

# **Division of Professional Development**

CAPT Robert S. Wells, USN  
Director

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# Leadership, Ethics & Law Department

CDR James T. Vazquez, USN  
Chair

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The faculty of the Department of Leadership, Ethics and Law made tremendous contributions in research, publications, and presentations during the 1999 - 2000 academic year. Even under critical observation, their superb talent and dedication is readily apparent in the significant scholarly advancements and pursuits, which have garnered recognition both inside and outside the Naval Academy. As the critical role that leadership, ethics, and human behavior play within the military profession becomes increasingly apparent, the importance of these contributions can't be overstated. Department faculty members have demonstrated their commitment to advancing in relevant ways the knowledge base in these areas. Their works will have a lasting impact not only on future naval officers and the operating Fleet, but among academic colleagues as well.

## Sponsored Research

### The Warriors Code

RESEARCHER: Assistant Professor Shannon E. French  
SPONSOR: Naval Academy Research Council (NARC)

Professor French conducted extensive research on warrior ethics this year in order to collect material for a book tentatively titled THE WARRIOR'S CODE, which will be an examination of the values of warrior cultures throughout history. The research has been focused on eight unique warrior cultures: the ancient Greeks, the Vikings, the Celts, the Romans, medieval European knights, the Native Americans, Chinese warrior monks, and Japanese samurai. Why these warriors were driven to fight in the first place and how they conducted themselves on and off the battlefield were researched. Their concepts of honor and shame were also examined. Since much of Professor French's interest is directed towards the ideals that these cultures associated with their warrior elite, She drew many of her insights from the war literature of each society. She also looked closely at any explicit codes that have been associated with the warriors of each culture. Some of the texts used include the Iliad, the Saga of the Volsungs and the Saga of Burnt Njal, the Tain, Marcus Aurelius' Meditations, Le Morte D'Arthur, the Lessons of Bodidharma, and the Budoshoshinshu.

### Mentoring

RESEARCHER: Assistant Professor W. Brad Johnson  
SPONSOR: Naval Academy Research Council (NARC)

During the summer of 1999, Professor Johnson used a Naval Academy Research Grant to analyze the results of a large-scale survey of all retired Navy flag officers with respect to their mentor experiences in the fleet. This research was presented at the annual American Psychological Association meeting in August and was published in Proceedings. In addition, he had several other survey databases and continued to submit manuscripts for publication in the area of mentoring. Professor Johnson has a book forthcoming in June (2000) and another one just completed which should be out within the year.

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## **Moral Education**

RESEARCHER: Assistant Professor Aine Donovan  
SPONSOR: The Center for the Study of Professional Military Ethics

Assistant Professor Donovan was granted a fellowship at the Center for the Study for Professional Military Ethics and has been a productive member of that staff. She is currently completing a research project that outlines the history of moral education at the United States Naval Academy. The completed manuscript will be published as a monograph through the Center for the Study of Professional Military Ethics. Additionally, she has continued to expand upon the NARC funded research project (1999) on contemporary issues within moral education, with one article pending publication.

## **Independent Research**

### **Military Participation in the War on Drugs**

RESEARCHER: Professor David E. Johnson

Discussions about the military joining the war on drugs increased as the cold war was winding down. It is far from obvious that thinking in “war” terms or sending in the military to fight a war on drugs are among the best means to reduce drug use and the associated violence. What options might be available to deal with all the ills currently associated with drug use? This project looks at three things which might alter this situation: 1) legalize the drugs, control their distribution through current market mechanisms (like prescriptions) and reap the revenue benefits for governments; 2) beef up the local police forces with “better” intelligence and weapons; 3) bring in the considerable intelligence and weapons capabilities already present in the military to eliminate drug gangs through capture and imprisonment, or death during shoot-outs. The alternatives provide a rich opportunity to analyze the various ways we look at our common life. To date this research has resulted in one conference presentation and an invitation to contribute a chapter in a book on the issues of peace and public policy.

### **The History of Moral Education at the United States Naval Academy**

RESEARCHER: Assistant Professor Aine Donovan

This research project will outline the history of moral education at the U.S. Naval Academy. The Naval Academy’s Ethics Center has requested a proposal for the project and has conditionally agreed to publication of the finished project. Additionally, a collaborative analysis with Professor Lori Bogle into the moral education program at USNA, and Dr. Bogle’s research on the history of moral education at West Point will take place. The projected date of completion for this project is July 2000.

## **Publications**

ANDERSEN, Gene R., and DRAKE, Dan B., LT, (Editors) “Leadership: Theory and Application,” Simon and Schuster, Needham Heights, MA, Third Edition, 1999.

Leadership is the single vital quality in any effective military unit or organization. It has been said that every graduate of the Naval Academy receives a degree in leadership. This book is intended to provide a scholarly basis for that claim. Naval Officers study topics from aircraft maintenance and amphibious warfare tactics to underwater acoustics and radar performance theory in order to sustain a high level of operational excellence. They must also study leadership, if they are to excel in that as well. This book is built around the fact that experts in the many academic disciplines that comprise the field of leadership studies have something to say that leaders can put to use. Each scholarly selection either provides a clear application for the junior naval officer or is accompanied by an application-focused article from a military source. Each selection has been chosen to provide the reader with both a deeper understanding of the topic and a set of leadership tools that can be used in the Fleet or Fleet Marine Force.

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DONOVAN, Aine, Assistant Professor, JOHNSON, David E., Professor, LUCAS, George R., Associate Professor, and ROUSH, Paul E., Professor, "Ethics for Military Leaders," Simon and Schuster, Needham Heights, MA, Third edition, 1998.

This comprehensive overview of ethics, with a particular emphasis on military ethics, examines the moral life from a variety of perspectives. The book is unique in its approach to ethics in that it presents an application to the theories through case analysis. The cases are carefully selected to suit the needs of junior military officers and their potential dilemmas.

DONOVAN, Aine, Assistant Professor (co-editor), "Ethics for the Junior Officer," Annapolis, MD: Naval Institute Press, 1999.

Dr. Karel Montor, of the LEL Department of USNA, originally compiled this volume of military ethics cases. The current revision reflects a new organization of the cases as well as several new cases that address contemporary issues facing the junior officer.

DONOVAN, Aine, Assistant Professor, "Moral Education and Teachers' Self-Perceptions: Novice Male Teachers in the Catholic High School," *Catholic Education: a Journal of Inquiry and Practice*, June 2000, 441-460.

This article describes a qualitative study of six Catholic high school teachers, all male and all relatively new to Catholic education. Each subject participated in six hours of ethnographic interviews, yielding a rich description in their self-perceptions, educational competence, and faith background. Teaching as a vocation and moral education emerged as important themes for these teachers and for future study.

DONOVAN Aine, Assistant Professor, "Intellectualism as a Military Skill in the Civil War," *Proteus*, October 2000 publication pending.

This article provides a brief overview of one of the deciding factors in the Union Naval superiority - an educational initiative begun in the early nineteenth century that stressed a complexity of thought which would produce master mechanics, essayists, philosophers and strategists. The absorption of this new intellectualism by young naval officers proved to be a pivotal piece in fighting the Civil War and, subsequently, changed the Navy into an international force.

FRENCH, Shannon E., Assistant Professor, *The Warrior's Code*, New York: Rowman and Littlefield Publishers, forthcoming.

This book is an exploration of the values associated with the warrior elite of several different cultures throughout history and across the globe. The first chapter of the book examines the need for unique codes of behavior for warriors, chapters two through eight then highlight the ideals associated with the warrior cultures of the ancient Greeks, the Vikings and the Celts, the Romans, the medieval European knights, the Native Americans, the Chinese warrior monks, and the Japanese samurai. Finally, chapter nine opens the discussion of how these codes could or should be adapted for warriors of the new millennium.

FRENCH, Shannon E., Assistant Professor, "Roman Stoicism," in *Ethics for Military Leaders*, New York: Pearson Publishing, 2000.

This excerpt from *The Warrior's Code*, to be included in the custom text *Ethics for Military Leaders*, which is used for USNA's core ethics course (NE 203), clarifies the stoic philosophy of certain key Roman figures and connects their views to the training of military leaders. Included in this excerpt are discussions of the writings of Zeno, Epictetus, Cicero, Seneca, and Marcus Aurelius. These discussions emphasize the stoic belief that the virtuous life is achieved through self-discipline and behaving honorably at all times while resisting the distraction of emotional reactions to experiences or events beyond one's control. The excerpt all includes examples of how stoic principles of self-control can be applied in a military context.

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FRENCH, Shannon E., Assistant Professor, "With Your Shield or On It: Challenging the Pacifist Mother Archetype," under review at the journal Public Affairs Quarterly.

This article challenges the claim that war is essentially a masculine pursuit (the invention of masculine minds), and as such is completely incompatible with maternal commitments. I make the argument that if ethicists adopt the position that the pacifist mother archetype is the only acceptable mother archetype, then we limit the role of mothers in wartime to just three traditional roles: that of the victim, the protester, and the mourner. Before accepting these and other serious practical and ethical consequences of exclusively endorsing the pacifist mother archetype, this article urges us to take a close look at exactly what it represents and how it may be challenged by alternative conceptions of what motherhood entails.

JOHNSON, W. B., Assistant Professor, Dominy, N. L., and Koch, C. "Perception of Parental Acceptance-Rejection and Satisfaction with Life in Women with Binge Eating Disorder," The Journal of Psychology, 134, 23-36, 2000.

This study contributed to the validating literature for Binge Eating Disorder (BED) by examining parental perceptions and satisfaction with life among obese women with and without BED. Subjects were female patients recruited through a private medical clinic. Subjects were assigned to groups on the basis of body mass index (BMI) and scores on the Questionnaire on Eating and Weight Patterns (QEWP, Spitzer et al., 1992). Groups consisted of (a) obese BED women (n=32), (b) obese noneating-disordered women (n=51), and (c) non-obese noneating-disordered women (n=30). All subjects completed the Parental Acceptance-Rejection Questionnaire (PARQ, Rohner, 1986), Satisfaction With Life Scale (SWL, Fischer & Corcoran, 1994), and the Beck Depression Inventory (BDI, Beck & Steer, 1987). Obese women with BED perceived their fathers as more rejecting than did women in the other groups. Further, they perceived their fathers as significantly more rejecting than their mothers. The BED group indicated lower satisfaction with life and higher levels of depression than the noneating-disordered groups. These findings further validate the diagnostic category of BED. Obese women with BED appear to be a distinct subgroup of the obese population. Results indicate a need for further assessment of the father-daughter relationship in connection to BED and other eating disorders.

JOHNSON, W.B., Assistant Professor, Huwe, J.M., and Lucas, J.L., "Rational Mentoring," Journal of Rational-Emotive and Cognitive-Behavior Therapy, 18, 39-54, 2000.

Psychologists and other mental health professionals often serve as mentors to graduate students, interns, and junior professionals. Mentor relationships are often long-term and emotionally complex and ideally involve provision of both career and psychosocial functions, which prepare protégés for careers in the profession. Although experienced and accomplished, mentors often fall prey to a range of irrational thinking which may compromise their effectiveness in the mentor role. In this article we briefly define mentoring, describe the practices of effective mentors, highlight the irrational beliefs, which most often prove troubling to mentors and outline several strategies for effectively coping with these beliefs. We hypothesize that routine and overt disputation of mentor-related irrational beliefs will enhance both the effect and enjoyment of mentoring.

JOHNSON, W.B. Assistant Professor, Ridley, C.R., and Nielsen, S.L., "Religiously Sensitive Rational Emotive Behavior Therapy: Elegant Solutions and Ethical Risks," Professional Psychology: Research and Practice, 31, 14-20, 2000.

Rational Emotive Behavior Therapy (REBT) can be an elegant treatment modality for explicitly religious clients. This is true in spite of the traditional anti-religious stance of Albert Ellis. This article summarizes the evolution of Ellis' views on religion and mental health, considers potential ethical dilemmas caused by utilizing REBT with religious clients, and recommends strategies for reducing violation of ethical and specialty guidelines in work with religious clients. We conclude by proposing a general model for religiously sensitive psychotherapy, which may serve to under gird theorizing and research on the application of REBT and other treatment approaches to religious clients.

JOHNSON, W.B., Assistant Professor, Nielsen, S.L., and Ridley, C.R., "Religiously Sensitive Rational Emotive Behavior Therapy: Theory, Techniques, and Brief Excerpts from a Case," Professional Psychology: Research and Practice, 31, 21-28, 2000.

Rational Emotive Behavior Therapy's (REBT's) methods for fostering change, such as disputation of irrational beliefs, are similar to the kinds of activities one might expect to encounter in many organized religions. REBT also bears a strong

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theoretical affinity with some religions because of its preferred therapeutic goal of helping clients examine and change their beliefs. Furthermore, the formal religious tenets and traditions to which many clients adhere will usually include doctrinal material, which is highly congruent with REBT's theory of change. Such belief-oriented material might be enlisted during REBT to help religious clients evaluate and change their self-defeating, irrational beliefs. A case integrating religious belief with REBT is presented. Finally, we conclude with a brief summary of preliminary outcome research regarding the efficacy of this approach.

JOHNSON, W.B., Assistant Professor, Houston, B., and Buford, R.K., "Distinctive Components and Perceived Sources of Gain in Christian Counseling," *Journal of Psychology and Christianity*, 18, 238-253, 2000.

This article describes the results of two survey studies designed to assess Christian practitioner's perspectives regarding both the distinctive components and under girding sources of gain in Christian counseling. Both studies utilized members of the Christian Association for Psychological Studies (CAPS). Study 1 employed a convenience sample of 17 CAPS members, while study 2 obtained a sample of 161 CAPS psychologists. Results of the studies were congruent and offered support for a multi-dimensional model of Christian counseling. Respondents were most likely to endorse God's active involvement in counseling and the counselor's faith as the most distinctive components of Christian counseling. The most highly endorsed active ingredient leading to change was the activity of God, Jesus Christ, or the Holy Spirit.

JOHNSON, W.B. Assistant Professor, DiGiuseppe, R., and Ulven, J., "Albert Ellis as Mentor: National Survey Results," *Psychotherapy*, 36, 305-312, 1999.

As the founder of Rational-Emotive Behavior Therapy (REBT), Albert Ellis is among the most prolific and influential psychotherapists of all time. He has personally trained and supervised hundreds of therapists at his Institute in New York and annually provides didactic instruction for thousands more. Ellis is often described as cold, aloof, and abrasive interpersonally. He generally has little time for relationships, devoting most of his time to writing, training and seeing clients. Because eminent psychologists are usually described as effective mentors (Kinnier, Metha, Buki, & Rawa, 1994), and because mentoring generally requires the presence of a relationship, we surveyed all Fellows and Associate Fellows of the Institute to determine whether Albert Ellis has mentored junior psychotherapists in the field. Seventy-five percent of the sample ( $N = 150$ ) reported that Ellis had been a personal mentor. In this article, we describe the survey findings and implications for commonly held views about Ellis.

JOHNSON, W.B., Assistant Professor, Lall, R., Bongar, B., Jain, V., and Mittauer, M., "Efficacy of the Millon Clinical Multiaxial Inventory - II in Discriminating Mental Health Patients with and without Suicidal Ideation," *Military Psychology*, 11, 423-432, 1999.

Forty-two mental health clinic patients with suicidal ideation and 89 patients without suicidal ideation were administered the Millon Clinical Multiaxial Inventory-Two (MCMI-II; Millon, 1987). All participants were active duty military personnel. Fifteen MCMI-II scale elevations were significantly different between the two groups. Two discriminate analyses, the first utilizing all 25 MCMI-II scales, and the second with only the 13 MCMI-II personality scales, produced correct classification rates of 80.92% and 75.57% respectively. Six of seven MCMI-II "suicide" items significantly differentiated suicidal ideation and non-suicidal ideation groups. Results of this study offer initial support for the utility of the MCMI-II as a potential screening device for suicidal ideation.

JOHNSON, W. B., Assistant Professor, Lall, R., HOLMES, E. K., CAPT., Brinkmyer, K.R., and Yatko, B.R., "Personality Characteristics of Future Military Leaders," *Military Medicine*, 164, 906-910, 1999.

Relatively little is known about the personality characteristics of military personnel, particularly those who are most successful in military careers. This study evaluated the personality characteristics of 530 third year Midshipmen at the United States Naval Academy. Participants completed the Hogan Personality Inventory (HPI) and a demographic questionnaire. Class ranking data was also obtained as an indicator of success at the Naval Academy. Results indicated that in comparison to national norms, midshipmen scored somewhat higher on scales of ambition, sociability, intelligence, and school success and lower on scales of adjustment, likeability, and prudence. Ambition, prudence, intelligence, and school success were each significantly positively correlated with class standing. Implications of these findings for understanding personality correlates of success in military leadership are discussed.

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JOHNSON, W.B., Assistant Professor, and Corser, R., "Learning Ethics the Hard Way: Facing the Ethics Committee," in M.E. Ware & D.E. Johnson (eds.), Handbook of Demonstrations and Activities in the Teaching of Psychology, Vol I (2<sup>nd</sup> ed.), pp. 161-164. New York: Simon & Schuster, 2000.

This article describes an approach to enhancing the value of case study material in teaching professional ethics in psychology. The mock committee approach involves a series of hearings convened by students who rotate as members on a class ethics committee. Members of the class participate randomly as psychologists accused of various ethical violations. While the class observes, formal complaint hearings occur that result in official rulings and the setting of appropriate penalties and remedial requirements. The larger class then joins in active feedback and exchange with the committee to highlight and discuss salient ethical issues. We present and discuss student evaluation data for this technique and comment on the potential advantages of this teaching approach.

JOHNSON, W.B. Assistant Professor, "Omnibus Personality Inventory - Religious Orientation Scale," in P.C. Hill, & R.W. Hood (eds.), Measures of Religiosity, pp. 40-44, Birmingham, AL: Religious Education Press, 1999.

JOHNSON, W.B., Assistant Professor, "The Religious Belief Scale," in P.C. Hill, & R.W. Hood (eds.), Measures of Religiosity, pp. 54-56, Birmingham, AL: Religious Education Press, 1999.

JOHNSON, W. B., Assistant Professor, and Olson, R., "The MMPI Religious Fundamentalism Scale," in P.C. Hill, & R. W. Hood, (eds.), Measures of Religiosity, pp. 427-430, Birmingham, AL: Religious Education Press, 1999.

JOHNSON, W.B., Assistant Professor, and Olson, R., "MMPI Religious Identification Scale" in P.C. Hill, & R.W. Hood (eds.), Measures of Religiosity, pp. 56-59, Birmingham, AL: Religious Education Press, 1999.

JOHNSON, W.B., Assistant Professor, Huwe, J.M., Fallow, A., Lall, R., HOLMES, E.K., USN, CAPT., and Hall, W., "Does Mentoring Foster Success? The Flag Officer Mentor Study," *Proceedings of the U.S. Naval Institute*, pp. 44-46.

JOHNSON, David E., Professor, "Ethical Education in the Military: Controlling the Institution of Violence," in Deane Curtin and Robert Litke, eds., *Institutional Violence*, Amsterdam: Editions Rodopi B.V., 1999.

From the time of Plato's *Republic* the problem of institutionalized violence has been center stage. In a metaphor of guard dogs Plato asks how can shepherds raise dogs to protect their flocks without becoming like wolves. The Tailhook scandal heightened this issue when some those trained and practiced in using violence to contain Iraq in the Gulf War, turned their violence to fellow citizens and officers. Plato concludes that the state would be safeguarded if the auxiliaries have been really finely educated. The article then addresses what might constitute a good education for today's managers of violence.

JOHNSON, David E., Professor, "The Relation of Tradition to Judgment," in Scott Lee and Allen Speight, *Tradition and Innovation*, New York: University Press of America, 1999.

This paper discusses the introduction of a core ethics course into the Naval Academy's curriculum. Part of the design included a core text edited by those teaching the course to provide a focus on professional military ethics. The questions addressed include, how and why did we design such a course, what problems were encountered, and what expectations did the Academy have for this course to contribute to the character development of those taking the course? Since our faculty contains both civilian and military faculty, we confronted the best mix of faculty in presenting the course.

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LUCAS, George R. Jr., Associate Professor, "Charles Hartshorne: The Last or the First," *The Personalist Forum*, 14/2, 83-107, Fall, 1998.

Keynote address for the 100<sup>th</sup> Birthday celebration of Professor Charles Hartshorne, University of Chicago emeritus, and University of Texas-Austin, recounts the major intellectual achievements of America's most eminent philosopher of religion in the 20<sup>th</sup> century, and attempts to develop a historical context for estimating Hartshorne's work.

LUCAS, George R. Jr., Associate Professor, "Morality and Cross Cultural Traditions in the Philosophy of Robert C. Neville," N. Frankenberry, et al, eds., *Re-thinking Neville*. (Albany, NY: State University of New York Press, 1999).

Gives an account of the grounding of Neville's moral theory in the traditions of Confucian and neo-Confucian philosophy, arguing that the American philosophical idiom from which Neville also draws is equally sufficient to develop the communitarian insights he advocates.

## **Presentations**

DONOVAN, Aine, Assistant Professor, "Educating for Moral Leadership, the Legacy of George Bancroft (1800-1891)," Department of LEL Brown Bag Speakers Series, USNA, Annapolis, MD, April 26, 2000.

DONOVAN, Aine, Assistant Professor, "The Ethical Workplace; Fact or Fiction?," Annual Conference for the Association of Moral Education, Minneapolis, MN, November 18, 1999.

FRENCH, Shannon E., Assistant Professor, "With Your Shield or On It: Challenging the Pacifist Mother Archetype," Feminist Ethics Conference, Clearwater, Florida, October 1, 1999.

FRENCH, Shannon E., Assistant Professor, "With Your Shield or On It: Challenging the Pacifist Mother Archetype," USNA. Brown Bag Presentation (Dept. of Leadership, Ethics and Law), November 1999.

JOHNSON, W.B., Assistant Professor, Huwe, J. M., Fallow, A., Lall, R., and HOLMES, E.K., USN, CAPT., "Mentoring Among Navy Flag Officers: A Survey of Retired Admirals," poster session presented at the annual meeting of the American Psychological Association, Boston, August, 1999.

JOHNSON, W.B., Assistant Professor, Nielsen, S.L., and Robb, H.B., "Rational Emotive Behavior Therapy for Religious Clients," Continuing Education Workshop presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Toronto, Ontario, November 1999.

JOHNSON, W.B., Assistant Professor, "Clinical Applications of Rational Emotive Behavior Therapy," Invited lecture presented to the Psychology and Psychiatry faculty at the National Naval Medical Center, Bethesda, MD, April 2000.

JOHNSON, W.B., Assistant Professor, "Brief and Elegant Psychotherapy for the 21<sup>st</sup> Century: A Rational Emotive Behavior Therapy Primer," Invited Professional Workshop to be presented at Pine Rest Medical Center, Grand Rapids, MI, May 2000.

JOHNSON, David E., Professor, "Truth, Justice and Conciliation," a paper delivered to Concerned Philosophers for Peace, Radford, VA, October 22, 1999.

JOHNSON, David E., Professor, "Gandhi and Tutu: Two Moral Pioneers in the 20<sup>th</sup> Century," a talk delivered to the Annapolis Rotary Club, Annapolis, MD, January 20, 2000.

LUCAS, George R., Associate Professor, and Lee, J. Scott, "Using General Education Reform for Institutional Improvement," FIPSE Project Directors Annual Meeting, Washington, DC, October 9, 1999.

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