks (two years). Practical Trainings contains all necessary documents and information for the First, Second and third phase of the practical police training.

a) Basic police training - KAPS 22 Weeks

b) Phase 1            1-19            Weeks

c) Phase 2            20-52            Weeks

d) Phase 3            1-2            Years

Total                    126            Weeks

**Phase I** - This phase lasts 19 weeks and begins from coming of probe officer to the Station. Usually, a combination of classes and patrolling training are being given through first four weeks. Then training continues only with patrolling training.

**Phase II** - This phase lasts 32 weeks consists of patrolling training where POITP (Police officer of Initial Training in Practice). Trainees only observe the police officer while acting in patrol and station. If the police officer is not able to pass the second phase, the supervisor of the administration of the station, with the approval of the commander of the station compiles a letter to the Director of Personnel, and officer leaves training immediately.

**Phase III** - This phase lasts 52 weeks and in general the police officer performs as an independent patrol officer. During the third phase trainee cannot be reappointed in any other specialized unit out of the station. In order to be notified with different aspects of police works in the station where trainees are appointed, they may stay in short periods within different specialized units such as: Unit for communication with citizens and unit of investigation. If the police officer does not pass the third phase of training field, the supervisor of the administration of the station is authorized to make a request for removal of police officer.

During the practical work of the police officer, the instructor of exercises keeps PDF (Professional Development File) in the Field (IEF) for each candidate. PDF is a written document that offers a structure and procedure for development, recording what actually a probe police officer does and how he does it. PDF serves to follow the development of probe police officer from the side of IUT.

### **5. *Re-certification***

The aim of re-certification is that every police officer of Kosovo Police should be notified with necessary information to perform their duties safely and efficiently, as well as they must be notified with new and proper information related to implementation of law in the certain field. Each police officer of Kosovo Police must attend to re-certification program in every ten (10) to fourteen (14) months periods.

Re-certification includes fire arms, renewal of the awareness on self confidence, repeating and notifying with new agility operational techniques, first aid, good behavior of police officer and updated legal information.

If the candidate fails to achieve the desired results in re-certification, he has right to get two other opportunities to succeed re-certification. Other failure in successfully performing the re-certification must result in administrative measures against the police officer, which may include dismissing from work for not performing the duty or because of inability to fulfill proper functional requirements of the duty in the police organization.

Every police officer who fails to fulfill the minimal standards on fire arms must give back his gun to the instructor of guns until the time when he/she passes successfully the training of re-certification. The unsuccessful police officer must be appointed in the administrative duties. Fire arms re-certification programs should have be passed after the three (3) times. Unsuccessful officers are given the notification on non-disciplinary mandatory additional training. The failure of performing the additional training may result in administrative measures, a measure which may include the administrative excluding from work.

In order to fulfill the requirements for procedures of police each police officer should attend the re-certification programs after every ten (10) and

fourteen (14) months respectively. Re-certification training is decentralized training and is left in the responsibility of regional police directorates. Regional Police Directorates also plan and organize at least 40 hour training lessons for each police officer after approval of Training Division. The whole process is monitored and supervised by Training Division.

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# **MAKING COUNTRY SAFER THROUGH TRAINING: POLICE TRAINING IN TURKEY**

**Kübra GÜLTEKİN \***

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### **Abstract**

Police training system in Turkey has a complex structure. Turkish National Police has different training systems for unranked police officers and ranked police supervisors and administrators. These two different groups of staff are trained in different schools and undergo different application and selection processes. Police constables mainly are trained in two institutions: Police Vocational Schools of Higher Education (PMYOs) and Police Training Centers (POMEMs). PMYOs accept high school graduates and associate degree holders after a number of exams and a complex selection process. It trains cadet for two years. POMEMs accept college graduates and applicants must be successful in oral and physical exams. The institution trains cadets for six months. Police supervisors and administrators are trained in Faculty of Security Sciences (GBF) and Sergeant Training Programs (KYKs) for basic supervisory and administrative trainings. GBF is a four-year college. Graduates of GBF start to work as sergeant and promote depending on year-served and work-performance as well as success in promotion exams. Cadets in KYKs are police officers who have been serving at least for six years and passed written and oral exams. The program is nine-month long and graduates become sergeants. In-service and specialization trainings are given by many department. The Department of Education plans, organizes, and provides most of the in-service trainings. However, there are other institutions provide many national and international in-service and specialization trainings.

**KeyWords:** Turkish National Police, Police Vocational Schools of Higher Education, Police Training Centers, Faculty of Security Sciences, Institute of Security Sciences



## **Eğitimle Ülkeyi Daha Güvenli Yapmak: Türkiye’de Polis Eğitimi**

### **Özet**

Türkiye’de polis eğitiminin kompleks bir yapıda olduğu görülmektedir. Türk Polis Teşkilatı, rütbeli polis amirleri ve rütbesiz polis memurlarına ayrı ayrı eğitimler vermektedir. Bu iki grup çalışan farklı okullarda yetiştirilmekte, farklı başvuru ve seçme yollarından geçmektedirler. Polis memurları Polis Meslek Yüksek Okulları (PMYO) ve Polis Eğitim Merkezleri (POMEM) gibi iki farklı kurumda eğitilmektedirler. PMYolar karmaşık bir sınav sistemi sonrası seçtikleri lise ve ön lisans mezunlarına iki yıllık bir eğitim vermekte ve polis memuru olarak mezun etmektedir. POMEMler ise lisans mezunlarını sınavla almakta ve verilen altı aylık bir eğitim sonrası polis memurları olarak mezun etmektedir. Polis amirleri ise Güvenlik Bilimleri Fakültesi (GBF) ve Komiser Yardımcılığı Kursları (KYK)’nda eğitim görmektedir. GBF dört yıllık lisans eğitimi veren bir üniversiteye denk bir kurumdur ve mezunlar mesleğe komiser yardımcısı olarak başlamaktadır. Bu mezunlar çalıştıkları yıl, iş performansları ve rütbe terfi sınavlarında aldıkları puanlara göre terfi etmektedirler. KYKlar ise en az altı yıl polis memuru olarak çalışanlar arasından sınavla seçilen adayları kabul etmekte, onları dokuz ay sonra komiser yardımcısı olarak mezun etmektedir. KYK mezunları da çalıştıkları yıl, iş performansları ve rütbe terfi sınavlarında aldıkları puanlara göre terfi etmektedirler. Türk Polis Teşkilatında hizmet içi ve uzmanlık eğitimleri veren birçok bölüm bulunmaktadır. Bu eğitimlerin çoğu Eğitim Daire Başkanlığınca planlanmakta, organize edilmekte ve sunulmaktadır. Bununla birlikte gerek ulusal ölçekte gerekse uluslararası ölçekte hizmet içi ve uzmanlık eğitimi veren başka birimler de bulunmaktadır.

**Anahtar Kelimeler:** Türk Polis Teşkilatı, Polis Meslek Yüksek Okulları, Polis Eğitim Merkezleri, Güvenlik Bilimleri Fakültesi, Güvenlik Bilimleri Enstitüsü

## **Introduction**

Turkish National Police was established in 1845 in İstanbul (Alyot, 2008: EGM, 2001). It works in cities and nearby areas, leaving rural areas to the gendarmerie. Turkish National Police today is responsible for the urban areas where almost eighty percent of the entire population of the country lives. That is the reason, policing services in Turkey has been stressed over decades. The importance of security services has been even increased with the rapid industrialization and development of the country. Turkish National Police, therefore, put an emphasis on effective training of its staff. Today, there are various training institutions in Turkish National Police to provide basic, in-service, and specialization trainings. As Semiz and Gökçe (1999) stress, the changes in expectations of public about security and expectations from the police as well as increase in democratic values mandate the police be trained constantly. Turkish National Police, accordingly, invest in training of its staff to meet the expectations of people.

Turkish National Police has undergone a major policy changes in police training in recent decades. As the world changing, the worlds of crime and criminals are changing. Turkish National Police, to provide effective policing service in modern and global world aims to provide constantly updated and contemporary training for its personnel and cadets (Kaptı and Gültekin, 2012). This study aims to stress a general picture of basic and in-service trainings in Turkish National Police.

Turkish National Police has around 250000 personnel (Alaç and Balcı, 2012). Training of police personnel in Turkey has a complex structure. However, different types of trainings for different types of police personnel require such a complex structure to effectively train the personnel. Training of personnel in TNP can be categorized into two main categories: basic trainings and in-service trainings.

Basic trainings are mainly trainings for cadets provided by basic training institutions before starting the actual policing services in Turkish National Police. Turkish National Police mainly provides two types of basic trainings: trainings for police supervisors and administrators and trainings for police constables. Two different types of basic training are needed since Turkish National Police mainly have two types of personnel: police constables and police supervisors and administrators. Police constables do not have any rank whereas police administrators use different ranks depending on the year they served and their prior vocational performance.

Basic trainings are provided mostly by institutions established for basic trainings whereas in-service trainings are provided mostly by different departments of Turkish National Police. This training structure of TNP has its own advantages with respect to some disadvantages. Since the tasks of basic training institutions is to focus on and constantly-develop basic training programs for the organization, it enables these organization to be specialized in their own area of training. This enables these organizations to provide effective programs for the cadets and the organization. In addition, the specialization in different realms lead these institutions develop their trainings according to the needs of the organization and the needs of the time. Specialization by different institutions, however, may sometimes cause collaboration and coordination problems among these instructions.

This study aims to discuss a general picture of trainings in Turkish National Police (TNP). To do so, training levels in TNP will be stated. Accordingly, how unranked police constables are trained will be mentioned. In addition, the basic trainings of future police supervisors and administrators will be covered. In-service trainings also will be discussed. In addition, training institutions will be stressed. Turkish National Police Academy and The Department of Education of TNP and their contributions and role in police training will be mentioned.

There are mainly three levels of training discussed in this book: basic trainings of police constables, basic trainings of police supervisors and administrators, and in-service and specialization trainings. These three levels of training are provided by various institutions. Many actors are involved in the process. In this section of the study, these training levels and actors involve in the training process in TNP will be discussed.

### **1. Basic Training of Police Constables**

Majority of the TNP personnel consists of unranked police constables. These statistics show the importance of trainings of police officers because without effective training structure for police constables, TNP would have experienced difficulties in fighting crime and criminals as well as serving public effectively as the age of democracy requires in developed counties.

There are mainly two ways to a police constable: to be a high school graduate and to be a four-year college graduate. Police cadets who are graduates of high school are associate-degree level institutions are trained in Police

Vocational Schools of Higher Education while four-year college graduate police cadets are trained through Police Training Centers. To understand the differences between these two different training institutions a closer look is needed.

### ***1.1. Police Vocational Schools of Higher Education***

Police Vocational Schools of Higher Education (PMYOs) are established under Turkish National Police Academy. There are currently 27 PMYOs all across the country with varying number of students. PMYOs provide two-year training for police cadets. Indeed, trainings periods was not two-year time before 2001. The time was changing from 6 months to 9 months. However, a major policy change in procedures of police training occurred in 2001. TNP aimed to have a more capable force to adjust the changes in the world of crime and criminals and needs of citizen in the age of democracy.

PMYOs accept students who are graduates of high schools and associate degree holders. To enroll to PMYOs students must enter the National University Exam, the exam every high school graduate must take to be a college student, and must take a certain score decided by Turkish National Police Academy. The applicants who take minimum required score from the exam can apply to PMYOs to be a cadet. There are two more steps to be a PMYO student: oral exam and written exam. There are four different elements in oral exam: health, physical competency, occupational psychological competency, and one-to-one interviewing. To be successful in the oral exam part, cadets must be successful on all four phases of the exam. If a cadet fails any of these phases, he/she cannot continue to take other exams and fails to be a police cadet. Applicants who are successful in all phases of oral exam can take the written exam. The most successful applicants in written exam are accepted to PMYOs. The number of cadets accepted every year decided by the government. For example, 7770 applicants are accepted to PMYOs in 2012 and most successful 7770 students in written exam are considered as successful to be a police cadet.

PMYOs are boarding schools and expenses are paid by the government. When a cadet is successful to be accepted by PMYOs, he/she has health insurance by government. Courses and all other trainings are provided free by PMYOs. Food and clothing are also provided by PMYOs and students should pay for nothing in the school. However, cadets are not given salary but receive a small amount of pocket-money from the government.

Training personnel in PMYOs are assigned by the collaboration of the Turkish National Police Academy and the Department of Personnel of TNP. The trainers are mostly selected among the personnel of TNP. Nevertheless, sometimes some experts depending of their area of expertise and experience from civilian universities can be assigned to train cadets. Put differently, the training staff in any given PMYO consists of civilian experts and scholars and police personnel.

The courses in PMYOs are provided semester-based. In a year there are two semesters: Fall and Spring terms. In each semester cadets take courses with credits and when they have enough credits they can continue with the next term and courses. There are four terms during two-year period of PMYOs. Students take eleven courses in each term (GEAR, 2011). (The courses provided to students of PMYOs in each term are shown in Table 1, Table 2, Table 3, and Table 4.) Curriculum and books of these courses are prepared by the field experts and scholars of Turkish National Police Academy and delivered to each PMYO.

At the end of first year (after second semester), cadets take field training in actual policing units to reinforce the theoretical understanding with practical applications of daily policing services. In these practical field trainings, cadets are expected to show their understanding of policing and use that as practical skills. These field trainings are provided in different provinces of the country. After taking all courses in third and fourth semesters, successful students are assigned to different policing units across the country as police constables.

**Table 1. Courses of PMYOs 1st Class Fall Term (1st Semester)**

No	Course	Hours	Credits
1	Introduction to Policing	2	2
2	Criminal Law	3	3
3	Introduction to Law	2	3
4	Firearms	3	4
5	Police Defense Tactics	4	4
6	Physical Training	2	2
7	Discipline Law	2	3
8	Computer	2	3
9	Ataturk Principles and Revolution History	2	2
10	Turkish Literature	2	2
11	State Structure and Features	2	2
<b>Total</b>		<b>26</b>	<b>30</b>

**Table 2. Courses of PMYOs 1st Class Spring Term (2nd Semester)**

No	Course	Hours	Credits
1	Police Duties and Authorizations	3	3
2	Criminal Procedure Law	3	3
3	Vocational Clerical Skills	2	2
4	Firearms and Shooting	3	5
5	Police Defense Tactics	4	5
6	Physical Training	2	2
7	Preventive Policing	2	3
8	English Language	2	3
9	Ataturk Principles and Revolution History	2	2
10	Turkish Literature	2	2
11	Mentorship Services	1	0
<b>Total</b>		<b>26</b>	<b>30</b>

**Table 3. Courses of PMYOs 2nd Class Fall Term (3rd Semester)**

No	Course	Hours	Credits
1	Human Rights	2	3
2	Behavioral Sciences	2	3
3	Crime Scene Protection and Criminal Investigation	3	4
4	Firearms and Shooting	4	5
5	Police Defense Tactics	4	5
6	Physical Training	2	2
7	Judicial Investigation and Clerical Works	2	2
8	English Language	2	2
9	Essentials of Traffic Science	2	2
10	Occupational Practices	2	2
11	Mentorship Services	1	0
<b>Total</b>		<b>26</b>	<b>30</b>

**Table 4. Courses of PMYOs 2nd Class Spring Term (4th Semester)**

No	Course	Hours	Credits
1	State Security	2	3
2	Community Psychology	2	2
3	Public Relations and Communication	2	3
4	Firearms and Shooting	4	5
5	Police Defense Tactics	4	5
6	Physical Training	2	2
7	Computer and Clerical Skills	2	2
8	Vocational English Language	2	2
9	First Aid	2	2
10	Occupational Practices	2	2
11	Police Ethics	2	2
<b>Total</b>		<b>26</b>	<b>30</b>

Source: [www.pa.edu.tr](http://www.pa.edu.tr)

### ***1.2. Police Training Centers***

Police Training Centers (POMEMs) are new policy of Turkish Government to enable four-year college graduates to be police officers in TNP. The government made some changes in law in 2005 to open POMEMs for college graduates (Uz and Ekici, 2011). High school graduates and associate degree holders if they do not have bachelor degree cannot apply to POMEMs. There are twelve POMEMs all across the country as of 2012. Even though POMEMs train future police constables they are different from PMYOs in many aspects.

POMEMs are established under the Department of Education of TNP while PMYOs are under Turkish National Police Academy. The curriculums and courses are determined by the Department of Education. The personnel and training staff are assigned with the collaboration of the Department of Personnel of TNP and Department of Education. As in PMYOs, the training personnel of POMEMs composed of civilian experts and scholars and police practitioners. Trainers of POMEMs take “train the trainers” in-service training to effectively provide courses according to principles of adult-learning.

Cadets in POMEMs are given one-week orientation training prior to academic training. POMEMs provide six-month training. Six-month training is such a short time compared to PMYO and can be considered as “pre-service course” (Uz and Ekici, 2011). There are two terms in six months. Twelve courses are taught in each term (Courses taught in POMEMs in each term are shown in Table 5 and Table 6). Each term consists of twelve weeks. Even though there are theoretical courses and practical ones current curriculum of POMEMs seems more theoretical than practical (GEAR, 2011). The number of courses and content of the courses can be changed by the Department of Education based on needs. The department is currently working on a drastic curriculum change as of May 2012. Six-month training period can be increased by the Department of Education according the Law.

Only four-year college graduates can apply to POMEMs. Among them, ones who make minimum required score, determined by TNP, in the Government Personnel Selection Exam (KPSS) can apply to POMEMs. Once, enough score is taken, the applicants undergo an oral exam and physical exam. Speeches, physical appearances, communication skills are examined in oral exam. Physical exam aims to test the applicants’ physical competencies for policing. A combination of applicants score in KPSS, oral exam, and physical exam is decisive in selecting police cadets for POMEMs. Top scorers based on needed number of cadets are recruited for POMEMs.

**Table 5. Courses of POMEMs Fall Term (1st Semester)**

No	Course	Hours
1	Police Defense Tactics and Training	4
2	Firearms and Shooting Practice	5
3	Police Vocation Law	2
4	Vocational Clerical Methods	3
5	Preventive Policing Service	2
6	Criminal Law	2
7	Criminal Procedure Law	2
8	Discipline Law and Police Officers Rights	2
9	Social Psychology	2
10	State Security	1
11	Physical Training	2
12	Human Rights Practice	1
<b>Total</b>		<b>28</b>



**Table 6. Courses of POMEMs Spring Term (2nd Semester)**

No	Course	Hours
1	Police Defense Tactics and Training	4
2	Firearms and Shooting Practice	5
3	Police Vocation Law	2
4	Vocational Clerical Methods	2
5	Occupational Practices	6
6	Criminal Law	2
7	Criminal Procedure Law	2
8	Crime Scene Protection	1
9	Police Ethics	1
10	Traffic	1
11	Communication	1
12	Community Policing	1
<b>Total</b>		<b>28</b>

Source: [www.apem.pol.tr](http://www.apem.pol.tr)

POMEMs are also governmental-boarding schools. Cadets have health insurance from government and do not pay for food and lodging. Clothing and courses are also provided by the government for free. Student pays for nothing in the school but their own personal expenses. Government also pays pocket-money for the cadets. Cadets do not pay all these expenses back to government unless they quit the force before mandatory pre-determined-service-period. If cadets successfully complete courses, they are given one-week riot-policing tactics. Following graduation, they are assigned to different part of the country. Before starting to do policing services, they are given two-week field training by provinces police forces.

## **2. Basic Training of Police Supervisors and Administrators**

Polis supervisors and administrators must have knowledge of public administration and personnel management in addition to practical policing skills. Therefore, trainings of police supervisors and administrators are different from trainings of police constables. In other words, TNP trains its administrative level personnel different from street-level staff. There are a number of institutions who are responsible to train future police supervisors

and administrator. Faculty of Security Sciences, Sergeant Training Program, and Faculty and Higher Education Institutions Program are among these institutions. Supervisors and administrators lead an organization to the contemporary priorities and to the future by their visions and insights. TNP, that is the reason, put an emphasis on trainings of supervisors and administrators. This study, in this section, aims to discuss how TNP trains its supervisors and administrators.

### ***2.1. Faculty of Security Sciences***

Faculty of Security Sciences is known as Police Academy. Indeed, Police Academy is a bigger structure having Institute of Security Sciences, Faculty of Security Sciences (GBF) and Presidency of Research Centers. Police Academy has reached current structure mostly after policy changes in the 2000s. Before 2001, there was only Turkish National Police Academy and was training future police administrators and supervisors. It was only a bachelor's degree-providing-college with its own dynamics. However, with the governmental policy changes in 2001, Police Academy got bigger with different institutions. It has been depending on the priorities of Higher Education Council (YÖK), which regulates curriculums and credits among universities. Even though Turkish National Police decides on many academic issues about itself, it works in collaboration with YÖK.

Turkish National Police Academy was established under the name of "Police Institute" as a one-year training institution to train police administrators in 1937 (Karaman, 2006). One year training period was extended to two-year period in 1940 and extended to three-year training in 1962 (Alaç and Balcı, 2012; Karaman, 2006). In 1980, the training period in Turkish National Police Academy extended to four-year training. Police Institution was named as Police Academy with a new law in 1984.

Turkish National Police Academy has undergone a drastic policy and structural changes in 2001. With these changes, Police Academy became equivalent to other universities. The school that graduates police supervisors and administrators are named as Faculty of Security Sciences while Police Academy is used as the bigger structure including the faculty, the Institute of Security Sciences and the Presidency of research Centers. The faculty

(GBF) graduates supervisors and administrators with bachelor's degree. With the same policy changes, nine-month Police Schools became two-year Police Vocational Schools of Higher Education and established under Police Academy. Consequently, Police Academy became a bigger structure including 27 PMYOs and a faculty that trains police administrators.

Today, when people talk about Police Academy, they indeed mention about the Faculty of Security Sciences (GBF). GBF is a four-year college with an emphasis on administrative courses, policing courses and the law. Training personnel of GBF is mostly scholars and civilian and occupational experts. Since it is a college, GBF stresses on academic studies and research as well as developing new policies regarding security and public order. GBF publishes many books and reports on security issues including terrorism, immigration, crime prevention, human trafficking, organized crime, and so on. Many international, national and local conferences and workshops are also organized by GBF.

Student's sources of Faculty of Security Sciences are High Schools and Police High Schools. The graduates of Police High Schools are directly accepted to GBF without further exams. However, graduates of other High Schools must undergo some process and some exams prior to be accepted by GBF as a future police supervisor and administrator. High School graduates must meet the requirements of weight, height, health, crime record, and adequate score from the National University Exam. If oral and physical requirements are met, applicants take a written exam and most successful students, depending on the needs of TNP, are accepted to GBF every year.

GBF have international students as well. Since 1991, GBF accepts international students from 20 different countries across Asia, Europe, and Africa (Table 7). 712 international students graduated from GBF as of May 2012. Currently, 304 international students from 18 different countries have been enrolled classes in GBF. International students take same courses as their Turkish counterparts. However, the international students take preparation class before taking courses from the first class since they have to learn Turkish to take courses effectively. Those who are successful in learning Turkish are accepted to the GBF and can take courses with Turkish cadets.

**Table 7.** Countries of International Students Graduated from GBF since 1991

• AZERBAIJAN	• MOLDOVA
• KYRGYZSTAN	• MACEDONIA
• KAZAKHISTAN	• BOSNIA HERZEGOVINA
• T.R.N.C.	• AFGHANİSTAN
• ALBANIA	YEMEN
• TURKMENİSTAN	BELARUS
• PALESTINE	• UNITED ARAB EMIRATES
• GEORGIA	• KOSOVO
• MONGOLIA	• ETHIOPIA
• JORDAN	• SUDAN

GBF is also a participant of Erasmus program. The Police Academy obtained the European Union Erasmus University Charter in 2004. Within this framework, the Academy has signed bilateral cooperation agreements with the prominent universities in Europe. In accordance with the Lifelong Learning/Erasmus Program, students, faculty and staff exchange agreements were signed with 10 European countries. GBF also participates in Leonardo Da Vinci and Youth projects. It implements European Credit Transfer System. GBF is committed to strengthen the international ties with European Universities in order to realize the Bologna Process.

GBF provides different types of courses varying from public administration to criminal justice. Courses are provided in term-basis. There are two terms every academic year. Accordingly, students must take classes for eight semesters unless they fail to successfully complete courses (The courses taught in GBF in all semesters are shown in Table 8, Table 9, Table 10, Table 11, Table, 12, Table 13, Table 14, and Table 15). Successful and volunteer students can also pursue a bachelor's degree in public administration in addition to bachelor degree in criminal justice.

**Table 8. Courses of Security Sciences Faculty 1st Class Fall Semester**

No	Course	Hours	Credits
1	Introduction to Law	2	4
2	Introduction to Policing	2	3
3	Economics	2	3
4	Sociology	2	3
5	Research Methods	2	3
6	Constitutional Law I	2	4
7	Turkish Literature I	2	2
	Foreign Language I		
8	English Language I	2	2
	French Language I		
	German Language I		
9	Information Technologies	2	2
10	Firearms I	2	2
11	Physical Training I	2	1
12	Self Defense Tactics I	2	1
13	Mentorship Services	2	-
	<b>Total</b>	<b>26</b>	<b>30</b>

**Table 9. Courses of Security Sciences Faculty 1st Class Spring Semester**

No	Course	Hours	Credits
1	Constitutional Law II	2	4
2	Police Ethics	2	4
3	Crime Psychology	2	4
4	Traffic Law	2	4
5	Social Structure of Turkey	2	4
6	Ataturk Principles and Revolution History I	2	4
7	Turkish Literature II	2	2
	Foreign Language II		
8	English Language II	2	2
	French Language II		
	German Language II		
9	Essentials of Shooting Techniques I	2	2
10	Physical Training II	2	1
11	Self Defense Tactics II	2	1
12	Mentorship Services	2	-
	<b>Total</b>	<b>26</b>	<b>30</b>

**Table 10. Courses of Security Sciences Faculty 2nd Class Fall Semester**

No	Course	Hours	Credits
1	Police Vocation Law I	2	3
2	International Law	2	3
3	Public Administration	2	3
4	Criminology I	2	4
5	Traffic Management and Controlling	2	3
6	Criminal Law I	2	4
7	Political History	2	3
8	Ataturk Principles and Revolution History I	2	2
9	Foreign Language III	2	2
	English Language III		
	French Language III		
	German Language III		
10	Firearms II	2	1
11	Physical Training III	2	1
12	Self Defense Tactics III	2	1
13	Mentorship Services	2	-
<b>Total</b>		<b>26</b>	<b>30</b>

**Table 11. Courses of Security Sciences Faculty 2nd Class Spring Semester**

No	Course	Hours	Credits
1	Police Vocation Law II	2	3
2	Criminology II	2	3
3	International Relations	2	3
4	Human Resources Management	2	3
5	Criminal Law II	2	4
6	Civil Law	2	3
7	Turk Political Life	2	3
8	Social Psychology	2	3
9	Foreign Language IV	2	2
	English Language IV		
	French Language IV		
	German Language IV		
10	Essentials of Shooting Techniques II	2	1
11	Physical Training IV	2	1
12	Self Defense Tactics IV	2	1
13	Mentorship Services	2	-
<b>Total</b>		<b>26</b>	<b>30</b>

**Table 12. Courses of Security Sciences Faculty 3rd Class Fall Semester**

<b>No</b>	<b>Course</b>	<b>Hours</b>	<b>Credits</b>
1	Human Rights	2	4
2	Foreigner Law	2	3
3	Contemporary Political Movements	2	3
4	Police and Public Relations	2	3
5	Criminal Law III	2	4
6	Public Finance	2	3
7	Management Law	2	3
8	Optional Class I	2	2
9	Foreign Language V English Language V French Language V German Language V	2	2
10	Tactics and Operational Shooting Techniques I	2	1
11	Physical Training V	2	1
12	Police Defense Tactics I	2	1
13	Mentorship Services	2	-
<b>Total</b>		<b>26</b>	<b>30</b>

**Table 13. Courses of Security Sciences Faculty 3rd Class Spring Semester**

No	Course	Hours	Credits
1	Organized Crimes	2	3
2	Corruption and Financial Crimes	2	3
3	Preventive Policing	2	3
4	Vocational Clerical Methods	2	4
5	European Human Rights Law	2	3
6	European Union Law	2	3
7	Criminal Law IV	2	4
8	Optional Class II	2	2
9	Foreign Language VI	2	2
	English Language VI		
	French Language VI		
	German Language VI		
10	Tactics and Operational Shooting Techniques II	2	1
11	Physical Training VI	2	1
12	Police Defense Tactics II	2	1
13	Mentorship Services	2	-
<b>Total</b>		<b>26</b>	<b>30</b>



**Table 14. Courses of Security Sciences Faculty 4th Class Fall Semester**

No	Course	Hours	Credits
1	Criminal Procedure Law I	2	4
2	Crime Scene Investigation	2	3
3	Intelligence	2	3
4	Judicial Investigation Methods	2	4
5	Discipline Law	2	4
6	Managing Demonstrations	2	3
7	Optional Class I	2	2
8	Practical Policing	2	2
9	Vocational Foreign Language I	2	2
	Vocational English Language I		
	Vocational French Language I		
	Vocational German Language I		
10	Tactics and Operational Shooting Techniques III	2	1
11	Police Defense Tactics III	2	1
12	Physical Training VII	2	1
13	Graduation Dissertation	2	-
14	Mentorship Services	2	-
<b>Total</b>		<b>28</b>	<b>30</b>

**Table 15. Courses of Security Sciences Faculty 4th Class Fall Semester**

No	Course	Hours	Credits
1	Criminal Procedure Law II	2	4
2	Forensic Sciences	2	3
3	Practical Policing	2	4
4	Practical Behavioral Sciences	2	3
5	Terrorism	2	3
6	Police Administration	2	4
7	Optional Class II	2	2
8	Vocational Foreign Language II	2	2
	Vocational English Language II		
	Vocational French Language II		
	Vocational German Language II		
9	Tactics and Operational Shooting Techniques IV	2	1
10	Police Defense Tactics IV	2	1
11	Physical Training VIII	2	1
12	Graduation Dissertation	2	2
13	Mentorship Services	2	-
<b>Total</b>		<b>26</b>	<b>30</b>

Source: [www.pa.edu.tr](http://www.pa.edu.tr)

Cadets in GBF undergo field trainings in the summer holidays in pre-arranged police units across the country. Graduates of GBF start to work as police supervisors. The Department of Personnel of TNP makes vacant positions available before the graduation. Graduates, according to their

success, select their working place. International students are not hired by TNP. They go back to their own country to serve or some of them pursue graduate degrees at Institute of Security Sciences established Police Academy.

GBF, like PMYOs and POMEMs, is a governmental boarding school. Students do not pay for courses, lodging or food. They even do not pay anything for clothes and materials of courses. Many materials and budget are provided by the government for police cadets. International students also do not pay for anything. Government also provides some pocket-money for cadets to use for their own needs. Cadets do not earn salary or wage until they graduate and start real-life policing.

## ***2.2. Faculty and Higher Education Institutions***

TNP as other police organizations need technical and expert personnel in some fields. For example, some hi-tech and criminal laboratories personnel are needed. TNP meets its expert and technical personnel needs through Faculty and Higher Education Institutions (FYO). FYO is established under the Police Academy. It hires students from civilian universities in needed areas. Police High School Graduates if they can be accepted by desired departments in universities can be a student at FYO. FYO students are sponsored by the government and all tuitions and needs are provided. Not all applicants can be FYO students but the ones who meet health, physical appearances, crime record, oral exam and physical exam requirements. FYO students are assigned to needed police units when they graduate from universities.

## ***2.3. Sergeant Training Programs***

TNP trains its supervisors and administrators different from its constables. In other words, some cadets become ranked police officers while some graduate as unranked police officers. TNP applies a policy to provide opportunities for unranked police officers to be police supervisors and administrators. Subsequently, unranked police officers feel that there is always opportunity window to promote and become motivated to work better. TNP at the same time meets its supervisor and administrator needs. Police officers who are successful in a written exam are accepted Sergeant Training Programs (KYK). The program lasts nine months.

Not all police constables can apply for the program. There are some requirements to be met before applying. A police constable must have associate or bachelor's degree. He must work at least six years as a constable. He must have good performance evaluation at least last three years. The applicant must be successful in written and oral exam to be accepted by the program (GEAR, 2011).

KYK program is constructed as two terms. Courses are term-basis. Cadets are expected to be successful in all courses. Cadets also undergo a four-week field training between two terms. KYK functions under the Department of Education of TNP. All personnel, training staff, and budget are taken care of by the department. There are three programs all across the country as of 2012. This number can be changed depending on the needs and the number of cadets.

### ***3. In-Service and Specialization Trainings***

All organizations across the world seek to invest in their personnel to make them more motivated, educated, well-prepared, adapted-to-changes, ready for new tasks, improve in many aspects, and adjust-to-new technologies. That is the reason, in-service and specialization trainings are an indispensable element of contemporary organizations. TNP is no different. TNP aims to have well-educated, knowledgeable, and updated personnel since to fight crime and criminal and serving public in a democratic society needs, well-organized, wisely staffed, and new technologies- adapted organizations.

There are various kinds of in-service and specialization trainings. Some training is periodic and every personnel takes those trainings. Some in-service training is unit-specific and only some personnel are trained in these trainings. In addition, conferences, symposiums, panels, workshops are organized for personnel. TNP also has in-service trainings depending on ranks and year-served in the force (Alaç and Balcı, 2012).

There are a number of well-known institutions provide in-service and specialization trainings although all departments in TNP sometimes provide such trainings. Alaç and Balcı (2012) state these institutions. The Department of Education, the Directorate of Crime Research and Investigation Training and Human Resources (SASEM), Intelligence Academy (ISAK), Turkish Academy Against Drug and Organized Crime (TADOC), the Directorate of Criminal Investigation and Technical Analysis Training (KATEM) are among

these institutions. It must be noted that all departments and units of TNP give in-service training depending on needs.

### ***3.1. The Department of Education***

The department is indeed established to meet in-service training needs of TNP. Most of the in-service trainings particularly general ones are provided by the department. The department also organizes the trainings given by other institutions. Trainers of in-service and specialization training are trained by experts of the department. The department has a pool of experts and trainers. The department also organizes in-service training depending of the demands for the various departments. It also plans the needs of in-service trainings all across the country for TNP. The department also provides scholarship for some personnel to go abroad for in-service trainings as well as graduate degrees. The department in addition provides in-service and specialization trainings for countries those apply to the department for such trainings.

### ***3.2. The Directorate of Crime Research and Investigation Training and Human Resources***

The Directorate of Crime Research and Investigation Training and Human Resources (SASEM) aims to train TNP personnel to adopt changing world and characteristics of crime and criminals. The institution hires experienced and expert personnel as trainers. SASEM first analyses the needs of the organization particular areas and develops trainings based on those needs. As of 2012, the institution developed 32 new training programs for the organization (Alaç and Balcı, 2012). SASEM also trains foreign countries police organizations' personnel.

### ***3.3. Intelligence Academy***

Intelligence Academy (ISAK) is one of the oldest training institutions in the country. It functions since 1951. It trains not only the staff of TNP but also other countries' intelligence personnel. It has classes with three-language simultaneous translation. Trainers mostly are from the field as well as from academic world. ISAK has published 112 different books regarding intelligence (Alaç and Balcı, 2012).

### ***3.4. Academy against Drug and Organized Crime***

Turkish Academy against Drug and Organized Crime (TADOC) was established with the collaboration of TNP and United Nations Office of Drug and Crime (UNODC) in 2000. It not only trains local forces but international officers. It also provides trainings for other institutions in Turkey and all around the world. TADOC has trained trainees from 84 different countries as of May 2012. TADOC organized 334 international training programs and trained more than 4600 law enforcement officers from all across the world. TADOC has been functioning a global training institution more than a national training facility.

### ***3.5. Directorate of Criminal Investigation and Technical Analysis Training***

TNP has forensic laboratories to fight crime and to help crime investigations. The Directorate of Criminal Investigation and Technical Analysis Training (KATEM) aims to train personnel who works for the laboratories and who takes part in crime investigations. KATEM does not only train TNP personnel but also staff of Gendarmerie when needed. The institution also trains officers from other countries who have training agreements with Turkey.

## ***4. Institute of Security Sciences***

The Institute of Security Sciences (GBE) also provides in-service trainings particularly for management level personnel. Promotional trainings are coordinated and given by GBE (Cerrah, 2012). The institution indeed is a kind of graduate school of Turkish National Police Academy. It provides master and doctoral degrees. Currently, there are eight Master programs and two doctoral programs. GBE does not only accept personnel of TNP but also graduates of other four-year colleges. There are some pre-conditions to apply to GBE. The applicants also must undergo an oral exam. Successful applicants are accepted to GBE to pursue Master's and Doctoral degrees.

## **Conclusion**

Police training system in Turkey has a complex structure. Turkish National Police has different training systems for unranked police officers and ranked

police supervisors and administrators. These two different groups of staff are trained in different schools and undergo different application and selection processes. Their academic background and application requirements are different.

Police constables mainly are trained in two institutions: Police Vocational Schools of Higher Education (PMYOs) and Police Training Centers (POMEMs). PMYOs accept high school graduates and associate degree holders after a number of exams and a complex selection process. It trains cadets for two years in four terms in addition to field training given between the first and second year of training. POMEMs accept college graduates. Applicants must be successful in oral and physical exams as well as Government Personnel Selection Exam (KPSS). The institution trains cadets for six months in twelve-week two terms.

Police supervisors and administrators are trained in Faculty of Security Sciences (GBF) and Sergeant Training Programs (KYKs) for basic supervisory and administrative skills trainings. GBF is a four-year college and students have eight terms in four years in addition to field trainings. Graduates start to work as sergeant and promote depending on year-served and work-performance as well as success in promotion exams. Cadets in KYKs are police officers who are serving at least for six years and passed written and oral exams to be accepted by KYKs. The program is nine-month long and graduates become sergeant and promotes depending on year-served, work-performance, and success in promotion exams.

In-service and specialization trainings are given by many department in TNP (Gökçegöz, 2001). The department of Education plans, organizes, and provides most of the in-service trainings. However, the Directorate of Crime Research and Investigation Training and Human Resources (SASEM), Intelligence Academy (ISAK), Turkish Academy against Drug and Organized Crime (TADOC), and the Directorate of Criminal Investigation and Technical Analysis Training (KATEM) also provide many national and international in-service and specialization trainings.

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# **THE IMPORTANCE OF POLICE COOPERATION AND BALKAN COUNTRIES POLICE TRAINING CONFERENCE**

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### **The Importance of POLICE COOPERATION and BALKAN COUNTRIES POLICE TRAINING CONFERENCE**

Contemporary Issues in Police Training: The Practice in Balkan Countries has been an updated and an improved product of Balkan Countries Police Training Conference. The Conference was held in Nazilli, Aydın, Turkey on April 26-27, 2011 with the delegations consisting of practitioners and academicians from Balkan Countries. Totally, in seven different panels, 33 different studies in different areas about the police education were presented in the Conference.

The Conference was the first of its kind and every year it was decided to continue in an area of concentration in police training. The Second Balkan Countries Police Training Conference was held in Istanbul on 18-20 June 2012 with the subject of Practical Training. The attendees and presenters have shared best practices and learned from their experiences as it has happened in the First Conference. These are fruitful academic endeavors that result in getting to know each others, produce academic researches, articles, books, etc.

According to feedbacks from the First Conference and for the sake of thematic completeness of the Book, the articles were reviewed and updated. The Book is prepared in two parts. The first part includes articles of contemporary issues in different areas including selection, recruitment, basic and in-service training of the police. The second part includes selected country police training systems. In the first part of Contemporary Issues in Police Training, the articles conclude that police training programs should include trainings about human rights because police organizations are supposed to protect individual freedoms and human rights. In today's world, in addition, domestic violence is one of the critical issues threatening well-being of communities; therefore, trainings about domestic violence should be offered by police training institutions.

The subject of recruitment process in policing has been another critical issue. The articles underline the importance of setting psychological and physical tests for the police candidates. The psychological tests for police cadets should capture and examine whether they meet the psychological standards that policing require. On the other hand, physical tests should measure the physical competencies of candidates in the areas they will work. The minimum physical standards should be set up for all candidates

but additional requirements may be needed for special units such as SWAT teams, public order divisions, and traffic control units. All these tests should be designed and implemented objectively and professionally. In the panel, the participants underlined that police training institutions and organizations should have dynamic policies and provide opportunities for their employees to maintain their physical fitness after their training while they are actively pursuing their professional career.

Basic training programs of police have been a major part of the Book. Rapid social and technological developments throughout the twentieth century have changed the basic training of police (Green, 2007). Police training curriculums play crucial role putting into action the policies aiming to shape police officers in certain ways and they should provide the results intended. So, it is stressed that the design of curriculums should be handled in a manner that scientific curriculum development methodology is used. Training programs should be dynamic which would be continuously updated based on the needs and developments in the world. In addition, presenters suggested that contemporary teaching strategies should be adapted into police training to teach effectively. Especially, student centered approaches should be adopted through police training. Besides, scenario based training modules should be designed in order to transform theoretical knowledge into practice. The purpose of scenario based training is to teach a specific method of performing to a given artificial situation. These kinds of training programs prepare police officers to perform independently (Haberfeld, 2007).

The first aid training in basic police training programs is also an important component of basic police training, since police are the first responders to cases and they take care of victims until paramedics arrive into the scene. In the same way, field training programs should be designed in a way that police cadets would experience real policing implementation so that they can develop necessary skills. This means that training institutions and police departments should closely interact and cooperate to prepare police cadets for serving the people, enforcing the law, and maintaining the public order.

The importance of human resources is also a major concern which should be taken care of before the basic training begins. With respect to the political systems and laws of countries, personnel are the vital element of effective public service and law enforcement. Accordingly, police training must focus on training the police personnel with the skills for thinking strategically,

acting democratically and ethically. In this sense, communication skills of cadets must be improved. As important as the curriculums and quality of cadets, police trainers should be qualified and specifically educated and trained for police training which involves in certain practical field trainings and applications. Without qualified trainers it is very difficult to have qualified police personnel, if not impossible.

Overall, the Book points that police trainings should meet some standards so that all police personnel can better serve their respective communities in enforcing the law and providing other public services. The aim of police training is to make cadets develop and improve certain skills for effective policing services. Police administrators and trainers all across the Balkans and the World should share experience and information about how to make their police training better. Cooperation is vital to this end, and the experience of Turkish National Police Academy is that those kinds of conferences are the most effective starting points for beginning the exchange of experience and information. It is not secret to us that the reform in police organizations is not an easy task; it takes time, money, and energy. However, the reform begins with the human resources, continues with human resources and become successful with human resources. An excellent example for conducting major reforms beginning with educating and training the personnel is Turkish National Police which began their efforts as early as 1980s and today become one of the most respected police organizations in the World (Lofca, 2007).

The major pitfall for those kinds of conferences is that they began to repeat themselves one after another and finally reaches a point of dead end. That is way Balkan Countries Police Training Conference will be designed with an intriguing subject of interest and a few years after we will be able to own a considerable body of knowledge and publications on police training.

First Conference's topic was a general introduction of police training systems of Balkan Countries. The already organized Second Conference discussed Practical Police Training. Third, fourth and all following conferences will have a unique issue such as theoretical training, legal training, simulation aided training, modular training, field training, crime scene investigation, police communication systems, etc.

Those achievements also teach us that field policing and police training in schools and training centers should effect and be affected from each other. That way theory and practice may engage in a healthier way and let police organizations better serve their respective communities. It is clear that unless

practice and theory feed each other reciprocally, both areas will not mature as they are required for the modern and democratic societies. Today, democratic societies do require all public institutions to be professional, accountable and also competent to provide necessary services. Policing styles and philosophy also are changing rapidly as society transforms to a more global form. Globalization forces police organizations to be flexible to fit in the changes and be aware of dictates of the community and the world. Considering above statements, the police are required to be accountable to the society for their duty to be aware of the wider world surrounding us as close as a TV remote. Hence, for being aware of the closer and farther world surrounding us, the police are required to communicate and coordinate their activities; conduct individual and mutual researches, conferences, workshops; exchange experience, knowledge and information and be part of the regional and worldwide professional, sports and other associations and unions. This tells us that no organization is immune from globalization and should act accordingly. That is why police organizations are signing bilateral and multilateral agreements and memorandum of understandings, attending conferences, being member of international organizations and associations.

This book is a small contribution to all these efforts for getting to know others and letting them to know about us. It is not hard to predict that those efforts will force police organizations to conduct researches for achieving effectiveness in their service delivery and maintaining order functions. The best example for these kind of studies were conducted in US such as Kansas City Preventive Patrol Experiment, Project STAR, ICAP, POP, COP (Carter, 2000) and lately crime mapping, GIS and so on. We will not wait long for our communities demand such kind of research based approaches and reforms from our police organizations. The wise behavior would be part of a friendly wider family of organizations and share not only information and experience but also resources for sake of both efficiency and accountability.

It is a reality that today governments are judged by the activities and efficiency of the police more than other public organizations (Bayley, 2006) and that makes democracy and democratic policing at the center of concern not only for the police but also for the governments.

As a last word, we wish this book will be a humble contribution to rapidly changing and transforming world of policing.

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