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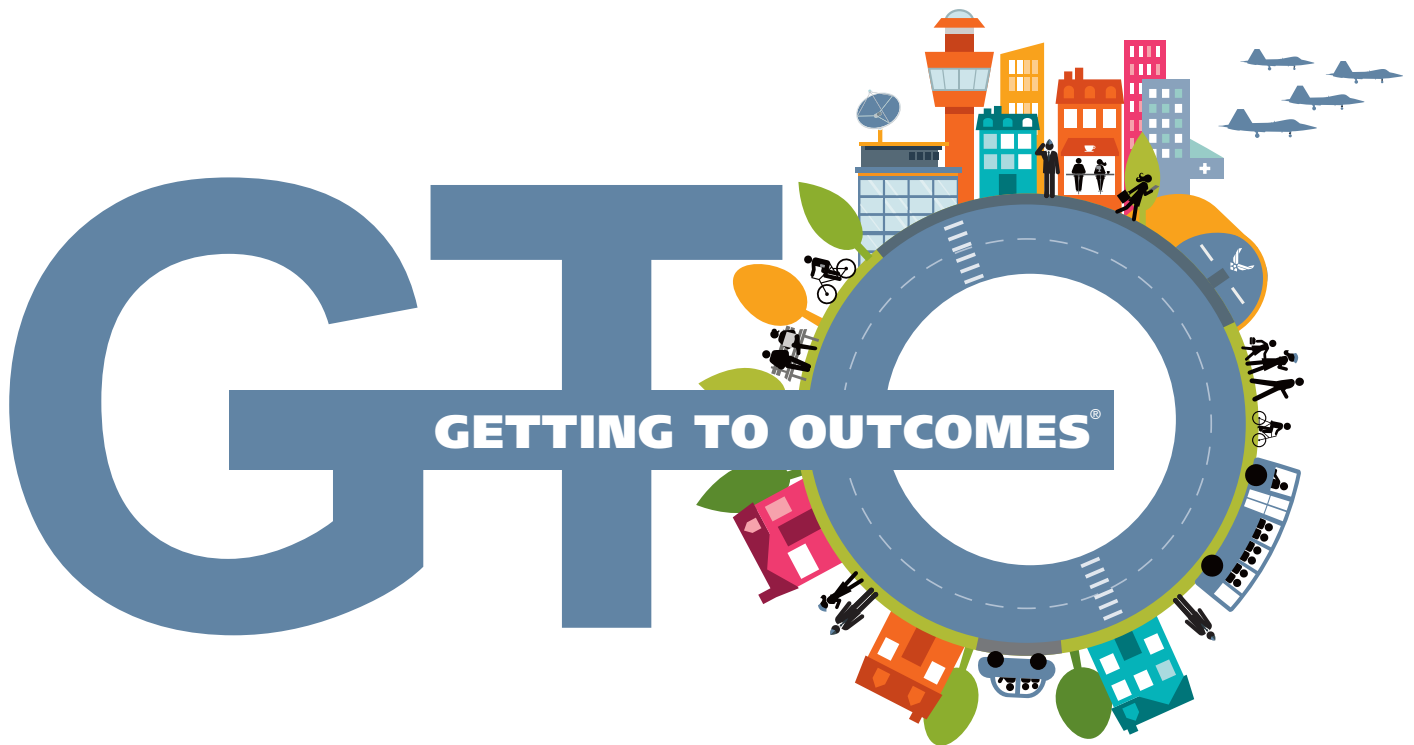
OPERATIONS GUIDE FOR

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U.S. AIR FORCE COMMUNITY ACTION TEAMS

Content Area Module for Air Force
Sexual Harassment Prevention

Coreen Farris



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For more information on this GTO Operations Guide series, visit www.rand.org/t/TL311

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Preface

This content area module (CAM) for Air Force sexual harassment prevention is a companion volume to the *Getting To Outcomes® Operations Guide for U.S. Air Force Community Action Teams*. It includes guidance and resources for Community Action Teams (CATs) that have an interest in sexual harassment prevention initiatives and their evaluation.

Getting To Outcomes® (GTO) is a user-oriented ten-step process for comprehensive planning, implementation, and evaluation of programs and community initiatives. It is designed to help organizations run programs well and get desired outcomes. It was developed to bridge the gap between the research evidence of effectiveness, established by program developers, and the often ineffective implementation of the same programs outside a research setting.

The GTO Operations Guide for U.S. Air Force Community Action Teams and four companion CAMs are designed for the U.S. Air Force CATs to aid each installation in developing their Community Action Plan (CAP) for integrated resilience and violence prevention, as directed in Air Force Instruction 90-5001. The documents contain tools that will help installations' Community Support Coordinators, CAT Chairs, Violence Prevention Integrators, CATs, and the Community Support Program Managers at the major command level complete each GTO step. GTO is part of an Air Force initiative to increase the effectiveness of plans while enabling each installation to address its unique needs.

The research reported here was commissioned by the U.S. Air Force Integrated Resilience Office under the Deputy Chief of Staff for Manpower, Personnel and Services, Headquarters U.S. Air Force, and conducted within the Manpower, Personnel, and Training Program of RAND Project AIR FORCE as part of a fiscal year 2019 project, "Getting to Outcomes for Integrated Violence Prevention and Resilience in the Military: Phase Two."

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This CAM documents work originally shared with the U.S. Air Force during trainings in June and August 2018 in San Antonio, Texas. The draft, issued in December 2018, was reviewed by formal peer reviewers and U.S. Air Force subject-matter experts.

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Abbreviations

AFB	Air Force Base
AFCCARS	Air Force Chaplain Corps Activity Reporting System
CAB	Community Action Board
CAM	content area module
CAP	Community Action Plan
CAT	Community Action Team
CDC	Centers for Disease Control and Prevention
CFT	Community Feedback Tool
CQI	continuous quality improvement
CREW	Civility, Respect, and Engagement in the Workforce
CSC	Community Support Coordinator
CSPM	Community Support Program Manager
DEOCS	Defense Equal Opportunity Management Institute Organization Climate Survey
DMDC	Defense Manpower Data Center
DoD	U.S. Department of Defense
EEO	Equal Employment Opportunity
EEOC	U.S. Equal Employment Opportunity Commission
GAO	Government Accountability Office
GTO	Getting To Outcomes
MAJCOM	major command
MEO	Military Equal Opportunity
OPA	Office of People Analytics
P ⁴	program, policy, practice, or process
SARC	Sexual Assault Response Coordinator
SH	sexual harassment
SMART	specific, measurable, achievable, realistic, and time based
VHA	Veterans Health Administration
VPI	Violence Prevention Integrator
WEOS	Workplace Equal Opportunity Survey

WGRA Workplace Gender Relations Survey of Active Duty Servicemembers
WGRR Workplace Gender Relations Survey of Reserve Command Members

Introduction: Prevention of Sexual Harassment

This Content Area Module (CAM) for U.S. Air Force workplace sexual harassment prevention is a companion volume to the Getting To Outcomes® (GTO) Operations Guide for U.S. Air Force Community Action Teams (CATs). It includes guidance and resources for CATs that have an interest in workplace sexual harassment prevention.

The main volume of the GTO Operations Guide provides tools and resources for using GTO to plan, evaluate, and improve any integrated resilience and violence prevention program, policy, practice, or process—what we call a *P⁴*—that a CAT is interested in including in its Community Action Plan (CAP). The guide leads CATs through the ten steps of GTO, shown in Figure I-1, and provides supplemental information and resources to support implementation of the 2019–2020 Integrated Resilience and Violence Prevention *P⁴*. It provides a sequence of overviews, tools, and additional resources for each GTO step.

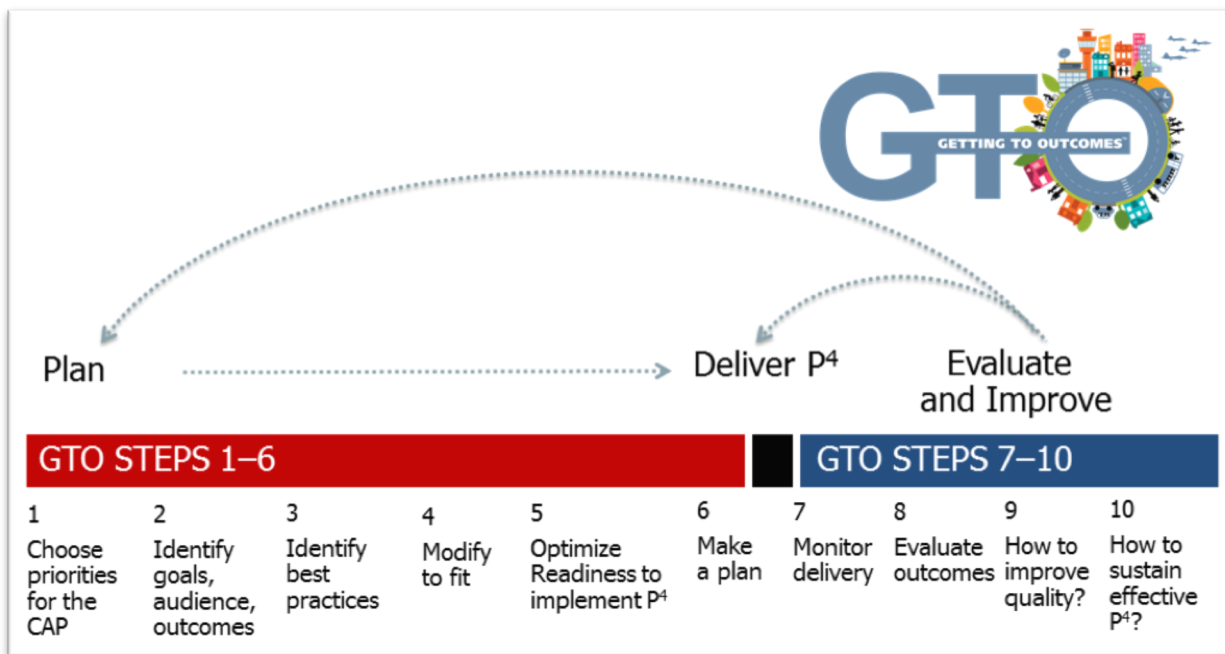


Figure I-1. The Ten Steps of Getting To Outcomes

GTO is currently being incorporated into U.S. Air Force guidance and instructions for completing the 2019–2020 CAPs. The guide does not go into depth about how to apply GTO to any specific substantive area. CAMs, such as this one, that accompany the GTO guide provide significantly more depth in various domains, such as suicide prevention, sleep health, stress prevention and

reduction, and sexual harassment prevention. This CAM is intended to be used with the GTO guide for planning a workplace sexual harassment prevention initiative as part of a CAP.

The examples of completed GTO tools presented here relate to a hypothetical scenario at a fictional Air Force installation, Townville Air Force Base (AFB). The example tools follow the Townville AFB CAT's work using GTO to consider multiple sexual harassment-related problems; select best-practice P⁴ for consideration; plan; and prepare to evaluate its final selection, Civility, Respect, and Engagement in the Workforce (CREW), a real workplace sexual harassment prevention program. The scenario involves the preparation of the installation's 2019–2020 CAP. Together with their CAT, Townville AFB's Community Support Coordinator (CSC) and Violence Prevention Integrator (VPI) completed the CAP for Integrated Resilience and Violence Prevention using the GTO framework. They received GTO training and support from their major command's Community Support Program Manager (CSPM). Throughout the process, they updated the installation's Community Action Board (CAB) and incorporated its feedback. The examples of completed GTO tools for CREW, included in this CAM, are provided to illustrate the instructions included in each chapter of the guide. Although the characters, CAT, and AFB are fictional, the remaining details are as realistic as possible. That is, the information about existing data sources, sexual harassment P⁴, and the evidence supporting them is correct to the best of our knowledge.

The need to prevent sexual harassment in the workplace

In addition to the many stressors and challenges that Airmen face, some Airmen are sexually harassed or sexually assaulted while serving in the military. According to a recent survey, about 18 percent of women and 4 percent of men serving in the Air Force were *sexually harassed or experienced gender discrimination* in the previous year (Grifka, 2017). A smaller number—about 3 percent of women and 0.3 percent of men—were *sexually assaulted* at least one time in the previous year (Davis et al., 2017).

Most incidents of sexual harassment go unreported. Only 40 percent of female Airmen and 30 percent of male Airmen who are sexually harassed or discriminated against disclosed the incidents to a supervisor or someone in their chain of command¹ (Grifka and Davis, 2017). When reported, most sexual harassment incidents are resolved at the lowest level possible (as specified by DoD policy), with only a small number forwarded to (and recorded by) the Air Force Military Equal Opportunity office (U.S. Government Accountability Office [GAO], 2017). Thus, despite the high number of incidents, many senior leaders are not involved. Harassment and discrimination can lead to the loss of talented Airmen—25 percent of women and 20 percent of men who were harassed or discriminated against reported that they had taken steps to separate from the military (Grifka and Davis, 2017).

Sexual harassment risk and protective factors

Sexual harassment victims often have less power in an organization. For example, among servicewomen, those who are younger, have less education, are a racial minority, and are not married often have less power in an organization and are at greater risk of being sexually harassed (Harned et al., 2002; see also LeardMann et al., 2013). The converse is also true. Those with more years of active service, who are officers (as opposed to enlisted personnel),

¹ Supervisors and anyone above the Airmen in their chain of command are obligated by U.S. Department of Defense (DoD) policy to investigate and resolve the harassment.

and who have been promoted to higher pay grades have less risk of being sexually harassed (Farris et al., 2015; Harned et al., 2002).

Some things are known about the risk factors for perpetrating sexual harassment (Pina, Gannon, and Saunders, 2009). For example, organizations that tolerate harassment or attitudes related to harassment are more likely to have harassment occur (Fitzgerald et al., 1997; Fitzgerald, Drasgow, and Magley, 1999; Harned et al., 2002; Willness, Steel, and Lee, 2007). Service members working in units where sexism is more common are more likely to be sexually harassed themselves (Harris, McDonald, and Sparks, 2018). Also, certain organizational characteristics can increase risk of harassment. In both civilian and military work settings, “masculinized” job contexts—ones that have a greater proportion of men and with mostly male supervisors—are associated with a higher rate of sexual harassment against female workers (Fitzgerald et al., 1997; Fitzgerald, Drasgow, and Magley, 1999; Harned et al., 2002; Morral, Gore, and Schell, 2016; Schell and Morral, 2015). Finally, members of the Air Force consistently have the lowest risk of sexual harassment relative to those of the other service branches (Defense Manpower Data Center [DMDC], 2011; DMDC, 2014; LeardMann et al., 2013; Schell and Morral, 2015).

Table I-1 summarizes research on which factors, at the organizational and individual victim levels, are associated with either greater risk for sexual harassment or protection from sexual harassment (indicated by the X).

Table I-1. Risk and Protective Factors

Level of Impact	Factor	Increases Risk?	Provides Protection?
Organization	Disproportionate percentage of the workgroup is male	X	
	Workgroup supervisor is male	X	
	Air Force (compared with Army, Navy, Marine Corps)		X
	Employees perceive organizational tolerance of harassment	X	
Victim	Age (younger)	X	
	Women (relative to men)	X	
	Education (less)	X	
	Married		X
	Pay grade (higher)		X
	Officer (relative to enlisted)		X
	Among women, display of traits that are stereotypically masculine (e.g., assertive, dominant, independent)	X	

Sexual harassment prevention P⁴

After understanding which risk and protective factors are driving harassment, the CAT needs to choose a P⁴ to address those factors. But which one? Overall, there is not a large group of ready-to-use, evidence-based harassment prevention P⁴ available for use in the military (Antecol and Cobb-Clark, 2003; Bingham and Scherer, 2001; Gruber, 1998; U.S. Merit Systems Protection Board, 1994; Magley et al., 2013). Few studies have been done, and the ones that have been done have used poor methods or focused mostly on “compliance training”—training employees on their organization’s policies and the internal response system for allegations of harassment—which have not shown strong positive results (Feldblum and Lipnic, 2016; Magley et al., 2013; Pina, Gannon, and Saunders, 2009).

However, there are available *promising practices* that could be used. These practices do not have the same level of evidence as full evidence-based practices but are considered good options, especially if there are not many evidence-based practices to choose from. Sometimes these practices are promising because the P⁴ in question have not been formally evaluated but

are based on sound theoretical principles or are supported by credible experts. Other P⁴ might be promising because they showed positive outcomes in a related area (sexual violence). As stated in the GTO guide, it will be especially important to evaluate a P⁴ that is promising to see whether it is having its desired impact.

Sources of promising practices

Despite the lack of formal evidence, there is some guidance available from experts in the field. The U.S. Equal Employment Opportunity Commission's (EEOC's) Select Task Force on the Study of Harassment in the Workplace offered the following recommendations based on its synthesis of expert testimony from professionals, such as attorneys, sexual harassment prevention trainers, and organizational psychologists (Feldblum and Lipnic, 2016). The report suggests that to prevent sexual harassment in an organization, both of the following must occur:

1. Leadership must be committed to a "respectful workplace in which harassment is simply not acceptable."
2. The "organization must have systems in place that hold employees accountable for this expectation" (p. 31).

The task force suggested that accountability is demonstrated and culture changed when perpetrators of sexual harassment are punished in a form that is proportionate to their behavior. The task force stated that high-ranking and/or highly valued employees who harass must be punished in the same way as lower-ranking employees so that everyone understands that harassment will be consistently addressed (Feldblum and Lipnic, 2016). The task force also recommended that supervisors and mid-level managers "be held responsible for monitoring and stopping harassment by those they supervise and manage" (p. 35).

The task force suggested that harassment policies should be used and should include the following characteristics:

- use "clear, simple words" to describe what harassment is (this is important not only for describing typical harassment of women but also for describing harassment men face)
- clearly describe how to make a complaint
- allow a complaint to be made to multiple people and in different ways
- describe actions that are likely to be taken to address harassment
- conduct thorough and, to the extent possible, confidential investigations
- employ a reporting system that is efficient and delivers "timely responses and investigations."

The task force also recommended two specific P⁴: workplace civility training and bystander interventions.

Workplace civility training. The idea behind workplace civility training is that workplaces with a large amount of disrespectful behavior are likely to have some employees escalate their negative behaviors into sexual harassment, bullying, hazing, or discrimination. Alternatively, organizations with a respectful workplace climate should have low rates of harassment and discrimination (Feldblum and Lipnic, 2016). Unlike typical compliance training, workplace civility training usually does not include material on refraining from conflict, harassment, and discrimination in the workplace. Rather, it takes the opposite tactic and trains employees to engage in positive workplace behaviors, such as respectful communication, conflict resolution, and effective supervision (e.g., Leiter et al., 2011). This focus on training employees on what they *ought* to do, rather than on what they *ought not* to do, is consistent with basic learning

principles. It is often more effective to train people on how to use a positive behavior than to punish people to get them to stop a negative behavior. Another advantage of the approach is that it may defuse the negative reactions that high-risk employees have when their disrespectful behaviors are called out. Finally, another advantage is that civility training, in theory, would be helpful for discrimination and harassment faced by both genders.

Bystander intervention. This training was developed as a strategy to prevent sexual assault among young adults. The small-group trainings teach attendees to recognize risky situations (e.g., a friend is pressuring a woman at a party to drink more alcohol) and rape-supportive attitudes (e.g., a teammate is saying that a sexual assault victim probably wanted to have sex and just changed her mind the next morning). Once trainees are able to recognize these problematic behaviors, they are trained in safe ways to intervene to stop the encounter or to make it clear that the behavior violates shared group norms. Although this approach was designed to prevent sexual assault, much of the programming already focuses on preventing disrespect and harassment, which are seen as the precursors to sexual assault. Partially for this reason, the approach has been identified as a promising approach that could be modified and applied to harassment prevention in workplace settings (Feldblum and Lipnic, 2016). The task force states that bystander intervention training could be redesigned to help employees recognize “unwelcome and offensive behavior,” instill a sense of responsibility to “do something,” and provide employees with the skills and confidence necessary to safely and effectively intervene to stop workplace harassment (Feldblum and Lipnic, 2016).

Compliance training is the short, often lecture-based programs designed to teach employees about an organization’s antiharassment policies, reporting options, and likely sanctions. This type of training is widespread and thus is important to know about. Since the 1980s, the EEOC has recommended that employers offer compliance training, and a Supreme Court decision in 1998 established compliance training as a way for employers to demonstrate that they have made an honest effort to prevent harassment in the workplace (Feldblum and Lipnic, 2016). However, research shows that compliance training does not improve attitudes or behavior and may make attitudes worse (Bingham and Scherer, 2001; Feldblum and Lipnic, 2016; Magley et al., 2013; Pina, Gannon, and Saunders, 2009). Thus, approaches to sexual harassment prevention need to move away from this type of program.

Another source of P⁴ is a review, commissioned by the Centers for Disease Control and Prevention (CDC) and available to download for free, called *STOP SV: A Technical Package to Prevent Sexual Violence* (<https://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>; Basile et al., 2016). The document provides the rationale, names of specific approaches, potential outcomes, and the level of evidence for a range of strategies to prevent sexual violence (see Table I-2). While sexual violence involves acts that go far beyond harassment (i.e., rape or other types of unwanted sexual contact, such as fondling), several of the P⁴ reviewed in this document target risk factors that may also be important for sexual harassment or even have some evidence of reducing incidents of sexual harassment.

Two areas in particular have P⁴ that could be useful.

1. Social norms. It is known that organizations with permissive norms around harassment are more likely to have incidents of harassment. Thus, trying to change these norms could prevent harassment. Two P⁴, bystander approaches mentioned above and mobilizing men and boys as allies (training young men in how to be role models for positive behavior), show promise in this area.

2. Creating protective environments, which can include changing “policies, institutional structures, or the social and physical environment in an effort to reduce risk characteristics and increase protective factors that affect the entire community” (Basile et al., 2016). The most promising are policies that start like compliance training described above (provide information about the policy) but are more proactive in that they feature publicized commitment from top management, zero tolerance, notification to applicants and new hires of harassment-free environments, regular organizational assessments, and more-specific training to reduce the unwanted behavior (Gruber, 1998).


Table I-2. Strategies to Prevent Sexual Violence

Strategy	Approach
Promote social norms that protect against violence	<ul style="list-style-type: none"> • Bystander approaches • Mobilizing men and boys as allies
Teach skills to prevent sexual violence	<ul style="list-style-type: none"> • Social-emotional learning • Teaching healthy, safe dating and intimate relationship skills to adolescents • Promoting healthy sexuality • Empowerment-based training
Provide opportunities to empower and support girls and women	<ul style="list-style-type: none"> • Strengthening economic supports for women and families • Strengthening leadership and opportunities for girls
Creative protective environments	<ul style="list-style-type: none"> • Improving safety and monitoring in schools • Establishing and consistently applying workplace policies • Addressing community-level risks through environmental approaches
Support victims/survivors to lessen harms	<ul style="list-style-type: none"> • Victim-centered services • Treatment for victims of sexual violence • Treatment for at-risk children and families to prevent problem behavior, including sex-offending
SOURCE: Basile et al., 2016.	

Drawing on the risk and protective factors for workplace harassment reviewed above and limited expert recommendations on promising practices for sexual harassment prevention, this CAM provides an example of a GTO process for workplace sexual harassment prevention.

Overview of CAM Content

This CAM contains a chapter for each GTO step. Each chapter contains

- ✓ an overview of the GTO step as carried out by the fictional Townville AFB CAT, described above
- ✓ tips and resources  specific to sexual harassment prevention

- ✓ an example of completed tools for each GTO step.

This CAM is a companion volume to the GTO guide, which contains more-detailed instructions for how to complete each step, additional tips and resources for each step, and blank tools. For example, the GTO guide contains guidance for selecting an evaluation design, identifying outcome measures, and reporting evaluation results.



Chapter One

GTO Step 1—Problems and Resources Assessment for a Sexual Harassment Prevention P⁴

The Community Action Team (CAT) at Townville Air Force Base (AFB) identified workplace sexual harassment as an increasing problem based on its Defense Equal Opportunity Management Institute Organization Climate Survey (DEOCS), Workplace Gender Relations Survey of Active Duty Servicemembers (WGRA) data, and focus groups.

The team begins at Getting To Outcomes (GTO) Step 1: a problems and resources assessment of its community and target population to identify relevant problems, gaps, and resources. After attending a GTO training and carefully reading the *GTO Operations Guide for U.S. Air Force Community Action Teams*, the team is ready to complete the tools in Step 1. First, it gathers information on the problems and needs in its community, drawing from the data sources included in Tip 1-1. Maj McHenry, the Townville Sexual Assault Response Coordinator (SARC) and CAT member, volunteers to complete the *Data Catalog Tool* and readily identifies several sources of DoD data that can help the CAT understand the scope of the problem.

As Maj McHenry documents in the tool, she learns that while most Airmen believe that their military colleagues and leaders foster respectful workplace climates and intervene when they notice harassment, this belief is not universal. Depending on the pay grade being rated, as many as 30 percent of Airmen do not believe that their colleagues are committed to respect or willing to intervene to stop harassment.

This seems to trickle down to workplace sexual harassment for some members of the Air Force. Based on the most recently fielded survey, an estimated 13 percent of female Airmen and 3 percent of male Airmen had workplace experiences that met the U.S. Department of Defense (DoD) definition of sexual harassment in the past year (Grifka, 2017).



Sexual Harassment (SH) CAM Tip 1-1. Links to existing data sources to help you identify needs in your community

Data source	Content	Reporting period	For more information
Workplace Gender Relations Survey of Active Duty Servicemembers (WGRA) and Workplace Gender Relations Survey of Reserve Command Members (WGRR)	By service branch and gender: <ul style="list-style-type: none"> • Sexual harassment • Gender discrimination • Sexual assault • Characteristics and reporting • Workplace incivility • Perception of peer and leadership response to sexual harassment 	Biennial survey of active component members in even years and reserve component members in odd years	Connect with the DoD Office of People Analytics
Workplace Equal Opportunity Survey (WEOS)	<ul style="list-style-type: none"> • Racial/ethnic harassment • Racial/ethnic discrimination • Workplace culture • Perception of leadership 	Quadrennial survey	Connect with the DoD Office of People Analytics
Defense Equal Opportunity Management Institute (DEOMI) Organization Climate Survey (DEOCS)	By command: <ul style="list-style-type: none"> • Airmen’s perception of fair treatment and organizational effectiveness • Perception of leadership • Sexual harassment 	Conducted for any commander of a unit with 50 or more people within 90 days after taking command and annually thereafter	Connect with DEOMI or the installation’s Equal Opportunity Advisor
Official reports of workplace harassment	Number of <i>official</i> complaints and resolution for <ul style="list-style-type: none"> • Sexual harassment • Gender discrimination • Racial/ethnic harassment • Racial/ethnic discrimination 	Compiled by Military Equal Opportunity (MEO) office annually	Connect with Townville AFB Equal Employment Opportunity (EEO) office
Community Feedback Tool (CFT)	The Air Force community needs assessment covering <ul style="list-style-type: none"> • Self-rated health, resilience, and attitudes toward military service • problems, needs, and resources used • attributes of military resources • feedback from spouses of Airmen • the three most commonly experienced types of problems on your installation 	Installation report every 2 years; your installation’s most recent survey report was provided to your major command (MAJCOM) Community Support Program Manager (CSPM) and Violence Prevention Integrator (VPI) in May of this year (2018).	Connect with your MAJCOM CSPM and VPI

Data source	Content	Reporting period	For more information
Chaplain corps	<ul style="list-style-type: none"> • Top 5 counseling trends from the Air Force Chaplain Corps Activity Reporting System (AFCCARS) on suicide ideation, sexual harassment, sexual assault, bullying, and intimate partner violence • Additional data upon request 	Aggregate quarterly data	Connect with the chaplain at your installation



Data Catalog Tool

Completed by: Maj McHenry

Date: 21 MARCH 2018

Risk Factors or Problem Areas and other gaps, e.g. resilience factors to be increased	Sources of Data	Existing or New Data	Person Responsible/ Date Due
1. Most, but not all Airmen serving at Townville AFB (82%) believe that their military colleagues and leaders promote “a unit climate based on mutual respect and trust.”	Townville-specific data from the 2016 <i>Workplace Gender Relations Survey</i> courtesy of DoD Office of People Analytics. For general information, see Peebles, Grifka, and Davis, 2017.	Existing	Maj. McHenry month 1
2. Most, but not all, Airmen serving at Townville AFB (81%) believe that members across all ranks “led by example by refraining from sexist comments and behaviors.”	Townville-specific data from the 2016 <i>Workplace Gender Relations Survey</i> courtesy of the DoD Office of People Analytics. For general information, see Peebles, Grifka, and Davis, 2017.	Existing	Maj. McHenry month 1
3. Most, but not all, Airmen serving at Townville AFB (80%) believe that their military colleagues and leaders “recognized and immediately corrected incidents of sexual harassment.”	Townville-specific data from the 2016 <i>Workplace Gender Relations Survey</i> courtesy of DoD Office of People Analytics. For general information, see Peebles, Grifka, and Davis, 2017.	Existing	Maj. McHenry month 1
4. Fewer women than men serving at Townville AFB believe that their military colleagues and leaders promote “a unit climate based on mutual respect and trust” (67% versus 76%) or “led by example by refraining from sexist comments and behaviors” (62% versus 71%).	Townville-specific data from the 2016 <i>Workplace Gender Relations Survey</i> courtesy of DoD Office of People Analytics. For general information, see Peebles, Grifka, and Davis, 2017.	Existing	Maj. McHenry month 1

Risk Factors or Problem Areas and other gaps, e.g. resilience factors to be increased	Sources of Data	Existing or New Data	Person Responsible/ Date Due
5. In 2016, an estimated 13% of female Airmen and 3% of male Airmen serving at Townville AFB had workplace experiences that met the DoD definition of sexual harassment in the past year.	Townville-specific data from the 2016 <i>Workplace Gender Relations Survey</i> courtesy of DoD Office of People Analytics. For general information, see Grifka, 2017.	Existing	Maj. McHenry month 1

Next, the Townville CAT reviews existing Air Force resources that address the identified problems. Through formal and informal sources, the members of the team identify three P⁴ that already target workplace climate and workplace harassment. They document those P⁴ in the *Community Resource Assessment Tool*: (1) Airmen’s Week, an ethics and character-building course delivered by Air Education Training Command to all enlisted service members following Basic Military Training, (2) the installation’s equal opportunity office response services, and (3) compliance training offered to all personnel newly assigned to Townville AFB.



Community Resources Assessment Tool

Completed by: Mr. Searle

Date: 21 MARCH 2018

	Resource 1	Resource 2	Resource 3
Name of resource and its services/ activities	Air Education Training Command "Airmen's Week" (ethics and character-building course)	Air Force Military Equal Opportunity Office	Equal Opportunity First Duty Station Training; Newcomers Orientation Class
Location (Installation or Community)	Mayberry AFB	1234 Main Street Townville AFB	1234 Main Street Townville AFB
Target population served	All newly enlisted Airmen	All active-duty Air Force members assigned to Townville AFB	All AF personnel assigned to Townville AFB as a first duty station; all AF personnel newly assigned to Townville AFB
Hours of operation	Weeklong course immediately following graduation from Basic Military Training	M-F: 0800-1600	One-hour training
Who uses it?	All newly enlisted Airmen	Active-duty Air Force members wishing to file a complaint about workplace harassment	All AF personnel assigned to Townville AFB as a first duty station; all AF personnel newly assigned to Townville AFB
Community risk factors addressed	Workplace harassment	Workplace harassment	Workplace harassment
Protective and resilience factors being promoted	Civility, character (commitment to core values), ethical decisionmaking, respect/concern for others, accountability	Response capabilities to resolve allegations of workplace harassment	Compliance with AF workplace harassment policies
Any outcomes/evidence of effectiveness produced by the resource?	Unknown	Resolved 27 workplace harassment complaints in 2017	95% of Air Force women and 96% of Air Force men indicate that they received training on sexual harassment in the past year (2016 WGRA)
What's working?	Reaches every enlisted Airman <i>before</i> they join their first unit	Trained professionals ready to respond to incidents of workplace harassment	Reaches all members assigned to Townville AFB

Based on the P⁴ reviewed in the *Community Resource Assessment Tool*, the Townville CAT is satisfied that many steps have already been taken to ensure civil workplaces for all Airmen. All Airmen receive regular compliance training that teaches them about the Air Force policies against workplace harassment. In addition, all newly enlisted Airmen complete Airmen's week through Air Education Training Command. This includes comprehensive and interactive education on the Air Force values, which, if upheld, should lead to respectful workplaces.

The Townville CAT concludes that additional training to inform members of Air Force anti-harassment policies is unnecessary, given the regular trainings that members already attend. It also decides that workplace civility training for junior enlisted Airmen would be duplicative of work already completed by Air Education Training Command. Given junior enlisted Airmen's high expectations about workplace civility, the team decides that the remaining weak link may be leadership. If the expectations of newly enlisted Airmen were supported and enforced by the supervisors and leadership of Airmen's first (and later) duty stations, a culture that expects and demands civility may become permanent and universal. The CAT notes that a focus on leadership would also be consistent with the recommendations of the *Workplace Harassment Solutions Forum*. Such a focus would also be consistent with the recommendations of experts in workplace harassment prevention (Feldblum and Lipnic, 2016). Having identified its priorities, the Townville CAT is ready to consider its goals and desired outcomes in GTO Step 2.



Triaging Among Problems Tool

Completed by: Mr. Searle

Date: 25 APRIL 2018

Triaging Process Question	Problems to be addressed:			
	(1)	(2)	(3)	(4)
1. List problems to be addressed.	Not all Airmen feel that the workplace climate is respectful—in particular, women and racial/ethnic minorities	Airmen are experiencing workplace harassment		
2. List capacities needed to address the problem	Increased civility within all installation units	P ⁴ to decrease incidences of harassment		
3. Is this problem currently being addressed elsewhere (at the installation or neighboring community)?	Yes, enlisted Airmen who completed BMT post-2015 attended Airmen's week	Yes, the Air Force Equal Opportunity Office provides compliance trainings for workplace harassment		
4. Is this a problem that we lack the resources (time and budget) to confront?	No	No		
5. Is this a problem that we cannot change or whose change we cannot measure?	No	No		
6. Is this a problem that we choose not to address at this time?	No	No		
7. Is this a problem that our installation must address to comply with AF CAB or MAJCOM priorities?	Yes	Yes		

Triaging Process Question	Problems to be addressed:			
	(1)	(2)	(3)	(4)
8. Highlight the remaining problem with associated capacities and the mandated priorities. These are your priority problems.	Not all Airmen feel that the workplace climate is respectful. Gender and racial/ethnic disparities in Airmen's perception of a respectful Air Force climate exist.	Airmen are experiencing workplace harassment.		
Specify your target population, including their characteristics and the approximate number for which you have resources, e.g., all Airmen or a more targeted group?	Members of the Air Force moving into supervisor, leadership, or command roles	Members of the Air Force moving into supervisor, leadership, or command roles		



Chapter Two

GTO Step 2—Goals and Desired Outcomes for a Sexual Harassment Prevention P⁴

The Community Action Team (CAT) decided to focus on the goal of integrating “respect skills and behaviors into daily operations.” It notices that the solutions forum has provided direction to focus on leadership.

The Townville CAT selects respectful workplaces as its primary goal but also believes that ensuring workplace civility will also have other benefits. That is, if a unit embraces a respectful culture, then that unit should also have low rates of sexual harassment, racial/ethnic harassment, hazing, and bullying (Figure 2-1).

Figure 2-1. Higher Rates of Workplace Civility Might Lead to Lower Rates of Sexual Harassment



With clear and agreed-upon goals, the CAT is also able to begin the process of completing the *Community Action Plan Overview Tool*. By formalizing its goals, the team is also better equipped to begin outreach to installation leadership to share its vision. Lt Col Key, the CAT chair, schedules short meetings with key installation leaders to share the team’s goals to improve workplace climate and reduce workplace harassment at Townville AFB. These meetings will be used to obtain feedback about the goals and direction of the initiative, solicit buy-in for the team’s plans, and learn more about any similar P⁴ with which the team will want to coordinate. The next step will be to move forward with selection of the best P⁴ to achieve the goals of ensuring a respectful Air Force climate and reducing sexual harassment against Airmen.

The first goal is to ensure a respectful Air Force climate. The team formalizes this goal with the following outcome statement: “Within three years of program implementation, 90% of Airmen believe that their military colleagues and leaders promote ‘a unit climate based on mutual respect and trust.’” The statement is *specific* because it translates a respectful climate to the percentage of Airmen who respond a particular way to a particular survey item. The goal is *measurable* because it includes a 90-percent agreement benchmark. The team is not certain whether the goal is *attainable*, but the team is optimistic based on its resources and support. The goal is *realistic* because it aligns with program goals, and it includes a *time-based* outcome when it specifies that the benchmark will be achieved in three years.



SMART Desired Outcomes Tool

Completed by: Maj Evans

Date: 15 APRIL 2018

	Goal:	SMART Desired Outcome Statement
	Ensure a respectful Air Force climate	Within three years of program implementation, 90% of Airmen believe that their military colleagues and leaders promote “a unit climate based on mutual respect and trust”
	SMART Checklist	
Specific	The percentage of Airmen who believe that their military colleagues promote “a unit climate based on mutual respect and trust”	
Measurable	Benchmark of 90% agreement among all Airmen	
Achievable	Not entirely clear, but likely, given resources and level of support	
Realistic	Measure of perceived respect aligns with program goals	
Time-based	Within 3 years of program implementation	
	Goal:	SMART Desired Outcome Statement
	Eliminate gender disparities in Airmen’s perception of a respectful Air Force climate	Within three years of program implementation, eliminate differences by gender for the percentage of Airmen who believe that their military colleagues and leaders promote “a unit climate based on mutual respect and trust”
	SMART Checklist	
Specific	Difference between men and women in the percentage of Airmen who believe that their military colleagues promote “a unit climate based on mutual respect and trust”	
Measurable	All observed differences are not statistically significant	
Achievable	Not entirely clear, but likely, given resources and level of support	
Realistic	Measure aligns with program goals to ensure that all Airmen experience a respectful work climate regardless of gender	
Time-based	Within three years of program implementation	
	Goal:	SMART Desired Outcome Statement
	Reduce sexual harassment against Airmen	To decrease the percentage of male active component Airmen who indicate that they had experiences that met the DoD definition of sexual harassment in the past year from 3.2% to 2.6% To decrease the percentage of female active component Airmen who indicate that they had experiences that met the DoD definition of sexual harassment in the past year from 13.2% to 10.6%
	SMART Checklist	
Specific	The percentage of male and female Airmen who indicate that they had experiences that met the DoD definition of sexual harassment in the past year	
Measurable	20% decline in sexual harassment	
Achievable	Not entirely clear, but likely, given resources and level of support	
Realistic	The measure, change between 2016 WGRA (pre-program) and scheduled 2018 WGRA (post-program), aligns with the goal of reduced incidents	
Time-based	1 year following program implementation	



Community Action Plan Overview Tool

Vision for your Installation's CAP: A respectful workplace climate is the norm for all Townville AFB units

Completed by: Maj Evans

Date: 15 APRIL 2018

What challenges is your Community Action Plan addressing? (Summarize GTO Step 1)	What are the goals for your Community Action Plan? (From GTO Step 2)	What are your Desired Outcomes? (From GTO Step 2)	What P ⁴ are you using to achieve these desired outcomes? (Finalized by GTO Step 6)	How will you assess the quality of your P ⁴ ? <i>PROCESS EVAL</i> (from GTO Step 6)	How will you assess the outcomes of your P ⁴ ? <i>OUTCOME EVAL</i> (from GTO Step 6)	How will you track whether your goals have been addressed? (see GTO Step 6)
<p>1. Most, but not all, Airmen (72–92 percent) believe that their military colleagues and leaders promote “a unit climate based on mutual respect and trust.”</p>	<p>Ensure a respectful Air Force climate</p>	<p>Within three years of program implementation, 90% of Airmen believe that their military colleagues and leaders promote “a unit climate based on mutual respect and trust.”</p>	<p>Civility, Respect, and Engagement in the Workforce (CREW), a workplace civility training.</p>	<p>Pretest survey before attending CREW; sign-in sheets; independent observer will rate the quality of the pilot; interviews and debriefing with volunteers and any other staff involved in program; post-training evaluation survey includes questions about satisfaction with the training and the facilitator.</p>	<p>Biennial Workplace and Gender Relations Survey of Active-Component Service Members (WGRA)</p> <p>Will assess outcomes from pilot using 8-item CREW Civility Scale (Osatuke et al., 2009) measured (1) before they complete CREW, (2) after they complete CREW, and (3) three months after they complete CREW</p>	<p>Comparison of previous year's outcomes on biennial WGRA</p>

What challenges is your Community Action Plan addressing? (Summarize GTO Step 1)	What are the goals for your Community Action Plan? (From GTO Step 2)	What are your Desired Outcomes? (From GTO Step 2)	What P ⁴ are you using to achieve these desired outcomes? (Finalized by GTO Step 6)	How will you assess the quality of your P ⁴ ? <i>PROCESS EVAL</i> (from GTO Step 6)	How will you assess the outcomes of your P ⁴ ? <i>OUTCOME EVAL</i> (from GTO Step 6)	How will you track whether your goals have been addressed? (see GTO Step 6)
2. Fewer women than men in the Air Force believe that their military colleagues and leaders promote “a unit climate based on mutual respect and trust” (67% versus 76%) or “led by example by refraining from sexist comments and behaviors” (62% versus 71%). Other group differences may also exist.	Eliminate gender disparities in Airmen’s perception of a respectful Air Force climate.	Within three years of program implementation, differences by gender and race/ethnicity are eliminated for the percentage of Airmen who believe that their military colleagues and leaders promote “a unit climate based on mutual respect and trust.”	Same as above	Same as above	Same as above	
3. In 2016, an estimated 13.2 percent of female Airmen and 3.2 percent of male Airmen had workplace experiences that met the DoD definition of sexual harassment in the past year.	Reduce sexual harassment against Airmen.	Decrease the percentage of male active component Airmen who indicate that they had experiences that met the DoD definition of sexual harassment in the past year from 3.2% to 2.6% Decrease the percentage of female active component Airmen who indicate that they had experiences that met the DoD definition of sexual harassment in the past year from 13.2% to 10.6%	Same as above	Same as above	Same as above	



Chapter Three

GTO Step 3—Promising Practices in Sexual Harassment Prevention

In GTO Step 3, the Community Action Team (CAT) will use the *Evidence Synthesis Tool* to consider (1) the best available research evidence; (2) practitioner expertise and other available resources; (3) the characteristics, needs, and values of the Air Force; and (4) the unique culture and needs of Townville AFB to help them choose the best P⁴ among the possible options. Capt Williams volunteers to lead the effort and begins by searching for a list of evidence-based practices for workplace civility and harassment prevention maintained by the government, DoD, or a nonprofit agency. She determines that existing databases do not have a P⁴ that would be good to use and turns to the academic literature for guidance. She identifies evidence in scientific articles and other reports by

1. searching for review articles in Google Scholar using the search terms “review” AND (“workplace civility” OR “sexual harassment” OR “workplace harassment”) AND “prevention”
2. searching for evaluation studies in Google Scholar using the search terms (“evaluation” or “intervention” or “program”) AND (“workplace civility” OR “sexual harassment” OR “workplace harassment”) AND “prevention”
3. searching the *gray literature* (literature published outside of a commercial publisher) using internet search tools to find government or business reports, including all reports published by the EEOC.

Capt Williams finds few rigorous assessments of the effectiveness of harassment prevention P⁴ in real-world settings and finds that existing harassment prevention P⁴ do not have impressive outcomes (see description in the Introduction). Capt Williams records what she finds in the *Evidence Synthesis Tool*.

Next, Capt Williams turns to *promising practices*—that is, harassment prevention efforts that, based on sound theoretical principles (or outcomes in a related area), credible experts believe could reduce sexual harassment. The 2016 report of the *Select Task Force on the Study of Harassment in the Workplace* provides just such expertise and recommendations (Feldblum and Lipnic, 2016). The authors suggest that two approaches represent the most promising practices in sexual harassment prevention: workplace civility training and bystander intervention (see description in the Introduction for each). A report by the CDC on preventing sexual violence also mentions bystander training and proactive enforcement of anti-harassment policies as viable options.

After working through GTO Step 3, the CAT feels confident that Civility, Respect, and Engagement in the Workforce (CREW), a workplace civility training, is the approach that is most consistent with its needs and evidence base. Although the CAT agrees that bystander intervention appears to be a promising approach that could be redesigned to help employees recognize “unwelcome and offensive behavior,” it is not resourced to redesign a sexual assault program to target workplace harassment. In addition, the targeted outcomes of workplace civility training are a better match to the CAT’s selected goals. Next, the team will move on to Step 4 in the GTO process—making sure that CREW “fits” (Step 4) well with the culture and needs of Townville AFB and that the organization has the P⁴ readiness (Step 5) to carry it out well.



P⁴ Evidence Synthesis Tool

Completed by: Capt Williams

Date: 5 MAY 2018

Section 1: Summary of Best Available Evidence

What sources did you explore to find the best available evidence?	Did you review this source? (Yes/No)	What P ⁴ did it suggest using?	What is the evidence for those P ⁴ ?
1. Online registries	No identified registries	N/A	N/A
2. Systematic evidence review papers or reports	Yes 1–3. Feldblum and Lipnic, 2016. 4–5. STOP SV: A Technical Package to Prevent Sexual Violence (https://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf ; Basile et al., 2016)	1. Compliance training 2. Workplace civility training 3. Bystander intervention training 4. Changing norms (includes bystander training) 5. Creating protective environments (including proactive policies)	1. Legal requirements specified in employment nondiscrimination laws; recommendations of the Equal Opportunity Employment Commission 2. Based in part on the correlation between workplace incivility and harassment, experts believe that civility training is a promising practice. Supportive anecdotal evidence is presented. 3. Evaluations show that <i>sexual assault</i> focused on bystander intervention may change social norms and increase bystander intervention to prevent sexual assaults. Some experts believe that bystander intervention training could be revised to target workplace harassment and may be useful. 4. Programs such as Mobilizing Men and Boys as Allies have minimal evidence and are not situated in a military context. 5. There is nonexperimental evidence from Canada for proactive policies.

What sources did you explore to find the best available evidence?	Did you review this source? (Yes/No)	What P ⁴ did it suggest using?	What is the evidence for those P ⁴ ?
3. Research journal articles	Yes Osatuke et al., 2009 Leiter et al., 2011	CREW, a workplace civility P ⁴	In a quasi-experimental evaluation, CREW improved workplace civility in the VHA hospital units that participated. Job attitudes and trust in management also improved in the training groups relative to other units.
4. Other reports not in research journals (e.g., evaluation report from program developer, practitioners, subject experts)	Yes McDonald and Flood, 2012	Bystander intervention	Provides a theoretical argument that the positive knowledge and attitude changes documented for bystander approaches to sexual assault prevention could be translated to sexual harassment prevention. Provides recommendations for program content.

Complete the next section for each P⁴ you listed above and continue to consider.



Evidence Synthesis Tool—Continued

Section 2: Assessment of Evidence-Based Approach for a Specific P⁴

P⁴ being considered: Civility, Respect, and Engagement in the Workforce (CREW)

P ⁴ features and how they relate to our needs, behaviors, or desired outcomes	Does the P ⁴ have these (Yes/No)	What would we need to change to make the P ⁴ fit our needs?
1. Has evidence of effectiveness.	Yes	Quasi-experimental studies show improvements in workplace civility, but downstream effects on problematic workplace behaviors have not been evaluated.
2. Focuses clearly on at least one of our identified goals and desired outcomes.	Yes	No changes needed. Workplace civility training is designed to increase respectful working climates (goal 1) with components to ensure that respect is allocated to colleagues of all race/ethnicities and genders (goal 2). The training does not directly target problematic behaviors, but it is theorized to indirectly reduce sexual harassment (goal 3).
3. Addresses the risk or protective or resilience factors related to resilience promotion and violence prevention (see Introduction).	Yes	No changes needed
4. Provides necessary activities and materials.	Yes	No modifications are necessary. Although CREW was not designed for the Air Force, it is explicitly adaptive and responsive to the needs and culture of each organization where it is implemented (Osatuke et al., 2009).
5. Employs teaching methods to actively involve participants.	Yes	No changes needed
6. Employs activities, instructional methods, and behavioral messages appropriate to our target population.	Yes	No changes needed



Chapter Four

GTO Step 4—Assessing Fit for a Sexual Harassment Prevention P⁴

During GTO Step 4, the Townville AFB Community Action Team (CAT) reviews materials for CREW (e.g., Osatuke et al., 2009) to assess its fit. *Fit* refers to the quality of the match between the selected P⁴ and the target population, its problems, and the community. If promising, the CAT would like all units at Townville to participate in CREW; therefore, the fit must be considered for units with dramatically different missions, pay grade mixes, duty hours, tasks, and levels of civility.

Given the diversity of unit cultures and current needs, the CAT is drawn to the adaptability of the CREW approach. In the CREW model, each workgroup² meets regularly and identifies its strengths and weaknesses with respect to civility in the workplace, develops goals to improve workplace civility, and creates a unique plan to improve civility and a strategy to assess improvement (Osatuke et al., 2009). A CREW facilitator coordinates the meetings and guides the process.

While the CAT likes CREW's adaptability, it explores the option of reducing the length of the CREW process because some commanders on the installation will not be willing to devote personnel resources that are needed. However, after reviewing the GTO manual, the CAT also notes that shortening a program is a "red-light adaptation" that could significantly weaken the P⁴. After deliberation, it decides to pursue a full-length CREW model during the first phase of implementation. For the initial trial, the CAT will include only those workgroups whose commanders agree to participate in the full CREW process. This will provide the best test of whether CREW can be effective in ideal circumstances.³ If the results are promising, the CAT will consider designing and evaluating a brief version of CREW for workgroups that cannot stand down for the full number of sessions.

The CAT's process in evaluating the fit of CREW for Townville AFB is documented in the P⁴ Fit Assessment Tool and the Culturally Appropriate P⁴ Checklist Tool. This exercise has increased the CAT's confidence that CREW will be a good fit for Townville.

The Townville AFB CAT will then move forward to Step 5 of the GTO process. In this step, it will examine current P⁴ readiness to assess whether it can implement CREW well.

² In this context, a *workgroup* is a group of people who work together and report to the same supervisor or leader.

³ Implementing under ideal circumstances can be a good strategy to determine if a prevention approach can work, but it will not provide information about likely outcomes when the program is used under less-than-ideal circumstances.



P⁴ Fit Assessment Tool

Completed by: Mr. Jenson Date: 8 MAY 2018 P⁴ Being Considered: CREW

Fit with the target population's . . .	Considerations	Fits? (Yes/No)	What adaptations can be made to increase the fit?
1. Needs	P ⁴ must increase workplace civility (and decrease indicators of workplace incivility) across units with diverse missions and compositions	Yes	None needed. The CREW framework is responsive to each group and flexibly adjusts to the norms and needs of a given workgroup.
2. Gender, age, race/ethnicity distribution	P ⁴ must be accessible to Air Force members from diverse <ul style="list-style-type: none"> • occupations and work roles • genders • races/ethnicities 	Yes	None needed
3. Other aspects of the target population (e.g., education level, work schedules)	Schedule must allow most/all unit members to attend	Some work needed	Leadership support will be necessary. Unit members, across roles, must be permitted to attend a group session. May require work stand-down during sessions.
Fit with the community's . . .			
4. Cultural norms and values	Unique military and Air Force norms dictate the shared meaning of workplace civility	Yes	None needed. Each CREW group develops its own definition of civility and sets their own workplace civility goals.
5. Environment in which the installation is located	High turnover; typical assignment is 2–4 years	No	The workplace climates of Air Force units may change more rapidly than in civilian work settings because of frequent staff departures and replacements. Planning for maintenance of any positive changes will be necessary (e.g., booster sessions, new sessions).
6. Other aspects of the community	P ⁴ must be usable for workgroups of mixed ranks and roles	Some work needed	CREW has been implemented in mixed VHA workgroups with hierarchical command structures, which eases translation to a military context. Still, adaptations may be necessary to allow Airmen across a chain of command to confidently participate.

Fit with your installation's . . .			
7. Mission, core values, Wingman culture	CREW fits well with AF's values of integrity, service before self, and excellence.	Yes	None needed
8. Resilience and violence prevention priorities	Workplace Harassment Solutions Forum identified goal of integrating "respect skills and behaviors into daily operations."	Yes	None needed
9. Leadership support	Leadership supports workplace harassment prevention approaches that focus on building positive, protective factors.	Yes	None needed
10. Context/setting (e.g. Wingman Day)/other programs in place	Varies significantly across units.	Some work needed	Depending on the unit type, pausing work for the entire unit to meet together may be challenging
11. Other aspects of the installation (e.g. space to convene)	To the extent possible, CREW meetings should occur in locations nearby and familiar to the participating unit.	Yes	None needed



Culturally Appropriate P⁴ Checklist Tool

Completed by: Mr. Jenson Date: 8 MAY 2018 P⁴ Being Considered: CREW

	Yes/No	What, if any, adaptations are needed?
Air Force relevance Have you verified the relevance of the materials you plan to use (i.e., applicable, understandable, specific)?	Yes	None needed. CREW is highly adaptable. Materials focus on the process of leading a given unit to a shared definition of civility, selecting their own goals for improving civility, and establishing a unit-specific plan for meeting those goals.
Informed review Have the materials been reviewed by members of the community or knowledgeable others (e.g., CAB/CAT members)?	Yes	The CAT and CAB reviewed materials for appropriateness and feasibility.
Cultural sensitivity throughout Is the P ⁴ culturally sensitive throughout and not just in certain sections?	Yes	None needed
Social infrastructure considerations Does the P ⁴ take into account language, environment, values, and socioeconomic status of the Airman community in its materials and services? What about civilians and families?	Yes	None needed
Cultural competence training Have the intended P ⁴ facilitators received specialized training in cultural competence?	No	In the CREW model, local facilitators are recruited and trained to lead groups. Because the facilitator(s) will be recruited from within the installation, no specialized training in military cultural competence should be necessary. Facilitators who are knowledgeable about race/ethnicity and gender and are comfortable leading discussions on these topics with Airmen from various backgrounds and perspectives should be selected.

Chapter Five

GTO Step 5—Readiness to Implement a Sexual Harassment Prevention P⁴

In GTO Step 5, the Townville AFB Community Action Team (CAT) considers whether it has the P⁴ readiness necessary to deliver CREW as it was intended. To make this determination, it systematically considers three types of readiness:

- *Motivation* is the degree to which the CAT collectively has the needed incentives or commitment to carry out AF CAB-mandated local, resilience and violence prevention P⁴, especially given competing priorities.
- *P⁴-specific capacities* are the things needed to make a specific P⁴ happen. For example, an organization may need a specific helping agency to be on board to leverage the skills of its staff.
- *General capacity* is the overall knowledge, skills, and functioning of the CAT. This includes things like supportive norms, positive climate, and the efficiency with which the CAT operates.

The *Readiness to Implement P⁴ Tool* (below) helped to organize this task and provides a record of the final determination of the team on each component. Key components of readiness targeted by the tool are italicized below.

Of the motivation-specific components of readiness (which include relative advantage, simplicity, ability to pilot, observability, and priority), the most critical aspect for Townville AFB is the ability to pilot. The CAT is considering a pilot test of CREW that will involve delivering CREW sessions to ten installation workgroups ranging in size from 20 to 50 members. The CAT plans to use this small rollout to determine whether CREW is a good fit for Air Force workgroups, to identify necessary P⁴ changes, and to conduct a preliminary evaluation to see whether CREW produces promising changes in the perceived civility of workgroups that participate. This evaluation will also help with *observability*—it will be clear whether CREW can yield results. However, before the CAT gets started, it recognizes that even a pilot test will require careful planning to determine whether it has the readiness to deliver the P⁴, and, if not, to shore up necessary resources before beginning.

Related to the P⁴-specific components of readiness (champions, supportive climate, interorganizational relationships, intraorganizational relationships, and P⁴-specific knowledge and skills), the CAT focuses on ensuring that there are personnel available to deliver CREW and that leaders are supportive of its implementation.

The CAT plans to staff the pilot with two of its own members. In assessing the component of *P⁴-specific knowledge and skills*, the team notes that Maj Simmons is a licensed social worker who

has delivered group trainings to Air Force groups for the past ten years. Given his background, no additional communication or sensitivity training will be necessary, and he is certainly well-versed in military culture. Through his participation in the CAT, he is familiar with the CREW model, but he has not been formally trained to facilitate the group sessions. He will reach out to the developers of CREW to obtain the necessary training. The CAT has agreed to support his travel. Capt Williams has an undergraduate degree in psychology. He took several courses on research methods and statistics and volunteered in a professor's research lab while he was a student. In addition to providing backup support for the CREW sessions, Capt Williams will be responsible for obtaining, entering, and analyzing the baseline surveys and the three-month follow-up surveys assessing workplace civility.

The CAT is confident that Maj Simmons and Capt Williams have the capacity to deliver and assess the CREW sessions for the pilot. CAT members have all volunteered to serve as backup during this critical testing period. However, after the pilot is completed, if CREW is scaled up for delivery across the entire installation, the team plans to revisit staffing to assess whether it has enough facilitators.

The CAT plans to conduct the pilot test using volunteer workgroups and feels confident that it will find ten workgroups to participate. However, it has identified a leadership vacuum for the second phase, in which all workgroups will be encouraged to participate. To offer CREW to all installation workgroups, it will be necessary to obtain the support of the installation commander. The CAT also sees it as critical to obtain buy-in from each workgroup's direct supervisor and/or commander. If a workgroup is tasked by installation leadership to attend CREW but receives inconsistent messaging from direct leaders who do not support or take the effort seriously, the impact of CREW will be stunted. Leadership is a key component of *supportive climate*.

Given the critical role that leadership will play, the CAT begins to consider its readiness for phase two. It will schedule meetings and briefings with installation leadership with the goals of socializing CREW but also identifying a well-regarded *champion* with influence across multiple levels of leadership who has a strong interest in positive approaches to reducing workplace harassment. Once the champion is identified, the CAT will work with the champion to create a plan to rally both enlisted and officer personnel to prioritize the initiative.

Regarding the *inter- and intra-organizational relationships* components of readiness, the team plans to coordinate with DEOMI and the installation MEO and EEO offices to ensure situational awareness of harassment prevention efforts and to avoid duplication. The existing compliance trainings for workplace harassment cover very different material (e.g., DoD definitions of sexual harassment) and are delivered in a different style (online or lecture-based trainings). The CAT does not foresee a need to deconflict.

The necessary technical capacities are modest. Although a computer with a projector can be useful during group facilitation, CREW sessions can also be conducted using whiteboards or large notepads. Meeting rooms for workgroups with 20–50 members are distributed across the installation and can be reserved in a building near each workgroup's usual work location.

The out-of-pocket expenses needed for the CAT to implement CREW are limited. CREW is not a proprietary approach. Travel for a facilitator to obtain CREW training will be supported by the CAT, and minimal material costs are needed for copies and office supplies.

The cost of CREW will largely be driven by personnel time, which the CAT is not responsible for covering during the pilot phase. Installation leadership has already agreed to task a facilitator

and a support person to deliver the CREW pilot. A CREW facilitator and a support person will invest 50 percent of their time in the pilot for four months. In addition, each workgroup that attends CREW will be investing labor hours in the workplace civility sessions rather than in day-to-day tasks or other training. The CAT will rely on identifying volunteer workgroups whose leadership sees the value of improving workplace civility and is, therefore, willing to invest personnel time in the effort.

After completing GTO Step 5, the CAT feels even more confident in its capacity to conduct a pilot of CREW sessions at Townville AFB. The process of completing the *Readiness to Implement P⁴ Tool* provided a structure that has allowed the CAT to set aside issues that have been addressed and focus its efforts on the few remaining capacity gaps.

Over the next months, the CAT will invest its time in identifying a program champion and increasing leadership support for CREW, obtaining CREW facilitator training for Maj Simmons, gathering necessary CREW materials and evaluation tools, and identifying workgroups who are willing to participate in the pilot. Moving into GTO Step 6, it will update the *Community Action Plan Overview Tool* and develop an implementation and evaluation plan.



Readiness to Implement P⁴ Tool

Completed by: Mr. Searle

Date: 18 MAY 2018

P⁴ being considered: CREW

Subcomponent	Questions	Comments	OK?	Importance	Plan to Increase Readiness
Relative Advantage (can skip if considering a P ⁴ you have already been implementing)	Is this P ⁴ better than our current P ⁴ , or does our current P ⁴ remain the most advantageous?	It remains important for Airmen to receive compliance-based training on harassment in the workplace. However, this approach does not seem to be reducing the rate of workplace harassment in the Air Force.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not at all <input checked="" type="checkbox"/> Somewhat <input type="checkbox"/> Very	Who will work on this plan? By when will it be accomplished? None needed.
Simplicity	How simple is this P ⁴ to implement?	Will require buy-in from leadership to support work stand-downs to allow workgroups to participate as a unit, training local facilitators in the CREW approach, and organization of meetings.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not at all <input checked="" type="checkbox"/> Somewhat <input type="checkbox"/> Very	Who will work on this plan? CAT chair Lt Col Key will solicit and obtain buy-in from installation leadership By when will it be accomplished? January 2019
Ability to Pilot (can skip if considering a P ⁴ you have already been implementing)	How able are we to try out this P ⁴ ?	We will pilot with a small set of workgroups whose leaders volunteer to participate in program testing.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input checked="" type="checkbox"/> Very	Who will work on this plan? By when will it be accomplished? None needed
Observability	How easily can we see the results of this P ⁴ soon?	We can measure perception of workgroup civility before CREW and again 3 months after CREW to determine whether civility improves.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input checked="" type="checkbox"/> Very	Who will work on this plan? Capt Williams By when will it be accomplished? August 2018 Measures for workplace civility can be adapted from the original CREW evaluations within the VHA. Adaption for the Air Force should be minor.

Readiness to Implement P⁴ Tool—Continued

Subcomponent	Questions	Comments	OK?	Importance	Plan to Increase Readiness
Priority	How important is this P ⁴ compared to other things we do?	Very important. We need effective tools to improve workplace civility and reduce harassment to retain talented Airmen, protect unit cohesion, and reduce costs associated with response to workplace harassment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input checked="" type="checkbox"/> Very	Who will work on this plan? By when will it be accomplished? None needed
Champion	Is there a well-connected person who supports this P ⁴ ?	We are concerned that we do not have a flag officer or other highly esteemed community member who can serve as the program champion.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input checked="" type="checkbox"/> Very	Who will work on this plan? The CAT By when will it be accomplished? September 2018 1. Identify well-regarded champion with influence across multiple levels of leadership who has a strong interest in positive approaches to reducing workplace harassment. 2. Work with champion to create plan to rally both enlisted and officer personal to prioritize the initiative.
Supportive Climate	Do we have the necessary policies and procedures to enable the P ⁴ ?	Yes	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input checked="" type="checkbox"/> Very	Who will work on this plan? By when will it be accomplished? None needed
	How committed is our CAB leadership to the P ⁴ ?	CAB leaders are very supportive.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not at all <input checked="" type="checkbox"/> Somewhat <input type="checkbox"/> Very	Who will work on this plan? By when will it be accomplished? None needed

Readiness to Implement P⁴ Tool—Continued

Subcomponent	Questions	Comments	OK?	Importance	Plan to Increase Readiness
Inter-organizational Relationships	What relationships are needed between us and other organizations (e.g. Healing Abuse Working for Change) to do this P ⁴ ?	Connect with DEOMI and installation MEO office for situational awareness and to avoid duplication.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not at all <input checked="" type="checkbox"/> Somewhat <input type="checkbox"/> Very	Who will work on this plan? By when will it be accomplished? None needed
Intra-organizational Relationships	What relationships are needed within our Community Action Team to do this P ⁴ ?	Broad connections with direct leadership of workgroups across the entire installation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input checked="" type="checkbox"/> Very	Who will work on this plan? The CAT will partner with the program champion (once identified) to solicit buy-in from the direct supervisors and commanders of installation workgroups. By when will it be accomplished? October 2018
P⁴-specific Knowledge & Skills	Do we have the number of P ⁴ implementers recommended for the P ⁴ ?	A CREW facilitator and support person will be required for each CREW session.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input checked="" type="checkbox"/> Very	Who will work on this plan? By when will it be accomplished? Piloting can proceed with two implementation staff members (a facilitator and support person). Staff will need to be adjusted if the pilot study is promising and the CAT decides to offer it to all installation workgroups.
	Do our P⁴ implementers meet the following P⁴ qualifications [this sub-section may only be relevant for certain P⁴ that require special qualifications]:				
	Education level?	Maj Simmons is a licensed social worker; Capt Williams has an undergraduate degree in psychology	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not at all <input checked="" type="checkbox"/> Somewhat <input type="checkbox"/> Very	Who will work on this plan? By when will it be accomplished? None needed

Readiness to Implement P⁴ Tool—Continued

Subcomponent	Questions	Comments	OK?	Importance	Plan to Increase Readiness
P⁴-specific Knowledge & Skills	Years of experience?	The identified facilitator has ten years of experience working with Air Force teams	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not at all <input checked="" type="checkbox"/> Somewhat <input type="checkbox"/> Very	Who will work on this plan? By when will it be accomplished? None needed
	Communication skills?	Strong	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input checked="" type="checkbox"/> Very	Who will work on this plan? By when will it be accomplished? None needed
	Necessary training or experience for working with the group targeted by this P ⁴ ?	Yes	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input checked="" type="checkbox"/> Very	Who will work on this plan? By when will it be accomplished? None needed
	Comfort enough with the topic to effectively deliver the P ⁴ with fidelity?	Will need to obtain specific training in the CREW model	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input type="checkbox"/> Not at all <input type="checkbox"/> Somewhat <input checked="" type="checkbox"/> Very	Who will work on this plan? Maj Simmons By when will it be accomplished? October 2018 Plan to reach out to the developers of CREW to determine the best strategy to obtain the necessary training. Task is complicated by the fact that CREW is no longer offered or administratively supported by the VHA.

Readiness to Implement P⁴ Tool—Continued

Fiscal and Resource Capacities	Considerations	Costs	OK?	Plan to Increase Needed Resources
Printed materials (including curriculum and recruiting flyers): Do we have access to the materials needed to deliver the P ⁴ ?	Curriculum materials for 10 CREW trainings attended by 10 workgroups of 20–50 Airmen	\$1,000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Who will work on this plan? By when will it be accomplished? None needed
Transportation, if needed	All trainings will be local to Townville AFB	N/A	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Who will work on this plan? By when will it be accomplished? None needed
P ⁴ implementers: Received sufficient training specific to the P ⁴ ?	Facilitator travel to obtain CREW training (3 days, 2 nights) with airfare, hotel and per diem	\$1000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Who will work on this plan? By when will it be accomplished? None needed
Number of volunteers: <ul style="list-style-type: none"> • costs to recruit, • train 	N/A	N/A	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Who will work on this plan? By when will it be accomplished? None needed
Equipment: Do we have needed access to a computer or special computer programs to implement the P ⁴ ? Does the P ⁴ require a projector or other equipment?	Meeting rooms that will be comfortable for workgroups of 20 to 50. Access to a computer with projector is ideal but not necessary.	Cost included in facility	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Who will work on this plan? By when will it be accomplished? None needed

Readiness to Implement P⁴ Tool—Continued

Fiscal and Resource Capacities	Considerations	Costs	OK?	Plan to Increase Needed Resources
Amount of space, if needed, e.g. rental	One community or conference room for ten CREW sessions, capacity of 50 people.	\$0	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	None needed. Community room available at no cost.
Evaluation materials and efforts, e.g. surveys, data entry	Project evaluator for 50 hours	\$2,500	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	None needed.
Other: Facilitator and support person salary	Salary and fringe benefits for facilitator and support person at 50% effort for 4 months	\$44,000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Air Force has agreed to support salary/fringe of two employees while they assist in the pilot study of CREW. If CREW is rolled out to the entire installation, it may require hiring full-time staff members for this effort, and this cost will need to be approved.
Other: Personnel time	Approximately 35 Airmen will attend each CREW session, which will last approximately 5 hours (spread across meeting times). 10 CREW sessions will be conducted during the pilot study. Therefore, the CREW pilot proceeds at a cost of 1,750 person hours.	\$70,000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The CREW pilot will be conducted with 10 workgroups. Presumably, leaders who agree to participate will see the value of CREW and be willing to invest the person hours. The CAT is confident that it will find 10 workgroup supervisors/commanders to invest in this way. If CREW is offered installation-wide, some direct supervisors and commanders may be reluctant or even resistant to making this investment. The CAT will consult with the program champion (once identified) to develop a messaging plan to increase voluntary buy-in and/or support from higher-level leadership who can task the effort.
Total cost		\$118,500		



Chapter Six

GTO Step 6—Planning to Implement and Evaluate a Sexual Harassment Prevention P⁴

Having completed GTO Steps 1–5, the Community Action Team (CAT) is now ready to develop the operations of its selected P⁴. In this step, it relies on the *P⁴ Work Plan Tool* to create a detailed plan for running the program. Although the team was able to use many of the prompts in the *P⁴ Work Plan Tool*, it also needed to customize the tool with tasks that were specific to the CREW program.

Using this tool in GTO Step 6 left the CAT feeling assured that no key program tasks had been left out. The process of identifying tasks and then assigning a responsible team member improved the efficiency with which it completed preparation tasks. Lt Col Key, the CAT chair, particularly appreciated the opportunity to match the skills, expertise, and interests of group members to implementation tasks. As shown in the *P⁴ Work Plan Tool*, planning for specific components of implementation was largely overseen by the group member who will ultimately be responsible for the task when the P⁴ rolls out.



P⁴ Work Plan Tool

Completed by: Community Action Team

Date: 23 MAY 2018

P⁴: CREW

Tasks: Administrative	When Will It Be Done? (Time Frame)	Who Is Responsible?	Date Done
Prepare budget (see P ⁴ Budget Tool)	June 2018	Mr. Searle	15 May 2018
Acquire curriculum and materials, including evaluation materials	June 2018	Capt Williams	
Set preferred implementation dates	June 2018	Lt Col Key	
Tasks: Policies and Procedures	When Will It Be Done? (Time Frame)	Who Is Responsible?	Date Done
Obtain required permissions and draft necessary taskers	July 2018	Lt Col Key	
Tasks: Preparation	When Will It Be Done? (Time Frame)	Who Is Responsible?	Date Done
Identify a local CREW champion	June 2018	Lt Col Key	
Conduct outreach to develop installation community support	July–August 2018	Lt Col Key and Mr. Searle	
Meet with EEO and MEO offices to ensure situational awareness	August 2018	Lt Col Key	
Obtain facilitator training	July 2018	Maj Simons	
Dry run for facilitator/assistant practice	August 2018	CAT	
Reserve training facilities	July 2018	Capt Williams	
Prepare facilitator packets for CREW sessions	August 2018	Capt Williams	
Prepare participant materials (e.g., worksheets) for CREW sessions	August 2018	Capt Williams	
Test computer and projectors at the reserved training facilities	1 week before scheduled session	Capt Williams	
Purchase refreshments for CREW sessions	Week of scheduled session	Capt Williams	

P⁴ Work Plan Tool—Continued

Tasks: Recruitment (and Retention)	When Will It Be Done? (Time Frame)	Who Is Responsible?	Date Done
Develop and test participant recruitment (and retention) plan and materials	July 2018	Maj Simmons and Capt Williams	
Notify eligible population and solicit volunteer workgroups	Early August 2018	Lt Col Key	
Confirm dates, time, and space and send reminders to workgroup leaders	One week prior to session	Maj Simons	
Send thank you email to session participants and request informal feedback	Within 3 days of program session	Maj Simons	
Tasks: Implementation	When Will It Be Done? (Time Frame)	Who Is Responsible?	Date Done
Detailed schedule for implementing the P ⁴ (where and when will each part of the P ⁴ be conducted—e.g., when and how will each component of a media campaign will be rolled out)	August 2018	CAT	
CREW sessions for volunteer workgroup 1	September 3–7, 2018	Maj Simmons and Capt Williams	
CREW sessions for volunteer workgroup 2	September 10–14, 2018	Maj Simmons and Capt Williams	
CREW sessions for volunteer workgroup 3	September 17–21, 2018	Maj Simmons and Capt Williams	
CREW sessions for volunteer workgroup 4	September 24–28, 2018	Maj Simmons and Capt Williams	
CREW sessions for volunteer workgroup 5	October 1–5, 2018	Maj Simmons and Capt Williams	
CREW sessions for volunteer workgroup 6	October 8–12, 2018	Maj Simmons and Capt Williams	
CREW sessions for volunteer workgroup 7	October 15–19, 2018	Maj Simmons and Capt Williams	
CREW sessions for volunteer workgroup 8	October 22–26, 2018	Maj Simmons and Capt Williams	
CREW sessions for volunteer workgroup 9	October 29–November 2, 2018	Maj Simmons and Capt Williams	
CREW sessions for volunteer workgroup 10	November 5–9, 2018	Maj Simmons and Capt Williams	

P⁴ Work Plan Tool—Continued

Tasks: Evaluation			
Design evaluation and complete GTO process and outcome evaluation planner tools	May/June 2018	Maj Evans	9/21/18
Recruit evaluator	June 2018	Maj Evans	
Collect data	Each session (in person) and three months after each session (by email)	Capt Williams	
Enter data	Within one week of each session	Capt Williams	
Analyze data	1 month following all pilot sessions and within 1 month of receipt of all 3-month follow-up data	Evaluator	
Review process evaluation data from relevant data collection tools and complete GTO Step 7 summary tool	1 month following receipt of pilot study post-test data	Evaluator	
Review outcome evaluation data (including pre- and post-survey data) and complete GTO Step 8 summary tool	<ul style="list-style-type: none"> - Workplace civility outcomes can be evaluated after 3-month follow-up data - Long-term WGRA outcomes evaluated after each biennial WGRA is published 	Evaluator	
Present results and decide which changes are needed to improve the performance and outcomes, using GTO Step 9 CQI process and tools. Adjust goals and outcomes and reassess fit and P ⁴ readiness in light of implementation; update Work Plan Tool with lessons learned from implementation	Following receipt of long-term outcomes	Evaluator and CAT	
Finalize documentation, inventory any supplies, and begin planning next round or next steps	June 2019	CAT	

In the *P⁴ Budget Tool*, the CAT outlines its expected costs. It accesses budgeting tools available through the DoD Office of Cost Analysis and Program Evaluation to help it estimate personnel costs. Most CREW costs are tied up in personnel time—either the time of the facilitator and support person or the hours Airmen spend to attend CREW. Currently, the CAT is not obligated to produce these dollars from its own budget. It expects that commanders will permit the effort to be categorized as mission relevant and cover it with the general budget. That said, group members are also sensitive to the fact that prevention programs must be worth their costs. Ultimately, the CAT members will be expected to provide a recommendation to the Air Force about whether *all* CREW costs, including the largely invisible personnel costs, are offset by the benefits produced by the trainings. In an effort to consider and prepare themselves for this analysis, they include personnel time in the *P⁴ Budget Tool*.

The remaining costs for the pilot study of CREW sum to less than \$5,000 and are well within the budget allocated to the CAT.



P⁴ Budget Tool

Completed by: Mr. Searle

Date: 23 MAY 2018

P⁴: CREW

Item by Category	Calculation	Cost Estimate
Personnel	% effort or hours	
CREW facilitator and support person	Salary plus fringe benefits for facilitator and support person at 50% effort for 4 months	\$44,000
Project evaluator (contractor)	\$50 for 50 hours	\$2,500
Workgroup time	Approximately 35 Airmen will attend each CREW session, which will last approximately 5 hours (spread across meeting times). 10 CREW sessions will be conducted during the pilot study. Therefore, the CREW pilot proceeds at a cost of 1,750 person hours.	\$70,000
	Personnel Subtotal	\$116,500
Materials, equipment, and supplies		
CREW curriculum and session materials	\$100 per training × 10 CREW trainings	\$1,000
	Materials, Equipment, and Supplies Subtotal	\$1,000
Other (e.g., travel, transportation)		
Facilitator travel to obtain CREW training	Airfare, 2 nights hotel, per diem	\$1,000
	Other Subtotal	\$1,000
Total Cost	Sum of non-personnel category subtotals	\$2,000

During GTO Step 6, the CAT develops a process evaluation plan. After the pilot study of CREW is complete, the CAT wants to know whether it implemented the program according to its plan, and how well. To do so, it decides to track attendance of participants, facilitator adherence to the CREW model, and its own record of adhering to the work plan. The CAT understands that no P⁴, no matter how successful, will continue at Townville AFB if Airmen resist its messaging. Therefore, it decides to assess whether program participants enjoyed the program and subscribed to the underlying philosophy using surveys delivered after the last CREW session is complete. The completed *Process Evaluation Planner Tool* is below. After that tool, more guidance is presented on the details of process evaluation methods that could be used in an evaluation of CREW.



Process Evaluation Planner Tool

Completed by: Maj Evans

Date: 24 May 2018

P⁴: CREW

Process Evaluation Areas	Considerations	Evaluation Methods and Data Collection Tools	Anticipated Schedule for Data Collection and Analysis	Person(s) Responsible
1. The characteristics of participants compared with those of the target population	Pay grade, career group, gender, race, ethnicity	Pretest survey before attending CREW	Collection: immediately before first session Analysis: After all pilot sessions	Capt Williams and evaluator
2. The participants' utilization compared with the program plan	How many members of the workgroup attended each CREW session? How many members of the workgroup attended <i>all</i> CREW sessions?	Sign-in sheets	Collection: Start of each session Analysis: After all pilot sessions	Capt Williams and evaluator
3. Level of delivery the P ⁴ achieved (or exposure to the P ⁴), and inclusion of all planned components	Were all training components delivered? Facilitator self-rating and observer rating on quality of communication	An observer will attend the pilot sessions, will rate the quality of the delivered session, and will provide qualitative feedback to the evaluator on training content and communication	Collection: During pilot sessions Analysis: After all pilot sessions	Maj Simmons and evaluator
4. Satisfaction of the participants	Satisfaction questions on evaluation surveys	Post-training evaluation survey includes questions about satisfaction with the training and the facilitator	Collection: After the last CREW session for each workgroup Analysis: After all pilot sessions	Capt Williams and evaluator
5. Staff's (including volunteers') perception of the implementation	Facilitator, support person, and external observer	Interviews/debriefing with volunteers and any other staff involved in program	Collection: After all pilot sessions Analysis: CAT will consider all feedback	Maj Simmons, Capt Williams, and external evaluator
6. Adherence of implementation to the GTO Step 6 Work Plan	Administrative tasks, program policy, procedures, recruitment and retention plan, implementation planning tasks, and evaluation planning tasks	Examine GTO Step 6 Work Plan Tool to determine whether the person in charge of each task accomplished it as planned.	Analysis: At team meeting of the CAT	Lt Col Key
7. Other	N/A			



SH CAM Tip 6-1. Sample process evaluation measures for CREW

Measure	Description
Presenter delivers with fidelity	Ratings on adherence to the CREW model made by <ul style="list-style-type: none">• the trainer• an external observer• participants (provided question is framed in an easy-to-understand way—e.g., “My trainer let us explain what we mean by ‘respect’”)
Leadership communicated support for CREW	Workgroup ratings of the extent to which their direct supervisor, leader, and/or commander values the CREW process and encouraged their command to engage in the process
Workgroup engagement in the intervention	External observer or trainer estimate of the percentage (or number) of participants who <ul style="list-style-type: none">• appeared attentive for the majority of the session (e.g., looked at speaker, nodded head, maintained active posture)• spoke at least one time• spoke regularly• made negative, disparaging, or disruptive remarks about the CREW process
Pay grade interference with CREW engagement	Debriefing interviews with trainer and external observer assessing whether there was any indication that workgroup members with lower pay grades were less engaged in the process, less likely to speak, and/or more likely to defer to those with higher pay grades.
Participant satisfaction	Extent to which participants rated the experience as important, useful, and likely to succeed. Consider satisfaction separately for <ul style="list-style-type: none">• supervisors/leaders/commanders• others
Likelihood to recommend	Leadership ratings of the likelihood that they would recommend CREW to other commanders

The CAT sees the process evaluation as an important first step in evaluating the usefulness of CREW at Townville AFB. However, ultimately, the CAT wants to know whether CREW leads to downstream improvements in workplace civility (P⁴ outcomes) and, ultimately, to reductions in workplace harassment (overall impact). To answer these questions, it also plans an outcome evaluation.

The workgroup plans to collect its own evaluation data using brief questionnaires. Before the first session, it will ask participants to complete an eight-item measure of workplace civility (Osatuke et al., 2009). The selected measure has been used to evaluate CREW in the past. Items include assessments of the extent to which each Airman believes that “people treat each other with respect in my workgroup” and “disputes or conflicts are resolved fairly in my workgroup.” This initial survey, conducted before the first CREW session, will provide an indication of the level of civility that naturally existed within the workgroup. Then, after the final CREW session is complete, participants will fill out the survey again. By comparing the first and second survey, the CAT will be able to see whether there were any immediate changes in workgroup civility after completion of CREW.

Ultimately, the CAT thinks that the effects of CREW will take some time to mature. That is, after the last CREW session, workgroups will be encouraged to continue to implement the skills and plans they made. If they do so, workplace civility should continue to improve even after the last session is completed. To assess these longer-term effects, the CAT plans to email the same survey to CREW participants three months after the last session. Comparing the three-month follow-up survey with the second survey will provide some indication of whether workplace civility continues to improve after the last session, stays the same, or declines back to pre-CREW levels.

The CAT decides to coordinate with the external evaluator to ensure that the outcome evaluation meets the ethical standards of DoD and has received all regulatory approvals. Capt Williams agrees to serve as the liaison between the team and the evaluator. Once all the necessary data have been collected or received from the DoD Office of People Analytics, the evaluator will complete the analyses and help the CAT understand whether CREW achieved the desired outcomes outlined in the *SMART Desired Outcomes Tool*. She will also provide a summary of any observed changes in perceived workplace civility before and after CREW among Airmen who attended the initial pilot sessions.

The completed *P⁴ Outcome Evaluation Planner Tool* is below. After that tool, more guidance is presented in Tip 6-2 on the details of outcome evaluation measures that could be used in an evaluation of CREW or other P⁴ that target workplace civility, workplace productivity versus burnout, workplace harassment, or leadership promotion of a civil workplace.

Because the CAT is also interested in any long-term changes in sexual harassment, it reviews existing surveys that assess respectful workplace climates and workplace sexual harassment. Maj Evans, a CAT member, agrees to lead the effort and identifies four possibilities, each with pros and cons:

1. the Defense Equal Opportunity Management Institute Organization Climate Survey (DEOCS)
2. The Workplace Gender Relations Survey of Active Duty Service Members (WGRA)
3. The Workplace Equal Opportunity Survey (WEOS)
4. Databases that track official reports of workplace harassment

DEOCS is an anonymous online survey (<https://www.deocs.net/public/index.cfm>). The survey is conducted for any commander of a unit with 50 or more people within 90 days after taking command and annually thereafter.

Pros

- The survey's focus on Airmen's perception of fair treatment and organizational effectiveness is a good match with the CAT's needs to determine whether it is reaching its goal of respectful workplaces.
- Some questions assess sexual harassment.

Cons

- Historically, few Airmen have responded to the survey.
- Unlike other DoD surveys, it lacks the methodological balances that account for differences between the people who respond to the survey and those who do not.
- The survey may be difficult to access.

The **WGRA** is a confidential survey managed by the DoD Office of People Analytics (Davis et al., 2017) that estimates incidence of sexual assault annually and assesses aspects of workplace climate.

Pros

- The survey assesses Airmen's perception of mutual respect and trust in their unit, divided into their perception of those in lower, similar, or higher pay grades (Davis et al., 2017, p. 417).
- The survey assesses unproductive workplace behaviors, such as interference with work duties, withholding necessary assistance, and excessively harsh criticism of work performance (Davis et al., 2017, p. 419).
- The survey estimates the percentage of male and female Airmen who have been sexually harassed in the past year.
- The survey is completed by a large number of Airmen, and statistical methods are used to ensure that results are not biased.

Cons

- The survey is fielded only once every two years.

NOTE: The DoD Office of People Analytics publishes an overview report on each fielding of the WGRA that provides information on the entire Air Force. To receive the summary statistics for Townville AFB specifically, the CAT would need to work closely with the Office of People Analytics to make a specific data request for Townville-only information.

The **WEOS** includes an assessment of racial/ethnic harassment and was recently updated to estimate the prevalence of bullying and hazing.

Pros

- Results could reveal change if workplace civility were improved.

Cons

- The results are slow to be released. As of March 2018, the most recently released WEOS was fielded in 2011 and includes reserve component members only (DMDC,

2014). The survey was last fielded in 2017 and included a new measure of racial/ethnic harassment, but it has not yet been released.

Finally, the Air Force MEO and EEO offices maintain records of every official complaint of harassment based on a protected class (e.g., gender, race/ethnicity; GAO, 2017). Initially, Maj Evans thought that these complaints could be a good way to track the success of programming; however, after consulting with measurement experts, he learned that most service members who experience workplace harassment do not file official reports (Grifka and Davis, 2017). Thus, tracking official reports would provide an undercount of the true nature of harassment in the Air Force.

To evaluate longer-term changes in sexual harassment, the CAT decides to rely on existing data collected in the DoD WGRA. This survey includes an item that assesses Airmen's perception of their workplace climate and a measure that assesses whether Airmen experienced sexual harassment in the past year. The WGRA is fielded every two years. Thus, it permits a *pre-post* design that will allow a comparison of the prevalence of sexual harassment at Townville AFB before and after CREW is implemented. The team will partner with the external evaluator and the DoD Office of People Analytics to request descriptive data from the survey for Airmen who served the majority of the previous year at Townville AFB. Their external evaluator urges them to use caution when interpreting WGRA data from Townville AFB. Because the survey is fielded only every two years, it is possible that many of the Airmen who benefit from CREW will have moved to a new location two years later. Their new skills may improve the workplace climate at locations *other* than Townville AFB.

With a full understanding of this limitation, the team decides that it will still be useful to analyze WGRA data to determine whether the climate at Townville AFB is changing. The CAT team adds this information to the final column on the Step 2 *Community Action Plan Overview Tool* to show that it will use the WGRA to track overall impact.

Although the desired outcomes in which the CAT is interested are Airman scores on the CREW Civility Scale, it decides to include the impact measures from the WGRA on its *P⁴ Outcome Evaluation Planner Tool* to keep this information organized for future reference.



P⁴ Outcome Evaluation Planner Tool

Completed by: Maj Evans

Date: 24 MAY 2018

P⁴: CREW

Desired Outcome	Evaluation Design	Scale Name/Questions	Source of Scale/Questions	Items to Include
Increase in perceived workplace civility among CREW participants	<input type="checkbox"/> Pre-/post- with comparison group <input checked="" type="checkbox"/> Pre-/post- <input type="checkbox"/> Post- only	8-item <i>CREW Civility Scale</i> , assessing perceived civility within the current workplace	Osatuke et al., 2009	All 8 items
Within three years of program implementation, 90% of Airmen believe that their military colleagues and leaders promote “a unit climate based on mutual respect and trust”	<input type="checkbox"/> Pre-/post- with comparison group <input checked="" type="checkbox"/> Pre-/post- <input type="checkbox"/> Post- only	Item included on the biennial WGRA	Davis et al., 2017	Q. 182
Within three years of program implementation, eliminate differences by gender and race/ethnicity for the percentage of Airmen who believe that their military colleagues and leaders promote “a unit climate based on mutual respect and trust”	<input type="checkbox"/> Pre-/post- with comparison group <input checked="" type="checkbox"/> Pre-/post- <input type="checkbox"/> Post- only	Item included on the biennial WGRA	Davis et al., 2017	Q. 182
To decrease the percentage of male active component Airmen who indicate that they had experiences that met the DoD definition of sexual harassment in the past year from 3% to 2%	<input type="checkbox"/> Pre-/post- with comparison group <input checked="" type="checkbox"/> Pre-/post- <input type="checkbox"/> Post- only	Measure of DoD-defined sexual harassment included in the biennial WGRA	Davis et al., 2017	Q. 8–47
To decrease the percentage of female active component Airmen who indicate that they had experiences that met the DoD definition of sexual harassment in the past year from 13% to 10%	<input type="checkbox"/> Pre-/post- with comparison group <input checked="" type="checkbox"/> Pre-/post- <input type="checkbox"/> Post- only	Measure of DoD-defined sexual harassment included in the biennial WGRA	Davis et al., 2017	Q. 8–47



SH CAM Tip 6-2. Sample outcome measures

Sample Measure	Description	Reference(s)
Workplace civility		
CREW Civility Scale ¹	Participants rate workplace civility in their workgroup and across the organization	Meterko et al., 2007
Workplace Incivility Scale ¹	Participants indicate the frequency with which they experienced workplace incidents that were disrespectful or rude in the previous month	Cortina et al., 2001
Esteem-reward Imbalance Questionnaire ¹	Includes two items assessing receipt of deserved respect in the workplace	Siegrist et al., 2004
Respect and Trust	The percentage of Airmen who believe their military colleagues “promoted a unit climate based on mutual respect and trust”	Davis et al., 2017
Disruptive workplace behavior	Frequency with which participants experienced disruption from colleagues (e.g., “intentionally interfered with your work performance”)	Davis et al., 2017
Willingness to intervene to stop workplace incivility	Extent to which participants are willing to “point out to someone that you think they ‘crossed the line’ with gender-related comments or jokes”	Davis et al., 2017
Workplace productivity versus burnout¹		
Maslach Burnout Inventory	Participant experience of exhaustion and cynicism in their workplace	Maslach, Jackson, and Leiter, 1996
Affective Commitment Scale	Participant commitment to their organization	Allen and Meyer, 1990
Job satisfaction	Participant positive attitudes about coworkers, supervisors, pay and benefits, sense of accomplishment associated with work, and overall	Hackman and Oldham, 1975; Tsui, Egan, and O’Reilly, 1992

Workplace Harassment		
Sample Measure	Description	Reference(s)
Sexual harassment in the past year	Experienced sexual harassment in the past year, as defined by DoD Directive 1350.2	Jaycox et al., 2015 (for continued use on the WGRA)
Gender discrimination in the past year	Experienced gender discrimination in the past year, as defined by DoD Directive 1350.2	Jaycox et al., 2015 (for continued use on the WGRA)
Experienced racial/ethnic harassment in the past year	Experienced workplace behaviors consistent with racial/ethnic harassment	Defense Manpower Data Center, 2014
Experienced racial/ethnic harassment in the past year	Experienced workplace behaviors consistent with racial/ethnic harassment	Defense Manpower Data Center, 2014
Inappropriate workplace behavior	Rating of the extent to which peers “refrained from sexist comments and behaviors”	Davis et al., 2017
Leadership promotion of a civil workplace		
Respect and Trust	The percentage of Airmen who believe that their military colleagues who outrank them “promote a unit climate based on mutual respect and trust”	Davis et al., 2017
Inappropriate workplace behavior	Rating of the extent to which military colleagues who outrank them “led by example by refraining from sexist comments and behaviors”	Davis et al., 2017
Encourages reporting	Rating of the extent to which military colleagues who outrank them “created an environment where victims would feel comfortable reporting sexual harassment or sexual assault”	Davis et al., 2017

¹ From Leiter et al., 2011.



Chapter Seven

GTO Step 7—Process Evaluation for a Sexual Harassment Prevention P⁴

By the end of summer, the Townville Community Action Team (CAT) had completed the planning process for implementing and evaluating CREW. Over the next six months, the CAT was focused on promoting CREW in the community, obtaining facilitator training, recruiting ten volunteer workgroups to participate, and, finally, implementing CREW.

In mid-December 2018, the CAT was ready to see and interpret the results of the process evaluation. The *Process Evaluation Results Summary Tool* was completed by the external evaluator, who had access to the sign-in sheets and satisfaction surveys and had attended debriefing sessions with the CAT. The process evaluation will tell the team how well CREW was implemented, but not whether it “worked.” The next step will help the CAT to learn more about the outcomes of its efforts.



Process Evaluation Results Summary Tool

Completed by: External Evaluator **Date:** 30 APRIL 2019 **P⁴:** CBT-I Coach

Process Evaluation Questions	Process Evaluation Data and Results		
What were the characteristics of P ⁴ participants compared with those of the target population?	Characteristic	CREW Participants	Townville AFB
	Pay grade		
	E1–E4	52%	60%
	E5–E6	30%	20%
	O1–O3	16%	17%
	O4+	2%	3%
	Career group		
	Operations	20%	30%
Maintenance and logistics	10%	20%	
Support	20%	30%	
Medical	50%	10%	
Other	0%	10%	
Gender			
Men	70%	80%	
Women	30%	20%	
Race			
White	70%	72%	
Black/African American	15%	15%	
Asian	5%	4%	
Other	10%	9%	
Ethnicity			
Hispanic or Latino	18%	14%	
Not Hispanic or Latino	82%	86%	
What was the participants' P ⁴ utilization compared with the P ⁴ plan?	Benchmark = 90% Session 1: 94%, Session 2: 90%, Session 3: 91% All three sessions: 88% attended every session (consistent with 90% benchmark)		
What level of delivery did the P ⁴ achieve, and did all planned components get delivered?	According to the external observer, Maj Simmons was more directive than is ideal for CREW during early sessions (e.g., provided workgroups with too many prompts and suggestions), which was not consistent with CREW philosophy. Following feedback and support from the observer, all sessions for subsequent workgroups were consistent with the CREW philosophy (e.g., providing the encouragement and space for each workgroup to develop its own plan).		

Process Evaluation Questions	Process Evaluation Data and Results
How satisfied were the participants?	Participants who “agreed” or “strongly agreed” that CREW was <ul style="list-style-type: none"> • a useful exercise for my workgroup: 82% • an important exercise for my workgroup: 48% • likely to improve civility in my workgroup: 52%
What was the staff’s (including volunteers) perception of the P ⁴ ?	In a debriefing with the CAT, Maj Simmons and Capt Williams indicated that the first two workgroups were challenging because they were still learning the CREW model. However, once they felt confident in their own leadership, they believed that the sessions had gone well. The workgroups had seemed engaged and committed to improving teamwork and civility within the group.
How closely did the P ⁴ implementation follow the GTO Step 6 Work Plan?	All target dates were met except for the session dates. Challenges coordinating with volunteer workgroup schedules combined with the Thanksgiving holiday led to sessions extending until the first week of December.
Other	

Key Process Evaluation Results

Below, in bulleted form, are key results from the process evaluation of CREW.

Participant Characteristics Relative to the Target Population

- Ten volunteer workgroups participated.
- The racial and ethnic composition of the pilot study participants is not significantly different from the racial and ethnic composition of Townville AFB overall.
- Half of the workgroups were from medical career fields, far more than is true overall for the base.
- Participant workgroups, like Airmen who belong to the medical career group, had a higher representation of women than is true overall for the base and included more senior enlisted members.
- In discussions with Airmen about their experience, Capt Williams found that many of the workgroups who had volunteered to participate in the CREW pilot were workgroups that already had a high degree of workplace civility.

Utilization

- Participation among workgroups was high. For each CREW session, 90–94 percent of the workgroup attended, and, overall, 88 percent of participants attended every session offered to their workgroup.

Delivery as Planned?

- An external observer rated Maj Simmons (the facilitator) as more directive than is ideal in CREW for the first three sessions. With feedback and support from the external observer, he was able to quickly correct his style to rely more on group exercises that produce consensus and open-ended questions.
- By the midpoint of the pilot study, the external observer was rating Maj Simmons' performance as strongly consistent with the CREW model, and Maj Simmons reported feeling comfortable delivering the model.

Participant Satisfaction

- Most Airmen in the CREW pilot study (82 percent) thought it was a useful exercise for their workgroup.
- About half (52 percent) believed that it would improve workplace civility.
- About half (48 percent) thought it was "important."

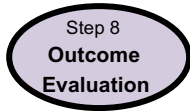
Staff Perception

- Maj Simmons eventually settled into a non-directive facilitation style.
- The non-directive and collaborative style did not immediately mesh with the hierarchical approach that is used in some military settings.
- To improve participation, it was important to explain to workgroups during the first session, and then to remind them during future exercises, that civil environments are influenced by everyone in the group, from leadership to the newest junior enlisted member.

Adherence to Work Plan

- CAT members stated that the work plan helped them stay on track.
- The one deviation from the work plan was holding the meetings less frequently than the planned once-a-week schedule because of competing demands.

The CAT gleaned several insights from the process evaluation that will help it to contextualize the outcome evaluation and plan for the future. It is pleased with the level of fidelity to the CREW model ultimately achieved and pleased that most participants attended all the sessions and were engaged in a process they believed was a useful exercise. However, it is concerned that volunteer workgroups appeared to be skewed toward the medical professions and already had a high level of respect and civility, which may explain why fewer Airmen rated CREW as important and likely to improve civility. Moving forward, the CAT will be careful to interpret the findings in this context. What it learns from the pilot may not generalize to other career groups or to workgroups that are currently facing civility challenges who would most benefit from this P⁴.



Chapter Eight

GTO Step 8—Outcome Evaluation for a Sexual Harassment Prevention P⁴

To evaluate CREW outcomes, the Community Action Team (CAT) used an eight-item survey, the CREW Civility Scale (Osatuke et al., 2009) to measure the degree of civility that CREW participants observe in their workgroup (1) before they complete CREW, (2) after they complete CREW, and (3) three months after they complete CREW. According to the original evaluations of CREW, workplace civility should improve following participation in CREW sessions. The CAT believes that as workplace civility becomes stronger, workplace harassment should decline.

In the previous step, the team learned that it had implemented CREW well, but not whether it achieved the desired changes in workgroup attitudes and behaviors. In this step, the team finally learns whether CREW “worked.” The *P⁴ Outcome Evaluation Results Summary Tool* illustrates the summary data and interpretation that the CAT received from the external evaluator. The CAT is disappointed to learn that, for the ten workgroups that participated in the pilot study, workplace civility did not appear to improve after completion of CREW sessions.



P⁴ Outcome Evaluation Results Summary Tool

Completed by: External Evaluator

Date: 10 APRIL 2019

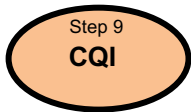
P⁴: CREW

Metric/Item/ Scale/Other data Name	Pre-P ⁴ Score	Post-P ⁴ Score	Percentage Change [(post- minus pre-) divided by pre-]	Interpretation
Increase in perceived workplace civility among CREW participants as measured by the <i>CREW Civility Scale</i>	P ⁴ : 4.2	P ⁴ : 4.3 (last session) P ⁴ : 4.2 (3-month follow-up)	2.3% 0%	Scores on the <i>Crew Civility Scale</i> range from 1 (participant perceives no workplace civility in their workgroup) to 5 (participant perceives strong workplace civility in their workgroup). On average, CREW participants rated their workgroup very high on workplace civility (4.2). Civility improved very slightly (but probably not meaningfully) by the last session of CREW and remains steady at 4.2 at the 3-month post-CREW follow-up. For the ten workgroups in the pilot study, workplace civility did not appear to change. Workgroups were marked by strong respect and civility before and after the CREW intervention.
	Comparison: Not planned	Comparison: Not planned		

On closer examination, the Townville CAT notices that workplace civility was already very high in the workgroups that participated in the pilot study. It wonders whether it is possible that these units already had such a strong culture of respect that there was no room for CREW to make their workplace climate any better. Capt Williams reminds the team that only 48 percent of CREW participants thought that it was an important exercise for their particular workgroup, and that his impression from talking with participants is that they already expected and received respect from their colleagues.

The workgroup had hoped to use improved workplace civility as a lever that would subsequently decrease workplace harassment. However, given that the pilot study showed no changes in workplace civility, the workgroup does not see how the program could have downstream effects on harassment.

Although the results are disappointing, the CAT believes that it has learned enough from implementing CREW and from the results of the process and outcome evaluation to move forward with improvements. In Step 9, it will use these lessons learned to brainstorm ways to improve the P⁴.



Chapter Nine

GTO Step 9—Continuous Quality Improvement for a Sexual Harassment Prevention P⁴

In GTO Step 9, the Community Action Team (CAT) uses the *Continuous Quality Improvement (CQI) Review Tool* to summarize the results of the CAT's efforts to date and organize its plan for the future. The tool provides a snapshot of the CAT's successes and shortcomings and prompts it to identify and plan necessary improvements. The outcome evaluation showed that CREW did not change workplace civility, which was strong in the pilot study workgroups both before and after completion of CREW sessions.

The results of the process evaluation help the CAT to make sense of the failure to achieve the desired outcome. Utilization was high, so the team rules out poor attendance as the source of the problem. However, the volunteer workgroups were disproportionately from the medical career group, and the average pretest score on the CREW Civility Scale was very high (4.2 out of 5). In addition, because the CAT recruited leaders who were willing to engage in improving workplace civility, it may have missed the workgroups that needed the intervention the most (e.g., workgroups directed by leaders hesitant to expose the incivility in their command). Combined with informal feedback from participants, the team concludes that the workgroups who participated were already committed to workplace civility, and, therefore, there was little room for the CREW process to improve their workplace climate. Despite this disappointing initial result, the team believes that for poor functioning workgroups currently struggling with incivility in the workplace, CREW may still be an important P⁴.

The team decides to run a second pilot study. It will use the information it has learned from this evaluation to update its recruitment plans. For the next round of ten workgroups, it will actively recruit unit commanders who have noticed incivility in the ranks and who believe that their workgroup would benefit from the CREW process. The team will also update the recruitment plan to ensure that workgroups are pulled from each career group in rough proportion to the makeup of the installation. For example, 30 percent of Airmen stationed at Townville AFB have occupations in the operations career group; therefore, three out of the ten workgroups recruited from the study will be from the operations career group.

The process of implementing CREW went very smoothly during the first pilot, so few changes are expected. The facilitator delivered the model with high fidelity after receipt of feedback from an observer, and the workgroups were engaged in the process. The CAT hopes that this experience will translate to a smooth second phase. It recognizes that by recruiting workgroups that are less civil at pretest, the CREW process may also be less civil. Maj Simmons indicates that the confidence he built working with largely enthusiastic workgroups should provide a good foundation to weather the challenges that a less civil workgroup may bring. The team keeps in place the same plans for a process and outcome evaluation with the second group, which will support its decisionmaking on a path forward after the second pilot study is complete.



CQI Review Tool

Completed by: Mr. Searle

Date: 25 APRIL 2019

P⁴: CREW

1. Priorities for Action

Targeted Need	Desired Outcome	Outcome Evaluation Result (Check one box and explain)	Action Needed? (Yes/No & explain)
Unit training in how to promote workplace civility	Increase in perceived workplace civility among CREW participants	Progress on desired outcome: <input type="checkbox"/> Reached <input checked="" type="checkbox"/> Missed <input type="checkbox"/> Exceeded Explain: Workplace civility was very high before and after participating in CREW sessions. It is possible that the volunteer workgroups were so high functioning on this domain that there was no room for improvement	Yes Explain: We will conduct a pilot evaluation of CREW targeting workgroups who are more likely to benefit (e.g., those struggling with incivility)

2. Process Evaluation

Dates and Participation Targets

P⁴ dates:

September 3–7, 2018; September 10–14, 2018; September 17–21, 2018; September 24–28, 2018; October 1–5, 2018; October 8–12, 2018; October 15–19, 2018; October 22–26, 2018; October 29–November 2, 2018; November 5–9, 2018

A. Total target population: 250

Target population characteristics:

Pay grade

E1–E4: 60%

E5–E6: 20%

O1–O3: 17%

O4+: 3%

Career group

Operations: 30%

Maintenance and logistics: 20%

Support: 30%

Medical: 10%

Other: 10%

Gender
 Men: 80%
 Women: 20%

Race
 White: 72%
 Black/African American: 15%
 Asian: 4%
 Other: 9%

Ethnicity
 Hispanic or Latino: 14%
 Not Hispanic or Latino: 86%

P⁴ Adherence/Delivery

B. Total P⁴ participants who attended at least one session: 243

C. Total who attended every session: 220

What level of P⁴ adherence did you achieve (offer activities according to P⁴ requirements), and what evidence do you have to document this level of adherence?

According to an external observer with expertise in CREW, following the third session, all remaining sessions were facilitated consistently with the CREW philosophy.

Process Evaluation Results	Divide the Total at D by the Total at A	Divide the Total at D by the Total at B
D. Total participants in evaluation: 243	% of target: 97% $(D \div A \times 100)$	% of actual: 97% $(D \div B \times 100)$

Evaluation participants (check all that apply): Facilitators or staff

Participants (all) Participants (some) Others _____

How well does the evaluation represent the population served? (check one):

Not at all well Somewhat well Very well

3. Planning P ⁴ Improvements		
Step-by-Step Review	Response	Changes for the Next Time?
<p>Were the problems identified the right problems to be addressing with our P⁴? (GTO Step 1) Are there other problems that should be addressed? Have the problems changed? Should we ‘stay the course’ with the current P⁴?</p>	Yes	No
<p>Do we need to change goals and desired outcomes or potential participants? (GTO Step 2) Target different conditions or behaviors? Reset benchmarks up or down?</p>	Yes	Before considering CREW for the entire installation, we should conduct a second pilot test with purposeful recruitment of workgroups that are struggling with a poor workplace climate and current workplace incivility. We should target career groups other than medical.
<p>Should we consider another P⁴? (GTO Step 3) Or are there other improvements we need to make?</p>	Not yet	No
<p>Does the P⁴ still philosophically and logistically fit our installation, community, and participants? (GTO Step 4) If not, why not? What adaptations could be made? Were any adaptations made? How did that go?</p>	Somewhat	May not be necessary/appropriate for high-functioning workgroups
<p>Do we have the readiness (willingness and capacities) to do the P⁴ well? (GTO Step 5) Has there been a shift in resources? Are new staff capacities needed?</p>	Yes	No
<p>How well did we plan? (GTO Step 6) Any suggestions for improvement? Anything missing?</p>	Well	<ul style="list-style-type: none"> • Revise the recruitment plan to target workgroups who could benefit from a workplace civility program. • Revise the recruitment plan to ensure proportionate representation of each career group. • Extend the timeline for implementation to foresee scheduling challenges.
<p>How well did we implement the P⁴? (GTO Step 7) Did we implement the P⁴ with adherence—i.e., were the core components delivered? What are the main conclusions from the process evaluation?</p>	Well	CREW was implemented well with fidelity. The process evaluation revealed that using volunteers for the pilot study led to recruitment of workgroups that were already high functioning and committed to workplace civility (leaving little room for improvement due to CREW).
<p>How effectively did the P⁴ help us reach our desired outcomes? (GTO Step 8) What are the main conclusions from the outcomes evaluation?</p>	Ineffective	CREW does not improve workplace civility in workgroups that are already high functioning. We need to determine whether it helps workgroups that are struggling with workplace civility.



Chapter Ten

GTO Step 10—Sustainability Review for a Sexual Harassment Prevention P⁴

In May 2019, the Townville Community Action Team (CAT) meets to review its efforts to date and begin planning for the next year. Because the outcome evaluation showed no improvement in workplace civility for the pilot workgroups, the team agrees that it is not appropriate to expand CREW to the whole installation. However, as noted in Step 9, the team has decided to test CREW a second time. For its second pilot study of CREW, it will update the recruitment plan to select ten workgroups who are struggling with workplace incivility and, therefore, are more likely to benefit from the CREW model.

The iterative process built into GTO makes it easy to cycle back to Step 1 and begin the process anew. During this second cycle, the time investment will be lower because many decisions can remain in place. For example, the P⁴ selection, process evaluation, and outcome evaluation will remain virtually unchanged.

The team records its decisionmaking process in the *Sustainability Review Tool*. Maj McHenry, Maj Evans, and Capt Williams volunteer to review and update the work they completed for GTO Steps 1–3, and the CAT schedules a follow-up meeting to review their changes. Although the CAT had hoped that CREW would be effective on the first try, it is relieved that it followed a careful GTO process. The team is thankful that Air Force resources were not invested in blindly scaling up a CREW P⁴, and it remains committed to refining its chosen P⁴ so that it will successfully reduce workplace harassment at Townville AFB.



GTO Step 10 Sustainability Review Tool: Current Status

Completed by: Community Action Team Date: 1 MAY 2019 P⁴: CREW

	Questions (use your GTO tools as you address these questions)	Answers	Next Steps (Explain or enter “N/A”)
What we have done in the past	Does the need for the P⁴ continue? Has the need for the P ⁴ changed or remained the same? Are there any new concerns?	Yes	Workplace harassment remains an issue at Townville.
	Are our results good enough to continue doing the P⁴? Look at your results and determine the P ⁴ 's impact on the participants.	No	Conduct a second pilot study with workgroups currently struggling with workplace incivility.
	What particular result can we use to justify the P⁴? Any goal or desired outcome that you achieved may be a good “result” to share with stakeholder to justify the P ⁴ . Look at the Goals and CQI tools to see what desired outcomes were reached or exceeded. Highlight any dramatic improvement from your data.	The facilitator learned to deliver CREW with high fidelity to the model, and participants were engaged in the CREW process. The CAT is able to implement the P ⁴ well and knows how to evaluate its effort.	Conduct a second pilot study with workgroups currently struggling with workplace incivility.
	What should we change about the way we do the P⁴? Using evaluation data and the CQI tool from GTO Step 9, think about the process—recruitment, enrollment, attendance, logistics, etc.—and consider whether one or more of these activities could be strengthened or changed to be a better fit for your site and staff.	Target the P ⁴ to workgroups who are most able to benefit from it (rather than offering it to all workgroups).	Recruit a new group of 10 workgroups that represent the career groups at Townville and are currently struggling with workplace incivility (i.e., able to benefit from the CREW process).
	Who knows the P⁴ and supports keeping it going here? Consider which individuals at the installation are champions of this P ⁴ —i.e., influential people who really like the P ⁴ —and are enthusiastic about it, including leadership. Should somebody else be brought on? Who is going to take the lead?	The CAT is still in place to support a second pilot study.	Conduct a second pilot study.



Sustainability Review Tool: Future Work

Completed by: Community Action Team

Date: 1 MAY 2019

P⁴: CREW

	Sustainability Questions	Answers	Next Steps
What we will do in the future	<p>Where will the GTO tools, the P⁴ evaluation, and the P⁴ manual and materials be kept? Decide who will have access to them and consider how this is the same or different from other P⁴ materials at your installation. Where do you currently keep them?</p>	The GTO tools and evaluation reports will be stored on the CAT's secure, shared website.	Capt Williams will transfer all materials to the shared, secure site and provide links to all CAT members and other stakeholders (e.g., installation leadership).
	<p>Who will be in charge of making the P⁴ happen? Also, think about who is trained to be the facilitator, how that decision was made, and what supervision would be necessary.</p>	The CAT retains oversight of the second pilot study.	Maj McHenry, Maj Evans, and Capt Williams will review and update GTO Steps 1–3 before the next CAT planning meeting.
	<p>Who else is in favor of and needs to be involved in keeping the P⁴ going? Think about the Wing Commander, the Community Action Team, the CAB, and the community of Airmen. Should a new champion be added?</p>	CAT and installation leadership	Installation leadership will be briefed on the results of the pilot study and plan for the second pilot study.
	<p>Who will do the evaluation and pre-/post- surveys, track attendance, and monitor adherence? When (how often) and to whom will the results be reported? Think about who could lead these activities (1 person or more—staff or an outside group). Think about how to organize the results and who needs to see them. Also think about whether your evaluation plans should be revised.</p>	The CAT will divide responsibilities using the same plan developed for the first pilot study.	None needed at this time
	<p>How much funding, if any, do we need for running the P⁴? Are there resources other than funds that are needed to run the P⁴ well (e.g., for recruitment, good attendance, supplies)?</p>	Budget for tangible costs is sufficient. Will need leadership support for continued personnel time.	Lt Col Key will obtain necessary leadership support to allow CAT members to continue to devote work hours to workplace civility tasks.
	<p>When will we run the P⁴ again? And when will we revise the Step 6 Work Plan? Consider the different times of year or days and times of the week and what worked best in the past. Think about lead time needed to look back at the Work Plan and revise it if needed.</p>	September 2019	Expand the timeline for implementation to foresee scheduling challenges.
	<p>How can we keep staff trained in the P⁴? The more staff are trained, the more likely you will be able to continue the P⁴. Look back at the P⁴ materials and what is required of facilitators. Consider who could be trained and who would be responsible for doing the training.</p>	Maj Simmons and Capt Williams are already trained and will lead the next set of CREW sessions.	N/A

By working through the GTO process, the Townville implementation team learned that the ten steps of GTO are interrelated; much of the content in each step was used to inform the activities for subsequent steps.

- GTO Step 1—Problems and Resources Assessment: Determine priority challenges to address.
- GTO Step 2—Goal and Desired Outcomes: Identify at least one goal and an associated specific, measurable, achievable, realistic, and time-based (SMART) desired outcome.
- GTO Step 3—Best Practices: Choose an approach that already has some evidence of effectiveness in achieving the desired outcome(s).
- GTO Step 4—Fit: Ensure appropriateness of the approach for the target population, community, and organizational mission.
- GTO Step 5—Readiness: Ensure that motivation, skills, resources, and other capacities are in place to implement the approach effectively.
- GTO Step 6—Plan: Develop a comprehensive plan for implementing and evaluating the approach.
- GTO Step 7—Process Evaluation: Conduct and report on the evaluation of the implementation process.
- GTO Step 8—Outcome Evaluation: Conduct and report on the results of the outcome evaluation.
- GTO Step 9—Continuous Quality Improvement (CQI): Review evaluation data and past GTO steps and make changes as needed.
- GTO Step 10—Sustainability: Develop a plan for securing continued support for effective approaches.

Although fully completing the GTO activities and tools will make a prevention approach more likely to be successful the first time, GTO is a continuous process. The next implementation will be enhanced by an ongoing review of the past implementation, using the process outlined in Step 9. Ultimately, the GTO process leads to strong outcomes and benefits the staff and participants in a program.

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DMDC—See Defense Manpower Data Center.

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