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KNOWLEDGE MANAGEMENT CONCEPT AND SUBCULTURE: POLICE PROFESSION EXAMPLE

Abstract

The paper will discuss the knowledge management concept, tacit and explicit knowledge and police subculture. Knowledge management is an important concept of organizational culture that affects the adaptation of an organization to the social environment, and the police subculture can have a different impact on the application of knowledge management. The specificity of the police profession indicates that it is necessary to combine tacit and explicit knowledge in order to achieve efficiency in the organization. It was noticed that for valid application of tacit and explicit knowledge, it is necessary to have quality social relations that will suppress potential rusty characteristics of police subculture, as well as cooperation through the exchange of knowledge between police officers within different lines of work. The aim of this paper is to point out a correlation of the forms of knowledge and characteristics of police subculture, as well as the application of the knowledge management concept in the police force.

Key words: *knowledge management, tacit and explicit knowledge, organization, police profession, police subculture.*

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KNOWLEDGE MANAGEMENT CONCEPT AND FORMS OF KNOWLEDGE

Knowledge is a necessary part of social interaction because it determines a development of individual abilities, skills and ways of communicating and dealing with others.¹ * Without curiosity as a desire for knowledge and knowledge exchange there is no individual or social development. However, progression and development don't have to be purpose of every individual, but knowledge and refinement are necessary precondition to develop an organization of which individuals are a part of. In order to meet everyday needs, individuals in social interactions sometimes even unconsciously manage their knowledge, while other social actors do so with the intention of expanding, refining, sharing and creating new knowledge, which is one of the goals of knowledge management concept. To manage knowledge means to use all our potentials for personal development and in the organizational sense to improve efficiency of the organization. Knowledge is a process within concept of knowledge management. What is important in an organizational sense is that knowledge is a resource, a foundation that needs upgrading and that is linked to time and efficiency. The untimely use of knowledge and resistance to the improvement of knowledge, in the long run, can lead to inefficiencies and reduce the benefits of the organization in relation to the environment.

Knowledge management is a concept that became widespread in the 1990s. It was first represented in industries that need rapid advancement and mastery of new techniques for greater profit and the like. However, the concept is important in all areas of social life, and later the concept of knowledge management was extended to other organizations outside the industry. A concept is also used within other specialized management disciplines, adequate knowledge management directs and can contribute to the improvement of project management, change management, risk management etc. Knowledge management enhances the competitiveness and advantage of the organization over the environment, therefore the concept of knowledge management is also promoted within police organization. The information used at the right time and given to the right person, which is focused on decision making and achievement of a goal in order to improve organization efficiency, is knowledge management because it involves practical application of knowledge

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through action. As social actors we manage forms of knowledge in almost all our interactions. Tacit and explicit knowledge are specific forms that are intertwined at the micro level and are combined by people on a daily basis.²

Tacit knowledge (Polanyi, 1958) is knowledge hidden in the minds of employees. It is knowledge that is reflected through subjective judgments, intuition, feeling, ideals, experience and value. Explicit knowledge would be rational knowledge that can be used to be understood by others. More specifically, explicit knowledge includes: plans, databases, manuals, patents, computer programs (Polanyi according to Reychav; Weisberg, 2009: 187). One of the definitions indicates that „knowledge is a set of data and capabilities that people use to solve problems (...) as the potential of an organization is collected and used to maximize its effectiveness” (Subošić, 2013: 118). Authors, also, consider that explicit knowledge can be expressed through words and numbers, that it is easy to share through clear data, scientific formulas, established procedures and universal principles (Nonaka and Takeuchi, 1995). Tacit knowledge is not visible and can't be easily expressed. It is a knowledge of an individual that is difficult to formalize, it can include subjective insights, hints, intuition and it isn't easy transferable. Given the specificity of the police as an organization in which a large number of important and strictly confidential information is most often conveyed, there may be conflicts in the use of both forms of knowledge, in terms of inadequate prioritization of tacit or explicit knowledge in a given situation. Combination of tacit and explicit knowledge is important and necessary in the police profession. The ways and forms in which these two types of knowledge are combined through conducting police duties on a daily basis should enhance the functioning and efficiency of police officers and police force in general.

EDUCATIONAL FUNCTION OF THE POLICE AND CHARACTERISTICS OF POLICE SUBCULTURE

Knowledge perception and knowledge interpretation are two combined processes. Adequate combination of tacit and explicit knowledge in complex police investigations and other tasks would be an ideal case type. However, in real life ideal

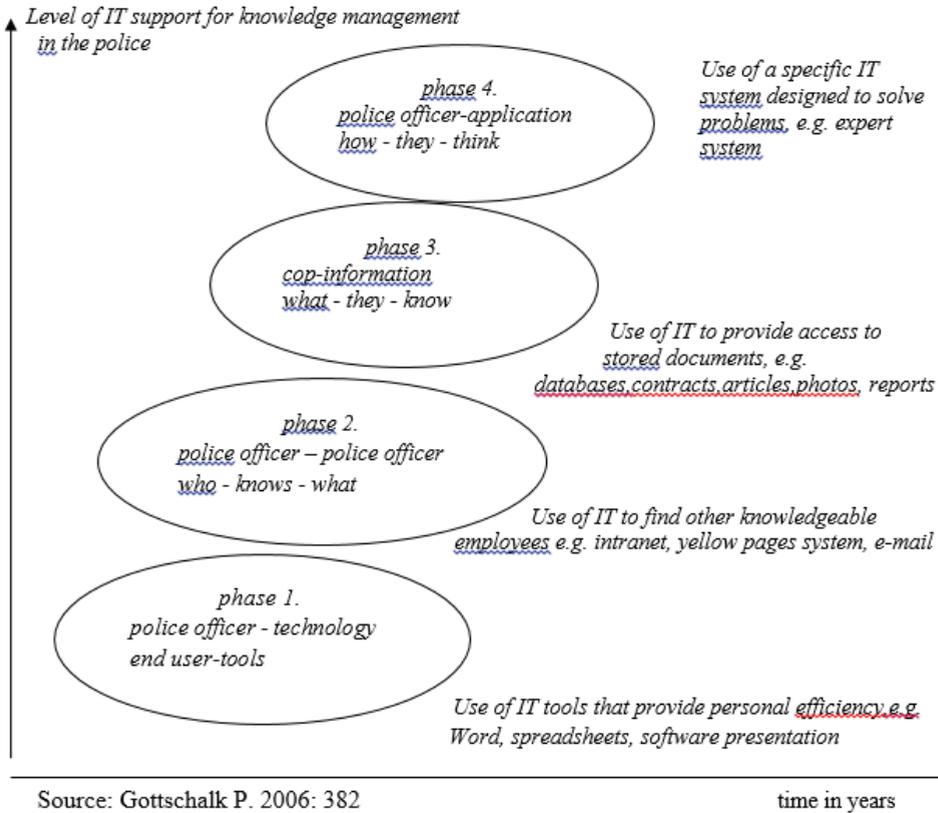
² The term *explicit* (“eksplicitno”) knowledge is more commonly used in Serbian language than *tacit*, appropriate translation for tacit knowledge would be in Serbian “prećutno znanje”. We will use original terms in the text.

situations are rare, and the use of tacit and explicit knowledge varies because of the different abilities and motivation of police officers to use the knowledge according to the situation or indolence towards knowledge management concept in the organization.

Receiving and internalizing important information, creating new knowledge with a focus on prior knowledge, sharing, disseminating and applying knowledge to achieve a task makes knowledge an on going process. Each of these stages are important in knowledge management. So “the educational function of the police is a set of jobs whereby police employees acquire the knowledge, skills and habits necessary to perform the tasks to which they are assigned or may be assigned”.³ The general goals of police education are: improving work performance, constantly aligning, adapting and enhancing knowledge, skills and abilities of employees, avoiding outdated knowledge, solving organizational problems, directing new employees and preparing for career advancement and development. Specific goals of police education are: improvement of work (quantitative and qualitative) and safety of employees during work, increase of problem solving ability, mastering of specific methods and working procedures, raising work creativity.⁴ Knowledge transfer can be achieved in a formal and informal way. Formal transfer of knowledge is usually done through education in institutions. Informal knowledge transfer is also the transfer of knowledge within the performance of various police duties through mentoring (superior-subordinate relationship), developing good cooperation and communication between colleagues within one organization and direct cooperation with colleagues from other organizations. Also, there can't be a strict line between tacit and explicit knowledge gained through formal education, as professionals involved in the formal transfer of knowledge should use both forms of knowledge as a reflection of creativity in work and upgrading knowledge management. Thus, information technology management and new scientific advances, as well as IT training for employees, are one of the increasingly important ways to manage knowledge in the police force. According to Gottschalk, the knowledge management system model consists of four phases (Chart 1).

³ Субошић, Д. 2013: 117.

⁴ *Ibid.*, pp. 118.

Chart 1. *Model of knowledge management system*

The first phase is general IT support for knowledge workers. This phase involves the use of word programs, spreadsheets and e-mail. The second phase is knowledge of knowledge sources, in which the information system stores information about “who knows what” inside and outside the organization, a typical example is the intranet. The third phase is information that represents knowledge, the system stores what knowledge employees know in the form of information, and a typical example is a database. The fourth, final phase is information processing, the information system uses information to evaluate situations, and the typical example is the expert system. Stages of IT support in knowledge management are useful to identify (map) the current situation as well as to plan future activities of the organization (Gottschalk, 2006: 382-383).

The ideal type case would be a harmonized and fruitful use of formal and informal knowledge. Therefore, it is necessary to transfer experience between colleagues,

which depends on the organizational culture, and more broadly on the culture and evaluation of knowledge in society. For organizational learning and knowledge management, an appropriate organizational approach is necessary. In addition to the adaptive one, the generative approach to organizational learning is considered more appropriate and includes: systemic thinking (systematic approach, system analysis, organization as a whole environment, etc.); personal skills (continuity of training); mental models (accumulated knowledge and ideas based on phenomena, processes and events); participation in vision creation (shared vision, involvement of executors in mission creation); team learning that encourages dialogue, through discussions and opposing views, rejection of prejudices and changing mental models, and thus the ability to find new and original solutions. (Субошић, Д., 2013:118.)

One of the most influential and significant researcher on police culture is Robert Reiner. According to Reiner, police culture is, in fact, the way police officers view the world around them and their role in it, and it's key for analysis what police officers do and what their social role is. He defines police culture as a set of values, norms, rules, perspectives and rules of police craft that are components of police behavior. He also believes that police culture is not monolithic, universal and unchangeable and defines police culture as a set of patterns that help police officers to cope with all the pressure and adjust to the tensions they face. Police work can raise the dilemma of whether noble and good goals can be achieved by dirty means. Should illicit funds be used if this will allow the work to be carried out quickly and efficiently. This police dilemma is directly related to the possibility of establishing legally responsible police. (Reiner, R, 2000: 85-97.)

A subculture in an organization can emerge as an authentic response of a social group to formally established rules and patterns of behavior, so it is often not completely autonomous and separate from culture, but is shaped by the transformation of a dominant cultural pattern that partially accepts and is transformed through specific new meanings. Subculture is in fact a culture of a particular group within society, which differs from the general culture in a number of distinctive characteristics in the fields of beliefs, values, norms, behaviors, lifestyles, and a creation and use of symbols.

The essential elements of police culture are: patterns of behavior, rules and norms, beliefs, feelings, style, accumulated knowledge and experience, attitudes toward self and others, learned behavior, symbols. A police subculture involves a set of

rules, principles and norms that give members of that subculture a sense of belonging to the same identity. The identity of the individual is acquired in the process of socialization in early childhood, however, the process of socialization doesn't end in childhood, except in the basic form, learning behavior, language and the like.

Such form of prolonged socialization is a socialization of an individual in the work environment. How new workers will socialize depends on the culture organization and individual ability to adapt. The phase of socialization in the work environment is one of the most important stages in an individual's life; it can be a sublimation of everything learned in primary socialization, in the family, in a group of peers, in socialization during education. If at this point there is a discrepancy between behaviors, values and rules learned during the previous stages of socialization and the ones in the work environment, it may be difficult for an individual to adjust. The gap between the "old" and new rules in a workplace is an intermediate space in which the acceptance of the subculture model in the professional environment may occur. (Вуковић, А. 2016: 15,) When an individual starts to work, assuming that the job is the same for which he or she was educated, which in reality isn't often a case, there can be a split between the ideals, desires, and models that a person thought were within the given employment and reality in to which these models are impossible to apply. That is, if reality is different from what an individual has learned in previous period, then it is inevitable that there will be disappointments that often lead to resignation, apathy and a desire to be included in subculture.

Therefore, the first steps of newcomers in organization are often crucial for their continued work and professional development as well as their attitude towards knowledge management. In addition to adapting to formal rules, the attitude of "older" employees (old timers / newcomers) towards a new member is important for work socialization. If interpersonal relationships affect the alienation of employees, it may endanger the functioning of the organization and workers thinking in a narrow frame of personal gain or pure survival at work. Moreover, employee dissatisfaction can be one reasons that subcultures in the work environment can arise, because belonging to a group can give an individual a sense of more value and make it easier to adapt.

In various studies has been pointed out, that best training programs for police officers consist of three parts: first - lectures by social scientists and lawyers in criminology, criminal law, human resources, mental health; the second part consists of lectures on the social importance and dignity of police work within which is em-

phasized that this profession requires high requirements such as integrity, wisdom and courage; and the third part pertains to policy lectures within departments in the police. Researcher Bitner also states that there is a conflict between knowing the rules and maintaining the semblance of fulfilling them because the first thing graduates learn on their first assignment is that they have to forget everything they learned at the academy. Because of the direct consequence in dealing with reality and with the shock that ensues, a great increase in cynicism in the attitudes of police officers during the first year of work. Although we can agree with Bitner that police theory and police practice are two fields, we think it is overemphasized a point that graduates should forget everything they learned during their education on the first assignment. Namely, the theory, and especially the practice, carried out within police education centers and institutions are important for the professional education and subsequent employment of police officers. Of course, as in other professions, preparing for police job is impossible to learn just during studies. Individuals who are not primarily educated in the police profession, and are strongly motivated, can perform police work well through obtaining work and experience.

Within the sociology of work, it has been observed that individuals embrace sub-cultural patterns, attitudes, and beliefs to adapt to the demands of a job. Socialization in an organization is analogous to primary socialization in the family in terms of internalizing the values, rules, and patterns of behavior commonly accepted in the group. Such situations are also recognizable in the police force as a working organization. Specificity of the tasks performed by the police is also a form of hidden (low visibility) work that is necessary in certain situations, which can affect the empowerment of police collegiality and solidarity and the creation of syndrome us / them and separation of police officers from citizenry (Ibid, 16-17).

In a famous study, *The Policeman in the Community* Michael Banton explored the behavior of a community policeman. This predominantly sociological study is a classic work that is invoked by all police culture and subculture researchers. In the introduction, Banton asked the reader to try, as he did as an author, to put aside moral condemnation and attachment and to understand the police profession within social context.

Rightly, he points out another feature of police action, it often encompasses tasks that implement low-visibility decisions, decisions that are very difficult to review, check and analyze, and accordingly determine and control the actions of police officers in different situations (Banton, M., 1964: 127-129).

Another insight that Banton gives us, which is significant with regard to the police subculture, is that police as an organization is not much different from other large organizations, because it also has internal divisions into factions, interest groups such as: newcomers / old timers, police officers in the city / countryside, police officers specializing in certain areas, street cops and police officers with higher rank etc. These divisions can strongly influence knowledge management and preferences in use of tacit or explicit knowledge. In addition, to overcome these divisions is essential for police efficiency and position of police organization in environment. Therefore, divisions should help to identify subculture characteristics that enable or disable ways to select plans and combination of different forms of knowledge in order to achieve police tasks in a best way. Banton believes that social isolation increases within the years in service. Results from a Social Survey show that socially isolated feeling has 58.7% of men up to five years in service, 67.8% of men who have been employed for six to 10 years and 72.6% of police officers for eleven or more years (Ibid.,204.).

Researchers who have engaged in a professional culture (occupational culture) believe that it serves as a means of coping with, and reconciling with the uncertainties of the job. Professional culture is a reduced, selective form of culture based on tasks that span history and tradition, unwritten rules of conduct and routine, principles and practices that form the buffer between professionals and the public. (Manning, P. K., 2007: 865-871.)

Based on the analysis of the extensive literature on police subculture, Cochran and Bromley have founded that research on this phenomenon is, for the most part, descriptive and uncritical accepts that the police subculture exists. Authors conducted empirical research, with a sample of deputy sheriffs. One of the goals of their research was to notice the anxiety of the police subculture's acceptance. Kokhran and Bromley identified three types of sheriff's deputies. They began by assuming that older police officers and those with more years of work experience would be more attached to the police subculture, and younger police officers and those with less work experience would be more likely to express job-related values and orientations consistent with recent organizational changes such as community policing and problem oriented police work. However, the research findings did not support this assumption. Based on an analysis of a sample of sheriff's deputies, the authors found no evidence that the police subculture was endemic (domesticated) and widespread. They came to the conclusion that a part of the deputies in the

sample were attached to the subculture, and they found the fact that the potential novelty (new feature) of the police subculture was a strong focus on community service. Considering the degree of police attachment and community orientation, they have made a typology of police officers: Sub-Culture Adherents, “Normals” and “COP” cops – a nouveau subculture strongly committed to public service (Cochran, 2003. pp.106-109).

Authors who explored police subculture highlight the negative and positive sides of the phenomenon. Some believe that police subculture is more likely to have a negative impact and state that it has an effect on abuse of citizens’ rights and abuse of police authority. Also, that there is a culture resistance to ensure police accountability, and the view that police officers’ relationships are defined through a “thin blue wall of silence”.⁵ Other authors believe that the positives of the police subculture such as collegial solidarity should not be ignored. More recently, there has been a growing consensus that police culture is in the process of transition. Bethan Loftus identifies two major concepts on police culture. The first is the assumption that police culture responds innovatively to a change. The authors highlight the various events and trends that can be expected to influence the transformation of cultural patterns and behaviors of police officers. This generally involves the cultural, ethnic and gender diversification of the police organization, and the impact of operational changes such as community policing, and official police criticism. The general attributes of police culture persist because the underlying pressures associated with the role of the police have not yet been removed and the fact that social change has exacerbated rather than reduced the essential definitions of inequality (Loftus, B. 2010: 16-17.).

Any profession that has symbolic and real elements of power and authority, such as wearing a police uniform, use of weapons and force within the police profession, affects members of the police profession as well as their social milieu. The police officer who first wore a uniform and start to work notice a different attitude of people from a surrounding area. The way they perceive the environment’s reactions, as well as the attitudes of the environment towards the police, will shape their relationship to power and authority, and indirectly their relationship to law. Namely, it is not surprising that people who have worse experience with the attitude of other social actors towards them as individual in uniform will often hide that they are police officers, or will try to socially isolate themselves by creating a

⁵ Paoline, Eugene. III B. 2003:200.

world where they will mostly be surrounded by their fellow police officers. Also, assuming that police officers perceive their actions, then it is evident that their attitudes will also be influenced by how others perceive them when they are in uniform and when they are not. This line of separation will also affect police officers' attitudes toward work, knowledge, and awareness of their social role. Thus, one of the important features of the police subculture is emerging social isolation. If the attitudes of society members towards the police are positive social isolation of police officers should be in a lesser extent, that is, we can say that then social isolation of the individual more often depends on the psychological traits and character of a police officer. It is often debated whether an individual opts for a job for which is predestined by his / her character or is also driven by the influence of the environment and culture in which the individual grew up. Certainly, an individual is part of a broader cultural whole and cannot be viewed separately, so the coping of values that prevail in society also depends on the attitude of police officers towards work.⁶

A group identity whose main elements are a sense of belonging and solidarity through sharing the same values is especially important in a police profession. Respecting and sharing the same values contributes to creating stronger ties among police officers and homogeneous them as a social group. Therefore, it is not surprising that one of the firm, ingrained and first characteristics of the police subculture is the division between 'we' and 'they'. This feature survives all the time as one of the most important features of belonging to the police and extends the strength and importance of police in society. Through "police glasses", "we and them" younger police officers selectively over time either become or not be accepted as part of a wider community of police officers. If they become part of a broader social group of police officers, they most often identify with older colleagues.

In Skolnick's opinion, the two main variables of the police role are danger and authority, and they should be interpreted through the constant pressure exerted on police officers to be effective in the work. Through this process is created and developed "the working personality" of a police officer. Due to the danger as one of the hallmarks of police work, suspicion also develops as one of the characteristics of the police subculture. The nature of a police job can lead to the police officer

⁶ Вуковић, А. *Феномен полицијске субкултуре и његов утицај на успостављање правне одговорности полиције*, КПА, 2016, pp. 20-21.

having less will to socialize, and danger as a feature socially isolates them from a part of the citizenry that he/she considers symbolically dangerous. These traits greatly contribute to social isolation and the strengthening of collegial solidarity. A personality of a police officer may arise from the characteristics of police work such as: danger, isolation and authority. Although police officers are not inclined to emphasize danger and risk at work and often develop strategies of denial, danger is an integral part of police work and can produce emotional barriers to fulfill a task. The element of danger has an unequivocal importance in maintaining and supporting the police subculture and police officers are inclined to live in a dual world.

Accordingly, Skolnik highlights another dominant feature of the police subculture – the persistent suspicion that results from the nature of police work that constitutes the concept of regularity and predictability. Officers are trained to be suspicious and to spot troubles and irregularities in their environment (Skolnick, J. 1966, pp. 47-48). Author states that correlates of collegial solidarity are authority and danger and that they contribute to greater solidarity among police officers. Given the extent to which police officers share the experience of an unpleasant public attitude towards them, they are in the same position and depend on each other. If they feel that their authority is declining, the importance of internal solidarity will increase. Skolnik also refers to Banton, who explains the relatively greater isolation of British police by highlighting, as an example, the consequences of the character of a British police officer's role. The British police, according to Banton, are reserved, proud, impersonal, separate. For them, man is the role he plays in society, and the example given through that role should be taken seriously.⁷

Teamwork is an important element of knowledge management. As a specific form of cooperation, teamwork requires that the coordination of the individual's work in the team results in the most efficient knowledge management in order to effectively achieve assignment. The police team consists of police officers selected for their different knowledge is formed to manage knowledge of all team members in problem solving. Tacit knowledge is in the minds of team workers and it is a knowledge that is valuable because it is dynamic, fast, changeable and improves action.

⁷ *Ibid.*, pp. 53-63.

Among the most important features of police culture, Reiner cites: a sense of mission, cynicism, suspicion, social isolation that produces and encourages collegial solidarity, conservatism, pragmatism, machismo and racial prejudice. The author considers that conservatism is present with police officers partly because of the nature of the job, because the usual ‘clients’ of police are mostly from the bottom of the social layer. However conservative, in Reiner’s view, police culture is not puritanistic, but rather old-fashioned and macho.

A sense of mission gives police officers the foundation not to view their work as routine, but as something that fully deserves to become their way of life. As a thoughtful mission that can only be accomplished if it becomes part of the cop’s life and the way he see the world around him. However, the perspective that a police officer has at a beginning and after some time spent in the service may differ diametrically, then another important characteristic can emerge – cynicism, or as it is called “police pessimism”. As two sides of a coin, pessimism and optimism can produce different attitudes about the world and the social roles we play in it. A police cynical view is a shield used to reduce anxiety and depression, and in that sense it assumes substitute role that for example for an individual has humor to relieve stress in everyday life.

This characteristics can be a key element (“ingredient”) to improve teamwork and enable the particular (individual) knowledge of police officers to be better utilized and to achieve explicit knowledge through synergy. Of course, successful knowledge management in solving police tasks depends on whether the team members are well structured, whether there is cooperation without personal animosities and exchanges of energy and knowledge.

EXCHANGE AND DISSEMINATION OF KNOWLEDGE IN THE POLICE

Forms of knowledge sharing and dissemination also depend on the attitude towards knowledge in the police organization. Namely, if police officers are sent to cooperate on a daily basis (group solidarity, sharing the same value system, bounding, keeping aside divisions such as young (inexperienced) and older (experienced), lower rank / higher rank police officer etc) will improve options and develop po-

tential for knowledge sharing. Knowledge sharing opportunities depend on the personal traits and the interpersonal relationships within the police organization. Conflicts and obstacles to knowledge management can occur on two levels. On the macroplan the undeveloped knowledge management in society can produce also low interest in knowledge management in police organization, and on the microplan rusty interpersonal relationships in which personal interests is above group and organization can reduce knowledge production.

In a strictly hierarchical organization such as the police, obstacles to knowledge management may arise because it's considered bureaucratic and rigid, focused only on established procedures and rules. However, knowledge management requires the ability to use creative potential as a way to find better solutions to resolve a problem. Strict formalization reduces creativity, so the challenge in the police profession is to manage knowledge and create new knowledge. The specificity of the police as an organization is reflected in the fact that in order to perform police duties, continuous communication among employees, coordination of work and direct cooperation are necessary assets. Therefore, it is necessary to create an environment that will focus on knowledge management.

The pressure to make changes in the police force and the attitude towards better knowledge management requires an appropriate reference frame for police officers. A reference frame is a set of rules by which police employees should behave and towards what they should aim for. Of course, building a proper reference frame requires time, effort and a constant need for police officers to manage their knowledge. If there is discrimination against police officers in a broader community, it can often provoke resistance of police officers towards knowledge management. Changes in the community can provoke resistance such as to consider old police techniques and practices as more effective than new ones. This can be the case in other organizations also, because resistance to a certain extent is a normal reaction of individuals to the change.

Group solidarity is a consequence of a social isolation of police officers, but also desire and need of police officers to rely on each other. Because of their solidarity and collegiality, police officers are often inclined to go over some petty offenses and cover up the mistakes of their colleagues. Most often, collegial solidarity is seen through adherence to the informal code of conduct in the structures under which police officers are required to protect one another from external control mechanisms. Another phenomenon important for understand the relationship

between senior and junior police officers is that, regardless of internal solidarity, there are conflicts between the two levels of service – “street police” and management. This is because the police management needs to create an acceptable and favorable image of the police in the public, especially in the media, which is in conflict with the goal that the street police officers’ who are predominantly operational oriented and whose primary objective is efficiency (Зекавица, Р., Кесић, З.: 2012, стр. 59-74.).

Considering the power that police officers have to deprive a person suspected of having committed a crime, conduct investigations, the ability to enter a private space of citizens, use force, different techniques to find out private information, it is the responsibility of police officers to take these measures in professional, discrete and an ethical manner. Police ethics among police officers and in the cooperation of police with the environment is a prerequisite for good organization and knowledge management. The amount of information that police officers get while performing their job can be overwhelming, and mastering that data, assimilating, processing, using, and disseminating is a process that is part of their individual knowledge management. Trough that process individuals in the police force are directed to educate themselves to manage knowledge, and it should be one of the goals of knowledge management in the police. Some of the reasons why knowledge sharing is a difficult challenge for police are: lack of accountability, system, routines, and lack of resources.

Researchers believe that in criminal investigations, police executives play an important role in creating a context for knowledge sharing and that the capabilities of executives, especially middle management, are crucial to create an environment for knowledge management (Berg M.E, Dean G., Gottschalk P., Karlsen J.T: pp. 272.). Then, it is necessary to “...generalize the work experience of a uniformed police force of all jurisdictions and systematically monitor and investigate the phenomena that are of interest to it” because the police, like all other organizations, continuously produce knowledge, the effectiveness of the organization depends on the attitude towards organizational knowledge (Субошић, Д., 2013, pp. 117.).

According to a UK Police Knowledge Management Survey, respondents identified as important: information management strategies, a knowledge management center and standard operating procedures. Respondents had different approaches and ways to understand knowledge management. In all cases, respondents considered tacit and explicit knowledge important, but priority was given to tacit – “inside”

knowledge. The methods used to “capture”, develop and use tacit knowledge are described, such as: different policies (attitudes, principles), successive planning and “buddying” – creating a companionable work atmosphere that fosters collaboration and knowledge sharing between colleagues.⁸

According to the research results, in none of the cases A, B, C and D there is a knowledge management strategy, but all interviewees cite strategies and models at the national level. Respondents answered that they did not have a specific knowledge management policy within their police organization, and cited a national intelligence model that was generally accepted. They then outlined several activities and programs used to share knowledge, such as: team members gather and share information they consider useful with colleagues once a month; experienced former police officers as coaches; a computer program for collecting complaints about the work of police officers for the purpose of the organizational learning process; personal development review – a process in which a supervisor discusses the professional development of individuals and creates a personal file for each employee; meetings as a form of sharing and disseminating information and knowledge that are focused on problem-solving. (Seba I., Rowley, J. 2010, pp. 621-622.)

CONCLUSION REMARKS

Knowledge management as a concept implies that knowledge is a cumulative increase of previous knowledge, as well as learning and applying new (innovative) data. Strong subculture and characteristics such as: we versus them, cynicism, group solidarity can generate both successful and unsuccessful, that is, efficient or inefficient use of knowledge management (tacit and explicit) depending on social relations in the group and organization in social context.

⁸ Case study - four profiles of organizations (A, B, C, D), differences in police organization size, scope and jurisdiction. A sample of ten senior police officers led by different sectors, a semi-structured interview was used in research. The goals of the research were: to identify appropriate strategies, policies, initiatives and practices for knowledge management; take into account forms of knowledge that are targeted within police force management; explore the measures necessary to encourage employees to share knowledge; identify perceived obstacles in encouraging employees to share knowledge and determine whether police forces compare their knowledge management policies with best practices in other police forces. See in Seba I., Rowley J., "Knowledge management in UK police forces", *Journal of Knowledge Management*, Vol. 14 Iss 4, 2010, pp. 611-626.

One of the goals of the police organization is to make knowledge management the concept it strives for. Police officers' personal experience, social relations and other forms of tacit knowledge are equally important in police work like explicit knowledge such as documents, databases, IT skills etc. The experience of senior police officers and sharing of knowledge, through their willingness to share their experiences with younger colleagues is an integral part of knowledge management in the police profession and therefore police organization needs to create "culture of knowledge sharing". In order to adequately manage knowledge in the police, it is necessary to constantly skip obstacles in knowledge management, as the inadequate attitude of employees towards knowledge (such as prejudices about what form is more relevant – tacit or explicit) and use of knowledge through disinterest and slowness in the application of knowledge, or, potential police officers aversion to apply new types of knowledge in a routine work. Then, it is important to motivate the leadership to adjust the attitude to organizational knowledge and improve organizational flexibility. Combining tacit and explicit knowledge is essential in a police organization, and a discussion about pros and cons in advantages of one or another type of knowledge is not fruitful. On a daily basis police tasks are often linked to time constraints, so it is necessary to take full advantage of both forms of knowledge and minimize the disadvantages that may arise from exclusivity in applying only one form.

Structural differences based on position in hierarchy in police can shape social relations and interactions between police officers of all ranks and lines of work and influence knowledge management, especially if social environment isn't optimistic, conducive and directed towards the exchange of knowledge and its efficient application in the service.

In that light, police profession should make the best use of all the advantages of knowledge management concept adapting it in an adequate way to the specifics that characterize different police jobs, tasks and duties.

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KONCEPT UPRAVLJANJE ZNANJEM I SUPKULTURA: PRIMER POLICIJSKE PROFESIJE

Apstrakt: U radu ce biti reči o konceptu upravljanje znanjem, tacit i explicit znanju i policijskoj supkulturi. Upravljanje znanjem je važan koncept organizacijske kulture koji utiče na prilagođavanje organizacije društvenom okruženju, a policijska supkultura može imati različit uticaj na primenu ovog koncepta u policiji. Specifičnost policijske profesije ukazuje na to da je neophodno kombinovanje tacit i explicit znanja radi postizanja efikasnosti u organizaciji. Uočeno je da je za dobru primenu tacit i explicit znanja neophodno da postoje kvalitetni društveni odnosi koji će potisnuti potencijalne loše karakteristike policijske supkulture, kao i saradnja kroz razmenu tacit i explicit znanja policijskih službenika u okviru različitih nadležnosti. Cilj rada je da se ukaže na korelaciju oblika znanja i karakteristika policijske subkulture, kao i primenu koncepta upravljanje znanjem u policiji.

Ključne reči: upravljanje znanjem, tacit i explicit znanje, organizacija, policijska profesija, policijska supkultura.