

Division of Professional Development

CAPT James L. Smith, USN
Director

Leadership, Ethics and Law Department

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Chair

The faculty of the Leadership, Ethics and Law Department made tremendous contributions in research, publications, and presentations during the 2000-2001 academic year. Their superb talent and dedication is readily apparent in the significant scholarly advancements and pursuits that 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 cannot 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 Fleet, but among academic colleagues as well.

Sponsored Research

The Warrior's Code/The Code of the Warrior

Researcher: Assistant Professor Shannon E. French
Sponsor: Naval Academy Research Council (NARC)

This research was to complete work on a book about the values of warrior cultures throughout history. This year's research focused primarily on three warrior cultures: the Plains tribes of Native Americans, the Chinese Warrior Monks (monks of the Shaolin Temple), and the Japanese samurai. Dr. French drew on many sources for this research, including Native American mythology and recent written transcriptions of oral tribal histories, texts on Buddhist, Taoist and Confucian beliefs, and works such as the Hagakure, the Budoshoshinshu, and the Book of Five Rings, which detail Bushido, the code of the samurai. She also did research on why warriors in any era (including the modern age) need an ethical code. Her research yielded a paper ("The Warrior's Code") which she presented twice at the March 2001 Character and Leadership Symposium at the U.S. Air Force Academy, a Character Development Seminar (CDS) session on the "Code of the Warrior," and three book chapters.

Independent Research

Personality Type and Success Among Female Naval Academy Midshipmen

Researcher: LT Kelly Murray, USN and Assistant Professor W. Brad Johnson

There is relatively little data regarding factors that predict success among female midshipmen at the U.S. Naval Academy (USNA). This study examined the personality characteristics of 1568 women admitted to USNA between 1988 and 1996 to evaluate whether personality type was predictive of success versus attrition. Participants completed the Myers-Briggs Type Indicator (MBTI), as well as a demographic questionnaire upon admission. Indicators of performance were gathered at graduation. Results indicated that most women at the Naval Academy are extraverts. Extraverted-Sensing-Thinking-Judging types (ESTJs) were more likely to graduate, while Feeling and Perceiving themes were associated with dropping out. Prior military service and higher SAT Math scores were also predictive of success at USNA. In general, the MBTI was not a good predictor of academic or military success at USNA. Among women who graduate, SAT (Verbal and Math) scores appear to be the best predictors of both academic and military ratings.

Groupthink and the Challenger Disaster

Researcher: CAPT Gregory Harper, USN (ret)

In this research, a case study was developed which was incorporated into the 2/C textbook concerning Groupthink and the space shuttle Challenger disaster. The basic eight characteristics of Groupthink were used to show how each applied and contributed to the fatal launch of the Challenger. It directly supports the chapter in the textbook dealing with Groups and Teams.

Dealing with Trauma: A Platoon Commander's Perspective

Researcher: CAPT Gregory Harper, USN (ret)

In this research, a case study was developed which will be incorporated into the Plebe (4/C) textbook. In December 1999, a Marine Corps Captain (now attached to the Naval Academy Admissions Office) was involved in a fatal helicopter crash off the coast of San Diego in which five of his troops were killed. The researcher interviewed the Marine officer several times and then wrote a case study dealing with trauma, the loss of his troops and how he coped with the loss. A video of the crash was also obtained, and both the video and the case study will be used to support the chapter in the textbook titled "Death and Disaster – Dealing with Traumatic Events."

Publications

Journal (Refereed) Manuscripts

FRENCH, Shannon E., Assistant Professor, "With Your Shield or On It: Challenging the Pacifist Mother Archetype," *Public Affairs Quarterly*, John Kekes, Editor, vol. 15, January 2001.

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. The argument is made that if ethicists adopt the position that the pacifist mother archetype is the only acceptable mother archetype, then the role of mothers in wartime is limited to just three traditional roles: 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 commitments motherhood necessarily entails (including the Mother as Avenger, Mother as Protector, and Mother as Instigator).

JOHNSON, W. B., Assistant Professor, "To Dispute or Not to Dispute: Ethical REBT with Religious Clients," *Cognitive and Behavioral Practice*, 8, pp.39-47, 2001.

Disputation of irrational beliefs is the most commonly utilized therapeutic strategy among therapists practicing from a Rational Emotive Behavior Therapy (REBT) framework. Very little attention has been given to the unique ethical concerns which arise when REBT practitioners treat devoutly religious clients or clients presenting with uniquely religious problems. Ignoring client religious variables altogether or directly challenging and disputing specific religious beliefs both appear ethically problematic. This paper offers a summary of the changing perspective on the compatibility of REBT and religion and an exploration of the ethics of disputing with religious clients. Finally, the author offers a preliminary model for both general and specialized use of disputational techniques with religious clients.

JOHNSON, W. B., Assistant Professor, "Mentoring Graduate Students," *Computing Research News*, 13, 3, p.20, 2001.

This brief article highlights the history of the mentor concept and reviews literature bearing on the application of mentoring in graduate settings. It summarizes the crucial behaviors of excellent mentors and presents the primary ethical concerns when graduate school professors engage in complex and long-term mentor relationships with graduate students. The article concludes with several recommendations for graduate departments relative to promoting a culture of mentoring, carefully selecting faculty mentors, training faculty to mentor, and supervising junior faculty mentors.

JOHNSON, W. B., Assistant Professor, Lall, R., Holmes, E. K., Huwe, J. M., and Nordlund, M. D., "Mentoring Experiences Among Navy Midshipmen," *Military Medicine*, 166, pp.27-31, 2001.

Previous research suggests that mentor relationships are facilitative of career success, career satisfaction and retention in organizations. Very little research has been done to explore the prevalence or function of mentor relationships among military populations. In this study, preliminary data were collected regarding the prevalence of mentor relationship experiences from 576 third-year midshipmen at the United States Naval Academy. Only 40% of respondents had ever experienced a mentor relationship. Most mentors were senior military personnel and 87% were male. Most relationships were mutually initiated and they tended to last several years. Although both career and psychosocial mentor functions were present in these relationships, psychosocial functions were most notable and most highly correlated with positive appraisals of mentor relationships. Midshipmen viewed mentoring as extremely important and rated their own mentor relationships as extremely positive. Implications for further research on mentoring are discussed.

Seibel, F. L., and JOHNSON, W. B., Assistant Professor, "Parental Control, Trait Anxiety, and Satisfaction with Life in College Students," *Psychological Reports*, 88, pp.473-480, 2001.

Research in developmental psychopathology has highlighted the role of parental behavior in subsequent development of pathology in children and adolescents. Although parental psychological control has been an area of interest to researchers, the connection between psychological control and anxiety has not been well established. We administered measures of perceived parental control and acceptance (separate forms for mother and father), trait anxiety and satisfaction with life to 202 undergraduate students. Results indicated that perception of parents (both mother and father) as psychologically controlling was significantly positively correlated with trait anxiety and significantly negatively correlated with satisfaction with life. This held true even after the effects of psychological control by the other parent were eliminated.

Born, J. L., Bufford, R. K., JOHNSON, W. B., Assistant Professor, and Colwell, W. E., "Sexual Orientation Among Men Associated with Christian Groups: A Discriminant Analysis," *Marriage and Family*, 3, pp.177-195, 2000.

Ninety-two men affiliated with Christian religious organizations completed psychosocial screening measures of childhood rejection by fathers, trauma in the home, gender nonconformity, adult internalized shame, sexual trauma, a measure of religious identification/commitment, and a demographic questionnaire. Discriminant analysis distinguished heterosexual from the gay and formerly gay groups on the basis of boyhood gender nonconformity, shame, and childhood trauma. This accounts for 60.5% of the total variance. Gays and former gays were distinguished on the basis of religious identification/commitment and childhood parental rejection, accounting for 39.5% of the variance. Discriminant functions correctly classified 77% of participants. Boyhood gender nonconformity and adult heterosexual orientation were strongly related ($r = .87$). Formerly gay and gay participants were distinguished by a stronger Christian commitment and identification among the formerly gay group. Implications for research, counseling, and Christian ministry are explored.

Clark, R. A., Harden, S. L., and JOHNSON, W. B., Assistant Professor, "Mentor Relationships in Clinical Psychology Doctoral Training: A National Survey of Recent Graduates," *Teaching of Psychology*, 27, pp.262-268, 2000.

Mentor relationships play an important role in the development and promotion of professional identity among psychologists, yet empirical study of mentor-protégé relationships in psychology graduate education is nearly nonexistent. This study provides a contemporary picture of mentor relationships in clinical psychology doctoral programs. We mailed a survey instrument regarding mentor relationships to 1000 recent doctorates in clinical psychology; nearly 800 responded. Two-thirds of respondents reported having a faculty mentor during graduate school. More PhDs reported having a mentor than PsyDs, as did graduates of university-based departments of psychology compared to graduates of schools of professional psychology. Men and women were equally likely to be mentored and to be satisfied with mentor relationships. Ninety-one percent of mentored graduates evaluated the mentor relationship positively, and mentored graduates were significantly more satisfied with their doctoral program. We discuss implications for graduate education.

Dickinson, S. C., and JOHNSON, W. B., Assistant Professor, "Mentoring in Clinical Psychology Doctoral Programs: A National Survey of Directors of Training," *The Clinical Supervisor*, 19, pp.137-152, 2000.

Mentor relationships have become a topic of increasing interest in graduate education. No previous study has addressed mentoring from the vantage point of Directors of Training. Training Directors (N = 115) from American Psychological Association (APA) accredited clinical psychology doctoral programs returned surveys (59% response rate) regarding the importance and frequency of mentor relationships in their programs. Respondents were asked to rate various mentor functions, methods of rewarding faculty mentoring behavior and level of agreement that mentoring should be an accreditation criteria. Overall, Training Directors estimate that 82% of doctoral students are mentored and mentoring is considered extremely important for student development. The full survey results are presented and implications for psychology graduate education discussed. PhD and PsyD program differences are also highlighted.

Fallow, G.O. and JOHNSON, W. B., Assistant Professor, "Mentor Relationships in Secular and Religious Professional Psychology Programs," *Journal of Psychology and Christianity*, 19, pp.363-376, 2000.

This study investigated the prevalence and nature of mentor-protégé relationships in religiously integrated professional psychology programs. A survey instrument regarding mentor relationships was mailed to two distinct samples of PsyD clinical psychologists: (1) a random sample of PsyD members (n = 700) of the American Psychological Association (APA), and (2) all graduates from the religiously integrated PsyD programs at George Fox University, Fuller Theological Seminary, and Rosemead School of Psychology (n = 440). Sixty-two percent of the sample returned usable surveys. Overall, 55% of PsyD graduates reported having a faculty mentor during graduate school. Graduates of secular and religious programs were equally likely to be mentored. Mentors in religious programs were significantly more likely to be male (88.2%) than mentors in secular programs (59%). In this article, we describe the salient differences in perceptions of mentors and ratings of mentor functions among graduates of secular and religious PsyD programs. We conclude with a discussion of the implications for the distinctive mission of religious doctoral programs.

JOHNSON, W. B., Assistant Professor, Koch, C., Fallow, G. O., and Huwe, J. M., "Prevalence of Mentoring in Clinical Versus Experimental Doctoral Programs: Survey Findings, Implications and Recommendations," *Psychotherapy*, 37, pp.325-334, 2000.

Mentorships are personal relationships in which a more experienced professional (mentor) provides guidance, role modeling and encouragement to a less experienced professional or student (protégé). Previous research found that mentorships are substantially important in the professional development of junior professionals in a range of fields including academia. Within psychology, sparse research indicates that approximately 50% of psychology graduate students are mentored. We mailed a Mentor Experience survey to 752 Psychologists (half clinical and half experimental) who had obtained the PhDs in one of four time frames (1945-50, 1965, 1985, 1996-98). We

hypothesized that clinical psychologists would be less likely than experimental psychologists to be mentored, and that mentoring would decline between 1945 and 1998. Results indicated that clinical PhDs (53%) were indeed less likely than experimental PhDs (69%) to be mentored. Contrary to our second hypothesis, recent PhDs reported higher rates of mentoring than PhDs from other time frames.

Koch, C. and JOHNSON, W. B., Assistant Professor, "The Benefits of Documenting Mentoring with Undergraduates," *Council on Undergraduate Research Quarterly*, 19, pp.172-175, 2000.

This article clarifies the definition of mentoring and describes its application in undergraduate educational settings. It then discusses the potential benefits to educational institutions of carefully outcome assessments bearing on the impact of mentorships. Results of a pilot study from one liberal arts college are reported as an example of how to plan mentor relationship outcome assessments, and how to utilize the data to promote program modification.

Books

FRENCH, Shannon E., Assistant Professor, *The Warrior's Code*, New York and Lanham, MD: 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 around the globe. The first chapter of the book examines the need for unique codes of behavior for warriors. The subsequent chapters highlight the specific ideals of the warrior cultures of the ancient Greeks, the Vikings and the Celts, the Romans, the knights of medieval Europe, the Native Americans, the Chinese warrior monks, and the Japanese samurai.

Nielsen, S. L., JOHNSON, W. B., Assistant Professor, and Ellis, A., *Counseling and Psychotherapy with Religious Persons: A Rational Emotive Behavior Therapy Approach*, Mahway, NJ: Lawrence Erlbaum. (2001).

This is a scholarly psychotherapy text for clinical psychologists, psychiatrists, psychiatric social workers and others who engage religious individuals in professional counseling and psychotherapy. Using a leading approach to cognitive-behavioral treatment (Rational Emotive Behavior Therapy), the authors outline the treatment process with explicitly religious persons. Special topics include obstacles to treating religious persons, psychotherapy with distinct religious groups, and the process of cognitive disputation.

JOHNSON, W. B., Assistant Professor and Johnson, W. L., *The Pastor's Guide to Psychological Disorders and Treatments*, New York: Haworth Press, (2000).

A major textbook designed for pastors, priests and all clergy personnel. The text offers a thorough guide to understanding psychiatric disorders including major axis-I syndromes and axis-II personality disorders. Each chapter covers key diagnostic criteria, case examples, and recommendations for management and treatment. Additional chapters address ethical guidelines for mental health practitioners, types of practitioners, types of counseling and biomedical interventions, and self-help materials.

Technical Reports, Book Reviews and Book Chapters

FRENCH, Shannon E., Assistant Professor, book review in Parameters of Mark Osiel's Obeying Orders: Atrocity, Military Discipline and the Law of War, Col. Taylor, Editor, May 2001.

This is a solicited review of Mark Osiel's Obeying Orders: Atrocity, Military Discipline and the Law of War. Osiel's book is a groundbreaking critical analysis of the problem of motivating ethical behavior among combat troops, and, as such, is urgently relevant. Osiel, a law professor at the University of Iowa, has wrestled with the complex subject of the conduct of war for many years. His research has gone beyond traditional academic and legal scholarship to include first-hand interviews with war criminals and their victims. Obeying Orders follows on the heels of several related journal articles and a 1997 volume entitled Mass Atrocity, Collective Memory and the Law. Although Osiel's writing is stylistically flawed, this most recent work deserves the respect and attention of applied ethicists, lawyers, military professionals and policy-makers alike.

FRENCH, Shannon E., Assistant Professor, "Friendship in the Iliad", web-posted for addition to custom text for core ethics course, NE203 ("Moral Reasoning for Naval Leaders"), USNA, September 2000.

This paper describes the relationships between comrades-in-arms in Homer's Trojan War epic the Iliad. It explains how Homer portrays two pairs of friends, one pair on each side of the conflict, who are fated to have their friendships severed by death. On the Greek side are Achilles and Patroclus and on the Trojan side are Sarpedon and Glaucus. Through these characters, Homer relates timeless insights about the nature of men at war.

Presentations

FRENCH, Shannon E., Assistant Professor, "The Warrior's Code," Character and Leadership Symposium, U.S. Air Force Academy, Colorado Springs, CO, March 2001.

FRENCH, Shannon E., Assistant Professor, "The Role of Women in the Military," Joy Bright Hancock Group dinner, U.S. Naval Academy, Annapolis, MD, November 2000.

Fallow, G.O. and JOHNSON, W. B., Assistant Professor, "Mentor Relationships in Secular and Religious Professional Psychology Programs," Annual Meeting of the American Psychological Association, Washington, D.C., August 2000.

JOHNSON, W. B., Assistant Professor, and Huwe, J. M., "How to Get Mentored in Graduate School," Symposium presented at the Annual Meeting of the American Psychological Association, Washington, D.C., August 2000.

JOHNSON, W. B., Assistant Professor, Koch, C., Fallow, G. O., and Huwe, J. M., "Mentoring in Clinical and Nonclinical Doctoral Programs: 1945-1998," Annual meeting of the American Psychological Association, Washington, D.C., August 2000.

Murray, K., and JOHNSON, W. B., Assistant Professor, "Factors Predicting Success Among Women at the U.S. Naval Academy," Annual Meeting of the American Psychological Association, Washington, D.C., August 2000.

JOHNSON, W.B., Assistant Professor, "Ethical Guidelines for Graduate Student Mentoring," National Meeting of the Council of Scientific Society Presidents, Washington, D.C., December 2000. (invited lecture)

JOHNSON, W.B., Assistant Professor, "The Art (and Science) of Mentoring," USS Carl Vinson (CVN 70), July 2000. (Lecture delivered to all officers on board the USS Vinson aircraft carrier)

JOHNSON, W. B., Assistant Professor and Dryden, W., "Albert Ellis as Mentor," International Conference on Rational Emotive Behavior Therapy, Keystone, CO, June 2001.

LUCAS, G., Associate Professor, "Charles Hartshorne: the Last or the First?" presented at The Personalist Forum, 14, no. 2, pp. 83-102. (invited keynote address)