Introduction: Training and Education for Police Conflict Management

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Volume II of the Palgrave Macmillan book series on "Police Conflict Management" expands the focus of the previous volume to learning settings that equip the police to address the challenges and seize the opportunities discussed in Volume I (*Challenges and Opportunities in the 21st Century*). As such, *Police Conflict Management Volume II: Training and Education* focuses on learning settings that play a prominent role in providing police officers with the knowledge structures, competencies, attitudes, and values they need to professionally conduct their duties

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in alignment with the ideals of a democratic society. Acknowledging potentially considerable variations in the systems of police training across different countries and types of jurisdiction, the chapters thereby strive to address basic and overarching aspects of conflict management training. Despite factual differences of forms and programs, the approaches presented certainly provide an impetus for examining their applicability to the very national context of police education.

Like the first volume, this one is also guided by the prerogative of reflexivity, calling for the analysis of preconditions and consequences of scientific perspectives themselves (Koerner & Staller, 2022).

The development of the book series across two volumes as well as the goal we are pursuing with it was discussed in the Introduction to Volume I. We encourage readers who are interested in how this project came together to give it a read and also learn about the review process of the two volumes.

Like the first volume, the current volume also consists of 17 chapters.

Chapter 2 starts by providing didactical *Criteria for the High Quality Training of Police Officers*. The authors aim at supporting trainers by providing guidance for training sessions that can form criteria to evaluate and monitor the didactical quality of sessions. Chapter 3 focusses on a key aspect of high-quality police training that can be deemed relevant in every context: representativeness. By introducing the constraints-led approach, the authors present a promising pedagogical framework for the design of effective learning environments in police training, which meet the demands of operational environments. Chapter 4 zooms in on *Coaching Police Conflict Management* by conceptualizing the daily practice of police trainers as coaching. By introducing the professional coaching model in police training, the authors clarify the ideal image of the police trainer: a reflective practitioner who finds situational solutions to problems of training practice, based on interwoven knowledge structures and implements them virtuously. That science in particular can provide a valuable knowledge resource for police training is demonstrated to the reader in Chapter 5 using the example of sport psychology research. As the authors show, the tactical training of police officers can benefit from the application of sport psychology principles and practices to tactical training. Chapter 6 puts police training into an

important ethical perspective of global relevance: the authors discuss *Moral Injury as a Challenge in a Value-Driven Profession* by providing *Insights from Ethics for the Education and Training of Police Agents.* The authors argue that knowledge of ethical theories and recognizing the underlying dimensions of moral conflicts and dilemmas can help police officers to better understand professional conduct and better deal with different layers of responsibility for the outcome of (in)actions. Chapter 7 raises the exciting question of the extent to which police training is influenced by martial arts myths, contrary to the usually desirable orientation towards scientific knowledge. Using the example of martial arts narratives in police conflict management training, the chapter shows how these narratives bridge the gap between training and reality and justify the effectiveness of training systems. Chapter 8 focuses on *Police Checks and Arrests Escalating into Conflict* by discussing *Coping Principles and Strategies Taught in Swiss Police Academies Drawn from Research in Social Psychology*. As such, the authors provide a country-specific and vivid overview of the training and education of police officers in Switzerland. Chapter 9 shifts the focus on contemporary potentials for development towards *Police Training in Virtual Reality*. The authors discuss the potential of *How Officers Perform and Grow under Stress* within virtual environments and argue that virtual reality offers the possibility of real-time tracking of stress levels and performance parameters in full and representative environments under high experimental control. Chapter 10 touches on recurrent issue of police conflict maanagent by dealing with persons in mental crisis. In *Trialogic Interventions: An Innovative Anti-Stigma Module for De-escalation Trainings*, the authors present the current state of evidence for this innovative approach to improve policing the mentally ill. An evidence-informed approach to general de-escalation training is the focus of Chapter 11. The authors provide guidance to police trainers and curriculum designers by highlighting a range of theoretical issues at the heart of effective de-escalation training and present practical advice for developing, implementing, and evaluating de-escalation training scenarios. Also geared toward the importance of police de-escalation skills, Chapter 12 provides an outline of *De-escalation Fundamentals* by providing an interdisciplinary breakdown of

evidence-based, relevant insights. It provides the reader with the knowledge of factors that underly de-escalation and determine how and why it works. With *Police Hostage and Crisis Negotiation Training*, Chapter 13 highlights a specific operational and training context. The Chapter provides *Foci, Protocols, and Best Practice Principles* for current hostage and crisis negotiation training for police officers from a variety of international perspectives. By emphasizing the importance of *Tactical Gaze Control and Visual Attention in Law Enforcement*, Chapter 14 discusses control strategies that prioritize critical regions of a suspect and that have the potential to reduce the danger of limited perception under stress. Geared towards police training in South Africa, Chapter 15 zooms in on professional shooting tests by presenting *A Qualitative-Descriptive Study and Critique* of the current national practice. With reference to *Police Training and Police Violence in Scandinavia*, Chapter 16 reviews the current literature on the police use of force in five scandinavian countries and the Scandinavian peoples' perception of them, exploring both the similarities and differences among national contexts. Finally, by the example of the German Federal Police, Chapter 17 discusses *Leadership as a Mental Shield*. The authors provide an answer to the question of how leaders of specialized police units can promote inner resilience and mental stability through the training of tactical and cognitive-behavioral adaptability.

Individual chapters have a Key Takeaway section at the end, containing derivations, hints, and recommendations for action. Here we asked all authors to summarize the important key points of their own contribution with regard to three different populations:

1. **Police officers**, understood as frontline workers and street level bureaucrats. Of course, the other populations could also be police officers, yet in the Key Takeaway section they refer to the population that resolves conflict and is engaged in conflict management with citizens directly.
2. **Conflict management trainers**, understood as individuals that are assigned to the task of providing learning opportunities for police officers (the frontline workers) as it relates to the management of conflictual situations. As such, this term refers to individuals that

are also known as force trainers, de-escalation trainers, communication trainers, firearms instructors, personal protection and self-defense trainers, tactical trainers, and so on.

3. **Police decision-makers**, as a term for the individuals that are in charge of changing policy concerning police conflict management as well as the corresponding training and education.

Reference

Koerner, S., & Staller, M. S. (2022). Towards reflexivity in police practice and research. *Legal and Criminological Psychology, 27*(2), 177–181. https://doi.org/10.1111/lcrp.12207