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| **Instructions****Leader Survey**Please list your installation or ship name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The purpose of this survey is to assess the leader expertise needed to protect Service members’ health and wellbeing and prevent Service members from dying by suicide; misusing alcohol; assaulting, harassing, or bullying others; and engaging in interpersonal violence. No one person is expected to have expertise in all areas; however, understanding your expertise can help determine how you can best support the installation’s overall approach to promoting Service members’ health and wellbeing. For each item in the survey, you will be asked to rate how knowledgeable you are and how relevant it is to your job or position. There are no right or wrong answers, please just answer based on your experience.**Section 1: Healthy & Protective Environment**The first items are about the environment of the installation. Rate how knowledgeable you are about each item from 1 (No knowledge) to 5 (Extensive knowledge/expertise) and how relevant each item is to your job or position from 1 (Not relevant) to 5 (Central to my job or position). |
| 1. Understand the environment’s role in causing or maintaining harmful behaviors such as harassment, sexual assault, alcohol misuse, suicide, etc.
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Understand what actions and communications create an environment that is respectful for all members of the unit.
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Understand how to help those who report to you create an environment that is respectful for all members of the unit.
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Understand how to ensure that a viable mechanism is in place for Service members to make complaints of harassment and sexual assault
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Understand how to ensure that a viable mechanism is in place for Service members to report incidents of substance abuse
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Understand how to ensure that a viable mechanism is in place for Service members to report concerns about suicide
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Understand how to establish regular (e.g., weekly) connection and communication with Service members who report to you (e.g., holding office hours, walking around for meet and greets)
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Understand how to mentor and support the professional development of Service members who report to you
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Understand how to distribute resources (e.g., mental health care, childcare) to the Service members that report to you in order to reduce stress and make their life better
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Understand how to evaluate the effectiveness of efforts to promote the health and wellbeing of Service members and prevent suicide, alcohol misuse, sexual assault, harassment, and other harmful behaviors
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Understand how to apply these evaluation results to the performance evaluation of relevant Service members who report to you
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |

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| **Section 2: Integrated Prevention**The next section is about your knowledge of efforts to prevent Service members from dying by suicide; misusing alcohol; assaulting, harassing, or bullying others; and engaging in interpersonal violence. Rate how knowledgeable you are about each item from 1 (No knowledge) to 5 (Extensive knowledge/ expertise) and how relevant each item is to your job or position from 1 (Not relevant) to 5 (Central to my job or position). |
| 1. Understand the policies on prevention topics, including integrated primary prevention, harassment, sexual assault, substance abuse, suicide, self-harm, etc.
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Understand the difference between prevention and response
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Describe the influence of risk factors for suicide and harmful behaviors like alcohol misuse, domestic violence, sexual assault, and harassment (e.g., general tolerance of harmful behaviors)
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Describe the influence of protective factors for suicide and harmful behaviors like alcohol misuse, domestic violence, sexual assault, and harassment (e.g., emotional health, supportive leadership)
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Understand the multiple key ingredients of effective evidence-based prevention (e.g., varied teaching methods)
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Know how to model standards and norms consistent with a professional organizational climate
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Can recognize and account for risk and protective factors in special populations
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Understand how to use evaluation data to improve prevention efforts
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| **Section 3: Service Member Engagement**The next section is about how Service members are involved in efforts to prevent Service members from dying by suicide; misusing alcohol; assaulting, harassing, or bullying others; and engaging in interpersonal violence. Rate how knowledgeable you are about each item from 1 (No knowledge) to 5 (Extensive knowledge/expertise) and how relevant each item is to your job or position from 1 (Not relevant) to 5 (Central to my job or position). |
| 1. Share information about ongoing prevention efforts with other Service members in a transparent and consistent manner
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Convey what prevention efforts on your installation are trying to promote (e.g., safe and respectful environments) in addition to what these efforts are trying to prevent (e.g., sexual assault)
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |

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| 1. Foster mutually respectful interactions between Service members and leadership at your installation
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| 1. Work with Service members in such a way that they have meaningful input into decisions about prevention activities
 |
|  | None | 1 | 2 | 3 | 4 | 5 | Extensive |
| Knowledge |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |
| Relevance |  | 〇 | 〇 | 〇 | 〇 | 〇 |  |

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| **Section 4: Housing** |
| For you, or the Service members under your leadership, what, if any, concerns are present regarding housing? (to include but not limited to accompanied and unaccompanied accommodations, the Military Housing Office, costs associated with housing or the safety and security of housing)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |
| **Section 5: Demographics**Below are a few questions about your background. This information is used to help characterize the group of individuals responding to this survey and will not impact your anonymity. |
| 1. **Age**
 |  |  |  |  |  |  |  |  |  |
| 1. **Gender**
 | 〇 | 〇 |  |  |  |  |
|  | Male | Female |  |  |
| 1. **Service**
 | 〇 | 〇 | 〇 | 〇 | 〇 | 〇 |
|  | Air Force | Army | Navy | Marine Corps | Space Force | N/A |
| 1. **Component**
 | 〇 | 〇 | 〇 | 〇 | 〇 |  |
|  | Active | Natl Guard | Reserve | DoD Civilian | N/A |  |
| 1. **Paygrade (select one)**
 | 1. **Education**
 |
| E1-E4 | 〇 | Some HS | 〇 |
| E5-E6 | 〇 | HS Diploma/GED | 〇 |
| E7-E9 | 〇 | Some college/no degree | 〇 |
| O1-O3 | 〇 | 2 yr. college | 〇 |
| O4-O6 or above | 〇 | 4 yr. college | 〇 |
| W1-W3 | 〇 | > 4yr. college | 〇 |
| W4-W5 | 〇 | Prefer not to respond | 〇 |
| Prefer not to respond | 〇 |
| GS, fill in number: |  |  |

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| 1. **Race / Ethnicity**
 |
| What is your race and/or ethnicity? Select all that apply and enter additional details in the spaces below. |
| **American Indian or Alaska Native:** |
| *Enter, for example, Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, Maya, etc.\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
| **Asian:** |
|  | 〇 | 〇 | 〇 | 〇 | 〇 | 〇 |
|  | Chinese | Asian Indian | Filipino | Vietnamese | Korean | Japanese |
| *Enter, for example, Pakistani, Hmong, Afghan, etc.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
| **Black or African American:** |
|  | 〇 | 〇 | 〇 | 〇 | 〇 | 〇 |
|  | African American | Jamaican | Haitian | Nigerian | Ethiopian | Somali  |
| *Enter, for example, Trinidadian and Tobagonian, Ghanaian, Congolese, etc.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
| **Hispanic or Latino:** |
|  | 〇 | 〇 | 〇 | 〇 | 〇 | 〇 |
|  | Mexican | Puerto Rican | Salvadoran | Cuban | Dominican | Guatemalan |
| *Enter, for example, Colombian, Honduran, Spaniard, etc.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
| **Middle Eastern or North African:** |
|  | 〇 | 〇 | 〇 | 〇 | 〇 | 〇 |
|  | Lebanese | Iranian | Egyptian | Syrian | Iraqi | Israeli |
| *Enter, for example, Moroccan, Yemeni, Kurdish, etc.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
| **Native Hawaiian or Pacific Islander:** |
|  | 〇 | 〇 | 〇 | 〇 | 〇 | 〇 |
|  | Native Hawaiian | Samoan | Chamorro | Tongan | Fijian | Marshallese |
| *Enter, for example, Chuukese, Palauan, Tahitian, etc.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |
| **White:** |  |  |  |  |  |  |
|  | 〇 | 〇 | 〇 | 〇 | 〇 | 〇 |
|  | English | German | Irish | Italian | Polish | Scottish |
| *Enter, for example, French, Swedish, Norwegian, etc.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |

**Thank you!**