

Security Outlook 2018

Edited by
Artur Gruszczak



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Foreword



Today's world is increasingly preoccupied with the state of its security. Challenges, risks and threats mushrooming across the regions and continents evoke feelings of discomfort, uncertainty, and anxiety. Domestic instability, regional conflicts and global tensions reflect deep, structural security problems. Any plausible and reasonable response to those problems, challenges and dilemmas requires an insight into contemporary political, economic, social and cultural phenomena at national and international levels. This collected volume is a modest attempt to delve into some aspects of security which drew attention of the authors in the year 2018. The contributors belong in the Department of National Security of the Jagiellonian University in Krakow, Poland (http://www.zbn.inp.uj.edu.pl/en_GB/). Their chapters illustrate the research profile of the Department and individual interests of each author. The institutional factor has determined the structure of the publication: it links selected global and regional issues with some aspects of Poland's security.

Artur Gruszczak
July 2019

PAWEŁ TARNAWSKI

Detective Training in Countries Undergoing Transition – the Examples of Poland and Ukraine



ABSTRACT

This chapter analyses the training of police detectives as an aspect of the security systems reform in transitional states. The author argues that such systems of training are crucial aspects of police reform in countries trying to replace a dictatorship or quasi-mafia system with democratic structures. The traditional system of detective training, which the author finds ineffective and expensive, is analyzed and contrasted with a more modern approach. A discussion of the modern approach to detective training is followed by a description of some of the practical exercises used by trainers active at the international level.

Keywords: Police reform, detective training, political transition, Ukraine, Poland

1. INTRODUCTION

The reform of law enforcement agencies (LEA) has been one of the main problems of states in political transition and is one of the pillars of international support for their governments. Transition does not only refer here to legal or structural changes but also – and this is much more difficult – to changes in individual mindsets and social attitudes. The developing countries, post-conflict states or the states in transition from dictatorship to democracy have benefited from wide international assistance related to the security sector reform (SSR). One of the most relevant aspects of this reform is the training of police officers. The most

important democratic actors in the international community were involved in this kind of activity in 2018.

These issues have played an important role in the transition that began in the early 1990s in Eastern Europe. Only the Federal Republic of Germany had a chance to automatically include post-communist structures – those of the former German Democratic Republic – into democratic police services, as part of the reunification process. Other post-communist states had to struggle with the old system and old ways of thinking. Some of the states approached democratic standards step by step (for example Poland or the Czech Republic). Others – especially those which had been part of the Soviet Union – experienced an additional degradation of the already pathological Soviet patterns. They often underwent a transition of the local LEA to mafia-style organizations having little to do with accountable state agencies.¹

Ukraine has been an example of a post-communist state trying over the last few years to make up for lost time. Its LEA reforms are often based on the experiences of its neighbors and extensive help from the international community.² Police training systems were one of the most archaic elements in the post-communist states and this has often had long-term consequences, some of which still persist. In this paper I will try to diagnose the weak points of the old-style police detective training on the basis of the examples of Poland and Ukraine. My approach is based both on the literature and – in the main part – my own experience of 20 years in police service and detective training. Interviews with officers in both countries are also included. The Polish and Ukrainian experiences are set against the wider backdrop of the training systems of other countries.

¹ Conversations with Ukrainian officers and my own observations point to the existence of a long-standing mafia-style system within LEA. Honest officers were often eliminated from their institutions. Newcomers were pulled into schemes of corruption on their first day on duty. Officers protected criminal gangs, extorted money, took over private companies. After their duties had been performed they had to give part of their illegally earned money to their superiors, who then had to give part of it to *their* superiors. Admission to one of the police academies cost some thousands US dollars as a bribe. The candidates used to borrow this money knowing that they would be able to earn it back later.

² This assistance comes mainly from the EU member states, Canada and the United States. The author trained Ukrainian officers within the framework of international assistance schemes.

2. THE TRADITIONAL TRAINING MODEL

The traditional model of detective training is based on networks of police academies. For many years the full training in Poland could include basic training, two stages of non-commissioned courses, and a high-ranking officers' school. The duration of the studies changed over the years, however each of them was quite long. The subjects and courses repeated at different levels. For some time the Police Academy in Szczytno used to recruit young high-school graduates for four-year studies. They graduated as second-degree lieutenants. Usually they were shocked upon meeting the reality of police work after having learned theory for four years; theory often had little to do with practice.

The Ukrainian system is a multiplication of the Polish conditions. There are seven state police universities. Every detective needs to graduate from one of them. The studies take four years. The pickpocket detective actually needs to receive same education as an attorney. It is worth mentioning that the basic training of FBI detectives takes only five months. The officers often complain about the traditional training system. The same complains can be learned from the Internet police forum in Poland. It seems that the main problems of the training include the following: the lecturing model and its highly formalized, hierarchical setting; the tendency for everything to be made „quasi-scientific” (difficult to understand); the lack of practical exercises; the little (if any) practical experience of the teachers, and their „rooting” in the academies without contact with field work.

Lectures and definitions

In the traditional model teachers and students are strictly separated. Teachers give lectures, students listen to them and take notes. In extreme cases the teacher is so “important” that the students may be afraid to ask questions. Due to the lack of practical exercises the students have to memorize the definitions provided. Some definitions are necessary, especially during the basic training. However, later on, even these legal rules should be put into the context of practical exercises. Teaching practical subjects based on definitions and lectures is pathological; effective learning should be based on actually completing tasks, not only listening to somebody talk about them.

In addition, trying to make everything very difficult and using a lot of “quasi-scientific” vocabulary instead of being clear and professional is not effective. In Poland the Police Academy in Szczytno at the same time provides courses

for civilian students. The teachers-officers teach the civilian (not police officers) students instead of spending that time on practice in the field. One can hardly see the benefits for the police of mirroring the civilian academies. At the same time the professional level and the willingness to combat crime among the young officers seems to be quite low.³

A “teacher” instead of a “trainer”

In the “teaching” rather than “training” model being a teacher is a profession. Many teachers spend most or all of their professional lives in academia. This implies a lack of linkage with field work and usually little practical knowledge. Therefore the respect they receive is based not on their professionalism but on military-style formalism and the underlining of their status on the symbolic level (e.g. separate tables in the cafeteria, waiters to serve them).⁴ At the same time, in one of the best police schools in the world – the FBI Academy in Quantico, USA – there are common areas and queues in the cafeteria – the trainers sit with the students. The VIP category is non-existent. The highest experts working as teachers there use to “ask” the students to fulfill tasks instead of giving “orders”. Of course everything they “ask” for is going to be done with the highest involvement. Respect for them is built on their professional knowledge not on fear, which is much less motivating.⁵

Consequently, the practical usefulness of the issues learned in the Eastern European system is not high and one can often hear that it should be forgotten just after having passed an exam.⁶ The small amount of practical knowledge, overloaded with university-style theory, creates high costs for the LEA budget. An additional negative effect is the fact that the non-police subjects (e.g. foreign languages) are often taught by high-ranking police officers. The Canadian system seems to be more effective – police officers teach the field subjects, academic teachers the social subjects, and practicing lawyers teach the legal subjects.⁷

³ Following the conversation with one of the police recruiters the candidate who claims “willingness to combat crime” as a motivation for joining the police would be not hired as being “over-motivated”. The effects of such an approach can be seen while talking to young officers. They often do not want to “go after the case”, and do not agree to work overtime even if the operational situation requires it.

⁴ The author’s own observations.

⁵ The author graduated from the 204th Session of the FBI NA in 2001.

⁶ From conversations with Polish officers.

⁷ M. R. Haberfeld, *Critical Issues in Police Training*, Upper Saddle River, NJ: Prentice Hall, 2002, p. 287.

3. THE MODERN APPROACH TO DETECTIVE TRAINING

Students should already have graduated from the basic police training and preferably have professional experience. “Professional” does not necessarily mean “investigative”. During the training provided for detectives it sometimes happened that the students with long-term investigative experience had more problems than their inexperienced colleagues; it is easier to teach newcomers than to eliminate bad habits in experienced ones. Sometimes flexibility of mind is more important than experience. This seems especially relevant for states in the process of a systemic transition from dictatorship or a mafia-state to a democratic regime. One of the main problems with mentality in those cases is peoples’ habituation to a lack of legal responsibility and the perception of force and fear as being the only investigative assets. Although those last two elements are sometimes required, they are usually not the only, or even the most effective, approaches. An additional bad habit characteristic of some experienced detectives is their fixed thinking, e.g. “I know everything” or “It was always done that way”. This proves to be a killer of any innovation and development.

It is worth mentioning that the first “new-generation” of detective training was introduced in Poland in the 1990s and 2000s by officers from outside the police academies. These were field officers who had had an opportunity to participate in international training, and later on adapted what they had learned to the Polish conditions. Some of those training sessions were implemented afterwards in the police academies. In Ukraine, the precursor of this kind of approach was a psychology teacher in one of the police academies.

Modern detective training⁸ should be based on four pillars:

1. A practical approach based on scientific findings.
2. The field and teaching experience of trainers.
3. A “trainer” instead of “lecturer” approach.
4. Intensive topic training without strict time limits.

A practical approach based on scientific findings

Practical exercises should comprise about 70% of any training. The lectures should be based on scientific findings and field experience. If possible, each

⁸ The approach described below is based on author’s observations as investigative trainer, and as participant in many police training programs.

lecture should be interrupted by short exercises. These activate the group and help participants absorb knowledge much more effectively – otherwise most of it can quickly flow out of the memory. An example of such an “interruption exercises” is as follows:

We ask two students to sit in front of the class and try to persuade the trainer to do something (for example, to buy a car). The trainer ignores the student, who is talking more and advancing more arguments. The trainer’s body is turned more in the direction of the other student as he gives his replies. After a minute the exercise is reviewed; this emphasis here is working in a team and paying attention to the nonverbal behaviour of an interlocutor. Those signals indicate which detective is more “acceptable” to the interlocutor (for whatever reasons). The exercise is followed by a description of a real, similar situation. In that case the “accepted” detective continues the conversation, and the “non-accepted” one concentrates on the interlocutor’s behaviour and takes notes.

Such exercises can be the first step to developing the ability to work in a team, effective communication, and trainees’ self-observation of their behavior. It would probably be less effective if it were presented in PowerPoint. During the police intelligence training one of those “interruption exercises” relies on showing pictures of well-known movie characters. The students, divided into teams, have to quickly work out their psychological profiles, their possible motivations for cooperation with the police, and choose the officer who best matches the needs of the subject. The quantity and character of these exercises depends on the inventiveness of the trainers.

The main exercises should be maximally practical. After Tomasz Cichoń⁹, we can divide them into:

- **Staging** – the students play given roles in a scenario. The participation of external actors is often included.
- **Simulations** – the students solve the problems given in a scenario.
- **Simulations with staging elements** – the students plan how to solve a problem and then try to implement their plan.
- **Realistic games** – the students fulfill tasks in a real environment among people who do not know about the exercise taking place around them.

⁹ T. Cichoń, *Metody gier w dydaktyce nauki o bezpieczeństwie*, “New Directions in Research and Science on Education and Security in the 21st Century”, 2012, no. 2.

The practical approach to training does not mean forgetting about scientific knowledge and legal regulations. However, at this stage learning is not based on memorizing but on practicing. This should be highlighted in the exercises. The scenarios should be constructed in such a way that the principles of theoretical knowledge can be clearly seen against their practical background. For example, a staging in which a victim being interviewed is falling into hysteria provides more knowledge for the students than just telling them what hysteria is and what the reaction of an interviewer should be. This enables students to:

- challenge the problem contained in a scenario and observation of one's own emotions and reactions (in the case of students participating in the exercise);
- observe the dynamics of the situation (in the case of the rest of students observing the exercise);
- receive feedback from an actor (how the conversation was conducted, what helped to calm down the person, what disturbed the communication, what arguments were effective etc.);
- talk over the exercise with the other students and the trainers, one of whom should be a psychologist.

When it comes to the legal regulations, the students should already be familiar with them before the specialized training – they should be put into the scenarios as “traps” or problems to be solved. Detectives often act “on the edge” of law and one mistake can affect their legal liability, or determine proceedings in court. Such legal traps (along with psychological ones), as elements of practical exercises, should be discussed after every session in which the main task of an actor was to make the student break the law. Resistance to social influence is an important skill of an officer (who, however, should be able to work well in a team at the same time). These traps, combined with the extended duration of these exercises, become increasingly difficult every day – the “police version” of the Asch experiment included.¹⁰

¹⁰ A psychological experiment showing the role of social influence on the perception of reality. The experiment was conducted by Solomon Asch in the USA in the 1950s and was continued and modified in the Soviet Union, where it was kept secret. During the training the influence of social pressure on a detective is shown during exercises invented by Dr. Tomasz Cichoń. For more on the Asch Experiment and similar and others like it, see: М. А. Цискаридзе, *Влияние установки на проявления конформности индивида в подставной группе*, p. 143, <https://www.simplypsychology.org/asch-conformity.html> (accessed January 16, 2019).

The field and teaching experience of trainers

It often happens that a person possessing a great deal of knowledge cannot pass this knowledge on to others. Knowledge itself does not guarantee the success of a trainer. However, a lack of field experience while teaching practical professional matters guarantees a lack of success. Field experience brings great, important opportunities from the training perspective:

– **Building respect based on knowledge, not on rank or position held**

This is an important factor influencing the cooperation between students and trainer. Often – especially at the beginning of a period of a program – the students test the trainer. If the trainer shows a lack of experience he or she has little chance of changing the students' attitudes, which is itself often an important goal of the training. Every argument, even the most rational, can cause a skeptical reaction in the group. They will end up thinking about the arguments in terms of "it's just a theory which is impossible to be implemented in real life". If a change of attitudes is the goal, then field experience is crucial. It seems that an additional positive factor would be describing the trainer's way of changing attitudes while working in the field and showing its positive practical effects.¹¹

Additionally, the group perceives a trainer as "one of us". This helps break the wall between the trainer and the group. The relationships are then not so formal and both parties can perceive each other as colleagues exchanging experience. A lack of experience makes this exchange impossible. Talking about the mistakes and achievements of a trainer during their field work seems to be an important element of building respect: by revealing his mistakes the trainer enables lessons to be learned from them, and shows that he is not trying to build an unreal, ego-centric image of a person who is never wrong. He simply becomes more credible.

– **Building scenarios based on real situations**

The Cracow CBS¹² officers of the first part of the 2000s used to conduct training every few months. Between courses they investigated criminals. When they invented creative solutions or identified mistakes they'd made in real situations

¹¹ Teachers' efforts are often met with skepticism at the beginning of a course. Then understanding and acceptance comes when the students are confronted with practical arguments. In the case of Ukrainian officers, some of their problems are similar to those faced by the Polish Police at the beginning of the 1990s; showing some negative examples from the trainers' experience makes them more credible. If trainers come from the West they could be less credible as people "who cannot comprehend our problems".

¹² Central Investigation Bureau – special branch of the Polish police, created in 2000 to fight organized crime.

they used them as material for subsequent training sessions.¹³ Constructing scenarios based on real mistakes is important. If one has already made a mistake, others should avoid repeating it. Let the students learn these lessons of these experiences during the training and not in the field.

When building scenarios, especially in games, it is important to make them as similar to the reality of fieldwork as possible. Field experience not only gives trainers the chance to construct games, but also helps to modify them in real time. The scenario of a game should usually be “open”¹⁴ – the authors prepare the frame but do not know what the students’ reactions and decisions will be, so they may need to modify things during the game to achieve their teaching goals.¹⁵

– **Ability to realistically evaluate the course of an exercise**

Every exercise should be reviewed when finished (sometimes certain stages should be discussed *during* the exercise). Discussion should include the maximum number of elements that illustrate the possible consequences of the students’ decisions and behaviours in two dimensions of reality: the tactical and the legal. Adding examples from real life helps in talking over an exercise.

– **Ability to answer questions**

Interesting training usually includes questions from students. When finishing any topic a trainer should always ask if everything has been understood and if there are any questions. Often the questions do not relate only to the topic discussed but also concern other operational problems that are important to students. A lack of field experience on the part of the trainer makes finding answers to such questions difficult. Sometimes a question is aimed to test the trainer and to check if he/she has real experience or just repeats theoretical knowledge. However, it is important to underline the fact that when the trainer does not know the answer, he/she should not “play the smart one”. Admitting to a lack of knowledge in certain circumstances makes the trainer more credible when he/she defends his/her thesis.

¹³ From the author’s experience.

¹⁴ For more about “open scenarios”, see P. Tarnawski, *Fikcja zarządzania kryzysowego*, “Rzeczpospolita”, July 22, 2010; P. Tarnawski, P. Guła (eds), *Zarządzanie kryzysowe w praktyce*, Kraków: Wydawnictwo Zdrowie i Zarządzanie, 2011.

¹⁵ When talking about „the game” one should emphasize the fact that this is not a game between trainers and students. The trainers know the scenario and can modify it during the game. It is good to communicate this to the students in order to avoid competition and frustration.

A “trainer” instead of “lecturer” approach

The trainer approach is more flexible and shortens the distance between the teacher and the students. All the barriers between them should be removed. Therefore, usually it is better to use informal communication (first names rather than “sir” and “madam”). The training should start with short integration exercises. The desks should not be put in a „classroom” way – it is better to put them in a circle and minimize all physical barriers.

Professor Maria Haberfeld,¹⁶ an experienced field officer and later an academic scholar in New York, emphasizes the following skills required of a professional police trainer¹⁷:

- extensive knowledge of the subject – both field and literature;
- knowledge of various methods of instruction. He/she should be able to present the subject in a way that is understandable to students;
- leadership ability¹⁸;
- professional attitude;
- sincerity;
- enthusiasm¹⁹;
- “salesmanship”²⁰;
- sense of humor²¹;
- pleasant appearance²²;
- desire to do the job.²³

¹⁶ M. R. Haberfeld, *op. cit.*, p. 96.

¹⁷ The first seven skills are quoted after Klotter, the remaining three are added by M. R. Haberfeld.

¹⁸ It is important to underline the fact that the difference between a “leader” and a “boss” is not only a lexical one. For the trainer it implies the approach to oneself and to students.

¹⁹ Even the most interesting topic can be difficult to digest if the person presenting is bored, or reads a lecture, sits without any movements, speaks in a monotonous way, and if there is no interaction with the audience.

²⁰ Even if it sounds strange, marketing skills help “sell” knowledge to students.

²¹ A sense of humor is an often-underestimated but very important skill. Jokes not only relax the atmosphere but can serve as “bookmarks” in the memory. This refers not only to security studies – the more difficult the subject, the more humor seems to be useful. Additionally, the human brain works better when the content is not too serious, as has been proven during studies on creative thinking. See P. Tarnawski, *Techniki heurystyczne w taktyce kryminalistycznej*, “Problemy Kryminalistyki” 1997, no. 1.

²² This does not mean that the trainer should try to look like a TV star. However, they should be neat, able to smile, and should have a positive approach towards students.

²³ This does not relate only to trainers but also to managers. An efficient commander delegates tasks in such a way that every officer can apply themselves to what they do best. Unfortunately, the way of thinking in post-communist states is often contrary to this approach. The manager

I would add the following to the above-mentioned skills:

- distance to yourself, including the ability to admit your lack of knowledge or your own mistakes;
- ability to cooperate with other trainers, avoiding competition with them.

4. INTENSIVE TOPIC TRAINING WITHOUT STRICT TIME LIMITS

If the program includes too many formalities, training can be less effective than it might otherwise be. Such formalities can be seen in a tight schedule in which a teacher cannot exceed the time of the lecture set by the organizers. 45-minute classes are divided strictly according to topics, with an exact number of minutes allocated to each of them. Filling “the minutes” with the topics is the basis of a teacher’s evaluation more than his ability to communicate with the group.²⁴ However, every group of students is different. While fulfilling the training plan one needs to observe which topics require more time for a particular group of students than others. Important skills for trainers include being able to observe group dynamics and the development of each student, so that an exercise can be modified to maximize the progress of each student.

In the academies, the “classroom” time framework usually seems to be necessary. Nevertheless, some flexibility should not only be permitted, but even required. In the case of topic-oriented training, the time framework should be much more flexible in order for it to be the most effective one.

In the case of some specialized training sessions it is reasonable to limit the time framework to the starting hour. Performing exercises under stress and not knowing how long the exercises are going to continue is one of the important elements during some kinds of training. Detectives need to learn this to effectively fulfill their duties in real life. Sometimes they have to work while they are maximally stressed, and tired both physically and mentally.

In that case it seems reasonable to concentrate on lectures in the morning, and continue with the exercises later on. The students can also receive some practical tasks to be solved at the end of the day to be completed by next morning – even if they are already tired by an evening’s staging. Each evening the “commander”

often wants an officer to do the tasks least matching his skills and preferences. This is done to “show who is the boss”.

²⁴ Based on conversations with teachers of the police academies.

should be appointed among the students for the night. In case something happens to one of the students (e.g. a sudden phone call requiring rapid reaction in the field) he/she should call the “commander”. The “commander” makes the necessary decisions, as it were, in real life, wakes up the other students and divides the tasks among them. Then he/she takes command on the street of all the students’ activities (securing a scene, surveillance, counter-surveillance, decisions on what to do next etc.). When errors occur the trainers can modify the scenario. For example, they can “kidnap” one of the students. From that moment on the scenario develops in the direction of hostage negotiations and a hostage investigation.

The timing of less complicated exercises can, in addition, be varied and modified. For example, if a student talks with an actor the timing depends on the tactics and the behaviour of the practicing student.

After a few days of this kind of training the participants start living in a “virtual” world. The training situation is felt as the real situation. This makes it possible to observe their reactions, and the reactions of other people, while they are tired and stressed. This can then be talked over with trainers, including a psychologist.

Topics of detective training

The detectives conducting training sessions should, apart from legal matters, concentrate on developing skills such as interviewing and interrogation, investigative techniques, criminal intelligence, working with information, and the application psychology to the investigative framework.

Working with information

Information is the main term in the detective’s vocabulary. Information is received in an open way (open sources, crime search, laboratory tests, interviews etc.) or a confidential way via criminal intelligence (working with confidential sources, surveillance, wire tapping, infiltration etc.).²⁵ While receiving information from a person, the following skills seem to be crucial:

²⁵ It should be noted that the terminology differs between states, according to their legal systems. In the Eastern part of Europe, a detectives’ work is strictly divided into what is called “investigation procedures” and “intelligence procedures”. “Investigation” is supervised, or even conducted by a prosecutor. It is regulated by a Criminal Procedure Code and serves to gather evidence for a court. Running an “intelligence case” (“operative” in most Eastern European

- ability to listen,
- ability to ask appropriate questions,
- logical thinking and effective note taking,
- psychological and communication skills.

Asked whether it is easy to listen and ask questions, most people will be surprised – what could be easier? Even a child can do it! In detective training we ask this question on the first day. This is an important moment, especially if some participants have an approach of “I know everything” and “what new they can tell me?”. An exercise was invented at the beginning of the 21st century by a detective of the Cracow CBS (and later the CBA)²⁶ Dr. Tomasz Cichoń who is also an experienced trainer. It shows that even the most experienced detective can always improve his/her craft.

The exercise is based on the sport version of the bridge game approach. All the players receive the same cards, though not everybody can accumulate the same score with them. The level of complication will differ according to the level of a student’s knowledge and the characteristics of his/her duties. However, the structure is always the same. The scenario below is an example that can be modified whenever necessary.

In the first stage of the exercise, each student has 5 minutes for conversation with a trainer. The trainer reads aloud for the student some incomplete information, such as is given by witnesses during their spontaneous accounts. For example:

Spontaneous information from “witness Charles”:

A week ago I met a well know crook called George Brown. He said that he had clients from Italy, from a strong crime group. They are planning a money laundering operation in Poland via a network of Polish and Italian companies. He wanted me to find some homeless guys with documents to register fake companies in their names, and to find some lawyers to help him with it. He said that the direct contact with the Italians was made by his friend “Johnny”, his last name is probably Melnyk. The day before they met with some important accountant from Warsaw. They

lexicons) is secret and based on other legal acts than the Criminal Procedure Code. What detectives find out does not become evidence automatically; however, it leads to the finding of evidence that will sometimes be included in an “investigation” following special procedures. The source of information obtained in such a way cannot usually be disclosed even in court. This system is hard to understand in the Anglo-Saxon model, where everything is evidence and an informant can become a witness.

²⁶ Central Anti-Corruption Bureau – a LEA created in 2006.

should meet with the Italians next month. George does not use phone connections – he talks only through the Internet applications.

Having heard the information a student can ask questions. The trainer has more information known by “Mr. Charles”; however, it will be given to the student only if he/she asks the correct question. No question – no answer. If the student asks a question without an answer on the paper, the trainer answers “I don’t know”.

Additional information it is possible to obtain in this exercise (an example – it depends on the person who prepares the exercise):

George Brown lives at Pulawska Street in Warsaw. I don’t know the number. He doesn’t meet anybody there. He is about 40 years old.

Johnny comes from Northern Poland but he hasn’t lived there for a long time. He lives with his girlfriend somewhere in Warsaw. Her name is Julia. They have a daughter called Angelika.

Johnny knows the accountant through Gregory Patela, who served a term in prison but was recently released. He lives with his girlfriend.

The meeting with the accountant took place where Patela lives.

The meeting with the accountant took place before noon. The accountant had some business lunch in the center of the city and he even gave a ride to Johnny.

At this stage some students receive all of the possible information known by “Mr. Charles”, and some do not.

Based on what the students received during the conversation, they have to check all the elements of the information in the relevant data bases. This relates both to the internal data bases and to open sources.²⁷

At the next stage each student meets a trainer one more time for a few minutes. This time the trainer plays the role of a computer. The student ask questions as if he were entering them into a data base – e.g. he says: “I am checking George Brown subscribed in Pulawska Street in Warsaw in the citizens’ data base”.

The trainers have in their notes all the additional information it is possible to find in the data bases. If the particular question is asked correctly, students receive additional pieces of information. If there is no information related to the question asked, or if the question is put in a wrong way, or in the wrong data base, they get the answer: “no data”. A question can be asked incorrectly because it is illogical, uses diminutives (e.g. “Johnny” instead of “John”), mixes up nicknames

²⁷ In the case of training for non LEA detectives (private investigators, business internal security), only the data bases available to them in their real work should be considered.

with names, or contains spelling errors if the name sounds similar when written in a different way, etc.

Below is the additional information it is possible to obtain at this stage of the exercise:

Citizens Data Base:

Gregory Patela – DOB: 4.01.1970 no address available

Angelika Melnyk DOB: 5.05.2009; Father's name: John; Mother's name: Julia; Address: Warsaw, 20/20 Nadrzeczna St.

At the same address: Julia Zakrzewska DOB: 30.06.1979

Police Records:

Gregory Patela DOB: 4.01.1970 /picture and fingerprints available/

Data Base of sentenced persons:

Gregory Patela – prison in Wisnicz – 4 years for obtaining bank credit under false pretences... Released 2 months ago. Address unknown.

Wisnicz prison administration: When in prison Gregory Patela was visited by Tatiana Nowak DOB: 1.07.1970, address: Warsaw, 1/1 Niewiadoma St.

Video surveillance at 1 Niewiadoma St. in Warsaw:

On the day of the meeting 20 cars entered the property in the morning and early afternoon.

One of them – a Porsche Cayenne license plate nr: WE 1111 entered with one male (a driver) at 9:25 and left containing two males (a driver and a passenger) at 11:45

Cars database:

Porsche Cayenne license plate nr: WE 1111 – belongs to John Kowalski, Accountancy Office, Warsaw, 1 Uniwersytecka St.

Facebook:

– Tatiana Nowak has a partially-accessible account. A picture from her trip to Naples, Italy last year is accessible. There is a comment of a certain Antonina Sulizi from Naples, in English: "So it seems I know how to take pictures".

– Antonina Sulizi from Napoli – partially-accessible account. Married to Romano Sulizi.

Police Records:

– Romano Sulizi – a fine for traffic violation on 20.05.2017 in Warsaw while driving a car rented at the Warsaw airport.

Asking the correct questions of the data bases requires a lot of thinking. For example, finding John Melnyk is difficult. The name is common, so putting it into the citizens' data base is ineffective – there are too many records under the same last name. However, having learned that he is in relationship with "Julia", that they have a daughter called "Angelika", and that they live in Warsaw, the question can be:

First name: "Angelika" (possible last name: "Melnyk"); Father's name: "John"; Mother's name: "Julia"; Address: "Warsaw"

Thus we can learn their full personal data and address.

The crucial point is to find out where the meeting with the accountant took place. We only know that it was at the place where Gregory Patela lives. This is the place, belonging to his girlfriend, that he moved to when released from prison.

If we have checked where he served the sentence, we can also check who visited him in prison during that time, and who sent him parcels. In this way we find his girlfriend, who is crucial to finding further information.

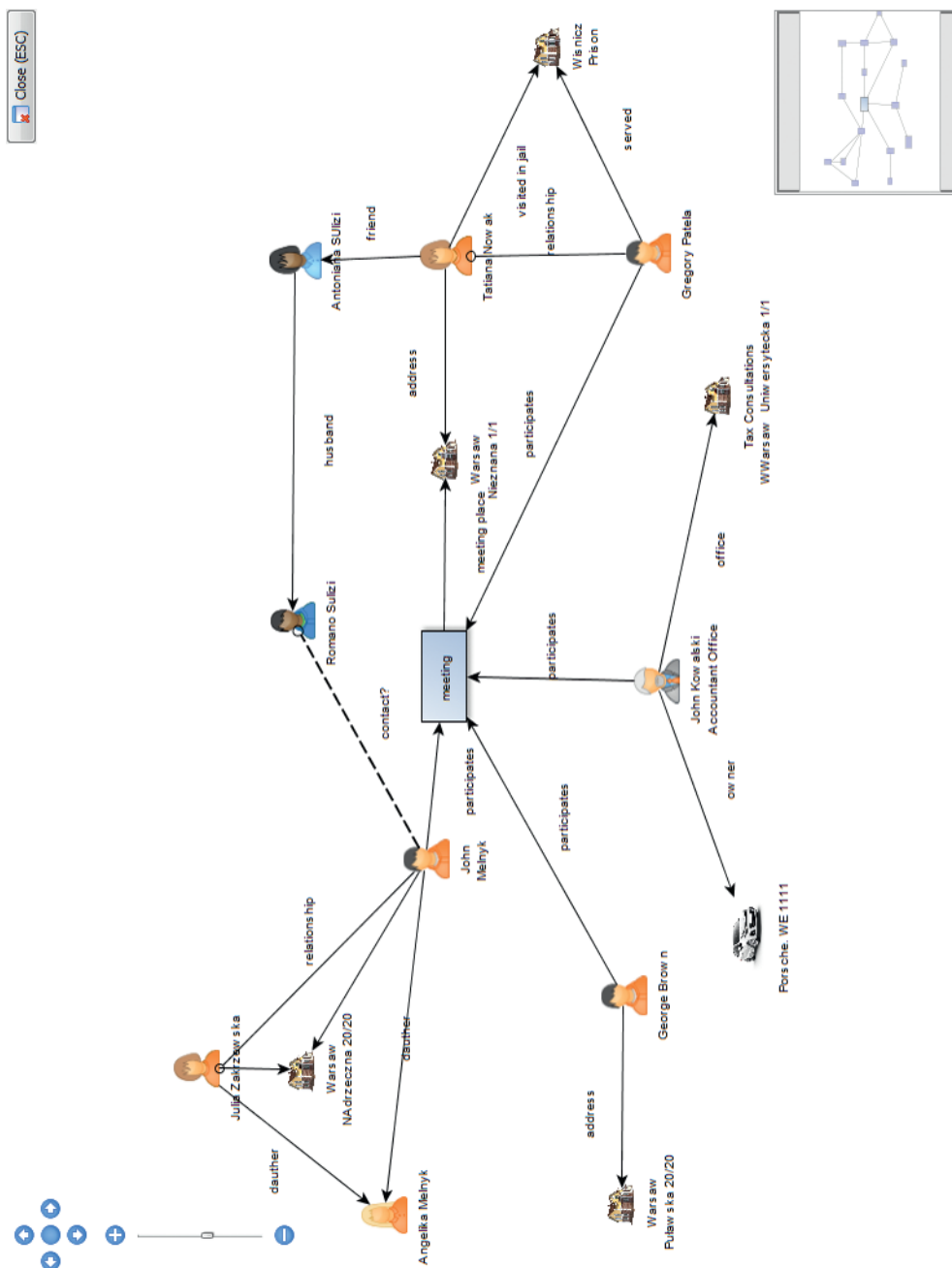
Knowing the address at which the meeting took place, we now have to check whether it is covered by CCTV monitoring (positive). We know from the information obtained from "Mr. Charles" that the accountant came alone by car and left with John Melnyk. We have to look for a car that came and left before lunch time with one male, and left with two males. Thus we find the accountant.

Checking open sources online we find the Facebook account of the meeting place owner, and we find the Italian link. Thus we now have quite good knowledge about a group that can be further investigated.

The structure looks like this:

Presenting other possible information management exercises exceeds the framework of this article. It is important that exercises included such elements as:

- creation of an investigation hypothesis,
- visualization of information,
- evaluation of information,
- basics of the criminal intelligence system,
- basics of criminal analysis,
- safe reporting.



Psychological training

Psychological training seems to be necessary for detectives. It should include following elements:

- Effective communication, including recognition of their own verbal and non-verbal communications as well as those of other people, matching other people's styles of talking and behaviour, recognition of their own emotions and those of others, making a report with a victim or a person suffering trauma, as well as with someone with psychological problems.
- Managing their own stress, realizing their limits and the destructive role of "ego". Working in a team, they have to show the ability to accept failure. Using failure as an asset to strengthen their team work, rather than denying their own mistakes or failures, will make them more effective.
- Creative thinking.
- Psychology of perception, remembering, recalling. Recognition of suggestion and projection, and learning how to deal with them.

During the last few years we have tried to include daily psychology classes, in addition to the psychology elements of other classes and exercises. A psychologist is also present during the entire training – his role is important, especially when reviewing staging sessions with actors.

The special psychological classes include theoretical and practical fields such as²⁸:

- avoiding thinking and behavioural stereotypes,
- perception, concentration,
- team work,
- recognition of one's needs and those of others,
- knowledge of manipulation techniques and how to defend oneself against them,
- empathy, anticipating what people are going to do, defining the interlocutors' personality.

It should be emphasized that, apart from the psychology classes, these elements are developed during exercises, especially during staging sessions with ac-

²⁸ В. В. Карпенко, *Спеціальна психологічна підготовка працівників правоохоронних органів до оперативної роботи*. In: Н. М. Бамбурак (ed), *Психічне здоров'я особистості у кризовому суспільстві. Збірник тез III-ї Всеукраїнської науково-практичної конференції [19 жовтня 2018 року]*, Lviv: ЛьвДУВС, 2018, pp. 165-172.

tors. Staging should develop all the elements learned theoretically. When the exercises are talked over, the trainers should refer to the lectures and show how the scientific knowledge works in the real situations. The more difficult and more emotionally exhausting exercises should be conducted every day, as they enable students to better understand real duty situations and states of mind.²⁹ They can then discuss with a psychologist, especially everything related to their emotions, feelings, needs, and thoughts.³⁰ The psychologist gives individual consultations and conducts corrective procedures whenever necessary.³¹

Some of the exercises are so stressful that some students have difficulties with handling them. It is important to teach them how to cope with stress as effectively as possible; however, it is also important at the same time not to do any damage, and to figure out what kind of duties will be optimal for each person.

The last day of the training should be the easiest. It should pull the students out of the long period of stress they have been through. The role of the psychologist is also crucial at this stage.

Other elements of detective training

Apart from working with information and psychological training, the lectures and the exercises include such elements of detective work as:

- Basics of surveillance and counter-surveillance – professional surveillance training takes a lot of time. However, every detective should be familiar with the basics. This should be one of the elements of the street exercises.
- Physical and legal threats to detectives and those cooperating with them – this includes the protection of information sources and witnesses, ways of conducting and securing tasks in the field, applied legal rules and reporting.
- Gathering unconventional information – for example, garbage analysis, use of water and electricity analysis.
- Basics of Internet investigations – recently we included an Internet and Analysis Class as part of the everyday routine of normal training. It can also be included in the exercises outside of that class.
- Basics of covering police intelligence.
- Basics of management.

²⁹ *Ibidem.*

³⁰ *Ibidem.*

³¹ *Ibidem.*

All the aspects of basic detective training described above should be the subject of daily discussion among trainers based on their observation of the students. Thus, at the end of the training the trainers can formulate conclusions for the management of the organization:

- suggestions related to the division of tasks. The goal here is to maximally use the talents of each detective and to prevent potential problems;
- the weakest points of the organization, the issues that need to be worked out;
- selection of candidates to participate in specialized training (for example surveillance training, criminal analysis training);
- selection of officers with management skills;
- suggestions for possible future trainers.

It is worth noting that the postulates contained in this paper are corroborated by the participants' anonymous answers to the following questions, which are collected at the end of each training course:

- Was the training practically helpful for your work?
- How understandable were the classes?
- How did you like the way the training was organized?
- Did you learn something new?
- What did you like the most? What could be changed?

The answers to these questions indicate a high level of satisfaction in both countries, no matter which organization was receiving the training. Most of the students give maximum scores for most questions. Sometimes they suggest organizing more training programs of a similar kind, or that the period of training be made longer.

4. CONCLUSIONS

A modern approach to detective training is a necessary element of security sector reform in the transitional states. The more damage caused to the system by the previous regime, the more modern training is needed.

The training should be practical and the trainers should have extensive prior experience in the field.

The training methods can be improved and modified in a creative way. This applies both to the training methods and to the subjects taught.

The traditional lecture-style system typical of the old-style academies should be replaced with intensive topic-based training wherever possible.

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