

UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

CORE VALUES: PROFESSIONALISM AND ETHICS

1. Introduction. Core Values: Honor, Courage, and Commitment! Conduct beyond reproach! Doing what is right! Integrity! Consummate professional! These are basic Marine Corps values which have earned the special trust and confidence of America in her Marines. Any breach in this special trust can have devastating effects on our unit, our Corps and our Country.

2. Overview. The purpose of this chapter is to stress the importance of values and to provide appropriate practical exercises which:

a. Stress to the Marine the professional aspect of Corps and expected standards of conduct.

b. Promote an understanding of values, character, and the Marine Corps core values.

c. Promote an understanding of ethics and ethical decision making.

3. References

FMFM 1-0, Leading Marines

4. Discussion Leader Notes. The following outlines the main topics to be covered during the discussion:

a. Values, where values come from, categories of values.

b. Marine Corps Core Values: Honor, Courage, and Commitment.

c. Definition of a professional, importance of professionalism.

d. Ethics, ethical traits considered particularly important to the military (obedience, loyalty, discipline, self-discipline, and selflessness); what documents our professional ethics are based on (UCMJ, Law of Land Warfare, Code of Conduct, Oath of Office); ethical decision making; and our ethical responsibilities toward society.

e. The dangers of careerism and of treating the military as just another profession.

f. Identify the qualities of a military professional.

g. Identify the military professional's responsibilities to society.

h. Identify through scenarios, individuals who best exemplify the ideal characteristics of a military professional.

5. Discussion

a. What are values? An individual's or group's ideas about the worth or importance of people, things, and concepts.

b. How are values, attitudes, and behavior related?

Behavior: An individual's or group's outward manifestation of either attitudes or values.

Attitudes: An individual's or group's feeling toward something or someone which are expressed in likes or dislikes.

If you have two Marines who are very similar in their personal makeup except that one is always late and the other is always punctual, you will probably have a better attitude toward the one who is punctual. In this case, your values have influenced your attitude. Conversely, by observation of a Marine's behavior and attitudes, you may gain some insight into what he values. This insight may be the key to being able to influence the Marine in a positive way, thus modifying any negative behavior he may have displayed.

c. Where do we get our values?

Home, school, peer groups, community, jobs, church. Sociologists agree that values formed early in life seem to have a more lasting impact.

d. It is recognized that values are organized into what categories?

Personal, social (subcategories folkways, mores, institutional ways, and taboos), economic, political, and religious.

(1) Personal values: Traits that are representative of a person's moral character i.e. honesty, responsibility, loyalty, moral courage, friendliness.

(2) Social values: Values that are learned and that involve one's relationship to society and to other people, i.e. social responsibility, social consciousness, healthy interpersonal relationships, equality, justice, liberty, freedom, patriotism. There are four classes of social values:

(a) Folk ways: Values people accept out of habit.

(b) Mores: Morality which governs values.

(c) Institutional Ways: Practices set up under law.

(d) Taboos: The emphatic do's and don'ts of a particular society.

(3) Economic values. These values are identified through such mediums as equal employment, stable economy, balancing of supply and demand of productive goods, money, private property, pride of ownership, and taxes. Many believe that value is a commodity. An automobile, a house, or a TV set have certain values to them and their price is an economic value.

(4) Political values. These include loyalty to country, concern for national welfare, democracy, public service, voting, elections, and civic responsibility.

(5) Religious values. Characterized by reverence for life, human dignity, and freedom to worship.

e. How is character related to our values?

Our character is defined by "...the commitment to an admirable set of values, and the courage to manifest those values in one's life, no matter the cost in terms of personal success or popularity. " Lewis Sorley in an article for the March 1989 issue of Parameters magazine.

6. Appendices

- Appendix A: Meet Ian Nicholas Wallocker
- Appendix B: Ian goes to college
- Appendix C: 1STLT I.M. Wallocker-FMF, Camp Lejeune
- Appendix D: 1STLT I.M. Wallocker-FMF, Convoy Commander
- Appendix E: 1STLT I.M. Wallocker-FMF, Sea Duty

APPENDIX A

Exercise #1

MEET IAN NICHOLAS WALLOCKER

Ian is a twelve-year old boy who has grown up as an only child in a stable middle-class family environment. His father is a management level white-collar worker, and his mother has recently started working again while Ian is in school. The family goes to church every Sunday and Mr. Wallocker is actively involved in the local Republican town council. In the last year:

-Mr. Wallocker worked many consecutive Saturdays to buy a Jacuzzi and a new Volvo. Ian likes to play football on Saturdays with his father.

-Ian received an increase in his allowance for good grades which he made time to do by not joining the football team.

-Ian became active in the youth organization at his church.

-Mr. Wallocker was promoted into a good friend's position because of his hard efforts. The friend was fired.

-Mrs. Wallocker was mugged and beaten in the parking lot at her place of work. The culprits were never caught.

-Ian received the only beating of his life (a stout one) from his father for stealing a small item from a local store.

What are some of the possible positive and negative values, attitudes, and beliefs that Ian may have been exposed to so far in life?

Mental effort is more important than physical effort

Money is important

Get ahead at any cost, even at the expense of others

Wrong doing is punished - if you are caught

Never steal

Belief in God and Religion

APPENDIX B

Exercise #2

IAN GOES TO COLLEGE

Ian graduates from high school and is accepted to a medium-sized liberal arts school close to home. He lives on campus and gets his first car (used K-Car) as a high school graduation gift. The following things occur to him during his college years.

-He depends on his parents for tuition and most of his living expenses.

-He meets his first "love" but cannot treat her the way he wants to due to a "lack of funds." She leaves him and marries a guy who drives a BMW.

-Several times he sees other students cheat on tests. They do not get caught and no one turns them in. He figures, "if they want to risk it, it's their business."

-Ian receives a partial scholarship for being a "walk-on" to the soccer team, a sport he took up in high school.

-He has several friends who develop steady drug and alcohol habits. Ian still hangs out with these people but, with the exception of some excessive drinking his freshman year, he does not use drugs and only drinks (moderately) on weekends. He figures, "if they want to risk it, it's their business."

-His fraternity house is filled mostly with old furniture and decor that was "appropriated" from various sources around campus.

-He meets a Marine Corps OSO during a job seminar his senior year. The Marine sales pitch differs because it does not promote job skills, but leadership training and decision making. Ian also sees that the starting wage and promotion scale for officers is not bad.

What are some additional beliefs, attitudes, and values that Ian has been exposed to during his college years?

(Theft is okay, in small amounts.

Money means power and happiness.

Drugs, alcohol, and integrity (lying and cheating) are personal decisions.

The military offers a good wage and lifestyle.

Physical effort can be rewarding)

Now that we have a better understanding of how values are formed, and since we realize that Ian is on the verge of joining the officer ranks of the Marine Corps, what kind of values will he find in his new environment?

(The Marines should either answer with some of the leadership traits from philosophy of leadership or preferably with the USMC Core Values: Honor, Courage, and Commitment.)

(Explain that the **Core Values** state in a compressed form the standards of conduct that are expected of all Marines.)

Why was the Tailhook scandal an issue that the American public was so concerned with? Why didn't they just chalk it up to a bunch of flyboys having a good time?

(The Marines should answer that Tailhook shocked the American public because they expected better from their military and from their military officers in particular. Even if the average citizen probably wouldn't express this expectation in the form of our Core Values, they have a preconceived idea of what kind of behavior is acceptable from those in whom they have placed "special trust and confidence.")

Which do you think is more difficult to display?

(Moral courage.)

During Ian's time at TBS, he saw that a lieutenant in the senior company on deck was forced to leave the USMC after his roommate turned him in for cheating on a test. Did that act require moral courage? If so, what fears did he have to overcome?

(Yes. The fear losing a friend. The fear of later regret and guilt. The fear of being ostracized by other members of the platoon.)

Does Ian have a decision to make involving moral courage?

(Yes. He must decide what to do about his roommate who requested special liberty in order to visit his ill grandmother. This same lieutenant's girlfriend called after his departure to inquire about what time to meet him at the ski lodge. The Marines should recognize the need for Ian to look into this possible breach of integrity. However, they should not miss the point that the goal of our emphasis on honor and integrity is to encourage an atmosphere in which trust abounds. Your word and signature are your bond. In other words, Ian has a responsibility to act in this case, but the Marines should not get the idea that they should constantly be prying into each other's personal affairs

looking for evidence of wrong doing. We are not in the business of being thought police.)

What is commitment and why is it important to us?

(Commitment is the spirit of determination and dedication within members of a force of arms that leads to professionalism and mastery of the art of war. It is important because it refers to that internal drive to better oneself, to sacrifice, and to come through when the going gets tough.)

A big part of being considered a military professional is living up to the standards we've just discussed. What is a military professional?

(A person who has undergone preparation and training. He possesses the knowledge on which professional actions are based and the ability to apply this knowledge in a practical way. Furthermore, the professional leader knows the principles of leadership and how to apply them to his unit's advantage. He accepts the service motive of his work. His profession is a means of earning a living, but wages do not become the primary purpose of his work.)

What are some of the qualities that experts consider necessary prerequisites for an occupation to be considered a profession?

(Renders a unique social service.)

(Relies upon intellectual skills.)

(Involves long periods of specialized training and experience.)

(Has considerable autonomy and decision making authority.)

(Are held personally responsible for their actions and decisions.)

(Service is emphasized over financial reward.)

(A profession is self-governing and responsible for policing its own ranks.)

(Professions have their own code of ethics which establish acceptable standards of conduct for members.)

We constantly refer to professionalism, the need to behave as professionals, and the desirability of professional behavior. Why is it so important to us?

(It must be recognized that unprofessional behavior by a Marine reflects not just upon that Marine's personal reputation, but upon all Marines. The public expects and hold Marines to higher standards than other professions.)

As part of the definition of a profession, it was mentioned that there was a requirement for a code of ethics. What makes up our written code of ethics?

(The UCMJ, the Law of Land Warfare, the Code of Conduct, the Oath of Office.)

Careerists and those who view the military as an occupation have been constant detractors from our overall professionalism for years. What do these terms mean to you?

(Careerism. "They seek advancement for its own sake and see it exclusively as a goal rather than as an opportunity... For the careerist the name of the game is to get promoted at all cost; everything else is secondary. Unworthy of the title 'military professional,' these individuals adopt the strategy of...getting their tickets punched without any concern for the kind of contribution they are making...always insuring that others receive the blame if things go wrong while they get the credit for the successes... They lack integrity, willingly lying and cheating to make themselves look good. These are the boot lickers and yes-men who paint a euphoric world for their commanders and render inaccurate reports when it suits their purpose...Members of the military profession abhor the Careerist.")

(Occupation rather than Profession: "Committed professional Marines of all ranks continue to worry over the fundamental shift in the motivational basis of the military system away from a calling toward 'just another job'- where the first priority readily could become self interest...' This shift is quite real, as increasing numbers of service people are motivated primarily by monetary incentives rather than the responsibilities of the military profession.")

-both of the above quotes are from The Military Professional in America by Lt Col John F. Shiner USAF, 1981.

Now that we have a better understanding of military ethics, we need to put that understanding to use by examining the process of ethical decision making. We all realize that at times we are going to run into situations that are ambiguous - where there are no easy answers. An example would be Ian's situation with his roommate. He doesn't know for sure whether his roommate lied to his Platoon Commander. He now must make a decision about what to do. His understanding and commitment to our code of ethics, his understanding of our core values, his values as absorbed throughout his life, and his moral courage will all come into play during this process. Let's look at the remaining scenarios for more examples of this demanding process.

APPENDIX C

SCENARIO #3

1STLT I.M. WALLOCKER-FMF, Camp Lejeune

Our character leaves TBS and attends the Logistics Officer Course. He is now a salty 0402 currently assigned as the Maintenance Management Officer and Assistant Logistics Officer of an infantry rifle battalion at Camp Lejeune, N.C. The following are a series of situations he is exposed to in the FMF.

-The battalion has just returned from a two-month winter training exercise. Many Staff NCOs and officers have submitted annual leave papers.

-It is Sunday morning the 10th of March. Since Ian did not take leave he finds himself posted as the Officer of the Day. As he looks through the folder including all leave papers he notices that most of the officers who are scheduled to start leave on Monday the 11th have already picked up their leave papers. "Roger that" he says to himself. Since SNCOs and officers have the privilege of checking out by phone and signing their own departure times on leave papers they probably picked them up on Friday to save a trip in to work on Monday.

-At about 0730 the Battalion Executive Officer calls. He tells Ian to be sure to have 1stLt Peters contact him before Peters checks out on leave Monday morning. The XO has tried to contact Peters at home but no one answers the phone. He thinks that Lt Peters is either at church, brunch, or both. He knows that Lt Peters is slated to start leave on Monday and will be going to Florida for 10 days.

-Ian tells the XO that Lt Peters has already picked up his leave papers but has not checked out by phone yet. When he does Ian will inform him to get in touch with the XO.

-On a hunch, Ian calls the leave address phone number listed on the unit copy of Lt Peters' leave papers. Peters answers the phone. Ian asks him what the heck he is doing in Florida when his leave does not start until Monday. Lt Peters says that he had the chance to catch a military hop on Saturday and since it was a weekend he would just sign his own leave papers on Monday when it was time to start leave.

Has Lt Peters violated any rules? If so how, and what does he stand to lose?

(Yes, he has. Liberty cannot be taken in conjunction with leave. This officer stands to lose his professional integrity and reputation and can be charged with unauthorized absence. Also, if he happened to get into an accident while in Florida that required a hospital stay, the resulting line of duty/misconduct investigation would find that the Marine Corps would be under no obligation to pay for his medical expenses.)

Lt Peters tells Ian, "Hey Ian, remember the LPA(Lieutenant Protection Association). Can you cover for me with the XO?" What should Ian tell him?

(No! Have this guy explain it to the XO when he talks to him.)

What does Lt Wallocker stand to lose if he covers for the other lieutenant?

(His own professional reputation and integrity.)

If you are not familiar with the Leave and Liberty Regulations where would you find the answer to these questions?

(The S-1 shop.)

The above is a very realistic situation. What do you think you would do as the battalion OOD in this case?

APPENDIX D

SCENARIO #4

1STLT I.M. WALLOCKER-FMF, Convoy Commander

The battalion deploys on a six-month Med cruise. The MEU finds itself located offshore near a sensitive political area as a contingency force. Shortly after the arrival of Marine forces, the situation deteriorates and the government of the developing country requests U.S. military support.

-Lt Wallocker finds himself in charge of running resupply convoys to rifle companies located in small villages in the battalion area of operations. These convoys are essential to the battalion's efforts and therefore are usually escorted by heavy guns vehicles along with FO and FAC teams. The battalion has been engaged several times, but the Marines' role remains mainly a supporting effort for the local military. Rules of engagement are very specific, and all Marines have been thoroughly briefed on them.

-Ian is currently stopped along a remote stretch of road to help repair a flat tire on a five-ton truck. The rest of his vehicles are stopped one mile ahead waiting for them. An American Lieutenant comes out of the brush at the side of the road to talk. "Hey Marine, are you in charge of those MK-19 vehicles that just went by?" "Sure am," replies Ian. "What's goin' on?" "Well, I'm an advisor to the local ground militia and we're about to conduct an assault on that village over there. It's full of rebel forces according to the local honcho. I've been trying to get some kind of fire support for the attack but everything's been refused. I could sure use your MK-19s to pound the heck out of it."

-Lt Wallocker knows that the rules of engagement says treat every inhabited area as a No Fire Area. The only way a village can be fired upon is if the unit is receiving fire from it. "Well I can't do that unless they're shooting at us. How do you know that there aren't civilians in there?" asks Ian. "The local chief says everyone in there is hostile. Look, I've got authority in this area and I need those 19s now." says the advisor.

-"Well let me see what I can do." replies Lt Wallocker. At this time the Marines have finished changing the tire and Ian cannot get comm with his higher headquarters. Ian says, "Look, let me get this truck out of here and talk to my higher. If they

say it's good-to-go, I'll bring my MK-19s back in five minutes." He leaves and rejoins the convoy. Upon reaching the convoy, he still cannot get comm and being doubtful of the advisor's intel and authority, he decides to complete his mission.

-Lt Wallocker gets the convoy to the line companies and back to battalion safely. He doesn't mention the incident to anyone. Later that night, while in the COC, he hears over the regimental intelligence net that the village was attacked by a ground-directed air-strike shortly after his departure. Forty-five enemy were reported KIA. Since the coordinates describe exactly where the advisor wanted his heavy guns to engage, Ian suspects that the KIA were civilians.

Should Lt Wallocker have done anything differently, and what should he do now?

(He should have reported the incident to his higher headquarters as soon as possible. He could also have better explained the rules of engagement to the advisor. At this time he should immediately explain the entire incident to his commanding officer.)

Has Ian contributed to a possible war crime?

(Not deliberately.)

What kind of pressures might the advisor have been under?

(Pressures from his higher for "body counts." A desire to succeed. Frustration at not being able to close with and destroy the enemy. All realistic pressures that will impact (hopefully minus the pressure for body counts) on all of us in a combat situation.)

Rather than keeping quiet, what could Lt Wallocker have done after establishing comm or after returning to battalion?

(He could have immediately reported the incident.)

APPENDIX E

SCENARIO #5

1STLT I.M. WALLOCKER-FMF, Sea Duty

After spending three years in a battalion and having shown a high level of maturity and proficiency in logistics and combat arms, our character gets his next assignment -- sea duty aboard the aircraft carrier, USS Abraham Lincoln. He reported aboard two months ago and assumed the duties of Executive Officer for the Marine detachment. The unit is exceptionally well-trained and disciplined. Their morale is very high, and they have recently earned outstanding grades on a recent inspection. The NCOs are outstanding and routinely display initiative, dependability, and good judgment.

-The carrier has arrived in Naples, Italy and will remain there for two weeks. This morning immediately after holding the colors' ceremony for the ship, Cpl Losh, who was in charge of the color detail comes to see Ian with his squad leader. He reports that while the color detail was waiting by the "Island" for the appropriate time to move out, a sailor on the signal bridge began spitting down on them. His men wanted to "correct" the sailor, but Cpl Losh showed excellent professionalism by going up himself and taking the man's name and ID card. He has prepared a charge sheet and has three eye witnesses who can identify the sailor. He mentions that the men of the detachment wanted to take the matter into their own hands, but the First Sergeant assured them that the XO will see that justice is done.

-Lt Wallocker submits the charges to the Detachment CO, who concurs with them and just prior to departing on annual leave sends the charges up the chain of command for handling at Captain's Mast. On the day of the Captain's Mast, Ian sends Cpl Losh and the other witnesses up to testify. When they return it is obvious that they are very disturbed and angry. Lt Wallocker quickly finds out that the Captain of the ship did a very cursory job of dealing with this case. He didn't question the Marines and when the sailor's "Chiefs" said the sailor had a "good record" the Captain of the ship dismissed the charges with a warning. As the Marines were leaving, several of the sailor's friends laughed and taunted them about being "seagoing spittoons." Only Cpl Losh's strong leadership prevented a brawl.

-The Captain of the ship is notorious for giving light punishment at Captain's Mast but this is the first time it has

impacted on the Marine Detachment. As Ian is thinking over the problem, the First Sergeant enters. "Hey XO, our Devil Dogs are feelin' bad and lookin' mad. This thing could really hurt our morale, and I feel sorry for any sailor on "libo" who runs into any of our guys."

The first shorecall is in two days, and tensions between Marines and sailors are becoming very strained. Lt Wallocker anticipates a serious liberty incident developing ashore.

What steps should Lt Wallocker take to prevent a major setback in unit moral and to preclude a serious incident ashore with the Navy?

(Get the detachment together and give them a refresher on professionalism and discipline. Attempt to get something more in the way of punishment from the captain.)

Should Ian approach the Captain of the ship? If so what should he say?

(Yes. He should expect that the answer will not be changed. He could tactfully discuss the effect that the incident has had on the morale of his Marines and the need for better support in the future. A time for moral courage.)

The Captain tells Lt Wallocker, "I will not change my decision, and furthermore, there will be no liberty incidents ashore. I hold you personally responsible, Lieutenant." What additional steps can Ian take?

(Explain to his Marines that the incident is over. Pass on the Captain's words about incidents not being tolerated. Commend the corporal for his professionalism and tell the Marines that they should be glad that they belong to the group that is "squared away")