

Case Study: O3 Misconduct and E-6 Cheating

Description:	During General Quarters onboard a navy warship, an O-3 is discovered in a compromising position with fellow shipmates. As part of the requirements for her EWAS training signature she demanded sex from the trainees. She is referred to a Courts Martial, found guilty of various violations of the UCMJ and dishonorably discharged. In addition, eleven members of the crew are disciplined with reduced rank and fines.
Background:	A formal investigation was convened to examine the case and to determine what decisions, events and circumstances contributed to the behavioral failing of this officer and those individuals who were signed off by the O-3. The investigation was initiated following the results of the UCMJ but completely separate from UCMJ.

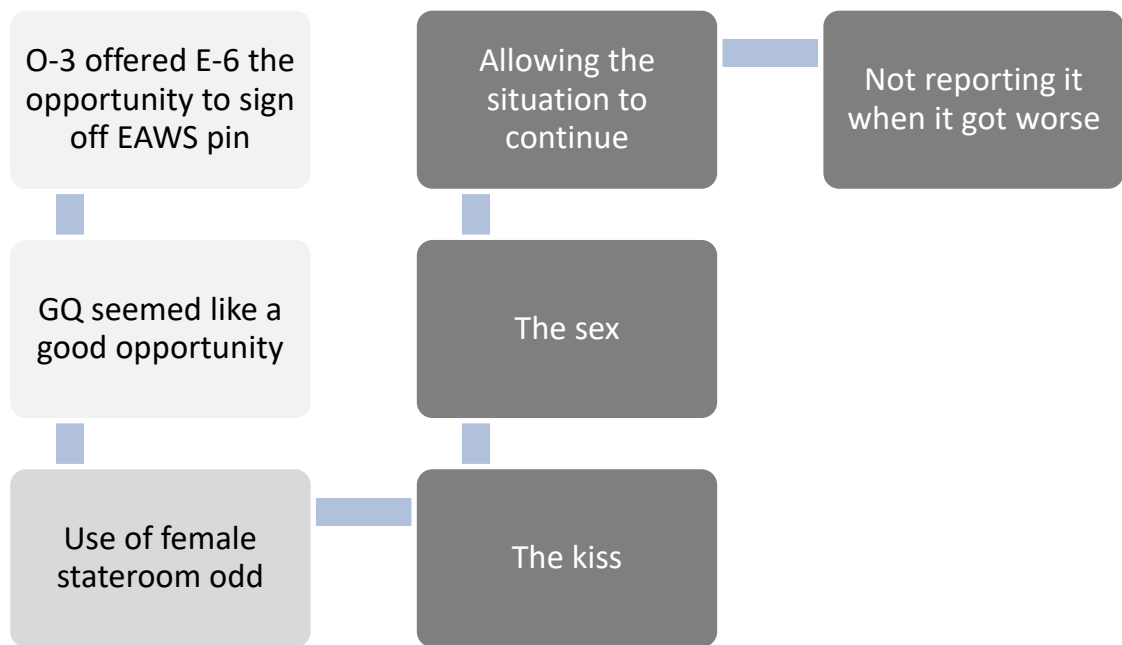
Findings:

1. The ship's company O-3 duties included training and signing off courses of study for Enlisted Aviation Warfare Specialist (EAWS) candidates. She had a reputation for being a stickler for detail when it came to signing off on warfare pin packages.
2. O-3 admitted that she was preoccupied with thoughts of sex onboard the ship.
3. O-3 admitted she was well aware of the rules prohibiting such an action but kept fantasizing about it.
4. O-3 admitted that she developed a plan to have men seeking their EAWS designation to visit her stateroom. She was assigned a two-person stateroom but lived in it alone due to a lack of female officers.
5. O-3 said she tried to execute the plan during General Quarters (GQ) since the ship was locked down in Zebra. Her GQ station was very close to her stateroom and allowed free access. She would meet with the men just prior to a scheduled GQ in her room and just keep them there during the evolution.
6. O-3's plan was to check in at her GQ station for a short time and then return to her room where the enlisted man would be studying. She would then have sex with them.

7. O-3's first partner was an E-6.
8. E-6 admitted he was surprised when the O-3 suggested he study for the EAWS program in her stateroom. However, when she said it was her office on the ship he shrugged it off. He said it made some sense because there was just never enough time to do the EAWS program and a lot of GQ was "just sitting around with your pants in your socks." E-6 was ESWS qualified and wanted the other warfare pin.
9. E-6 said he was studying and the O-3 came into the room and removed her GQ gear. He said she stood behind his chair and began rubbing his back. He turned and stood up and she kissed him. The E-6 said the kiss totally caught him off guard but he thought, "what the hell and kissed her back." They quickly disrobed and had sex on her rack.
10. E-6 said he knew what he was doing was wrong, even if he was single. He said he should have walked out.
11. When asked if the O-3 threatened him to stay quiet he said, "She smiled at me when I left and said 'this never happened.'"
12. E-6 said that a couple of other guys went to her stateroom for GQ and they all got their pins at the same ceremony. He said he felt bad about what was happening and took pains to avoid the O-3.
13. E-6 said that there was some talk about the O-3 going around the ship and rumors that she had two men at the same time. He said he knew that what all of them were doing was "rotten to the core."
14. When asked why he didn't do anything the E-6 replied, "I had sex with her. If I told on her my career would be over too."
15. When finally caught by DCA fire party she had three men all engaged with her at once.

Thought to Action Chain

1. Diagram the thought-to-action chain for the E-6.
 - a. O-3 offered him an opportunity to sign off EAWS pin; GQ seemed like a good opportunity, use of female stateroom odd, the kiss, the sex, allowing the situation to continue, not reporting it when it got worse.



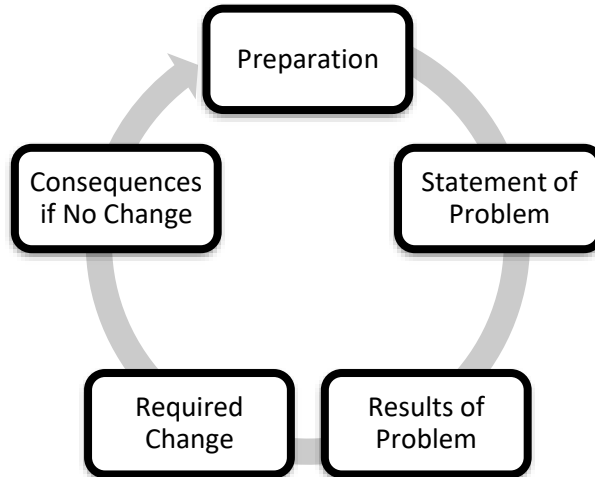
Questions:

1. The nature of the O-3's problems is the subject of other investigations. When did the critical incident(s) for the E-6 occur?
2. Could the E-6 have reported the incident after the sex or was he "trapped"?
3. Have you ever witnessed this type of event?
4. Have you ever witnessed an event whereby an officer influenced Sailors to misbehave? Discuss.
5. Is this a case of sexual harassment?
6. What would you have done if you were the E-6...after the sex?

Social Constructive Confrontation Discussion:

1. The first opportunity for constructive confrontation is internal. In this case, the O-3 and the E-6 could have benefitted from a constructive confrontation with themselves. If nothing else, an internal analysis of what the end state of the relationship would look like would have been informing.

2. A next opportunity for confrontation might come from a friend or colleague. These “on-lookers” often know about or strongly suspect affairs or extramarital romances. Have you ever been in such a situation? Approaching a friend or co-worker 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. You are a friend of the E-6 and are aware of what he has done and what is going on. You have decided to approach him. 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?
3. What excuse or explanation would you expect? How would you handle that?

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? Would you expect the E-6 to report the situation up his chain of command? Would you report it?
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 agree to 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?