

The theories of lessons learned-comparative trends between economic and military powers with Romania forced structures

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Abstract. The lessons learned are a concept with universal and national fundamental value. Societal, economic and political architecture is built on the teachings of the past and the challenges of the future for a realistic and sustainable present. The protagonists come from all areas of activity, create procedures, face obstacles, identify lessons and adapt by specific methods project portfolios for sustainable development. The purpose of the article was to highlight the differences in the field approach the field of lessons learned by comparing attempts between the military perception of defense of NATO and other economic powers, with reference to the importance of the concept and the degree of implementation in Romania, is one of the topics analyzed. The natural flow, after all, maybe sometimes bold in diversity, continues with the presentation of lessons learned as they were assumed in the field of the Shengen information system, the economic and banking spectrum in Romania, the impact of personal data protection, accidents at work and last but not least, applicability in the area of public order and safety. The conclusions will bear the majority mark of the recommendations from the point of view of the performance indicators from a generalist perspective related to the essential findings of the article, in order to sustainably develop the promotion of the importance of implementing the lessons learned seen as a policy of societal and human innovation in the institutional protection of the state.

Keywords: *comparative trends between economic and military powers with Romania, fields of application of lessons learned,*

1. Introduction

Following the documentation on the study of the literature in the field, the need to develop trends that integrate the portfolio of lessons learned from both universal and national spectra has emerged. Determining the needs in Romania regarding the conceptualization of the dysfunctions in various fields of activity, had as starting point the method of comparison with the economic and military powers from the highly developed states that have put an unquestionable emphasis on capitalizing the syncope and transforming them into rules to follow. Through the mechanisms of comparison with international force systems, such as NATO, the authors will show improvement needs regarding the whole process of approaching the lessons learned at Romania level.

Thus, various bibliographic sources were consulted for the formation of sound, scientific and well-grounded hypotheses that provide the interested reader with landmarks in addressing the issue.

The article also presents the lessons that resulted from the findings in various key areas of the societal architecture, such as security and information crises, vulnerabilities of excess formalism in the field of public and private administrations, banking risks in recent years in Romania with affecting operations

that lead to decisive decisions for the business environment in order to strengthen the position on the labor market knowledge gaps in the field of personal data protection, occupational safety and environmental preservation, but also from the perspective of public order and safety with force impact in the Romanian society.

The reasons for which the lessons learned are not applied in certain sectors of activity, the obstacles, the general principles of lessons learned for all methods, will be another topic of discussion in the article, based on the study of recent literature, but also the expertise of authors at managerial level in areas of state force, namely public order and safety and economy.

Performance indicators will take the form of authors' assessments following the essential findings in the article. Thus, they target intercollected recommendations, the message of which contributes to the prevention of similar precedents. Of course, in the generalist sense, account will be taken of the scale over time, of the managerial structures, of the changes in technology and of the cognitive perceptions adapted to each case.

A recommendation to be presented at the end, will focus on the existence of a national database, accessible to interested natural and legal persons, at any level, so that it can respond as effectively as possible to the needs and interests of the target groups.

Promoting awareness activities to prevent errors in key areas of society is the basis of the article. To remain relevant, the lessons learned must be based on practical experience and regularly analysed. The information provided shall be transparent in order to know the potential outcome of the lessons learned among the beneficiaries.

2. Methodology

The article has as scientific basis the qualitative method of the study of the literature corroborated with the analysis of normative acts specific to the field of valorization of the lessons learned. By the method of comparing the processes of lessons learned NATO versus the force structure of Romania, the authors will use the regulatory mechanisms that confer authenticity to the study case.

At the same time, through the method 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 the recommendations formulated in the article.

3. Theoretical aspects of the concept of lessons learned

The practice of organizational knowledge management (KM) continues to be of critical importance for organizations of all sizes and sectors in the face of continued technological, economic, and societal disruptions that have complicated the operating landscape. In support of processes and mechanisms that enable the socialization, externalization, creation, and internalization of knowledge. [1]

This systematic literature review focuses on lessons learned systems (LLS), a class of knowledge management systems (KMS) designed to capture experiential knowledge on the context, actions, and outcomes gained from carrying out various organizational processes and procedures that may help ensure success or prevent failure, or increase efficiency. [2]

Given the importance and value of experientially derived knowledge on organization processes, the design of lessons learned system is of significant interest to practitioners and academics alike. [3]

Lessons learned (LL) are defined [4] as true and valid experiential knowledge on the positive or negative outcome of some activity that can inform design, future processes, and decision-making to induce or prevent some outcome. Lessons learned are distinct from other forms of experiential knowledge as they don't describe a complete process, track both success and failure, and are oriented towards organizations rather than industries. [5] To find efficiency and organizational outcomes [6], many organizations have implemented lessons learned systems (LLS) to facilitate the collection, verification, storage, dissemination, and reuse of knowledge. [7]

Knowledge is commonly conceptualized as being valid relationships between concepts, often about procedures, facts, or ideas that can help guide future action. [8] The specificity of knowledge also varies. While general knowledge is broadly held, contextually and technically specific knowledge is relevant only to certain locations, situations, or specialized areas of practice. [9]

For activities that rely more on tacit know-how knowledge, collaboration, training, and apprenticeships are commonly employed mechanisms to ensure that members of the organization have the requisite knowledge to execute tasks [10], while the development of procedures, routines, and direction of work may be suitable for tasks relying more on explicit knowledge.

At the level of the Ministry of Internal Affairs, the activity of lessons learned is regulated by Order of the Ministry [11], [12], approving the working methodology on capitalising on the results of operational activities carried out at the level of the line ministry, defining the concept as a process that consists as a whole, activities organised and carried out in stages in accordance with the provisions of head/commander of the interested unit.

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. [13]

Through the Center for Army Lessons Learned and the eight Centers of Excellence, the Combined Arms Center creates a knowledge sharing culture within the Army in which every Soldier and Army Civilian Corps employee is a discoverer and user of information, with the intent of driving continuous collection and sharing of observations from every unit level. The lessons learned program provides a system in which discovered lessons and best practices are validated and corrective actions are implemented into doctrine, training, education, leader development and operations. This is accomplished through a network of commands, units, and organizations continuously collaborating on observations to facilitate the integration and sharing of lessons and best practices. The program further improves the implementation of recommended changes to determine effectiveness in addressing identified issues. [14]

3.1. Particularities in the field of public order and safety

According to the above regulation, the stages of the process of lessons learned is: 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. [11]

Performance improvement aims at correcting the malfunctions that have arisen in the organization, planning, management, execution, resources necessary to carry out specific activities, including the professional training of the participating personnel with an emphasis on interactive and qualitative training sessions.

3.2. Cases of applicability of lessons learned in diversified societal areas

Insufficient time causes employees not to value identifying solutions for the future so that performance can be improved precisely from the syncope of honesty.

The studied literature shows, following the selection of authors, some examples from different fields of activity, so as to point out the importance of the lessons for preventing the registration of precedents when it was not acted properly. As a general perception, leaders should also take into account the training of employees who were not personally involved in the events or projects from which the lessons learned are drawn. The direct consequence is that they tend to forget and not to make their own recommendations, which could lead to ways of action similar to the corrected case.

Knowledge-based organizations have as primary objective the organizational processes of learning lessons. The term lessons learned is generally used to describe people, things, and activities related to the act of learning from experience in order to achieve improvement of any kind. The idea of lessons learned in an organization is that through a formal approach to learning, both individuals and the organization can reduce the risk of repetitions of previous mistakes and increase the chances of repeated successes. [15]

3.2.1. Project management and lessons learned

From the point of view of project management, the process of the lessons learned are essential for their operability. Factors such as the organization of data collection and their faithful registration are

prerequisites for the implementation and execution of a project, also helping to more easily monitor mechanisms.

The main purpose of data collection is to support both management and employees to ease the execution of the project and, most importantly, to prevent the dysfunctions that initially led to the rejection of applicability.

For evidence, the lessons learned are recorded in a special document intended for this action, which can be in physical or online format, with the obligation to be kept regardless of the form. Archiving the data would not help without refreshing the recommendations and without conducting periodic training sessions. The dynamics of human resources being volatile, the need for open discussions based on what has been directed according to punctual cases, demonstrates art in the managerial process. [16]

3.2.2. Schengen Information System and lessons learned

The initial Schengen Information System (SIS 1) was developed under a France-led intergovernmental project and became operational in 1995. This functioned, being administered by France, until May 2013, the date on which it was replaced by SIS II. Consider the differences in culture, organization and functionality of the member states that led to inaccuracies in the operationalization of the system due to the lack of adequate communication or common regulatory procedures, as shown by the main specialized studies.

Thus, the Council decided to develop SIS II on the basis of a feasibility study carried out in 1998 and held a series of consultations between member states culminating in the Belgian Swedish initiative which formed the basis for the first legal basis of SIS II. The Council decision established as the date of the salt mine end of 2006. The Commission has not played any formal role in the legislative process. In addition to the fact that since 2001 the Commission has presented in each annual activity report the progress and main difficulties of the project, it has drawn the attention of the Member States, in the 2001 and 2003 communications, to the risks of this deadline and to the assumptions that should have been met if that deadline was maintained.

The Commission drew lessons from the SIS II project which it presented in its 2010 communication and the proposal to set up an agency dedicated to the management and development of large-scale information systems in the policy area. The Commission confirms that it has indeed drawn several key lessons from the development of large-scale information systems and has already implemented them, particularly in the design of the smart borders package.

3.2.3. Chemical work accidents, lessons learned

Contracted workers are usually persons involved in installation or maintenance work on equipment and systems within the unit, but are not employees working in the hazardous building. They usually perform periodic/occasional maintenance work, which is not part of the usual routine work.

These accidents may also involve significant production losses as well as damage to the environment and property. For example, in one case exposed in this bulletin, more than 50 tons of dangerous substances were removed, but fortunately there were no casualties. Outsourced activities may directly or indirectly create a high risk on a very dangerous site, due to insufficient attention to the interaction of contracted workers and contracted activity with plant processes and storage. Maintenance, high-temperature work and housework tasks such as cleaning and painting are frequently outsourced activities.

In the debate in the article studied, it is shown that it is very important for the operator to ensure the identification and control of all risks in the area, as well as those associated with the work performed by the contracted workers. In addition, as with its own employees and normal workflow, every effort should be made to maintain a high level of awareness of the danger and to control the risks associated with a particular activity. Standard control measures include appropriate training, wearing appropriate protective equipment, controlling access to processing areas, and applying good practice in performing manual work, such as authorising high-temperature work, checking site safety before work starts, and regularly supervising work in progress.

Specialists in the field argue that the lessons learned consist of several useful recommendations when two or more tanks of petroleum products are connected to each other, connecting pipes must be provided with insulation valves to prevent the removal of flammable vapors. "The undertaking shall develop and

implement written procedures and train the work-executor to ensure safe working practices during high temperature work, tank cleaning work and work at height. These measures would have helped workers identify and eliminate hazards before welding works began. Protection equipment must be better designed to minimise human factor errors in normally operated facilities or maintenance (e.g., warning signs, function buttons, valve safety signs, etc.); If an alarm systems exist in the building, these equipment must function properly, and if their functionality is restricted, it is necessary to install a backup system. The Arms must be designed and installed in such a way that they are understood and can initiate measures if necessary. Active alarms must not be delayed, nor must they be disconnected manually or automatically. [18]

3.2.4. Bank patrons, lessons learned

The Council of Banking Employers of Romania presented a study on the activity of banks in the last 10 years by Deloitte, which aims at the correlation between past, present and future. The studio presents ten lessons learned as a result of the moments of crisis through which the banking institutions passed, being of real use for the management in the future of the inaccuracies found with economic and social effects. The authors will write the lesson as stipulated in the study and will explain on the observations and professional expertise, the nunantele to point.

Lesson 1. Transparency helps

The study highlights the importance of transparency to information accessible to customers as a necessity for market regulation in accordance with the European Directives.

Lesson 2. "Universal measure" is not suitable for all

The studio refers to risks and vulnerabilities related to socio-demographic categories when adjusting portfolios for quality services. Differentiated approaches according to economic, demographic and geographic potentials require targeted adaptations of banking services to meet customer needs, but also to avoid counterproductive risks on the labor market.

Lesson 3. Shape does not create substance – not immediately

The study argues that formally harmonized laws, regulations and institutions do not guarantee an efficient business infrastructure. From this we understand the effects of the economic crisis of 2008 that led to the slowdown of development efforts. The lack of market maturity at that time had to be covered with efficient financing allocations. The negative factors that led to the perpetuation of the economic crisis were the growth of the underground economy, cases of corporate abuses, and a level of fiscal predictability. The lessons learned led to the revitalization of investments, the restructuring of the capital market, coherent policies to the benefit of customers and banks.

Lesson 4. Consolidation is the key to sustainability

In the absence of scale and growth, consolidation and reduction of investments are essential to ensure profitability and an efficient allocation of capital. The bank's austere decisions on collateral investments are defining to strengthen sustainability.

Lesson 5. Fast debt restructuring and recovery are prerequisites for development and profitability.

Specialists believe that immediate profitability is related to the identification of money recovery mechanisms.

Lesson 6. Lend your business, not your guarantee

The main objective of the lack of performance was the unproductive vision of the principle that collateral guarantees are a safe replacement for business plans. Hence, there have been situations of non-credit coverage and deterioration of the global financial position.

Lesson 7. Once you enter the hall, you have to play

The domestic capital suffered as a result of the unconsolidated investments. As a result of the effect of the combination between the lower number of viable projects and the better evaluations of projects, the efficiency of the fund allocation process has improved significantly, with the direct effect of increasing the support of sectors with higher growth prospects. However, eligible projects are rare and multiplier factors are still low, with banks continuing to be required to finance low-performing projects in their portfolios under the risk-reduction strategy.

Lesson 8. External financing: Accelerates growth but creates dependence

Although essential for growth, in the absence of domestic economies and sufficient capital formation,

excessive dependence on external financing creates a significant local imbalance and excessive dependence on foreign markets.

Lesson 9. Credit report – deposits less mean more .sustainable.

From the client's view, a balance between the income obtained and the periodic repayment of the debts due to the credits concluded, is a lesson learned bivalent, in the sense that the bank takes measures to secure the beneficiary's portfolio, but also the debtor becomes mature in the choices made. Economic sustainability is precisely in this balance.

Lesson 10. Currency loans – Do we keep calm and continue?

Over exposure to foreign currency loans is one of the factors generating high levels of non-performing loans and market turbulence. After five years of accelerated growth and efforts to sustain convergence until 2008, mainly based on foreign direct investments that fueled domestic consumption and imports, the five years of economic adjustment and stabilization that followed, forced individuals, companies and active banks in Romania to reevaluate their spending practices, including business and finance models and identify healthier and more sustainable options in the long run. In order to cope with this changing environment, banks and their customers had to restructure, resize and reposition themselves according to new levels of economic activity and significantly lower availability of funds and capital at international level. However, the strong reliance on external financing in the growing years remains a legacy with negative long-term consequences for both banks and the client, the article said. [19]

3.2.5. GDPiR, lessons learned

Studies have shown that the GDPiR project has seen a fairly low level of knowledge of representatives of the manufacturing sector about data protection. Workers' representatives at all levels are of the opinion that there are gaps in knowledge of the General Data Protection Regulation (GDPR) and national data protection legislation - the most common experience with data management being the introduction of job-specific systems while new monitoring technologies (such as artificial intelligence-based tools) are still unexplored. Some training sessions on this subject addressed to workers' representatives took place in most of the countries covered by the project, largely during the period when European and national data protection legislation was first adopted.

It is recommended to promote awareness, training and capacity-building activities addressed to workers representatives on the protection of personal data. Those training sessions should highlight the importance of understanding GDPR regulations for preventing violations.

It is recommended to schedule regular updates and training sessions on data protection laws and relevant labor regulations for all workers' representatives so that they can keep up with legal and technological changes.[24]

3.3. Obstacles in implementation and grounds for refusing to identify lessons learned

Over time, from known practice, several possible causes have been identified for which leaders do not give due importance to the dissemination of lessons learned. Some authors consider that they are:

Lessons learned are often addressed at the end of a project, but there is no formal process for capturing, sharing, or integrating these lessons into future projects.

The time pressure

The multitude of tasks to be accomplished in a very short term often leads to the impossibility of allocating time to evaluate errors and capitalizing on tips, lessons learned. From the point of view of the structural organization, the lack of specialized personnel on this line of work in all aspects of approach, from identification of the cause to dissemination in the institutional community, leads to superficial perception of the problem.

Changing the resistance

Comfort at work, habit with current requirements bring inefficiency, counterproductivity and poor performance. The new through the correct assumption of the old brings comfort through safety. This principle must overcome the barriers rooted in the conventional, under the power of the law.

Lack of responsibility

For lessons to become a priority mechanism, it takes courage, initiative and responsibility, that is, ownership. Clarifying the lesson message has its substance in the leader's science and training specialists to convert error into opportunity.

Insufficient communication

Even when the lessons learned are documented, they are not always well communicated to the team or organization. This can happen if lessons are left in a report without actively sharing or discussing them.[25]

4. Case study. comparative trends between economic and military powers with Romania force structures

“Intuitive versus analytical? That’s a foolish choice. It’s foolish, just like trying to choose between being realistic or idealistic. You need both in life.” — Mae Jemison, American engineer, physician, and NASA astronaut

4.1. Aim

Experience teaches you! The purpose of the case study is to highlight by the analysis and comparison method, the mechanisms for implementing lessons learned at NATO versus Romania level, precisely to observe the development needs in this field in order to capitalize on the results of operational activities in diversified spectra. The partnership principle contributes to the overall increase in capacity of institutional authorities. As a result, good practices and the transfer of international know-how contribute to the identification of solutions for constructive measures for the implementation of the lessons learned.

4.2. Hypothesise Verifiable statements

- a) The stages of valuing the lessons learned.
- b) Ways to capitalize on the lessons learned.
- c) Mechanisms for implementing the lessons learned.
- d) Stream of dissemination of lessons learned.

Table 1. The stages of valuing the lessons learned.

NATO	ROMANIA
<ul style="list-style-type: none"> • Clarify the Requirement • Design the Analysis • Collect and Analyse • Develop Findings • Draft the Report • Improve the Draft 	<ul style="list-style-type: none"> • Preparing 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 • Valorisation and dissemination

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, [22]- [12]

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
<ul style="list-style-type: none"> ❖ Clarifying the analysis requirement ❖ Designing the analysis approach ❖ Collecting and structuring data ❖ Analysing data ❖ Exploring ❖ Interpreting ❖ Investigating ❖ Drafting a report ❖ Developing recommendations ❖ Self review 	<ul style="list-style-type: none"> ❖ 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, [22]- [12]

Table 3. Mechanisms for implementing the lessons learned.

NATO	ROMANIA
<ul style="list-style-type: none"> ➤ 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 	<p>The implementation and monitoring of the identified lessons is done by the specialized staff, which aims to fulfill the measures and recommendations.</p> <p>The measures and recommendations are what must be done to achieve a positive result or to avoid repeating a mistake.</p> <p>When implementing and monitoring the identified lessons are considered:</p> <ul style="list-style-type: none"> 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 <p>The use of the lessons learned responds to the needs of preparation, planning and organization of specific activities and is achieved by integrating the results obtained in working documents, manuals, regulations, instructions, orders or publications M.A.I.</p> <p>The lessons learned can be implemented in internal rules only at the level of the interested units and remain in the documentary bases, specifying the form of their exploitation.</p> <p>Lessons learned that are not introduced into internal rules are kept in documentary bases and, depending on the situation, can be implemented during/after the execution of specific activities.</p> <p>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.</p>

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, [22]- [12]

d). Flow of dissemination of lessons learned

NATO	ROMANIA
<ul style="list-style-type: none"> ➤ 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. The JALLC has been producing analysis reports on various topics in NATO since 2002. 	<p>The dissemination of the lessons learned has the role of facilitating the exchange of information, in order to improve the performance of specific activities, within the scope of application and is carried out by the specialized staff of the Ministry of Internal Affairs.</p>

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, [22]- [12]

4.3. Results

NATO's learned lesson port is centered on the NATO Learning Hub, managed by Joint Analysis and Lessons Learned Centre's JALLC.

NATO partners can submit relevant documents in the portal and on this occasion contribute to the enhancement of the lessons delivered.

In 2013 NNLP was founded, being valid in two versions, respectively for the unclassified network accessible on the internet, but also for an internal network accessible exclusively for NATO cadres.

NNLP is managed by managers under the coordination of the Supreme United Command of NATO. The managerial tasks are divided into important stages, such as the management of NNLP content, the counseling of the learned lesson actions, as well as the administrative area.

The lesson portal is divided into two fields, namely the Analysis and implementation process and the Portal itself.

JALLC achieves its mission through the process of collecting, analysing and disseminating the lessons learned. This Center dedicated to the field is the quintessence of trust in the institutional effectiveness of the lessons learned. From exploration, interpretation, investigation, drafting of a report, developing recommendations and final report, all these tasks lead to the effectiveness of implementing a way of working considered professionally correct.

The system analyses areas from different areas, such as documents, activities, exercises, operational systems, assessed at minimum, average or high levels of complexity.

Conjugated to the used digital systems, NNLC experts emphasize human judgment in association with critical thinking based on the professional experience of the evaluators correlated with the procedural regulation of activities. [21]

At the force structures in Romania, the conceptualization of the lessons learned exists, but the mechanisms of implementation by selective methods with the support of bidual technology/critical thinking are at the beginning of the road.

At the same time, although there is a database where the lessons learned are implemented, until now outsourcing comprising a common institutional spectrum has not yet been identified.

4.4. Some useful recommendations for the subject of lessons learned in Romania

Working group members as well as leaders should be encouraged to exchange best practices through scheduled meetings for international know-how transfer, actions that would increase compliance with the capacity of the authorities.

Experienced project leaders in areas of societal impact, not refrained to a specific resort.

Outsourcing the mechanism of lessons learned from a field of applicability to all important sectors of activity in our society.

Development of digital platforms to provide accessibility to interested groups on levels of competence.

Training sessions through dedicated modules and subsequently implemented in institutional practice.

Formation of human resource capabilities exclusively for the stages of valorization of the lessons learned.

Mechanisms for monitoring the degree of implementation, feedback and interest, through case analysis to indicate the increase of performance level due to the non-repetability of errors from which a lesson learned was outlined.

Establishing a compartment dedicated to lessons learned within the Romanian force structures, consisting of experienced specialists and professional expertise regarding skills from all areas of competence.

The exchange of experience with states where the field of lessons is developed, so that the transfer of knowledge increases the interest in development.

Managerial opposability, understanding by this term the feedback obligation of the beneficiaries.

The permanent adaptability of the implemented lessons, so as to represent a realistic guarantor of a faithful, legal and transparent way of working.

4.5. Limitations and Future Studies

The specialized literature, vast in the field, could not be included as much as possible by the authors, certainly the interest to deepen the subject remains in the attention of the authors. Moreover, following the evolution of the field of lessons learned in Romania compared to other states or high level organizations, will be a target of scientific progress and complementing the findings of the article. The discussions with key factors in the public administration will aim to present the syncope and indicate the reasons for progress in the field.

Changes in vision in current institutional activities lead to the readjustment of lessons previously learned as a result of managing a situation. This recital determines interest in re-evaluation so as to highlight the causes that generate excess formalism, bureaucratization, comfort, lack of risk management. The benefits of collaborative and team learning create strategies through social functions to disseminate results either through shared platforms or through scripted documents that can take multiple forms.

5. Conclusions

The findings of the case study, as well as the exposures of the specialists from the consulted literature, lead to the majority opinion that the lessons learned represent a productive field at national and international level for people in general, and for target groups in particular. History has proved that the lessons learned are still valid today. See the great philosophers, literary critics, historians whose assumptions assumed in writing were based on errors in the management of an action, emotion or case. Human nature in its essence does not change, but only, depending on the age and context, some traits temporarily gain more weight than others, such as tools, new technologies and the scope of their societal impact.

Referring to the differences highlighted in the case study, it is outlined the hypothesis that in Romania the system of lessons learned is not fully developed. The structure that has shown interest in collecting relevant data following the recorded precedents and transforming it into identified lessons, later learned is the Ministry of Internal Affairs. Limitations were noticed on the background of the lack of a common national strategy to include in the key areas the lessons from errors. From here, a whole carousel of factors that consist of existing specialized skills, planning training sessions, assessing lessons learned, response of beneficiaries, readjustment to the actuality and how much it helps for institutional performance.

To appreciate the effort of the other institutions to locally identify certain situations that generate dysfunctionalities and are not constrained in lessons learned, but without implementation in an assumed and regulated system, the efforts may not always reach the desired destination.

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