MANAGERIAL VIEWS REGARDING THE PROCESS OF LESSONS LEARNED IN THE SYSTEM OF ORDER AND PUBLIC SAFETY

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ABSTRACT

Through public order and safety system, the process of the lessons learned is an important area of interest from the managerial perspective. Positive situations treated as best practices and negative findings, seen as lessons learned, become tools for leaders to determine the directions of action to achieve the proposed objectives with expected results. The study will show the managerial developments regarding the entire mechanism of identification and materialization of the lessons learned, as well as the syncopations identified from the perspective of implementation, dissemination and monitoring of the interest granted by the groups of beneficiaries in the digital age. Moreover, the main findings will be compared with the international military system of lessons learned from NATO, which will be translated into convergent recommendations and useful proposals for further research, the purpose being to develop efficiently the field of lessons learned. At the same time, the study will indicate a model for concretizing the lessons learned to represent an effective tool in the managerial activity in the system of public order and safety.

KEYWORDS: *lessons learned, digital era, limitation, measures, NATO, strategies, model.*

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1. INTRODUCTION

The lessons learned are part of a cyclical process, each of which contributes in the long term to the achievement of the priorities set in the organizational or institutional strategy. The Management of the Learned Lessons Cycle should become the specific notion of the public order and safety system that addresses integrated attributes such as planning, design, and internal management control mechanisms in the referred field.

Thus, the authors demonstrate the need to implement the concept of Learning Cycle Management, seen as a working tool at the management level for each functional stage. This integrated approach is a guarantee that the major principles and policy of each leader are systematically considered at each stage throughout the mechanism of identifying the cause that led to the implementation of the lesson learned and good practices.

The key idea is that the lessons learned are designed to address the problems faced by certain target groups, different beneficiaries, to better meet the needs and institutional interests. In this respect, the essential stages regulated by the domestic legislation in force will be highlighted, compared to the international approaches developed, so that the gaps can be identified.

By converting negative events into solutions for obtaining positive results one can identify desired and realistic cases with impact in the organizational environment and target groups. As such, the institutional performance has as starting points the prevention of negative precedents precisely

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through the Management of the Learned Lessons Cycle, but also the perpetuation of cases of good practices. Converting negative situations to positive achievements must be desirable and possible to achieve. In this way, the cause - effect relationship turns into a means relationship – purpose.
Depending on the scale and volume of the desired precedents to be investigated and translated into lessons learned or good practice, as appropriate, the selected strategy will form the skeleton of a program approach that will consist of several interconnected stages. The digital area is comprehensive, the law-making mechanisms being mandatory in determining the rules to be followed in relation to the institutional competences. In this paper some references from literature were considered on the main actors that give the consistency of digital gear, with assigned roles and targets to be achieved in the process of lessons learned.

2. METHODOLOGY

The research method is qualitative through a sustainable analysis of the literature. Differences in theoretical approach will be expose precisely to form a common point of view. At the same time, the analysis of the legislative provisions in the field regarding the lessons learned view through the perspective of digital era reveal whether there have been foreseen changes of the specific indicators and from the field of performing the current activities through technological and digital tools. At the same time, using the method of observation in according with the main findings, the authors will provide a structure of a model useful in the process of managing decisions regarding the lessons learned. The methods mentioned of analysis and observation, in conjunction with the professional expertise of the authors in the professional fields of public policy and national security, respectively economy, relevant findings were issued and highlighted with the recommendations formulated in the article.

3. THEORETICAL APPROACHES FROM THE LITERATURE

Lessons learned systems represent in fact the knowledge management systems which collect, control, use, disseminate, and monitor the results of experimental results created during the execution of institutions duties (Badr & Ahmad, 2013).
At the Ministry of Internal Affairs, the activity of lessons learned is regulated by Order of the Minister Order no. 91 (2017), PS-MAI-DGMO-57 (2019), which approves the working methodology on capitalizing on the results of operational activities, defining the concept as a process consisting of organized and carried out, on stages, in accordance with the provisions of the head of the unit concerned.
The Joint Analysis and Lessons Learned Centre (JALLC) Analysis Handbook describes the concepts, fundamentals, methods, and techniques that provide a baseline understanding for conducting a range of JALLC analysis projects/tasks. It has been produced to assist JALLC analysts to understand what is expected of them in their role at the JALLC, as well as to guide staff in other organizations with conducting analysis related to Lessons Learned (LL), especially within NATO or national military entities (North Atlantic Treaty Organization, Joint Analysis and Lessons Learned Centre, 2022).
The NLLP workshop was held for the first time in 2019, collocated with the Conference of the North American Association of Computational Linguistics (NAACL). The first edition consisted of 12 original papers, 9 of which are archived in the workshop proceedings. The NLLP community aims to bring together researchers and practitioners from Natural Language Processing (NLP) and the legal domain who work on methods and applications of Natural Language Processing by focusing on legal text and text with legal significance (NLLP, n.d.).
Initially, digitalization was perceived as a process of converting information from physical to virtual format by automating various operations with the aid of innovative technologies. The benefits

derived from digitalization stem from the solutions that emerge from integrating these technologies (Büyüközkan & Göçer, 2018).
Technology integration aims to automate repetitive operations, reducing costs, creating shorter timeframes, increasing quality, and eliminating errors, thereby providing competitive advantages (Mugurusi, et al., 2021).
Although technology is utilized in digitalization, the primary beneficiaries of digital transformation are individuals (Tabrizi et al., 2019). Externally, end users or final recipients of products and services are targeted, while internally, employees require an agile, risk tolerant, and experiment-oriented organizational culture (Kane et al., 2019).
Numerous studies show that one of the most important determinants of the success of the digital transformation process is the dynamic capacity of organizations (Witschel et al., 2019). It is defined by the entity's ability to adapt to environmental changes, internal and external, by integrating, reconstruct internal processes so that it can detect opportunities and threats, turn weaknesses into strengths and maintain competitiveness through modernization (Yudistira et al., 2022). Modernization involves implementing a digital transformation strategy, which, in turn, is defined as a dynamic and complex process for adopting emerging technologies across the organization. (Tang, 2021). In this way, company operations are modified to bring value to customers. (Pihir et al.,2018).
While digital technologies are the driving force behind transformation (Gebayew et al., 2018), the development of dynamic capabilities is necessary for institutions to assimilate and capitalize on new technologies (McLaughlin, 2017), driven by digital leadership (Mihardjo & Rukmana, 2018). This concept includes aspects of the technical side of digital technologies, the need for a level of knowledge and basic technical skills, especially the digital mentality (Zupancic et al., 2018).
All this leads to the formation of digital leadership, which, in its journey to efficiency, faces five paradoxes, which involve at the same time agility, precision, acuity, and individualism, but also community, flexibility, and adaptability to a large volume of changes coming from all directions (Lynn Pulley & Sessa, 2001).
Bourguignon (1995), defines performance as performance is the achievement of organizational objectives.
Lorrino and Lorrino (1997), argue that performance in the enterprise is what contributes to the improvement of the cost-value couple and not just what contributes to the reduction of cost or to the increase of value.
Performance management is a continuous, formal and methodical process of shared control by leaders and followers, through which the strengths and weaknesses of followers are identified, measured according to set goals and followed by a development plan, to help members of the organization improve their performance, knowledge and skills (Strydom, 2011).
According to (Kaplan, 2003), a professor at Harvard Business School consider that each organization must create and communicate ways to measure performance that reflect its unique strategy.
Performance measurement cannot in any case be limited to knowing a result. Performance should not be confused with the indicators or measures that describe it.
Managerially, Neely et al. (2005) consider that performance measurement is a necessary tool to highlight the extent to which the objectives of the organization have been achieved and to provide the information necessary to improve the various processes and activities of the organization.

4. MANAGEMENT OF THE LEARNED LESSONS CYCLE

In the system of public order and safety, the concept of lessons learned is a niche field that develops progressively according to the societal evolution, the professional challenges in accordance with the need to train the staff to achieve performance in the activity with the reduction of the percentages of mistakes. For these reasons, at the managerial level, rules were analyzed, evaluated and regulated

internally, procedures that highlight the lessons from the registered boots, as well as the good practices. Thus, through the transversal demining mechanisms, the beneficiaries according to the functional and material competences, have the opportunity to acquire the lesson and apply it in practice.
From the studies and evaluations carried out, it is noted that the identification process is at the beginning, as found from the statistic data below (Figure 1), for a reference period 2016-2021.

Figure 1. **Statistic data of identified lessons through Ministry of Internal Affaires**
Source: Platform of lessons learned, Ministry of Internal Affaires

In the period 2016-2020 there is a small evolution of the number of lessons identified at the level of the structures of the line ministry.

For 2021, there is an increased interest in identifying and implementing observations in the database. The number of lessons identified in January-August 2021 increased by about 2.5 times, compared to 2020.

According to the provisions of the Order of the Minister of internal affairs no. 91 of 2017, which regulates the activities in the field of lessons learned, the stages of the process of lessons learned are devoted to preparing for the observation and collection of data and information, and, their observation and collection, their analysis, the endorsement of the information note, the process of implementing the lessons learned, their validation and implicitly, the last factor in the chain mentioned, the valorization of the lessons in practice.

The stages of the process of lessons learned according to the above regulation are: - preparation for observation and collection of data and information; - observation and collection of data and information; - analysis of data and information; endorsement of the information note; implementation and monitoring of lessons identified; validation of lessons identified; exploitation and dissemination of lessons learned (Order no. 91, 2017).

4.1 Mechanisms for evaluation, monitoring, and control

The internal management control system is regulated by law which means that it has applicability for all public institutions. Thus, below (Table 1) will be shown the stipulated standards and the general legal provisions, so that the management mechanism can be monitoring, evaluated and executed at an optimal efficiency level. In the table below the authors expose the main legal provision detailed into a list of management standards of internal control at public entities which are applied to the structures of Ministry of Internal Affaires, too.

Table 1. The main regulations of control system

Applicability	**In force from the date of 20.04.2018**
Normative framework	ORDER no. 600 of April 20, 2018, for the approval of the Code of internal managerial control of public institutions.
Legal provisions	*a) Control environment* **Standard no 1,** about Ethics and Integrity **Standard no 2**, about Tasks, functions **Standard no 3**, about Competence, performance **Standard no 4**, about Organizational structure *b Performance and risk management* **Standard no 5**, about Objectives **Standard no 6**, about Planning **Standard no 7**, about Performance monitoring **Standard no 8**, about Risk management *c) Control activities* **Standard no 9**, about Procedures **Standard no 10**, about Supervision **Standard no 11**, about Continuity of business *d) Information and communication* **Standard no 12**, about Information and communication **Standard no 13**, about Document management **Standard no 14**, about Accounting and financial reporting *e) Evaluation and audit* **Standard no 15**, about Evaluation of the internal management control system **Standard no 16**, about Internal audit

Source: Order, no.600 of April 20, 2018

4.2 Implementing lessons learned at NATO and in European vision in comparison with national regulations

The stages of valuing the lessons learned at NATO are clarify the requirement design the analysis, collect, and analyze, develop findings, draft the report, improve the draft, when in ROMANIA is ready for observation and collection of data and information, observing and collecting data and information, analysis of data and information, information note, implementation and monitoring, validation of lessons identified, valorization and dissemination (Table 2, Table 3, Table 4).

Table 2. Ways to capitalize on the lessons learned.

Each of these steps of activities requires different types of thinking and answers different questions	
NATO	**ROMANIA**
❖ Clarifying the analysis requirement ❖ Designing the analysis approach ❖ Collecting and structuring data ❖ Analyzing data ❖ Exploring ❖ Interpreting ❖ Investigating ❖ Drafting a report ❖ Developing recommendations ❖ Self-review	❖ Storage of information collected ❖ Setting objectives based on beneficiary requirements ❖ preparing the analysis ❖ Performing the analysis ❖ Drafting the information note ❖ The value of the lesson that must match the beneficiary's requirements ❖ Objectivity, based on actual findings, careful study, and investigation ❖ Interoperability indicators ❖ Recommendations and proposals ❖ The endorsed information note acquires the identified lesson value

Source: https://nllpw.org/about/ and System procedure regarding the process of lessons learned in the Ministry of Internal Affairs, code PS-MAI-DGMO-57

Table 3. Mechanisms for implementing the lessons learned.

NATO	ROMANIA
➢ JALLC Analyst Training Modules: JALLC internal training that covers the content in this handbook and the How to guides. ➢ JALLC Analytical Writing Course: JALLC internal training that covers the content of Chapters 6 and 7 of this handbook in more detail, from a communications perspective. ➢ NATO Alternative Analysis Course: Facilitation skills and structured thinking techniques training that covers content in the NATO Alternative Analysis Handbook. ➢ NATO Lessons Learned Online Course: Joint Advanced Distributed Learning (JADL) course ADL-138, which covers basic NATO LL-specific concepts and terminology. ➢ NATO Lessons Learned Staff Officer Course: NATO LL Process training that covers content in the NATO LL Handbook (Reference 2), including how to implement the Analysis Phase of the NATO LL Process.	The implementation and monitoring of the identified lessons is done by the specialized staff, which aims to fulfill the measures and recommendations. The measures and recommendations are what must be done to achieve a positive result or to avoid repeating a mistake. When implementing and monitoring the identified lessons are considered: a) the interested unit implementing and monitoring the lesson b) the stage of the identified lesson: in the process of implementation, endorsed, validated, establishing measures, learned c) the field of activity to which the identified lesson relates. d) the level of classification e) the responsible structure The lessons learned can be implemented in internal rules only at the level of the interested units and remain on the documentary bases, specifying the form of their exploitation. Lessons learned that are not introduced into internal rules are kept on a documentary basis and, depending on the situation, can be implemented during/after the execution of specific activities. The lessons learned are published in the Information Bulletin of the M.A.I. on the lessons learned or in other specialized publications and are disseminated to the structures of the MA, depending on their field of competence.

Source: https://nllpw.org/about/ and System procedure regarding the process of lessons learned in the Ministry of Internal Affairs, code PS-MAI-DGMO-57

Table 4. Dissemination of lessons learned

NATO	ROMANIA
➢ The NATO website (www.nato.int). ➢ The NLLP NATO ➢ Official NATO publications and terminology. These include policies, concepts, plans, doctrines, and directives, among many others. Reviewing these will help build the analyst's topic-specific vocabulary and basic understanding of organizations, tools, and processes in NATO associated with the topic. ➢ JALLC Reports. JALLC has been producing analysis reports on various topics in NATO since 2002.	The dissemination of the lessons learned has the role of facilitating the exchange of information, improving the performance of specific activities, within the scope of application and is carried out by the specialized staff of the Ministry of Internal Affairs.

Source: https://nllpw.org/about/ and System procedure regarding the process of lessons learned in the Ministry of Internal Affairs, code PS-MAI-DGMO-57

According to Duverseau (2024), through his virtual post, sustain a digital transformation there must be some actors who make the differences in virtual environment opposite from physical work (Table 5).

Table 5. Key actors in the virtual work

The chief digital officer	His primary role is to insert in real-time information under the direct coordination of the managerial board.
The chief information officer	Its primary role is the link between the profile entities and the objectives as to be reached on a technical manner.
The enterprise data architect	This position holds the strategic responsibility for overseeing the end-to-end processes of data including the acquisition, analysis, and interpretation of entities data for optimize performance.
The business processes expert	This role is focused on advancing the integration of scientific principles into strategic operations to enhance process efficiency.
The security specialist	The specialist must ensure the organization's full compliance with cryptates normative and regulatory procedures~~.~~ This role involves including data, monitoring activities, and enforcing security measures to protect high information ~~data~~ and systems, as well as regularly auditing processes to ensure alignment with both internal policies and external regulations.
The project evangelists	Encourages the organization and increases its level of enthusiasm when it senses that it is needed indeed through institution.
The change leader	Permanently emphasize and certify the positive impact of digital change.
The financial analyst	Help evaluate the costs of new technologies and bring risk management to strategic approaches.
The cloud architect	Implement the cloud rules specific to new operating pattern.
The UX/UI expert	Creates the final experience. This role involves user research, creating wireframes platforms and prototypes strategies, and to ensure that the final product is both aesthetically and functionally.

Source: Duverseau, (2024)

4.3 Identified principles and limits in the field of implementation of lessons learned

It is noted that the author determines the main actors for an entity to function efficiently by using technological and digitalization tools. Their importance is inter-conditioned by each other. As novelty elements that cannot be associated in the physical field, it represents cloud architect and project architect, with defined roles in the field of archiving, but also of project implementation.

Thus, from the above exposures, it is found that the management of the cycle of lessons learned includes regulations in the legislative sphere, but it compresses gaps from the perspective of the digital area, compared to the European and international systems. The transfer of know-how makes its contribution in this field for the national alignment to the modernist standards.
In this respect, the authors draw up some basic principles that should be followed and implemented in the managerial cycle of lessons learned, consisting of:

- systematic observance of institutional objectives.
- developing and implementing projects based on clear and realistic objectives.
- relevance, feasibility, and sustainability of the mechanisms identified for shaping the lesson learned.
- involve stakeholders throughout the course of the lessons learned.
- use of logistical, technological, digital resources, design, management, monitoring, and evaluation of the mechanism of valorization of the lessons learned.
- establishing quality factors among managers with experience and expertise in areas of diversity of professional skills.
- participation and involvement of beneficiaries in developing lessons learned, a principle that helps to understand more realistic the causes that led to identifying the lesson.
- use of technologies appropriate and appropriate to the needs of each activity, adaptation of the mechanisms to the professional aspects specific to the target area.
- systematic application of principles and practices that ensure compliance with legal regulations, institutional and managerial development.

5. ANALYSIS MODEL LESSONS LEARNED

To effectively implement the lessons learned and considering the findings from the study, the authors identified a model structure to meet the managerial challenges of the steps to be taken to qualitatively and effectively complete the process (Figure 2).
A very important role is represented by the evaluation of institutional objectives, recorded precedents and expectations in relation to managerial interest.
We consider that different stakeholders can be classified into the following categories:
• Stakeholders
• Factors of competence
• Factors of support
• Decision makers
• Factors of communication

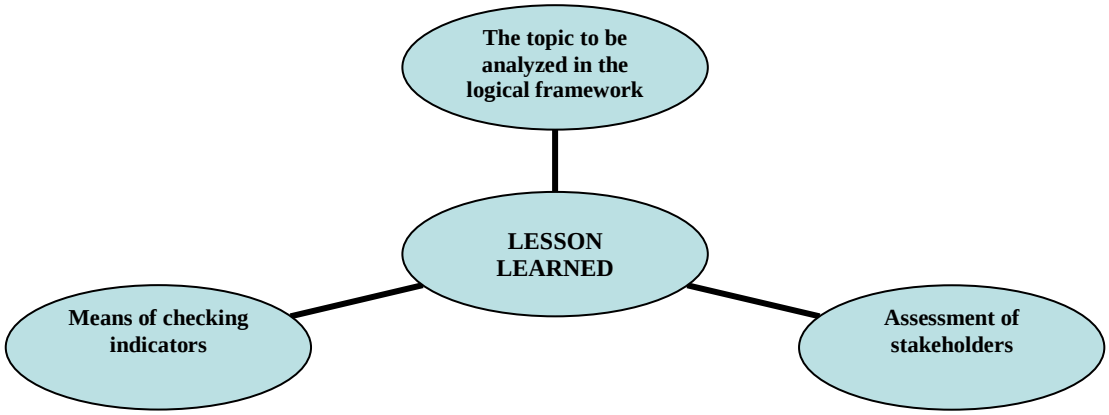

Figure 2. **Verification steps and administrative framework**
Source: Authors

Determining the strengths and weaknesses of the factors involved in establishing the concrete mode of action during the different stages of the process of identifying the lessons learned, possible necessary actions and a strategy to address each factor, is the managerial cycle of the lessons learned that I mentioned in the study.

5.1 Some considerations regarding the benefits of result

The title of the lesson identified is the essential and must describe it well, to give a correct image and help to get maximum support for the process. A well-chosen title helps to capture attention and develop interest.

The pursued steps are taken from the logical matrix of the process. It is mandatory that the formulation of the stages is accompanied by a performance indicator, which gives the image of the measure in which the objective is to be achieved, according to professional competences. Qualification of precedents shall be carried out by means of relevant indicators in the current field of activity.

Outcomes. This stage reflects the corollary of the actions carried out by the interested and factors in which it is incorporated into the design of the lesson learned.

Institutional framework for presenting the institutional framework of the lesson learned, it is preferable to select the main beneficiary compartments.

Implementing. Dying lessons learned to be based on modernist technological mechanisms that facilitate the transfer of information operatively, safely, and efficiently.

The result benefits. Managers should evaluate in determined timeframes the results of implementing lessons learned at the level of the responsibility compartment and set performance indicators according to the achievement of the proposed objectives due to the failure to respond to previous errors transformed into lessons learned.

Updating lessons learned in relation to professional development, societal challenges, and the need for improvement represent qualitative tolls through the entire managerial process and help leaders to analyze the strength points versus weak ones and finally to decide the main objectives for their compartment.

6. CONCLUSIONS

The lessons learned are a revolutionary field within the force structures of the Ministry of Internal Affairs. Being an obvious vocational system also implies specific rigors that once violated determine consequences that impact on the safety of citizens and the preservation of national heritage. For this reason, the awareness of negative and positive precedents must be materialized in regulated mechanisms generically called lessons learned.

The authors agree that the name of the managerial cycle of the lessons learned best defines the whole of the activities carried out from the identity to the implementation and the result benefit of the lesson.

Essentially, from the point of view of the domain regulation, important steps have been taken, with operational and system pods being developed, where the general steps to be followed are set. But, in addition, the authors identified models that inspire managers in the architectural process of developing the lesson learned, which gives the originality of the study.

The limits of the domain referred to are attributed to digitization. Compared to the European and international spectrum where the lessons learned are enjoyed by high-level modernist applications, electronic implementation systems are developed in Romania, but with low performance, uniformization, information and accessibility.

The importance of digitalization for institutional performance that states the lesson learned, translates into combination of recruitment, communication, leadership, and team building determines the way for a digital team performing through institutions. Making a high-performing team using lessons learned in a digital organization is challenging but can lead to great success with the right objectives. The principal solution to this is the integrated power by each team member and coordination with them as a great structure.

Leadership is another key component in creating a high-performing team at digital organizations in the field of lessons learned. Leaders should provide advice, to be an example themselves and a productive field for creativity. Effective leaders are not afraid to be free in thinking, motivating their teams through action and integrate the members of the team in the field of work with the measure of legals rules and measure. Investing in continuous training and development for the team is vital. With more organizations expanding globally each year, strong remote teams are not only an expanding norm, but a growing asset with defined aims for those that they fight to achieve.

Digital age present opportunities but also challenges for digital leaders. To support the changes, it is important to continuously develop digital competencies and to invest in technology, to use it in a strategic path, achieving higher performances.

In conclusion, the paper reveals the importance of lessons learned in the digital era, the impact of artificial intelligence that, although created by human resources, shows its societal impact and determines proactive measures of learning and developing the skills that the entire society must master.

The interplay of analogue with digital has as a common factor: science. The quality of the information and the security of their reception are performance indicators that must be followed at any institutional level.

Informational and communication technologies show the future trends of generations in training. Thus, without a sustainable foundation, based on knowledge, implementation, and dissemination of information in this context, societal challenges will not be easily overcome.

For that the evolution regarding from the managerial perspective of lessons learned is crucial. The transfer of know-how from international point of view helps leaders to develop adapted rules in current activities. The choice of the easiest way to implement the lessons learned depends on the import of new technologies having international examples given up.

Thus, only by understanding the era of change will the impact of human resources training be recognized on the leaders who will develop high-performance teams for state institutions and for a sustainable society.

Accordingly, in the carousel of achieving performance through sustainable teams, the ability of leaders to practice effective time management intervenes, what is a process of deciding how to allocate, control, manage and organize time, using a series of specific strategies, it often interrelates with organizational stability, cooperation of work teams, rigor of organization and, of course, maintaining organizational performance.

All these opinions take the form of the concept of the management of the cycle of lessons learned, along with the strategies identified by the authors.

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