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The Socializing Practices of the Normative Model of Soldier in Lithuania

Lithuanian Case

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Research Project „The Image of the Democratic Soldier: Tensions Between the Organisation of Armed Forces and the Principles of Democracy in European Comparison“

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Introduction

Our analysis of Lithuania's strategic security and defense documents and of other forms of Lithuania's political culture that was presented in the first report, led us to the conclusion that Lithuania's political culture features two normative models of the soldier: the soldier as a defender of the Motherland and the soldier as a professional fighting battles in foreign lands. The image of the soldier as the valiant fighter for the Motherland and the idea of total defense is a reflection of Lithuania's orientation towards the nation state. In official discourse the orientation was predominant till about 2000-2001. The other model is related to Lithuania's membership in NATO and the EU and to the accompanying modifications made in strategic documents, bringing them in line with changes in the NATO conception of security and defense.

Future NATO (Lithuanian) military forces must be capable of operating within a networked environment and "to be deployable and usable with the flexibility to transition rapidly between war fighting and peacekeeping".¹ As pointed out by Peter Foot, Director of Academics at the Canadian Forces College and a member of the King's College London War Studies Group, changes in NATO strategic attitudes require a new vision of how the military are to be educated and trained, this being "a vehicle for mindset transformation". Juxtaposing the Athenian and the Spartan strategies of military thinking, Foot argues that in order to tackle the Rumsfeldian "unknown unknowns" the military education institutions have to adopt the Athenian approach, focused on the development of open, flexible minds capable of analysis and conceptualization (see table 1).

Table 1. A Classical Contrast in Strategic Style²

Athenian qualities	Spartan qualities
Learning and high culture	Personal austerity and glory
Creative thought and debate	Discipline in everything
Liberal arts, especially philosophy	Science and technology
Cross cultural awareness	Patriotism
Post-heroic	Heroic
Challenged by 9/11	Produces 9/11

1 Frank Hye, „Understanding NATO Military Transformation“, in Road to Transformation Summit: 1st Annual Baltic Conference on Defence, Tartu, Baltic Defence College, 2006, p.51.

2 P. Foot, „Military Education as a Vehicle for transformation“ (note 1, p.52) Also see: John P. Lovell, Neither Athens Nor Sparta: the American Service Academies in Transition, Bloomington: Indiana University Press, 1979.

The continuing adaptation of Lithuania's defense system to the standards of NATO military forces is accompanied by a conceptual lurching between the Spartan and the Athenian qualities of the strategic style. The lurching is expressive of some general changes in Lithuania's political culture. It is closely related to the crisis of Lithuania's political identity.³ Many analysts have pointed out that with the country having achieved the main goals, membership in NATO and EU, Lithuania's political discourse is now suffering from "lack of ideas". To paraphrase Alexander Wendt, one can say that Lithuania's international socialization that began as a social learning process is now becoming mostly a process of social imitation, of uncritical acceptance of social and political life forms invented and practiced by other European nations.⁴ This finds its reflection in the process of soldier socialization.

The report focuses on the ways in which the official model of the soldier is translated into an agenda of socialization. It reviews the evolution of Lithuania's system of soldier training and education, describes the main institutions involved, their military and non-military teaching agenda, the concept of leadership and the norms of conflict resolution. Since the restoration and organization of Lithuania's military was much inspired by Lithuania's interwar experience, the report briefly comments on the system of military training and education of that time.

1. Military Education and Training in the First Republic of Lithuania (1918-1940): A Brief Overview

Before starting an analysis of the socializing practices of the soldier in the inter-war Lithuania and in present Lithuania, it should be noted that in both cases the army was created not as an attribute of statehood, but rather as a direct response to threats to the very existence of the state. In 1918-20 it was armed volunteers who did the job of defending Lithuania's sovereignty. In 1991, when the Soviet Union tried to use military means in order to bring back Lithuania under its control, it was ordinary people, not the then non-existent army that saved Lithuania's sovereignty. Though it was at this time that the volunteers first took the oath of military service and then constituted the core of Lithuania's army.

The Lithuanian army had to be created from the scratch both in the inter-war period and in contemporary Lithuania. The country had to deal with two the huge problems, that of acquiring the weaponry for the army and the education for its military. Military education involved not only the training of the technically competent and militarily skilled soldier, but also of one committed to a definite system of values. In the inter-war

3 In his annual messages Lithuania's President Valdas Adamkus described this search for identity as an "identity crisis" (2007) and as a "crisis of the state" (2008).

4 A. Wendt, *Social theory of international politics*, Cambridge: Cambridge university press, 1999, p. 325-327.

Lithuania the military education of the soldier most often had to start with elementary training in reading and writing. The personality of the soldier was molded in the Spartan virtues of “personal austerity and glory, discipline in everything, patriotism, heroism” (see table 1). Being a soldier, a defender of the Motherland meant not only having the technical skills of military engagement, but also possessing definite personal traits. This double-edged image of the soldier found its reflection in the structure of military socialization.

The structure comprised two kinds of institutions. There were, first, the institutions for specialized military training. Starting in 1919, with a three months training courses for the sergeants, they evolved to the higher military educational institution, Vytautas the Great Officer Course General Staff Division (1931), with the studies lasting for 2,5 years. Lithuania’s military were also trained in German, Swiss, and French military schools. Even though Lithuania’s institutions of military training taught some general subjects (history, ethics, etiquette) the image of the soldier as the patriot was molded mostly by other institutions: the Church (with its institution of military chaplains), the Riflemen union (comprising members from all social strata), Lithuania’s War Museum, and military officers’ clubs (the Ramove clubs). Besides, there was a quite extensive network of the military-patriotic press and radio outlets; there were also the popular festivities celebrating the unity of the society and the military. In 1939 Lithuanian Armed forces consisted of: 32,000 active force (among them 17 generals and 1.800 officers), 120 combat aircraft, with up-to-date weapons and equipment, and with 202,000 men in reserve. And yet in 1940 Lithuania was occupied without any military resistance. The discrepancy between the publicized image of soldier as the defender of the nation and the factual surrender when confronted with real danger is often conceived as the nation’s historical trauma impacting the contemporary model of the soldier.

2. Military Structure of the Contemporary Lithuania

The reestablished Lithuanian state has been in existence for only 17 years. In this period it has experienced great transformations in economic relations, political structure and value orientations of its people. These changes have affected Lithuania’s security policies and its armed forces. The image of the soldier as the valiant and staunch defender of Motherland, carrying out his civic duty, is being gradually replaced with that of a professional soldier engaged in global peacekeeping missions and crisis-prevention operations. The armed forces, formerly as the conscript army defending the nation from external threats, are being transformed into professional motorized infantry brigades doing the job of social and political “fire-fighting” all over the globe. It is reflected in a structure of the Armed forces (see Appendix 1) and in the personnel structure (see Appendix 2).

Lithuania's military structure" includes armed forces run by the Ministry of Defense; a domestic police force subordinate to the Ministry of Interior; and a Parliamentary Defense Service that protects the parliament and the president of the republic. The report

mainly covers the training and education of the armed forces run by the Ministry of defence. The constitution calls for one year of compulsory military training or alternative service (for conscientious objectors). The conscripts are young men between 19 and 26 years of age. The military service lasts 12 months. After the service they have the option of becoming professional soldiers or remain as army reservists.

Conscription for defense forces started in December 1991. However, of the 20,000 annually eligible and legally obligated young men, only 6,000 were inducted in 1992, and 3000 thousands in 2007. Women are not called to duty, and there are no plans for them to serve in the military. The personnel of the National Defence System will continue to consist of professional service members, conscripts, active reservists and civilians. (See table 2). By 2011, some 19850 military and civilian personnel, including the active reserve, will serve in the LAF. In order to ensure appropriate readiness of the military units, gradual downsizing of the conscript number will be accompanied by a gradual increase in the number of professionals.

Table 2: Overall Personnel of the Military forces

	2006	2011
Professionals	7800	8420
Conscripts	3210	2000
Active reserve	7000	6500
Cadets	240	200
Overall	18.250	17120

Source: www.kam.lt

2.1 New Functions of the Military Forces: International Operations

During the last ten years more than two thousand Lithuanian soldiers have participated in ten international operations and two OSCE missions. Lithuania has been annually increasing its input to international operations. In 2005 the number of Lithuanian soldiers serving abroad reached 230. In 2005 Lithuania assumed the leadership of a Provincial Reconstruction Team (PRT) in Afghanistan as a part of NATO's International Security Assistance Force (ISAF). Lithuanian soldiers assist the central government of Afghanistan in strengthening its control over the Ghor province, in reforming its security forces, and they help maintain the dialogue between central government, international organizations, and local leaders.

Lithuania continues its participation in the coalition-led operations and in a NATO-led training mission, both in Iraq. According to the Ministry of Defense, in 2007 Lithuanian troops have been active in NATO operations in Afghanistan (137 soldiers), in Iraq (58

soldiers) and Kosovo (32 soldiers)⁵. One soldier takes part in EU operations in Bosnia and Herzegovina. The current Lithuanian government attempts to maintain or even increase the number of troops serving in the missions abroad. It has even proposed to expand the geography of the missions by sending troops to Georgia and Central Africa. The Seimas rejected the proposal, pointing out that it would be more sensible to focus on the central mission in Afghanistan by gradually reducing the number of troops in Iraq. The President, however, considers troops' withdrawal from Iraq premature under present conditions.

As can be seen from this short survey, the Lithuanian army not only started from the scratch, but has also underwent in a short span of time a radical transformation of its structure and functions. This is reflected in its system of training and education.

3. Training and Education of Soldier in Contemporary Lithuania

On November 19, 1992, the Supreme Council of Lithuania declared that the Armed Forces of the Republic of Lithuania had been officially restored. Subsequently, education and training emerged as a key priority in the development of Lithuanian armed forces and in Western assistance to Lithuania. As P. Goble pointed out, "even in the best of circumstances, the experience of all armies suggests, it takes 10 to 15 years to "grow" new field grade commanders and almost as long to train the non-commissioned officers - sergeants and corporals - who are the backbone of NATO-style forces"⁶.

The first National Defense School was opened in September 1992. The School had two classes of students, a training base, and 8 departments: the Department of Tactics, Armament and Firing, Combat Equipment, Combat Support, Political Sciences, Philology, Physical Training, State Borders Defense, and the Department of Communications and Information. The incoming class of 110 young men in September 1993 was given the rank of cadets.

In 1993, as Russia's troops withdrew from Lithuania, and in early 1994, as Lithuania joined the NATO Partnership for peace program, the build-up of Lithuania's military forces and of the related system of training and education was greatly boosted. In 1994 the National Defense School was transformed into the Lithuanian Military Academy; the department of military conscription was reorganized; institutions for the training of conscripts and noncommissioned officers were created. In 1998 a Training and Doctrine Command (TRADOC) was established. It is responsible for individual combat training of service personnel in the institutions of military education of the Lithuanian armed forces. In 1999 the Baltic Defense College (BALTDEFCOL) was established in Tartu, Estonia. Its primary task was to develop and establish a unified framework of military education for senior staff in Estonia, Latvia and Lithuania, and to integrate the national military

5 See: www.kam.lt

6 Goble P. *The Baltics: Analysis From Washington--Transforming Post-Communist Militaries*. Radio Free Europe. Reports, 18 August 1999 (RFE/RL).

academies into a coherent system. The Baltic Defense College's Directing Staff soon became regular contributors to the junior staff officers courses as well as the naval and air force intermediate staff officers courses, conducted in Estonia, Latvia and Lithuania.

Lithuania's military have also been trained in other NATO institutions of higher military education (in Germany, Great Britain, France). Through the International Military Education Training (IMET) program 60–70 Lithuanian military and civilian personnel study in the USA each year. Over 300 Lithuanian servicemen have graduated from various USA educational institutions. The United Kingdom contributes significantly to the development of military training in Lithuania, and to the instruction and preparation of soldiers and civilian workers. UK is also the main partner of Lithuania in arranging and implementing the defense management reform. Of great importance for Lithuania are soldier preparation opportunities, support for the development of military training, expert assistance and preferential conditions the purchase of equipment, all provided by Germany. Lithuania along with Germany, Latvia, Slovakia, and Poland takes part in joint EU Battle Group formation.

Lets have a closer look at the main military training and education institutions.

3.1 The Military Education at the Secondary Schools

Before proceeding with a survey of the main institutions let us consider the opportunities of a Lithuanian young person choosing the military career. The first acquaintance with the profession of the soldier is acquired at the secondary school, thanks to the Lithuania's Riflemen Union. This is a paramilitary organization reestablished in 1990.⁷ Current membership of the Lithuanian Riflemen's Union is 10,000 members: 66 % of the members are Young Riflemen (12-18 years old), 10 % are Active Riflemen (people who were formerly in army, 18-45 years old) and the remaining 24% are Inactive Riflemen. The Riflemen Union has agreements of cooperation with Lithuania's armed forces, with the state border control agency, with the ministry of education and with the Lithuanian Military Academy. The Union's aim is a patriotic and civic education of the young, their preparation for military service. A healthy way of life, active sportsmanship and physical training are of prime importance. One means of achieving this are mobile summer schools for pupils, regularly arranged since 2001. In these schools the pupils acquire some knowledge about the army, the soldier's profession and receive some basic military training.

The Union's Statute and its structure of subordination are oriented to the model of soldier as defender of Motherland, characterized by the Spartan qualities listed above. The Statute is emphatic: "The rifleman is the guardian and defender of independence, and

7 The Riflemen Union was established in 1919, it reached its peak of influence during the Smetona regime. In 1940 Lithuania's Riflemen's Union had 23 divisions (rinktine), about 1200 squads (būrys), totaling 42 000 riflemen, plus 15 000 rifewomen and about 5 000 supporting members.

he is ready, even at risk to his life, to defend the Lithuanian Republic and its citizens, in full compliance with the oath.”⁸

At the age of 16 young people are registered by the agency of conscription and are considered potential military conscripts. Yet only some 10 percent of them are usually conscripted. (In 2008, from 20,000 young people of that age only 1500 are envisaged for conscription.) One should note that military conscription is much disliked, and young people try to evade it in both legal and illegal ways. It is no wonder thus that the conscripts do not comprise the brightest Lithuanian young people. Some of them have to be taught elementary skills of reading and writing.⁹

Because of Lithuania’s practice of involving pupils in military training and because of the registration of those 16 years of age, UN Committee on the rights of the child expressed its concern in 2007 that Lithuania did not comply with the Convention on the rights of the child. The Committee considered as violation of children’s’ right the fact that “registration of Lithuanian male citizens to enter military service starts at the age of 16, and that children between the age of 12 and 18 can receive military training through the Riflemen’s Union”. The Committee also “regrets that peace education is not yet an element of the curricula of schools on all levels.”¹⁰ This shows that even though Lithuania is officially oriented towards the model of the soldier as defender of human rights in the whole world, the process of the military socialization of the young is still much grounded in the conception of national territorial defense and its model of the soldier.

3.2. Training and Doctrine Command (TRADOC)

Since 1998 the training of servicemen has been the responsibility of the *Training and Doctrine Command* (TRADOC, see Appendix 3). TRADOC is responsible for individual combat training of service personnel in the institutions of military education of the Lithuanian Armed Forces. It operates under command and control of the Commander of the Lithuanian Armed Forces. TRADOC is gaining a continuously increasing role in planning, organizing and controlling the military training. Currently, it directs individual military combat training at military educational establishments, maintains co-operation with headquarters of other military units in developing collective combat training of military units; develops unit combat training programs; develops combat training publications including co-ordination of their publication in military units; co-ordinates active military reserve training, installation of military training areas, utilization of

8 See <http://sauliai.net>

9 During its 2008 spring session Seimas is to deliberate the defense minister’s draft on “The Principles of Organization of the Army of Lithuania”. The main idea is the transition to a voluntary professional military service. Conscription is not totally discarded, but is reserved for the case of mobilization.

10 Consideration of reports submitted by states parties under article 8 of the optional protocol to the convention on the rights of the child on the involvement of children in armed conflict. Concluding observations: Lithuania, United Nations, 6 December 2007 CRC <http://www2.ohchr.org/english/bodies/crc/docs/co/CRC.C.OPAC.LTU.CO.1.pdf>

military training territories, development of training facilities in military units and the English language training.

Among TRADOC's functions are those of accumulation and analysis of foreign experience in the area of military training and co-ordination of its implementation at military training establishments and military units of the Lithuanian Armed Forces. These and other tasks are carried out by the Sections of Doctrines, Military Training Planning and Control, Reserve Training, Training Areas and Facilities, Co-ordination of Training at Military Educational Establishments and Administrative. In accordance with set goals, TRADOC prepares combat training doctrines, programs and methodical materials; organizes courses for non-commissioned officers and officers in the institutions of military education, polygons and training centers; organizes and controls higher student education and senior military Commanders' training courses.

TRADOC controls the Grand Lithuanian Hetman Jonušas Radvila Training Regiment, The Lithuanian Armed Forces Division General Stasys Raštikis School for Non-commissioned Officers, the Lithuanian Armed Forces General Adolfas Ramanauskas Combat Training Center, the Lithuanian Armed Forces Central Polygon, the School of Scouts, and the School of Military Engineering.

The main goal of training is the proper qualitative preparation of each soldier to meet the complex tasks and requirements set for the LAF. Considerable attention is given to international military exercises and training, to the teaching of official NATO languages, and to improving officer qualifications. To make sure that the LAF match high readiness standards all combat training is based on NATO doctrine, while the programs are prepared in cooperation with other NATO countries. LAF are trained under the following combat training programs: soldier's basic training; individual and specialist training; sergeant and NCO training; officer training; collective training. The Armed forces units undergo collective training during field exercises, headquarters exercises, live-fire exercises, and in simulation centers.

4. Higher Military Education: Military Academy of Lithuania

The Military Academy of Lithuania was established in 1994 on the basis of the National Defense School. According to its Statute, the Military Academy of Lithuania is a higher school of learning and education for the training of commanders and specialists committed to excellence and quality. Its basic task is to provide specialists for the national defense system. The complementary tasks include the training of scientists; development and dissemination of fundamental and applied war sciences; retraining and professional development of defense system specialists-officers. The Academy is headed by the Commandant of the Academy who is subordinate to the Minister of National Defense. According to the provisions of the statute, two bodies are established: the Academy Senate – an advisory institution on organizational issues of general academic studies and the Academy Board – an advisory institution of the Academy Commandant designated to effectively analyze issues pertaining to the Academy's activity.

The Military Academy participates in the Common Program of Admission to Basic and Consecutive studies in higher educational institutions of Lithuania and follows the Common Regulations of Admission. Participation in the competition to attend Basic studies is limited to citizens of the Republic of Lithuania who have secondary education, have no criminal record, have passed a selection (professional suitability) test by the Military Medicine Expertise Commission and are not older than 23; for those who have completed compulsory basic military service, not older than 25. The Academy holds 9 departments, a library, a research center, and two modern sports complexes with well-equipped fine sports halls for boxing, combat defense, basketball, volleyball and heavy athletics. Classrooms, laboratories and barracks are equipped with latest computers. The Academy has a shooting gallery and laser simulators for riflemen.

In the year 2000 first 9 female entrants were accepted to the Academy out of the first 62 female applicants. In 2007 the MAL had 214 cadets (including 19 female cadets; 30 cadets studied abroad (fulltime, daytime)). In addition, 20 students studied Personnel Management (MA, full-time, daytime studies); and 61 students studied Personnel Management and Military Diplomacy (MA, part-time (extramural) studies). The MAL includes 5 Departments (Engineering Management; Foreign Languages; Applied Sciences; Political Science; the Humanities) and the Institute of Foreign Languages that are hosted by 12 Professors, 28 Associate Professors, and 50 Lecturers and Teachers of Foreign Languages¹¹.

The Military Academy is well known and valued not only as a military institution of the Baltic States, but also as a major officer training institution of NATO countries. The Academy maintains close cooperation with Virginia Military Institute of the USA, the Royal Sandhurst Military Academy of Great Britain, the Saint Cyr Military School of France and other higher military institutions.

The Academy suggests the following programs: Bachelor of Personnel Management; Bachelor of Transport Engineering Management; Bachelor of International Relations; Master of Personnel Management; Master of Military Diplomacy. While studying at the Military Academy of Lithuania cadets cover the overall infantry platoon commander program, perform practice in military units, and participate in exercises. After having attained the program and passed the qualification requirements, they acquire qualifications as motorized riflemen platoon commanders and are commissioned as lieutenants. A Bachelor graduate in military science is assigned to one of the units of the Armed Forces of Lithuania and starts his service as a platoon commander. The top of his career in this position may be a deputy company commander.

After 3-4 years of service in the Armed Forces in the position of the platoon commander or deputy company commander, the officer has the opportunity to achieve higher qualification in two ways: 1) Serve in the battalion staff or department (not in a commanding position) and attend a shorter Course for Captains afterwards; 2) Complete a 6-month Course for Captains. The Course for Captains is conducted in 2 stages: company tactics and company service, battalion tactics and battalion staff service. This course can

11 See: www.lka.lt

also be associated with the Masters-degree program. Officers that have successfully completed stage 1 studies and achieved the best results in their service could be sent to the study at stage 2.

After the Course for Captains, officers can continue their career in 2 directions: 1) The most distinguished and best course officers who have already served in the battalion staff are assigned the position of the company commander; 2) Those with no service in the battalion staff will be assigned for service and afterwards promoted to company commander. After 3-4 years of service in the Armed Forces as company commander, battalion staff officer and officers, who are studying for battalion commander or brigade staff officer can be selected for a Senior Staff Course at the Baltic Defense College.

At the Baltic Defense College the officers study for a year and this education qualifies them for a position as members of a battalion staff or a higher position. The College offers five courses: 1) Staff Officers - Army Intermediate Command and Staff Course (AICSC); 2) General Staff Officers - Joint Command and General Staff Course (JCGSC); 3) Leaders of Transformation - Higher Command Studies Course (HCSC); 4) Senior Civil Servants - Civil Servants Course (CSC); 5) Senior Civil Servants - Civil Servants Course (CSC). In 2007 the College concluded three cooperation agreements, providing necessary framework for the transfer of merit and recognition – with the Lithuanian Military Academy, the International University Audentes in Tallinn and with the Institute of International Relations and Political Science of Vilnius University. Further effort is being now shifted on securing similar agreements with the University of Tartu (Estonia) and the University of Latvia. The officers can also go abroad to study at military academies of various NATO countries.

4.1 The System of Studies at the Military Academy of Lithuania

The Academy provides training for cadets and officers. Applicants admitted to the Academy are also called up for the mandatory military service, which they perform during their studies at the Academy. The Academy combines academic and military training. During eight terms three blocks of studies (academic, military science, formation and physical training) are allotted an approximately equal period of time.

In the first term, cadets are taught individual military actions in different types of battle in summer and winter to get acquainted with the organizational structure of the Army and with the evolution of weapons and their classification. They are trained in the use of automatic weapons and small arms. In the second term, cadets are trained to function as infantry squad leaders under different conditions that simulate various battle types. They must learn to operate as squad commanders. Cadets get acquainted with illuminating and signaling means; learn to handle optical surveillance devices and different medium and heavy machine guns.

The second year cadets function as mentors for the first-year cadets. The objective of the 3rd and 4th terms is to teach cadets to perform the functions of the infantry platoon commander such as planning and executing various combat operations both in daytime and at night, as well as to fulfill various duties of platoon soldiers. In the 6th term cadets

get acquainted with the duties of the company commander. They organize, plan and execute different combat operations. Young men get acquainted with modern automatic grenade launchers, anti-tank guided missile system, portable air defense weapons, and they learn to fire small arms, antitank weapons, and mortars and antitank grenade launchers.

After 3 years of studies the cadets will practice for four weeks in Army units as platoon sergeant and platoon commander. The aim is to provide cadets with self-confidence and experience, methodological and leadership skills in conducting soldiers' training, in planning, organizing and controlling every day activities. The objective of the 7th term is to acquaint cadets with the work of the battalion staff and its departments, to plan operations and prepare combat orders for defensive and offensive operations. Future commanders learn about different types of Command posts, their setting and installation.

4. 2. Leader Development Program

The Leader Development Program was introduced in 2003. It is a consecutive training program designed to develop leadership skills of the would-be platoon commanders, evoking democratic and civil views, aimed at providing officers-mentors with excellent pedagogical skills, able not only to transfer their professional knowledge, but also stand out as exemplary leaders-educators who form the morale and principles of the team. The program is integrated into the officer development program and includes all aspects of professional and civic development. Equipped with theoretical lectures, actual situation analysis, case studies, video exercise, and psychophysical training, the Program is integrated into all four courses within the Military Academy of Lithuania.

Cadets become familiar with different points of view on leadership; and thus they can creatively attain the true leader's insights and sources of spiritual and related powers, which help them to become initiators of future changes and innovation. Skills that are attained include conceptual, creative thinking (positive creative thinking, insights, visions, etc.), emotional fundamentals (self-actualization, confidence), social interaction (team spirit, motivation, inspiration), etc. The program sets the basis for the development of mature personalities, i.e. future leaders.¹²

In 2004 an attempt was made at distilling the psychological portrait of the cadet, by using the questionnaire of the American psychologist John Holland. It emerged that the individuals of the group under investigation had the needed qualities of a true commander/leader. The results reveal that the overwhelming majority of cadets (71%) can be classified as belonging to the enterprising (active) type of personality. The

12 For more see: A. Alonderis, "Lyderystė ir karininko ugdymas", in Nijole Janulaitiene, ed., *Karinis rengimas ir ugdymas Lietuvoje*, Vilnius: Military Academy of Lithuania, 2007, p. 230-237.

percentages of social (communicative) and adaptable (normative) types of character make 11.4% and 6.2% respectively.¹³

The Academy has been very much focused on the Leader Development Program. In 2007 a Leader Training Section was created. The section runs three courses: leader training, military administration, and methods of training. The section was established in order to better coordinate the training of the cadet as a future leader. The intention is to make him authoritative with subordinates (leader training), skilled in managing a military unit (military administration) and well versed in the training of soldiers (methods of training). The introduction and development of the Leader development program was closely related to changes in NATO's military forces in 21st century (see table 3) and the related changes in the training of the commander (leader), oriented to the Athenian qualities.

Table 3. Capabilities to fight a war and to fight for peace¹⁴

20 th CENTURY	21 st CENTURY
Military Approach	Broad Approach
Static	Agile
Reactive	Proactive
Regional	Global
Mass	Effects based
Attrition	Precision
De-confliction	Coherence
Supply Point Logistics	Integrated Logistics
National Intelligence	Fused Intelligence

13 See: Viktoras Buiva, Bronius Puzinavicius, „Aktyvus, socialus, adaptyvus (Kariūno psichologinio portreto bruožai)“, in Nijole Janulaitiene, ed., *Karinis rengimas ir ugdymas Lietuvoje*, Vilnius: Military Academy of Lithuania, 2007, p. 263-274.

14 Frank Hye, „Understanding NATO Military Transformation“, in *Road to Transformation Summit: 1st Annual Baltic Conference on Defence*, Tartu, Baltic Defence College, 2006, p.51.

5. Norms of Conflict Settlement, Lawfulness and Argument

The army, particularly the one consisting of conscripts, can be treated as a temporary, contingent community with order maintained by disciplinary measures. Not surprisingly, the army was one of objects of Foucault's analyses in his exploration of the disciplinary society. Even though contemporary armies are different from those Foucault analyzed, the disciplinary taming of the soldier, though more humane, remains the main instrument of upholding the military order. The legal grounds of the Lithuanian army are the Constitution (1992), the Statute of National Defense Office (1992), the Law on the National Defense System of the Republic of Lithuania and Military Service (1996), The Disciplinary Statute of the Army of the Republic of Lithuania (1999), and the Code of Ethics of Military Officers of the Armed Forces of Lithuania (2005).¹⁵

The most recent of these documents, adopted after Lithuania's joined NATO, the Code of Ethics, identifies the following ethical requirements for military service: respect for human beings and the state; patriotism and civility; political neutrality; justice; legality; responsibility; subordination; confidentiality; honesty; mutual trust; unselfishness; impartiality; exemplary behavior.¹⁶ It should be noted that the Code includes a special chapter entitled "Supplementary requirements for commanders (superiors)". It includes, e.g. the following: "The commander is obliged: to create a friendly and cooperative environment in the collective under his command, take measures for the prevention of conflicts, take care of the soldiers and uphold their dignity."¹⁷ On the basis of these documents, each military institution in Lithuania has created its own system for the maintenance of order and prevention of conflicts.

Conflicts in the Lithuanian army are related not only to the causes intrinsic to the very system, but also to some specific realities in Lithuania. One should first mention the so-called 'non-statutory relations'. Though officially the phenomenon is proclaimed a relic of the Soviet past that is not widely spread in the Lithuanian army, we agree with those authors who consider that it needs more thorough studies.¹⁸

Subordination is the chief principle regulating relations between superiors and their subordinates in the army. The principle gives superiors the right to issue orders, to demand compliance with their orders, and to administer punishments envisaged by the Statute of Discipline. In general, direct superiors of conscripts are junior commanders – senior warrant officers or sergeants. Many conflicts occur because of the reluctance of some conscripts to obey military discipline. Given that some junior commanders fail to control the situation, conflicts may gradually acquire non-statutory character. The 'non-statutory relations' are accompanied by moral and physical violence, outbursts of cruelty,

15 See: Svarbiausių krašto apsaugos įstatymų rinkinys. Vilnius, KAM, 2000.

16 Lietuvos karių etikos kodeksas, 2005 m. gegužės 9 d. Nr. V-561, http://vtek.c-i.lt/site.admin/scripts/scripts/editor/assets/prevencija_files/3lietuvos_kariu_etikos_kodeksas.doc

17 Ibid.

18 B. Puzinavičius, Karių tarpasmeninių santykių ypatybės ir problemos, in Nijole Janulaitiene, ed., Karinis rengimas ir ugdymas Lietuvoje, p.203-229.

brutality and injustice, abuse and humiliation of junior and weaker soldiers or anyone for just being out of favor with the abuser.

As B. Puzinavičius points out, aggressiveness and violence is a social problem observed not only among the military segments alone, but also in various strata of society, among groups of young people in particular. Destructive behavioral standards of underground youth groups and of individuals coming from high-risk families do inevitably introduce a measure of disorder to the army. All this is indicative of the need to create an effective system of conflict prevention in the army. Improving the design of military service, raising army efficiency, as well as eliminating negative communication attitudes are some of the factors that facilitate co-operation, consolidation, and combat efficiency of military units and divisions. Let us have a closer look at the system of conflict prevention and resolution established in the Military Academy.

5.1. Conflict Prevention and Resolution at the Military Academy of Lithuania

The Statute of the Military Academy of Lithuania defines it as a military institution of national defense, so that those studying at it are subject to the legal regulations of a national defense organization and military service. In making the oath the soldier solemnly pledges to defend the Republic of Lithuania, to honestly obey the law and the orders of the superiors, to be a virtuous and honorable soldier of the country. Though more motivated and better-educated in comparison with the conscripts, the young people constituting the contingent of the academy sometimes fail to live up to the disciplinary demands and have problems of interpersonal relations.

The Academy's system of conflict prevention and resolution combines the elements of centralization and self-government, of subordination and self-restraint. The Academy's self-government is done by the Senate, the Council and the Cadet's Council. The Cadets' Council represents cadets and puts forward suggestions for the Academy authorities on the issues of studies, discipline, social matters, etc. According to the Academy's Statute, "Disciplinary punishments of the cadets are regulated by the Disciplinary Statute of the Army of the Republic of Lithuania. Disputes between members of the staff of the Academy and the cadets concerning the conditions of study and other social issues are resolved by the Commission for the Settling of Disputes. The commission is composed by equal numbers of representatives of the staff and the cadets' representatives and is authorized by the order of the Commandant of the Academy"¹⁹. There is also the Cadets' Disciplinary Statute that specifies particular offences and appropriate penalties.

In 2003 the Academy adopted the Cadets' Code of Honor. On the basis of this document the Academy established the Court of Honor, with executive and advisory parts. After an investigation of a disciplinary misdemeanor or a conflict-ridden situation the Court of Honor applies specific disciplinary measures: 1) a public apology during an

19 Generolo Jono Žemaičio Lietuvos Karo akademijos statutas, 2003, <http://www.lka.lt/index.php/lt/109540/>

evening roll-call or at an assignment of tasks: a cadet breaking the Code of Honor, if proved guilty, owes public apology to the aggrieved person and all cadets; 2) a letter to the offender's parents, officially informing them of the cadet's misdemeanor. One can notice that these are measures of moral disapprobation that are, by the cadets' own acknowledgment, more effective in shaping behavior than ordinary disciplinary penalties such as confinement or compulsory labor.

In 2004 an investigation of the Cadets' Battalion was made, to ascertain the relative effectiveness of incentive and disciplinary measures on the cadet's behavior. A substantial reduction in disciplinary penalties was noticed. As the investigation has shown, this is related to 1) the new system of selecting the officers (with more emphasis on the candidates' motivation and personality types); 2) the Leader Development Program, mentioned above, that provides the cadets with psychological knowledge and management skills; 3) the practice of implementing the Code of Honor; 4) the functioning of the Court of Honor.

The investigation has shown that of particular effectiveness in promoting a cadet's self-discipline and affecting one's military career is the Academy's system of cadets' ratings. The ratings are done each semester according to the methods and criteria approved by the Commandant of the Academy. The intent is to stimulate the cadets' diligence in their studies, to improve their leadership skills, to be disciplined, to participate in sporting, artistic and other social activities. In each cadet's personal file it is registered how many times and why he was commended as well as what disciplinary penalties he has received. The cadet's personal file is the basis for his future career. A graduate with a higher rating has the precedence in choosing the place of military service. This encourages self-discipline and provides the motivation to start caring about one's career while still studying at the Academy.²⁰

This short review of the system of cadets' discipline and self-control as used at the Military Academy shows that it is based on the contemporary conception of the commander-leader and is oriented to the fostering of a responsible person who is aware of his or her rights and obligations. Indirectly, this trend in training is evidenced by the amendments in the Statute of Land Defense that are now more in line with the requirements of human rights. According to the amended Statute, a penalty may only be imposed on the cadet after a thorough investigation (in contrast to former regulations that allowed immediate imposition of penalties for misconduct).

Conclusions

The current reform of the Lithuanian military forces, essentially a transformation from territorial defense to collective defense, and the accompanying transformation of the army

²⁰ See: V. Vainauskas, A. Survilas, „Skatinimo ir drausminių nuobaudų veiksmingumo tyrimas Kariunu batalione“, in Nijole Janulaitiene, ed., *Karinis rengimas ir ugdymas Lietuvoje*, p.279-284.

of conscripts to the army of volunteers (professionals) has not yet created a definite normative model of soldier. Current conceptions of the Lithuanian soldier fluctuate between the poles of cosmopolitanism and patriotism, between Spartan and Athenian qualities.

The military socialization of Lithuanian youth begins at the secondary school. The main role in this process is played by the Riflemen Union, supported by the ministries of defense and education. This stage of socialization is dominated by the normative model of soldier as the patriot and defender of Motherland. The model is oriented to the conscript army that is currently on decline.

Lithuania's system of military education, as led by TRADOC, provides a military training that meets NATO standards. Numerous international examination teams have confirmed this. Its programs are oriented towards the training of the professional military. English language learning is among the major priorities, since it is considered as a most important skill for a soldier serving in international missions. Just like in the inter-war Lithuania, the ethical matters of the military are dealt with by the Riflemen Union, Lithuania's War Museum, the Scouts' Organization, Militaries' Clubs, and by the institution of military chaplains.

At the level of officer training (Military Academy of Lithuania) the orientation is towards the development of a commander/leader capable of taking responsible and reasonable decisions. This is evidenced by the growing attention for the leader development program that comprises both the leader's training and the provision of military management and teaching skills. In the Academy's system of conflict resolution much emphasis is laid on the cadets' initiative, measures of moral persuasion are widely used, and the reactive approach to conflict resolution has been changing to the proactive. One can say that at this level of military education and training the model of the democratic soldier as embodying the Athenian qualities is the prevailing one.

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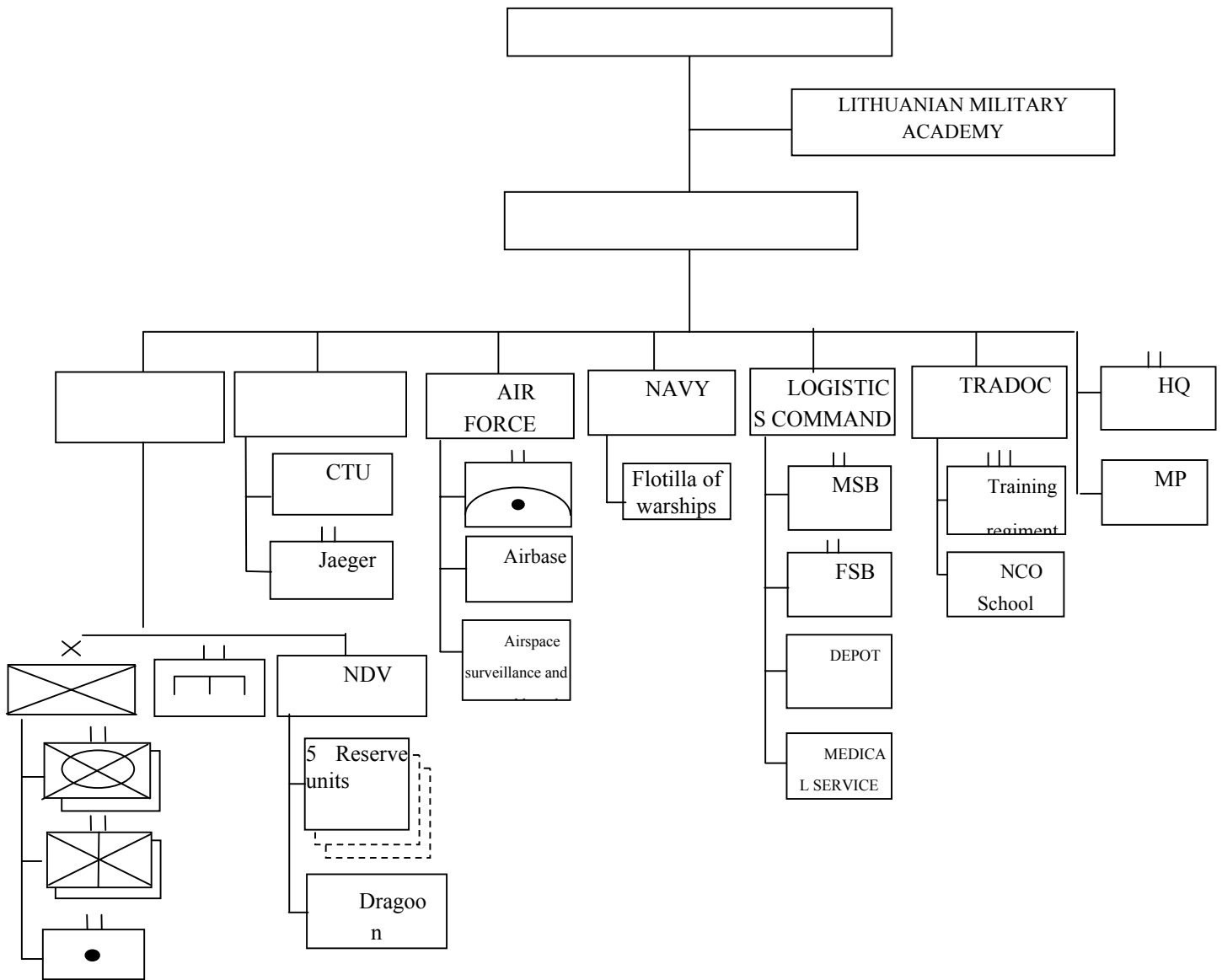
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Appendix 1: Structure of the Armed Forces (2007)



Source: Lithuanian Ministry of National Defence, www.kam.lt

Appendix 2: National Defence System Personnel

<i>National Defence System Personnel</i>			Limit determined by LR Seimas for 2011
Personnel	Actual Number (2006)	Limit determined by the Parliament of Lithuania (Seimas) for 2007	
Generals	7	8	10
Colonels and Navy Captains	23	32	42
Other officers	2394		
Total officers	2316		
NCOs, sergeants, privates	4967		
Total professionals	7361	7800	8420
Lithuanian Military Academy cadets	225		
Cadets in foreign military schools	33		
Total cadets	258	240	200
Conscripts	3258	3210	2000
Total personnel (without active reserve)	10877	11250	10620
Active reserve servicemen	7500	7000	6500
Civil Service officials (statute)	127	170	200
Civil Service officials (career)	501		
Contracted civilian personnel	1698		
Total civilians	2326		

Source: www.kam.lt

Appendix 3: Military Training and Education System

Source: www.kam.lt

