



Towards An Effective Security **Leaders Training Policy**

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Key Deliverables

1	The Effective Policy for Training Security Leaders centers around two aspects: Aspect I: What We Deliver Aspect II: How We Deliver	2	The Effective Policy for Training Security Leaders aims to: 1. Pinpoint the target training outputs; 2. Build the capacity for achieving the training goals; and 3. Governance of training outputs
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3	Maintaining the effectiveness of security leaders training system requires four key aspects: 1) Sustainability 2) Competitiveness 3) Evaluation 4) Partnership & Governance	4	The proposed security leaders training policy is based on professional standards, leadership skills and leadership competence essentials.
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Executive Summary

Summary

The effective policy for training security leaders centers around a couple of aspects: What we deliver and How we deliver. To answer both questions, we should first:

- 1) Define the inputs of the system;
- 2) Define the target outcomes; and
- 3) Assess the impact on three consecutive processes [define, achieve and develop].

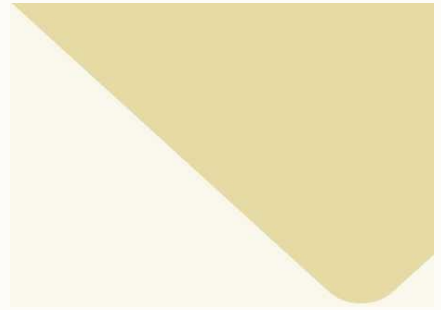
Analyzing the training policies at law enforcement, security and police agencies according to international indicators has proven that the effective policy centers around:

- Defining the target training outcomes, including defining professional standards and describing the skills required along with measuring the skill gap and implementing target training activities.
- Building the capacity to achieve training objectives, including knowledge bases for professional standards, establishing a Code for leadership skills, adopting effective standards to determine leadership competencies and characteristics, designing an effective training content that meets contemporary security challenges, and identifying training paths for each specialized professional group in addition to the general leadership training track and qualifying the trainers.
- Governance of training outcomes, including the development of training policies and procedures, selecting implementation partners for training operations, defining the training programs and activities by leadership level, security competency framework and professional specialization, and establishing a system for feedback and ongoing evaluation and improvement.

To ensure continued the effectiveness of the training policy for security leaders; sustainability, competitiveness, evaluation, rectification and partnership should all be in place.

Keywords

Security Studies – Security – Police – Law Enforcement Agencies – Training – Security Leaders – Knowledge – Skills – Trends – Governance – Policies and Procedures – Training Activities and Training Content.

**Introduction:**

This Policy Document represents a practical approach to handling the training of leaders of security institutions; as it covers several aspects, first, defining the required leadership competencies and essential skills for security leaders, then analyzing the training needs in the various sectors of the Ministry of Interior and Internal Security, and finally developing specialized training courses for various leadership tracks. This Document provides an analytical critical insight for training of security institution leaders, while paying attention to the scientific and practical foundations of this field and its potential impact on society security and the safety of individuals. Moreover, it contains a research approach based on the analysis of the available information and data. The Document is made up of several sections; first, highlighting the problem with respect to the training of security leaders, then discussing the policies and alternatives, and eventually forming the proposed training policy and providing its implementation recommendations.

Purpose of the Policy:

This Document provides scientific insight into the training programs for security institution leaders: It casts light on the essentials of leadership competency and the skills required for security leaders. Furthermore, it constitutes a model for analyzing the training needs of leaders in various security sectors, explains how to design security training programs based on Occupational Standards and professional skills and then proposes training programs for various leadership tracks, whether general training or specialized training, and according to the leadership tracks: executive, organizational or strategic.

Importance of the Policy:

In light of the foregoing, the importance of this Document is evident through several considerations, namely:

1. The topics discussed in the Documents do not receive required considerable attention in police science studies, especially since all scientific references and studies in this field, whether Arabic or foreign, constitute only training observations regarding various topics. Accordingly, the lack of this type of policy indicates the existence of a scientific gap and the need for research.
2. Although there are few studies concerning training-related studies, they further lack scientific bases. Moreover, the training of security leaders has never been the focus of in-depth research.
3. The importance of this study is practically revealed through police agencies sharing their experiences and information in this field with other police agencies around the world, in order to achieve better rates with regard to society security and safety of individuals residing in this society. This type of studies constitutes source of police knowledge in this field.

Academic Value of the Policy:

In this context, the scientific value of this Document is determined based on two goals:

1. Academic Goal:

This goal is connected with the performance of the security agency theory. It involves testing the impacts of theoretical trends and plans relating to the security performance of security leaders on the effectiveness of the security agency. This goal is determined based on the fact that scientific testing of theories results in enriching police administration sciences and confirming the theoretical frameworks providing explanations and clarifications with respect to the subject being studied. Therefore, the current stage of development of police sciences requires such tests to be conducted, and such requirement is highly important not only in the Arab world, but in most countries, due to the recent scientific basis of police sciences.

2. Societal Goal:

It revolves around studying the impact of good training for security leaders on the ability of the State, represented by its various institutions, mainly the security services, to maintain public order and achieve the security of society and the safety of its members.

Accordingly, it constitutes a descriptive and analytical study aimed at achieving scientific and societal goals relating to security performance.

Methodology Adopted for Preparing the Policy and its Sections:

The current study involves evaluation of the aspects of the security challenges facing the various police sectors when preparing leadership training programs, in a way that is close to the SWOT analysis that addresses the strengths, weaknesses, opportunities and threats, allowing for the presentation of a critical analytical vision giving rise to a proposed future vision, using the methodology of meta-analysis or second-level analysis to analyze foregoing data, documents and reports issued by the police and security agencies in relation to the training return of senior-level leadership, as well as policy documents, books and specialized periodicals discussing the subject of the Document for the purpose of developing scientific and practical policies based on research evidence and defining experimental solutions to the issues being studied. Meta-analysis is characterized by its effectiveness to develop accurate and target quantitative strategies to manage any existing research unit in a more efficient and effective manner. In this respect, the content of the Policy Document will include defining the context of the problem of training security leaders, discussing policies and alternatives in light of regional and international indicators, formulating the proposed training policy for training security leaders and executive recommendations for sustainability, competitiveness, evaluation and partnership.

As-Is Analysis of Training Security Leaders

To develop current policies for training security leaders, the scope and context of the training system in security institutions, especially the ones related to security leaders, should be determined. To explain the same, several questions arise within the scope of the research, such as:

- 1) What are the steps in the security leadership development process? What is the best training method to undertake such steps?
- 2) What are the obstacles hindering the security leadership development programs to be more productive and effective? What are the measures required to overcome such obstacles?
- 3) What problems may result from weak security leadership training programs?

Based on the mandate of the United Kingdom Ministry of the Interior, Peter Neyroud and a team of researchers presented a comprehensive review of leadership training systems, programs, and mechanisms for training British security leaders, Peter Neyroud [Neyroud's, 2011, pp. 4-8]. His report included 14 recommendations through which he went the extra mile to clarify the problem of training in the security and police services. The Ministry then submitted the same to police leaders and the public for advice and opinion within specific questions. Such questions include: How can security leaders be trained to be able to face the challenges of the twenty-first century? How can security leadership training be subject to accountability and transparency to ensure effectiveness and continuity? How can we ensure that spending on security leadership training programs achieves added value versus costs?

These questions specifically clarify the scope of the problem, and it revolves around four main elements:

- 1) Target training outcomes
- 2) Building capabilities to achieve training objectives
- 3) Governance of training outcomes
- 4) Continuity

A study conducted by a team of experts, including Lisanne Kleigrew, Raoul RD Oudejans, Matisse Koedijk, R. I. [Fana] Hutter [Kleigrew, Oudejans, Koedijk & Hutter, 2022, oo. 1-14] which was conducted 5 European countries, Netherlands, Germany, Sweden, Romania and Belgium, revealed and confirmed the existence of a gap between the skills and knowledge required for security leaders and police staff and the operational objectives of police and security operations.

In a joint study conducted by Swen Koerner & Mario S. Staller as part of the research project entitled "Improving Learning Environments for Training on Police Use of Force", [Koerner & Staller, 2020, pp. 1-20]. Both of the said researchers revealed that there is a problem in transferring the educational skills and competencies associated with training programs to security leaders and police staff, especially in cases of conflict and security crisis management, which was confirmed by studies conducted by Koedijk, [Koedijk, et al, 2019, pp. 2-7]. Likewise, the findings of the studies conducted by Cushion and other researchers revealed that 59% of case studies in leadership training programs were not related to the security reality, [Cushion & C. J., 2018, pp. 1-7].

The aforementioned studies discussed and addressed the problem of methods for training leaders and focused on the necessity of using a methodology that combines evidence-based practices, which aims to shift the basis of decision-making from tradition, intuition, and non-systematic experience to solid scientific research based on evidence from practices that have previously been used and whose results have been approved, with the Constraints-led approach [CLA], which constitute a skills training framework that takes a comprehensive, individualized approach to learning through interactions between the three constraints: performer, environment, and target in a training methodology known as the evidence-based constraints-led approach [EBP-CLA].

This training method was developed by Muir and his colleagues in 2011 to be suitable for security field after it was used in sports. Within this model, trainers in the police sector should meet:

- a) Realistic requirements of the security environment [corporate dimension].
- b) Individual requirements for trainees [individual dimension].
- c) Structural requirements for the content, training environment and training method [qualitative dimension], [Staller, et al., 2020, p. 20].

In the context of clarification, for example, when designing a security training program, it is necessary to identify the skills and learning outcomes required to achieve the targets to be carried out as part of the corporate tasks of the security sector [what]. The physical, tactical, social and functional capabilities of the trainees should be taken into account. Training delivery and delivery methods should be modified accordingly [how].

Another issue relating to the security training system was raised by trainer-related studies, how to select him and how to measure and evaluate his skills. In a study on the career paths of German police trainers, the study indicated a shortage of professional trainers who meet the conditions required to provide effective training. Therefore, the study revealed that the majority of the trainers were selected because they had previous practical experience in the security sector or the military sector without considering their training ability, [Körner, S., Staller, & M.S., 2019, p. 22].

Within the current context of security leadership training programs at the Arab or international level, it has been found that training leaders is divided into three training stages depending on the target leadership level, which are training Lowest-Level, executive or bronze-level leadership. The second level includes training the middle-level, operational or silver-level leadership, and the third level includes training the senior-level, strategic or gold-level leadership. Security institutions adopt different methods regarding this training. While some security agencies rely on a full-edged training program with three stages, with a time frame and training contents distributed across the three paths, we note that other security agencies rely on short-term training courses that are carried out for the three paths, such as leadership training programs, the Ministry of Interior, pp. 15-19], e.g. [Annual Training Plan for Police Officers, Egyptian Ministry of Interior, Training Year 2021, pp. 10-18].

Accordingly, our analysis of the current context of training security leaders on an international level may indicate the following:

Fig. No. [1]

SWOT analysis shows the strengths, weaknesses, opportunities and threats of security leadership training



In completion of the analysis of this training system for training security leaders, we studied the organizational framework of security institutions, as shown in Figure 2, which analyzes the organizational structures in the Ministries of Interior and Internal Security. By reviewing a number of organizational structures of the Ministries of Interior, in Egypt, Saudi Arabia, the UAE, France, the United Kingdom and the US Department of Internal Security, it was noted that there are many general and specialized departments distributed among the various security sectors, some of which may be similar to each other, whether in terms of the required security performance or in terms of their ability to carry out the tasks assigned to them in their organizational structure. Therefore, we have grouped all departments that have a nature that we may deem similar into a group of sectors, so that each sector includes those departments of a similar nature. Pursuant to the foregoing, it has been possible to divide the structure of the Ministry of Interior into twelve qualitative sectors, for training purposes.

If the security institutions provide specialized technical training depending on the field of joint work of the sector, which is called specialized technical training, then it can be said that the fields of specialized technical training are distributed in six main fields, which are:

- 1) The criminal justice field;
- 2) Crime Control Field;
- 3) Civil Protection Field;
- 4) Education and Field;
- 5) Technical and technological field; and
- 6) Police field

Hence, the general common training for all members of security sectors is the general administrative training and security leaders training, and the following figure shows the relevant details.

Fig. [2]

Analysis of Organizational Structures in the Ministries of Interior and Internal Security

	<ul style="list-style-type: none"> • Training of the Senior-Level Leaders “Strategic Leadership” 								
<ul style="list-style-type: none"> • Training of the Lowest-Level Leaders “Executive Leadership” 	Specialized technical training in 6 fields						<ul style="list-style-type: none"> • Training for the Middle-Level Leaders “Organizational Leadership” 		
	1) Police field	2 - Border guard - Diplomatic security - Prison guards - Public guards - Bodyguards - Tourism security	1 - Special Security Forces - Emergency Force - Command and control center - Communications and security systems - Aviation	Ministry of Interior	12 - General Intelligence - State security - Domestic control	11 - Drugs - Weapons and explosives - Penal institutions - Interpol and international cooperation		2) Criminal Justice Field;	
			1. Order Maintenance Sector		12. Information and Research Sector				
		3 - Board security - Security patrols - Traffic	2. Security and Guarding Sector		11. Criminal Justice Sector	10. HR Sector			10 - Follow-up - Officers' affairs and personnel affairs - Military courts - Personnel affairs
			3. Traffic Security and Road Safety Sector						
	3) Technological Field	4 - Financial resources and budget - Warehouses - Purchases - Administrative communications - Public services - Printing press - Documents and archives	4. Supporting Service Sector	7 - Medical services and hospitals - Civil Affairs - Public relations - Officers' club	9. Education Sector	9 - Police faculties and institutes - Crime Research Center - Studies and researches - Languages and translation		4) Civil Protection Field;	
			5. Civil Defense and Industrial Security Sector		8. Public Rights Sector				
		5 - Civil defense - Industrial security - Environmental security	6. Public Security Sector		7. Services Sector	8 - Public rights - Human rights			
			6 _ Police stations - Nationality and passports						
	5. Languages And Translation Field;		6. Crime and Information Control Field						
<ul style="list-style-type: none"> • General administrative training for all sectors 									

Therefore, based on the current training facts, the problem is rooted in the weakness of training governance, including: training objectives, methods of capacity building and methods of constructing, designing and delivering training programs for security leaders.

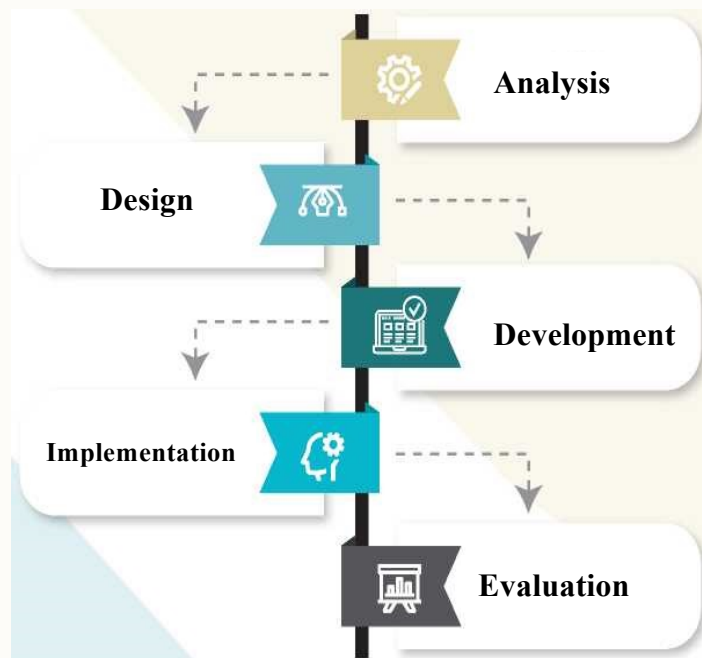
Discussion on the Available Policies

To discuss the options available for various policies to choose a realistic and effective policy for training security leaders, the system of the training process should first be understood and identified. In this context, it can be said that using the ADDIE model as a framework for developing a security leadership program is a preferred option due to its simplicity and ease of implementation, as the said model provides a means for making the right decision in order to determine the who, what, when, where, why and how of the leadership training program, starting with analyzing the roles, leadership challenges and corresponding competencies, then designing a training framework and strategies to develop the training content and stating the specific training activities leading to the successful implementation of the programs after evaluating their effectiveness.

The ADDIE model is divided into five stages: Analysis, Design, Development, Implementation and Evaluation [analyze, design, develop, implement, evaluate], [McGriff, 2020, pp. 1-2]. This model aims to focus on the trainee instead of the traditional approach to training that focuses on the trainer so that effective training can be achieved. Each stage of the model is governed by learning outcomes determined after a comprehensive analysis of the training needs of the trainees. These stages may overlap and may be related. Continuous evaluation constitutes a central stage that is carried out at every stage of the training process and therefore provides a flexible and dynamic approach to developing and implementing effective training for security leaders.

Fig. No. [3]

The relationship between the five stages of the ADDIE model



We can apply the same to leadership training if we adopt the following matrix:

Table No. [1] shows the distribution of training design stages within the five-pillar training model

ADDIE Model	Analysis	Design	Development	Implementation	Evaluation
Objective of this stage	<ol style="list-style-type: none"> 1. Analysis of security functions 2. Analysis of job functions 3. Determination of training needs 4. Analysis of the current competencies of trainees 5. Determination of the future skills 	<p>Determine</p> <ol style="list-style-type: none"> 1. Learning objectives and outcomes 2. Training content 3. The general context of the program 4. Training strategies and methods 	<p>Develop training units using an effective methodology to be compatible with the target learning outcomes and objectives</p>	<ol style="list-style-type: none"> 1. Provide logistical support to implement the training program according to the design 2. Provide administrative support to manage the training process 	<p>Evaluate the effectiveness of training and its impact on performance and results</p>
Expected outcomes	<ol style="list-style-type: none"> 1. General training objectives 2. Special training objectives 3. A list of training tasks required to be measured and targeted 	<ol style="list-style-type: none"> 1. Provide training content depending on the security language used by all trainees. 2. The content is developed and prepared within detailed training models, part of which is for the trainer and the other part is for the trainee. 	<p>Training modules designed depending on the target leadership competency framework</p>	<p>Implement the training program depending on the results of analysis, design and development</p>	<ol style="list-style-type: none"> 1. Results about the effectiveness of the training program depending on the approved training standards 2. Compare the results of the pre-tests, during the training, and after the completion of the training
Targeted parties of training programs	<p>Conduct analysis tests for skills and competencies of the trainees</p>	<p>Identify the beneficiaries of the training programs designed based on the analysis</p>	<p>Review the training modules to ensure their suitability for the trainees and their relevance to the training subject</p>	<ol style="list-style-type: none"> 1. Manage the trainee placement process 2. Manage the logistical operations associated with the program implementation place 	<ol style="list-style-type: none"> 1. Apply the approved assessment tool in the target entity 2. Provide the relevant training provider with the results of the evaluation

ADDIE Model	Analysis	Design	Development	Implementation	Evaluation
Target training activities	<ol style="list-style-type: none"> 1. Analysis of key activities of leadership roles, professional framework and statement of expectations 2. Determine the target leadership competencies 3. Identify and evaluate performance gaps 	<ol style="list-style-type: none"> 1. Design activities that are consistent with the target learning objectives and outcomes 2. Determine fields and topics 3. Identify case studies and the implementation method 	<ol style="list-style-type: none"> 1. The content of the training modules, training activities and the development of training methods and materials based on interim and reverse evaluation 2. Develop training plans, training assistance and the administrative structure for the parties in charge of the implementation 	<ol style="list-style-type: none"> 1. Implement training activities as planned 2. Suitability of training activities for differences in trainees' skill and cognitive levels 	<ol style="list-style-type: none"> 1. Assess development with respect of skills and knowledge depending on the progression of training activities 2. Review the return on implementation during the training activity
Target results of training	<ol style="list-style-type: none"> 1. Leadership challenges 2. Leadership competencies 3. Knowledge, skills and behaviours 	A training program with a general framework that includes sequential training modules, each training module achieving specified objectives and learning outcomes.	<ol style="list-style-type: none"> 1. Learning materials 2. Target trainer 3. Training session plan 4. The chronologically-distributed training program 	Implement the entire training program	<ol style="list-style-type: none"> 1. Training effectiveness 2. Introduce a full-edged training program for continuous development

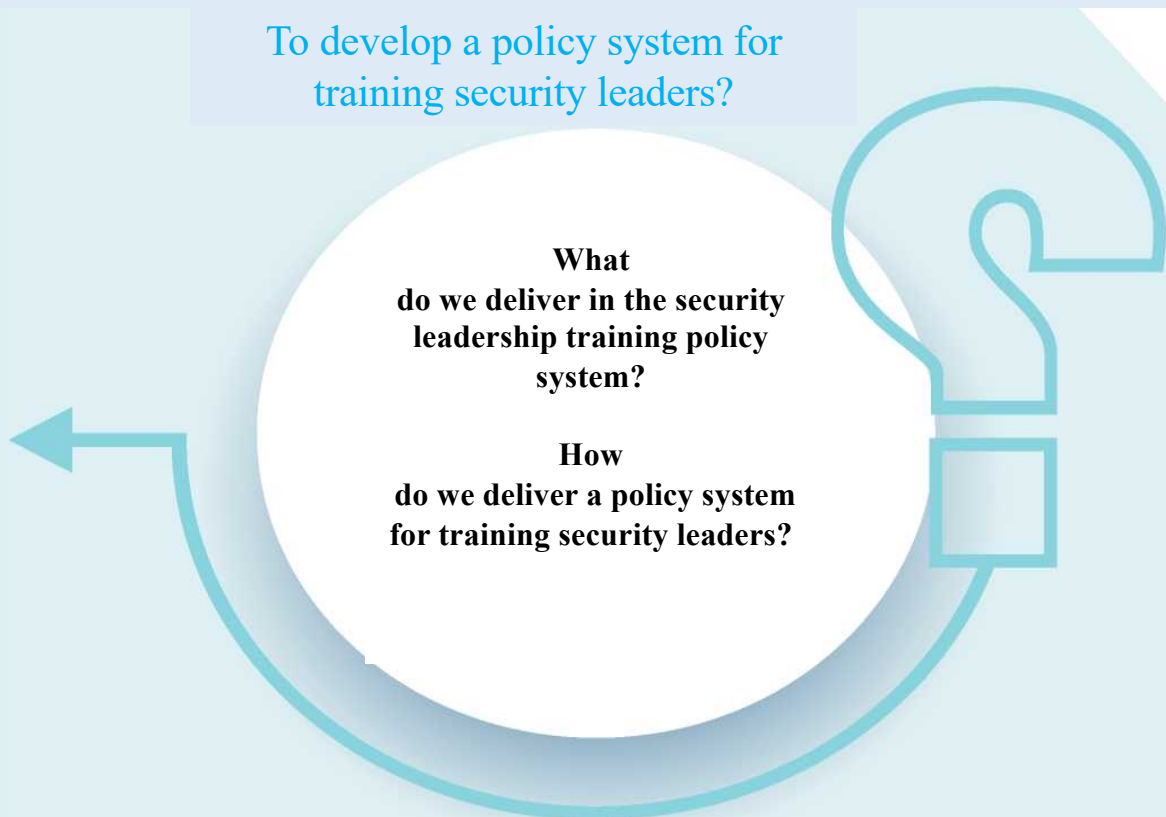
This matrix shows the general framework for training programs. However, there are three main processes that should be taken into account when developing training programs for leaders: Study, Learn and Apply. When designing programs for leaders, they should enhance their knowledge of best practices, enhance their capabilities in leadership, management and control and apply models of governance, quality, business excellence and human development.

To develop an effective training policy for training security leaders, we should determine what we deliver in the training system and how we deliver the training system. Therefore, the goal of the training policy for security leaders consists of four elements: identification, investigation, development, and then continuous evaluation. The following figure shows these processes.

To develop a policy system for training security leaders, two questions arise:

- What do we deliver in the security leadership training policy system?
- How do we deliver a policy system for training security leaders?

As shown in the following figure:



The goal of the training policy is represented in three elements:

1. Define the inputs of the training system
2. Achieve the target through the action mechanism of the training system
3. Develop the training system

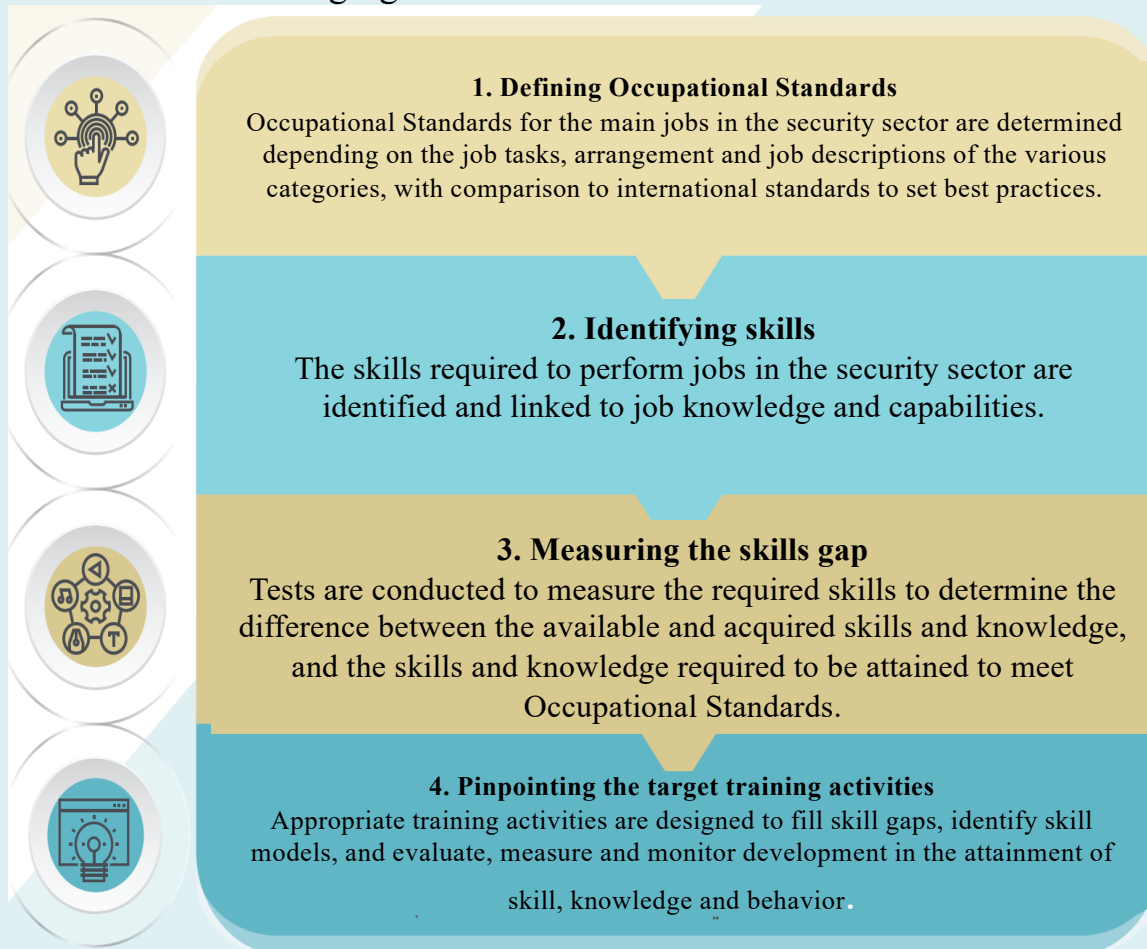
As described in the following figure:



A question arises in this regard: How do we determine the training outcomes? Through:

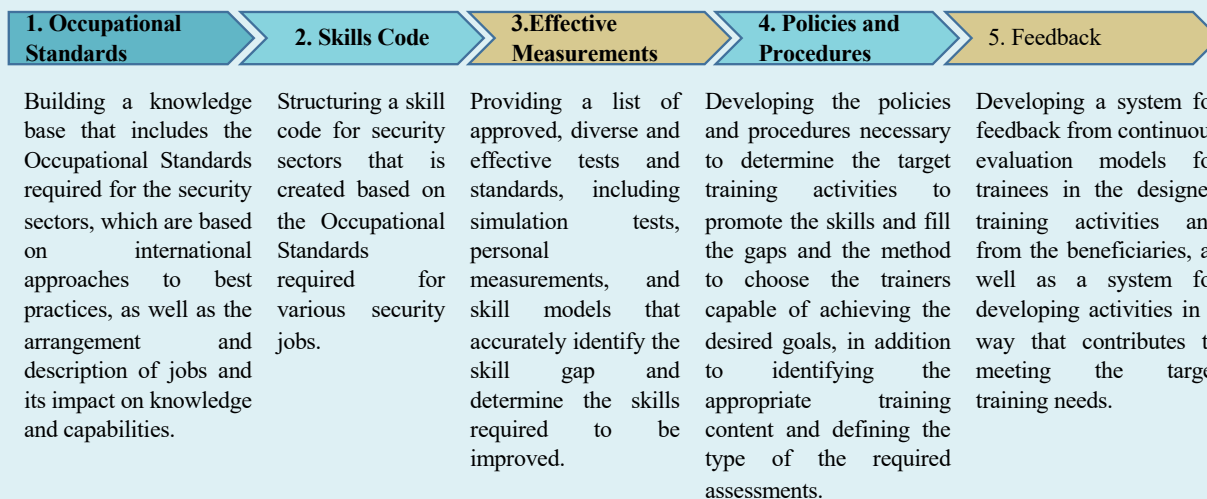
1. Defining Occupational Standards.
2. Identifying skills.
3. Measuring the skill gap.
4. Pinpointing the target training activities.

As shown in the following figure:



Another question arises: How do we demonstrate the ability to achieve the target training outcomes?

The answer is given through several elements, explained as follows:



The training system is operated to implement the training outcomes through 4 elements, which are: [inputs, outputs, governance and products.

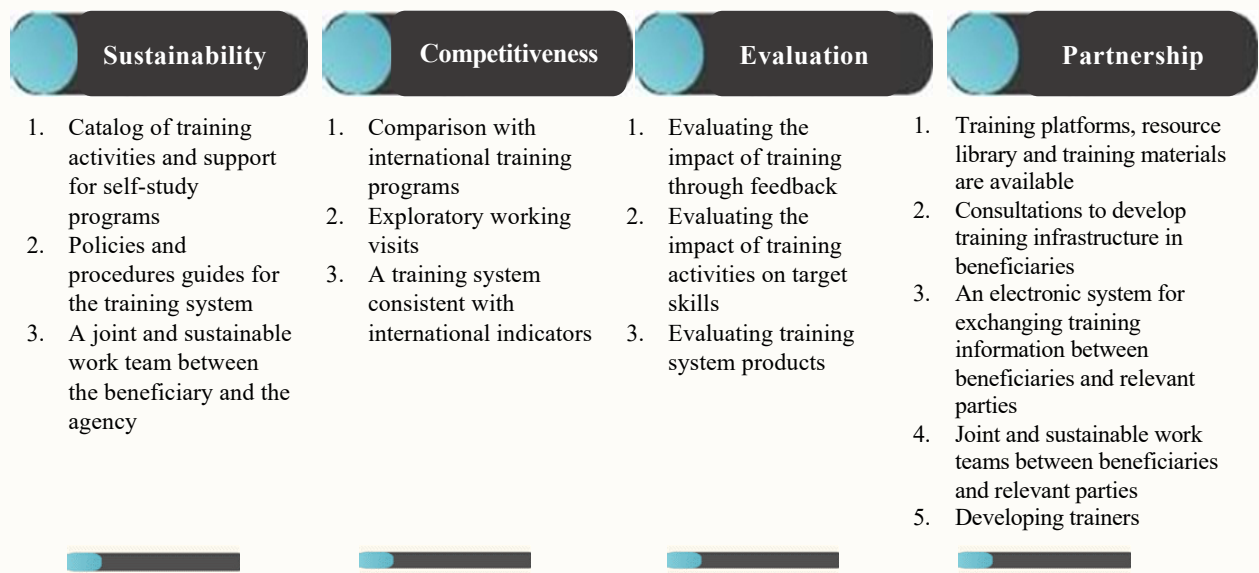
Described as follows:



The development of the training system is achieved through 4 main elements:

[Sustainability - Competitiveness - Evaluation - Partnership]

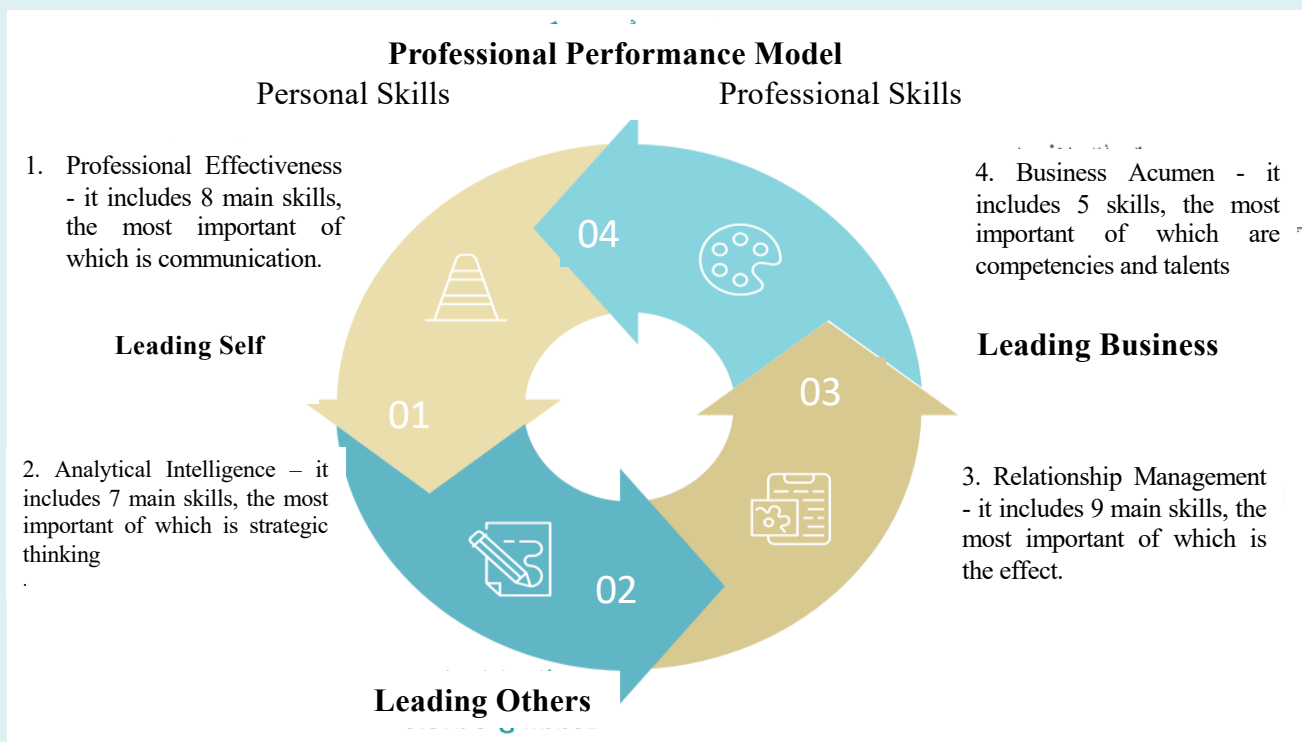
As shown in the following figures:



Proposed Policy

First: The goals and objectives of the security leadership training program:

1. Implement a scientific training program for security leaders, designed and implemented by experts specialized in the fields of security, police and law enforcement.
2. Work to establish a center of excellence to provide best practices in leadership internationally from the security and police sectors, law enforcement and academic institutions.
3. Developing the skills and knowledge of leaders to prepare an efficient and competent security leader, while adopting the professional performance model for security and police leaders.



4. Focusing on developing skills, whether personal or professional, in the three tracks: Leading Self, Leading Others, that is, leading staff in the security and police services, and Leading Business.
 5. The Leading Self path should focus on developing Professional Effectiveness skills and Analytical Intelligence skills.
- ❑ Professional effectiveness skills include 8 main skills, which are: Emotional Intelligence, Personal Brand, Leadership, Communication, Adaptability, Agility, Presentation Skills and Time Management.
 - ❑ -Analytical Intelligence skills include 7 main skills, which are: Problem Solving, Analytical Thinking, Managing & Mastering Data, Strategic Thinking, Critical Thinking, Business Analysis and Creativity & Innovation.

6. In the path of Leading Others, the focus should be on Relationship Management. It includes 9 main skills, which are: Conflict Management, Giving & Receiving Feedback, Collaboration, Motivation, Influence, Performance, Delegation, Managing Change and Culture Builder.
7. As for the security business management path, the focus should be on Business Acumen, including 5 main skills, which are: Strategic Vision, Customer Focus, Talent Management, Managing Projects and Financial Acumen.

Second: Determinants of security leadership training programs:

1. Taking into account the challenges of security operations when formulating the training content of the program, most notably: the complex nature of crime in the modern era, as there is a need for police and security leaders to cooperate with a wide range of institutions and with each other, especially in this increasingly complex environment, and the high rates of societal expectations of security and police services. Security service user expectations include, for example, increased awareness and access to knowledge and information affecting the relationship between the public, security, criminal justice and the police, technological developments and ease of access to information, changing demographics of a more culturally and ethnically diverse society and economic challenges which raise the need to recognize the value of public resources and the need to use them appropriately.
2. A review of the elements of training security leaders highlights the need to involve senior-level leaders, experts and managers in developing and teaching the leadership program at all levels, and for the training program to be based on evidence and data from a variety of sources and to benefit from partners in the civil and military sectors. It is also highly important for the executive leaders to cooperate with the emerging leaders, in addition to pinpointing the necessity of spreading the culture of leadership at all security levels and the necessity of adopting a training method based on collective organizational thinking¹.
3. Adopting the recommendations of Interpol contained in the Interpol Guide to Effective Training, which are: selecting appropriate candidates based on skills, a comprehensive introductory course and continuous evaluation of the candidate based on competence and personality, an integrated training structure and an integrated training system, and a continuous assessment and evaluation system².
4. Approving the outcomes of learning outcomes and training achievement according to the “Blooms Taxonomy” classification scale, the adult learning measurement, which includes 4 steps, which are: Knowledge, Comprehension, Understand, Apply, Exercises, Workplace, Assessment and Formative & developmental³.

1 Review and Research of Security Leadership, (2019). Centre for Creative Leadership commissioned by UK College of Policing Executive, P 31

2 INTERPOL, (2018). INTERPOL Guide to Effective Training A collective responsibility, P: 100 – 156

3 Rita C. McNeil, (2011). A Program Evaluation Model: Using Bloom’s Taxonomy to Identify Outcome Indicators in Outcomes Based Program Evaluations. Journal of Adult Education, Volume 40, Number 2, 2011, P 25-28

Third: A proposed design for security leadership training programs:

Occupational Standards and security leadership skills are based on the findings of studies conducted by the security institutions, the most prominent of which are:

1. National Occupational Standards [NOS]
2. International Association of Chiefs of Police [IACP]
3. National Association of Chiefs of Police [NACP]
4. Police Executive Research Forum [PERF]
5. National Organization of Black Law Enforcement Executives [NOBLE]
6. Commission on Accreditation for Law Enforcement Agencies⁴ [CALEA]
7. International Standard Classification of Occupations [ISCO]

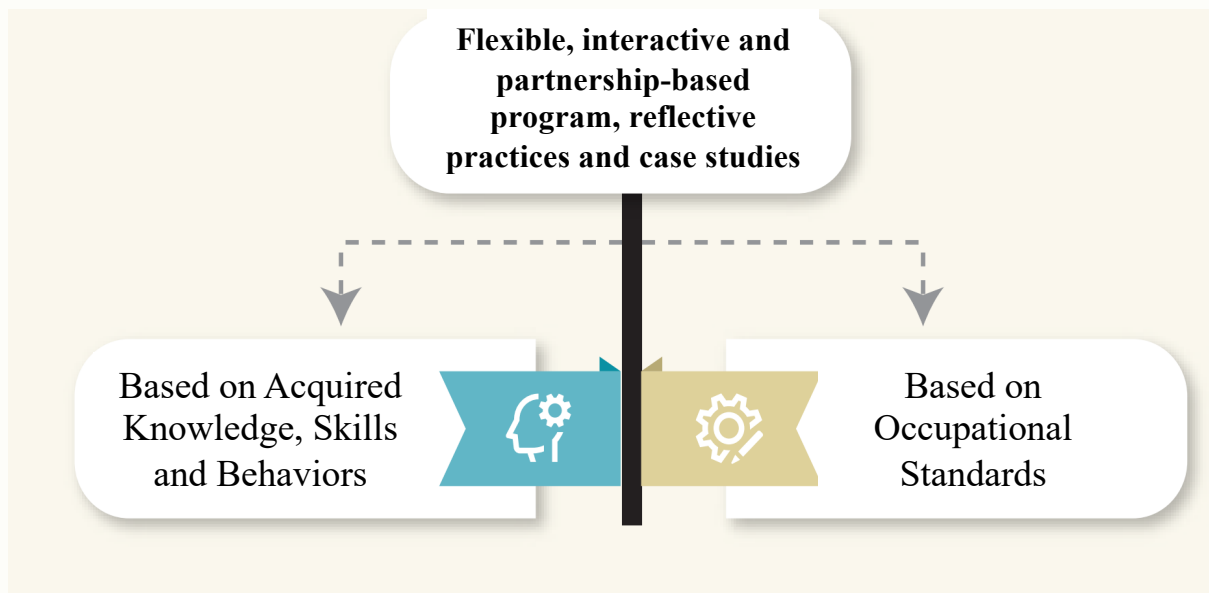
Focus can be made on the following leadership competencies:

Strategic Management: it means the ability to lead and guide a specific group of employees in the security services. **Political Sense:** which is used to build concepts in relation to political changes in society.

Cognition: used to analyze complex situations. **Interpersonal Relationships:** which are used to communicate, motivate, guide and delegate. **Diagnosis:** the ability to imagine appropriate responses to a changing security situation. **Cross-Cultural Leadership:** the ability to understand the effects of culture on leadership style. **Technical:** Experience in a specific functional field. **Behaviorism:** perception of others.

⁴ CALEA establishes industry best practices and provides a standard for law enforcement.

A question arises: How do we design leadership programs?
Leadership programs are designed through several elements, as shown in the following figure:



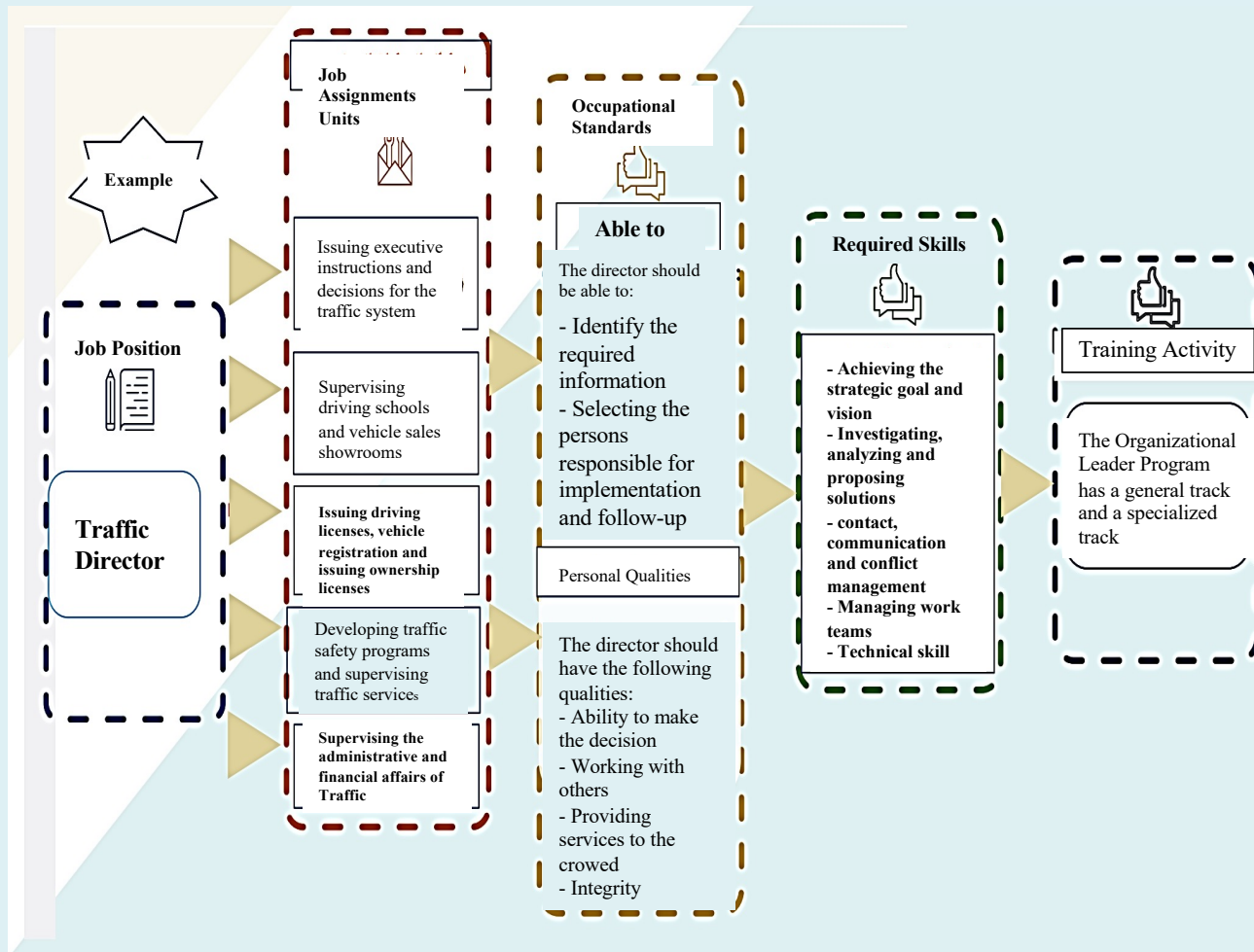
Description of administrative units in the organizational chart



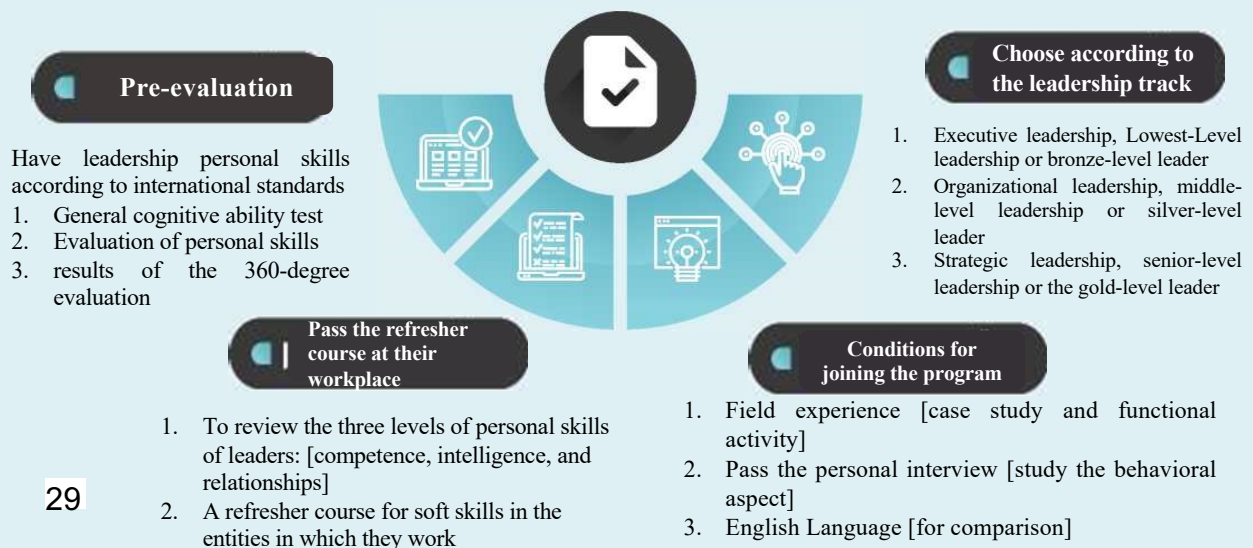
In accordance with the recommendations of the training agencies in the relevant institutions, such as:

1. Policing Professional Framework [PPF]
2. National Association of Chiefs of Police [NACP]
3. Commission on Accreditation for Law Enforcement Agencies [CALEA]
4. International Association of Chiefs of Police [IACP]
5. National Occupational Standards [NOS]
6. International Police Science Association [IPSA]

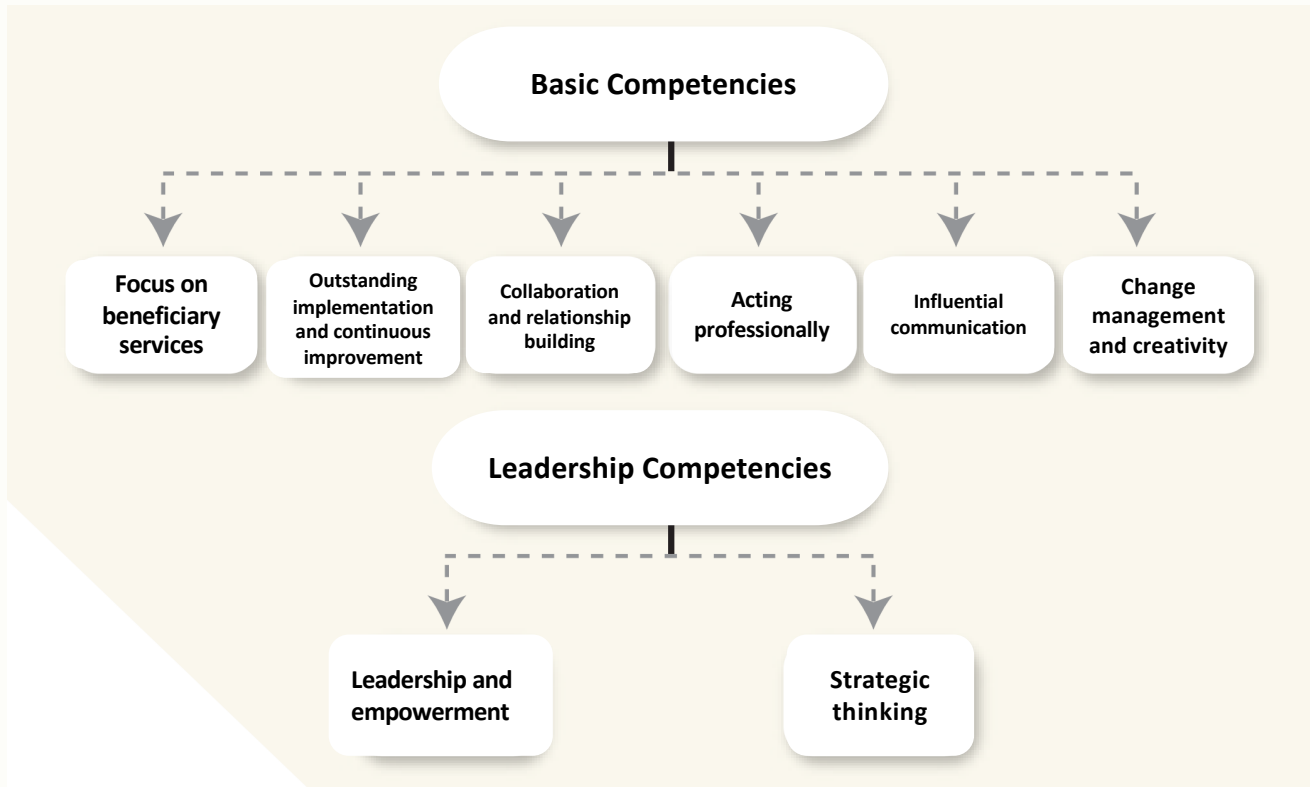
The following figure contains examples of the description of administrative units in the organizational chart:



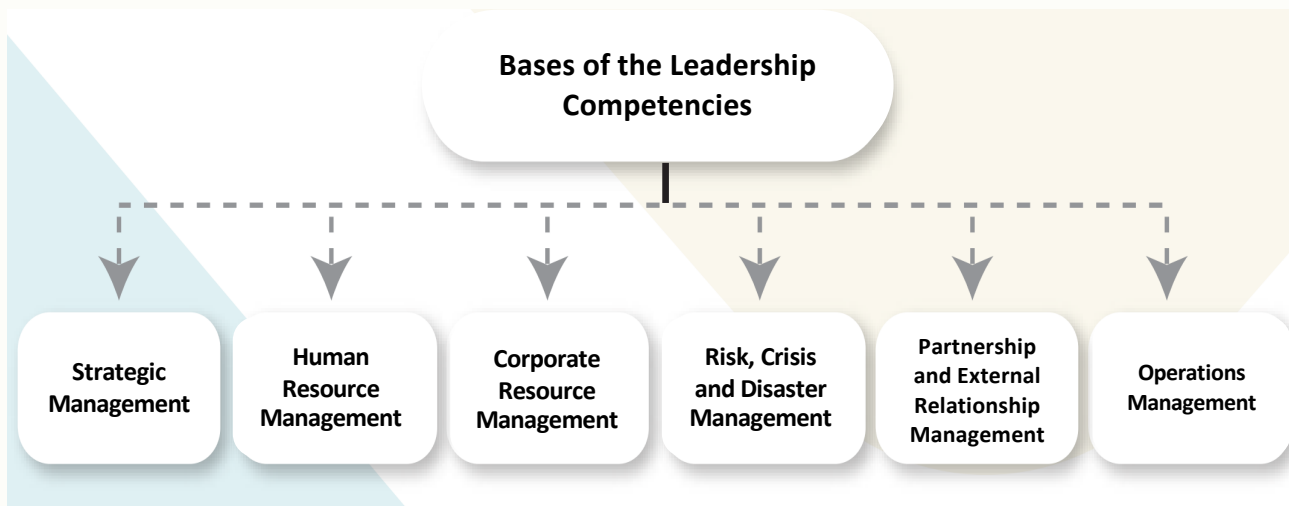
The tracks for selecting candidates for the leadership program based on competency are shown in the following figure:



How do we optimally select the basic and leadership competencies?
 The same can be made through several points shown in the following figure:



The bases of the leadership competencies of security leaders are illustrated through 6 key points, which are described in the following figure:



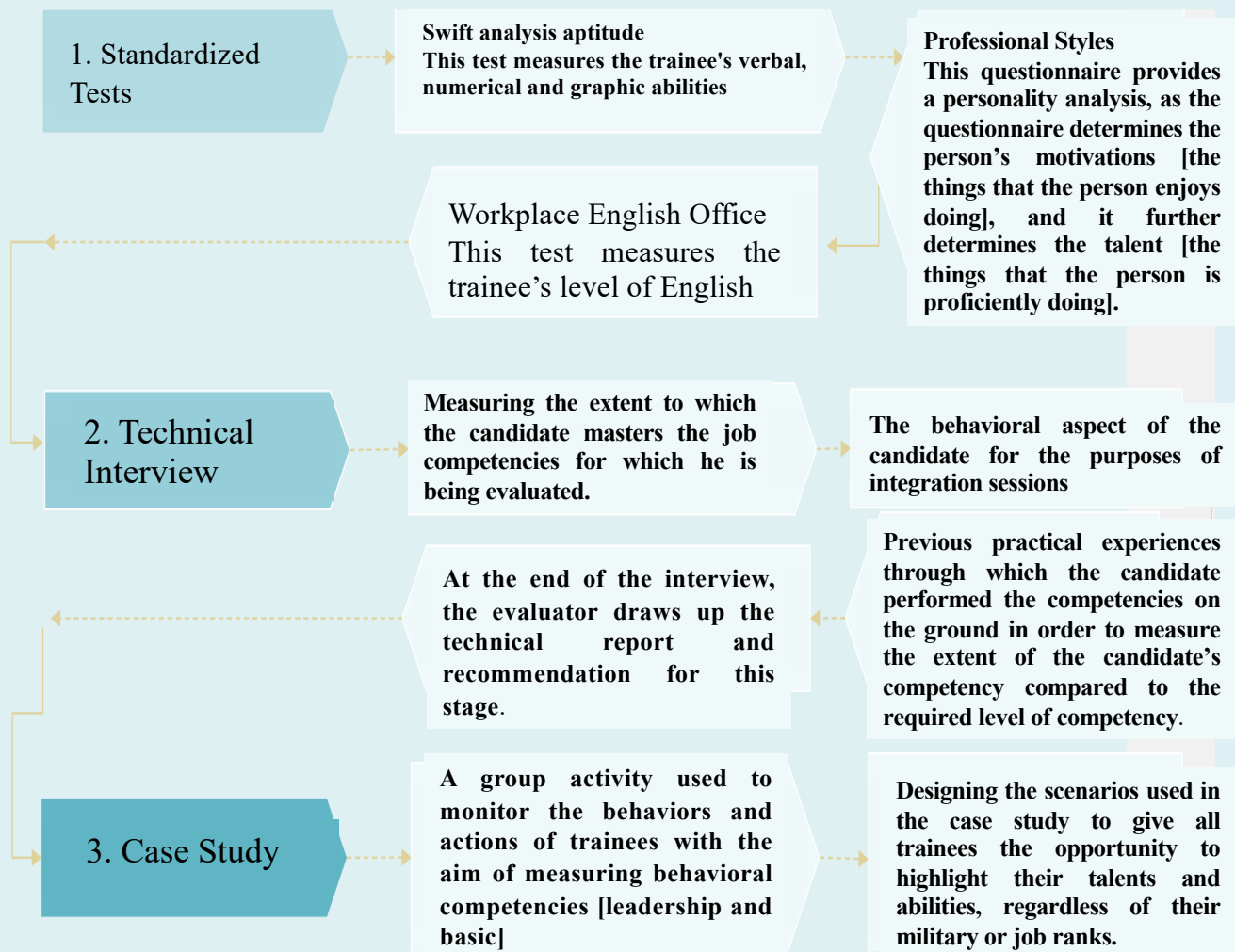
Sources of leadership competencies:

1. Policing Professional Framework [PPF]
2. National Association of Chiefs of Police [NACP]
3. Leadership Competencies Framework: [UAE, Saudi Arabia and Egypt]
4. The International Police Chiefs Association [IPCA]
5. Commission on Accreditation for Law Enforcement Agencies [CALEA]
6. International Police Science Association [IPSA]
7. National Occupational Standards [NOS]

The process of evaluating leadership competencies is carried out through 3 stages:

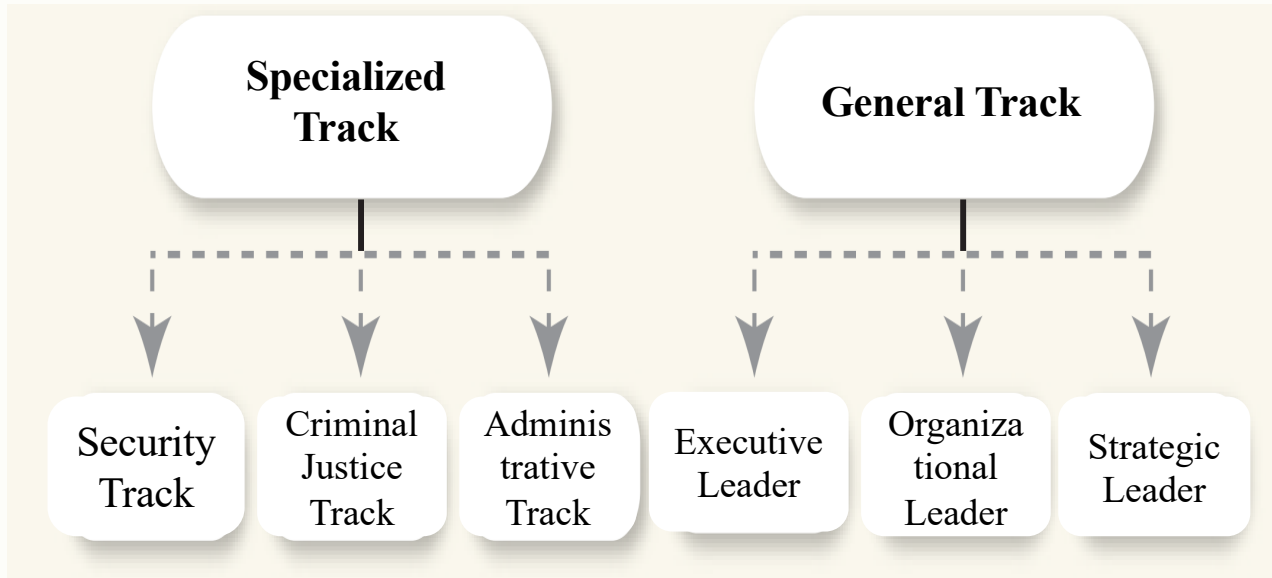
1. Standardized Tests
2. Technical Interview
3. Case Study

As shown in the following figure:



How is the Leadership Development Program work implemented?

It is implemented through two tracks [the specialized track and the general track], and the mechanism of their implementation is explained in the following figure:



1. Pass the program admission test

An admission test is held in the program for candidates from entities to measure leadership competency.



2. Enrolling in any of the levels of the general track

Placement in the strategic, organizational or executive leader program is made according to job level, rank, and test results.



3. Pass the personal skills test

After the completion of the program in the general track, a personal skills test related to leadership is held, and if passed, the trainee should be enrolled in the specialized program.



4. Join the specialized track program

The successful persons should be enrolled in the specialized track depending on their specializations and the entities where they work or entities from which they were nominated.

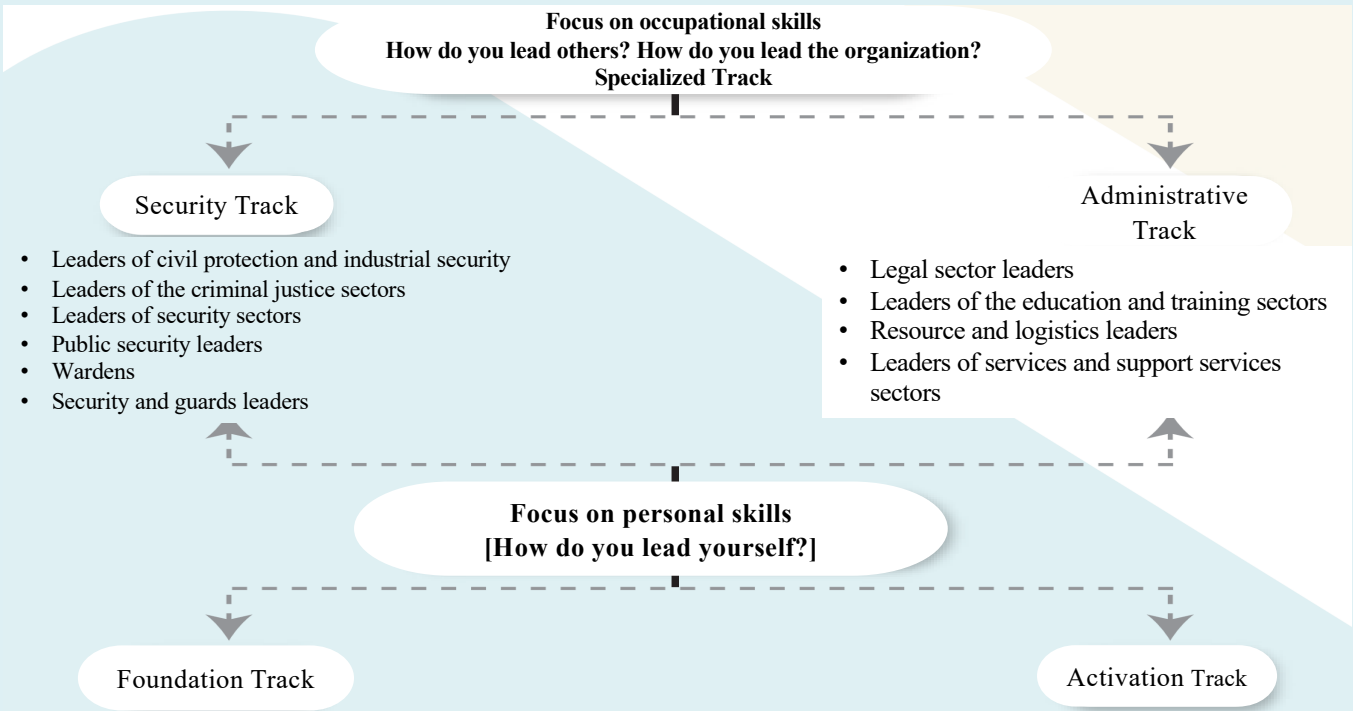


What are the components and tracks of security leadership training programs?

They are as follows:

1. Focus on occupational skills [How do you lead others? How do you lead the organization?]
2. Focus on personal skills [How do you lead yourself?]

It is described in the following figure:



The general track of leadership development programs consists of 3 programs, which are as follows:



The general track of leadership development programs consists of 3 programs, which are as follows:
Lowest-Level Leadership Program, “Executive Leader”

Includes:

1. The officers having the ranks of captain and major
2. Officers who command organizational units of the third level, regardless of their rank or candidates

Middle-Level Leadership Program, “Organizational Leader”

Includes:

1. The officers having the ranks of lieutenant colonel and colonel
2. Officers who command organizational units of the second level, regardless of their rank or candidates

Senior-Level Leadership Program, “Organizational Leader”

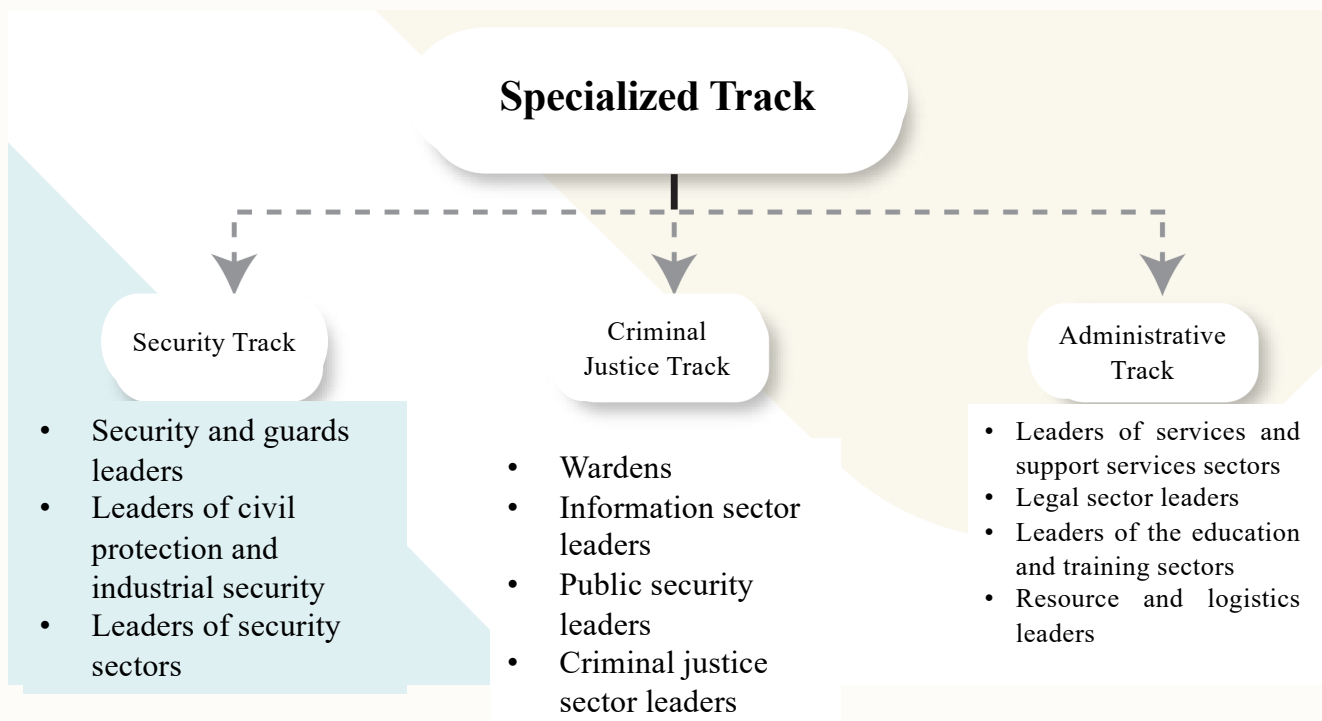
Includes:

1. Officers having the rank of brigadier general and higher ranks
2. Officers who command organizational units of the first level, regardless of their rank or candidates

As for the specialized track, a question arises: How do you lead others?

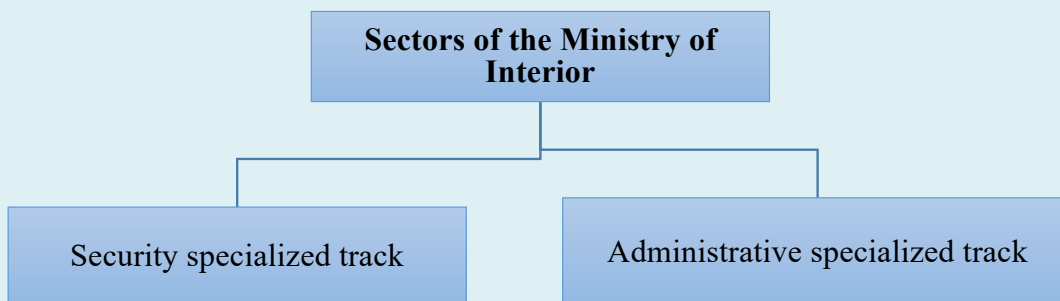
The same is made through 3 tracks:

1. Security Track
2. Criminal Justice Track
3. Administrative Track



How to determine the specialized path: through two tracks:

1. Security specialized track
2. Administrative specialized track



<ul style="list-style-type: none"> - Special security forces - Emergency Force - Command and control center - Communications and security systems - Aviation - Tourism security 	1. Order maintenance sector	1. Support services sector	<ul style="list-style-type: none"> - Administrative Development - Financial resources and budget - Warehouses - Purchases - Administrative communications - Public services - Printing press - Documents and archives
<ul style="list-style-type: none"> - Border guard - Diplomatic security - Prison guards - Public guards - Bodyguards 	2. Security and guards sector	2. Human Resources Sector	<ul style="list-style-type: none"> - Follow-up - Officers' affairs and personnel affairs - Military courts - Personnel affairs - Affairs of retirees and contractors
<ul style="list-style-type: none"> - Roads Security - Security patrols - Traffic - Police stations - Nationality and passports 	3. Public security sector	3. Public relationship sector	<ul style="list-style-type: none"> - Medical services and hospitals - Civil Affairs - Public relations and officers' club
<ul style="list-style-type: none"> - Civil defense - Industrial security - Environmental security 	4. Civil defense and industrial security sector	4. Education sector	<ul style="list-style-type: none"> - Security and Police Academy - Crime Research Center - Studies and researches - Languages and translation
<ul style="list-style-type: none"> - Intellectual security - Drugs - Weapons and explosives - Penal institutions - Interpol and international cooperation 	5. Criminal justice sector	5. Public rights sector	<ul style="list-style-type: none"> - Public rights - Human rights
<ul style="list-style-type: none"> - General Intelligence - Administrative investigations - Financial investigations - Criminal justice investigations - National Information Center 	6. Information and research sector		

Leadership program paths according to the leadership competencies framework:

1. Executive Leadership [Lowest-Level Leadership]
2. Organizational Leadership [Middle-Level Leadership]
3. Strategic Leadership [Senior-Level Leadership]

Described in the following table:

Leadership Competencies Framework						
Leadership Tracks	Strategic Thinking	Human Resources	Corporate Resources	Risk, Crisis and Disaster Management	Partnerships and External Relationships	Operations and Technology Management
Executive Leadership [Lowest-Level Leadership]	<ol style="list-style-type: none"> 1. Implementing strategic projects 2. Measurement and strategic analysis tools 	<ol style="list-style-type: none"> 1. Leading work teams 2. Contact and communication 3. Scope of responsibility and competence 	<ol style="list-style-type: none"> 1. Managing Logistics resource property 2. Managing property 	<ol style="list-style-type: none"> 1. Managing risks 2. Safety and efficacy 	<ol style="list-style-type: none"> 1. Managing the internal relationships 2. Cooperation and coordination 3. Dispute resolution 	<ol style="list-style-type: none"> 1. Leadership and decision making 2. Performing operations 3. On-site investigation
Organizational Leadership [Middle-Level Leadership]	<ol style="list-style-type: none"> 1. Performance indicators and follow-up on the implementation of strategic plans 	<ol style="list-style-type: none"> 1. Creativity, innovation and change management 2. Performance and policy reports 3. Ethics, integrity and human rights 	<ol style="list-style-type: none"> 1. Management of financial resources 2. Knowledge management and information systems 	<ol style="list-style-type: none"> 1. Crisis management 	<ol style="list-style-type: none"> 1. External relationships management 2. Mediation and negotiation 	<ol style="list-style-type: none"> 1. Designing operations 2. Distribution of tasks 3. Monitoring the implementation of operations
Strategic Leadership [Senior-Level Leadership]	<ol style="list-style-type: none"> 1. Strategic planning 2. Corporate development 3. Corporate excellence and global competitiveness 	<ol style="list-style-type: none"> 1. Empowerment and delegation 2. Workforce planning 	<ol style="list-style-type: none"> 1. Investment management 	<ol style="list-style-type: none"> 1. Crisis management 	<ol style="list-style-type: none"> 1. Corporate management 	<ol style="list-style-type: none"> 1. Managing joint operations rooms 2. Evaluation of operations

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