



# Developing an Equipped Prevention Workforce

A Resource Guide for Identifying, Selecting, and  
Hiring Prevention Personnel

## Purpose

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### What is a selecting and hiring guide?

This guide is a resource for identifying, selecting, and hiring prevention personnel. The first part of the guide provides you with background information on why building a prevention workforce is imperative to effectively prevent self-directed harm and prohibited abusive or harmful acts throughout the Military and how to set up your prevention personnel for success. There is information on what skills and competencies prevention personnel need and what you should be looking for as you begin your selecting and hiring process. You will also find a set of interview questions and a candidate scoring sheet for use during the interviewing process.

### What positions are you hiring for?

There are different roles that prevention personnel may be hired or selected to do, which can range from part-time to full-time. This guide provides resources and guidance for selecting and hiring varying roles. The color-coding system will help you find materials appropriate for the position you are looking to fill.

 **Non-supervisory, part-time/collateral duty prevention roles**

 **Non-supervisory, full-time prevention roles**

 **Supervisory prevention roles**

You will learn more about the differences among these roles in the next few pages.

## How Do I Use This Guide?

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Identifying the right personnel to develop effective prevention efforts within each Service is essential. This hiring guide is designed to help select and hire prevention personnel who are qualified and equipped to do the challenging work of enacting research-based prevention activities to address self-directed harm and prohibited abusive or harmful acts across the Services.<sup>1</sup> There are three sections in this guide:

- 1. Overview of the Prevention Workforce (pp. 3-4)**
- 2. Planning/Considerations for Identifying the Ideal Prevention Personnel (pp. 5-9)**
- 3. Selecting or Hiring Your Ideal Candidate (pp. 10-32)**

Each section can be used on its own or in combination with the others. They are meant to provide practical examples and strategies to help you identify, select, hire, and support effective prevention personnel. As prevention knowledge grows, this guide will be updated to reflect promising practices and innovations.

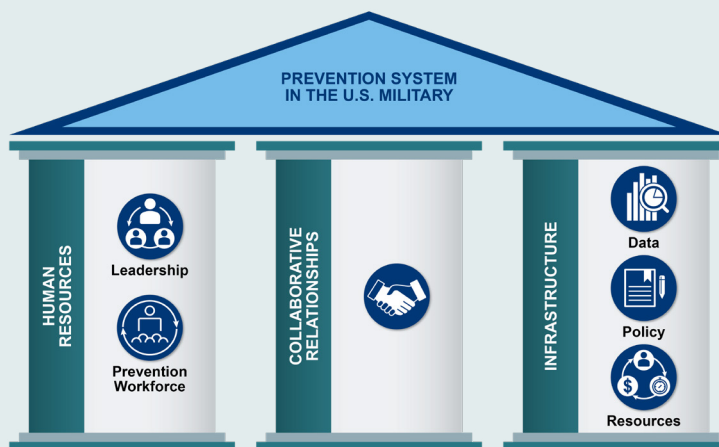


## Developing an Equipped Prevention Workforce

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Reducing the prevalence of self-directed harm and prohibited abusive or harmful acts in the Military is a collaborative effort, which takes both leadership and Service member support and participation. This means that everyone has a role to play in prevention. Some individuals will have a formal role, while others will have an informal role, and successful prevention efforts will require everyone to work together. Individuals in leadership positions and individuals designated as part of the prevention workforce assume the formal prevention roles in the Prevention System (see Figure 1). Everyone else assumes informal roles.

**Figure 1**  
**Prevention System**



### Prevention Workforce

DoD'S Integrated Prevention Policy, which builds on the Prevention Plan of Action (PPOA), outlines roles that are necessary to support prevention of self-directed harm and prohibited abusive or harmful acts. While everyone has a role to play in prevention, leadership and a prevention workforce are necessary formal roles to ensure a fully capable prevention system. The prevention workforce consists of personnel directly involved in prevention of self-directed harm and prohibited abusive or harmful acts, with job responsibilities specific to prevention. There are different roles that prevention personnel may be hired or selected to do, which can range from part-time to full-time. This guide will provide resources and guidance for hiring and selecting individuals for these roles and is focused on the three roles outlined below.

- **Non-supervisory, part-time/collateral duty prevention roles** – someone who is selected to be a part-time member of the prevention workforce, or who has another full-time/part-time role in addition to supporting prevention workforce duties. These individuals (Military or civilian) may be without prevention-specific subject matter expertise and may bring an initial/beginning level of prevention training, as they are in a supportive, dual-hatted role.

■ **Non-supervisory, full-time prevention roles** – someone who is hired to work full-time on prevention; these individuals (whether Military or civilian) will ideally have at least a bachelor’s degree level of education. They may not be subject matter experts, but they will serve as boots-on-the-ground in their Military community to support the selection and implementation of prevention activities. As such, these individuals should have some prevention experience.

■ **Supervisory prevention roles** – positions charged primarily with oversight of prevention activities and prevention personnel (i.e., as a supervisor); these individuals (Military or civilian) will ideally have a master’s degree or PhD-level of education and will have foundational knowledge in prevention that can be applied to the Military setting.

## Setting Up New Prevention Personnel for Success

- Training and orientation are keys to employee success and growth. In addition to required trainings, principles of prevention should be included in staff (and volunteer) training. This ensures a stable and consistent understanding of prevention, implementation, and evaluation.
- Staff stability and longevity are at the foundation of any long-term prevention work. Organizations must emphasize and institutionalize self-care strategies and burn-out prevention to create space where all staff feel comfortable setting boundaries and acknowledging limitations.
- It is important that the prevention workforce is selected based on skill sets and interest in serving in this capacity. Prevention personnel who are assigned to this position may not have the necessary skill sets, or desire, to do this work. Prevention personnel without appropriate personal drive for conducting primary prevention efforts within the Services may result in ineffective prevention efforts with minimal impact.
- There may be instances when personnel are assigned prevention responsibilities without the experience or background outlined in these position descriptions. It will be important to work with these individuals to develop the appropriate skills and expertise necessary to support, lead, and/or manage prevention activities.
- The turnover of personnel in the Military is common and inevitable. It is important to work toward institutionalizing prevention and creating permanent positions to ensure continuity over time.



## Qualities and Abilities of Effective Prevention Personnel<sup>2</sup>

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Prevention goes beyond education and awareness-raising and engages Service members, leaders, and communities in creating long-term solutions. Promising practices, research, data, and available research-based prevention activities are constantly evolving. Much like research and evidence, prevention personnel skills grow and change with time. Although some qualities might be reflective of current knowledge and priorities, there are many qualities that are consistent best practices.

To effectively execute a comprehensive prevention approach, prevention personnel must possess the qualities and abilities described here. Keep in mind that this list may grow and change as prevention research and practice grows and changes.

### What are the qualities and abilities of effective prevention personnel?

- **Ability to describe how and why self-directed harm and prohibited abusive or harmful acts (referred to collectively as "violence" herein) are a public health problem.** Discussing violence as an issue that is a public health problem in the Military community can help build interest and support for prevention initiatives. The public health approach highlights the importance of prevention and opportunities for community impact. Prevention personnel must understand concepts of prevention and the public health approach as outlined in the Prevention Process,<sup>3</sup> and be able to translate those principles into practice.
- **Ability to make connections between social norms and climates that contribute to violence in the Military community.** Violence is linked to unhealthy command climates and certain forms of violence (e.g., sexual assault and harassment) are linked to unhealthy gender norms. This can contribute to unequal risk for some Service members. It is important that prevention personnel acknowledge conditions and environments that contribute to inequalities and work toward addressing risk factors at the organizational level (in addition to efforts that target individual and interpersonal risk factors).
- **Ability to identify and implement foundational elements of prevention activities, evaluation, and dissemination.** One important component of effective prevention is being able to select, implement, and measure effectiveness of prevention activities. Not everyone receives advanced degrees in prevention, statistics, and evaluation, but there are many resources for making this process practical and accessible. For example, the Centers for Disease Control and Prevention's (CDC) Violence Prevention in Practice<sup>4</sup> and Veto Violence<sup>5</sup> can be useful tools. Awareness of available resources can help with implementation of the prevention process. Evidence that a prevention activity has a positive impact can help institutionalize prevention and assist in building a case for ongoing prevention support.
- **Commitment to collaboration and trust in Military community partners and prevention stakeholders to organize and sustain violence prevention efforts.** In addition to being able to tailor prevention messages to a specific audience or Military community group, sustainable initiatives are only going to be effective when responsibility for ending violence involves all Service members and the Military community. This requires some level of training and support, and trust and respect for partners and stakeholders at the base/installation has to be recognized. Leaders and stakeholders at the base/installation should be involved from the development phase all the way through implementation, evaluation, and sustainment of the prevention activities. Effective prevention is truly about Military community ownership and accountability for solving the problem.
- **Personal attributes and characteristics of individuals who could support longevity and appropriate "fit" with the work of prevention.** Effective prevention personnel commonly share a number of personal qualities that help make them successful.<sup>6</sup> Some of these can be learned or acquired through practice and mentorship, but many are qualities that bring individuals to prevention and therefore are not necessarily "trainable." These qualities include a passion for violence prevention, a "big picture" orientation to problem-solving, an ability to build collaborative relationships, realistic expectations and patience, organizational skills and ability to multi-task. Leadership and individuals hiring prevention personnel should keep these in mind when creating job descriptions or conducting interviews.

## Core Competencies for Violence Prevention Personnel<sup>7</sup>

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A core competency is an area of expertise that is fundamental to a particular job or function. Regardless of a prevention personnel's function, role, or level, specific competencies are required to work on violence prevention. These include knowledge, skills, and attitudes (KSAs). Some of these competencies may overlap with KSAs needed to respond to violence; however, effective prevention requires a prevention workforce with specialized competencies. Prevention personnel should be able to demonstrate the following:

- Describe and explain violence as a social and public health problem in the Military
- Describe and explain the public health approach to prevention and how to apply this in the Military context
- Access, interpret, use, and present violence data
- Select and implement violence prevention activities
- Evaluate violence prevention activities
- Coordinate and monitor quality implementation and fidelity of violence prevention activities
- Build and manage a violence prevention portfolio
- Disseminate information related to violence prevention to the Military community, other Military professionals, key Military policy makers, and leaders through diverse communication networks
- Stimulate change related to violence prevention through policies, programs, and practices
- Maintain and further develop competency as violence prevention personnel
- Demonstrate the knowledge, skills, and best practices necessary to address the various forms of violence, and be able to serve as a resource in that area
- Establish collaborative relationships with leaders, prevention stakeholders, prevention experts, and Military and civilian community-based resources



These competencies will allow prevention personnel to begin working immediately within their Service with both leadership and other prevention stakeholders to determine what types of prevention activities will be most effective in creating change. It is not expected that an individual will have to be an expert in all of the competencies to effectively carry out their job. The intent is that the individual should be competent in the mix of skills that is required to best serve violence prevention in the Military setting. Different positions will require different proficiency levels and have a stronger focus on certain competencies over others. Competencies are best acquired through multiple means, which means that training alone may not be sufficient to achieve competency. Additional work experience that complements training may be necessary.

## Sample Job Description (General)<sup>8</sup>

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### Job Title | Non-Supervisory, Full-Time Prevention Personnel

#### Roles and Responsibilities

The roles of the Prevention Specialist are to address the root causes of violence [modify as needed for specific violence type] in [Installation], to be the [Service]'s voice in the community when working toward the elimination of [violence], and to assist Service members in finding ways they can end [violence]. This position will be responsible for coordinating and implementing comprehensive prevention activities that address individual, interpersonal, and organizational factors that contribute to [violence].

#### Duties Include:

- Stay current on research-based violence prevention strategies and programs
- Work with the Military and surrounding community to identify needs and resources that can inform the prevention process
- Identify, select, and implement research-based prevention activities that fit with the installation's readiness and needs
- Attend trainings and professional development opportunities focused on prevention of violence
- Support and develop an evaluation plan for comprehensive prevention activities
- Coordinate installation-wide events with other stakeholders to build or strengthen collaborative relationships and engage leaders
- Serve as the installation liaison for local Military and civilian agencies to promote timely information exchange and align primary prevention efforts

#### Preferred Skills:

The following skills are not required, but will assist in the success of the applicant in the position:

- **Excellent Communication Skills.** Comfortable speaking with a diverse array of Service members, leaders, and prevention stakeholders. Able to read, analyze, and interpret periodicals, professional journals, technical procedures, or governmental regulations. In addition, able to write reports, business correspondence, and procedure manuals. Able to effectively present information and respond to questions from Service members, leaders, and prevention stakeholders.
- **Conflict Resolution or Facilitation Skills.** Relative comfort and confidence in managing exchanges or dialogues where conflicting opinions or beliefs are involved. Able to highlight strengths and common goals of each perspective and find ways to align efforts across larger goal.
- **Creativity.** When faced with a challenge or potential barrier, the applicant can brainstorm new ways to address or overcome barriers. Additionally, applicant can think of innovative strategies to connect prevention activities across the multiple forms of violence.



## Qualifications:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Education and/or experience.** A bachelor's degree (B.A.) or higher in liberal arts or social science field such as (but not limited to) Psychology, Sociology, Women's and/or Gender Studies, Ethnic Studies; experience and/or training related to community organizing or mobilization preferred; or equivalent combination of education and experience. Strong writing and editing skills.
- **Understands that violence is a preventable public health issue.** Able to describe violence both in terms of prevalence and what factors contribute to risk. Able to describe the impact that exposure has on Military readiness and health. Understands that violence is preventable.
- **Knowledge of and commitment to prevention practice and evaluation.** Able to identify individual, interpersonal, and organizational risk and protective factors to determine needed research-based primary prevention activities to meet the needs of the base populace. Able to formulate and conduct assessments and evaluations to implement primary prevention plans.
- **Comprehensive and professional knowledge.** Understands laws, regulations, and policies as well as behavioral, social science and/or public health practices principles and theories relating to the prevention of violence. Ability to provide professional advisory services, education, and training to installation personnel and community agencies relating to primary prevention activities.
- **Collaborative.** Able to work well with others in a team approach and communicate effectively, both orally and in writing.
- **Mathematical skills.** Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.
- **Reasoning ability.** Ability to solve practical problems. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form. Ability to interpret needs and apply appropriate research-based solutions.
- **Physical demands.** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to stand, walk, sit, talk, and listen. The employee is occasionally required to use hands to finger, handle, or feel; reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl. The employee must frequently lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, and ability to adjust focus.

## Tips for Identifying Prevention Personnel

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When you have the opportunity to select or hire prevention personnel, think first of the qualities, abilities, knowledge, and experience you would like them to possess. You may consider the following points to help begin the process of narrowing your focus on the type of candidate who will be the best fit for the position. Beneath each question are suggestions for things you may consider related to each topic.

### As a Leader/Supervisor of Violence Prevention:

#### Which population or group is your highest priority for prevention?

Comprehensive prevention should be applied to entire populations, but also requires targeted prevention activities. For example, if Military data shows that certain populations are at a higher risk of victimization or perpetration, those specific groups may need to be the focus of prevention efforts. Targeted activities will require some level of comfort working across sub-populations at increased risk. Ideally your candidate will have some experience or comfort working with populations of high priority within your organization or community.

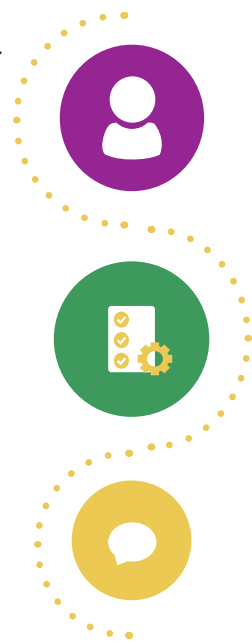
#### Should potential candidates have familiarity with your organization or Military community? Would this knowledge contribute to their goals?

Familiarity with your organization and the dynamics of your Service may assist the prevention personnel in program development and delivery. On the other hand, this may not be as much of a priority as their knowledge and experience in violence prevention. The dynamics of a work environment can often be learned by those with requisite skills in prevention. Moreover, there will be a multitude of individuals in the work environment who can provide information on the organization or military community. Fewer individuals will likely have the advanced knowledge necessary to understand the complexities of the prevention process. Thus, learning the complexities of the prevention process may require more training for those without base knowledge and experience.

#### What are some upcoming projects or program goals you would like tackled? What skills would be necessary?

When planning specific projects or program goals, it may be helpful to brainstorm some potential areas of focus. For example, would you prefer an individual focus on policies that may be helpful at the tactical level or would you prefer they focus on prevention programs that will be delivered to everyone? Brainstorming and thinking through upcoming projects and goals will help you determine which qualities and abilities to prioritize in potential candidates.

Once you have thought through these questions, the qualities and abilities of an ideal candidate may become clearer to you. You may choose to ask questions in interviews that assess whether candidates will be helpful in achieving your prevention goals. Questions that may be asked in interviews are included next.



## Guidance for Interviewing Prevention Personnel

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The interview process provides the opportunity to gauge a candidate's interest in the position, as well as their skills, worldview, motivations, and chemistry with your Service. In the event that you cannot hire or select someone with prevention experience, it is important to assess the candidate's capacity, interest, and motivation to learn prevention competencies and apply the appropriate knowledge, skills, and abilities to prevention efforts. Below are some questions you may consider asking prevention personnel candidates, along with qualities and skills you should look for in their responses to demonstrate their capacity to succeed in the role. These questions are also available as a printable handout (without potential responses) for interview note taking, along with a scoring sheet to quantify a candidate's competence.

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## Interview questions with potential responses – Non-supervisory, part-time/collateral duty prevention roles

The following represent a pool of questions that you can utilize while interviewing a candidate. Each question aligns with the prevention competencies outlined previously. You may not be able to ask every question given limited timing, but these will give you a sense of the depth and breadth of knowledge expected of prevention personnel.

### 1. What motivated you to apply for this position?

Effective prevention personnel commonly share a number of personal qualities that help make them successful. Prevention knowledge and skills can be learned, but some of the qualities that bring individuals to prevention are not necessarily “trainable.” These qualities include a passion for violence prevention. Look for answers that:

- Demonstrate excitement for prevention, specifically violence prevention
- Demonstrate interest in creating healthy environments for all members of the Military
- Describe a desire to address health and social issues

### 2. How familiar are you with prevention/violence prevention in the Military?

You will likely want to hire someone with some familiarity with prevention or a willingness to learn. It will be great if individuals are familiar with violence prevention in the military. Look for answers that:

- Demonstrate an awareness that violence (broadly defined) is a problem in the Military
- Describe the impact of violence on Service members and Military communities
- Demonstrate an understanding that violence can be prevented
- Suggest a willingness to work/partner with Military personnel to learn and understand violence prevention
- Note: a bonus might be given if individuals are familiar with the Prevention Plan of Action, specifically the two main components (i.e., Prevention Process and Prevention System) or the Integrated Prevention Policy and the Prevention System and data informed actions that are integral to integrated prevention.

### 3. How do you feel about interacting with a wide variety of individuals and groups? Please give an example of a successful collaboration and why you thought it was successful.

A major focus of prevention is on Service member engagement and coordinating events with Service members and leaders. Look for answers that:

- Describe successful collaborative efforts with diverse groups, including Military leaders
- Describe successful partnerships developed between Service community and surrounding community
- Describe successful partnerships that have developed to address concerns within the Military community

#### **4. What skills do you possess that enable you to multi-task effectively?**

A candidate with strong organizational skills and the ability to multi-task can help ensure that the day-to-day requirements of implementing prevention activities are appropriately recorded and monitored. Look for answers that:

- Demonstrate experience with creating and keeping timelines
- Describe experience with delegating tasks and team management
- Demonstrate goal setting and monitoring whether goals are met
- Describe an ability to make schedules, and manage appointments and meetings
- Describe efforts that support the ability to make thoughtful and timely decisions

#### **5. Describe your interest in and capacity to develop the needed competencies to begin the role in an official capacity.**

For individuals without previous experience in prevention, appropriate training and education should be required before the individual begins the role in an official capacity. It is important that candidates demonstrate an interest in and ability to participate in prevention education and training opportunities. Look for answers that:

- Demonstrate a commitment to continuing education
- Describe having the time to participate in education and training
- Demonstrate a passion for learning new topics

#### **6. Describe how you create realistic expectations for workplace goals. Describe a time when you did not meet a goal you set. How did you overcome this challenge?**

Setting realistic goals makes it possible to assess the success of the prevention activity, based on whether or not it met specific desired short-term objectives or has made progress toward more long-term objectives. Goals should be specific, measurable, achievable, and relevant. Look for answers that:

- Describe listening and engaging with leaders and stakeholders
- Describe assessing past, current, and future efforts to understand what is feasible
- Demonstrate planning for and measuring success
- Demonstrate patience and creative problem solving when things are delayed or challenges are experienced
- Use appropriate scheduling and time management skills



## **Interview questions – Non-supervisory, part-time/collateral duty prevention roles**

- 1. What motivated you to apply for this position?**
- 2. How familiar are you with prevention/violence prevention in the Military?**
- 3. How do you feel about interacting with a wide variety of individuals and groups? Please give an example of a successful collaboration and why you thought it was successful.**
- 4. What skills do you possess that enable you to multi-task effectively?**
- 5. Describe your interest in and capacity to develop the needed competencies to begin the role in an official capacity.**
- 6. Describe how you create realistic expectations for workplace goals. Describe a time when you did not meet a goal you set. How did you overcome this challenge?**

# Candidate scoring sheet – Non-supervisory, part-time/collateral duty prevention roles

This form can be used to assess a candidate’s competencies. A rating scale ranging from 1 (much less than acceptable) to 5 (much more than acceptable) is used to rate the quality of responses.

**1 = Much less than acceptable • 2 = Less than acceptable • 3 = Acceptable • 4 = More than acceptable • 5 = Much more than acceptable**

Motivated to prevent violence

1 2 3 4 5

Familiarity with prevention/violence prevention in the Military

1 2 3 4 5

Ability to establish collaborative relationships

1 2 3 4 5

Ability to multi-task

1 2 3 4 5

Capacity to develop prevention competencies

1 2 3 4 5

Ability to create realistic expectations

1 2 3 4 5

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## Interview questions with potential responses – Non-supervisory, full-time prevention roles

The following represent a pool of questions that you can utilize while interviewing a candidate. Each question aligns with the prevention competencies outlined previously. You may not be able to ask every question given limited timing, but these will give you a sense of the depth and breadth of knowledge expected of prevention personnel. **To compare competencies across candidates, we recommend asking the questions marked with a plus sign (+) across all interviews.**

### + 1. What motivated you to apply for this position?

Effective prevention personnel commonly share a number of personal qualities that help make them successful. Prevention knowledge and skills can be learned, but some of the qualities that bring individuals to prevention are not necessarily “trainable.” These qualities include a passion for violence prevention. Look for answers that:

- Demonstrate excitement for prevention, specifically violence prevention
- Demonstrate interest in creating healthy environments for all members of the Military
- Describe a desire to utilize a public health approach to addressing social and public health issues

### 2. How familiar are you with [Service] and the prevention activities of the [Service]?

You will likely want to select or hire someone with familiarity with your Service or a willingness to learn. Look for answers that:

- Highlight any experience working in Service
- Articulate the particular culture of your Service
- Demonstrate familiarity with existing prevention programs/activities in the Service
- Suggest a willingness to work/partner with Military personnel to learn and understand the context for the prevention activities

### + 3. Describe the problem of violence in the Military. What makes this a public health issue?

For something to be considered a public health issue, it should affect a large number of people (magnitude of the problem), it should have a significant impact on people in terms of financial costs, as well as mental and physical health costs (public health burden), and there has to be the ability to do something about it (potential for solutions). Look for answers that:

- Describe that the various forms of violence are common
- Describe the influence of a variety of factors (including age, gender, access to economic resources, sexual orientation, creed, community norms, and the environment) on the various forms of violence
- Describe how violence impacts health, well-being, and Military readiness
- Demonstrate understanding that violence is preventable

+ indicates question recommended to compare competencies across candidates



#### **+ 4. Describe your understanding of prevention. What is your experience using a public health approach for prevention?**

Candidates who have experience with and knowledge of prevention are going to be well-suited for violence prevention roles within the Military. As such, candidates should have some familiarity with prevention concepts outlined in a public health approach and how these concepts can be applied to prevent the various forms of violence. Look for answers that:

- Describe stopping something from happening before it occurs as opposed to responding after it happens
- Demonstrate some familiarity with the stages of the public health approach to violence prevention: defining the problem, identifying risk and protective factors, developing and testing prevention strategies and assuring widespread adoption
- Highlight a need to understand when and where the problem is happening within the Service and populations at higher risk for victimization and perpetration
- Describe a comprehensive approach or the need to address risk and protective factors at the individual, interpersonal, and organizational level through policies, programs, and practices
- Note: a bonus might be given if individuals are familiar with the Prevention Plan of Action or the Integrated Prevention Policy, specifically the two main components (i.e., Prevention Process and Prevention System) that determine prevention capability

#### **5. Describe the importance of using data to inform prevention activities. What data would be important to demonstrate the impact of a prevention activity on rates of violence?**

Data can shed light on the magnitude of the problem in your community, who is most at risk of experiencing violence, as well as uncover risk and protective factors that need to be addressed. Data should inform decisions about what research-based prevention activities are most appropriate and also allows us to demonstrate the impact of prevention activities. As such, candidates should understand the importance of data and what data are needed throughout the prevention process. Look for answers that:

- Recognize how qualitative and quantitative data can be used in prevention activities
- Explain the importance of data for use in all aspects of the prevention process from setting priorities, planning for various policies, programs, and practices, quality improvement, evaluation, and advocacy in violence prevention
- Discuss potential outcomes to be assessed, including decreased incidence rates of violence or related risk factors in annual DoD surveys, increased self-reports of Service members modeling healthy behaviors learned in prevention activities, and improvements in climate as noted on DoD assessments

#### **6. Describe how you would select a prevention activity for a particular Military community.**

Prevention activities should be selected based on the needs of the population where they will be implemented. Understanding the risk and protective factors for a specific population (e.g., young Service members) is an important first step. Based on the risk and protective factors identified, prevention personnel would then select research-based programs, policies, or practices across the social ecology

*+ indicates question recommended to compare competencies across candidates*

that may work. After identification of the programs, policies, and practices with potential for impact, prevention personnel may need to determine whether the prevention activity needs to be adapted for the Military audience (e.g., effective prevention activities for youth may need adaptations to be relevant to 17- to 24-year-old Service members). Look for answers that:

- Describe the identification of risk and protective factors specific to a given installation/Service and selection of prevention activities based on these factors
- Articulate how to identify research-based prevention programs
- Demonstrate familiarity with previous prevention programs that have been developed within the Military community or demonstrate understanding that some prevention activities might need to be adapted for appropriateness in the Military environment

## + 7. Describe when you were involved in evaluating the impact of a prevention activity.

A critical step in the prevention process is evaluating the prevention activity for impact. While the candidate may not have been involved in designing and implementing an evaluation plan independently, it is important to understand their exposure and comfort with various aspects of evaluation. Evaluation should include a plan for how someone will monitor and evaluate prevention activities and how evaluation results can be used for program improvement and decision-making. There are several critical elements needed to ensure that an evaluation plan is effective. These elements include ensuring **(1) that the plan is collaboratively developed with a stakeholder workgroup, (2) that it is responsive to program changes and priorities, (3) that it covers multiple years if the project is ongoing, and (4) that it addresses the entire prevention portfolio rather than focusing on just one funding source or objective/activity**. The development of an evaluation plan is an ongoing process that can be revisited as needs arise. Look for answers that:

- Describe involvement in some part of evaluation
- Demonstrate an understanding of how a previous role contributed to the overall efforts associated with evaluating the prevention activity
- Note: A bonus might be given for answers that:
  - Discuss the importance of engaging stakeholders, including those involved with implementing the prevention activity, those impacted by the activity, and the intended audience
  - Discuss how the program was meeting the needs of the intended user or addressing an identified gap/problem
  - Describe steps to focus the evaluation design. This may include developing a logic model that outlines expected effects, activities, and needed resources.
  - Describe a plan for collecting evaluation data, including method, frequency, and length of time (e.g., one, three, and six months post-program implementation)
  - Describe how evaluation data was used to improve/discontinue the activity or used to justify conclusions

## + 8. What are the key considerations one should make to ensure prevention activities are implemented with quality?

High quality implementation of prevention activities is necessary to ensure that prevention activities achieve their intended effects. When prevention activities are implemented poorly, it not only reduces the potential to prevent violence, it also wastes scarce resources because poorly implemented activities are unlikely to be very successful. When activities are implemented poorly, we also do not know whether they work.

+ indicates question recommended to compare competencies across candidates

A number of factors can impact quality implementation, including community-wide or societal factors (e.g., scientific theory and research, availability of funding), practitioner characteristics (e.g., perceived need and benefits of the activity, self-efficacy, skill proficiency), characteristics of the activity (e.g., compatibility or fit with the local setting, adaptability), factors related to the organization hosting the activity (e.g., positive work climate, openness to change and innovation, shared vision and consensus about the activity, effective leadership), and factors specific to the implementation process (e.g., successful training, ongoing technical assistance). Look for answers that:

- Discuss elements of quality implementation, including fidelity – delivering an activity as intended
- Discuss the need to identify implementers and/or provide appropriate training for implementers
- Demonstrate a need to identify a research-based program that will fit the local setting and/or will be tailored or geared toward a specific setting
- Discuss how to ensure that the core elements of the activity are maintained
- Show familiarity with best practices for program delivery

### **+ 9. Describe your experience creating presentations and delivering them to multidisciplinary groups.**

Given that prevention personnel will need to engage Service members and Military leadership, deliver prevention activities to appropriate audiences, share data, plans, and outcomes of prevention activities, and collaborate with other Military stakeholders and community partners, they will need to be dynamic and effective presenters. As such, it is important that candidates have experience and comfort with public speaking, presentation development, and audience engagement. Look for answers that:

- Describe experience and comfort with presenting in front of diverse audiences
- Identify how to develop presentations that engage audiences
- Demonstrate an understanding that messages and presentation style should be tailored based on the audience
- Demonstrate clear verbal and nonverbal communication skills

### **+ 10. Prevention science is continually evolving with innovative research and new findings. Describe how you maintain and grow your knowledge and skills to keep up with new developments.**

Candidates may not possess all of the prevention competencies; training and continuing education opportunities may be required to carry out various job duties. It is important that candidates demonstrate an interest in and ability to both maintain and further develop their competency as violence prevention personnel. Look for answers that:

- Describe intrinsic motivation to seek out and pursue learning opportunities
- Discuss setting learning and development goals, tracking progress towards these goals, and holding themselves accountable
- Demonstrate a commitment to continuing education
- Describe having the time to participate in education and training

*+ indicates question recommended to compare competencies across candidates*

**+ 11. A major focus of this job is on Service member engagement and coordinating events with Service members and leaders. How do you feel about interacting with a wide variety of individuals and groups when presenting prevention activities or building partnerships? Please give an example of when you have done this type of work.**

Engaging with Service members at all levels, especially senior leaders, is an important part of the prevention personnel's job. Knowing how to effectively communicate and build relationships and partnerships with individuals at all levels within the Military and surrounding community will help to bolster the success of the prevention work. It is important to understand that the messenger matters and that the authenticity of the message is key to ensuring that individuals are engaged in the prevention activity. Look for answers that:

- Demonstrate an understanding that building partnerships and collaborative relationships takes time
- Highlight the need to nurture collaborative relationships
- Describe situation(s) where the individual has incorporated stakeholder feedback into a prevention activity
- Identify ways to engage stakeholders in all stages of the prevention process




*+ indicates question recommended to compare competencies across candidates*

## Interview questions – Non-supervisory, full-time prevention roles

The following represent a pool of questions that you can utilize while interviewing a candidate. Each question aligns with the prevention competencies outlined previously. You may not be able to ask every question given limited timing, but these will give you a sense of the depth and breadth of knowledge expected of prevention personnel. **To compare competencies across candidates, we recommend asking the questions marked with a plus sign (+) across all interviews.**

- + 1. What motivated you to apply for this position?**
  
- 2. How familiar are you with [Service] and the prevention activities of the [Service]?**
  
- + 3. Describe the problem of violence in the Military. What makes this a public health issue?**
  
- + 4. Describe your understanding of prevention. What is your experience using a public health approach for prevention?**
  
- 5. Describe the importance of using data to inform prevention activities. What data would be important to demonstrate the impact of a prevention activity on rates of violence?**

*+ indicates question recommended to compare competencies across candidates*

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- 6. Describe how you would select a prevention activity for a particular Military community.**
  
  - + 7. Describe when you were involved in evaluating the impact of a prevention activity.**
  
  - + 8. What are the key considerations one should make to ensure prevention activities are implemented with quality?**
  
  - + 9. Describe your experience creating presentations and delivering them to multidisciplinary groups.**
  
  - + 10. Prevention science is continually evolving with innovative research and new findings. Describe how you maintain and grow your knowledge and skills to keep up with new developments.**
  
  - + 11. A major focus of this job is on Service member engagement and coordinating events with Service members and leaders. How do you feel about interacting with a wide variety of individuals and groups when presenting prevention activities or building partnerships? Please give an example of a time you did this type of work.**

**+ indicates question recommended to compare competencies across candidates**

# Candidate scoring sheet – Non-supervisory, full-time prevention roles

This form can be used to assess a candidate’s competencies. A rating scale ranging from 1 (much less than acceptable) to 5 (much more than acceptable) is used to rate the quality of responses.

**1 = Much less than acceptable • 2 = Less than acceptable • 3 = Acceptable • 4 = More than acceptable • 5 = Much more than acceptable**

Understands the problem violence

1 2 3 4 5

Understands prevention

1 2 3 4 5

Understands the importance of data

1 2 3 4 5

Experience selecting violence prevention activities

1 2 3 4 5

Experience with evaluation

1 2 3 4 5

Understands quality implementation

1 2 3 4 5

Experience with presenting information to diverse audiences

1 2 3 4 5

Communication skills

1 2 3 4 5

Overall knowledge and skills of violence prevention

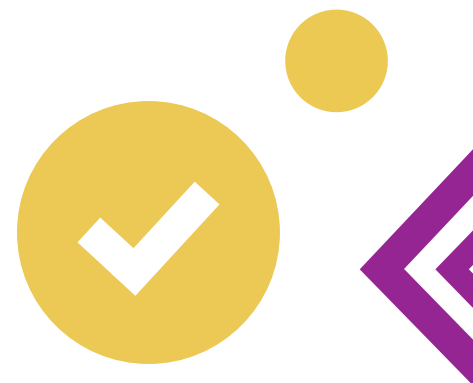
1 2 3 4 5

Ability to establish collaborative relationships

1 2 3 4 5

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# Interview questions with potential responses – Supervisory prevention roles

The following represent a pool of questions that you can utilize while interviewing a candidate. Each question aligns with the prevention competencies outlined previously. You may not be able to ask every question given limited timing, but these will give you a sense of the depth and breadth of knowledge expected of prevention personnel. **To compare competencies across candidates, we recommend asking the questions marked with a plus sign (+) across all interviews.**

## + 1. What motivated you to apply for this position?

Effective prevention personnel commonly share a number of personal qualities that help make them successful. Prevention knowledge and skills can be learned, but some of the qualities that bring individuals to prevention are not necessarily “trainable.” These qualities include a passion for violence prevention. Look for answers that:

- Demonstrate excitement for prevention, specifically violence prevention
- Demonstrate interest in creating healthy environments for all members of the Military
- Describe a desire to utilize a public health approach to addressing social and public health issues
- Desire to supervise and engage others in prevention work
- Demonstrate a desire to work more directly with leadership and be involved in decision-making about prevention activities

## 2. How familiar are you with [Service] and the prevention activities of the [Service]?

You will likely want to select or hire someone with familiarity with your Service or a willingness to learn. Look for answers that:

- Demonstrate familiarity with existing prevention activities in the Service
- Highlight any experience working in the Service
- Articulate the particular culture of your Service
- Suggest a willingness to work/partner with Military personnel to learn and understand the context for the prevention activities
- Demonstrate ability to form collaborative relationships across Service community, including with peers and leadership

## + 3. Why is violence a public health issue? How is this relevant to the Military environment?

For something to be considered a public health issue, it should affect a large number of people (magnitude of the problem), it should have a significant impact on people in terms of financial costs, as well as mental and physical health costs (public health burden), and there has to be the ability to do something about it (potential for solutions). Look for answers that:

*+ indicates question recommended to compare competencies across candidates*



- Describe the prevalence of the various forms of violence and note that it is common
- Describe the influence of a variety of factors (including age, gender, access to economic resources, sexual orientation, creed, community norms, and the environment) on the various forms of violence
- Describe how violence impacts health, well-being, and Military readiness
- Demonstrate understanding that violence is preventable
- Ideally, candidates will be familiar with the Prevention Plan of Action, specifically the two main components (i.e., Prevention Process and Prevention System) and the Integrated Prevention Policy

#### **+ 4. What experience do you have gathering, analyzing, and presenting data to stakeholders?**

Data can shed light on the magnitude of the problem in your community, who is most at risk of experiencing violence, as well as uncover risk and protective factors that need to be addressed. Data should inform decisions about what research-based prevention activities are most appropriate and also allow us to demonstrate the impact of prevention activities. To effectively evaluate prevention activities (and supervise others in those activities), an individual should have experience and comfort with gathering, analyzing, and presenting data. Look for answers that:

- Describe past experience with primary data collection, including experience with regulatory processes like an Institutional Review Board (IRB)
- Describe past experiences compiling secondary data, (i.e., data collected by someone else), but that may be relevant to prevention (e.g., DOD's Gender Relations Surveys). Ideally, candidates will have experience with getting access to data through formal arrangements like a Memorandum of Understanding (MOU).
- Describe experience with analyzing data and using findings to inform prevention activities
- Explain the importance of data for use in all aspects of the prevention process, including setting priorities, planning for various policies, programs, and practices, quality improvement, evaluation, and advocacy in violence prevention
- Discuss comfort with presenting and explaining data, findings, and implications to audiences who may be less comfortable with data

#### **5. Describe a time when you implemented a violence prevention activity. What were some of the challenges and how did you overcome these?**

Challenges and barriers are inevitable when implementing prevention activities. Navigating those barriers to ensure successful implementation is crucial to understanding the impact of prevention activities. Candidates should demonstrate that they have learned from those challenges and also show their understanding of common barriers and solutions. Look for answers that:

- Describe a barrier or challenge to a specific prevention activity
- Discuss the ability to problem solve and identify realistic solutions to overcome the barrier or challenge
- Discuss ways to utilize challenges to improve activity delivery in the future
- Demonstrate understanding of the breadth of challenges that can happen in the space of prevention, as well as experience and knowledge of how to resolve these

#### **+ 6. What are some key considerations for evaluating violence prevention activities?**

*+ indicates question recommended to compare competencies across candidates*

A critical step in the prevention process is evaluating the prevention activity for impact. A qualified candidate should have experience designing, implementing, and managing evaluation activities. Evaluation should include a plan for how someone will monitor and evaluate prevention activities and how evaluation results can be used for program improvement and decision-making. There are several critical elements needed to ensure that an evaluation plan is effective. These elements include ensuring **(1) that the plan is collaboratively developed with a stakeholder workgroup, (2) that it is responsive to program changes and priorities, (3) that it covers multiple years if the project is ongoing, and (4) that it addresses the entire prevention portfolio rather than focusing on just one funding source or objective/activity.** The development of an evaluation plan is an ongoing process that can be revisited as needs arise. Look for answers that:

- Discuss the importance of engaging stakeholders, including those involved with implementing the prevention activity, those impacted by the activity, and the intended audience
- Assess an organization's implementation readiness, capacity, and effectiveness
- Discuss how the selected activity addressed targeted risk and protective factors
- Demonstrate the development of performance standards
- Describe evaluation methods and timing of data collection
- Discuss consideration of feasibility, including when to realistically expect outcome data
- Describe how evaluation data was used to improve/discontinue the activity or used to justify conclusions
- Demonstrate experience and comfort managing an evaluation plan and delegating tasks as appropriate
- Communicate evaluation results to leadership and other stakeholders

**+ 7. Describe your experience with monitoring quality implementation and fidelity of prevention activities. What corrective action would you take if an activity was not implemented with fidelity?**

High quality implementation of prevention activities is necessary to ensure that prevention activities achieve their intended effects. When prevention activities are implemented poorly, it not only reduces the potential to prevent violence, it also wastes scarce resources because poorly implemented activities are unlikely to be very successful. When activities are implemented poorly, we also do not know whether they work. A number of factors can impact quality implementation, including community-wide or societal factors (e.g., scientific theory and research, availability of funding), practitioner characteristics (e.g., perceived need and benefits of the activity, self-efficacy, skill proficiency), characteristics of the activity (e.g., compatibility or fit with the local setting, adaptability), factors related the organization hosting the activity (e.g., positive work climate, openness to change and innovation, shared vision and consensus about the activity, effective leadership), and factors specific to the implementation process (e.g., successful training, ongoing technical assistance). Look for answers that:

- Discuss elements of quality implementation, including fidelity – delivering an activity as intended
- Discuss the need to identify implementers and/or provide appropriate training for implementers
- Demonstrate a need to identify a program that is research-based that will fit the local setting and/or will be tailored or geared toward a specific setting
- Demonstrate management/leadership over the implementation process to ensure team complies with implementation and evaluation plans
- Discuss how to ensure that the core elements of the activity are maintained
- Show familiarity with best practices for program delivery
- Discuss challenges to meeting objectives (staff turnover, lack of funding, implementers not delivering program with fidelity, etc.) and solutions to overcome/correct the challenge

*+ indicates question recommended to compare competencies across candidates*

## 8. What is your experience with building or managing a prevention program (preferably one that relates to prevention of violence)?

Candidates should demonstrate experience collaborating on development of prevention activities or note previous experience managing prevention activities. Look for answers that:

- Describe conducting needs assessment and using the results to inform prevention planning
- Describe the importance of comprehensive prevention that includes policies, programs, and practices at all levels of the social ecology
- Develop a long-term plan for violence prevention and identify issues that may impact program goals, implementation, and sustainability
- Describe the ways that violence prevention can be integrated into other programs and identify common barriers to integration
- Assess the support of key leadership and the impact the support has on the implementation of a violence prevention strategy, including ability to bring partners together, funding, resources, buy-in from staff on installation, etc.
- Demonstrate the ability to leverage program success to further program growth. This could include increasing partner or leadership support or participation, more integration into current installation programs, etc.
- Describe efforts to build and engage team members in the prevention process and delegate activities appropriately

## + 9. What is your experience with disseminating or communicating information about violence prevention to the community, other professionals, key policy makers, and leaders? Describe your experience.

A key part of being in a supervisory prevention role is garnering support from leadership and the Military community that violence prevention is important. Prevention expertise is needed to help make important decisions about prevention planning and prioritizing activities. Candidates will need to engage Service members and Military leadership, deliver prevention activities to appropriate audiences, share data, plans, and outcomes of prevention activities, and collaborate with other Military stakeholders and community partners. They should be dynamic and effective presenters and leaders. As such, it is important that candidates have experience and comfort with public speaking, presentation development, and audience engagement. Look for answers that:

- Identify how to develop presentations that engage audiences
- Demonstrate a need to tailor messages and presentation style based on the audience
- Discuss how to engage difficult audiences or audiences with no familiarity of the topic to increase buy-in and support, especially from decision-makers/leaders
- Present ideas on how to communicate evaluation outcomes to leadership to gain buy-in
- Describe experience in marketing programs or activities via printed materials, newsletters, social media marketing, etc.
- Describe experience working with community partners to market events and increase reach of prevention activities
- Demonstrate the use of effective communication strategies to gain support for various efforts in the prevention process

+ indicates question recommended to compare competencies across candidates

## + 10. How do you establish collaborative relationships with leaders, prevention stakeholders, and Military and civilian community partners?

Prevention of complex problems like violence cannot be a singular effort; it requires many hands and minds to accomplish. Collaborative relationships require stakeholder buy-in on collective goals, a willingness to share mutually beneficial and effective approaches, and potentially sharing resources. Collaborating is characterized by the exchange of information, complementary activities, the sharing of resources, and the enhancement of one another's capacity in the pursuit of achieving a shared goal. This requires substantial time, a high degree of trust, and a willingness and openness to share turf, but it is essential. Gaining support from leadership, stakeholders, Service members, and community partners helps to ensure successful implementation of a comprehensive approach to prevention in which everyone benefits. These relationships are also crucial to identifying resources available and integrating intervention within the Military community. Look for answers that:

- Discuss experience seeking and providing regular opportunities to meet with partners and stakeholders to share and learn about respective work
- Describe efforts to adapt or alter efforts to accommodate the needs and goals of partners and stakeholders
- Discuss identifying common goals, shared values, and a commitment to sharing resources to achieve those goals
- Discuss how collaboration can improve mutual benefit across partners and stakeholders
- Demonstrate motivation and comfort with pursuing new partnerships
- Describe capacity to lead multidisciplinary teams to create shared visions, goals, and hold partners accountable

## + 11. What is your experience with supervising others? What skills equip you to manage a diverse team in a dynamic environment?

Effective supervisory skills, including experience mentoring or coaching, help build successful prevention teams. Supervisors help to drive the work forward and help to navigate barriers their teams may experience. Supervisors should also be invested in their subordinates' character and professional development, as well as creating healthy work climates that align with the Military's core values. Look for answers that:

- Describe leadership style in terms of supervision (coaching, mentoring, etc.)
- Discuss experience in supervising a diverse workforce and providing professional development to ensure success of supervisees
- Describe what success in supervisor-supervisee relationships looks like
- Demonstrate experience supervising a team to accomplish prevention goals, including delegating tasks, goal setting, accountability, and problem-solving
- Describe conflict management and communication skills
- Demonstrate ability to multi-task to address both prevention goals and management responsibilities

## + 12. Describe a time when you have had to give constructive feedback to a supervisee. What went well and what did not?

Providing feedback is a foundational management skill and allows the supervisee to grow and learn in their position. Feedback should be timely, specific, and frequent. Constructive feedback alerts an individual to an area in which his or her performance could improve. Look for answers that:

*+ indicates question recommended to compare competencies across candidates*

- Demonstrate frequent and timely feedback loops with supervisees
- Describe best practices for delivering feedback, including focusing on the behavior or how something was done, working together to come up with solutions, making sure the recipient understands the feedback, is consistently applied, and delivered in private or with permission
- Describe opportunities for the supervisee to develop ideas about how they can further develop their skills, set goals, and be accountable for those goals
- Discuss professional development opportunities to demonstrate investment in the growth of the supervisee's skill set
- Demonstrate that lessons learned from what did not go well were incorporated into future leadership strategies

**+ 13. Describe a time when you have had to work with a diverse group of people with competing agendas or who did not agree on the issue being discussed. How did you overcome the challenges presented in that scenario?**

Due to violence prevention work being an emerging field, there may be times that not all stakeholders agree on next steps or the approach being taken. Being able to navigate these disagreements to ensure that the group stays cohesive and motivated to continue to support the work is imperative to the success of the prevention activities. Look for answers that:

- Provide evidence of challenges overcome in group dynamics through setting clear expectations, having open communication and measurable goals
- Describe lessons learned about how to structure groups to avoid those challenges in the future
- Demonstrate conflict resolution skills and ability to have difficult conversations that deescalate problems
- Demonstrate an ability to guide a group to consensus
- Reflect flexibility to accommodate the needs and experiences of stakeholders to maximize collaboration
- Discuss the ways that trust can be built among individuals in a relationship but also among the group as a whole

**14. Describe a time when you had to advocate for more resources for an activity to ensure its long-term success.**

Implementing comprehensive violence prevention requires resources that may or may not be available. Candidates should understand how to identify what those resources are and where to find them as sustainability is the goal of all effective prevention work. Look for answers that:

- Describe the use of evaluation data to convey impact of prevention efforts
- Describe the use of regular reports and communication with leadership to demonstrate the impact of prevention efforts
- Describe experience in working collaboratively with prevention professionals across the Service/ community to harness resources to address cross-cutting problems

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*+ indicates question recommended to compare competencies across candidates*


## Interview questions – Supervisory prevention roles

The following represent a pool of questions that you can utilize while interviewing a candidate. Each question aligns with the prevention competencies. You may not be able to ask every question given limited timing, but these will give you a sense of the depth and breadth of knowledge that a prevention personnel should have.

**To compare competencies across candidates, we recommend asking the questions marked with a plus sign (+) across all interviews.**

- + 1. What motivated you to apply for this position?**
  
- 2. How familiar are you with [Service] and the prevention activities of the [Service]?**
  
- + 3. Why is violence a public health issue? How is this relevant to the Military environment?**
  
- + 4. What experience do you have gathering, analyzing, and presenting data to stakeholders?**
  
- 5. Describe a time when you implemented a violence prevention activity. What were some of the challenges and how did you overcome these?**
  
- + 6. What are some key considerations for evaluating violence prevention activities?**

*+ indicates question recommended to compare competencies across candidates*

- 
- + 7. Describe your experience with monitoring quality implementation and fidelity of prevention activities. What corrective action would you take if an activity was not implemented with fidelity?**
  
  - 8. What is your experience with building or managing a prevention program (preferably one that relates to prevention of violence)?**
  
  - + 9. What is your experience with disseminating or communicating information about violence prevention to the community, other professionals, key policy makers, and leaders? Describe your experience.**
  
  
  - + 10. How do you establish collaborative relationships with leaders, prevention stakeholders, and Military and civilian community partners?**
  
  
  - + 11. What is your experience with supervising others? What skills equip you to manage a diverse team in a dynamic environment?**
  
  
  - + 12. Describe a time when you have had to give constructive feedback to a supervisee. What went well and what did not?**

*+ indicates question recommended to compare competencies across candidates*

+ 13. Describe a time when you have had to work with a diverse group of people with competing agendas or who did not agree on the issue being discussed. How did you overcome the challenges presented in that scenario?

14. Describe a time when you had to advocate for more resources for an activity to ensure its long-term success.

+ indicates question recommended to compare competencies across candidates



# Candidate scoring sheet – Supervisory prevention roles

This form can be used to assess a candidate’s competencies. A rating scale ranging from 1 (much less than acceptable) to 5 (much more than acceptable) is used to rate the quality of responses.

**1 = Much less than acceptable • 2 = Less than acceptable • 3 = Acceptable • 4 = More than acceptable • 5 = Much more than acceptable**

Understands violence as a public health problem

1 2 3 4 5

Understands how to apply the public health approach in the Military environment

1 2 3 4 5

Experience with gathering, interpreting, and presenting data

1 2 3 4 5

Experience overcoming challenges with implementing violence prevention activities

1 2 3 4 5

Experience with evaluation

1 2 3 4 5

Experience with quality implementation and fidelity

1 2 3 4 5

Experience managing a violence prevention program

1 2 3 4 5

Experience with presenting information to diverse audiences

1 2 3 4 5

Communication skills

1 2 3 4 5

Overall knowledge and skills of violence prevention

1 2 3 4 5

Ability to establish collaborative relationships

1 2 3 4 5

Supervisory skills

1 2 3 4 5

Management of programs and resources

1 2 3 4 5



## Endnotes and References

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- 1 This hiring packet meets the Objective 4.1 of the Department of Defense, Prevention Plan of Action for 2019-2023.
- 2 *Note:* Adapted from Finding the perfect shade of change: Resources for sexual violence preventionists working to create safe and healthy communities. <https://www.nsvrc.org/publications/nsvrc-publications-information-packets/finding-perfect-shade-change-resources-sexual>
- 3 United States Department of Defense. (2019, April). Prevention Plan of Action 2019-2023. Office of the Under Secretary of Defense for Personnel and Readiness. <https://www.sapr.mil/sites/default/files/PPoA%20Final.pdf>
- 4 Centers for Disease Control and Prevention. (2018). Violence Prevention in Practice. Injury Prevention and Control: Division of Violence Prevention. <https://vetoviolence.cdc.gov/apps/violence-prevention-practice/>
- 5 Centers for Disease Prevention and Control. (2020). VetoViolence. <https://vetoviolence.cdc.gov>
- 6 Townsend, S. (2012). Prevention assessment year 2 report: Innovation in prevention. The National Sexual Violence Resource Center. [http://www.nsvrc.org/sites/default/files/file/Projects\\_RPE\\_NSVRC\\_Year2FinalReport\\_%201-9-12.pdf](http://www.nsvrc.org/sites/default/files/file/Projects_RPE_NSVRC_Year2FinalReport_%201-9-12.pdf)
- 7 Society for the Advancement of Violence and Injury Research (SAVIR) and the State and Territorial Injury Prevention Directors Association (STIPDA). (2000). Core Competencies: Essentials for Injury and Violence Prevention. Joint Committee on Infrastructure Development. [http://www.npaihb.org/images/epicenter\\_docs/injuryprevention/data/Competencies.pdf](http://www.npaihb.org/images/epicenter_docs/injuryprevention/data/Competencies.pdf)
- 8 Example Job Announcements and Positions Descriptions used by the Services are available upon request. Contact DOD SAPRO Prevention: [dodhra.mc-alex.dhra-hq.mbx.sapro-prevention@mail.mil](mailto:dodhra.mc-alex.dhra-hq.mbx.sapro-prevention@mail.mil).