

OMB CONTROL NUMBER: 0704-0610  
OMB EXPIRATION DATE: 03/31/2025

## AGENCY DISCLOSURE NOTICE

The public reporting burden for this collection of information, 0704-0610, is estimated to average 1.25 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or burden reduction suggestions to the Department of Defense, Washington Headquarters Services, at whs.mc-alex.esd.mbx.dd-dod-information-collections@mail.mil. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number.

# Leader Survey

Please list your installation or ship name: \_\_\_\_\_

## Instructions

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		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

2. 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		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

3. 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		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

4. 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		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

5. 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		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

6. 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		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Continue on to next page

7. 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		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. Understand how to mentor and support the professional development of Service members who report to you							
	None	1	2	3	4	5	Extensive
Knowledge		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. 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		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. 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		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. 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		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

## 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).

12. 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		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13. Understand the difference between prevention and response							
	None	1	2	3	4	5	Extensive
Knowledge		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Continue on to next page

14. 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		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

15. 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		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

16. Understand the multiple key ingredients of effective evidence-based prevention (e.g., varied teaching methods)

	None	1	2	3	4	5	Extensive
Knowledge		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

17. Know how to model standards and norms consistent with a professional organizational climate

	None	1	2	3	4	5	Extensive
Knowledge		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

18. Can recognize and account for risk and protective factors in special populations

	None	1	2	3	4	5	Extensive
Knowledge		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

19. Understand how to use evaluation data to improve prevention efforts

	None	1	2	3	4	5	Extensive
Knowledge		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

### 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).

20. Share information about ongoing prevention efforts with other Service members in a transparent and consistent manner

	None	1	2	3	4	5	Extensive
Knowledge		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

21. 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		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Continue on to next page

22. Foster mutually respectful interactions between Service members and leadership at your installation

	None	1	2	3	4	5	Extensive
Knowledge		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

23. 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		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Relevance		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

### Section 4: 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.

24. Age

25. Sex

Man       Woman       Prefer not to respond

26. Hispanic

Yes       No       Prefer not to respond

27. Service

Air Force       Army       Navy       Marine Corps       Space Force       N/A

28. Component

Active       Natl Guard       Reserve       DoD Civilian       N/A

**29. Paygrade (select one)**

E1-E4   
 E5-E6   
 E7-E9   
 O1-O3   
 O4-O6 or above   
 W1-W3   
 W4-W5   
 Prefer not to respond   
 GS, fill in number:

**30. Education**

Some HS   
 HS Diploma/GED   
 Some college/no degree   
 2 yr. college   
 4 yr. college   
 > 4 yr. college   
 Prefer not to respond

Other; please describe: \_\_\_\_\_

Continue on to next page

## 31. Race/Ethnicity

### What is your race and/or ethnicity?

Select all that apply and enter additional details in the spaces below.

**D 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.

---

**D Asian** - Provide details below.

- Chinese                       Asian Indian                       Filipino  
 Vietnamese                       Korean                       Japanese

Enter, for example, Pakistani, Hmong, Afghan, etc.

---

**D Black or African American** - Provide details below.

- African American                       Jamaican                       Haitian  
 Nigerian                       Ethiopian                       Somali

Enter, for example, Trinidadian and Tobagonian, Ghanaian, Congolese, etc.

---

**D Hispanic or Latino** - Provide details below.

- Mexican                       Puerto Rican                       Salvadoran  
 Cuban                       Dominican                       Guatemalan

Enter, for example, Colombian, Honduran, Spaniard, etc.

---

**D Middle Eastern or North African** - Provide details below.

- Lebanese                       Iranian                       Egyptian  
 Syrian                       Iraqi                       Israeli

Enter, for example, Moroccan, Yemeni, Kurdish, etc.

---

**D Native Hawaiian or Pacific Islander** - Provide details below.

- Native Hawaiian                       Samoan                       Chamorro  
 Tongan                       Fijian                       Marshallese

Enter, for example, Chuukese, Palauan, Tahitian, etc.

---

**D White** - Provide details below.

- English                       German                       Irish  
 Italian                       Polish                       Scottish

Enter, for example, French, Swedish, Norwegian, etc.

---

**Thank you!**