

Differences of Leadership Notions within NATO Member Countries: The Hungarian Experience

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ABSTRACT:

Based on his personal experience, the author examines the training and practice of socialist and Western-style military and law enforcement leaders. During the socialist era, military officer training in Hungary took place at three military colleges: Kossuth Lajos Military College (mechanized infantry, armour, field artillery, engineer, reconnaissance, border guards); Zalka Máté Military Technical College (air defence artillery, logistics, chemical protection, signal, radio reconnaissance, mechanical engineer); and Killián György College of Aeronautic Engineering (pilots, aircraft engineers, and other support staff). The military higher education took place at the Zrínyi Miklós Military Academy. The General Staff Officers training was held in the Soviet Union and later on in Poland and in the German Democratic Republic.

For law enforcement officers, including state security cadets, a Police College was established in 1971. After the political changes in 1990, military and law enforcement agency reform was high on the political agenda of the new leadership. Following the democratic transition, the government decided to appoint new military leaders and police chiefs and to reorganise their training. The political leaders of the United States and the law enforcement agencies of western European countries (Austria, France, Germany, Ireland, Netherlands, and the United Kingdom) gave the new Hungarian government technical assistance and helped to prepare managers and experts.

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Introduction

Leadership is the art of dealing with people. A good leader must also have the intelligence and knowledge of cultural differences. It is extremely important for leaders to acquire a foreign language, professional knowledge, and to learn throughout life.

In order for an organisation to be successful, personnel must be involved in pre-decision command work. Informed decisions can only be made after taking staff opinions and circumstances into account.

In addition, we need collaborators, and we need to find allies, preferably influential allies, to help achieve goals.

1. Military leadership in the Socialist Era

After the Hungarian Revolution of 1956, the Hungarian People's Army (HPA) operated within the framework of the Warsaw Pact. In 1968 the manpower of the HPA was 123,000, including 16,800 officers. There was a Combined Army Headquarters (HQ) with two Mechanized Infantry and one Tank Division, a Corps HQ with two Motorized Infantry Divisions, the National Air Defence Command, and some specialized units.

The officer training took place in three military colleges: Kossuth Lajos Military College (1967-1996: mechanized infantry, armour, field artillery, engineer, reconnaissance, border guards); Zalka Máté/Bolyai János Military Technical College (1967-1999: air defence artillery, logistics, chemical protection, signal, radio reconnaissance, mechanical engineer); Killián György College of Aeronautic Engineering (pilots, aircraft engineers, and other support staff). The military higher education took place in the Zrínyi Miklós Military Academy (1955-1996).¹ The General Staff Officers training was organized in the Soviet Union and later on in Poland and in the German Democratic Republic.

The officers were responsible for preparing conscripts for military and political affairs. The four-year preparation of military officers was primarily practical, including subjects such as shooting, bombing, and political training.

During the four-year course, the students were trained to command platoons, companies, and battalions. The training of command officers included general military training, vocational training, political preparation, and primary school teacher training.

During the first five months of training, the students had to complete the training program prescribed for conscripts. Then came the college preparation, which included ideological, general literacy and pedagogical teacher skills, in addition to military knowledge.

Reconnaissance cadets were taught physical education, German language, formal training, rules and regulations, logic, anatomy-physiology, psychology, educational history, mathematics, and physics. In addition, they studied weapons of mass destruction and defence against them, military topography, armaments-technical training, combat vehicle driving training, combat vehicle technical training, fire training, paramilitary (riot police) training, and foreign army

knowledge. In addition, the reconnaissance cadets learned philosophy, electrical engineering, tactical reconnaissance training, pedagogy, political work, political economics, combat training methodology, scientific socialism, military history, and military leadership theory.

After graduating from military college, students were usually appointed reconnaissance platoon commanders, where they were directly responsible for the leadership and military and political training of thirty to forty conscripts.

Long-range reconnaissance team leaders still had to undergo some special training, such as military diving training, parachute training, special radio wireless training, survival exercises, military first aid training, special blasting skills, improvised explosive devices installation, and picking up.

After four to five years as a Platoon Commander duty, it was possible to be assigned to the position of company commander or become a battalion- or even a regiment-level staff officer. After three to five years of service, it was possible to apply to the Zrínyi Miklós Military Academy or the Soviet Frunze Military Academy, which provided a university degree and a deep knowledge of military leadership and sciences.

In order to obtain a higher military qualification, the following subjects had to be acquired: combined arms knowledge, reconnaissance, English, German or Russian languages, party political knowledge, political economics, sociology, theatre of war knowledge, foreign army knowledge, team leadership theory, philosophy, military economics, history of military art, history of the workers' movement, and legal knowledge.

It is clear that quite a lot of emphasis was placed on the acquisition of ideology and political knowledge in the education of officers.

2. Appearance and features of Western-style military and law enforcement leadership

After the peaceful political change of power in 1990, military and civilian law enforcement organizations increased their contact with Western democratic institutions. Military and law enforcement agency reform was high on the political agenda of the new political leadership.

Carrying out police reform is a difficult task, and in many cases, these reforms are more superficial than fundamental. Following the political changeover, the number of crimes increased significantly in all former socialist states. Crime rates rose by 51 percent in 1990 and by another 25 percent in 1991. In 1995, it exceeded the critical level of 500,000 criminal acts. Prior to 1990, the figure had hardly ever reached 200 000.

Although the crime rate per 100,000 inhabitants was close to the Western European averages, the citizens perceived a dramatic increase in crime. Many people lost their jobs. The secure, modest lifestyle became fraught with uncertainty. Social life became more open and free (total control over society was abolished, and imperturbable state bodies disintegrated). Armed conflicts broke out in the bordering countries, such as the former Soviet Union and Yugoslavia.

The practitioners wanted a modern, “European” police service. They saw the time of the political change as a period of uncertainty within the police and so defined their task in terms of three main areas: functioning, self-confidence, and discipline. These circumstances demanded changes at both leadership and executive levels. The first coalition government viewed the police as servants of the state socialist system. However, it was impossible to fire 30,000 officers at the same time.²

After the democratic transition, the government decided to appoint new police chiefs, based on applications and competition. The young generation of police officers became middle-level managers and rose to higher positions later on. Most of them had similar ideas, and they were thrilled to rebuild a democratic and community-oriented police force. Many of these officers attended the International Law Enforcement Academy (ILEA) for training, and they were extremely motivated to change and follow the European and American styles of policing.

The leaders of the United States and the law enforcement agencies of western European countries (Austria, France, Germany, Ireland, Netherlands, and the United Kingdom) came to Hungary’s aid. In particular, they provided technical assistance and prepared managers and experts.

The author first came across Western-style leadership principles and methods in 1991, when he attended a month-long anti-terrorist tactical and firearms training course organized by the U.S. Department of Justice in the U.S.

Then, in the United Nations (UN) peacekeeping missions, the author became acquainted with the leadership exercises of the Egyptian, Dutch, Irish, and Swiss militaries. Due to a lack of space, the author will not elaborate on his experience in leading UN missions, but he will mention some specifics. These peacekeeping tasks had to be carried out mostly in a completely foreign and hostile environment, in English, with police officers from fifteen to twenty different countries.

2.1. Leadership of international organizations

On November 1, 1997, the author was appointed as a Hungarian Director of ILEA. For the next thirteen years, he spent most of his time working with U.S. law enforcement experts and leaders.

The goal of the ILEA was to provide the middle managers of law enforcement agencies of the former Soviet Union and Yugoslavia with up-to-date professional and leadership knowledge.

During the eight-week basic course, students covered the following topics:

- human dignity and human rights issues
- police ethics
- forensic sciences
- English
- physical preparation /physical education
- fight against organised crime

- international terrorism
- action against corruption
- investigation of financial and economic crimes
- tackling violent crime
- investigation of vehicle thefts
- street survival /police tactical/ training
- interrogation techniques and tactics
- dealing with refugees and immigrants
- handling mass demonstrations
- witness protection
- smuggling of nuclear material
- driving skills
- leadership
- management of complex police operations
- effective public support for law enforcement agencies.

The head of the U.S. Secretariat of ILEA was always nominated by the Federal Bureau of Investigation (FBI) since its inception (1995).³

During the daily joint work and the cooperation of the Hungarian-American law enforcement agencies, the author had the opportunity to get acquainted with the western methods of management, especially those used by the FBI.

There were no political and socialist ideological expectations in the Western leadership method, only that the organisation's goals had to be identified and followed by agents from the FBI and other U.S. law enforcement agencies.

The author further gained a deeper understanding of Western (American) leadership methods in 2000 when he attended the FBI National Academy 3-month leadership course at the organisation's training centre in Quantico, Virginia.

Most of the subjects of management training at Quantico have been recognized by the University of Virginia with a certificate of education.

The educational goals were as follows:

- Goal 1. To prepare the student for leadership roles within their profession.
- Goal 2. To enhance advanced technical and operational skills.
- Goal 3. To gain a theoretical and practical understanding of contemporary issues in criminal justice and law enforcement.
- Goal 4. To increase knowledge of trends and issues in organizational behaviour and dynamics for law enforcement.
- Goal 5. To enhance personal and professional development.

Within the disciplines, there were thirty general and six special optional subjects, of which a minimum of five and a maximum of seven were compulsory. The course “ fitness in law enforcement” was mandatory.

The author selected the following courses:

- Executive Leadership (44 classrooms hours, 3 credits)
- Leadership Challenge (30 classroom hours)
- Futuristics and Law Enforcement: Foreseeing, Managing, and Creating the 21st Century (44 classrooms hours, 3 credits)
- Ethics in Law Enforcement (44 classrooms hours, 3 credits)
- Mass Media and the Police (44 classrooms hours, 3 credits)
- Interviewing and Interrogation (44 classrooms hours, 3 credits)
- Latent Fingerprint- from Crime Scene to Courtroom (30 classroom hours, 2 credits)
- Fitness in Law Enforcement (30 classroom hours).⁴

For the author, attendance at the FBI National Academy provided an unparalleled opportunity to participate in the finest training available to law enforcement officers.

Upon returning home, the author used the knowledge and experience gained at FBI NA to lead various domestic and international organizations.

The first thing the author did was gain approval for the International Training Centre’s (ITC) vision by the leadership of the Ministry of the Interior.

The following tasks were included in ITC ’s Vision:

1. Make ITC an attractive educational institution for the heads of international and domestic law enforcement agencies.

2. Take over peacekeeping and international training tasks from other Minister of Interior bodies.

3. Gain greater influence over activities on ILEA and Central European Police Academy (CEPA).

4. Become a professional language and law enforcement computer education centre for law enforcement leaders.

5. Be the centre of future research and innovation in law enforcement.

6. Fill the gap in law enforcement expert training and criminal technical training of law enforcement leaders by setting up the Criminal Expert Training Laboratory.

7. Serve the tactical training needs of special services

8. Become an effective international leadership training institution.⁵

ITC’s leaders and staff embraced these goals and have worked hard to implement them in the centre.

In 2007, a new police chief was appointed as the head of HNP. He was much more receptive to international cooperation than his predecessors and agreed that police leaders of the time needed foreign language skills, especially English, and modern leadership skills.

In 2008, FBI NA leadership experts organized a week-long law enforcement leadership training course for county chiefs of police (twenty people) and similarly positioned heads of other Hungarian law enforcement agencies. In addition, the county police chiefs and HNP leaders took part in six-month English courses at ITC.

ITC was established in 1999 as a department-class organisation with about thirty members. When the author handed over the post in 2010, the organisation operated as a directorate-general with more than 110 members. It had fulfilled seven of the eight tasks listed in its vision. Due to the indifference of law enforcement leaders to cybercrime preparation, the fourth vision has only been partially realised.

2.2. Leading a National Security Service

In May 2010, the appointed Minister of the Interior proposed the author to take over leadership of the Special Service for National Security (SSNS).

The Special Service for National Security has the highest budget, the biggest staff, and the most complicated activity among the Hungarian National Security Services. When the author took over the leadership of the service, it had nine directorates and three departments directly subordinate to the Director-General.

The international relations system of the SSNS was extensive. It was associated with three international organisations (EU, NATO, OLAF) and sixty-three national security and nineteen law enforcement organisations from forty-nine countries.

Although the author had more than thirty years of leadership experience, he had limited knowledge of national security activities. Therefore, it was a very serious challenge to take over the leadership of the SSNS and to ensure the legal and efficient operation according to ministerial expectations.

Since the author had little time to learn about the wide range of activities of the organization, he chose a specific plan. He ordered professional days to be held in the nine directorates, attended by all the heads of the Service, with briefings by the various fields. Using this method, the directorates learned about their fellow directorates roles and responsibilities, and the cooperation between them improved.

At the same time, the author set about transforming the SSNS into a Western-style organization defined by the Minister of Interior.

In the autumn of 2010, the staff created a Code of Ethics for the SSNS. This pocket-sized book is given to all new entrants.

The Code is divided into the following chapters:

- Chapter I: General rules of conduct expected of staff members

- Chapter II: Specific behaviour towards managers
- Chapter III: Forms of behaviour to be followed in external relations.

In 2011, also with the involvement of the entire staff, the Vision of the SSNS was developed. The following goals were set:

The SSNS shall:

- be an internationally recognised independent budgetary body
- be the central base for the use of special intelligence equipment
- be an important professional cooperating partner for the leaders of foreign and domestic national security and law enforcement partners
- continue to have a significant influence on specific intelligence and expert activities in NATO and the EU
- serve as the base for special language and national security IT education
- operate as a professional centre – internationally and domestically – in expert training and technical training of managers, as well as serving the special tactical training needs of the ordering bodies
- be the centre of future research, development, and innovation in its field.

In 2011 the Educational Concept of the Service was prepared, which took into account the social and technical changes in the international environment and at home, and that the Service is basically an organization that has been forced to learn permanently.⁶

In November 2011, with the help of the FBI Academy's Institute of Leadership Training, a four-day national security leadership training course was organized for SSNS leaders at the ITC.

In 2012, the Strategy of the Service was also developed. The strategy included the mission, tasks, basic values, and objectives of the SSNS for the next five years.

The possibility of further training and language training in Hungary and abroad was provided for the management and expert staff.

Between 2013 and 2017, in addition to his position at SSNS, the author also headed the Department of Civil National Security at the NUPS, where he had the opportunity to pass on his leadership experience.

During the four years the author spent as a leader, they made many modern technical improvements. As a result, when the author was promoted to a different position in 2014, SSNS had a new education system and all the technical tools needed to function as a modern national security service.

2.3. Leadership of the Faculty of Law Enforcement of the National University of Public Service (FLE NUPS)

From 2015, the author served as the Dean of the Hungarian institution of law enforcement for three years. This prestigious institution selected young people between the ages of eighteen and twenty-one for law enforcement work.

Part of the author's application was a Leadership Program, which was coordinated with the heads of the University and with faculty customers, the law enforcement agencies. Future objectives have been developed on the basis of the traditions of armed and law enforcement agencies.

The number of staff on the faculty was 166 at the time of the application. The number of staff employed in the teaching position was seventy-two, of which forty-one had a scientific degree. The total number of students was more than 1600 (657 in full-time and 956 in correspondence studies).

In this leadership program, the author formulated ideas about the functioning of the faculty and the factors influencing it. The author defined that the focus of the faculty's activities should be on dealing with students.

The author identified the following priorities for the faculty: influencing factors:

- Professional preparation and professional education of students.
- Tasks in the field of requirements for professional, retired and civilian employees of the Faculty.
- International scientific work and research.
- Tasks related to the operation, management, and cooperation of the Faculty.

The author's expectation of all Faculty was that they personally set an example of professionalism and ethical conduct. In addition, the faculty' was expected to have to be able to manage the department they lead efficiently and effectively. The most important task for the Faculty is to cultivate law enforcement science with a high level of scientific competence.

In 2015, three Institutes (the Institute of Criminal Sciences, the Institute of Public Police and Applied Management Sciences, and the Institute of Law Enforcement Training and Education), one Foreign Language Centre and nine departments separate from the Institutes (Department of Immigration and Nationality, Department of Law Enforcement and Economic Protection, Department of Penitentiary, Department of Border Policing, Department of Public Security, Department of Forensics, Department of Private Security and Municipal Law Enforcement, Department of Law Enforcement Theory, Department of Customs and Finance) operated at the Faculty.

The goal was to provide the students of the Faculty with state-of-the-art law enforcement and information technology knowledge. To reach this goal, the leaders of the Institute consider the application of foreign languages and the acquisition of international experience to be indispensable.

They considered it important that the preparation for ethical, professional and management studies should also be part of the student curriculum. The leadership provided a detailed description of the traditions and history of the armed and law enforcement agencies, the University, and its predecessor organizations.

On December 11, 2015, the Hungarian Educational Authority accredited the Doctoral School of Law Enforcement (DSLE), which represents a milestone not only for the University (Institute), but also for law enforcement scientists and doctoral students. The Doctoral School of Law Enforcement Sciences offers the full spectrum of training in the field of law enforcement higher education.

The Faculty of Law Enforcement started the 2017/18 academic year in the new Ludovika Campus area of the University. The 20,000-square-foot education and dormitory complex includes forensic laboratories, computer classrooms and computer programs for robocop applications, crime and accident forensic training rooms, a border police cabinet, a tactical house, melee and dumbbell room for police tactical training. The sports complex is approximately twenty-three thousand square meters, the main parts of which are the multifunctional sports hall, the swimming pool, shooting range, and outdoor sports fields and obstacle course.

The leadership of proposed the introduction of a four-year bachelor's degree in higher education. This involved reviewing the structure, system, and hours of the training, planning the four-year course, and launching it in the 2017/18 academic year.

In April 2018, the Senate of the NUPS approved the establishment of the "Criminal Bachelor's degree in cyber investigative specialization" and the training and output requirements of the specialization "IT investigator in the criminal administration bachelor's degree," which was an important milestone for the introduction of modern professional knowledge.

In 2018, two additional degrees were launched: the "Master's degree in Civil National Security" and the specialization "Theory and Practice in the Fight against Organized Crime," which is open to judges, prosecutors, as well as investigators from the Police and the National Tax and Customs Administration.

When the author retired in 2018, the Faculty of Law Enforcement had become a recognized workshop and a major player in Hungarian and international higher education, and gained outstanding popularity among applicants. The volume of oversubscription is typical of the fact that in 2018, for example, there was a 17-fold oversubscription for full-time training in the criminal investigation department and 27 times for correspondence work in the same specialization.

The management and teaching staff of the NUPS and the Faculty sought to strengthen the students' professionalism and expertise, to nurture the traditions of law enforcement organizations, to pass on reliable, high-quality knowledge, and to equip students with the expected behaviours and personality traits.⁷

Conclusions

A good commander and a leader, both at home and abroad, serves by example. In leadership training, we can gain a lot of useful knowledge. Anyone who can embrace these principles can become a good leader.

The author considers it an important principle to give everyone as much respect as we expect of others.

After serving in positions of leadership for several years, it is the opinion of the author that the most important qualities of a leader are:

- to pay attention to knowledge (active listening) and understanding, willingness to discuss problems, openness to new ideas, to provide time to listen,
- support and assistance towards coworkers, giving them the feeling that you are on their side, remember their problems,
- group activities with colleagues, helping the group to make better decisions, supporting cooperation within the group,
- avoid direct intervention, excessive control, dictate,
- power must be shared, trusted in the group, their judgment must be taken into account, the group's determination and creativity must be allowed,
- to speak openly and honestly with people, to trust them,
- to make the best of people, to find common interest with them.

All leaders have a duty to pass on their experience to the next generation, both in the department and in publications.

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About the Author

Jozsef **Boda** is a retired national security officer. He served 19 years in the Hungarian Army reconnaissance units. Then 19 years in the Hungarian National Police. During these years, he was deployed to four United Nations missions as a senior police officer. He was the Director General for the Special Service of National Security for four years. Before his retirement, he was the Dean of Law Enforcement Faculty of the National University of Public Service for three years.

After his retirement (2018), the author represented the Ministry of the Interior on the Advisory Board of the NUPS.