

## Management of the Romanian Police Training

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**Abstract:** In today's dynamic economic environment it is very important for organizations to view their employees as a priority, since they may represent one of their most valuable assets. Although many companies acknowledge the importance of the human factor for the success of the organization, there is sometimes a discrepancy between the company's belief and the way it is implemented. Even in periods of economic recession, organizations must not perceive the costs of training and retraining of staff as arbitrary, a cost which may be reduced or eliminated, according to the budget available, but as an investment in a strategic resource, the results of which become more and more evident in time and that determine the ability of survival, adaptation and development of the company in a rapidly changing environment. Since over the last two decades the image of the Ministry of Administration and Interior, and thus the image of the Romanian Police has depreciated considerably in the public opinion, it is indispensable for the institution to focus intensely on staff training activities. For this reason, it must attract the loyalty of skilled and motivated workforces that have the knowledge and ability to perform the tasks required. The investment in people may not be sufficient for ensuring the quality and efficiency of services provided, but it certainly is a must.

**Keywords:** training; initial training; professional development; training methods

**JEL Classification:** L84; M53

### 1. Introduction

In a fine approach, like a spider web whose equilibrium is maintained by each of the elements of the "network" of which it is built, staff training is reflected as a "part" in all other components of human resource management (Pânișoară & Pânișoară, 2007). As the further development of an organization depends crucially on the quality of the human factor, professional training proves to be one of the most profitable investments which one may choose to make.

In the current period - perhaps the most difficult period since 1989, it is necessary that the Romanian police should reconfigure or redefine its vision and improve the training of its staff, establish clear values and objectives, evaluation methods, specific practices and role models in senior positions of leadership. All this will make it more likely to attract and retain the best people and achieve their full potential.

In this context, this present article aims at a theoretical approach to training employees of the Romanian Police, in terms of specificity of its activity.

## 2. Conceptual Definitions

Professional training is a complex and lengthy process, resulted in an individual's qualification for a profession.

The process of *training* of employees includes all training and development actions planned by the employer, in order to change behavior, the acquisition of theoretical knowledge, practical skills and motivation necessary for participants so that they can exercise their profession in the most efficient way. Through the process of professional training, the organization seeks to establish a balance between employee characteristics and job requirements in order to satisfy current and future competence needs of the organization's staff as effectively as possible.

Training management is designed to ensure the continuity and the development of the natural heritage of talent, knowledge and experience that it operates, through human resources training and by providing a sustained system for the transmission of knowledge and experience gained (Manolescu, Lefter, & Deaconu, 2007)

The quantity and quality of training activities differ from one organization to another, depending on the following factors:

- changes in the external environment (technological, legal framework etc.);
- internal changes (new technologies and processes included in their activity, new markets etc.);
- the degree of adaptability of the workforce;
- the organization's vision in terms of internal career development;
- the management's point of view on the idea that training is an essential element for economic success;
- the extent to which the management considers education a motivator in the workplace;
- the knowledge and skills of those responsible for conducting the training (Manolescu, Lefter, & Deaconu, 2007).

Professional training is a planned process that can take place both at the workplace, and outside of it, in one of the following situations:

- to upgrade knowledge, skills, abilities, acquired behaviors, job-specific abilities;
- to obtain new professional qualifications for developing the basic training;
- to acquire advanced knowledge on modern techniques and working methods;
- employee adaptation to job requirements;
- job promotion and career development etc. (Pânișoară & Pânișoară, 2007).

Regarding the content of the concept of professional training, according to the specialized literature, it has two components: initial training and professional development, while other authors believe that professional development is a stage of training. In an attempt to define these concepts, some authors (Tripon & Dodu, 2009) summarize their features shown in the table below (see Table 1) and stress that their main difference is that "the former prepares the employees for the present position in the organization while the latter prepares them for possible future opportunities."

**Table 1. Characteristics of initial training and professional development**

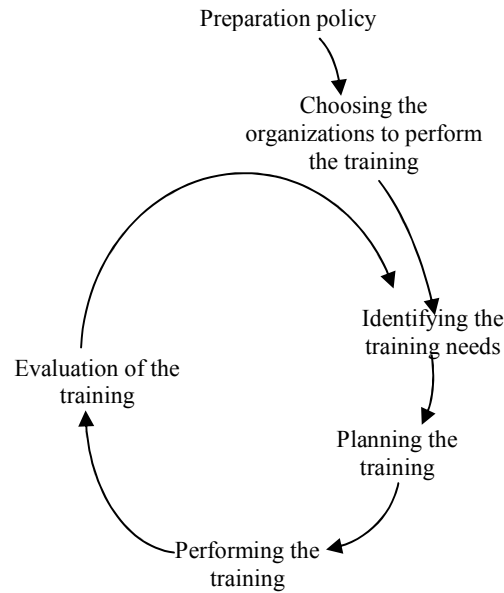
Initial training	Professional development
<ul style="list-style-type: none"> <li>- initial qualification</li> <li>- acquiring a new trade</li> </ul>	<ul style="list-style-type: none"> <li>- the acquisition by employees already skilled in a particular area of new knowledge and work skills, recognized as part of the job content</li> <li>- Poliqualification</li> <li>- retraining</li> </ul>

Most authors believe that professional training involves work mainly with information held in educational institutions or organizations seeking to develop new abilities, while professional development aims at improving existing capabilities.

There is a remarkable uniformity of opinion in the specialized literature on the stages of the training course. According to the majority of works consulted, to achieve goals through training or education (improving the quality of products or services, using methods or techniques more effectively, improving the activity), one needs to take a series of interrelated steps, as follows:

- establish a training policy, in which to formulate objectives and indicate the resources needed to support the learning process;
- staff training needs assessment;
- trainer's choice;
- planning training, which consists of establishing techniques and content of the training process and the personnel to be trained;
- effective conduct of training, within the parameters established in advance;
- evaluation of training activities in order to establish the extent to which program objectives have been met and feedback.

The sequence of these steps is shown schematically by some authors as in the figure below (see Figure 1).



**Figure 1. Stages of the training process (Tripon & Dodu, 2009)**

According to the same authors, "once completed the 6th step and based on its findings, there is a return in a" loop "that closes the 3rd stage, which actually means the training cycle is repeated most of the times. Steps 1 and 2 take more than policy or long-term organizational strategy, which does not mean they cannot have their improvements when appropriate. In addition, these two phases are strongly marked by organizational culture, and, obviously, some conservative tendencies, as manifested in local tradition."

*Methods of training of the human resources* fall into many *categories*, according to the following criteria:

*a. according to the persons involved in performing the training*, there is external and internal training; choosing the method of training shall take into account the politics of relationships within the organization, the object of the training, the experience of the trainers, the projected profitability;

*b. according to their duration*, training processes can be made longer or shorter, depending on the importance of the message, the sums allocated for each operation and the availability of the people included in the process. The best choice in this regard is the training sessions with a duration equivalent to one full month of interruption of the work process. With less obvious effects, training sessions taking

less time and which have not been repeated, proved not to be valuable in a learning process;

*c. according to their pace*, training processes may take the form of: seminars, with the participants' advantage due to increasing concentration, their placement in a new context; periodic conferences, characterized by the fact that they do not interrupt productive activities; evening classes, held concurrently with participation in development of manufacturing activity, full-time internships, which take the place of current activities and activities have replaced the same duration. There has not been a preference of the participants in training activities for one of these, with both adherents of the compact training sessions, as well as supporters of the planned training processes, depending on their type of activity. Over time, there was a lower result rate in the case of the training a long time apart;

*d. according to the venue* there are:

- training activities carried out within the organization;
- training activities taking place outside the organization.

Training activities taking place within organizations have some particular features over other forms of training, consisting of:

- they are considered a means of strengthening the organization's performance;
- planning and monitoring the training process is the responsibility of the organization and not that of the participants;
- they are activities that take place only once, (on joining the organization, usually) and not continuously;
- they largely affect the working time, especially when addressing directly productive workers.

Among the types of training undertaken within the organization, we can distinguish:

- apprenticeship, addressing in particular young workers;
- formalized education procedures, such as courses, internships, seminars;
- workplace training, which is a formalized way of acquiring knowledge of great importance to every employee, regardless of the type or level of activity that they do hierarchically.

*e. according to the participants to the training*, we have:

- Training for directly productive workers;
- Training activities to the masters and foremen;
- Training for managers and officials.

f. according to the operations covered by the training process, we may speak of:

- productive techniques;
- management techniques;
- methods of management and human relations.

g. according to participants and the group size, training may be addressed to specific groups:

- numerous individuals, coming from the same background;
- numerous individuals, coming from various backgrounds; different departments of the organization;
- few participants, with homogeneous origin.

Training activities taking place in organizations are of great diversity, and they can be combined in different ways, from a training process to another. However, for the possibility of using standard procedures for control, evaluation and analysis of results, in practice, training activities are often grouped according to: characteristics of participants, type of activities covered and the size of the group. The types of training are presented in the table below (see table 2), based on which one can formulate the following principle: „ the farther we move away from the basic sequence of directly productive workers, ADG - skilled in production techniques- who are numerous, and coming from homogenous backgrounds, the more difficult it is to control and measure the effects of the training. The most difficult thing is to measure the overall profitability of the actions aimed at training a group of highly dispersed business managers - CFI (Manolescu, A., Lefter, V. & Deaconu, A., 2007).

**Table 2. Types of training**

Individuals involved	Training domains	Group size
A. directly productive workers	D. productive techniques	G. numerous- homogenous background
B. masters/ foremen	E. administration techniques and methods	H. numerous - different compartments
C. managers/ officials	F. management techniques; human relationships	I. few - homogenous background

Human *resources training needs* represent the gap, recorded in the present or provisioned for the next period, between the performance desired to be achieved and the actual performance resulting from the activities carried out, gap which can be minimized through training programs.

To identify and highlight the training needs of staff, one can gather information from various *sources*, including:

- predicting human resources management, which provides information on training needs caused by adjustment and conversion;
- analyzing the labor outcomes, as well as the data relating to: delays and absenteeism, staff turnover, complaints and disciplinary proceedings, waste and scrap, accidents, employee attitude, efficiency;
- introducing new work procedures or technologies;
- anticipation of promoting certain employees;
- replacement of employees due to retirement or resignation;
- hiring new workers and their need to join the team;
- job requirements analysis, specification of duties of each position, knowledge, attitudes, and qualifications the occupant must hold for the job;
- differences between the actual assessment activities, and the activities which should be conducted on each item;
- asking employees about their training and development needs;
- informal discussions;
- consultation with managers and performers;
- studying the behavior of workers at all hierarchical levels;
- performing analysis of the activities.

For the gathering of this information, useful for determining the need for training, one can use several *methods* that differ in terms of the advantages and disadvantages they involve, including:

- observation, which involves the major advantages of minimal disruption of ongoing work of the organization and provision of relevant information, and the disadvantages of the risk of error due to inadequate training of observers;
- questionnaires, with the advantages of the possibility of widespread distribution, low cost of research and honest answers, as long as the respondent is ensured their anonymity. The disadvantages of this method are the existence of limited space for free expression of participants, the call for professionalism in developing the questionnaire, and the opportunity to have a low return rate to the researcher;
- consulting authorized persons, which stimulates communication and is easily applied, but has some disadvantages related to the incomplete nature of bias and incomplete conclusions, as well as a dose of subjectivity; publications, which provide current and useful information, but often difficult to synthesize;
- interviews offers vast possibilities for finding solutions, but their drawbacks are related to time consumption, difficulty in quantifying and analyzing the information obtained, also requiring a good training of interviewers;
- group discussions are similar to interview. What is specific to this method is the broad approach and the use of group techniques: brainstorming, consensus and stimulating;

- tests are actually a variant of the questionnaires and will produce easily quantifiable and comparable results;
- reports and records (organizational charts, planning documents, policy manuals, audit reports, Budget Reports, evaluations of performance) are readily available, identifying problem areas and providing data on the impact of problems found with the organization, their main disadvantage is that they relate to the past and not the present, requiring an analyst with appropriate training to identify trends.

The existence of problems of efficiency within an organization, need not necessarily be translated into the existence of a need for training, because decreased performance can also be due to structural problems, which are outside the individual, such as poor technical equipment, operation of inadequate equipment or facilities, overloaded work schedule, low number of employees compared with the workload.

To achieve effective human resource training it is necessary, in addition to training needs and operational objectives to establish learning objectives, which indicate what should be done to meet the learning needs.

Initial training has many *advantages*, which can be seen in:

- organization:
  - motivated and competent staff;
  - more motivated and effective managers;
  - improved quality of labor results;
  - profit growth;
  - development of a "professionalism in the profession";
- individual:
  - manager:
    - training is a long term strategic investment for success;
    - a more efficient and effective department;
    - increased confidence in the professionalism of employees and its impact on the delegation of tasks;
    - developing their managerial skills;
    - increasing the reputation of "trainer of men";
    - decreasing time necessary for solving the urgent problems;
    - obtaining promotions and salary increase;
  - enforcement personnel:
    - increased professionalism;
    - improving knowledge;
    - skills development;
    - increased job satisfaction;
    - increasing interest to perform their service;



- increasing independence and responsibility for work done;
- developing the ability to perform more diverse, challenging and interesting tasks, getting promotions and salary increases. (Prună, 2007).

The most important *disadvantage* of the process of professional training is its expenses. Since all activities for initial training and employee training involve costs (payment of instructors, paying for the external courses that the staff are attending, paying for the preparation of training materials used during the courses, the training courses location, internal administrative costs, costs due to total or partial disruption of the activities of participants in courses, etc.), it is desirable that training requirements should be established in a rational proportion to the actual needs of the staff, checking whether the knowledge and skills acquired through training are helpful in their work and whether they can be implemented in the organization.

Allocating resources to support training programs should be made only if the organization has previously defined and explicitly expressed need for training and only for those training programs that ensure the utmost achievement of the objectives.

### **3. Romanian Police - A Tool of Government Policy**

The Romanian police is part of the Ministry of Interior and it is a specialized institution of the state, which is involved in protecting the rights and freedoms of the individuals, private and public property, in preventing and discovering crime, in respecting public order and safety in terms of Law no. 218/2002 on the organization and functioning of the Romanian Police.

The Romanian Police activity is specialized public service and it is performed in the interest of the community, and in support of state institutions on the sole basis of the law. General legal provisions referring to police work, as community service were completed and detailed by Law no. 360/2002 on the Statute of the police officer.

Thus, Article 1 of this law stipulates that the police officer is a public officer with special status, armed, usually wearing a uniform and performing the duties established by the law for the Romanian Police, as a specialized agency of the state.

The provisions relating to police work, partially contained in other laws for the organization and functioning of state institutions, have been supplemented by special laws aimed at combating a particular type of crime.

#### **4. Features of the Romanian Police Professional Training**

Training of staff of the Romanian Police aims at providing trained personnel, competent, honest, goal-oriented, and dedicated to the organization interests, able to fulfill their responsibilities as stipulated by law with professionalism and respect for social values and institutions.

Currently, the management of human resources and, therefore, initial and continuing vocational training of staff within the Romanian Police is governed by the concept of development of the initial and continuous training of personnel of the Ministry of Administration and Interior 2008-2012 developed by the General Department of Human Resource Management in the Ministry of Administration and Interior.

According to this document, in the context of increasingly diverse training needs which enter the field of interest of the MAI, a priority should be the rethinking of the field in question, both for institutions as a whole, and for the staff.

Conceptual redefinition requires, in essence, the following changes in approach, designed to cause the proper response on the part of the initial and continuing vocational training system to the shortcomings that still persist in the field:

- rethinking the system from a marketing perspective - directing, organizing and conducting training activities on the basis of actual supply and demand;
- connecting to the environmental requirements as well as a constant surveillance of the latter, so as to cope with difficulties arising and to optimally exploit the opportunities occurring; orientation towards satisfaction of beneficiaries, ensuring efficiency and effectiveness;
- repositioning the training function by providing its due importance between activities carried out by the structures of all categories;
- restructuring the formative system, so as to suit the organizational and functional aspect, the dynamic demands of the beneficiaries;
- supporting the establishment within the institution of a culture of planning, monitoring, evaluation and results;
- promoting logical links between training, performance, results and career management;
- training of human resources quality, stable and adaptable to the professional contexts in which they perform their activity;
- facilitating the integration of the personnel in the system, including training activities;
- a correct distribution of training responsibilities between the institution and its staff;
- structuring a predictable training environment that provides the personnel with equal opportunities for learning and self-perfecting, to encourage creativity and innovation;

- standardization of teaching activities design, by extending the implementation of competency based training systems, first in initial training and thereafter, in the continual one;
- progressive implementation of the elements that define the concept of "learning organization";
- extensive use of modern methods and techniques, (such as e-learning);
- increased staff training in project management, procurement, knowledge of foreign languages and European integration;
- introduction and development of quality ensuring education systems in MAI;
- designing the evaluation system of educational institutions specializing in the management structures of training activities (educational management) at all levels of the training programs and the teaching staff;
- more effective dissemination in the system of the lessons learned, sharing the experiences gained in international cooperation;
- assimilation in the training of the European good practice and rational use of personnel trained in multinational contexts.

To accomplish the priority to update the concept of initial and continuing vocational training of the staff of MAI, the change of vision that I mentioned also requires the rethinking, from a new perspective of the overall mission, of the purpose and objectives for improving the quality, the effectiveness and the efficiency of the training.

As a ministerial document, the concept includes elements meant to shape the strategy of the field, and it sets the overall objectives and aims of the development of initial and continuing professional training system and learning methods. Thus, the General Directorate of Human Resource Management (GDHRM) offers the answer to the question: What should be done? Nevertheless, immediate materialization of the provisions of the document, namely, how to do it?, the selection of the methods of operation, represents the overall responsibility of the central units coordinating functional areas, and of the general inspectorates, agencies, institutions and authority of the Ministry which hold the necessary execution levers.

In this context, the educational system of the MAI must work coherently and unitarily, to make the guided implementation of the Concept possible, as well as the focusing of efforts and resources to accomplish the mission, purpose and objectives, the correct specification of the responsibilities and the timely corrections where necessary.

To materialize this project of developing the system of initial and continuing staff training the concept will be applied regarding the focusing of the conceptual

activity and the decentralization of execution, the educational management and teaching principles.

The time for the application of the Concept is 2008-2012 which is part of the range provided by the Continuing Education Program of action 2007-2013 as established by Decision 1720/EC / OJL 327/24.11.2006. This way, the opportunity to access funds for development of staff training will also be exploited for the benefit of MIA.

The key elements of the new concepts are professionalism, effectiveness and efficiency, seen as a complex of interrelated factors that support and reinforce one another in order to ensure the interests of individual and organizational training and to increase the degree of trust from society in the quality of services offered by the MAI.

With regard to the purpose and objectives of the MAI training system, as well as the fact that it serves an organization of the type, size and complexity of this one, the mission has support in the following axes:

- fostering performance: it aims to develop a modern and efficient training system, to ensure professionalism on the part of the MAI structures;
- orientation towards beneficiaries: a priority activity is orientation toward satisfaction of the individual training needs of staff and their integration in the overall context of the growing interest in organizational success through professional training;
- interest in the staff development training system: it is necessary to give full attention to educational management structures and educational institutions, in terms of the selection of personnel, to professionalize its motivation;
- appropriate answer to the training needs: it is intended to expand the educational offer and to develop the possibility of its manifestation, as a measure of the ability of the system to respond to the training requirements of beneficiaries;
- promotion of quality: it will absorb and develop mechanisms for ensuring quality in education;
- focus on effectiveness and efficiency: in the organization and conduct of the training activities will be promoted effectiveness and efficiency criteria.

The priorities for the initial and continuing training process of the MAI units are:

- training MIRA staff in the Schengen field;
- bringing the level of training of staff employed from external sources to the professional standards which should allow optimal system integration and fulfillment of MIRA competence and duties;

- the development of initial training in specialized educational institutions by introducing a method of teaching design based on occupational standards and training;
- providing staff training on issues of European integration in foreign languages, computer science, project management, participation in international missions;
- professionalization of the staff who perform in educational management structures and educational institutions of all categories;
- identifying the motivational levers that would enhance the attractiveness of teaching positions;
- reconsidering the managerial training of personnel;
- rethinking of learning in units in order to ensure a reliable professional training of staff in the workplace;
- redefining the system of educational institutions for initial and continuing training, in terms of structure and mission;
- modernization of equipment for the initial and continuing training.

The general objectives that aim to be achieved through initial and continuing training activities conducted in units of the MIA are:

- to raise the level of professionalism by promoting interest in people and institutions to have better trained workers and thus better able to meet, to the benefit of society, the duties and tasks;
- to increase the effectiveness of initial and continuous staff training by reference to the need to maximize the capacity of fulfilling the mission, the purpose and the objectives which would be established within the institution;
- to ensure the optimum efficiency of the personnel training system by getting a great ratio- allotted resources- results as well as by emphasizing the negative effects that lack of training can generate on fulfillment of the responsibilities and missions.

Romanian police initial training is done through specialized educational institutions, with specific features for each category of staff, as follows:

- a. *initial training of police officers:*
  - initial training of officers in the Police Academy is held by three year day courses university degree studies, for police, border guards and gendarmes, in "public order and safety" (four years in reduced attendance form of studies, for the system of choice) and 4 years, day courses for firefighters, specialty "construction equipment – fire fighting”;
  - training of officers for specializations which are not existent at the Police Academy is made through university educational

- institutions of the Ministry of Defense (aviation, marine, ICT, etc.)
- training officers and specialists employed on functions such as agents / NCOs is done through introductory courses in career lasting for 4-12 weeks or in Central Postgraduate training centers / application schools of the general inspectorates;
- b. the initial training of police agents and NCOs:*
- initial training the police officers the post-secondary schools is done by MIRA studies lasting for two years, day courses;
  - training officers employed from external sources is achieved through introductory courses in career with a duration of 4-16 weeks, in centers or schools of the general inspectorates;
- c. initial training of public servants:*
- initial training of civil servants for the National Archives is done at the Police Academy, 3 years day courses studies, in "archiving";
  - initial training of civil servants for the other structures of the MIRA institutions is also done by other types of training provided by law for this category of staff.

Romanian Police Training includes certain training categories, to ensure the professionalism of staff for performing their work. Training forms must be adequate to the practical training needs they must include only activities that can be effectively carried out at the respective structures to meet local needs and to provide professional utility.

Continuing education activities to improve the police profession performing are held on a permanent basis in units, during working hours, based on annual plans which are prepared in each training sub-unit, and on individual study plans, designed for the particular operational situation, the activities of departments and the real training needs of each frame. The process of continuing training of the Romanian Police includes:

- specialist training;
- physical training;
- shooting sessions.

Annual training plans are approved by unit commanders and individual study plans - by the direct superior officers.

According to the law, liability for the insurance of the training of the officers comes to the managers at all levels.

The above mentioned concept includes the minimum measures necessary to effectively ensure the development of initial and continuing training of MIRA staff, updating and modernizing its processes for the enhancement of the professionalism of staff of the institution in terms of effectiveness and efficiency. Applying the

Concept will also ensure a better compatibility with similar training systems in EU countries, which will thus allow staff training in the European spirit.

Police professionalism, as described by some contemporary authors, refers to a very specific conceptual and widely recognized status. According to them, the notion of police professionalism must embody three principles: corporateness, responsibility and expertise. Instilling and maintaining a sense of corporateness, the first of the three components of professionalism, means an understanding of professional duty and building a minimum level of expertise in the individual before he is admitted to the profession and maintaining the minimum performance standards, which are later defined.

Putting into practice the concepts that underpin the professionalism of the police is only possible through a process of high quality training to ensure competence, developing support structures and procedures to achieve maximum potential from police officers, and their enthusiasm and confidence, also instilling in them the sense of corporateness and the feeling of responsibility.

Professionalism implicitly requires maintaining compliance with standards, both individually and institutionally. Recognition of professional standards involves the existence of quality training programs on these standards. In the absence of an effective learning management there is no opportunity to instill values and methods of the police profession and to transmit its ethos. Simply establishing the standards is insufficient. Professionalism implies that these professional standards should be known, accepted and implemented by police officers.

## **5. Conclusions**

Despite the difficult times Romanian Police, faces, the budgetary constraints and massive turnover of the staff, this institution, characterized by a huge social responsibility should make every effort to attract and retain the kind of individuals who can meet the standards of a professional police officer. The recruitment and selection processes should look for people who want a career in law enforcement, rather than simply a steady salary, which has lately been the case. It is preferable that this institution should hire fewer, but professionally better officers, rather than a higher number, but with a performance that should undermine public confidence. It is also necessary for the promotion criteria to be determined so as to support the current objectives of police professionalism.

Also, it is necessary that police officers' training, at all levels, should be achieved along the whole of the police officers' career, and that it should constantly build the skills, expertise, know-how, and the sense of commitment of the trainees, as well as the corporateness and understanding of social responsibility that are the foundation of a professional organization of police or law enforcement.

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