

Project X
87

INCORPORATING ETHICS INSTRUCTION INTO THE
MARINE CORPS COMMAND AND STAFF COLLEGE CURRICULUM

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"Incorporating Ethics Instruction into the
Marine Corps Command and Staff College Curriculum"

The Marine Corps Command and Staff College (CSC) is located at the Education Center, Marine Corps Development and Education Command, Quantico, Virginia. Its mission is "to provide intermediate level professional military education for field grade officers of the Marine Corps, other services, and foreign countries; (and) to prepare them for command and staff duties with Marine Air-Ground Task Forces with emphasis in amphibious operations and assignments with departmental, joint, combined, and high level service organizations."¹

The following student demographics are pertinent to the Academic Year 1986-87 class:

<u>CLASS COMPOSITION</u>	<u>AVERAGE</u>
124 U.S. Marines (Maj)	Age: USMC = 36
10 U.S. Army (9 Maj, 1 Maj Sel)	ALL = 36
9 U.S. Navy (LCdrs)	(Range: 32 to 46)
2 U.S. Air Force (Maj)	Yrs Commissioned Service
23 International Officers (8 LtCol/Cdr,	USMC = 13
15 Maj/LCdr)	ALL = 13
<u>168</u> TOTAL	

<u>MILITARY SPECIALITIES REPRESENTED</u>	<u>EDUCATION</u>
51 naval aviators & naval flight officers	BA/BS 155
117 ground officers including:	MA/MS/MBA 55
40 infantry officers	PhD 1
13 artillery officers	
4 medical service/dental officers	

<u>FOREIGN COUNTRIES</u>		<u>FOREIGN SERVICES REPRESENTED</u>
Algeria	Netherlands	Marine Corps 11
Argentina	Norway	Army 9
Australia	Peru	Navy 1
Brazil	Philippines	Air Force 2
Canada	Saudi Arabia	
India	Singapore	
Indonesia	Spain	
Israel	Switzerland	
Japan	Thailand	
Jordan	Tunisia	
Korea	United Kingdom	
Mexico		

The Command and Staff College curriculum is organized as follows:

<u>A. Academic Subjects</u>	<u>Hours</u>	<u>Percent</u>
1. Command and Management	353.5	20.6
2. Landing Force Operations	564.5	32.8
3. Battle Studies and Strategy	191.5	11.1
4. Special Instructions-International Students	(298.5)	N/A
5. Academic Study and Preparation Time	118.5	6.9
 <u>B. Nonacademic Subjects and Holidays</u>		
	492.0	28.6
	<u>1720.0</u>	<u>100.0</u>

Ethics instruction, as a separate academic area of study, appears under the heading of "Command and Management." This particular area of study is developed as follows:

	<u>Hours</u>	<u>Percent</u>
1. Leadership	137.0	38.7
2. Professional Skills and Fundamentals	97.5	27.6
3. Staff Functioning	36.0	10.2
4. Management	51.5	14.6
5. Adjunct Faculty Seminars	31.5	8.9
	353.5	100.0

Within this area of study the "formal" lessons in ethics are found under "Leadership." The students have 8 hours of required ethics instruction and can select an additional 27 hours of an Adjunct Faculty seminar on the subject.

Therefore, from a statistical point of view, one may say that a student must take 8 hours of required ethics instruction, which amounts to 2.3% of the "Command and Management" instruction or 5.8% of the "Leadership" area of study. From a formal, required perspective this amounts to only 0.5% of the entire curriculum.

If a student elects to take the additional 27 hours of the Adjunct Faculty enrichment seminar on the topic "Moral and Ethical Aspects of Military Leadership" the percentages increase to 9.9% of "Command and Management" instruction, 25.5% of the "Leadership" area of study, and 2.0% of the entire curriculum.

While, at first glance, this does not appear to be a significant amount of formalized instruction, it should be pointed out that ethics is perceived to be a part of every subject taught at CSC and, as such, is implicitly taught throughout the curriculum. It also should be understood, as with any formal school, that the demands on the students' time as well as the demands to teach so many different subjects make the choice of formalized courses a continuous

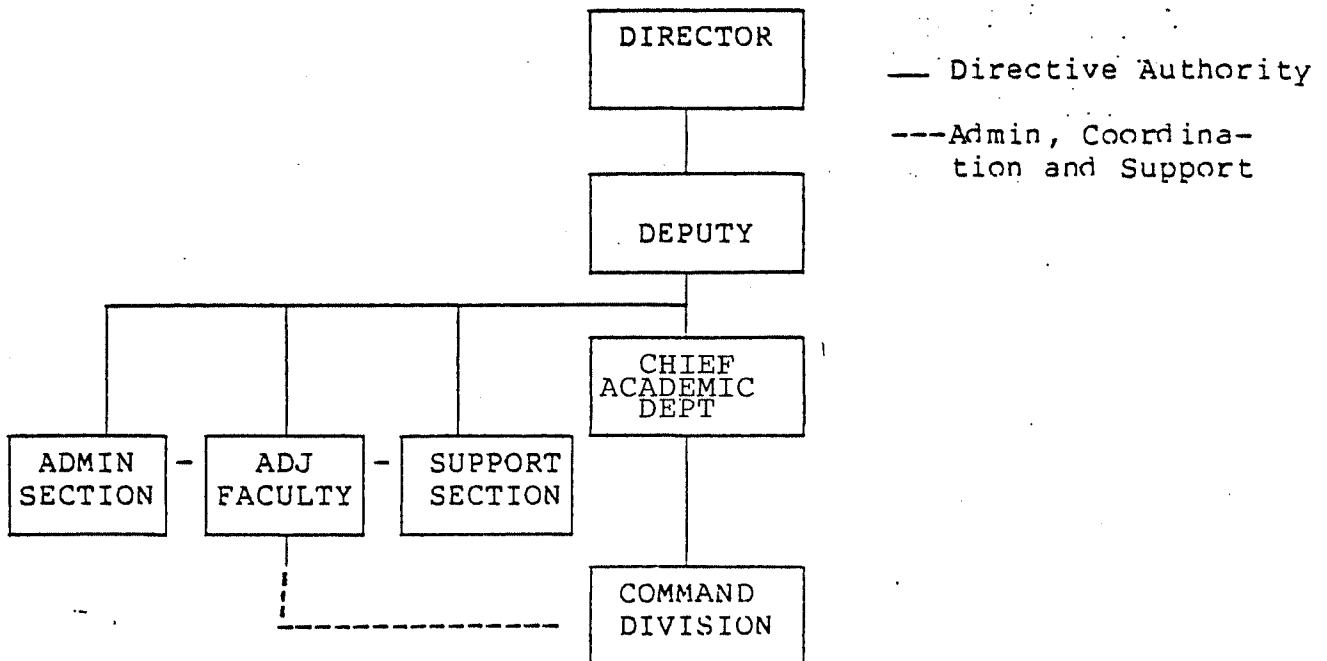
act of balance - often between theory and practice. And, in most instances, ethics has been seen as residing in the theoretical realm.

Recently, as a result of the many headlines and media attention, it has become obvious to students that ethics is not only theory but that applied ethics instruction is practical and necessary. That is why the formalized ethics instruction was increased from 4.0 hours in Academic Year 1985-86 to 8.0 hours in Academic Year 1986-1987.

A unique aspect of the CSC is the Adjunct Faculty program. The Adjunct Faculty was formed in 1969 to provide qualified instruction for the personal enrichment electives program. The present faculty is composed of 12 Marine Corps Reserve field grade officers who have doctoral degrees and hold positions as scholars, teachers, and administrators within the academic community, industry, and public service. These officers are ordered to active duty three times during the academic year to conduct seminars. The twelve elective seminars are held in nine 3-hour blocks. The purpose of the instruction is to enrich the educational base of the students in a wide range of topics of which the Adjunct Faculty are considered to have special expertise.

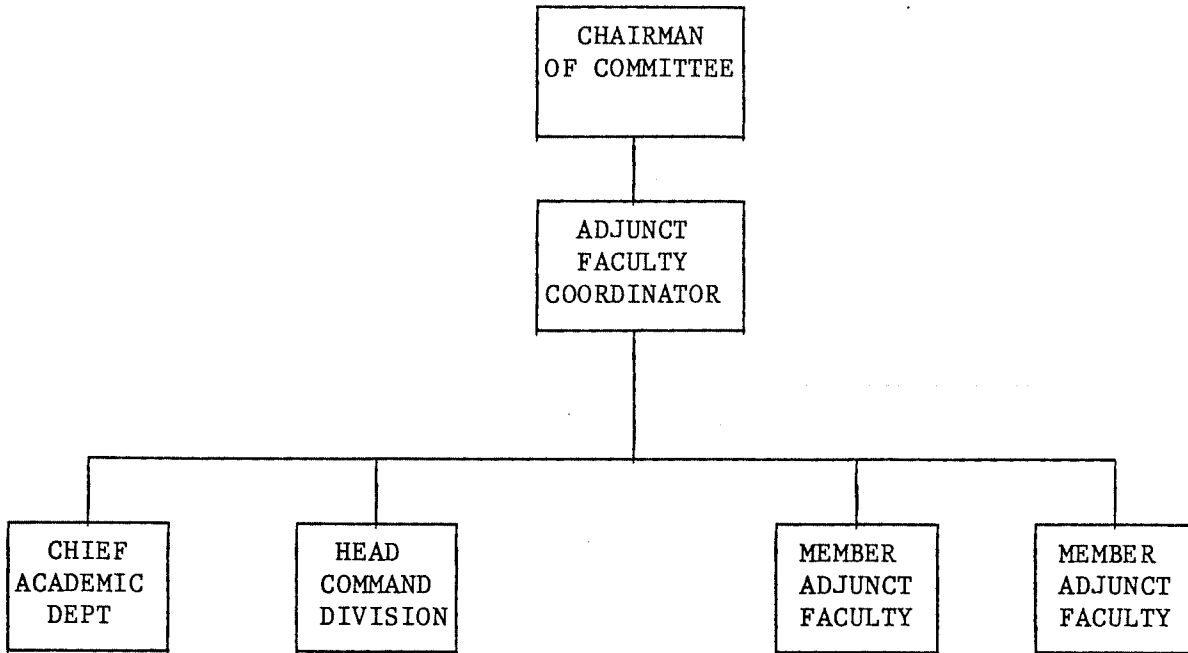
The Adjunct Faculty is organized as follows:

ADJUNCT FACULTY ORGANIZATION



There is also an Adjunct Faculty Coordination Committee which reviews the Adjunct Faculty Program and makes recommendations to the Director, ensuring cooperation between the Adjunct Faculty and the College.

ADJUNCT FACULTY COORDINATION COMMITTEE



Typically each three day session of the Adjunct Faculty is organized around three 3-hour blocks of instruction (Seminars) and an Adjunct Faculty guest lecture of 1.5 hours.

GENERAL SCHEDULE OF EVENTS FOR ADJUNCT FACULTY VISITS

Day 1

0730-0800 Check In
 0800-0830 Meeting with Director, Deputy Director, Chief, Academic Department and others as necessary and appropriate.
 0830-0930 Adjunct Faculty Meeting
 0930-1130 Seminar preparation. Adjunct Faculty Coordination Committee meets.
 1330-1630 Seminars

Day 2

0800-1100 Seminars
 1100-1130 Seminar preparation and meet with students as appropriate.
 1330-1630 Seminar preparation and meet with students as appropriate; committee meetings; and faculty research.
 1330-1500 Adjunct Faculty guest lecture by designated faculty member.

Day 3

0800-1100 Seminars
 1100-1130 Meet with students and faculty as appropriate.
 1330-1630 Check out and travel

The present Adjunct Faculty Seminar program includes the following 12 topics:

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|--|----------------------------|
| 1. China's Role in Asia in the 1990's and Beyond | Dr. William G. Grieve |
| 2. Military and Civilian Manpower | Dr. Patrick J. Blessing |
| 3. Moral and Ethical Aspects of Military Leadership | Dr. James T. O'Kelley, Jr. |
| 4. Fiscal Management and Defense Contracting | Dr. John W. Hill |
| 5. The Art and Science of Organizational Management and Behavior | Dr. Bill D. Parker |
| 6. International Distribution and Geopolitical Aspects of Energy | Dr. D. L. Smith |
| 7. Special Operations (classified) | Dr. W. Hays Parks |
| 8. Contemporary Social Problems and Their Impact Upon Readiness | Dr. George W. Ayers |
| 9. The Military and U.S. Foreign Policy | Dr. Allen R. Millett |
| 10. Defense and Foreign Policy of the Soviet Union | Dr. Mackubin T. Owens, Jr. |
| 11. Strategic Minerals | Dr. Lewis F. Rogers |
| 12. National Security Affairs and Defense Policy | Dr. Luther F. Carter |

Each seminar has approximately 14 students; spouses are also encouraged to attend all but the classified seminar. As might be expected spouses are interested especially in the ethics, management, and social problems seminars.

In the spring of 1984 I was asked to develop an ethics course that would be included in the Adjunct Faculty seminar series. This request brought with it five basic challenges appropriate to the topic of "incorporating ethics instruction in military education at all levels:"

Challenge 1: Objectives to be accomplished

Challenge 2: Applied or theoretical - or both?

Challenge 3: How to focus the course?

Challenge 4: Where to go to begin development?

Challenge 5: What to use?

The direction of "develop an ethics course" certainly allowed for initiative, imagination, and creativity. But it also caused frustration and anxiety. Over the last two academic years, the purpose of the seminar has evolved into four principle objectives:

- (1) To survey some of the philosophical foundations of morals and ethics;
- (2) To examine some moral and ethical issues facing Marine Corps officers today;
- (3) To sensitize officers to the aspects of morality and ethics that are unique to the military profession; and
- (4) To stimulate moral imagination and recognition of ethical issues by exposing officers to different concepts that challenge their analysis/synthesis skills and their tolerance for disagreement and ambiguity.

Fundamentally, these objectives can be condensed down to the development of an awareness of and a sensitivity for moral and ethical situations that the student officer can expect to encounter throughout a normal career.

The second challenge - "applied or theoretical - or both?" - requires a delicate balance. The mind set of many line managers, regardless of vocational calling, is that there is definitely a theory-practice dichotomy. Most "can-do" managers will always espouse a preference for the practice/practical side; in fact, many look on theory with disdain. Of course, we academicians are partially to blame for this perception because we most often "theorize" for ourselves and other academics. Furthermore, we do not teach theory, per se, very often. Consequently, many students never develop an appreciation for the importance of theory. Lastly, in our philosophical development of American administrative art and science, theory has often been relegated to second best and practice (i.e., trial-and-error) has been our preferred modus operandi.

Therefore, in developing this challenge into an opportunity I have attempted to blend the theoretical basis for certain practices in with the student's own experiences. The goal is to use case studies and practical examples to explain and exercise theoretical prescriptions. We also use examples from newspaper articles and recent events to further enhance the importance of studying ethics.

Challenge 3: "How to focus the course?" again creates interesting alternatives. After several different attempts I have concluded that the most effective focus for the CSC students is on military ethics. But in order to develop military ethics I believe one must also understand individual ethics and national/international ethics in order to appreciate the uniqueness and "special trust and confidence" involved in military ethics. Therefore, we concentrate in the first 3-day session on the development of individual ethics and basic definitions. The second 3-day session we examine military ethics within the

national/international milieu. By the third 3-day session the students are ready to discuss moral and ethical problems from the military view as well as that of an individual human being living in an interdependent national/international environment.

Challenge 4: "Where to begin development?" presents an interesting situation: do I use another person's/school's material or do I develop my own, etc. The first 18 months or so I found myself collecting information from every location. Of special help and insight were the materials developed by the Army at their Center for Leadership and Ethics at Fort Leavenworth, Kansas, and the Hastings Center publication The Teaching of Ethics in the Military by Stromberg, Wakin, and Callahan. Of less significance, and I wish it had been different, was the usefulness of the Joint Services Conference on Professional Ethics! I had hoped to have the opportunity to exchange information and insight with colleagues that were involved in much the same process as I. Unfortunately, that has not happened yet, but I hope this years' particular topic will permit this important interaction to occur. Perhaps that is one of my messages to you -- we need to exchange ideas, information, techniques, and materials. I believe we need to mix more practical, hands-on workshop sessions with our philosophical presentations in order to develop a more well-rounded approach. Otherwise, we spend two days reading papers to each other and leave here perhaps with another "paper presented" citation for our resume but not having promoted our theme of incorporating ethics instruction in military education at all levels.

Challenge 5: "What to use?" links directly back to challenge 4. What to use and where to get it were, and still are, my most important practical considerations. I believe the present course is a blend from many other courses and materials that I have examined and studied over the last 2-1/2 years. I have collected the course materials from the National War College, the Armed Forces Staff College, the Naval War College, the Army War College, and the Air War College. Additionally, I have selected texts by Caputo, Summers, Spiro, Sheehan, Corson, Ezell, Wakin, Gabriel, Wasserstrom, Pirsig, O'Brien, Bok, Lewy, and Brown to use as additional readings and as theoretical background for those students seeking additional references.

Underlying all of these challenges and opportunities is the question of presentation of the material. I have found that students these days demand audiovisual support and a convenience break every 50 minutes! Therefore, I have attempted to incorporate the following techniques:

- 1 - a structured syllabus with assigned readings
- 2 - films and tapes that are short but provocative (e.g., Massie)
- 3 - mini-lectures (lecturettes) supported with slides or transparencies
- 4 - student research and presentations to the class
- 5 - Use of a presenter/advocate/rejoinder methodology for student presentations whereby discussion is enhanced (and balanced) and all students are involved during each three-day session.

6 - Use of current newspaper and journal articles to enhance the point that moral and ethical issues and situations are occurring on a daily basis.

7 - Additional/supplemental readings that are either available as seminar reserved texts or are referenced in several bibliographies that I have gathered for the students' use.

Of course, the present seminar is not perfect. But it's a start. And as the instructor and the students grow in both awareness (wisdom) and sensitivity (education) the course may swing to a different focus. The important lesson to be learned is that "systematic reflection on moral matters helps us live fuller and richer human lives."² And "when we allow ourselves to slip from high moral standards in little things, we form habits. These habitual ways of acting are our character. If we break or bend the rules or standards in small matters, what makes us think we will do differently later? When we have greater responsibilities, we think, we'll be different. But when we get there we find the decisions even harder and the temptations greater."³ So we can not and must not rely solely on our experiences and "gut-level" values. Many of the critical decisions we have to make in organizations, especially as we progress upward in the organization, require counter-intuitive thinking - and it's at this point - and at the point where things are not rational, logical, and precise but are shades of gray - that moral and ethical study has its most important payoff.

¹Program of Instruction (POI), Marine Corps Command and Staff College (SSC:RHA), 10 October 1986, p. I-1.

²"Ethics and the Military Profession," in Ethics, the Public Servant, and War, LtCol William H. Stayton, National Defense University course #360, AY 1984-85.

³"The Importance of Character," Stayton, NDU 360, AY 1984-85.