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# *Master of Military Studies Requirements for the Degree*

## APPENDIX C

*United States Marine Corps  
Command and Staff College  
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Marine Corps Combat Development Command  
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### MASTER OF MILITARY STUDIES

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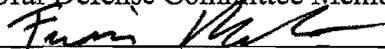
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# *Master of Military Studies Requirements for the Degree*

## APPENDIX C

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## APPENDIX C

### *Preface*

This thesis paper has been prepared to state the need for implementation of a media relations course into the CSC curriculum to secure the success of future military campaigns. The media, which stands between the information and the delivery, serves as a challenge to the military in shaping the battlefield. If media is considered a new weapon of war in the military operations environment, why isn't it trained to just as the Marines train to their credo of every Marine a rifleman? The current operations environment calls for the Marine Corps Command and Staff College to implement a media relations course into its curriculum to secure the success of future military campaigns.

I appreciate the support from the librarians at the Grey Research Center at the Marine Corps University at Quantico, VA. I would also like to thank my mentor, Dr. Francis Marlo, Civilian Faculty Advisor, Dr. Donald Bittner, and BGen Thomas Draude. I would also like to thank National Geospatial Intelligence Agency for the opportunity to attend the Command and Staff College at Quantico, VA. And finally, I thank my husband who shouldered many burdens to make this accomplishment possible.

## APPENDIX C

### Executive Summary

**Title:** The Military and the Media: Improving Education and Training at Command and Staff College

**Author:** Suzanne M. Gates, National Geospatial Intelligence Agency

**Thesis:** The current operations environment calls for the Marine Corps Command and Staff College (CSC) to implement a media relations course into its curriculum to secure the success of future military campaigns.

**Discussion:** The current operating environment utilizes global technology to include Internet, social media, iPhones, Twitter, texting, blogs, computer systems, DVIDS (digital video and imagery distribution systems), cameras, major networks, and foreign network coverage. These mediums will be used or influenced by the military and scrutinized by the national and international community. The current media training requirements at CSC are nonexistent and demand a more intensive training method.

Historical research reveals that training methods at CSC during the Academic Years (AY) 1990-2000 were more valuable in subject matter, content, speakers, format, composition, and length compared to the 2000-present AY. The historical era favored a 3-part media training methodology. This methodology included an introduction to media relations, media interview techniques, and a media symposium.

The current operating environment calls for an alignment between the Marine Corps current media training needs and CSC's prevailing media curriculum. Alignment is not reflected in recent CSC media curriculum from 2000-present. Media training appears to have experienced a gradual decline from the previous decade. Specifically, toward the later part of the decade, media training contained less emphasis on media training and more focus on Strategic Communications (part of a the Marine Corps requirement) and non-traditional media sources.

**Conclusion:** Implementation of a CSC Media Course should involve resurrecting and adapting the teaching methods of the 1990-2000 decade to reflect the current Marine Corps changing requirements and capabilities. Along with curriculum changes, implementation of policy and standards that guide CSC curriculum training requirements should be considered. These changes are necessary in order for the Marine Corps to effectively influence public opinion through various modes of media.

## INTRODUCTION

CBS anchorman Walter Cronkite was often called “the most trusted man in America” in the 1960s and 1970s. In the current media information world “trusted” information has shifted to a communication world where the complexity and conflict of if ideas is obtained and distributed through various platforms. Global technology feeds the world’s appetite for fast and current knowledge. History has revealed a contentious relationship between the military and the media. The media, which stands between the information and the delivery, serves as a challenge to the military in shaping the battlefield. If media is considered a new weapon of war in the military operations environment, why isn’t it trained to just as the Marines train to their credo of every Marine a rifleman? The current operations environment calls for the Marine Corps Command and Staff College to implement a media relations course into its curriculum to secure the success of future military campaigns.

## CURRENT OPERATING ENVIRONMENT

Newspaper print, radio, film, and television are considered yesterday’s media, but are still valuable information sources. Yesterday’s media are vital to our quest for information, but not sufficient in our fast paced “instant news” society. Yesterday’s media news is mostly consumed by older generations partially due to their lack of familiarity with computers, conversely, today’s media makes use of modern technologies that include, Internet, social media, iPhones, Twitter, texting, blogs, computer systems, DVIDS (digital video and imagery distribution system), cameras, major networks, and foreign network coverage. The military’s utilization of these tools and personal interaction with the media is a certainty, as media is the conduit that guarantees the American public’s right to be apprised of truthful, timely, and accurate information in military operations. The Marine Corps’ prevailing perceptions of the media must shift to a spirit of

cooperation. In order to prevent a polarizing relationship between the media and the military and increase the support of the Marine Corps mission, media training should be instituted to fully understand and contend with media presence. Media training should include familiarization with the various technologies that reside in the communication environment. It should also include implications of unfiltered use and misuse in our world of global information sharing.

The recent advancement of technology in theater has become an effective way to gather and deliver news to the American public. Technology is a powerful tool that can influence and educate the nation, our allies, organizations, and our enemies toward our aims. However, technology can be dangerous if not used properly; therefore, knowledge of its capabilities and its consequences need to be understood.

### *DVIDS*

DVIDS is a network developed by the Department of Defense –Third Army Public Affairs that uses small video and still cameras and small portable satellite transmitters positioned with Army public affairs units in theater in the Middle East. The system, in use since April 2004, connects to a distribution hub in Atlanta run by Crawford Communications Company and can transmit video and still images to the US in real-time 24 hours a day, seven days a week.<sup>1</sup>

Independent journalist Kevin Sites has utilized DVIDS in theater. Although it is a cutting-edge real-time medium, it has controversial and ethical implications when releasing battlefield fire fights. Sites reported on an example of a DVIDS broadcast at the 2005 McCormick Media Conference. The report revealed a controversial DVIDS tape containing footage of a Marine corporal shooting an unarmed, wounded prisoner in a mosque in Fallujah on November 13, 2004. The impact of releasing this tape could have been negative. For example, there was a possibility of putting other Marines in danger and potentially continuing a battle that was starting to die down a bit.<sup>2</sup>

The DVIDS video was shown to the commander who, subsequently, relieved the corporal of duty and started investigation proceedings. The DVIDS tape was shown on air, but cut before the actual shooting took place. In this instance, DVIDS was not only an effective reporting tool, but an accountability mechanism that forced Marines to be cognizant of their actions in an operations environment.

### *CAMERAS (DIGITAL AND CAMERA PHONE)*

Photographs of prisoner atrocities' were leaked to the news media and served as an essential element of news coverage in which global audiences witnessed an infamous event that was dubbed the Abu Ghraib Prison Scandal. The scandal's abuses unfolded on televisions and Internet sites across the world. These reports reflected badly on America's international character. Although basic public affairs guidance for disclosure of bad news is to get the information out fully and quickly, response to the scandal was not forthcoming and lacked maximum disclosure with minimum delay.<sup>3</sup> The lack of quick disclosure could have been due to the possible negative effect on military operations, troop morale, training of Iraqi security forces, and a critical eye from Iraq and the Middle East. Nevertheless, the leaked photos revealed that a lack of good judgment can have major effects at an operational level.

Public perceptions in the US and abroad were jolted when the images of tortured and mistreated detainees appeared across global networks. Fear of the scandal's affect on the progress of the war was a concern, but President Bush addressed the situation when he "apologized on Arab television and expressed sorrow over prisoner abuse, the damage was done—not only to the nation's credibility around the world, but also to any chance of smoothing relations between the military and media."<sup>4</sup> The Bush administration, the war effort, and the US

military's reputation were tarnished. The images were pivotal in discrediting the military and drawing negative attention from an American public already skeptical about the war.

### *SOCIAL MEDIA – FACEBOOK*

It seems undeniable that Facebook is a soft power tool. This power was demonstrated through the information flow that influenced the recent political uprisings in Tunisia and Egypt. This fact underscores the power that emanates among the information operations realm. In particular, Facebook has the ability to disrupt, and supplant adversaries. The influence and power of Facebook is realized through the fact that, as of 2010, it had more than 500M users and if it were a country, it would be the 3<sup>rd</sup> largest in the world following China and India respectively.<sup>5</sup>

Facebook is an important morale booster that cannot be ignored by the government or military. In February 2010, the Pentagon announced its authorization of the use of Twitter, Facebook, and other Web 2.0 sites across the US military. Facebook connects military members and their families along with other externally connected participants that allow users to share, see, and discuss documented information, e.g., the American public. In a recent interview with Mr. Price Floyd, Principal Deputy Assistant Secretary for Public Affairs discussed the military's policy and usage of social media. Floyd sees social media as a good way to communicate from the battlefield to home,

Families...talk about the tools in the Facebook sites that are an invaluable way to stay in touch with their wife, husband, brother, sister or father...in fact, they talk about the ability for their kids to do homework with their parents who are at war in real time.

That kind of morale boost that happens when you're able to do that is immeasurable.<sup>6</sup>

The nation can also monitor Facebook, as a conduit to attain a sense of the war through on line postings which exhibit detailed and firsthand accounts of experiences through exchanges. This capability drives home the fact that military Facebook participants may play an important role in

how the public perceives and formulates its opinions and understandings of military operations. The Department of Defense contends that social media benefits outweigh security concerns, but risks are associated. For example, hackers, cyber-attacks, and illegal disclosure of sensitive information are a concern for OPSEC. With this in mind, it is imperative that the military employ a trained workforce to reinforce the proper use of social media.

#### *NEWS MEDIA OUTLETS – US AND FOREIGN*

Both the military and the media exist to serve the American public. With this in mind, “There’s not as diverse a representation of news organizations with the financial resources for the long haul covering the news in Iraq and Afghanistan. And it’s increasingly not an American reporter on the ground gathering news. There is a growing reliance by news organizations on hiring local employees to go out and bring back news.”<sup>7</sup> These local employees are known as stringers. News organizations call upon reporters who are 8,000 to 9,000 miles away from the activity to report tactical details of an ongoing operation.<sup>8</sup> A reporter’s political leanings may skew the report. Bryan Whitman, Deputy Assistant Secretary of Defense for Public Affairs commented, “The other effect is that unfortunately we (DoD) have found people who represent themselves as journalists who are either compliant with or directly involved with the insurgency, and reporters who are using news organizations as a cover and forging press credentials to gain access to our military forces.”<sup>9</sup> This type of reporting breeds distrust and is a danger to OPSEC. Information is a weapon and Marines may be called on to set the record straight by continually assessing the information environment, demanding accountability, and reporting actions that could jeopardize operations.

The US media is a freedom that sometimes works against the military in regard to enemy information gathering. The enemy is aware of how US news media reports and obtains its information. Middle East networks like Al-Jazeera, the Arabic Television Station backed financially by the Saudi royal family, played a leading role in the Iraq and Afghanistan war coverage. Al-Jazeera is an influential media network because, "there clearly is an audience for news presented from an Arab perspective. With that audience, Al-Jazeera has credibility that eludes Western media."<sup>10</sup> Al-Jazeera has been described as "a corrective" (counterbalance) to the official line that Western media embraced.<sup>11</sup> Military officers and troops trained to deal with the media are not only needed to tell the story to the American public, but to influence and counter negative or untrue reporting that can damage our international image. If the Marine Corps feels that "There are no finer Marine Corps spokespersons than our junior Officers and enlisted Marines,"<sup>12</sup> then it needs to back up its claims with training.

## TRAINING

Training is important in carrying out any military operation. Telling the Marine Corps story is important and requires media training in order to prevent negative and inaccurate reporting. Marines are required to pass physical fitness and weapons competency tests on a regular basis to maintain proficiency. This same mentality needs to be expanded into media training. Currently there are no media requirements for the USMC, outside of the Public Affairs MOS. It is the PAO's responsibility to develop Command Media training events. Currently, Educational Command (EDCOM) does not have a PAO. Although the USMC's Vision and Strategy 2025 implies that media training is a needed development, media training has not translated to exact training and education requirements for the USMC writ large.<sup>13</sup> Media is the new weapon of war. In our fast growing social media based world, maintaining a force of

competent professional communicators is crucial. This requirement should extend from the upper echelons through the lower ranks.

Vietnam veteran and Navy Cross recipient, Lt Gen. George Christmas commented from his vast experience with the media that the military need to “learn to deal in a correct and reasonable way with the media.”<sup>14</sup> Upper echelon officers to include Public Affairs Officers (PAOs) are the principle spokespersons and senior advisors on Public Affairs (PA). They are an integral part of a military operation and serve as a conduit of information to the media, commander, and supporting forces in near real time.<sup>15</sup> This position requires the appropriate learning methods, by completing a professional military education in Public Affairs beyond basic media training that will enable the PAO to communicate the activities of the DOD effectively to a wide array of audiences.

Efficiency with the media and effective camera presence are vital proficiencies for all Marines. Just as the Marines promote their credo “every Marine a Rifleman” for the purpose of readiness<sup>16</sup> they should also enforce the significance of media savvy as a readiness tool since media is the weapon of the 21<sup>st</sup> century. “Junior leadership must be attuned to the media weapon fight like the kinetic fight.”<sup>17</sup> Media awareness and training are essential tools to bring to the fight. These tools are necessary for lower level leaders even though they do not carry the burdens of PAOs in reporting defense issues and operations.

Within the lower echelons of the military there is a lack of media training. A survey conducted in my 2011 Information Operations elective revealed that only a Retired Brigadier General and a PAO had received any kind of media training. The DoD faces the challenge of preparing its young leaders as capable spokespersons to answer media inquiries. Specifically,

forward-deployed units where young leaders, inexperienced with the news media and facing a kaleidoscope of important tasks, are confronted by reporters competing with their colleagues for a unique angle on the operation. Guidance and training for the tactical commander should become a regular part of operational preparations. The education process should begin with a simple orientation to the military-news media relationship in the officer basic course and continue with increasing complexity through the advanced courses and the Combined Arms and Services Staff School to the senior military schools.<sup>18</sup>

Further investigation revealed that there is only a minimal amount of exposure to media training at learning institutions like Marine Corps University. In fact, there are no media requirements for the USMC, outside of the Public Affairs Military Occupation Specialty (MOS).<sup>19</sup> Base learning institutions like The Basic School (TBS) teach an overview course in media. TBS Student Handout “Public Affairs B4Q5319” covers the mission of the Marine Corps Public Affairs, structure of the PA MOS, and 3.5 pages of Media Awareness, gauged toward the Marine, which explains a broad brush scope of releasable information, non-releasable information, interview tips, and the Commanders responsibility to report their mission to the larger audience.<sup>20</sup>

Although this guidance is valuable for initial exposure purposes, commanders need to convey the importance of projecting an accurate and straightforward course study through a more intensive training method.

Understanding the media and preparing for encounters requires repeated training and education. Better training and education in media matters will contribute to better cooperation between the military and the media. A search for media courses via the United States Marine Corps College of Distance Education and Training, Training and Education Command (MARINENET) database only revealed one course available. The course is entitled *Media Awareness (Army) Course (4301AO)* on the web. The description states that it is interactive and developed by the US Army. The MARINENET website states the online course provides an overview of how to deal with the media. The terminal learning objective is how to interact with

the Media.<sup>21</sup> The question is why isn't there mandatory annual media training available to the military community at the lower echelons? Media training can serve as an effective tool in countering the negative effects that the media can project toward an operation. "Adding media to the toolkit could help stop conflicts before they happen."<sup>22</sup> Although, some media training is present, it is at best minimal, due to the fact that it is not a required training, it is not Marine Corps-centric, and it is not instructor-driven. The ever changing media world requires a focus on media education. Telling the Marine Corps story in a manner that reflects credibility requires the establishment of relevant and timely courseware along with repeated immersion in media education. This is especially true of officers who attend CSC, who may utilize this skill in a more visible assignment after graduation. Media training should continue through career progression with increased intensity via required annual media training classes beginning at learning institutions like CSC and in graduate schools like The Marine Corps War College and School of Advanced Warfighting (SAW).

### ***MEDIA TRAINING AT COMMAND AND STAFF COLLEGE (CSC)***

#### ***HISTORICAL TRAINING METHODS AT CSC (Academic Year (AY) 1990-2000)***

The 1990's ushered in several military operations that exposed the disharmony between the military and media. For example, competing intentions of the military's responsibility to its operational goals and the media's job of reporting in real time was evident during the Persian Gulf War, Operation Restore Hope in Somalia, and Operation Uphold Democracy in Haiti. This decade also introduced technological communications advances that would allow faster and wider distribution of information. CSC's curriculum reflected this environment in its training to some extent.

An overview of historical media training during this decade included lectures, readings, seminar discussion, practical applications, symposiums, and a military film course. The speakers, subject matter, composition, length, and formats were varied and appeared more valuable compared to recent media training that occurred in 2000-present. Media training in the 1990's was aimed at mid-grade officers from CSC. Teaching methods included lectures from Director, Marine Corps Public Media Relations and Communications Instructor, FBI Academy, Chief of Information, Department of the Navy, Military historians, and CSC Professors in seminar discussion.<sup>23</sup> Curriculum instruction included timely readings on the advancement of technology and its probable affect on future military operations, historical articles on media and operational procedures, and guidelines to prepare for good media interviews. Media symposiums were a staple in the 1990-2000 period and also included Amphibious Warfare School (AWS) officers. The symposiums were composed of prominent national media personnel and moderators. Research of archived media course information revealed that overall media training received a larger emphasis than future decades of media training. Media training in this time period ran for a block of 7 days and also included a 4 month elective on American Military Films.<sup>24</sup> Along with media related reading assignments, students were provided a Media Skills Training Guide containing DOD Principles of Information, Public Affairs information, interviewing techniques, and applicable Freedom of Information Act appendices. The practical application of media training included the use of practical case studies and actual on-camera interviews of confrontational and non-confrontational scenarios with constructive critiques.

Particular to 1990-2000, media training requirements included readings that addressed prevailing concerns and curiosities about the media and the media's impact on the military on the battlefield. Of concern was the advancement of technology on the battlefield e.g. digital satellite

capability, real time television, and WebTV. Reading assignments were well suited to the current operating environment at the time e.g., the *US DOD principles for news media coverage of DoD operations* were newly established and relevant to the era. Recent grappling between the military and media regarding exclusion issues in the Gulf War and the Invasion of Grenada may have reflected an upsurge in media training. A graded media course was offered once during this decade.

Learning areas and objectives of Media Training at CSC from AY 1990-2000 favored a 3- part Media training methodology. The first part was an Introduction to Media Relations, the second part focused on Media Interview Techniques, and the last part was the Annual Media Symposium. The Media Training focused on introducing DOD guidance in regard to military/media relations and Public Affairs role in support of military operations, the role of media and a historical overview were addressed; lastly, preparation for media encounters and on-camera practice sessions of interviews and critiques of performance were taught. The CSC reading requirements were relative to what the era reflected. Reading assignments included articles and guides in regard to recent media events, technology advancements, and media/interview training. Sample readings of approximately 3.5 hours included *Live, and in Force: It's Somalia With Brokaw*,<sup>25</sup> *Hitting the Beach in Mogadishu*,<sup>26</sup> *Satellite Telephone the Size of a Suitcase*,<sup>27</sup> and *Media Skills Training Guide "A Media Primer"*.<sup>28</sup> The Media Training course, as a whole, was spread out by almost a month. An introductory lecture was given early in April by the Media Relations and Communications Problem Director from the FBI Academy, a scenario overview and interview preparation lecture was given approximately 2 weeks later, the practical application workshops occurred approximately 1 week after the practical application (late April) workshop and the Annual Symposium occurred in early May. Practical application of

the Media Training focused on preparing the officer for media interviews. Practical workshops lasted four days and taught officers special techniques that would enhance the interview process. This practicum was taught with on-camera interviews involving “good news” and “bad news” scenarios. The goal was for the officer to gain confidence with the media in front of the camera through practice and constructive critiques. Symposium structure in this decade remained the same as the 2000-present composition. A unique finding in CSC archives involved a graded military-media course taught by Professor Lawrence Suid entitled “America’s Perception of the American Military: Image and Reality of Combat.” The course focused on the interaction between the armed services and Hollywood which focuses on a study of mutual exploitation.<sup>29</sup> A total of twelve movies were viewed and discussed with a writing requirement of 24-40 pages on several movies.

#### *RECENT TRAINING METHODS AT CSC (Academic Year (AY) 2000-2011)*

There is no alignment between the Marine Corp’s need for media training and the CSC’s current media curriculum. The USMC’s Vision and Strategy 2025 states that it needs to develop “the necessary capability and the capacity to effectively operate in the information environment. This {media training} is a critical warfighting requirement that must be integrated across the MAGTF in complex and media-intensive operational environments.”<sup>30</sup> Curriculum requirements at CSC are derived from two sources: The Marine Corps Officer Professional Military Education (PME) Continuum<sup>31</sup> which defines the learning outcomes and the CJCSI 1800.01D, Officer Professional Military Education Policy (OPMEP).<sup>32</sup> Neither of these documents has a specific requirement to provide media training, although, there is a requirement to understand the difference between Information Operations (IO), Strategic

Communications (SC), and Public Affairs (PA). Despite this fact, training in IO, SC, and PA are not considered media training. Currently, there are no requirements at CSC for media training.

An overview of recent media training at CSC includes lectures, readings, and minimal practical application. The speakers, subject matter, class length, and formats have been varied and have experienced a gradual decline in well-rounded media training throughout the past 10 years. All training at CSC, to include media training, is aimed at mid-grade officers. Teaching methods included lectures by higher echelon USMC officers and PAOs. Media symposiums were conducted with well-regarded military correspondents, moderators and producers from leading news networks, military historians, and international media consultants.<sup>33</sup> According to archived media curriculum, the amount of lecture time varied from year to year. The current media training lectures run anywhere from 1 hour to 7 hours per AY through the 2000-2011 span.<sup>34</sup> The media lecture training took place in Breckinridge Auditorium, while the seminar discussion occurred in individual classrooms. Practical application of learned media tools and techniques included conducting a media interview with students by the Marine public affairs personnel. According to archived information there was no practical application on media training (student media interviews on camera) the latter part of 2000 decade, media symposiums were limited and assigned readings dropped off.<sup>35</sup>

The following provides a glimpse of learning areas and objectives from early to middle part of the 2000 decade for reading assignments, lectures, symposiums, and practical application in interviewing techniques.<sup>36</sup> CSC Student reading requirements experienced an escalation in the amount and pertinence of related media articles from 2002 until 2005. For example, reading requirements in 2002 included one article entitled "Soldiers and Scribblers: Working with the Media,"<sup>37</sup> and a scan of a 28 page *Media Skills Training Guide* pamphlet.<sup>38</sup>

In 2004 and 2005, required readings included such timely assignments as *DOD Principles of Information*,<sup>39</sup> National Public Radio (NPR) interview transcripts, embedded reporter articles, and media bias articles. These articles contained useful and identifiable topics that could easily apply to an officer's past or future position. It is in the vital interest of CSC officers to have knowledge of the policy of information flow, insights into the life of an embedded reporter in theater, and the challenges that Marines face in their relationship with the media. A typical media operations training instruction began at 0800-0900 with a lecture on media operations, by a USMC, Director of Public Affairs. The teaching format continued with an Annual Media Symposium from 0915-1130. Invited media experts briefed CSC students in the Breckinridge Auditorium. These symposiums were geared to providing and promoting constructive discussion of news coverage of warfare and the First Amendment from two varying viewpoints – the military and the media. Consideration was given to freedom of press and military security. The AY 2001-2002 Media Symposium consisted of Mr. Gordon Peterson, Channel 9 News; Mr. Jaime McIntyre, CNN; Dr. Lawrence Suid, Professor of History; Commander Cate Mueller, USN Public Affairs Officer. The symposium sought to bring out an understanding of the constant shifting lines of a free press and the delicate balance it has to maintain in order to protect military operations and US servicemen, but also sustain its duty to inform the American public.<sup>40</sup> Upon the conclusion of the seminar, the floor opened for questions and answers. Later that afternoon from 1300-1500, Mr. Jim Vance from the FBI Academy gave a lecture on "Media Interview Planning and Techniques." Students then broke out to their respective conference groups for a 1 hour seminar of discussion on media operations. The practical application of individual student media interviews did not occur until April, 2002.

The media training toward the mid-to-late part of the decade contained less emphasis on media training. In fact, the training was not directly focused on typical media training. Training presentations leaned toward Strategic Communications and non-traditional media sources. The students were only required to be present for lectures, in fact, according to archives practical exercises waned from one hour to zero, readings declined to around 25 pages of mandatory reading and writing assignments were nonexistent.<sup>41</sup>

AY 2010-2011 Media Training presenter was LtCol Matthew Morgan, USMC, Director Public Affairs, MARFORCOM. My observations revealed that his lecture was well received by CSC student body. It included addressing the social science of communication, specifically, the ability individually, organizationally, or governmentally – to affect human decision making in a manner that benefits our aims and interests.<sup>42</sup> LtCol Morgan demonstrated how our society has shifted to high tech-- radio to iPads. He focused his lecture on social media and its power, access, and influence. Today, social media has created an age of participatory media—and it is changing the way the world communicates.<sup>43</sup> He reinforced the idea that today’s journalism is participatory. Participatory journalism is possible through social media platforms like face book, twitter, blogging, video streams, and crowd sourcing. This type of direct communications has the power to organize, impact, and radicalize an audience.

## **THE WAY AHEAD**

Introduction to media training should begin at the junior officer level. TBS makes an attempt at introducing media training, although it only provides a wide scope representation. The Public Affairs B4Q5319 course taught at TBS offers a broad-brush overview of “do’s and don’ts,” but needs a more concentrated focus. Likewise, the only on-line non-compulsory

media training course offered is insufficient for Marine Corps use. It is Army-centric and deals only with a fraction of what should be taught in a media training curriculum. For example, there are no required readings, lectures or practical exercises required. At a minimum, the Marine Corps should require all Marines to complete an on-line media training course to familiarize themselves with basic media knowledge and changing requirements and capabilities.

The major deficiencies in media training at CSC begin with the lack of media training requirements within the policies and standards that guide the CSC curriculum: The Marine Corps Officer Professional Military Education (PME) Continuum<sup>44</sup> which defines the learning outcomes and the CJCSI 1800.01D and the Officer Professional Military Education Policy (OPMEP).<sup>45</sup> The CSC curriculum does not reflect the USMC's Vision and Strategy 2025 that calls for the development of media training. The CSC needs to fulfill this requirement by implementing required standards of media training into its curriculum. Making policy changes to require media training at CSC can set the stage for preparing an effective learning curriculum. Currently, the EDCOM does not have a PAO. Lack of a PAO to carry out media training makes it challenging for the scheduling officers, as PA is not their MOS. Without a PAO, difficulty may lie in unfit and insufficient procurement of the proper media training speakers, readings, and practical application. The EDCOM needs a PAO who possesses the qualifications to coordinate a media program.

Looking forward, escalation in the speed and participatory trend of the media in reporting on military operations is certain. This escalation is due, in part, to the advancement and efficiency of available technology. This reality calls for the increased training of military personnel in their role as a visible and active participant in the rhetoric and quality that contributes to the reporting in theater. The Marine Corps story lies in the hands of troops on the

ground that will possess the obligation to shape news media observations through on-camera interviews and utilization of global technology.

Currently, global technology is utilized by the majority of the Marine Corps. This trend is maintained by the fact that 80% of the Marine Corps is made up of Generation Y (Millennials) and are representative as the “first always” connected generation.<sup>46</sup> This trend is a positive and a negative fact. The Millennial generation grew up with the Internet. They have iPods and “have never known a world without broadband and cell phones...the main effect of all this connectivity is unlimited and unfiltered access to culture and content of all sorts; from the mainstream to the fringe and underground.”<sup>47</sup> This power to influence and inform, carries a responsibility to train the military to responsibly communicate a credible message without jeopardizing OPSEC in military operations. To fulfill the Marine Corps obligation of effective communications in the 21<sup>st</sup> century, training in the effective use of global technology with a concentration on good OPSEC should be conducted at the CSC.

CSC administrators should consider incorporating a multipart learning method in future CSC curriculum. Considerations should be given to mirroring curriculum to the design from the 1990 decade. This method would encompass lectures, readings, and seminar discussion on the historical relationship between the military and the media and include current day challenges, technology etiquette, and lessons learned. A section on media interaction should include how to prepare for an interview and a practical application of on-camera practice and a critique.

Lectures and guest speakers are good sources to educate and inform CSC students on various media issues. Utilizing resources like The Marine Corps University Foundation for scheduling lectures should be a consideration. BGen. Thomas Draude currently serves as the

President and Chief Executive Officer of the Foundation and is the former USMC Director of Public Affairs for the Marine Corps. BGen Draude and the Marine Corps Foundation possess a vast knowledge of many local guest speakers. Speakers can relay their insights and teaching points in their specialty fields to the CSC. As a student in the AY 2010-2011 Information Operations Elective, taught by BGen Draude, I attended valuable lectures presented by knowledgeable professionals in the areas of Information Power, Social Networking, and OPSEC. Access to similar speakers and subjects can be acquired through The Marine Corps University Foundation.

Working with the Marine Corps Foundation, CSC should consider retaining the Annual Media Symposiums from the 1990s, but change the format to reflect media topics relevant to the troops in current day operations. Many expert guest lecturers from local government institutions in the metropolitan may be contacted through knowledgeable base officers. For example, many area professionals were invited to the AY 2010-2011 Information Operations Elective to lecture. The partially represented group consisted of Professor Daniel T. Kuehl, Director of the Information Operations Concentration Curriculum, located at the National Defense University lectured to our IO Class on 21 January, 2011 on information operations, cyberspace, and strategic communications; Mr. Scott Milliman, Chief of Training, Interagency OPSEC Support Staff lectured to our IO Class on January 28, 2011 on OPSEC, COMSEC, Computer Security, INFORSEC, and Social Networking; Mr. Daryl R. Haegley, OCP, CCO, Program Manager, Information Security for Business Enterprise Integration works for the Office of the Deputy Under Secretary of Defense and spoke to our class on January 28, 2011 and he focused on OPSEC and its relation to Computer Network Attacks (CAN) and Computer Network Defense (CND). These are a few of the local guest speakers who can educate the mid

level officers of CSC on the opportunity, responsibility and potential for compromise that is attached with social networking.

Lectures as well as readings contribute to an effective understanding of all types of media interaction. Historical readings that explain some of the turmoil and animosity experienced between the military and the media may give a sense of what the past has taught us. Policy readings may inform students how the implementation of directives and publications serve as valuable tools in the military's interaction with the media. Assigning more readings that relate to in theater experiences can result in an increased knowledge base to stimulate thought provoking seminar discussion at CSC. Readings that reflect subjects like embedded reporting and experiences in the field can be good learning tools for the future. Controversial readings may be effective learning mechanisms that relate practical teaching points. For example, the Haditha Killings media coverage, although controversial, can conjure up media and military dialogue in seminar discussion through the exchange of ideas and opinions on how to command and control situations such as this. Also consideration should be given to assigning readings on strategic communications and the influence that the troops have in regard to shaping perceptions and reactions to international audiences and the role they play in this national security function.

Although lectures seek to explain the media-military complexities of situational experiences, troops won't recall them under the intense pressures of media interaction in an operations scenario. The military are in charge of their military-media future. In order to best prepare for encounters with the news media, practice of carefully formulating and tailoring their message is necessary. To enhance this goal, the CSC needs to revive the practical application of the "live interview" included in the 1990's decade through the early to mid decade of 2000.

Media relations training should be reinforced through “staging an exercise news conference, to include preparation and rehearsal would ...be useful because, after all, such sessions have become standard features of every operational deployment.”<sup>48</sup> The military can only benefit from an exercise like this, especially when considering the effects it could have when used successfully with news media organizations foreign and national. With the help of a CSC PAO, “...exercise organization, equipment and procedures for news media relations should be adapted to resemble as closely as possible those required for an actual mission.”<sup>49</sup>

If the CSC feels that it is significant to build bridges in communications with combatants and non-combatants in theater through foreign language training, then revising the media training format and incorporating relevant media training into the allotted three days media training for the purpose of learning how to communicate the Marine Corps story to the American and international public should be worthy of consideration. Effective media training can be accomplished through incorporation of the suggested media instruction into the SC/IO/PAO block that should be renamed media training. The media training should be taught within the Leadership lesson block.

Trust has shifted. The days of Walter Cronkite’s towering and authoritative opinion of how he thought the war in Vietnam was lost during Tet in 1968 may have influenced the American public then, but in today’s technological age there is no doubt that his assessments of Vietnam would be challenged and contradicted by tweets, blogs, and facebook. The advent of technology and the speed that it harnesses can redirect public opinion and counter debatable analysis. Informing and influencing an audience can and should be accomplished through the most trusted sources—the warfighters who are the participants. Through proper training, these peers can affect and influence public opinion on an individual, organizational, and/or

governmental level by skillfully conveying stories and experiences that benefit the interests of the Marine Corps.<sup>50</sup>

## END NOTES

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<sup>1</sup> McCormick Tribute Foundation Military-Media Reports: *The Military Media Relationship 2005*, (Chicago: McCormick Tribune Foundation, 2005), 91.

<sup>2</sup> McCormick Tribute Foundation Military-Media Reports: *The Military Media Relationship 2005*, (Chicago: McCormick Tribune Foundation, 2005), 92.

<sup>3</sup> Headquarters U.S. Marine Corps. *Public Affairs B4Q5319 Student Handout-Supplement* (Camp Barrett, VA: U.S. Marine Corps), 6.

<sup>4</sup> Charles Jones, *Red, White or Yellow?* (Mechanicsburg: Stackpole Books, 2008), 114.

<sup>5</sup> LtCol Matthew Morgan, "Media/Communications Lecture" (lecture, Marine Corps University, Command and Staff College, Quantico, VA Jan 11, 2011).

<sup>6</sup> Price Floyd, "Social Media and the U.S. Military" by Neal Conan, *National Public Radio*, March 16, 2010, available from <http://www.npr.org/templates/story/story.php?storyId=124737776> (accessed March 8, 2011).

<sup>7</sup> Brian Whitman, McCormick Tribute Foundation Military-Media Reports: *The Military Media Relationship 2005*, (Chicago: McCormick Tribune Foundation, 2005), 18.

<sup>8</sup> Brian Whitman, McCormick Tribute Foundation Military-Media Reports: *The Military Media Relationship 2005*, (Chicago: McCormick Tribune Foundation, 2005), 18.

<sup>9</sup> Brian Whitman, McCormick Tribute Foundation Military-Media Reports: *The Military Media Relationship 2005*, (Chicago: McCormick Tribune Foundation, 2005), 18.

<sup>10</sup> Philip Seib, *Beyond the Front Lines, How the News Media Cover a World Shaped by War*, (New York: Palgrave MacMillan, 2004), 107.

<sup>11</sup> Faisal Bodi, "Al-Jazeera Tells the Truth About War," *Guardian*, March 28, 2003.

<sup>12</sup> US Department of Defense, *Public Affairs*, Joint Publication 3-61, (Washington, DC: 9 May 2005), Annex A, 13.

<sup>13</sup> LtCol Loretta Vandenberg, email message, 11 March 2011.

<sup>14</sup> LtGen (Ret.) George Christmas, "Vietnam Elective Seminar" (lecture, Marine Corps University, Quantico, VA, Feb 7, 2011).

<sup>15</sup> US Department of Defense, *Public Affairs*, Joint Publication 3-61, (Washington, DC: 9 May 2005), I-2.

<sup>16</sup> Headquarters US Marine Corps, *Leading Marines*, FMFM 1-0, (Washington: DC US Marine Corps, January 3, 1995), 14.

<sup>17</sup> Russell Rochte, "Information Operations Elective" (lecture, Marine Corps University, Quantico, VA, Feb 11, 2011).

<sup>18</sup> U.S. Department of Defense, *The Military-News Media Relationship: Thinking Forward*, by Charles W. Ricks. Carlisle Barracks, PA: Department of Defense: 1993, 3.

<sup>19</sup> Individual Training Standards (ITS) System for Public Affairs Occupational Field (OCCFLD) MCO 1510.62A, available from <http://www.usmc.mil/news/publications/Pages/MCO%201510.62A.aspx>, 43.

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<sup>20</sup> Headquarters U.S. Marine Corps. *Public Affairs B4Q5319 Student Handout*. (Camp Barrett, VA: U.S. Marine Corps), 1-22.

<sup>21</sup> MARINET Training Courseware, available from [www.marinenet.usmc.mil/MarineNet/Courses/Detail.aspx?from=SearchResults](http://www.marinenet.usmc.mil/MarineNet/Courses/Detail.aspx?from=SearchResults) (accessed 15 February 2011).

<sup>22</sup> Russell Rochte, "Information Operations Elective" (lecture, Marine Corps University, Quantico, VA, Feb 11, 2011).

<sup>23</sup> First treated as a corporate author of the Marine Corps University. Marine Corps Command and Staff College Curriculum, 1990-2000, based on available course cards, Archived methodology in Marine Corps special collection, Art of Command.

<sup>24</sup> Marine Corps Command and Staff College Curriculum, 1990-2000, based on available course cards, Archived methodology in Marine Corps special collection, Art of Command.

<sup>25</sup> James Barron, "Live, and in Force: It's Somalia With Brokaw." *The New York Times*, December 9, 1992, 16.

<sup>26</sup> Reuven Frank, "Hitting the Beach in Mogadishu." *The New Leader*, January 11, 1993, 22.

<sup>27</sup> Matt Hamblen, "Satellite Telephone the Size of a Suitcase," *Communicator*, March 1991, 8/17.

<sup>28</sup> Headquarters U.S. Marine Corps, *Division of Public Affairs*, REV: 11-95, (Washington, DC: US Marine Corps).

<sup>29</sup> Marine Corps Command and Staff College Curriculum, "Spring Elective 524: America's Perception of the American Military: Image and Reality of Combat," 1992-1993, Archives and Special Collections Branch, Library of the Marine Corps, Quantico. Command and Staff College Elective. Misc. Instruction.

<sup>30</sup> Headquarters United States Marine Corps, *Marine Corps Vision and Strategy 2025*, Washington DC: Headquarters Marine Corps), 19.

<sup>31</sup> Headquarters U.S. Marine Corps, *The Marine Corps Officer Professional Military Education (PME) Continuum, Individual Training Standards (ITS) System for Public Affairs, Occupational Field (OCCFLD) 43*, MCO 1510.62 A, 17 Feb 00, <http://www.mcu.usmc.mil/SACS1/PME/OPMEContinuumJan11.pdf> (accessed March 28, 2011).

<sup>32</sup> Headquarters United States Marine Corps, *Officer Professional Military Education Policy (OPMEP)*, CJCSI, 1800.01D, 15 July 2009, <http://www.mcu.usmc.mil/Military%20Education/OPMEP.pdf> (accessed March 28, 2011).

<sup>33</sup> First treated as a corporate author of the Marine Corps University, Marine Corps Command and Staff College Curriculum, 2000-2011, based on available course cards, Archived methodology in Marine Corps special collection, Library of the Marine Corps, Art of Command.

<sup>34</sup> First treated as a corporate author of the Marine Corps University, Marine Corps Command and Staff College Curriculum, 2000-2011, based on available course cards, Archived methodology in Marine Corps special collection, Library of the Marine Corps, Art of Command.

<sup>35</sup> First treated as a corporate author of the Marine Corps University, Marine Corps Command and Staff College Curriculum, 2000-2011, based on available course cards, Archived methodology in Marine Corps special collection, Library of the Marine Corps, Art of Command.

<sup>36</sup> First treated as a corporate author of the Marine Corps University, Marine Corps Command and Staff College Curriculum, 2002-2005, based on available course cards, Archived methodology in Marine Corps special collection, Library of the Marine Corps, Art of Command.

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<sup>37</sup> Richard Halloran, "Soldiers and Scribblers: Working with the Media," *Parameters*, (Summer 1995): 151-160.

<sup>38</sup> Marine Corps Command and Staff College Curriculum, "Media Skills Training Guide" pamphlet, February 25, 2002, Marine Corps University Foundation, Archived methodology in Marine Corps special collection, Library of the Marine Corps, AY 2001-2002, Art of Command.

<sup>39</sup> U.S. Department of Defense, Office of the Assistant Secretary of Defense for Public Affairs, *DOD Principles of Information*, November 9, 2001.

<sup>40</sup> Marine Corps Command and Staff College Curriculum, 2001-2002, "The Media: A Duel Edged Sword." Archived methodology in Marine Corps Special Collection, Art of Command.

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<sup>42</sup> LtCol Matthew Morgan, Media/Communications Lecture, (lecture, Marine Corps University, Command and Staff College, Quantico, VA Jan 11, 2011).

<sup>43</sup> LtCol Matthew Morgan, Media/Communications Lecture, (lecture, Marine Corps University, Command and Staff College, Quantico, VA Jan 11, 2011).

<sup>44</sup> Headquarters U.S. Marine Corps, *The Marine Corps Officer Professional Military Education (PME) Continuum, Individual Training Standards (ITS) System for Public Affairs, Occupational Field (OCCFLD) 43*, MCO 1510.62 A, 17 Feb 00  
<http://www.mcu.usmc.mil/SACS1/PME/OPMEContinuumJan11.pdf>, (accessed 28 March 2011).

<sup>45</sup> Headquarters United States Marine Corps, *Officer Professional Military Education Policy (OPMEP)*, CJCSI, 1800.01D, 15 July 2009,  
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<sup>47</sup> LtCol Matthew Morgan, Media/Communications Lecture, (lecture, Marine Corps University, Command and Staff College, Quantico, VA Jan 11, 2011).

<sup>48</sup> Charles W. Ricks, *The Military-News Media Relationship: Thinking Forward*, Strategic Studies Institute, US Army War College (Carlisle Barracks, PA: December 1, 1993).

<sup>49</sup> Charles W. Ricks, *The Military-News Media Relationship: Thinking Forward*, Strategic Studies Institute, US Army War College (Carlisle Barracks, PA: December 1, 1993).

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