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## **The Analysis of the Academic Research Carried out by the Police Academy in Szczytno and Pomeranian University in Słupsk as Part of the International Project Entitled “Methodology of Creating Scenarios Typical of Crisis Situations in the Teaching Process of Crisis Management”**

**Abstract:** The following article presents the results of a survey concerning the evaluation of modern information technologies applied in the educational process of students at the Police Academy in Szczytno and Pomeranian University in Słupsk. It is based on the international project entitled “Methodology of creating scenarios typical of crisis situations in the teaching process of crisis management” run by the Academy of the Police Force in Bratislava, the Armed Forces Academy of General Milan Rastislav Štefánik in Liptovský Mikuláš, University of Security Management in Košice and Pomeranian University in Słupsk.

**Key words:** crisis management, Police Academy in Szczytno, Pomeranian University in Słupsk

### **Introduction**

The information revolution is a phenomenon in the contemporary world that significantly changes the conditions of human activity in all basic fields of life. The effects of computerization are perceived in various ways. We can mention enthusiastic visions of overcoming poverty, underdevelopment and alienation resulting from the dispersion of information technologies or the analyses revealing fears and their negative psychosocial effects in the area of social links.<sup>1</sup>

The development of technology has more and more influence on the educational process. Education supported by the computer and the Internet allows not only for improving informative skills but, most of all, creates favourable conditions for enhancing the learner’s creative thinking. It has an impact on personality by making the acquisition of different skills easier and faster as well as it is a rich source of information.

The functioning of any organization takes place in the world that is constantly changing, and the mentioned transformations result from the requirements for the diversity of an institutional internal environment reality. An adequate reaction of the organization to multidimensional expectations is an indispensable condition for its development.

Changes made in the environment of the police, especially those which correlate with the level of security, will constantly seek to develop readiness, comprehensive preparation to deal with the statutory tasks and also improvement of the effectiveness of the action<sup>2</sup>. For this purpose, police institutions which are established to protect security and public order, implement any available organizational solutions<sup>3</sup>, information technologies and other technical measures (e.g. modern wireless communication systems), thanks to which it is possible to gain better performance of institutional activities. These tasks directly influence the rise in the level of citizens’ security and better social perception of the police.<sup>4</sup>

The article was worked out within the framework of the international project entitled “Methodology of creating scenarios typical of crisis situations in the teaching process of crisis management” carried out by the Academy of the Police Force in Bratislava,

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<sup>1</sup> BUZALKA, J., BLAŽEK, V., DWORZECKI, J., URBANEK, A., Rozvoj bezpečnostných rizík a tvorba krízových scenárov pre verejnú správu, s. 61.

<sup>2</sup> BUZALKA, J., Teória bezpečnostných rizík, s. 27.

<sup>3</sup> BLAŽEK, V., KELEMEN, M., Analýza vojenských zdrojov ohrozenia regionu, [in:] Metodológia a metodika analýzy zdrojov ohrozenia vnútornej bezpečnosti SR, s. 18.

<sup>4</sup> DWORZECKI, J., URBANEK, A., Využitie typových krízových scenárov vo výučbe na Pomorskej akadémii v Słupsku, s. 81.

the Armed Forces Academy of General Milan Rastislav Štefánik in Liptovský Mikuláš, the University of Security Management in Košice and Pomeranian University in Słupsk. The research team was led by Assoc. Prof. Vladimír Blažek, CSc., from the Academy of the Police Force in Bratislava.

The article is aimed at experts who scientifically and professionally deal with the issue of internal security, students of internal security, national security, management in disposal groups, administration of security systems as well as others for whom the matter of security and public order is particularly close at national, regional and continental levels.

## **1 Stages of the research and the hypotheses formulated during the research project**

Academic Centres from Poland and Slovakia have undertaken activities to prepare optimal solutions with reference to organizing classes and preparing graduates for the independent fulfilment of the role of specialists in crisis management.

The analysis of the research showed many determinants and raised difficult questions in the area of crisis management. Let us mention the most important ones:

- Scenarios of crisis situations are used in many areas of the performance of public administration and they are created with significant attention.
- The structure and substantial scope of the scenarios indicate various conceptual approaches of authors who create them and take advantage of pragmatics due to professional experience.
- When it comes to the creation of scenarios of crisis situations for the needs of crisis management in public administration, inadequate assumptions and postulates are used.
- In the process of creating and using scenarios of crisis situations in the area of public administration, we can perceive inconsistent terminology and unclear ideas.
- Scenarios of crisis situations (both military and civilian) which are presented and proposed for public administration are difficult to verify.
- At higher educational institutions which provide education in the area of public security, specialists in the area of crisis management lack worked-out methodology of optimizing the use of scenarios in crisis situations in the teaching process.
- Modern IT tools which are used in the process of education are currently its integral part in the area of crisis management.

There is a possibility to internationalize exercises concerning crisis management with the use of modern information tools. Following the analysis, it was possible to create contexts referring to the examined problems visible and define tasks to be performed within the project:

- Defining and clarifying assumptions for the methodology of creating typical scenarios of crisis situations (both military and civilian) which are useful in public administration.
- Explaining and defining basic concepts to be found in the area of scenarios of crisis situations useful in public administration such as: the scenario of a crisis situation, scenarios of a civilian and military crisis situation, a scenario of a crisis situation of the civilian type, a typical scenario of a crisis situation, a catalogue of situation scenarios, an untypical scenario of a crisis situation, the typology of the concepts of creating scenarios, a general scenario of a crisis situation, a complex situation scenario.
- Verifying and optimizing basic assumptions necessary for making scenarios of crisis situations for the needs of the teaching process of students – specialists of crisis management at colleges participating in the project.

- Verification and precision of the structure of the scenarios of crisis situations for the needs of the process of the education of students – specialists and their implementation to do practical exercises with the use of IT infrastructure which is available for the colleges participating in the project.
- Specification and authorization of the stages of creating, implementing and using scenarios of crisis situations at higher educational institutions which provide education to future crisis management specialists.
- Forming the optimal system of the preparation of crisis management specialists with the use of modern information tools.
- Opening up a possibility of integrating the information systems used by the colleges participating in the project in the context of organizing common exercises (communication in the English language) using simulators of crisis situations.
- Aspiration for the unification of practical exercises which (with the use of the scenarios of crisis situations of both the military and the civilian type) are performed at the partner colleges carrying out the project in order to work out a common platform of the assessment of the results obtained by students participating in the simulation.

The main aim of the research conducted within the above mentioned international scientific project was to perform a detailed analysis of the process of educating bachelor's and master's students, with special consideration given to the use of modern IT tools – simulators, which, combined with the scenarios of crisis situations (both military and civilian) are an integral part of the teaching process at the Pomorska Academy in Słupsk.

The general aim of the project includes taking activities which should improve the quality of the educational process performed with the use of IT devices and simulators by working out new and more developed scenarios of crisis situation and preparing quite new and universal IT instruments (integrated multi-stand simulators) which will create, among others, centres of emergency informing (operating the emergency number 112) or stage potential scenes of accidents or disasters (there will be used scenes of accidents with officers and fire brigades for didactic purposes).

On the basis of the analysis of the examined area, after basic tasks and purposes are defined and stages within the project are fixed, the object and the subject of the research have been identified:

- The object of the research were the scenarios of crisis situations (both military and civilian), currently used in the process of educating of students – specialists in the area of crisis management at the colleges participating in the project.
- The subject of the research is the methodology of the creation of typical scenarios of crisis situations, their use in the process of educating students – specialists in the area of crisis management and the increasing of the efficiency of practical exercises executed with the use of modern IT tools at the colleges participating in the project.

Basing on identified purposes and defined to be performed tasks, the following hypotheses have been suggested:

- H1: It should be indicated that working out basic assumptions of the theoretical character referring to the crisis scenarios (both military and civilian) will be just the basis for further, evolutionary development of the models of so far performed practical exercises with the use of IT instruments (simulators).
- H2: The scenarios of crisis situations of the military and the civilian type differ considerably from each other because of the specific functioning of the armed forces,

and the differences arising from activities to be taken during an armed conflict and in a time of peace.

- H3: The scenarios used in the teaching process of students depend mainly on the profile of the college and the equipment and quality of IT infrastructure and educational-didactic base.
- H4: At the use of constant connection and common IT platform (one common server) and a universal language of communication (the English language), it is possible to conduct parallel exercises at the use of scenarios of crisis situations (both military and civilian) for students of all partner colleges participating in the project.
- H5: The high quality of exercises with the use of simulators is influenced by professional experience (gained during work/service in institutions responsible for ensuring security and maintaining public order of lecturers conducting the simulation).

## **2 Methods of performing research activities**

Research activities based on identified purposes and defined tasks have been performed with the use of quantity and quality research techniques/tools. The quantity techniques allow for obtaining detailed data enabling a wider and complex look at the analysed problem and are useful in searching for optimal solutions of the research problem. However, by quality techniques and instruments, it is possible to conduct a deeper analysis of isolated factors; on the basis of the analysis, it is possible to confirm, complete or reject information and data obtained during the research.

The possibilities of a wider use of scenarios of crisis situations in the process of educating students – future specialists in the area of crisis management at the colleges participating in the project were checked (tested) with the use of modern simulators and IT tools. Moreover, information about the examined area was obtained by a detailed analysis of specific literature, legal and normative acts and so far published reports from examinations correlated with safety.

During the research, other tools were used as well:

- analytical and synthetic tools, which were used to perform the classification, correlation and fixing of determinants influencing concrete problems and facts
- comparative, which were used to perform comparisons of certain problems
- inductive and deductive tools allowing research conclusions (about the true character of assumptions, hypotheses etc.).

Moreover, some activities were taken to extend the knowledge about the examined problems by the team members' active participation in seminars, international conferences and other scientific events. In this way, researchers representing academic centres and research institutions and people working in state and self-government organizations have an opportunity to exchange information. Furthermore, some activities were made to advance the knowledge by exchanging information, comparison and verification of the obtained results of the conducted research.

Within the above mentioned initiatives there were made, among others, the comparativeness of experience from the area of use of modern IT infrastructure in the didactic process which are available for the participants in the project employed at the colleges – partners of the project consortium.

Among the research instruments used in the performed research activities, we can indicate:

- a survey in which students of the partner colleges participating in the project took part,

- a survey oriented to the scientific didactic staff, associated teachers and security experts who cooperated with the partner colleges participating in the project.

Within the project, common international exercises with use of IT tools – simulators were done, being in the equipment of the partner colleges participating in the project. The Polish and Slovak teaching staff as well as crisis management experts and students associated in scientific organizations participated in the exercises.

It should be noted that a lot of research material was obtained by expert interviews conducted (as a guided conversation) by members of the research team with people who scientifically and professionally deal with the widely understood safety matters. Due to the accepted volume of this article, the results of the interview will be presented below.

### **3 The analysis of the results of the research received by the Police Academy in Szczytno and Pomeranian University in Słupsk within the framework of the international project entitled “Methodology of creating scenarios typical of crisis situations in the teaching process of crisis management” from the Academy of the Police Force in Bratislava, the Armed Forces Academy of General Milan Rastislav Štefánik in Liptovský Mikuláš, the University of Security Management in Košice and Pomeranian University in Słupsk**

Within the framework of two international scientific projects entitled “Theory and methodology of crisis management and the transfer of modern solutions to the practical activities of public administration institutions” (the manager of the project: Prof. PhDr. Ján Buzalka, CSc., from the Academy of the Police Force in Bratislava) and “Methodology of creating scenarios typical of crisis situations in the process of teaching the students of crisis management” carried out at the Academy of the Police Force in Bratislava, the Armed Forces Academy of General Milan Rastislav Štefánik in Liptovský Mikuláš, the University of Security Management in Košice and Pomeranian University in Słupsk (the manager of the project: Assoc. Prof. Vladimír Blažek, CSc. from the Academy of the Police Force in Bratislava), the academic centres in Poland and Slovakia worked together to prepare optimal solutions to realize the fields of studies in which future graduates are prepared for being specialists in the area of crisis management.

#### **3.1 Opinions of Polish students as for the quality of the educational and practical process with the use of modern information tools. A test report.**

A diagnostic survey<sup>5</sup> with the use of a questionnaire as a survey technique<sup>6</sup> was applied<sup>7</sup>. It was conducted with the involvement of the students from Pomeranian University

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<sup>5</sup> The method of a diagnostic survey is a crucial, academic project aimed at gathering facts and information (data) concerning structural and functional phenomena as well as the dynamics of their development. The method allows for establishing the range, level, intensity and evaluation. In addition, when necessary, it helps to project any modifications. The method of a diagnostic survey presents the description and lets us explain massive phenomena or more significant processes that occur in communities on the basis of representative, statistical samples. The most frequently implemented research techniques in the method of a diagnostic survey are an interview and a survey.

<sup>6</sup> Surveying is a scientific technique of giving answers in writing which form a logical, consistent and coherent set of questions for solving a certain research problem.

<sup>7</sup> A questionnaire or an interview is one of the most important research tools targeted at recording respondents' answers. It contains conscious, logical and coherent composition of questions. The questions in the questionnaire should concern only one phenomenon (process) in the undertaken research. They should be arranged in a concise, coherent and consistent way.

in Słupsk and the Police Academy in Szczytno by Polish scientists within the framework of the international project entitled “Methodology of creating scenarios typical of crisis situations in the teaching process of crisis management” carried out at the Academy of the Police Force in Bratislava, the Armed Forces Academy of General Milan Rastislav Štefánik in Liptovský Mikuláš, the University of Security Management in Košice and Pomeranian University in Słupsk.

In this part of the project, interdisciplinary approach was applied. Presented methods, techniques as well as tools implemented have been successfully used not only in the area of security but also in other scientific disciplines.

The stage of the research described below was based on the results of the survey<sup>8</sup> (class survey), the essence of which correlated with the main research issue. The survey research was carried out by trained interviewers (mainly the staff of researchers and teachers from Pomeranian University in Słupsk and the Police Academy in Szczytno) in the period from March to May 2015. Respondents had 20 minutes to fill out a questionnaire. Each questionnaire had been assigned an identification number which made it possible for the results to be repeatedly interpreted. It contained 16 questions, and it was possible to provide more than one answer in 5 questions. The folder including basic information on the issue researched (aims, objectives and interviewers) had been prepared for students. In the course of the survey, interviewers skimmed through the questionnaires in order to avoid the repetition of mistakes and explain any doubts connected with the completing of the questionnaire.

308 participants responded to the survey – 308 students of national security (full-time and part-time students) from Pomeranian University in Słupsk as well as students of internal security (full-time students) from the Police Academy in Szczytno. 69% of the respondents were men (212 persons) and 31% of the respondents were women (96 persons).

Young people were the target group. The 20-45 age group was the largest one, and it was represented by 259 persons (84%). The breaking down the data by the age of the respondents in the questionnaire is as follows:

- between the ages of 45 and 65 (35 persons – 11.4%);
- no data, i.e. respondents did not identify the age (14 persons – 4.6%)

Respondents had an opportunity to set priorities by providing the answers to the questions in the questionnaire according to the Likert five point scale. The questionnaires were analysed mathematically and statistically.

### **Question no 1.**

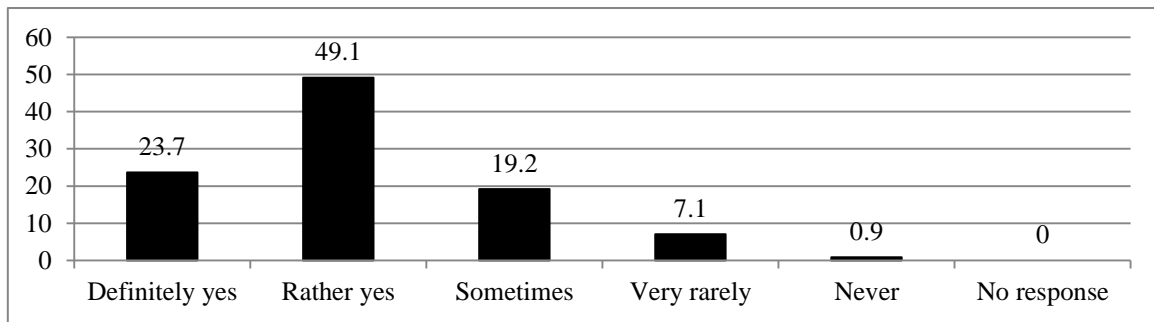
*Does the realization of the subjects included in the curriculum also take place in the form of workshops and practical preparation?*

As for the first question, students of both institutions specified that the teaching of subjects related to internal and national security was closely related to the realization of practical classes. This point of view was represented by 72% of the respondents and it is undoubtedly desired by the staff of researchers and teachers because it indicates that a proper direction as far as the curriculum is concerned has been adopted.

Graph no 1. Answers (in %) provided by students to question no 1: Does the realization of the subjects included in the curriculum also take place in the form of workshops and practical preparation?

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<sup>8</sup> Surveying is a scientific technique of giving answers in writing which forms logical, consistent and coherent set of questions for solving a certain research problem.



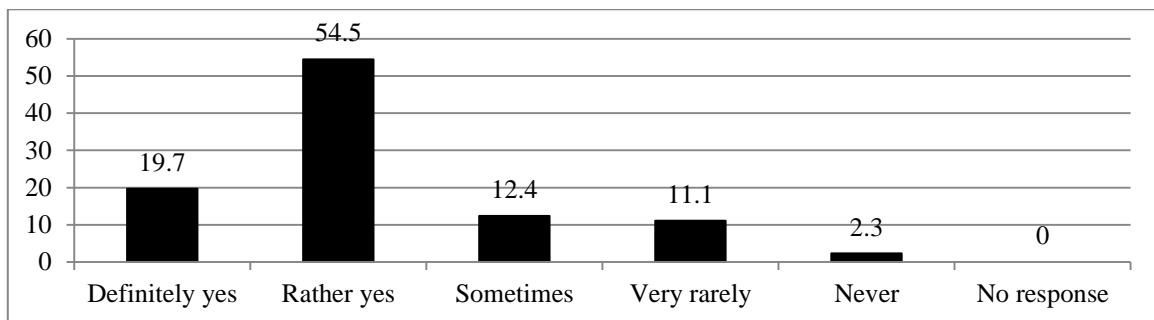
Source: self-elaboration

### Question no 2.

*Did the teaching staff motivate students to participate actively in workshops?*

The results of the responses to question no. 2 showed that the teaching staff of both institutions could motivate students to participate actively in workshops organized on the basis of the curriculum. This kind of approach along with the use of modern information technologies (including simulators) is very significant because it promotes the course of study.

Graph no 2. Responses (in %) provided by students to question no. 2: Did the teaching staff motivate students to participate actively in workshops?



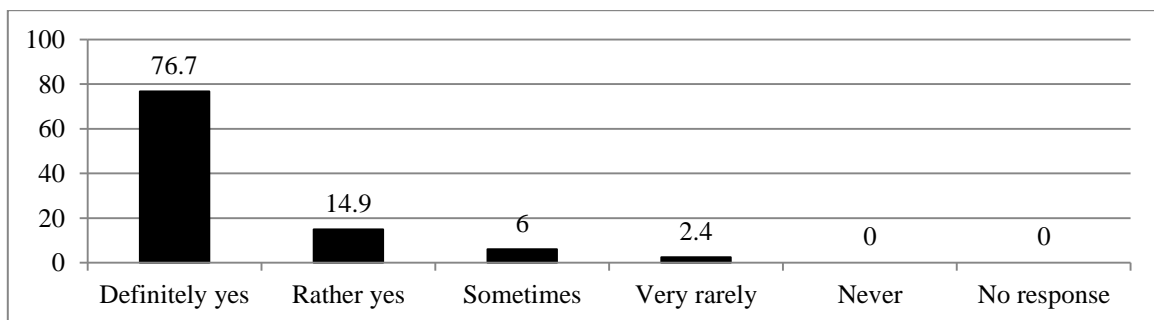
Source: self-elaboration

### Question no 3.

*Is your practical preparation useful in your future job?*

Practical preparation is a fundamental element that should be realized at classes as far as both fields of education are concerned, according to students. Over 90% of the respondents pointed to the necessary need for combining theory with practice, including the use of the most modern information technology tools.

Graph no 3. Responses (in %) provided by students to question no 3: *Is your practical preparation useful in your future job?*



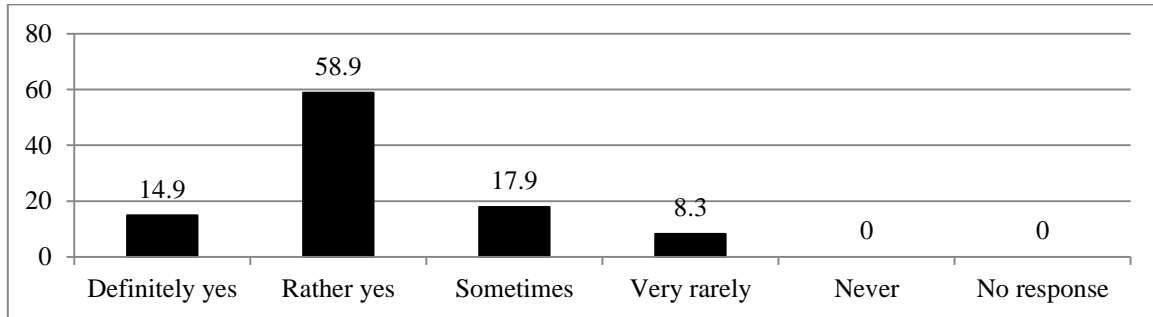
Source: self-elaboration

#### Question no. 4

*Are scenarios of civil crisis situations used at workshops?*

In question no. 4, students were asked about their participation in practical classes during which scenarios of civil crisis situations are used. Nearly two-thirds of them stated that they participated in classes with the use of crisis situations concerning the occurrence of natural catastrophes such as floods, construction disasters, fires, terrorist attacks. The scenarios of crisis situations also refer to a collective breach of security and public order.

Graph no. 4. Responses (in %) provided by students to question no. 4: Are scenarios of civil crisis situations used at workshops?



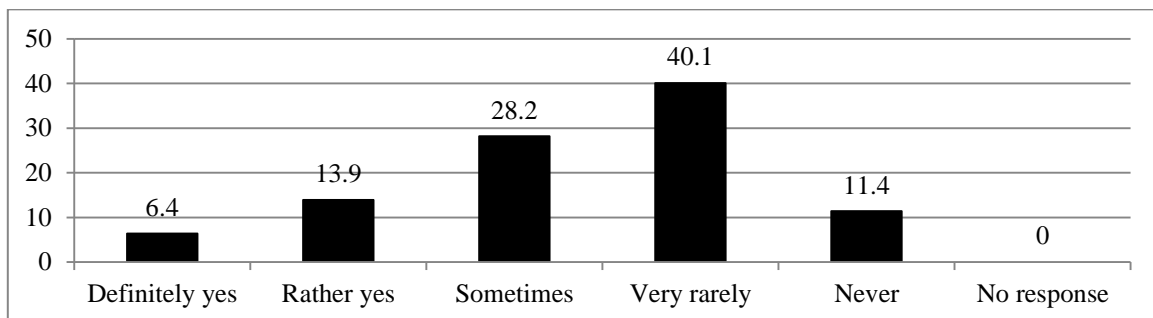
Source: self-elaboration

#### Question no. 5

*Are scenarios of military crisis situations used at workshops?*

The responses to question no 5 referring to the use of scenarios of military crisis situations in practical classes show a completely different result. Only over 20 % of the respondents confirmed the use of the concepts like armed aggression of a foreign country against the territory of Poland, necessity for the use of forces and measures being available for the military in order to restore security in the country – the state of emergency or martial law) in performed exercises in a simulator. It results from the fact that both institutions where the survey was carried out are specialized in training and educating the future staff for the needs of the civil sector of security, i.e. public administration (e.g. Police, Fire Brigade, Border Guards) and local administration (Municipal Guards, District and Municipal Centres of Crisis Management). Furthermore, it can be connected also with students' inappropriate comprehension of military crisis situations provided by scenarios and principles of exercises during which forces and measures that are available for the Polish army are used to eliminate threats and natural disasters. In such situation, it is very necessary for the teacher who runs the simulation to introduce and present all planned presumptions in the target exercise.

Graph no. 5. Responses (in %) provided by students to question no. 5: *Are the scenarios of military crisis situations used at workshops?*



Source: self-elaboration



### Question no. 6

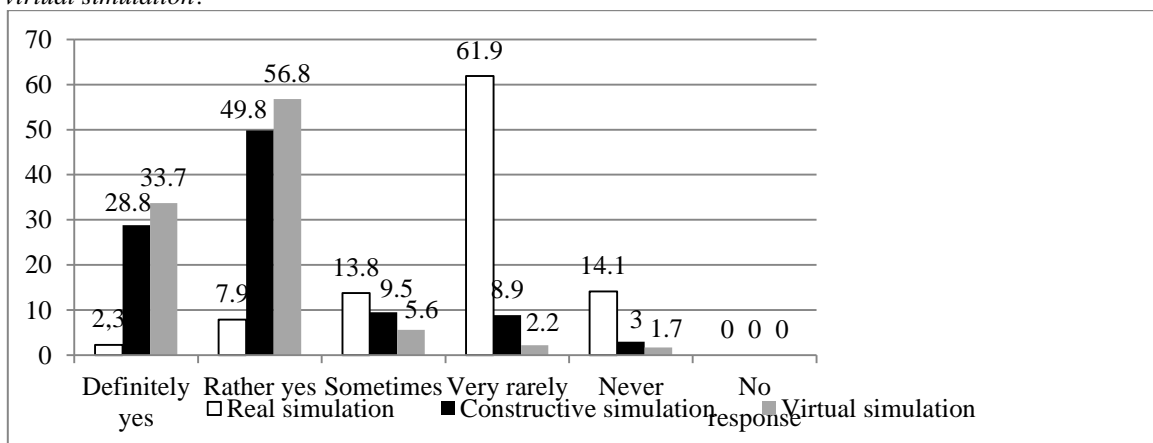
Do practical classes involve:

- real simulation (in the real environment)?
- constructive simulation (partial use of resources, forces and measures used in real actions in connection with a virtual simulation)?
- virtual simulation?

In question no. 6, students were asked about three forms of practical classes, i.e. real simulation, constructive simulation, virtual simulation, which they have taken part in while realizing the curriculum. As the results of the responses indicate, in the foreground, there are classes during which modern IT infrastructure, simulators and limited material resources such as constructive and virtual simulation are used. Exercises with the use of a wide range of technical measures (i.e. real simulation) were rarely practised by the students. This situation is influenced by a financial factor. Furthermore, another limitation that indirectly influences the frequency of implementing real simulations in the students' practical preparation for their future jobs is an insufficient number of qualified teachers who have proper experience, practical skills and qualifications.

Graph no. 6. Responses (in %) provided by students to question no. 6: Do practical classes include:

- real simulation?
- constructive simulation?
- virtual simulation?



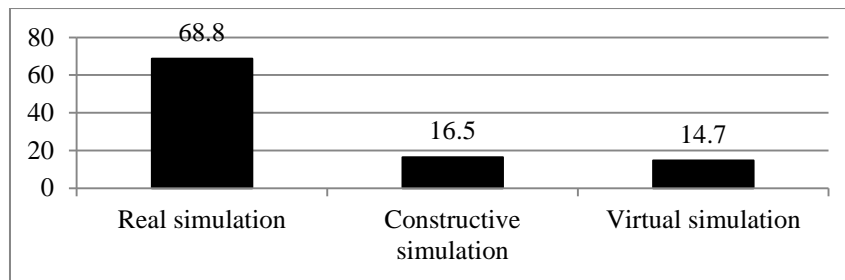
Source: self-elaboration

### Question no. 7

Which form of simulation (real, constructive or virtual) is optimal in the process of practical education?

Students were asked to point out the optimal form of practical classes which would professionally prepare them for their future jobs. In their responses, real simulation (about 68.8%) and constructive simulation (16.5%) were indicated as the most optimal ones. The least selected form of optimal simulation and most frequently used form of practical classes at both institutions was virtual simulation (14.7%). By means of virtual simulation, students practise the procedural algorithm, work out desired reactions as well as enhance proper cooperation in a team. The final result of the provided responses can also be determined by the students' tiredness of practical classes imitating emergency situations.

Graph no. 7. Responses (in %) provided by students to question no. 7: *Which form of simulation (real, constructive, virtual) is optimal in the process of practical education?*



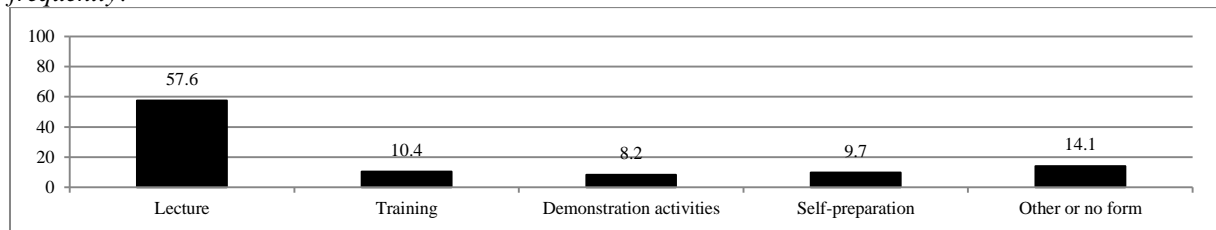
Source: self-elaboration

### Question no. 8

*Which forms of classes that prepare students for the participation in practical exercises on simulators are conducted at your university most frequently?*

In question no. 8, the participants of the survey provided answers concerning the most frequently performed form of classes that prepare them for the participation in practical exercises on simulators at their university? The results prove that lectures were the most frequently used form (over 57% of the respondents). Moreover, students participated in the training (10.4%) and demonstration activities (8.2%) or prepared individually (9.7%). A different (or no) form of the students' preparation for practical classes was indicated by 14% of the surveyed students.

Graph no. 8. Responses (in %) provided by students to question no. 8: *Which forms of classes that prepare students for the participation in practical exercises on simulators are conducted at your university most frequently?*



Source: self-elaboration

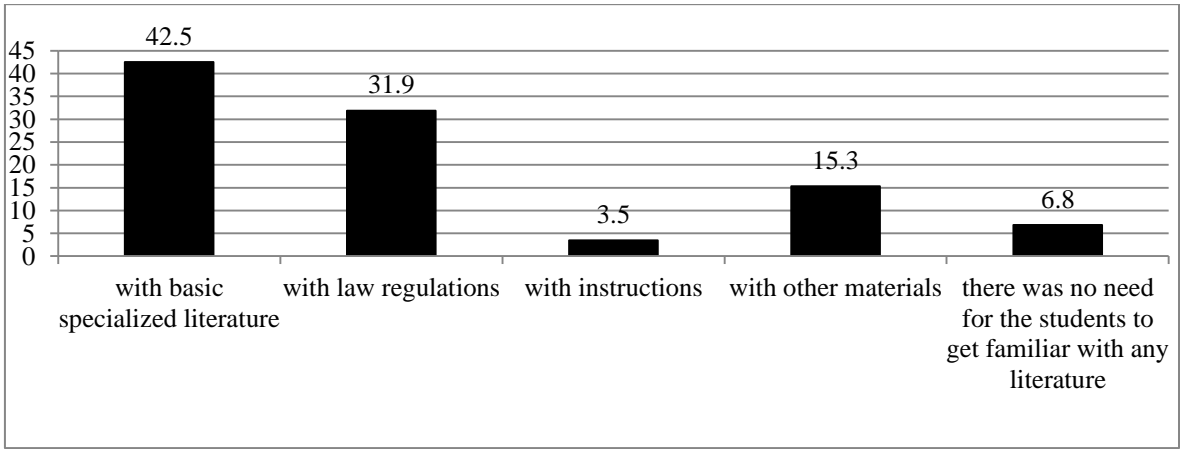
### Question no. 9

*What sources in print were students obliged to get familiar with before doing practical exercises on simulators?*

- basic specialised literature;*
- law regulations;*
- instructions;*
- other materials;*
- there was no need for the students to get familiar with any literature.*

Respondents were asked about marking the category of literature they were supposed to get acquainted with before doing practical exercises on simulators. The students were often obliged to read basic specialized literature (over 42%) and law regulations (31.9%) as well as other materials (15.3%).

Graph no. 9. Responses (in %) provided by the students for question no. 9: *What sources in print were students obliged to get familiar with before doing practical exercises on simulators: a. basic specialized literature; b. law regulations; c. instructions; d. other materials; e. we were not obliged to get familiar with any sources.*



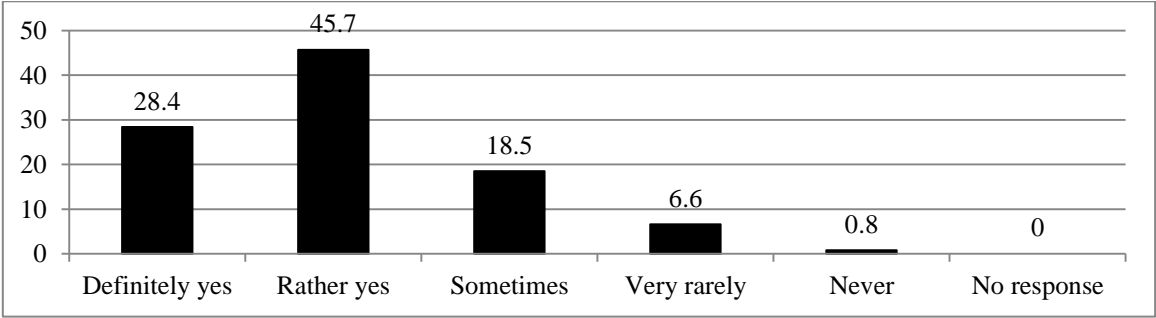
Source: self-elaboration

**Question no. 10**

*Was the subject of exercises consistent with the scenarios pursued during classes on simulators?*

Respondents were interrogated about the thematic consistency of their preparations preceding practice on simulators with the scenarios of classes. Nearly two-thirds of the surveyed students indicated that they had taken part in practical classes related to the content of their education and principles emphasized before by their teacher.

Graph no. 10. Responses (in %) provided by students to question no. 10: *Was the subject of exercises consistent with the scenarios pursued during classes on simulators?*



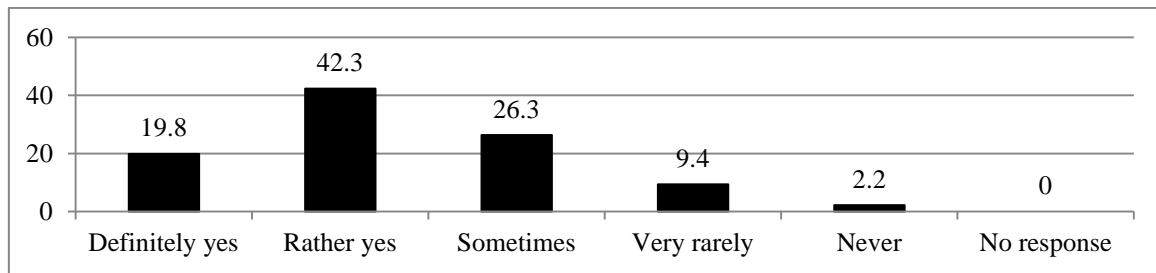
Source: self-elaboration

**Question no. 11**

*Were the principles of how simulators and other modern technological tools function explained in a sufficient way during the teaching process?*

Students were asked about whether the principles of how simulators and other modern technological tools function have been explained in a sufficient way in the area of internal and national security. Over 60 % of the surveyed students stated that before the first practical task they had been properly informed and instructed about the principles of the operation of simulators as well as accepted presumptions for the exercise.

Graph no. 11. Responses (in %) provided by students to question no. 11: *Were the principles of how simulators and other modern technological tools function explained in a sufficient way during the teaching process?*



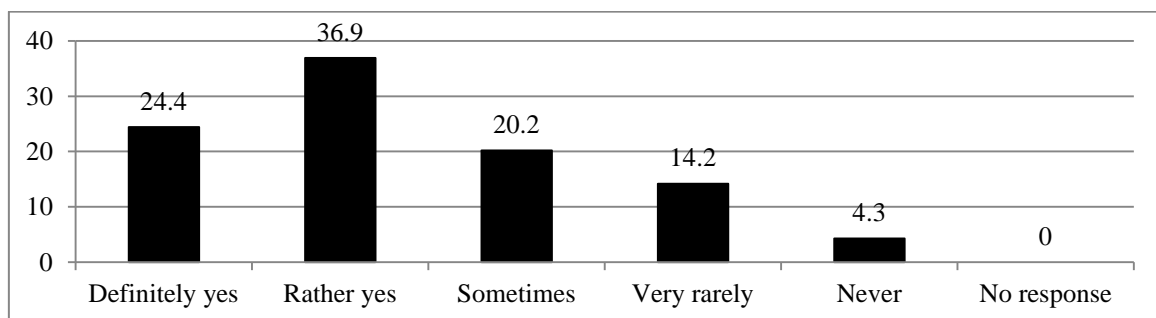
Source: self-elaboration

### Question no. 12

*Did the staff operating the equipment used for simulating crisis situations explain certain elements that create the infrastructure for training satisfactorily?*

Question no. 12 refers to the description of simulators, too. Students were to state whether the staff operating the equipment used for simulating crisis situations had explained certain elements creating the infrastructure for training satisfactorily. In this case, the answers prove that the students were properly acquainted with the equipment in simulation centres at both institutions.

Graph no. 12. Responses (in %) provided by students to question no. 12: *Did the staff operating the equipment used for simulating crisis situations explain certain elements that create the infrastructure for training satisfactorily?*



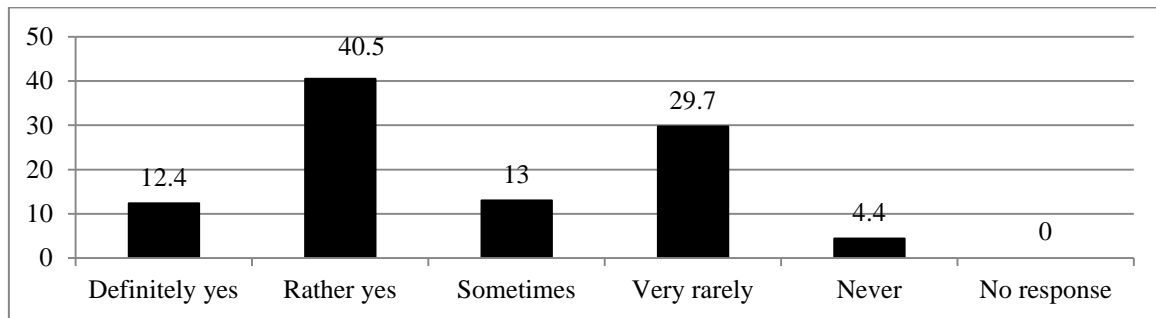
Source: self-elaboration

### Question no. 13

*Was there an opportunity during practical classes to practise all the tasks related to the presumptions, scenarios and actions that may be encountered in the future job?*

The surveyed students provided answers concerning the chance to practise all the tasks related to the presumptions, scenarios and actions that may be encountered in their future job. More than a half of the respondents implied that the teachers who organized practical classes on simulators had made it possible for their students to realize many practical elements which the respondents would be in contact with after they were employed. However, one third of the students had a different opinion.

Graph no. 13. Responses (in %) provided by students to question no. 13: *Was there an opportunity during practical classes to practice all the tasks related to the presumptions, scenarios and actions that may be encountered in the future job?*



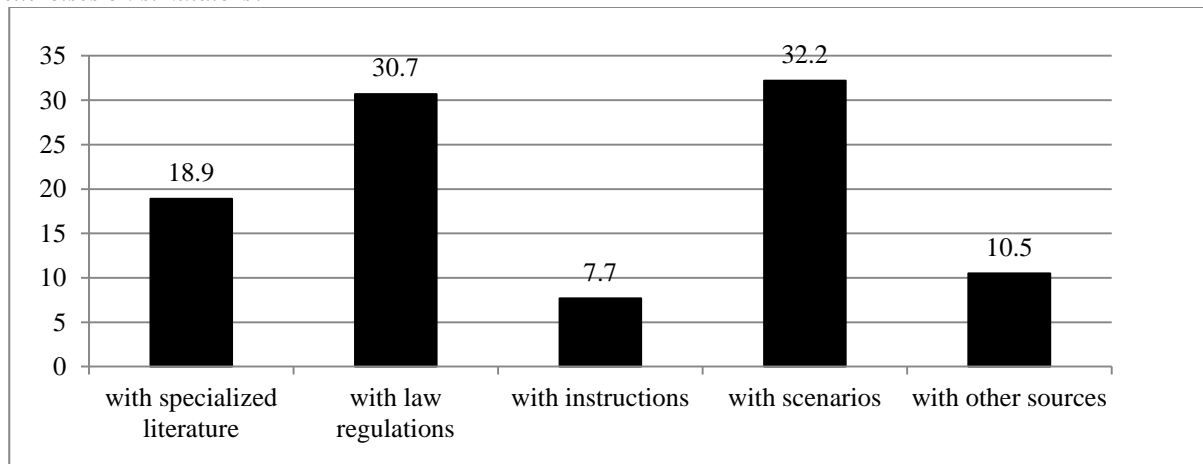
Source: self-elaboration

### Question no. 14

*What printed sources (specialized literature, law regulations, instructions and regulations, scenarios, other printed sources) were used during exercises on simulators?*

Question no. 14 concerned printed sources used as didactic aids that were used by students when they were performing practical tasks on simulators. The surveyed students most often used scenarios and law regulations as well as specialized literature.

Graph no. 14. Responses (in %) provided by students to question no. 14: *What printed sources (specialized literature, law regulations, instructions and regulations, scenarios, other printed sources) were used during exercises on simulators?*



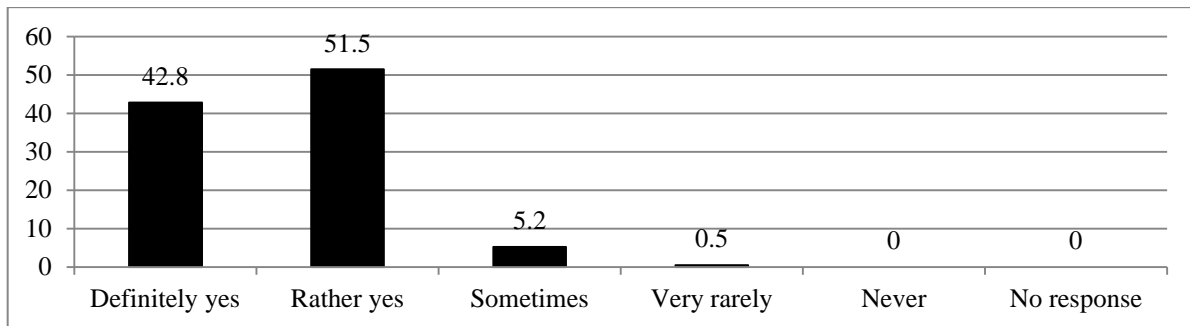
Source: self-elaboration

### Question no. 15

*Was a conclusion concerning the results made at the end of the simulation?*

The penultimate question answered by the students refers to the conclusion of practical exercises which are performed at both institutions. The students were asked about the conclusions that should be made by teachers at the end of the class. At this point, the teachers can distinguish proper and desirable reactions as well as mistakes that might occur. As is shown in the answers of the students, the evaluation of simulation is a constant element of each class, and the teachers who organize practical classes pay special attention to it.

Graph no. 15. Responses (in %) provided by students to question no. 15: *Was a conclusion concerning the results made at the end of the simulation?*



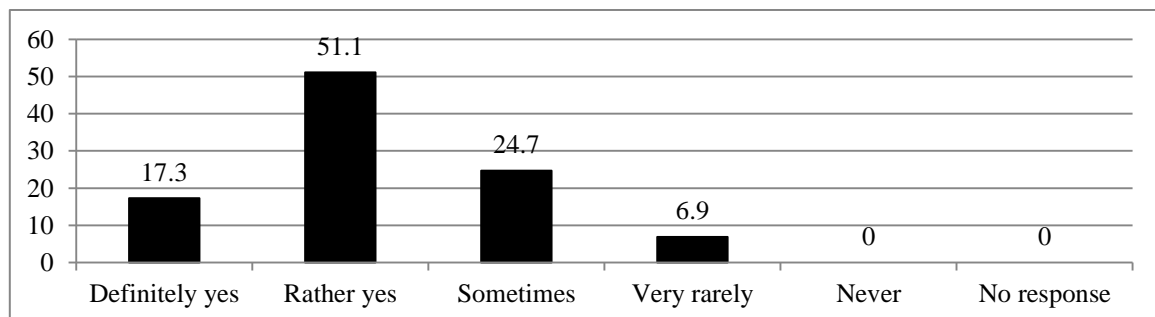
Source: self-elaboration

### Question no 16

*Did taking part in the classes on simulator and other IT equipment enhance the development of your practical skills?*

In the last question of the questionnaire, respondents provided answers to the question regarding their individual evaluation of practical skills after they finished their practice on a simulator and used IT equipment. More than two thirds of the surveyed students indicated that the participation in computer simulations as well as other forms of practical training offered by institutional simulation centres had developed their practical skills.

Graph no. 16. Responses (in %) provided by students to question no 16: *Did taking part in the classes on simulator and IT equipment enhance the development of the participants' practical skills?*



Source: self-elaboration

### 3.2 Conclusion of the survey results

As is shown by the results from the conducted survey, the realization of the teaching in the form of practice exercises on simulators as well as other training equipment available at Pomeranian University in Słupsk and the Police Academy in Szczytno is currently an indispensable element in the educational process at both institutions.

What is important is that students assess the quality of practical exercises very well. Also, they have a positive opinion of their teachers' commitment, preliminary preparations for exercises, the use of modern solutions and information technologies in the teaching process (e.g. 3D simulators, the possibility of a large group to participate in one simulation, etc.). The majority of the surveyed students put the emphasis on the significance of practice for expanding their knowledge and skills. The number of hours of classes was also considered satisfactory.

Furthermore, the students could also verify their theoretical knowledge acquired during lectures and their awareness of applicable laws, procedures and realities of proceedings while taking part in simulation classes which are very close to real conditions that might be

encountered by students in their future jobs. The respondents also stated that the optimal form of improving their acquired theoretical knowledge was so-called real simulation, which provides the maximum feeling of realism of undertaken actions.

## Conclusion

It is difficult to imagine the performance of uniformed forces responsible for ensuring security and maintaining public order without superiors who would not pay particular attention to the process of education and professional training of police officers. The introduction of modern solutions and the enrichment of the educational base are a necessary part of a balanced development of each organization. Taking any initiatives aiming

at the improvement of the quality of the educational process of law enforcers is therefore fully legitimate and socially accepted. It is their level of qualification and preparation for everyday fulfilment of delegated and statutory tasks that determines all the citizens' security. The above mentioned results of the international project belong to the stream of initiatives made for the effectiveness of ensuring security and maintaining public order and also provide a basis for further action and considerations in this area.

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**Kľúčové slová:** výskumná činnosť; Vysoká škola Polície v Szczytne; Pomorská Akadémia v Slupsku

## Súhrn

Vo vedeckej štúdií sú prístupné východiskové výskumné hypotézy, uvedené použité metódy a výskumné nástroje, priblížené je skúmané prostredie, zrekapitulovaný priebeh výskumu a výsledky realizovaných výskumných činností v rámci medzinárodnej vedeckovýskumnej úlohy. Štúdia bolo spracovaná v rámci medzinárodnej vedeckovýskumnej úlohy „Metodológia tvorby typových krízových scenárov pre prípravu študentov – krízových

manažérov na Akadémii Policajného zboru v Bratislave, Akadémii ozbrojených síl generála M. R. Štefánika v Liptovskom Mikuláši, Vysokej škole bezpečnostného manažérstva v Košiciach, Pomorskej akadémii v Slupsku a Vysokej školy manažmentu, marketingu a cudzích jazykov v Katoviciach“.

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