

## Case Study: 03 (Squadron AI) Misconduct

<b>Description:</b>	Squadron A.I. provides answers to aircrew during COMPTUEX threat aircraft and ship recognition examination. A.I. receives letter of reprimand from commanding officer. He promotes to LT(JG) one year behind cadre.
<b>Background:</b>	CAG directs an informal investigation to examine the case and to determine what decisions, events and circumstances contributed to the behavioral failing to include a poor command climate. The investigation revealed that one squadron in the air wing failed to use approved testing procedures. CAG removed the squadron from the flight schedule for 24 hours and re-tested with positive results. The CO had his change of command two days later (three months early).

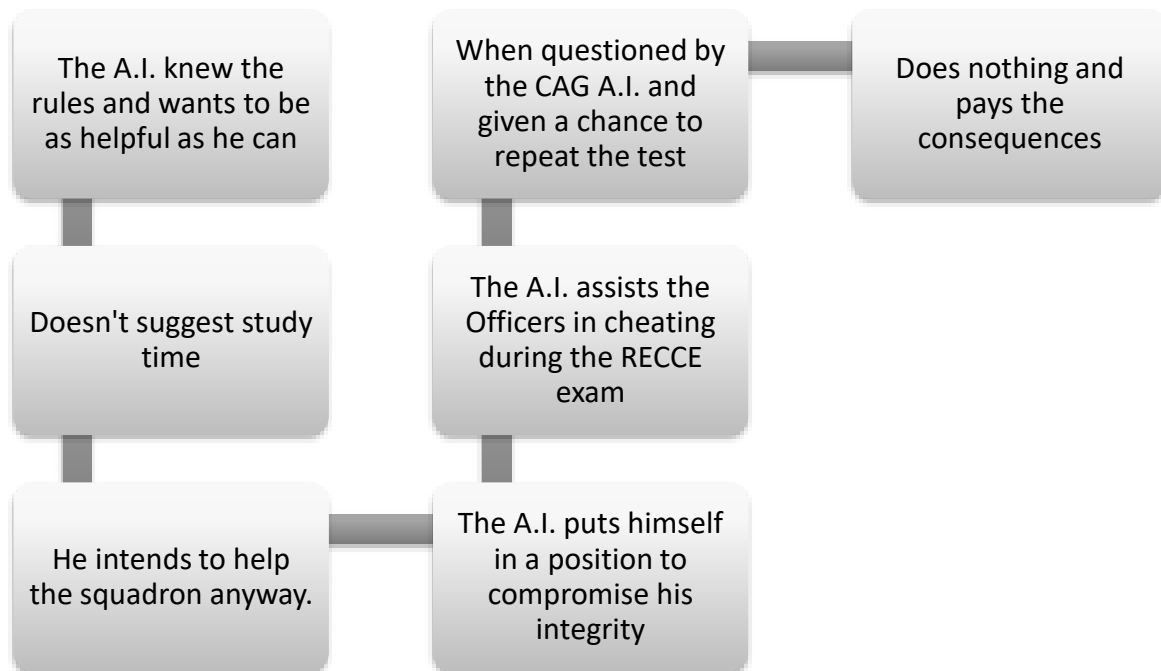
### Findings:

1. The Flag staff had published guidance prior to the COMPTUEX with strong guidance for test taking.
2. The CAG A.I. had reminded all squadron A.I.'s during two meetings that this was not "business as usual" and "not the old days."
3. The A.I. said he understood the guidance about test taking.
4. The A.I. said he did not ask the Ops officer to dedicate time for study sessions. He thought the officers would ask him if they wanted help.
5. The XO took the exam separately with another squadron. During the time in question he was on the bridge training to con alongside.
6. The squadron had the worst sortie completion rate in the air wing and carried more up gripes than any other squadron.
7. The squadron had the second worst boarding rate in the wing.
8. Investigators revealed that the prevailing attitude "What are they going to do? Send me on cruise?" was common.
9. The A.I. said he felt intimidated being an ensign in a fighter squadron ready room. He knew the squadron was under some kind of pressure and he wanted to help.

10. During the exam, the A.I. announced he was there to “clarify questions that might be on the test.” The CO said he felt uncomfortable; but due to the performance of the squadron, he “sure as hell didn’t want to fail a booger eater exam.”
11. The CO said it was no different from any RECCE exam he had ever taken. There was always help from the A.I.
12. The A.I. walked around the ready room and pointed to the correct answer on officer’s examination sheets when an aircraft or ship photo was projected on the screen. The CO admitted changing some of his answers.
13. The CAG A.I. had slipped into the back of the ready room during the exam and noticed the behavior.
14. The CAG A.I. notified the squadron A.I. of his observations and said it would be a good idea to repeat the test.
15. The A.I. said “come on, it’s no big deal these guys know most of this stuff.”
16. The XO said he did not like the command atmosphere and had discussed his concerns with the CO. He said he took the exam separately intentionally.

## Facilitation Questions:

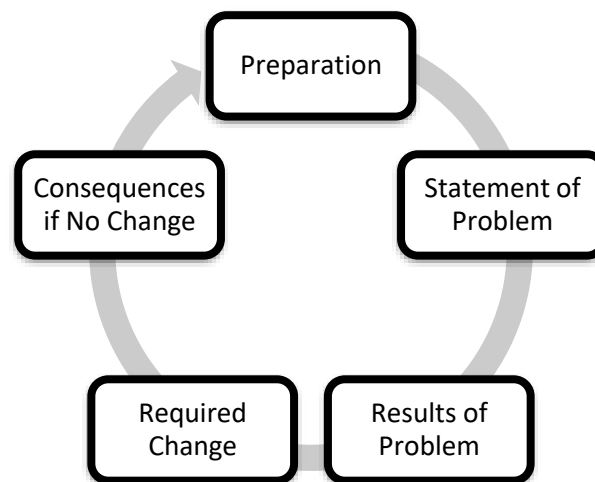
1. Describe the thought-to-action chain for the A.I.
  - a. A.I. aware of guidance about cheating on exams. He has also been immersed in the intelligence community culture of the sanctity of rules/regulations, etc.
  - b. A.I. did not offer solutions to lack of aircrew performance.
  - c. A.I. wanted to be relevant and helpful.
  - d. A.I. puts himself in compromising position.
  - e. A.I. participates in cheating.
  - f. When given an opportunity to repeat, he resists.
  - g. Why?



2. What was the critical incident? When did the A.I. cross over into misbehavior?
3. Discuss the squadron command climate.
4. Have you ever witnessed a similar event?
5. Discuss the XO's behavior. What could he have done differently?
6. What is the effect on the ready room?

### Constructive Confrontation Discussion:

1. The first opportunity for constructive confrontation is internal. In this case, the A.I. would benefit from a constructive confrontation with himself long before the exam. He is having issues with his position in the squadron and his mentors in the Ops department aren't helping him. This is a squadron that is failing in many ways. It is difficult as an Ensign to tell everyone that there is an elephant in the living room.
2. A next opportunity for confrontation might come from a friend or colleague. These "on-lookers" often know about or strongly suspect instances of misbehavior or in this case public cheating. Have you ever been in such a situation? Approaching a friend or co-worker and especially a senior in such a situation would be very difficult and you would have to be sure that real, negative consequences were likely. Using the case study, your own observations, or a hypothetical example, how would you realistically handle such a confrontation? Look at the wheel below for a template.



### Preparation:

1. Put yourself in the position of the CAG A.I. What does this step mean to you? How would you prepare? In what setting would this type of confrontation best take place?

**Statement of Problem:**

1. What is the problem (or likely result) of the misbehavior? What problem is it for you? What problem is it for the unit, etc.?
2. How would you state this to your colleague/friend/senior?
3. Listen.

**Results of Problem:**

1. Using the example, what are the likely results or negative outcomes from the problem and how would you state that to the friend?
2. Listen.

**Required Change:**

1. What change in behavior do you want to see?
2. Listen.

**Consequences if No Change:**

1. Hopefully, by this point in the confrontation you are having a discussion and not a shouting match. The understanding of consequences would be something that both of you are agreeing on, vice you listing them.

**Case Conclusions:**

1. What main points did you take from this case study?
2. What are your concerns as a facilitator with this case study?