



## HOW TO BECOME LAW ENFORCEMENT OFFICER

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**Annotation.** Student's selection and upbringing is one of the most important and relevant problems of nowadays. The selection of the statutory officers must be observing by pretenders' health, personal and objective qualities. Morality, spirituality and culture have to be investigated as well. We want to draw attention to the search of objective and subjective factors, which influence students proceeding professional career. This study intends to provide a descriptive-analytical inventory of models and policies that Lithuania is using with regard to recruitment, selection and training of statutory officers. For statutory officer ranks, it is compulsory that the applicant has a diploma from a university or a diploma recognized by the Lithuanian state in case they have graduated from a university outside Lithuania. While the idea of university education for statutory officers was first proposed many years ago, there is still no consensus about what officer's professionalism actually means. While the idea of university education for statutory officers is supported by both police and state border guard managers and academics, in principle, the body of knowledge in policing is still being developed.

**Keywords:** candidate, statutory officer, education.

### INTRODUCTION

Society and the media are quick to notice the faults of statutory officers and advance them as a lack of professionalism, integrity, and morality. Over time, the roles of statutory officers have become increasingly complex<sup>1</sup>. Police and state border guard training generally is turning from providing practical knowledge and skills for everyday practice to the inclusion of scientific and research issues<sup>2</sup>.

What manner of man is a future statutory officer? It is important to know the social environment where he has developed and the forming of personal characteristics as it makes

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<sup>1</sup> Jaschke, H.G., and Neidhardt, A.K. (2007). Modern police science as an integrated academic discipline: A contribution to the debate on its fundamentals. *Policing & Society*. Vol 17, No 4, pp. 303–320.

<sup>2</sup> Laurinavičius, A. (2006). Problems of implementation the European convention on human rights in the statutory public administration institutions. *Jurisprudencija*. Nr. 3(81). pp. 47-55.

influence not only on the advancement of ethno cultural, social, economic and scientific level, but also on the individual contemplation of a possible profile of a future statutory officer<sup>3</sup>. The main purposes of the police and state border guard are the maintenance of discipline, public defense, crime detection and protection of social and wealth property. Consequently, statutory officer has to be trained as self-independent and competent personality, who can take decisions in the conditions of enlarged risk expeditiously<sup>4</sup>. Statutory officers must have enough professional knowledge and social experience as well as the completeness of personal qualities and attitudes<sup>5</sup>.

This article focuses on the role of selection and education for statutory officers in the Lithuanian. The objective of this paper is to highlight the complexity of the university education of police and state border guard officers in Lithuania. The main purpose of this survey is to provide information about the current content of statutory officer's education and training that is relevant in the sense of a European dimension and/or relates in one way or the other to the Bologna Process<sup>6</sup>.

The following methods of investigation have been applied: analysis of scientific literature, analysis of documents.

## **FEATURES OF SELECTION OF PRETENDERS TO THE STATUTORY OFFICERS**

Candidates for a position with the police or state border guard need to have Lithuanian citizenship or be citizens of a European Union member state, but have good command of Lithuanian language. The candidates for study in university undergo medical tests for the admission, looking at all the health problems that might impair the candidates' capacity to cope with the tasks they would have to attend to in the future. Medical and psychological testing is conducted for admission, looking for:

- Ophthalmologic problems, especially color vision and distinguishing capacities;
- Special attention is given to ear problems, and the hearing test is eliminatory;

<sup>3</sup> Janušauskas, A. (2012). After the Bologna process: new developments in University education of police officers. *Public security and public order: scientific articles (7)* Kaunas: MRU. Vol 7, pp. 103-111.

<sup>4</sup> Roberg, R., Bonn, S. Higher education and policing: Where are we now? *Policing: An International Journal of Police Strategies and Management*. 2004. Vol 27, No 4, pp. 469-486.

<sup>5</sup> Laurinavičius, A. (2003). *The service law: the statutory civil service legal regulation: Monograph*. Vilnius: MRU Publishing Center.

<sup>6</sup> Janušauskas, A. (2012). Developmental trends in higher police education in Lithuania. *Bezpieczenstwo - ujęcie kompleksowe. Wyższa szkoła zarządzania marketingowego i języków obcych w Katowicach ; pod redakcją Zbigniewa Grzywny*, pp. 163-176.

- Psychiatric or psychological problems;
- Neurological and motor problems;
- Cardio-respiratory problems;
- Digestive or abdominal problems;
- Any other medical problems, such as recent surgery or acute or chronic conditions that would have a negative impact on the candidate's general health.

The following health aspects must be evaluated during the medical examination:

- Height and weight. Although the Lithuanian law does not stipulate for a minimum standard, the candidate's height and weight is evaluated by the medical board, who will decide accordingly.
  - Full medical history of the candidate is taken, in order to identify potential health problems.
  - The medical examination must also clarify the existence of tattoos, piercing, personal marks, etc. respectively the visibility of such when the policeman wears a proper outfit. Such situations need to be examined by the medical board and communicated to the preliminary admissibility board. For marks that can be removed, the candidate may be asked to do so.

Passing of medical tests leads to psychological testing - questionnaire with multiple answers (grid test) and questions with short answers. Candidates for officers a computer-assisted psychological test is extremely complex, and failure to pass excludes the person from taking the examination tests. The psychological testing can be rescheduled only once, with failure to pass resulting in final exclusion.

Candidates for a job on the police force in future are required to take a number of physical tests that look at the following skills: athletic endurance, strength, self-defense skills. Sports' testing is also extremely complex, and performance to all the minimum standards is compulsory. If the test is not passed, it cannot be repeated.

Performance appreciated as unsatisfactory on each of these tests results in the application for study being rejected automatically.

For those who pass the medical, psychological and physical testing, specific additional verifications are conducted regarding the candidate's psycho-moral profile, including checks in the databases of the state's information structures to identify persons who have had criminal sentences or potential associations with organized crime groups (especially for drug

trafficking or trafficking in human beings) or into a group suspected for terrorist conspiracy, mafia or groups which, through their ideology or activity, are a threat to Lithuanian national security. Participation in such groups leads to the candidate being forbidden to join the police force structures in future.

## **FEARURES OF THE PROFESSIONAL TRAINING OF STATUTORY OFFICERS**

With regard to educational requirements, the Lithuania police or state border guard departments requires candidates for police officer and state border guard officer positions to have a university diploma in a field that is relevant for the force - most frequently law. To pursue university education, secondary education certificate required (school-leaving diploma). Selection basis to access to university are 3 secondary school exams indicators - in Lithuanian language, history, and foreign language – English, German or French. Statutory officer training in Mykolas Romeris university lasts for 4 years. On completion of training, graduates receive a bachelor degree (officer degree) and may be appointed into the various police and state border guard institutions. Theoretical training is focused on acquiring and consolidating knowledge in the field of law, legal and forensic procedures, police theory, criminalistics, criminology and victimology, human rights, psychology, etc. Professional training programmes are coordinated by the Police and State border guard departments that ensure continuous training for statutory officers.

The process began in Lithuania in 2000. The only statutory officers training facility which provides higher statutory officers education in Lithuania is the Mykolas Romeris University Faculty of Public Security in Kaunas. The new legal and organizational situation of the Faculty of Public Security created new operational possibilities. In the process of preparing statutory officers in the Faculty of Public Security they are given knowledge in humanitarian, social, juridical and other sciences<sup>7</sup>. While using complex knowledge we aim to develop logical and analytical capabilities of a future statutory officer. The education of a statutory officer is like a sort of art, which consists of obtained knowledge and skills as well as the method of cognition and analysis. Consequently, a statutory officer has to be trained as self-independent and competent personality, who can take decisions in the conditions of

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<sup>7</sup> Bankauskienė, N., Nedzinskas, E., Janušauskas, A. (2009). Education of general abilities preparing engineers and judicial officers (the case of Kaunas Technological University and Mykolas Romeris University). Global cooperation in engineering education: innovative technologies, studies and professional development: conference proceedings. Kaunas University of Technology, Kaunas, Technologija, pp. 166-177.

enlarged risk expeditiously. Theoretical knowledge must be closely related to practice. In our faculty ongoing the next programmes of study: Bachelor's Programme and Master's Programme. There are two forms of studies: full - time and part - time. Full time Students do not need to be police officers to enter the programme but must have an official letter of permission from the Ministry of the Interior of the Republic of Lithuania. It takes four studying years to get a Bachelor's of law degree. Each year the number of students admitted to the faculty is determined by the quota submitted by the Ministry of the Interior. Master's Programme - students must have a bachelor degree and need to be statutory officers to enter the programme. The programme is part-time residential, meaning that on-the-job-training is included. It takes one and a half studying years to get the degree.

The new Higher Education Act and the related decree adjusted for the higher education institutions the compulsory application of the credit system based on ECTS. The credit system allows the student within the framework of the study programme he/she has enrolled in and in agreement with the study order, a self-profiling, that means, compilation of his/her study plan by an appropriate selection of optional and elective subjects the way it suits best of all to his/her idea of the study, as well as the speed of study in agreement with his/her individual dispositions or momentous social or financial situation, and mobility, i.e., the possibility to complete within the framework of his/her study programme a period of study in another domestic faculty or university, or in a foreign higher education institution in the respective study programme. The study programme is divided into subjects. For clear arrangement of the content of study and evaluation of the study results a regulation was issued to set for higher education institutions the duty to elaborate an information sheet of the subject in which the basic information about the subject is indicated. Previously, study attainments were measured in study weeks, which corresponded to 40 hours of study time whereas current ECTS credit corresponds to 26 hours of study time. Instead of focusing on the courses required for completing a degree, the emphasis was to be on the skills and competences students should gain during their studies. Internal aspects of the process were the analysis of core content and student workload. This tool gives heuristic help for classifying curriculum contents in relation to three categories: essential knowledge, supplementary knowledge and specialized knowledge. Essential knowledge is knowledge that all students must possess and which is a necessity for further studies. Supplementary knowledge, in turn, is something that students should know, but it is not compulsory. Specialized knowledge includes specific details which

are good to know but not necessary for proceeding with studies. The division into the three types of knowledge was taken into account when determining student workload and the number of hours needed for completing each course. Knowledge, skills and abilities gained in a higher school have to form a comprehensively sophisticated personality having abilities to plan, analyze actions and suitably and responsibly direct activities of other people. Appropriate competence and qualification must be achieved in order to help a future specialist to proceed from cognizance to practical application of knowledge and abilities to analyze and integrate available information and to demonstrate high common cultural competence. They have to know their – a member of the police organization – status, and can carry out the functions that are provided in the police as well as fulfill all the tasks committed.

Within the Lithuanian system of statutory officer's education, there is a coherent system of training at all levels of education. Each level is supported by an occupational profile and a related curriculum for each statutory officer. All profiles and all modules have been developed by academic professionals and police and state border guard partners. The outcome of this process has been sanctioned by the Ministry of Education of Lithuania and Police and State border guard Departments of the Ministry of the Interior of Lithuania.

We defined statutory officer's education as a process of imparting or acquiring general or particular police-related knowledge that leads to obtaining a certain degree - bachelor's degree, master's degree. We defined statutory officer's training as a process of imparting or acquiring particular knowledge or skills necessary for police and state border guard work. University education enables critical evaluation of material. It provides a theoretical framework by which practical application is derived. It grants a broad understanding of subject matter. Mandating university for statutory officers will instill these benefits and serve to raise the standard among law enforcement officers, facilitating professionalism. Professionalism strives to develop officers who understand the boundaries of their authority, act with high moral resolve, and apply these traits in police and state border guard duties. The benefits of higher education are well pronounced. University graduates earn more money, enjoy greater prestige, and generally have access to greater employment opportunities<sup>8</sup>. The arguments in favor of university education are essentially three:

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<sup>8</sup> Stam, J.G., Grotendorst, A., Prinks, A.B., Peeters, M.H. (2007). *New Look, Reforms in Police Training. Police Education and Training in a Global Society*. Lanham: Lexington Books.

1. Higher education would make police officers more effective at their jobs. Proponents of this argument believe that police science can be taught, that police bureaucracies require trained specialists, and that a liberal arts education fosters the very qualities statutory officers need.

2. Educated officers would succeed in changing the very nature of policing, reforming it from the inside.

3. Higher education would improve the image of the police and state border guard and therefore increase the field's respectability, dignity, and status.

The statutory officer role, professional management practice and management education, remain separate areas of concern and inquiry with no articulated interdependencies or crosschecks<sup>9</sup>. What is required is the development of a full framework of statutory institution management. The arguments for certain knowledge, skills and attitudes, and for certain recommendations for educational practice, need to be soundly made out in accordance with an overarching clearly articulated philosophy of police and state border guard management. An improved higher education, relationship should be based on the realization that regardless of debates on professions and the march of professionalization, it is more important by far that practice itself is professional<sup>10</sup>.

Taken together, education can be considered as an enterprise comprised of a teacher of sorts, a student or learner, a process or method of interaction, and a product or outcome. This can be formulated, hopefully usefully, as involving teacher, learner, method, and product whereby education can be seen as: teacher interacts with learner, using method, to produce product. In study process, police professionals and academics had to answer the following questions:

1. Which critical and authentic situations confront a statutory officer?
2. Which activities belong to these situations?
3. Which crucial decisions have to be made in these circumstances?
4. Finally, when is this statutory officer competent, i.e. what does he or she need in order to be able to perform these activities and make the decisions?

<sup>9</sup> Faull, J. (2009). Security in Europe-objective, initiatives and measures of the European Union. *The New Police in Europe. The Professional Journal for Further Education and Training*. Vol 1, No 1, pp. 3–5.

<sup>10</sup> Paoline, E.A., Terrill, W. (2007). Police education, experience, and the use of force. *Criminal Justice and Behavior*. Vol 34, No 2, pp. 179-196

The four substantive questions of education are: Who teaches? Who learns? What methods? What dispositions? Education, aimed at assisting the staff of the institutions of state, needs to focus on how they can rebalance the benefits and the burdens of social life, keep abreast of developments in policy, and systematically and critically develop their own knowledge base. A great deal of work has been done on identifying the training needs of the Lithuania statutory institutions. The training need covers the following topics: crime prevention, community policing, investigations management, forensic sciences and crime analysis, prosecutions, public order policing, traffic management, management and supervision, contemporary issues, public and media relations, professional standards, strategic planning and policy research. The protection of internal security requires constant monitoring, analysis and development of mechanisms supporting work efficiency of relevant public subjects. University education ought to have a new relationship with statutory institutions, and particularly police and state border guard managers, based on voice as a method and a disposition. This is a teachable point of view, a storyline that can inhabit our imaginations, and it allows that police and state border guard managers as managers can learn, and that as students they can be taught.

Reform movements in law enforcement, such as the professionalization and community policing movements and more specifically, those reforms containing elements focused on education and training, were not advanced in isolation<sup>11</sup>. One theme that has remained throughout all of the reform movements is the importance of education in creating a better prepared and more tolerant statutory officer. Recommendations for a better educated police and state border guard force did not originate with community policing, or professionalization and accreditation. Endorsements for higher levels of education have appeared in several reform movements in policing, and have been present since the very beginnings of policing as a profession. Obviously, the officer on the beat need not be especially skilled in either the mental, biological or social sciences, nor should it be necessary for him to be intimately acquainted with every phase of the humanities. But none of these can be overlooked in the training of statutory officers if they are to have a broad, cultural, scientific, and technical background requisite for the performance of the modern officer's duties. Foreign language courses, especially for executive staff, rank high in the system of police professional

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<sup>11</sup> Nefas, S., Smalskys, V. (2008). Physical Safety of People as the Common Function of the Police and Local Community. *Journal of Comparative Politics*. Vol 1, No. 1, pp. 82-92



development training. Apart from statutory officer's professional development courses, the Faculty of Public Security offers training courses typical for general higher education.

Do police and state border guard officers really need university degrees? Although university education is not the only component required for statutory officers to obtain professional status, it is an essential part of the professionalization process. The discussions pertaining to police and state border guard officers professionalization and the application of professional status to police and state border guard remain ongoing in Lithuania. The professional standing of statutory officers was based on a number of factors:

1. Statutory officers must be able to diagnose problems in confusing and variable situations and must make timely discretionary decisions;
2. Statutory officers must be highly adaptable to handle heated emotions and interpersonal sensitivity in close proximity and be able to make critical decisions in circumstances of great stress;
3. Statutory officers must be able to apply the law fairly and equitably, as professionals.

The destination of programme is to train qualified specialists of national state and social order, peace and safety, crime prevention, prevention activities, road safety and other spheres belonging to the police for the police institutions. Police management, as a paradigm practitioner discipline with an orientation to practical problem-solving, decision-making and action, can benefit from case based teaching. The case method, with its focus on action in real settings, can be used in the profession to validate and extend good practice. Cases that are practice based and problem-orientated can inform novice and experienced practitioners alike. Equally important, exposure to the case study method allows research to become part of practice. Cases are digestible and they accord with the practitioner culture. They do not intimidate like other forms of research, they extend the reach of personal experience, aid practical deliberation, and assist reflection. They maintain that the skills developed from the approach include:

1. Qualitative and quantitative analytical skills, including problem identification skills, data handling skills and critical thinking skills.
2. Decision making skills, including generating different alternatives, selecting decision criteria, evaluating alternative and formulating congruent action and implementation plans.

### 3. Application skills, using various tools, techniques and theories.

General skills gained in a Faculty of Security have to form a comprehensively sophisticated personality having abilities to plan, analyze actions and suitably and responsibly direct activities of other people. Appropriate competence and qualification must be achieved in order to help a future specialist to proceed from cognizance to practical application of knowledge and abilities to analyze and integrate available information and to demonstrate high common cultural competence. Lots of various modules adjusting theory and practice as well as forming attitudes and conviction have to be involved into the process of upbringing. Appropriate educational environment has to be formed for this purpose. The arrangers of programmes to plan realistically about the objective knowing that a particular programme will develop certain cognitive abilities, will help students to perfect practical abilities and what general skills will be developed. Academic programme can develop the following general skills: learning to learn, systemic and critical cogitation, self-motivation, creativeness and problem solving; communicative and information control (computer literacy and work with database system); reflective and changes control; presentation and career planning; work in an organization and leadership, cooperation (with a person and in a command), learning in the net of partnership.

The preparation of statutory officers according to universal project is a complicated process, because in practice teaching (training) it is very difficult to analyze and investigate all events that can occur in everyday life, are always changing and without precedent. Theoretical knowledge has to be closely linked with practice - theory without practice is dusty, and practice without theory is blind. Theory and practice, scientific and empirical knowledge complement, enrich and refer to one another, form topical problems, hypothesize and define the aims of investigation and content. Therefore we are certain that the professionalism of currently prepared statutory officers of primary patrol can be assessed after two semesters during the practice, when students apply their knowledge got in the faculty to practice confronting real situations and delinquents. In the period of practice students have to evaluate situations without precedents efficiently and to decree correctly and immediately, because a professional analysis of situation and execution of criminal offence depend on them.

Practice is a form of practical preparation of students in the subdivisions of statutory institutions. The content of practice is programmed according to the syllabus of law and police activity and law and state border guard activity.

In order to decide quickly and operatively in any situation how to defend themselves and other people from direct danger to health and life, students, future police officers, have to realize the importance of learning themselves. They have to realize that even the smallest mistake can have the cost of health and life. Therefore it is very important to gain not only special knowledge and skills, but also good physical appearance and fighting preparation. Consequently, in summary it can be stated that the preparation of a statutory officer depends not only on good practical teaching (training), physical and psychological readiness, but also on other necessary special knowledge and skills. The required competencies are divided into four categories as to ensure that all aspects of policing and the underlying academic concepts are taken into account:

1. Professional - these are at the core of the profession and enable the statutory officer to deliver services in an adequate and systematic way.
2. Organizational - these enable the statutory officer to plan and co-ordinate his/her daily activities within the framework and policies of the organization.
3. Communicative - these enable the statutory officer to function and co-operate in a multicultural and multidisciplinary environment.
4. Individual - these enable the statutory officer to reflect on and contribute to his own development, the profession and the organization works for.

Education, aimed at assisting the staff of the institutions of state, needs to focus on how they can rebalance the benefits and the burdens of social life, keep abreast of developments in policy, and systematically and critically develop their own knowledge base. A great deal of work has been done on identifying the training needs of the Lithuania Police and State border guard service. The protection of internal security requires constant monitoring, analysis and development of mechanisms supporting work efficiency of relevant public subjects. University education ought to have a new relationship with police and state border guard, and particularly with managers, based on voice as a method and a disposition. This is a teachable point of view, a storyline that can inhabit our imaginations, and it allows that police managers as managers can learn, and that as students they can be taught.

## CONCLUSION

The paper deals with the selection and development of the statutory officers training system in Lithuania. The trends and developments in higher police education in Lithuania have generally confirmed the principal challenges identified in the Bologna Declaration – standardizes and integrates the Lithuanian education in the European Higher Education Area. In Lithuania was prepared the European qualifications framework focused on common references such as the sequencing of study cycles with specific descriptors of the profiles of degrees, introduction of ECTS. Education of a modern person gradually turns into self-education and continues life-long. As a result four principles predicated on education are accented in every academic syllabus: humanity, democracy, nationalism and renewal. The attention is relevant in preparing specialists of various spheres and statutory officers particularly. Knowledge, skills and abilities gained in a higher school have to form a comprehensively sophisticated personality having abilities to plan, analyze actions and suitably and responsibly direct activities of other people.

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### Santrauka

Statutinių pareigūnų (policijos ir valstybės sienos apsaugos tarnybos pareigūnų) atrankos ir lavinimo klausimas tapo ypač aktualus prasidėjus Bolonijos procesui, siekiant sukurti bendrą aukštojo mokslo erdvę Europoje. Tik nuo tinkamai parengto statutinio pareigūno priklauso visos šalies teisėtovos politikos sėkmė. Tampa akivaizdu, kad universitetinis išsilavinimas tapo statutinio pareigūno privalumu. Tai siejasi su pasikeitusiomis nusikaltimų tendencijomis, jaunesnių ir žiauresnių nusikaltėlių gausėjimu, grupuočių valdomų narkotikų platinimo sudėtingų tinklų atsiradimu, teroristinių išpuolių ir tarptautinio nusikalstamumo bei nusikaltimų, vykdomų panaudojant sudėtingas technologijas, išplitimu. Piliečiai iš statutinių institucijų reikalauja daugiau įvairesnių nusikalstamumo prevencijos paslaugų, didesnės atskaitomybės ir efektyvaus darbo. Pokyčiai rengiant statutinius pareigūnus šalyje sudarė prielaidas kryptingai plėtoti pareigūnų tęstinio mokymo strategiją, sustiprino aukštojo mokslo lygmenį. Šiame straipsnyje statutinių pareigūnų rengimo problemos Lietuvoje nagrinėjamos atskleidžiant pretendentų atrankos subtilybes ir reikalavimus. Pretendentų atranką organizuoja Vidaus reikalų ministerijai pavaldžios institucijos – Policijos ir Valstybės sienos apsaugos departamentų struktūriniai padaliniai bei Sveikatos priežiūros tarnyba. Pretendentų atranką reglamentuoja specialūs teisiniai ir medicininiai dokumentai, kurie apibrėžia būtinų tyrimų ar patikrinimų atlikimo tvarką ir apimtis. Straipsnyje pagrindžiama nuostata, kad, rengiant šiuolaikinius statutinius pareigūnus, nepakanka vien tik profesinio mokymo, formuojančio specialiuosius įgūdžius, o būtina pareigūnams suteikti galimybę įgyti aukštąjį išsilavinimą. Konstatuotina, kad racionalus profesinių įgūdžių formavimas universitete atsispindės būsimoje statutinių pareigūnų veikloje. Straipsnyje siekiama išryškinti universitetinio lavinimo svarbą rengiant statutinius pareigūnus Mykolo Romerio universiteto Viešojo saugumo fakultete.

**Pagrindinės sąvokos:** pretendentas, statutinis pareigūnas, aukštasis išsilavinimas.

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