

Ending the cycle: Scholars' perspectives on hazing prevention

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DEDICATION

For athletes who have experienced hazing and are eager for change

ABSTRACT

The purpose of this study is to synthesize the knowledge of hazing experts to explore hazing prevention techniques. Preventing hazing in sport has been studied, analyzed, and explored through various research designs centered on strategies of athlete education, cultural change, and replacement activities. However, literature has lacked a study that compares and integrates these methods within the practice of prevention. This study begins to conceptually fill that void. To critically examine, compare, and integrate hazing prevention methods, published hazing scholars were surveyed using the Delphi technique. All participants had published at least one peer-reviewed publication on hazing written in English. Using the Delphi technique, participants were surveyed three times, with each iteration being developed from the results of the previous survey. The first survey had fifteen participants, the second had fourteen, and the third had eleven. The survey responses were analyzed using thematic coding. Participating scholars provided detailed descriptions of best practices with prevention strategies centered on athlete education, cultural change, and replacement activities. Importantly, participating scholars identified that all hazing prevention methods should be implemented as much as possible as they are often connected, interrelated, and have the potential to be most effective when utilized together.

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Keywords: hazing, hazing prevention, hazing in Canada, Delphi technique

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CHAPTER I: INTRODUCTION

The purpose of this study was to research the topic of hazing prevention among leading experts to synthesize prevailing knowledge on the topic. While previous research on hazing in sport typically drew findings from athlete samples in which participants describe their experiences and perspectives, and from which scholars have described various causes for hazing and singular methods of hazing prevention, this study aims to add to such previous findings using the Delphi technique. In exploring perspectives from hazing prevention experts, an empirical gap in the literature is filled by comparing, expanding, and mixing these prevention methods, and an integrated analysis of different hazing prevention approaches is provided in the same study. To date, three main hazing prevention methods may be identified in existing literature, including: 1. Athlete education (Diamond et al, 2016); 2. Cultural change (Allen et al., 2018); and 3. Replacement activities (Johnson & Chin, 2016a). Athlete education is teaching aimed to prevent hazing. Cultural change literature analyzes existing cultural phenomena and sometimes suggests how hazing can be prevented by revising the culture. Replacement activities are activities used to substitute athletes' perceived benefits.

Through using the Delphi technique, experts' perspectives on hazing prevention were compared using athlete education, cultural change, and replacement activities as prevention strategies through their use of these different approaches. The combined perspectives of leading scholars in this area offer a revised and enhanced understanding of hazing prevention, supplementary to existing research.

While hazing activities are commonplace in Canadian sport (Fogel, 2013; Johnson et al., 2018) and can lead to significant harm to athletes (Crow & Macintosh, 2009; Finkel, 2002) and to sport organizations (Fogel & Quinlan, 2021; Parent & Fortier, 2018), no established consensus

exists as to exactly why hazing takes place, who has the ability to prevent it from taking place, and how it can most effectively be prevented. Despite many researchers drawing conclusions and developing ideas through their study of hazing, holes in academic literature exists about which methods of prevention are ideal and how different prevention approaches may be integrated.

By recruiting hazing researchers to serve as participants on an expert panel and by allowing them to refer to their expertise, the findings of this study offer a consensus on how hazing may be feasibly prevented among those who have expertise on the topic. Using the Delphi technique, it was found researchers confirmed or contradicted one another's opinions in subsequent question rounds. This provided a platform for researchers to state what they believe is significant, compared to what other researchers believe. After each survey round, participants reviewed a summary of all participant scholars' responses. This collaborative process created results that are not feasibly reached when accessing each researcher on their own. This study was designed with the following guiding research question: what are the most effective ways to reduce the number and harm of sport hazing incidents?

Defining Hazing

Hazing has been typically difficult to define because of the term's broad nature, in that hazing typically includes many forms of abuse which takes place because of power imbalances within a group (Holman, 2004). Cultural hierarchies existing within sport groups and teams entice veteran athletes to abuse rookie athletes who they view as inferior (Jeckell, Copenhaver, & Diamond, 2018). Building on these understandings of hazing, Crow and Macintosh's (2009) definition of hazing guide this research study, which outlines behaviours including,

any potentially humiliating, degrading, abusive, or dangerous activity expected of a junior-ranking athlete by a more senior team-mate, which does not contribute to either

athlete's positive development, but is required to be accepted as part of a team, regardless of the junior-ranking athlete's willingness to participate. This includes, but is not limited to, any activity, no matter how traditional or seemingly benign, that sets apart or alienates any team-mate based on class, number of years on the team, or athletic ability" (p. 449).

A wide range of activities and behaviours can thus fit under this comprehensive definition of hazing. Rahill and Allan (2005) contended hazing rituals can take many different forms and place such rituals on a continuum of severity ranging from "subtle hazing," (e.g., mandating rookies to clean up the bus after a road trip), to "harassment hazing" (e.g., referring to rookies by derogatory names), to "violent hazing" (e.g., athlete-on-athlete physical attacks). Cimino (2011) refers to hazing as any acts of violence against a new or prospective member of a group.

Participants are at risk of being harmed by all forms of hazing; as such, all forms of hazing documented in the sport management literature was focused upon for this study.

The Problem of Hazing in Canadian Sport

Hazing has become an epidemic in Canadian sport (Johnson & Holman, 2004). More recently, Johnson et al. (2018) surveyed 434 Canadian intercollegiate (U SPORT) athletes, finding most Canadian university athletes have experienced hazing. Their survey questions included a list of hazing behaviours and participants were requested to state whether they had experienced the behaviour (i.e., whether they happened to others on the team, happened to themselves or did not happen). Johnson et al. (2018) found 57.8% of athletes had experienced a hazing activity that had also happened to another athlete on their team. Furthermore, 59% of athletes surveyed claimed they had been hazed and 6.8% of athletes were unsure if they had been hazed. These findings show that more than half of Canadian intercollegiate athletes are experiencing hazing.

Fogel (2013) interviewed a sample of 59 Canadian junior, university and professional football players about their perspectives and experiences with hazing, finding that all 59 players indicated they had been hazed at their current playing levels. While in the same study, Fogel (2013) interviewed athletic administrators, where they claimed hazing has not been occurring on their teams. From research findings, Fogel (2013) identified a disconnect between athletes' and athletic administrators' perceptions of the experience of hazing, whereby athletic administrators increasingly claimed that hazing had not been happening, while athletes claimed otherwise. While it may have been possible these administrators were not being entirely truthful, the issue of hazing becoming even more well hidden by athletes has resulted in increased challenges in accurate identification and prevention of hazing activities. The consequences for those hazing and support for hazing victims may only be possible when it is clearly known to have happened.

Massey and Massey (2017) conducted a mixed methods survey within Canada, where they aimed to study university students' perceptions of hazing. In their research, they randomly recruited students, with 66% of respondents identifying as female, agreeing to complete the survey. These researchers did not focus specifically on university athletes, and they did not identify what percentage of their participants were athletes and had been hazed or had been part of any hazing incident. The researchers asked survey questions including if students had been hazed or had taken part in a hazing incident and if they believed that hazing was common. Their results revealed that 9% of students believe that they had been hazed or had been part of a hazing incident, while 39% stated that they believed hazing was common on their campus.

Hazing is not an issue unique to sport. Hazing has also been prevalent on college and university campuses. In 2007, Allan & Madden (2008) surveyed over 11 000 students on 53 college and university campuses across the United States and found that over half of team, clubs,

fraternities, and sororities members had experienced hazing. Hazing on campuses can be compared to domestic violence as to how it takes place and then is hidden (Joyce & Nirh, 2018).

Hamilton, Scott, O'Sullivan, and LaChapelle (2013) conducted a study of hazing experiences of 338 rookie athletes across 27 teams at seven Canadian universities. These scholars found that 92% of surveyed participants had been hazed as a rookie, providing further evidence of a high prevalence of hazing in university sport in Canada. While these findings from different studies point to different rates of hazing prevalence in Canada, and while researchers have underexplored hazing prevalence at most playing levels, it seems clear that hazing is occurring, at least from athletes' perceptions and experiences (Hamilton et al., 2013). This is a significant problem, as hazing can have harsh impacts on any individual victim of hazing. Finkel (2002) drew upon various data sources, including medical journals, newspaper and website articles, reference texts on hazing, and a nationwide survey of athletes on hazing practices to analyze potential injury types. Finkel (2002) found victims incurred the most extreme injuries from hazing as fatalities, resulting from blunt trauma from physical beatings, burning, drowning, consumption of poisonous substances, falls and alcohol-related deaths (Finkel, 2002).

Likewise, victims can experience severe, long-lasting physical and psychological injuries, resulting from branding, tattooing, paddling, battery, sexual assaults, and psychological abuse during hazing rituals. Finkel (2002) concluded that hazing has become so common that emergency medical staff should be trained specifically to handle hazing injuries. Hoover and Pollard (2000) identified nearly 75% of all hazing victims as reporting harmful impacts from hazing, such as sleep deprivation, post-traumatic stress, decline in academic performance, and mental health issues.

Beyond individual consequences, hazing has the potential to adversely impact teams and organizations. As Fogel and Quinlan (2021) identified, hazing can bring negative publicity to an organization and can result in victims initiating lawsuits for damages arising from experiencing hazing injuries. Hazing has also been shown to reduce team cohesiveness, which leads to poorer team performance (Van Raalte et al., 2007), and can lead to players leaving the team and perhaps even the sport altogether (Holman & Johnson, 2015). Hazing is a critical issue in sport and scholars have revealed startling statistics about how prominent hazing is within Canadian sport. The levels of violence to which victims have been subjected illustrates how dangerous hazing has become. Hazing also has negative implications on team performance. This has created a negative image for some sport organizations and lawsuits that some organizations are facing make hazing a problem for everyone involved in sport.

Contemporary Cases of Hazing in Canada

Hazing remains a serious problem in Canada with many recent examples in Canadian sport. For example, there have been recent examples of hazing in Canadian major junior hockey. At the end of the 2022-2023 Ontario Hockey League (OHL) season, the league announced sanctions against members of the Niagara IceDogs. The investigating began when the OHL was made aware of a potential break of its Maltreatment, Bullying, and Harassment Protection and Prevention Policy (Tovell, 2023). After months of investigating, two players received life bans from participating in the OHL. The team was also fined \$100 000 and will forfeit their 2024 first round pick in the OHL entry draft. Further, the IceDogs' owner was suspended for two years from acting as team general manager for violating confidentiality during the investigation (Tovel, 2023). While the word "hazing" has not been used by the league, bullying and maltreatment of players by their teammates brings hazing to mind.

Another recent hazing incident that took place in major junior hockey impacted the Moose Jaw Warriors of the Western Hockey League (WHL). Following a game in Edmonton, the Warriors were investigated for an off-ice incident. While not found to be criminal, the Warriors were found to have violated the WHL's player Code of Conduct in five areas including the diversity and inclusion policy, racial and derogatory comments, and the abuse, bullying, harassment, and hazing (*4 Moose Jaw Warriors players suspended for season, coach and GM for 5 games after 'off-ice incident'*, WHL, 2023). The incident resulted in four players suspended for the remainder of the season and requiring "personal conduct and respect training" to be reinstated while coach and general manager were each suspended for five games for failing to provide the necessary oversight and supervision.

Another hazing incident in Canada took place at an all-boys Catholic private school in Mississauga, Ontario in the Fall of 2018. The hazing occurred during two incidents where a younger member of the group was sexually assaulted by senior members of the group (Casey, 2021). A witness claimed that he heard someone on his team had been raped with a broom in the locker room (Casey, 2021). A witness claimed that the accused had brought "constant, football style" hazing to the locker room. Hazing incidents still regularly occur in colleges and universities.

Finally, hazing has recently taken place in Canadian secondary schools. In September 2023, the Laurier Rams senior football team (representing Sir Wilfred Laurier Secondary School in London, Ontario) were forced to forfeit one regular season game due to a hazing investigation (Rivers & Pyette, 2023). Players were able to participate in the second game of the year provided they attended a mandatory workshop run by Football Ontario and complete an online module

“Respect in Sport” later that month (Rivers & Pyette, 2023). Not even Canadian high schools are immune from hazing. Hazing is a prominent issue within contemporary Canadian sport.

Key Stakeholders for this Research

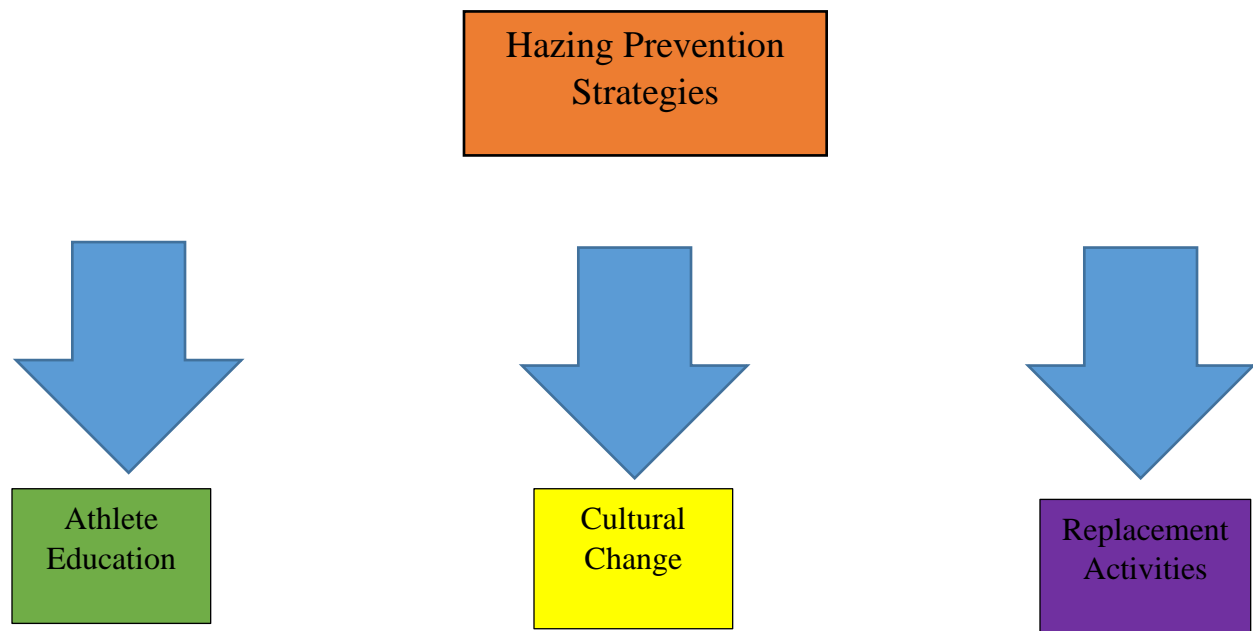
It was intended that this hazing prevention research benefit the primary stakeholder group of athletes, as they are the people who continue to suffer directly because of hazing acts that take place. As scholars have identified through existing research, most athletes are impacted by hazing. Many athletes undergo several forms of damage or trauma when they become victims of hazing. Others further forfeit their participation in sport to avoid future encounters of hazing. Even athletes who are not victims or perpetrators themselves are witness to these events, which also creates a negative impact on them. Athletes are the people that have experienced the most suffering when involved in hazing. The primary aim of this research is to reduce the harm athletes experience due to hazing in its various forms.

It was also intended that this hazing prevention research benefits a second stakeholders are the organizers of the sports. They include coaches, administrators and other leaders in sport organizations that can be held responsible for negative implications of hazing. People in this second stakeholder group have been held responsible through legal means or have lost their jobs and job opportunities for being involved in and/or inappropriately responding to hazing incidents. As sport leaders, they should be considered as key stakeholders in hazing prevention. Moreover, it was intended that a third stakeholder group of those individuals involved in sport policy development may meaningfully utilize the results of this hazing prevention research. While hazing policies currently exist in sport, these research findings have the potential to point to new directions in policy development that those involved in sport policy could implement.

Guiding Conceptual Framework

Three main conceptual themes have been found, represented within hazing prevention research. They include hazing prevention through athlete education, cultural change, and hazing replacement activities. The existing literature within these themes that guide this study is identified and elaborated upon further in the literature review section of this thesis and was used to develop survey questions and to analyze the data through thematic coding. All said, these three themes have rooted the results and discussion. Theoretically, this study builds on existing literature by comparing, building upon, and connecting existing themes.

Figure 1.1: A Conceptual Model of Common Hazing Prevention Strategies



Thesis Overview

Existing literature involving hazing prevention strategies that was explored, as well as reasons why the Delphi technique promoting the voice of scholars was an appropriate method to make new and important additions to this growing body of literature will be outlined Chapter II. The Delphi technique, and how it can be effectively used to benefit knowledge on hazing, will be

further explained in Chapter III, with a detailed explanation of the research design that guided this project. In Chapter IV, findings from the three Delphi surveys collected from hazing experts will be described, and a discussion of the key findings and their connections to existing literature will follow in Chapter V. This thesis then concludes with a final chapter discussing the significance of this study, its implications, its limitations, and potential future studies that could build upon this work.

CHAPTER II: LITERATURE REVIEW

Existing literature on hazing in sport has focused on a wide range of topics such as prevalence (Hamilton et al., 2013; Johnson et al., 2018; Kyrzysztowf, 2010; Lipka, 2008; Massey and Massey, 2017), reasons why athletes engage in hazing (Fogel, 2013), reporting constraints (Crowe & Phillips, 2004), individual harms (Alvarez, 2015; Finkel, 2002; Hoover and Pollard, 2000), negative team impacts (Holman & Johnson, 2015; Van Raalte et al., 2007), organizational responses and consequences (Fogel & Quinlan, 2021; Parent & Fortier, 2018), and legal aspects of hazing (Crowe & Phillips, 2004). An area of hazing research of particular relevance to this research study is existing literature pertaining to hazing prevention, which will be described in detail in this chapter.

Through a detailed review and analysis of existing literature on the topic of hazing in sport, three key themes emerged pertaining to hazing prevention. The first common hazing prevention strategy outlined by researchers is athlete education (Capretto Keeler, 2012; Hakkola et al., 2019; Carroll et al., 2009), where providing athletes with an understanding of hazing can potentially benefit them, as many are unaware their actions constitute hazing. More specifically, athletes often do not refer to hazing incidents as actually hazing and instead name such incidents with less serious terms for the practice (Fogel, 2013). Athletes can also be unaware of the dangers that hazing activities present. The second common hazing prevention strategy outlined by scholars relates to recommendations of cultural change in specific sporting cultures and sub-cultures that have been found to contribute to hazing incidents (Allan et al., 2018; Waldron et al., 2011; van Raalte et al., 2007). The third common hazing prevention strategy reported by scholars relates to recommending replacement activities, whereby coaches or some other team member organizes an event to replace hazing (i.e., an athletic retreat, orientation get away). In this review

of literature, existing research in each of these thematic areas will be described. Put together, these three overarching themes create an existing typology of hazing prevention strategies which was used to guide and frame the surveys distributed in this study, which is further detailed in Chapter Three.

Theme I: Hazing Prevention Through Athlete Education

It has been well established in the literature that a lack of knowledge on the topic of hazing has contributed to hazing events. For example, Diamond et al. (2016) conducted a review of hazing incidents to understand the challenges of hazing prevention and used many standardized terms to search five common research databases. Their results showed that many people involved in hazing incidents are not aware that the activities they engage in are hazing. Education is required so that people who decide to haze others can understand the significance of what they are doing and how potentially damaging it is to those around them, and so that victims can better understand that what they have been through is not acceptable behaviour. Given the significant consequences of hazing in many institutions, hazers and hazing victims should understand all potential consequences of their actions. Diamond et al. (2016) established that education is needed to prevent hazing.

Capretto and Keeler (2012) also examined the implications of educational workshop interventions in hazing prevention. In this study, the sample included two club officers from 17 sport teams at a Midwestern university who were required to attend a hazing educational workshop as part of their training for their position. They were selected by their judged abilities in their positions to disperse information. Members of multiple sport clubs that were not considered officers were also invited to participate in a pre- and post-workshop survey. To evaluate its effectiveness, there was one group that had officers attend the workshop and other

groups that had no officers attend the workshop. The workshop lasted 90 minutes and included hazing definitions, prevalence, causes, consequences, and alternative activities. Results illustrated an increase in knowledge for sport officers who attended the educational workshops but that the workshops did not change the intentions for members of their respective teams. While Capretto and Keeler (2012) identified that education seems to impact knowledge, it is more difficult to change the intentions of people involved to fully eradicate hazing.

Hakkola et al. (2019) attempted to measure hazing knowledge with Likert scale surveys taken by staff and students before and after an educational hazing training session. The 75-minute training included an educational documentary. Two secondary schools in the northeastern United States agreed to participate after researchers contacted the schools' leadership administration. One was a large, urban school, where the other was a much smaller, rural school. The surveys contained several sections including hazing knowledge, hazing attitudes and perceptions and hazing prevention. The results showed that students gained a statistically significant change in their opinions on hazing and what they believed their knowledge included after participating in the educational intervention.

Other researchers have suggested how sport teams can be educated. For example, Carroll et al. (2009) examined American based hazing cases that had progressed to be legally tried in court through a content analysis. The initial intention was to focus on high school cases involving hazing where the school was named as the defendant. However, the content analysis was expanded, as few cases were public. The study revised court case requirements to include hazing related cases of student groups (e.g., bands, fraternities), between 1980 and 2008. The results furthered legal understanding of school's responsibilities to prevent hazing and recommendations for schools to prevent hazing including strong policy, having athletes sign a

no-hazing contract, strong disciplinary and corrective measures, on-going education, and an anonymous reporting system.

Education has been an important element in hazing prevention research. It has been established that athletes have a lack of knowledge on the topic of hazing and do not necessarily recognize when they are being hazed (Diamond et al., 2016). When athletes are educated on hazing, they have changed their opinions (Hakkola et al., 2019) and recognize the damage that they are creating within their sport organizations. As legal experts have established that schools should shoulder more responsibility (Carroll et al., 2009), schools need to educate their students to prevent hazing. Schools and other sport organizations providing education on hazing could be impactful. This research study examines this prevention strategy in more detail, with hazing experts providing their perspectives on key aspects of an athlete education hazing prevention strategy, the challenges of such a strategy, and its interconnections to other hazing prevention strategies.

Theme II: Hazing Prevention Through Cultural Change

Other researchers have identified that hazing is a cultural issue, making cultural change necessary to prevent hazing from taking place. For example, Allan et al. (2018) compared hazing prevention at eight American universities and concluded that a commitment to a safe and inclusive space was the most important factor in hazing prevention. The authors included eight diverse universities located in various urban and rural locations in their study to show that hazing culture is present in all locations. The scholars collected data over three years, including field notes from two days of meetings discussing hazing strategies, their effectiveness, prevention barriers and self-assessment interviews with liaisons decided upon by each participating university. Through their data analysis, seven main themes emerged on effective hazing

prevention, including: 1) commitment through dedicating of resources and support structures and the capacity of available resources; 2) an assessment of stakeholders' ability to apply commitment; 3) planning toward an evaluation of data to improve understanding; 4) evaluation through documenting effectiveness; 5) sustainability through maintaining commitment and momentum; 6) cultural competence of identity based characteristics; and 7) implementation through a collection of potential solutions. Overall, this study used a continual trial, error, and evaluation techniques, which resulted in many ideas being considered towards establishing necessary cultural change to prevent hazing.

Waldron et al. (2011) conducted an in-depth qualitative study on hazing culture among athletes and their lived experiences through a narrative analysis methodology with those who had experienced hazing in high school athletics. Participants narrated stories of their hazing experiences, including both negative and positive perceptions of such experiences. Participants were recruited via advertisements on Waldron's home institution's Departmental website, and participants were recruited when they volunteered. Nine participants who had competed in at least two high school sports and who had participated on at least one team their entire time in high school were recruited. Participants engaged in one of several 60-minute group interviews, ranging in size from two to six participants, answering questions about their sport and hazing experiences. The authors entitled the resulting narratives as, "Hazing made us friends," "Hazing made me quit," and "Hazing because I can" and noted that they clearly illustrate athletes' negative experiences of and impacts from hazing and the need for cultural shifts within sport teams and organizations to prevent hazing.

van Raalte et al. (2007) examined the common notion that hazing served an important function in sport by improving team cohesion, an otherwise engrained notion in sports' culture.

In this study, the researchers gave 167 American varsity athletes surveys to assess perspectives on their team's cohesion and another survey about what hazing practices they had witnessed on their teams. The authors concluded that hazing not only had no positive impact on team task performance, it had a statistically significant negative impact on team performance. If coaches are unwilling to create a team culture where hazing is not tolerated, such unwillingness can both detrimentally impact the health and safety of athletes and can lower their team's performance ability.

Dias & Sa (2014) examined Portuguese students' perception of the notion that hazing can be perceived as promoting team culture and cohesion. Through their research on hazing at a Portuguese university, the researchers sought to learn whether students believed that hazing benefited team cohesion and group bonding or if they perceived hazing negatively. In this study, a sample of 30 students participated in semi-structured interviews, which were later analyzed using NVivo software. All students perceived a hazing polarity of either positive or negative perceptions; no participants perceived of hazing in a neutral manner. The scholars further found that students' most common feeling towards hazing was enjoyment. While those who experienced hazing negatively reported emotions of fear, humiliation, distress, and embarrassment, those who experienced hazing positively reported a promotion of integrity, advancement of friendship, and freshman enjoyment. From these findings, the authors purported that hazing is not perceived nor experienced the same by all people and can have significant negative effects for some, even if others perceive it positively, which creates further challenges for culture change.

There have also been differences noted in hazing cultures in men's and women's sports. For example, Johnson (2002) identified clear gender differences in sport hazing rituals.

Participants included six female athletes and six male athletes between 19 and 24 years of age who were at least in their second year on their university sports team. Many findings were noted. First, participants had a tendency to act in heteronormative manners, which included male athletes going to strip clubs and telling stories of sexual exploits, while female athletes attracting men while wearing provocative clothing. Males were found to be more brutal in their expectations of individuals that they were hazing, which involved more violence, nudity, and sexually explicit activities as hazing rituals. Furthermore, hazing activities described separately as being led by males and females both involved members of the respective opposite sex but in different ways. For example, females were made actively responsible to judge males' naked bodies in men's hazing rituals, while males held the role of passive observers in female hazing rituals. Understanding sex differences of hazing rituals is essential to understand how culture must change to prevent hazing.

Anderson et al. (2011) analyzed the correlation between hazing prevalence and homophobia over a period of seven years of intercollegiate female field hockey and male football teams. One member of this research team directly observed annual team initiation ceremonies and the team conducted 38 semi-structured interviews of athletes representing both teams. The scholars found a decrease in both the quantity and severity of hazing involving homosexual acts as homosexuality became more acceptable within the culture in which the study took place. Understanding hazing and its culture may allow for insight into hazing causes and an understanding of causes may further lead to the development of prevention strategies. Anderson et al.'s (2011) work clearly identifies that a cultural shift can lead to a shift in hazing practices.

Another aspect of hazing culture is alcohol consumption. Chin et al. (2020) conducted a study to better understand how alcohol impacted hazing situations, which constituted part of a

larger study on hazing in Canadian university sport. In this study, six athletic directors, ten coaches and 24 athletes (12 of 24 were female; 12 of 24 were male) were interviewed. Chin et al. (2020) found that alcohol played a central role in allowing students to participate in hazing, as when consuming alcohol, participants were more willing to obtain membership and were more able to cope with their actions. Also, it was found that alcohol supported the creation of an atmosphere of power imbalance during drinking games. Given alcohol consumption is part of hazing culture (Chin et al., 2020), a strategy for changing the culture of hazing in sport should involve University athletes addressing alcohol use and misuse (Chin et al., 2020).

Davis et al. (2020) highlighted the need for cultural change to prevent hazing, following a case study analysis of a hazing incident that took place at Kingman University, where student sororities, fraternities, and athletic teams are popular. After a fraternal hazing incident nearly resulted in the death of a student, the school was called to change the culture surrounding these previously mentioned student groups. Earlier in 2000, an alcohol related hazing incident at the same institution resulted in a student's death and little was done to create change in terms of culture or policy. This more recent incident was treated as a crime, after it was reported to the University President, where three male fraternity members were found guilty of hazing. The school closed its chapter of this fraternity and banned many traditional fraternity and sorority traditions in an attempt to change the culture. The national organization of this fraternity updated its inclusion policies. Part of creating cultural change to prevent hazing can include policy changes and disciplinary measures.

Waldron and Kowalski (2009) examined athletes' perspectives of hazing, of those who had either been hazed or who had hazed a fellow athlete. These 21 recruited participants were asked questions about their demographics and five closed-ended questions about their

perspectives on hazing. Among the findings, coaches were perceived to play a central role in setting the team's culture and that it is important for coaches to create an environment wherein hazed victims may come forward and wherein hazing is not tolerated.

Hazing has proven to be a cultural phenomenon where the culture recycles itself to create problems across generations (Holman, 2004). Common elements of recycled culture include forcing athletes to participate in acts against their values as was illustrated by homosexual hazing acts decreasing as homosexuality has become more accepted within society (Anderson et al., 2011). Alcohol has also become commonly used during and as part of hazing initiations (Chin, et al., 2020). Many athletes perceive their coaches to be somebody that has influence on hazing within their teams (Waldron & Kowalski, 2009). Perhaps coaches have influence over the activities of their team even outside of the locker room. If coaches could create a culture where athlete do not want to go against their values and consume dangerous levels of alcohol together, hazing would decrease,

Theme III: Hazing Prevention Through Replacement Activities

A third approach to hazing prevention that scholars have addressed and appears in existing literature is alternative or replacement activities. Some scholars have suggested that hazing can be prevented or lessened by replacing such activities and rituals with other team building activities. For example, Johnson and Chin (2016a) examined the possibility of replacing hazing with team building activities during a weekend in a remote area, completing outdoor activities and challenges. Athlete participants in this study engaged in semi-structured interviews, from which the authors found that athletes preferred team building exercises take place within safe environments and that the communication that they learned during the weekend retreat served them well throughout the remainder of the season. Participants, all of whom were

at least in their second year of play on their team, were selected from among multiple teams and were brought to an orientation weekend, which required their involvement in physical challenges. Half of the participants identified as male and the other half as female. A decrease in hazing activities during the season was also noted amongst participants. The hazing that did take place was much less severe according to participants. They stated that they felt they knew each other as humans before they knew each other as teammates. Such ideas should be reproduced amongst several teams and activities to confirm this groundbreaking conclusion.

Chin and Johnson (2016b) also explored hazing replacement activities and their effectiveness on the team throughout the season. In this study, the authors examined the impact of orientation weekends on university athletic teams known to have hazing traditions. Participants included 16 athletes and four coaches who had participated in one of two orientation weekends. All participants engaged in two semi-structured interviews, where one interview was within two weeks of the orientation weekend and the other was conducted six months later to qualitatively measure changes in hazing practices for that season. The authors found from participants that while hazing did occur on these teams, hazing activities were reported as being “lighter” than previous incidents of hazing. A notable theme found among senior athletes was their feeling they had built a human connection with the rookies this season during the orientation session. From these findings, it appeared that orientation activities influenced participants’ perception of the degree of hazing activities.

Next, Johnson and Chin (2016b) examined the role of coaches in team orientation ceremonies and the coach’s impact on hazing. In this research, 16 Canadian varsity athletes and four coaches took part in a camping weekend in Northern Ontario. Participating athletes were required to be in at least their second year on the team, as by this point in their team membership,

they would have experienced both a rookie and non-rookie season on their respective teams. Participants engaged in semi-structured interviews following the weekend retreat. The authors found that coaches had distinct roles toward making an impact which were organized into several themes, including: during pre-orientation, breaking the cycle of hazing, while participating in the orientation, and through the coach-athlete relationships.

Furthermore, Johnson & Miller (2004) produced a book chapter in *Making the Team: Inside the World of Sport Initiations and Hazing* about changing orientation activities from unacceptable hazing activities to beneficial team bonding activities. The purpose of replacement activities is to introduce new members of the group to the people and resources of their new environment. Recommendations include having athletes from different teams, coaching and support staff, administrative personnel, and people from of athlete support services (Johnson & Miller, 2004). There were eight activities recommended (Johnson & Miller). A ropes and challenge course to build team cohesion. Second, is a community service project as athletes having volunteer expertise is common and removes power dynamics. The next recommended activity is Big Brother-Little Brother/Big Sister-Little Sister Mentoring where a veteran team member introduces rookie team members to the team for psychological and supportive benefits. Fourth, the relay scavenger hunt can build collaboration and foster team unity. Fifth, a sightseeing tour is an inexpensive option which allows new and old players to interact in a non-sport setting allowing the rookies to learn about their new city. Further, sharing a meal together encourages socializing in a setting with less emphasis on power differentials. Seventh, outdoor recreation activities have been known to improve retention rates and integrate new players into a scholastic setting. Finally, a sport related activity (particularly activities in elementary schools with younger athletes) builds camaraderie and supportive relationships.

Johnson (2007) also interviewed students about their experiences at team orientation workshops in Northern Ontario over multiple seasons. Snowball sampling was used to recruit participants before multiple methods of non-random sampling (including convenience sampling) of participant recruitment was utilized to select athletes to interview. Male and female athletes and coaches from various sports participated in the interview. Participants stated that rock climbing and rappelling were favourite activities (Johnson, 2007). Some students explained the need for danger was important for male participants. Many participants believed that the natural outdoor wilderness environment was important in the success of the orientation (Johnson, 2007). Many students wanted the orientation to be implemented year after year.

Johnson (2004) considered many hazing replacement activities. Studies conducted by Johnson & Chin (2016a, 2016b) explored a camping trip as a potential replacement activity. Results from Johnson (2007) and Johnson & Chin (2016a, 2016b) have documented hazing prevention activities having a positive impact. This study provides further research into which replacement activities are most beneficial, the reasons for why some replacement activities are superior to others, and how replacement activities can be part of a larger, multi-faceted approach to preventing hazing in sport.

Conclusion

Existing scholarship points to three main themes regarding hazing prevention, including first, prevention through athlete education; second, prevention through cultural change in sport; and third, prevention through alternative or replacement activities. The degree to which one of these approaches is most important and effective, and how any of these approaches can be effectively integrated and implemented toward prevention of future hazing incidents has received limited scholarly attention. This research attempts to fill this gap in the literature using the

Delphi technique to survey established scholars who have studied hazing. The prevention strategies detailed in the existing literature discussed in this chapter helped to guide survey questions, providing direction when engaging with scholarly experts on hazing prevention, leading to knowledge synthesis and development of an integrated approach to hazing prevention in sport.

CHAPTER III: METHODS

The guiding research question of this proposed project was: What methods reduce the number and harm of sport hazing incidents? In this chapter, how this research question has been answered using the survey-based Delphi technique with a panel of hazing experts will be outlined. An overview of the Delphi technique is provided, as well as discussions on participant recruitment including steps taken to collect the data to answer the guiding research question, how the data were analyzed, ethical considerations, and the guiding conceptual model.

Guiding Conceptual Framework

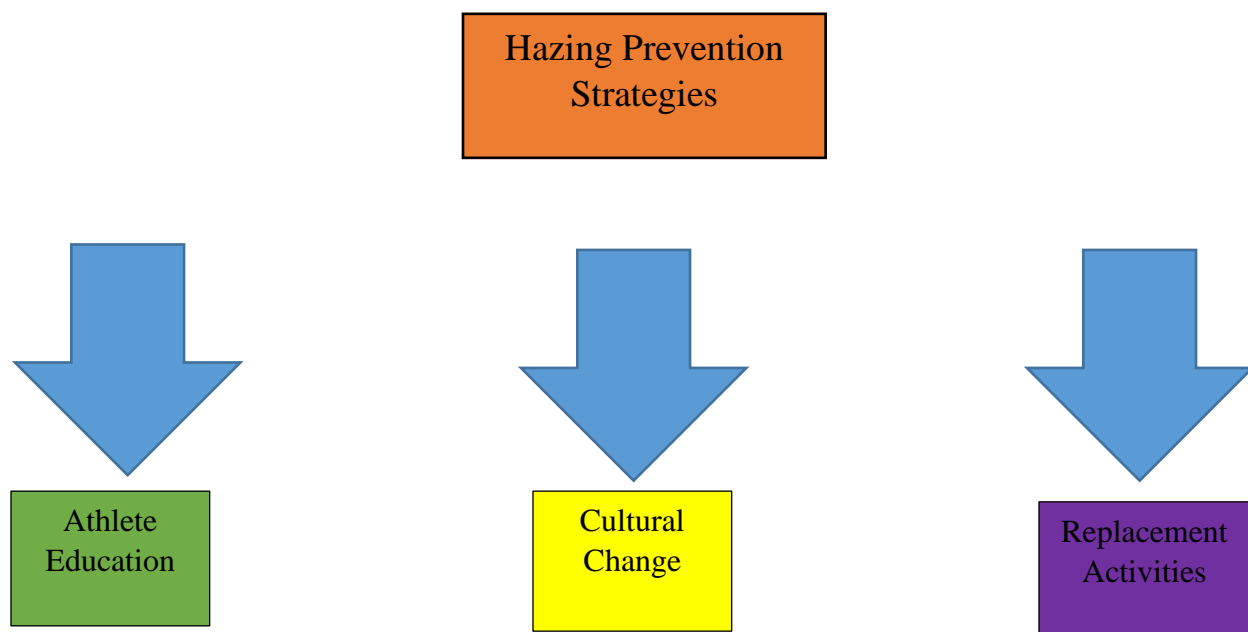
The guiding conceptual framework for this study is based upon trends found in existing academic literature on hazing. Specifically, the conceptual framework is comprised of common areas of research in hazing prevention, including the themes of prevention through athlete education (e.g. Diamond et al., 2016), prevention through cultural change (e.g. Allen et al., 2018), and prevention through replacement activities (e.g. Johnson & Chin, 2016a). Education has been designed to prevent hazing from happening by teaching athletes against hazing. Cultural change is a large topic that includes literature analyzing the current and evolving hazing culture. Replacement activities are activities that provide athletes' perceived benefits of hazing.

Education, cultural change, and hazing replacement activities were the most common themes that emerged through the literature review. There are other areas of literature that were significantly less common or areas that have been researched and proven to be ineffective (ex. prevention policies with consequences that drive hazing underground). These themes were not relevant to an analysis of prevention techniques.

The sole research question that the researcher aimed to answer in this research was how hazing can be prevented through these broad methods. The Delphi technique allowed for this

question to be answered and created an opportunity to explore the potential that each method presents and how they might be integrated together by surveying people that have developed empirical knowledge on the topic. The guiding conceptual framework, which drawn from a typology of hazing prevention themes, established through a review of existing literature, was not intended to be explanatory. Instead, it was meant to provide what Blumer (1954) referred to as “sensitizing concepts” (p. 5) that directed the researcher on where to look, but not on what to see.

Figure 1.0.1: A Conceptual Model of Common Hazing Prevention Strategies



The Delphi Technique

In this study, the researcher used the Delphi technique to examine hazing prevention in sport, drawing methodologically on existing Delphi technique research (Berg et al., 2021; Delia et al., 2021; Mallen et al., 2010). Using the Delphi technique, expert scholars, who comprised the sample in this study, were surveyed on three occasions, as is customarily done when using the method (Hsu & Sandford, 2007). The Delphi technique was used by developing a mixed methods

survey form, including both qualitative and quantitative questions. Consistent with the Delphi technique, surveys were drafted based on results of previous surveys (Hsu & Sandford, 2007). In this case, results of previous surveys were represented by three preventative themes culled from the literature on hazing and aforementioned in Chapter II of this thesis, including: athlete education, cultural change, and replacement activities.

Neilsen and Thangadurai (2007) explained the methodological steps of the Delphi technique as including: “(1) identification of theses, problems or issues, (2) sharing of perspectives based on experience and knowledge, and (3) synthesis or a summary of the degrees of consensus and divergence among group members” (p.150). The Delphi technique was seen as the best methods option for this study as hazing is a serious problem that has been identified by many scholars. By sharing their research knowledge and experiences, they were able to synthesize their knowledge to analyze potential hazing prevention methods.

Once data are analyzed using thematic coding from the first survey round disseminated among participants, the questions for the next survey are then drafted and sent to the same participants. In total, three rounds of surveys are sent to each participant. Surveys were distributed electronically via Qualtrics by e-mail. Consistent with the Delphi technique, questions in the first survey were less specific, and questions of the second and ultimately third round became more specific.

This study builds methodologically on previous studies in the discipline of Sport Management, where scholars have used the Delphi technique. For example, Berg et al. (2021) surveyed experts who had published at least one peer-reviewed study on spectator sport and population health, finding that an issue in spectator sport and population health regarding spectator sport benefits are often oversimplified and oversold to populations. These scholars also

found that spectator sport increases opportunities for socialization and benefits to mental health. Delia et al. (2021) explored the lack of fan identity research in women's sports, surveying 24 scholars with knowledge on sport consumer behaviour and who had had their research published in one of four sport management journals: *European Sport Management Quarterly*, *Journal of Sport Management*, *Sport Management Review*, and *Sport Marketing Quarterly*. Their results illustrate that the primary reasons for a lack of fan identity research in women's sports include difficulties in accessing female professional sports and limited fan interest beyond men's professional sports. Moreover, Mallen et al. (2010) surveyed experts occupying senior executives and managerial positions in North American sport facilities on environmental sustainability (ES) practices in their respective facilities, identifying that the top issues in becoming more environmentally sustainable included the need for ES training, sourcing ES products, development of ES measuring tools, and ensuring the right people are completing these tasks. In the current research, the Delphi technique in sport management research is employed in similar ways to previous research, by surveying experts on their knowledge and perspectives. The current research will substantively differ however, in that the focus of this research is on hazing prevention.

In using the Delphi technique, a platform for scholars was created for them to contrast their perspectives on hazing, evident in the current study when data was transcribed. This technique is commonly used to explore underlying assumptions of a research topic, attempt to generate consistency, and educate respondents on the diverse aspects of a topic (Hasson et al., 2000).

Using the Delphi technique in this study contributes to the current hazing literature by providing a forum for leading experts to consider their underlying assumptions about hazing and

hazing prevention, and to begin developing consensus on best strategies to prevent hazing in sport. The existing literature has explored prevention strategies in isolation meaning that prevention strategies have not been compared, while this research aims to provide some comparison, consensus, and synthesis across the different hazing prevention approaches.

Participant Recruitment

Scholars who had published at least one peer reviewed article or a book, and/or book chapter on the topic of sport hazing in relevant academic disciplines such as Sport Management, Sport Studies, Kinesiology, Criminology, Gender Studies, Legal Studies, and Law were recruited to participate in this research. All participants were required to have at least one publication on the topic written in the English language from 2000 onward. Previous studies employing the Delphi technique have relied upon the expertise of scholars (Delia et al., 2021). Scholars are seen as experts within their fields as they are key decision makers (Stark and Marcus 2000). As people that have had experience with hazing might to have experience with each prevention technique, it was decided to use scholars as participants as they would likely have a more macro-level knowledge set.

Articles, books, and book chapters were located using the Omni search tool through the Brock University library, which is a comprehensive database of academic sources available through Ontario universities. As some participants may have been more or less familiar with certain aspects of hazing depending on their research, they had both the right to pass on any question and they were encouraged to disregard any questions on which they may have possessed less expertise. Varying and diverse levels of expertise were managed with a brief note sent to all participants at the beginning of each survey about how given all participants possess varied areas of expertise, it would be understood that everyone may not be able to answer all

questions and a reminder to pass on any questions when this situation occurred. In total, 15 published hazing experts initially agreed to participate in the study, of which six were located in Canada, six in the United States, and two in Europe.

Table 3.0.1: Participants List

<u>Research Context</u>	<u>Location</u>
Sport	Canada
Sport	USA
Sport	Canada
Sport	Canada
Unspecified	Canada
Sport	USA
Unspecified	Netherlands
Sport	Canada
Sport	USA
Sport	USA
Unspecified	Portugal
Non-sport	USA
Sport	USA
Sport	Canada
Sport	Canada

When using the Delphi technique, an ideal sample size is considered to be 30 participants, as many participants may opt to withdraw from the study or may not respond to all surveys (Mallen et al., 2010). That said, research using the Delphi technique has been completed with as few as eight participants (Hallowell & Gambatese, 2010). Through a detailed academic literature search, 51 hazing scholars were contacted using publicly available contact information. From approaching these 51 scholars through email, automated responses were immediately received indicating that the e-mail address of nine scholars did not exist or was no longer in use. Four other scholars responded saying that they did not wish to participate. They were removed from the participant list and did not receive e-mails for the second or third survey rounds. Two participants recommended other scholars for participation. These two participants did not clarify if they planned to participate. One of these two potential participants was then sent the link to

participate in all surveys and the other was already on the pre-established contact list. The study moved forward with 15 participants responding to the first survey round, 14 responding to the second survey round, and 11 responding to the third survey round. These retention rates were exceptionally high levels, as some studies have dropout rates as high as 40% (Day & Bovera, 2005). For example, School, Konig, Meyer, & Heist (2004) experienced a dropout rate of 82% in their research using the Delphi technique.

Participants were identified as meeting the inclusion criteria of this study based on their names included on hazing-related peer-reviewed publications. The publication that the scholars have contributed qualifies them as experts on hazing. These scholars were contacted to participate in the study via publicly available contact information through contact information listed on their journal articles or on their university websites. I also allowed other scholars who were selected to recommend other scholars they believed had suitable knowledge and research experience to contribute on the topic and who met the inclusion criteria, to share their contact information with me so that I could invite them to participate as a form of snowball sampling (Emerson, 2015).

Data Collection and Analysis

The Delphi technique traditionally uses three iterations or rounds of question surveys, as seen in Mallen et al.'s (2010) study. When the first survey iteration was sent to participants, the informed consent letter accompanied the first survey, which clearly stated that responding to the first survey would indicate the participant was providing informed consent to participate in the study. For each of the three iterations of the survey, participants had ten business days to complete the survey. All participants were sent a reminder e-mail on the eighth of the ten ascribed business days to submit a response. Electronic communication was an acceptable form

of sending my surveys and communicating with participants when necessary to employ my study using the Delphi technique (Day & Bobeva, 2005; Nielsen & Thangadurai, 2007).

At the beginning of each survey round, participants were asked to describe what sports, age, and competition levels they had experience researching. They were asked broad questions related to the three common forms of hazing prevention outlined in the existing literature, including: athlete education, cultural change, and replacement activities. These themes were found to be most common and concretely established within current research while being relevant to prevention. After receiving all survey responses, seven business days were required to analyze the data, summarize the results, and create the next survey. The data from round one was analyzed to create the questions for the next iteration so that I could ask for more details than participants revealed in the first survey. Before sending participants questions for each next round, I sent a practice round of questions to Dr. Curtis Fogel, my supervisor, who has published multiple books, articles, and chapters on hazing in sport, to ensure that the questions were answerable and consistent with the prevention literature framework used to guide the study. Another graduate student also reviewed the questions and explained how they interpreted each question to ensure that the question was interpreted as I intend it to be read. The graduate student that reviewed the questions was a current Sport Management graduate student at Brock University but was not studying hazing. A graduate student with expertise in a different area was chosen as this was to test the questions' ability to be understood universally. Their only criteria was being another graduate student within the Sport Management department at Brock University. When the participants were due to return the survey questions within a two to three day period, I sent a reminder of the survey due date. Participants then received the new questions and the previously analyzed data results (Hsu & Sandford, 2007). The same timeline was then

required for each subsequent round. This timeline allowed for the data and analyses procedures to be completed within approximately eight weeks. Through all three iterations, data was collected and stored using the online survey program Qualtrics.

The surveys from each round were analyzed using thematic coding. Given (2008) describes thematic coding as “a data reduction and analysis strategy by which qualitative data are segmented, categorized, summarized, and reconstructed in a way that captures the important concepts” (para. 1). Sensitizing concepts from the literature review section guided theme identification. The resulting themes were hazing prevention through education, cultural change, and hazing replacement activities. Since the themes established in the literature review were used in the formation of the research and the survey questions, these themes were essential to highlight in all data analyses processes. This same process followed for each of the three iterations of the study.

The thematic coding process began with the researcher reading through the data at least three times. Responses and/or parts of responses that thematically fit together were merged under the related theme to develop a narrative used to answer the key research question. Initially, the researcher was seeking to find themes related to education, cultural change, and hazing replacement activities. Other themes that emerged were also used to code the data. An example of this was when education emerged as a “pillar” or “precursor” to cultural change. The final step was a visual analysis of the responses that did not fit into any theme to see re-check to see if it should have been considered in an existing theme or could be matched as a theme with another response that did not fit within existing themes. There were incidences where some responses did not fit within any theme or did not answer any question. In this case, the answer was not used to

illustrate the results. The emerged themes were then used to create the questions for the next survey iteration.

Ethical Considerations

Participants were not given monetary compensation for their participation. Each participant understood that they were giving informed consent by submitting their survey responses because it was clearly stated in the Letter of Consent and Participant Invitation note. The Letter of Consent outlined everything mentioned in this section on confidentiality, data collection and handling, and result transparency. Participants knew that their participation was anonymous and all responses were confidential. For this study, participants' identities were kept anonymous, as I do not know who submitted responses from my participant list unless the participant e-mailed me saying that they participated. In the event that this happened, I could not match their name to their responses. I did include all participants on a participant list with their e-mail addresses however, but only know that they were one of 51 scholars without being able to match any participant to any responses. Messaging individuals by e-mailing took place for every aspect of communication, rather than sending mass e-mailing messages to all participants. In this way, no participant could see who else participated or who was on the larger potential participant recruitment list. It should be known that some researchers could mention something from a unique study that they have completed making them identifiable; however, I made every effort to maintain participants' anonymity and have attempted to exclude any quotes or information that would allow for logical deduction of identities.

By consenting to participate, participants agreed that they were the only person to actually complete the survey. As I was not able to watch them filling out answers, I could not confirm with certainty that they did not share or allow someone else access to the initial link I

had sent to them. I, along with my supervisor, were the only people who had access to the collected data, which was protected with a username and password in Qualtrics. At the conclusion of each round of data collection, the findings were sent to every individual on the participant list, which provided a brief overview outlining the results.

While the risks of filling out these surveys were low for participants, all respondents were asked to report any unforeseen harm they experienced. If any unforeseen risks were reported to me via email, the research project would have been immediately suspended until the issue was rectified; however, no such risks were reported. The contact information for a free counselling helpline was included in the consent script in the event that answering questions about hazing was traumatic for any participants, given the nature of the content. I heard nothing from participants to suggest they had accessed the helpline.

CHAPTER IV: RESULTS

Existing literature in the realm of hazing prevention has highlighted three common approaches, including: athlete education, cultural change, and replacement activities. In this research, literature was used to ask a panel of 15 recruited hazing experts questions over three iterations or rounds to provide further information on how to best utilize these strategies, as well as if and how they might be integrated to create a comprehensive, multifaceted hazing prevention strategy. However, the number of participants decreased in the second and third round to 14 and eleven participants respectively. While some survey questions were open-ended and required participants to provide descriptive answers, other questions required participants to rank or select choices based on common responses from previous surveys and common themes in the existing literature. With each of the three rounds, questions became more specific based on the results of the previous survey round.

The 15 hazing experts who participated had all published at least one peer-reviewed book, article, or chapter in the English language on the topics of sport and hazing. The participants came from different locations globally (i.e., from Canada, the United States, Europe) and had experience researching various contexts including high school sport, university sport, first-year university students, and/or fraternity/sorority contexts. This broad level of experience among these hazing experts provided a range of perspectives on hazing prevention beyond what would have been possible with a more focused sample of Canadian sport researchers.

In this chapter, I provide a descriptive account of the three rounds of surveys, including a brief summary of the responses to each question. The chapter concludes with a re-imagined conceptual framework for hazing prevention that combines participants' perspectives. In Chapter V, key findings related to hazing prevention through athlete education, cultural change, and

replacement activities and how these approaches can be integrated and built upon through a comparison to existing literature are discussed.

The First Survey Round

For the initial survey round, 15 respondents were recruited to complete general survey questions related to hazing and hazing prevention. Completing these survey questions allowed respondents to shape the second round of questions as much as possible through their responses. The second round thus included eight general questions pertaining to the three common hazing prevention approaches highlighted in the existing literature.

Athlete Education

An education-oriented question was developed, where participants were asked what the most important aspects that should be included in education sessions with athletes should be. The panel of 15 experts identified six key topics, including:

1. Providing a clear definition of hazing;
2. Differentiating a clear line between acceptable and unacceptable behaviour related to team bonding activities;
3. Highlighting the negative impacts of hazing (erosion of team cohesion; potential injury, death);
4. Identifying the potential consequences to those participating in hazing (e.g. individual and team suspensions);
5. Discussing the causes of hazing (e.g. team power dynamics); and,
6. Providing information on steps to reporting hazing incidents.

Not all participants identified each of these key aspects of athlete education. Most scholars mentioned the need for a meaningful hazing definition and provided explanations as to why

some behaviours are acceptable and why others are unacceptable. Some participants mentioned the need to highlight negative impacts and consequences for hazing abusers. A single participant only mentioned other aspects related to causes of hazing and providing reporting steps. This list of key topics was then used in the second round to allow scholars to rank order the relative importance of each aspect, the results of which will be discussed later in this chapter.

Cultural Change

Participants were also asked about the significance of cultural change in hazing prevention. Nearly all participants noted that cultural change was central to hazing prevention. However, nearly all participants also identified the challenges presented with changing sport cultures. One participant wrote, “culture change takes considerable time and effort (if it did change, it would largely prevent it).” Another participant wrote, “cultural change is a huge topic - the prevention of hazing is everyone's responsibility (coach, admin., players, parents, bystanders, owners, etc.) - many historic rituals and ceremonies can perpetuate the problem and so they also need review.” Participants identified many challenges related to cultural change that do not exist within athlete education approaches. It requires all involved parties to “buy-in,” as well as spend considerable time, effort, and resources to stop the cyclical nature of hazing culture as many hazing abusers and victims become other stakeholders and allow or encourage this behaviour to continue with the next generation.

It is clear from participant responses that cultural change is a central aspect of preventing hazing. Participants believed that while it is important, it also comes with significant challenges. People within the culture must desire to make the change for any differences to occur. While some may want to change their culture to prevent hazing, it is difficult to do so without all

stakeholders' support. How to achieve this buy-in of key stakeholders was then explored in a subsequent survey round, discussed later in this chapter.

Replacement Activities

Participants were asked to describe the extent to which replacement activities (e.g. a team camping trip) could potentially replace hazing. Repeatedly, participants claimed that the replacement activity would need to serve the athletes' perceived benefits of hazing for it to be effective. That is, replacement activities were perceived to be effective if they had particular characteristics. One participant wrote, "alternative activities can help a lot, particularly when those activities are linked to important outcomes like cohesion, camaraderie, and team-building" and another wrote, "they can provide different opportunities for teammates to build/grow a cohesive team." One respondent stated, "sport organizations/teams need to have positive team-building exercises so that players do not turn to hazing as a form of initiation/peer acceptance." Participants reached consensus quickly that hazing replacement activities could have an impact, if utilized correctly.

Participants were asked about what characteristic was most important in replacement activities, where quick consensus was not reached. Here, most participants responded from one of two trains of thought. Where some believed replacement activities could be physical or competitive types of activities, others believed replacement activities could be those involving relationship building (e.g., provided dinners out, going to the movies). Further rounds of the survey built on these responses, where participants were asked to rank the best form of replacement activity and provide explanations as to why they thought it would be most effective. Generally, scholars believed that hazing could be prevented by replacement activities that had teammates building relationships with one another. Participants were divided however, between

the different types of activities. Potential replacement activities were then explored in later iterations of the survey.

Overlap of Prevention Strategies

Participants were asked to rank the three common hazing prevention approaches outlined, from most important to least important. The most important approach was cultural change, followed by education, followed by hazing replacement activities. While cultural change might be the best solution, other participants revealed in other questions that it is the most challenging to implement and that the other strategies could be significant in fostering cultural change.

Throughout the first survey round, participants identified overlap existed between the three prevention strategies and should not, and cannot, exist purely in isolation from each other. One participant wrote that education alone would not be sufficient to create meaningful change, stating: “it depends; education alone will not prevent hazing in sports teams. Education is one piece of the prevention puzzle.” Another participant wrote,

I believe that education has an important role. However, they [athletes] first need to be open to hearing the educational message and some sport cultures are inhibitors; plus education by itself will not change behaviours as traditions and peer pressure will prevail. There needs to be complimentary efforts to follow up the educational message such as alternatives to hazing to achieve the positive outcomes athletes claim hazing provides, there needs to be more monitoring of activity around 'welcome' events particularly in the transition time away from hazing, and there need to be stronger sanctions for violations. Further, education must be ongoing because it will take years to embed change to a more positive environment and resources need to be committed to support the change needed.

Another participant linked hazing prevention education to replacement activities, writing “alternative activities can promote a different cultural vibe but there needs to be a two pronged approach.” Another participant said that educating athletes on hazing could be understood as a replacement activity. Participants did not necessarily believe that hazing prevention could be accomplished through any single prevention approach and the approaches can and should be interconnected.

Participants were found to most closely connect the educational theme and cultural change theme. They identified that the benefits of education could not be realized within current hazing culture. Furthermore, a cultural issue exists if current stakeholders are not open to learning about hazing. Everyone must be willing to learn and implement hazing education for education to make a difference. Over the next two survey rounds, participants were found to continue pointing out and expanding upon connections between the three common hazing prevention approaches.

The Second Survey Round

The second iteration was comprised of questions that were more specific based on the results of the first survey. In this second survey round, 14 scholars responded, indicating a retention rate of over 93%.

Athlete Education

The second survey round was built from the results of the first survey round. From the first survey round, results included six topics that should be incorporated into hazing prevention education. Once established, participants were then asked to rank them from most important to least important. The ranked results were as follows:

1. Providing a clear definition of hazing;

2. Differentiating a clear line between acceptable and unacceptable behaviour;
3. Highlighting the negative impacts of hazing (erosion of team cohesion; potential injury, death);
4. Identifying the potential consequences of hazing (e.g. individual and team suspensions);
5. Discussing hazing causes (e.g. team power dynamics); and,
6. Providing information on steps to reporting hazing incidents.

These rankings were consistent among the participating scholars with minimal variations on relative importance. They remain consistent with the preliminary list, which was based on number of responses identifying each element of hazing education, which could be another measure confirming the relative importance of each aspect of hazing education. While some aspects might be seen as relatively more important than others, scholars identified a comprehensive set of elements that are needed to create an effective education workshop for athletes and, importantly, that should also be implemented with other key stakeholders, e.g. coaches, team managers, league officials, etc.).

Cultural Change

Next, participants were asked to describe challenges associated with changing culture to prevent hazing. Participants identified that the most common challenge with cultural change is that a lack of “buy-in” exists among all participating parties. One participant wrote, “those who support hazing for whatever reasons - tradition, reinforcing in team hierarchy, bonding - are not open to the message for change; no sincerity in a desire for administrators to support a cultural change and to prevent hazing.” Another participant wrote that the challenge was,

Securing support and buy in from the multiple rings that surround a team, coaches, athletes, family, fans, Athletic Depts, the public, the courts. It is a process and that is what takes time.

Need to break harmful traditions and it usually has to happen in avoid-zero tolerance and no alternatives. Belief that it works, still in that culture.

Getting everyone to believe that hazing is an important issue and getting them to want to be a part of the change was found to remain difficult. Without everyone willing to enforce change, change is difficult. Engaging all sport stakeholders was identified as central to creating much-needed cultural change in sport.

Another challenge identified by scholars was the time it takes to create cultural change.

One participant wrote:

Culture takes time to build and time to change. 'The way we do things' becomes embedded in an organization. With hazing, specifically, it is problematic, because those that undergo hazing later become older and more senior members of the group/team and then become those that engage in hazing. They went through it and subsequently want the "new guys" to go through it.

Scholars identified that there are many obstacles to cultural change and will take a lot of time to overcome these obstacles. Another challenge to implementing cultural change identified was that culture gets recycled, preventing significant change. One participant mentioned the word, "recycled," while others described the concept within their answers. People that were hazed become senior members of the teams or play other roles within the team prevent change from taking place.

Changing issues within sport culture require people to change the way that they have viewed and related to sport and have behaved within sport over an extended period of time.

There is no quick solution through cultural change. However, through consistent buy-in by all

stakeholders over time, participants identified that positive changes within sport culture could start to be recycled and built upon, which could lead to important and much-needed changes. The current state has people without intentions to change staying within sport, which perpetuates toxic cultures, requiring either changes in sport stakeholders' attitudes or sweeping changes among those who occupy leadership positions in sport.

Replacement Activities

Participants were given a list of potential replacement activities based on responses from the first survey round to identify and vote for which would represent an ideal hazing replacement activity. The options included: physical competition, obstacle course, team meal at a restaurant, team movie night, team camping trip, community service project, or other. Camping trip and other was voted first and tied with four votes each. This list was created to help the participants understand what constitutes a replacement activity as some answers illustrated confusion in the first round. Notably, participants who selected "other" explained they chose it because they prefer other hazing prevention techniques over replacement activities. Community service projects and physical competition was voted second and tied with three votes each. Participants selected no other options. As such, no clear consensus was reached on an ideal replacement activity among participants, although some consensus was reached that an obstacle course, team meal at a restaurant, or team movie night was not an ideal replacement activity, compared to other options.

Participants were next asked to explain the reasons that they selected their ideal hazing replacement activity. Their responses varied based on the option that they selected. In selecting a physical competition as a replacement activity, one participant reasoned that:

athletes like to be physical and competitive, so those activities that include these characteristics are likely to be most successful however, I believe that athletes must have a deciding voice in the replacement activities if they are likely to succeed.

Another wrote,

To me, a physical competition allows participants to "prove something" (such as physical strength or ability to compete with others). My understanding from my research and other research is that many people who view hazing more favourably appreciated that their hazing experiences allowed them to prove something about themselves to the people inflicting the behavior.

In choosing the camping trip option, Participants responded similarly with ideas of why this option could successfully replace hazing. One participant wrote,

Not rooted in sport, an unfamiliar setting for most, level the playing field in terms of challenge and skill. An element of challenge and going through something challenging as a group rooted in their mutual survival. Allows for informal time, games, meal and camp prep, etc.”

Another wrote,

Athletes report that they engage in hazing primarily to have fun, break the ice with new teammates, develop camaraderie, alleviate boredom, and teach rookie athletes lessons (on their place in the team hierarchy, to keep a clean locker, to not think they are greater than anyone else, etc.). A camping trip accomplishes the first four of five aspects. My second choice would be a community service project as it might be the only thing on the list that begins to accomplish the fifth reason why athletes haze, which is the hardest to replace.

Maybe an obstacle course could begin to address aspects of the fifth function as well if it requires the team to work together to achieve a shared goal where no member is greater than anyone else.

Participants were found to believe that hazing could be prevented by camping trips and other replacement activities, if they fulfilled similar functions to hazing activities. A challenge was identified however, in that no single replacement activities seemed to fulfil all functions, suggesting that more than one replacement activity might be required or a more comprehensive hazing prevention strategy that includes additional approaches than replacement activities would be needed.

Scholars chose the option of community service projects for the values they believed encourages the athletes to develop as a team. One participant said it, “builds and contributes to community and develops a sense of the collective” and another stated, “because they promote cooperation rather than competition.” Scholars’ responses appeared divided into two groups of hazing replacement activities, where some believed that prevention requires activities similar to hazing, while others believed building a group connection and having the team bond in different environments from sport would be appropriate.

Responses from the final round of the survey helped to build further on these responses, exploring in more detail the perceived effectiveness of potential activities and the important elements that should be aspects of these activities, with only the strategies that received votes included in the survey.

Overlap of Prevention Strategies

All participants were asked to describe their perspectives on the relationship between education and cultural change, that some participants identified in the first survey round. Most scholars identified that education was an integral part of cultural change. Scholars described education as a “pillar” or “precursor” of cultural change. One participant explained, “with the right type of education—education that involves presenting concepts and information in a way that the student sees and feels its relevance—can lead to important, positive cultural change.” Among scholars, a general consensus existed that cultural change and education are highly inter-related, that education drives cultural change, and that cultural change should be a long-term goal of education. Further connections between the three strategies were explored in the third survey round, next discussed.

The Third Survey Round

By the third survey round, questions became more in-depth and focused on further exploring the lack of consensus around ideal hazing replacement activities and the roles different stakeholders have in hazing prevention strategies. Moreover, participants were asked to further explain their perspectives on the interconnections between the three common hazing prevention strategies. Eleven participants engaged in this third survey round, representing a retention rate of 76% from the second survey round and 73% retention rate from the first survey round.

Replacement Activities

While in the second survey round, participants were asked to select from a list of hazing replacement activities they believed would most successfully replace hazing, in the third survey round, participants were asked the same question with options being those selections that received votes in the second survey round. As such, remaining options for replacement activities

were physical competition, community service project and camping trip. Like the second survey round, no consensus was found, as votes were again split across the three options. The community service project option, received a majority of votes, making it the most recommended alternative replacement activity in this round.

Participants were again asked to explain their perspective on their selection of an ideal replacement activity. Participants who selected a community service project reiterated that teams would benefit from time outside of a sport environment. Those who selected a physical activity or camping trip agreed that bonding over sports better incorporated aspects of what hazing is intended to do. While participants believed the community service project builds “accountability” and “respect,” they believed a physical activity or camping trip was “fun,” a place to show dominance, and giving athletes “a chance” to win. It was found that scholars remained divided over which replacement activities were thought as most essential to replace hazing. Scholars agreed however, that these activities should be well supervised and that all would allow for development of team bonding with less risk of hazing. Further research is required to test the various replacement activities, all of which were thought by participants as being beneficial, to determine which may be most effective.

Stakeholder Roles

In the first and second survey rounds, participants commonly identified the importance of engaging other stakeholders beyond just athlete stakeholders in all hazing prevention strategies. Based on these responses, a list of stakeholders was developed and given to participants with a request that they rank the responses from most important stakeholder group to least important stakeholder group in terms of their roles within hazing prevention. The resulting ranked order was found as:

- 1a. Team coaches
- 1b. Organizational managers
3. League administrators
4. Players
5. Governments
6. Sponsors
7. Parents

Most Scholars agreed that team coaches and organizational managers played the largest role in hazing prevention. They were tied for most popular in voting by participants, which is why they are labeled “1a” and “1b.” Scholars only placed players—those athletes who are abusing each other—in the middle of the list. Participants identified sponsors and parents as having less significant roles.

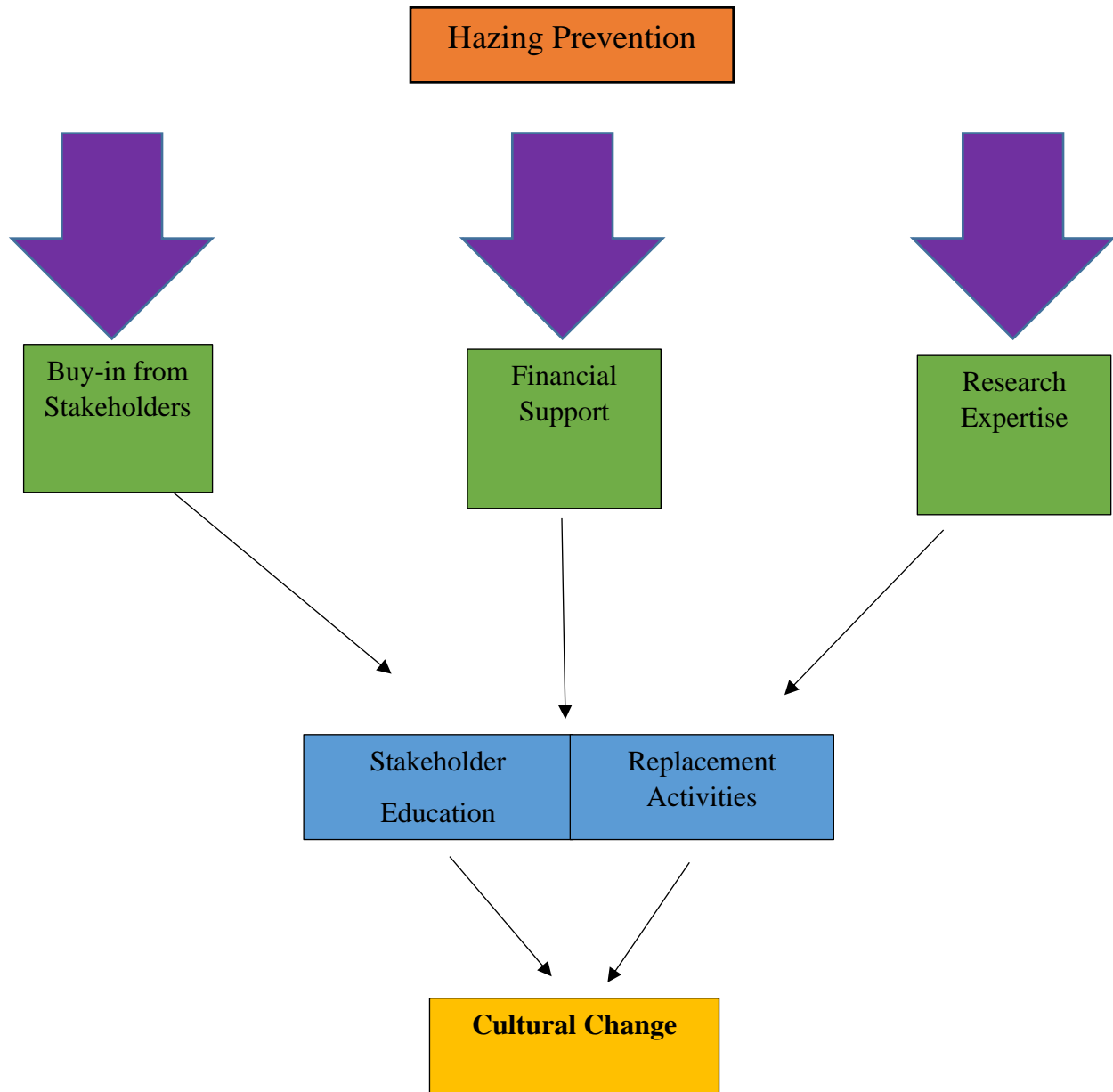
Participants were then asked about what key stakeholders can do better to prevent hazing. Many participants mentioned participation and leadership in educational activities would be helpful. Another of participants’ common answers was to enforce some form of consequence such as punishment (e.g., suspensions, loss of funding) to those participating in hazing. When asked what resources were required to develop and maintain an effective hazing prevention strategy, participants identified three resources that included money, buy-in from all stakeholders and research-informed expertise. Ultimately, scholars reached a general consensus that sport leaders need to be leaders on the issue of hazing and not just ignore the problem or pretend it does not exist and that significant resources are required to implement an effective hazing prevention strategy.

An Integrated Hazing Prevention Model

Scholars were asked to what extent education, cultural change and replacement activities should be implemented. All scholars identified that all three of the common hazing prevention approaches should be implemented to the fullest extent possible without overreliance on any one specific approach in isolation of the other two. One scholar's response summarizes this consensus as follows, "fully integrated programs are needed - can't simply be one person or one activity that aims to prevent (must be all)."

From participants responses across all three survey rounds, an integrated model of hazing prevention was found, where scholars identified factors that can better prevent hazing than any singular strategy. The following figure summarizes participants' responses in a concise visual form.

Figure 4.1: A Conceptual Model of an Integrated Hazing Prevention Strategy



In the next chapter, key elements of the conceptual model of an integrated hazing prevention strategy and the new contributions this research makes to the existing literature will be discussed. Moreover, ways existing literature can help to further develop and build the key components of the integrated hazing prevention model will be elaborated. In Chapter V, key

findings related to hazing prevention through athlete education, cultural change, and replacement activities and how these approaches can be integrated and built upon through a comparison to existing literature are discussed.

CHAPTER V: DISCUSSION

The purpose of this study was to research the topic of hazing prevention among leading experts to synthesize prevailing knowledge on the topic. Previous literature has examined many types of hazing prevention, where most research findings can be divided into three themes, including: athlete education, cultural change, and hazing replacement activities. Using the Delphi technique, participants were asked to compare prevention strategies to decide which strategy is best, which elements of each strategy are essential, and what combination of strategies should be used to prevent hazing most successfully.

The First Step

From analyzing participants' responses, results revealed the first step in hazing prevention was not specific to any hazing prevention strategy. Regardless of one's preferred strategy, it was found that stakeholders' buy-into hazing being an issue that requires prevention is most needed. Without such buy-in from stakeholders, financial support and available expertise, the previously discussed prevention methods cannot be successful. If stakeholders are fundamentally unwilling to take part in change, change will be impossible. The lack of willingness to change prevents stakeholders from accepting education. The same must be said about financial support. If stakeholders are unwilling to spend money or collect funds to prevent hazing, then no way exists for sport leaders to create and instruct education, host prevention activities, or change culture. Without the growth of knowledge through advancing scholarship, education, cultural change, and replacement activities cannot be further explored. Without knowledge, hazing will continue to plague sports. Before the prevention methods previously outlined can be considered, other stakeholder barriers such as buy-in and funding must be eliminated.

Hazing education requires considerable buy-in from stakeholders, which has proved to be challenging. For example, Capretto and Keeler (2012) educated sport officers on hazing to examine their ideas about hazing prevention and education, finding that the sport officers did gain knowledge from participating in the hazing intervention workshop, but they did not use this knowledge to prevent hazing. It seems that they did not find their new knowledge on hazing important enough to bother educating their teams. The study did not investigate the reasons for the participants' lack of action. It is unknown if other stakeholders (i.e., league administrators, coaches, athletes) would hold similar attitudes towards hazing education. Hazing education is not always valued by participants or used to make the required changes to prevent hazing.

Although scholars have found that hazing stakeholders do not believe that hazing education is beneficial enough to implement within their programs (Capretto & Keeler, 2012), other aspects have not been explored. For example, the significance of financial support and advancing academic literature on athlete hazing have not been explored in research to this point. It is unknown how much hazing prevention efforts could be improved with greater resources, larger budgets and an enhanced knowledge based among stakeholders. For these participants, it was found that ensuring these elements are in place and optimized is the first step to any successful hazing prevention strategy. Further research is required to explore stakeholder buy-in, financial resources, and available knowledge and their potential impacts.

The Three Prongs

All three hazing prevention methods should be fully used wherever possible to develop a multipronged approach. It was found in the current research that these three hazing prevention methods are not independent of each other, but are related and impactful to each other. This is because the techniques of hazing prevention are often related and intertwined. For example, the

results indicate that stakeholder education and hazing replacement activities represent pillars of cultural change and stakeholder education and replacement activities should be used to create cultural change. There has been no other research to date that has confirmed that stakeholder education and hazing replacement activities may impact changes in hazing culture.

Furthermore, details of how each hazing prevention method could be used effectively were also explored. Important elements of stakeholder education were discovered, such as hazing definitions, examples of acceptable and unacceptable practices, team performance and individual consequences, perceived power dynamics, and the reporting procedures that must be included within education. Scholars saw benefits in replacement activities that possessed similarities to the perceived benefits of hazing and activities that were different from perceived hazing benefits, such as community volunteering projects.

Diamond et al. (2016) indicated that athletes do not have a clear understanding of what constitutes hazing, why it is inappropriate behaviour, and its potential consequences. By providing athletes with education on hazing, they may develop an understanding of hazing as an abusive act and not as a team building activity. Athletes need to be taught that hazing is intolerable behaviour if hazing culture is to change. Other research conducted by Hakkola et al (2019) demonstrated that education can change athletes' perceptions of hazing, where even if education is most basic, can change the way that athletes think about hazing. Without considering the consequences of their behaviours, athletes could be more prone to hazing. Education can make athletes aware that hazing is an abusive act that has serious consequences for both those perpetrating the hazing and abuse and those who are victims of hazing, behaviour which damages the team (Hakkola et al., 2019).

Replacement activities can also play a role in changing culture to prevent hazing. Research findings from Johnson and Chin (2016a) measured the impact of a pre-season camping trip and found that the activity resulted in both a decrease in hazing and any hazing that did occur was less severe. Lighter incidents were reported because athletes claimed to have “built a human connection” with rookies on their teams (Johnson & Chin, 2016b). A camping trip activity demonstrated hazing prevention; other potential activities must be attempted and researched. However, Johnson and Holman (2004) identify that many hazing prevention activities of various themes and purposes can prevent hazing including camping trips and volunteering together.

Johnson (2007) recommended that team coaches and administrators supervise the mandatory hazing replacement activity and that it includes participating in something that allows team players to bond. It can be almost any activity provided that the group will be interacting with each other. When teams are required to spend time together for hazing prevention purposes such as education and replacement activities at the early stages of becoming teammates, cultural changes that help prevent hazing may occur. If players are made to put effort into hazing prevention when they join a team or league, they receive an immediate message that hazing is an unacceptable activity within this environment and it will not be tolerated. As players become coaches and administrators, the culture does not change as hazing culture gets recycled as former players allow this behaviour to continue with the next generation of players.

Cultural Change as the Final Step

Cultural change was found to be the most effective hazing prevention strategy but was found to come with the most perceived obstacles and often required education and hazing replacement activities to overcome many hurdles. As each survey round occurred, it was found that participants believed education and replacement activities could be techniques to change

sport culture. Changing the toxic culture within sport was found to be the most significant hazing prevention method, it may be the key to hazing prevention. The strategies to cultural change are stakeholder education and replacement activities. Allen et al.'s (2018) findings that the most impactful method of change to hazing culture is the willingness and dedication to provide resources were aligned with the results of this research, where cultural change was found to be the most significant pillar.

Key Findings

This study adds to existing academic literature as the sole study that compares existing types of hazing prevention strategies. Previous studies have established that hazing is a problem in Canadian sport (Fogel, 2013; Johnson et al., 2018), analyzed the dangers that hazing poses to sport (Crow & Macintosh, 2009; Finkel 2002), and explored various prevention techniques (Diamond et al., 2016; Allen et al., 2018; Johnson & Chin 2016a). In this research, participants sampled were scholars who have studied hazing and who were tasked with comparing hazing prevention strategies. The results have uncovered that cultural change is the most important hazing prevention technique, but it cannot be accomplished without the other techniques. Before these techniques can be implemented effectively, however, buy-in, financial support, and expertise are required. Even with commitment to prevent hazing from happening, education may not be implemented long enough or developed thoroughly enough to provide the required cultural change. Also, replacement activities cannot happen without continued financial resources.

Also highlighted were the significant resources required to implement change. Without the buy-in from athletes, coaches, league administrators, and other stakeholders, there will not be a way to make change happen. If athletes are not provided with education about hazing and

hazing prevention, they will not understand that challenges that hazing creates for sport. If hazing education does occur, the athletes must believe that hazing is a problem and implement what they are taught in order to prevent hazing from happening. The second resource required is funding, where educational materials and expertise or replacement activities cannot happen without such funding. Hazing educational sessions and materials cost money. Replacement activities such as camping trips, physical activities, and community service projects will also cost money. Without financial support, there is not a way to implement the tasks required to change hazing culture. Finally, there was concern from participants about a potential shortage of hazing expertise exists. It is not feasible for every sport team to have an associate who is creating and presenting educational materials, continuing to advance research within hazing, and facilitating replacement activities. Challenges exist in implementing the required hazing prevention methods.

CHAPTER VI: CONCLUSION

As hazing is a significant issue within Canadian sport (Fogel 2013; Johnson et al., 2018), prevention requires significant focus moving forward (Johnson & Holman, 2004). Prior to the current study, hazing replacement opportunities such as athlete education (Diamond et al., 2016), cultural change (Allen et al., 2018), and replacement activities (Johnson & Chin, 2016a) had only been researched independently of each other rather than compared, which created the hole in academic literature which this study seeks to fill. The research design of this study successfully allowed for these three strategies to be compared to understand the relevance of each and how they can both work independently and work collaboratively to best prevent hazing.

This study was designed to compare the most impactful hazing prevention strategies and to explore how each could best be implemented. Scholars were found to clearly believe a multi-pronged approach is required to prevent hazing. The key research question was answered by finding that, through the multi-pronged approach, education and cultural change are the most significant prevention techniques. Education is significant because it was thought to lead to cultural change that must happen to make hazing an unacceptable sport practice. Prevention activities may also play a significant role in preventing the most severe and dangerous hazing experiences.

To implement these findings, it was revealed what is needed in a hazing education program to help athletes to understand their own responsibilities in hazing prevention. Ensuring that essential components to educating student athletes and other stakeholders will allow them to easily recognize hazing when it is happening in their presence (Diamond et al., 2016). This will allow them to develop new and evolved opinions so they are informed on how they must conduct themselves with their teammates (Hakkola et al., 2019).

Recommendations

This study culminates into the recommendations that sports teams and leagues provide the three main resources required to implement an anti-hazing program. Funds must be provided even if this means sport costs increase for participants and their parents in some cases. This is a small price to pay to prevent abusive acts. Increased costs could equal an education session and team bonding activity prior to teams practicing for the first time. League administrators are recommended to provide expertise on the issue to team administrators, coaches and players. If necessary, experts knowledgeable on hazing prevention should be brought into organizations to transfer their knowledge. By having participants pay specifically for education and bonding activities, it might also increase buy-in to those activities.

Future Research

To build on these findings, specific elements of optimal athlete education, cultural change ideas, and potential replacement activities, as well as integrated approaches, should be tested to explore these ideas further. For example, Diamond et al. (2016) have discovered that athletes have a limited understanding of hazing without education. But what that study, and this study, cannot identify is what education methods can best teach athletes what hazing is, the harms of hazing, and its consequences. Research should examine different approaches to hazing education to determine how to best reach and educate athletes. By creating various hazing prevention education plans and analyzing which were most effective by interviewing players, our knowledge expands into how education can be most impactful.

In this research, hazing replacement activities were also explored in detail, revealing that benefits exist to providing physical activities or a camping trip to teammates, as they replace athletes' perceived benefits of hazing, and that a community project may have the benefit of

building shared values amongst teammates. It has also been identified that many activities can substitute hazing to various degrees such as limiting incidences and creating less severe incidences (Johnson, 2007). If resources are prioritized to allow hazing prevention activities to become prominent within sport, hazing may become less severe (Johnson & Chin, 2016a). Johnson and Chin (2016a) are sole scholars who have completed novel research to analyze hazing replacement activities, where they tested a team camping trip as a potential replacement activity by interviewing veteran athletes during and after their camping trip. The findings in this Delphi study revealed that athletes could also benefit from a physical activity or community service project. These could be tested by allowing teams to experience various prevention activities and interviewing athletes before and after similar to previous research (Johnson & Chin, 2016a; 2016b). Athletes could also be interviewed throughout their season to determine the incidences of hazing and explores its impacts within their teams.

While this study has highlighted that education and replacement activities may serve as pillars to support changing sport culture, more research is needed on who is best positioned to implement these initiatives and how. Previous research has identified that coaches play a key role in the culture of their teams (Waldron & Kowalski, 2009). Further research analyzing the role of coaches in perpetuating hazing cultures versus preventing may better help us understand how they may foster a safer sport culture. Coach's roles in hazing prevention should be analyzed from the perspective of team managers to analyze their expectations. This should be analyzed through interviews with managers.

Finally, further research is required to analyze athletes' understandings of consent. A key element of the hazing definition that is used in chapter I is that hazing is hazing regardless of consent (Crow & Macintosh, 2009). Athlete do not have an ability to provide consent in hazing

situations as they do are not given the opportunity and freedom to refuse to engage in the hazing act. Research aimed to understand athlete knowledge of consent and how to educate athletes on consent are needed to understand if knowledge about consent would prevent athletes from hazing athletes who they perceive as inferior.

Methodological Limitations and Delimitations

This study has several limitations or shortcomings inherent to the method used. In using the Delphi technique, the research assumes that participants will reach a consensus on at least some aspects of hazing prevention. This assumption was not fully manifested in this study, as some differences of perspective and opinion were inherent among scholars. Second, the method requires participation of established experts on the topic, but some experts may have been unable or unwilling to participate or may not have been able to meet the timelines required to complete the surveys. That said, sufficient experts within this field were recruited to meet the required number of participants for a Delphi study, but the panel of experts was not exhaustive.

Third, the method cannot verify the effectiveness of the strategies that are developed, which will require future subsequent research, as this study was intended to be a step towards searching for consensus on ideal hazing prevention methods. Fourth, the method positions experts as being on equal footing in their contributions to the development of ideas and consensus, when some scholars may have spent their entire careers researching hazing, while others may be newer to the field or may have only been involved in hazing research in a limited capacity. To that end, despite scholars' research experience on hazing, all survey responses were treated equally, which while consistent with Delphi technique research, is not reflective of the fact that all scholars who participated likely had an equal level of expertise.

The parameters set by the methods, or delimitations, to this study were also present, based on the researcher's research design decisions. First, participants were required to have been published in any peer-reviewed journal, but they were not required to be published in any particular journal or with a focus on any particular sport, age range, geographic location or playing level. While this research design decision allowed for a maximum number of expert participants, it might have created greater challenges in researchers reaching consensus due to their varying research experiences and thus, depth of expertise. At the beginning of each iteration, participants were asked to describe which sports, playing levels, and age ranges on which they had published research, which allowed for some exploration of possible consensus within shared research contexts if consensus was not possible across all research contexts. Participants were also recruited based on having their name attached to a publication on hazing, which did not mean that they would self-identify as experts on the topic. For example, someone may have collaborated with a hazing expert because of their knowledge on a related aspect of hazing such as student alcohol misuse, sexual assault, or criminal law versus being an expert themselves.

This research design decision allowed for a greater number of potential participants, but could be seen as diluting the expertise of the participant sample. To manage this delimitation, respondents were not obligated to answer any questions where they felt that their expertise was not beneficial to the study or to even choose to participate in the study at all if they did not self-identify as a hazing expert.

Despite these limitations and delimitations, the findings from this study may lead to the advancement of empirical and theoretical research on hazing, raise new questions on hazing

prevention for further empirical research, and potentially establish comprehensive solutions to the problem of hazing in sport in Canada and internationally.

Concluding Thoughts

Without the required funding resources or buy-in from all stakeholders and expertise in the forms of educational providers and researched findings, the cycle of hazing may continue in Canadian sport. Without these essential resources, the plans of a multi-pronged hazing prevention approach may not be successful. Without athlete education, hazing culture within sport may not change. Without reliable scholarship, education cannot be created. Without reasonable financial support, no one may create or implement the hazing replacement activities or educational programs and relevant research. If there is a lack of buy-in from stakeholders, education may not be implemented after it is taught. Athlete education, cultural change and hazing replacement activities each play a significant role in hazing prevention. Each of these strategies should be implemented to the highest degree possible. Not only does each strategy have its own benefits, but these strategies may interact and collaborate to prevent hazing together. With the resources of financial support, buy-in from all stakeholders and knowledge, these strategies work to play sports in Canada is possible through the prevention of hazing.

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APPENDIX A: Qualitative Survey Series Participant Recruitment Script

Dear _____,

I am a master's student at Brock University conducting a study titled Ending the Cycle: Scholars' Perspectives on Hazing Prevention. Data collected for the study will be used towards the completion of a master's thesis. This research is being conducted under the supervision of Dr. Curtis Fogel at Brock University and has been approved by the Brock University Research Ethics Board #22-226. The purpose of this research is to examine prevention strategies for hazing in sports. I would like to invite you to participate in a confidential series of three surveys over the coming weeks using the Delphi method, which draws on the knowledge of experts. You have been selected as a potential participant in this research because you have published research on hazing.

If you have any questions related to the ethics of the research and would like to speak to someone outside of the research team, please feel free to contact the Research Ethics Office at (905) 688-5550 ext. 3035, or reb@brocku.ca.

If you are available to participate in three brief surveys on the topic of hazing in sport, please let me know.

In appreciation,

Richard Lamothe

APPENDIX B: Consent Script

Dear Participant,

Thank you for agreeing to participate in my research study titled Ending the Cycle: Scholars' Perspective on Hazing Prevention. This study will be used in partial fulfillment of the requirements of my master's degree at Brock University. Data from this research may also be used in the publication of peer-reviewed journal articles and for conference presentations. My research is being conducted under the supervision of Dr. Curtis Fogel at Brock University. The purpose of this research is to examine prevention strategies of hazing in sport. The research project has received clearance by the Brock University Research Ethics Boards Board (file number 22-226). If you have any questions related to the ethics of the research and would like to speak to someone outside of the research team please feel free to contact the Research Ethics Office at (905) 688-5550 ext. 3035, or reb@brocku.ca.

Your participation in this study will involve responding to three online surveys that will be e-mailed to you. Your participation in this study is entirely voluntary. The researcher will do everything possible to ensure confidentiality. No personal, identifying information will be required for the purposes of this study or will be included in the subsequent dissemination of its findings.

There is a minimal risk to participants involved in this study related to the potential psychological or emotional impact of answering questions online about hazing. If you feel any distress during your participation, please let me know and you can withdraw from the study at any point. If you feel as though you might require counseling services, the following distress lines can provide free guidance and support 24 hours a day, 7 days per week: 1-866-550-5205 (Canadian Mental Health Association Distress Centre) or 1-866-550-5205 (Crises Outreach and Support Team Crises Support Line).

My supervisor, Dr. Curtis Fogel, and myself, Richard Lamothe, will have access to the data. The data will be stored online and protected by a password and will be deleted after the completion of my master's thesis and subsequent thesis defence.

You may choose to withdraw at any point during the survey or in the two weeks that follow each survey, and decline to answer any questions that you do not feel comfortable answering or qualified to answer. If you choose to withdraw from the study within two weeks after the final survey is due to be completed, the decision will be yours as to whether or not the data already collected will be used in the study.

By providing consent, you are indicating that you have read and understood the contents of this letter, understand the risks and benefits involved in participating in the study, and that you agree to participate in three rounds of surveys. You will be asked for consent as a question at the beginning of every survey. All participants are encouraged to keep a copy of the consent form for their records.

Questions/Concerns: If you have any further questions or require clarification on any aspects of the research and/or your participation please contact:

Curtis Fogel, Ph.D., LL.M.

Associate Professor, Department of Sport Management
Brock University, 1812 Sir Isaac Brock Way
St. Catharines, ON L2S 3A1
cfogel@brocku.ca; (905) 688-5550 ext. 4617

If you have any questions related to the ethics of the research and would like to speak to someone outside of the research team please feel free to contact the Brock University Research Ethics Office at (905) 688-5550 ext. 3035, or reb@brocku.ca

APPENDIX C: First Round of Survey Questions

1. Can you describe the hazing context you previously conducted research on, e.g. sport, age groups, playing levels?
2. To what extent will educating athletes on hazing prevent hazing from happening on their team?
3. If education approaches are used, what are the most important aspects that should be included in hazing prevention education for athletes?
4. To what extent would cultural change within sport prevent hazing from happening?
6. To what extent can alternative activities lead to hazing prevention in sports?
7. What alternative activities are ideal to prevent hazing?
8. Rank the following hazing preventions strategies from most important to least important: education, cultural change, and replacement activities.

APPENDIX D: Second Round of Survey Questions

1. Can you describe again the hazing context you previously conducted research on, e.g. sport, age, playing levels?
2. Rank the following hazing prevention education topics that should be covered in an educational presentation from most important to least important: hazing definition and examples of acceptable and unacceptable behaviours, negative impacts (injury, death, negative team culture), policy and consequences (e.g. team and individual suspensions), social issues and perceived power dynamics, how to report hazing.
3. Describe any relationship that you believe exists between education and cultural change.
4. Describe the challenges of cultural change as a hazing prevention method.
5. What strategies could be used to alleviate the challenges of implementing cultural change to prevent hazing?
6. Which of the following replacement activities would be most likely to successfully replace hazing and why? 1) physical competition, 2) obstacle course, 3) team meal at a restaurant, 4) team movie night, 5) team camping trip, 6) community service project, 7) other. [then leave a box to answer why]

APPENDIX E: Third Round of Survey Questions

1. Can you describe again the hazing context you previously conducted research on, e.g. sport, age, playing levels?
2. Which of the following replacement activities would be most likely to successfully replace hazing and why? 1) physical competition, 2) team camping trip, 3) community service project.
3. Explain further why you believe your choice of replacement activity would be most likely to be successful to replace hazing.

Which sport stakeholders have the most important role to play in preventing hazing?

Please rank the follow: Governments, Sponsors, League Administrators, Organization Managers, Team Coaches, Players, Parents, Other

4. How could key stakeholders be engaged to prevent hazing more effectively?
5. To what extent do you think the hazing prevention strategies of education, cultural change, and replacement activities can and should be integrated?
6. Can you describe an ideal integrated model of hazing prevention?
7. What key resources are required to develop and implement an effective hazing prevention strategy?

APPENDIX F: Definition and Examples

Hazing: Forcing an member of a group that is perceived as inferior (younger, rookie, etc) to participate in an act that contradicts the group's values

Table 7.1: Acceptable v.s. Unacceptable Activities

Acceptable Activities	Unacceptable Activities
Team dinner	Forced nudity
Fundraiser activity	Drinking to over intoxication
Team workout	Verbal abuse
Movie night	Sexual simulations
Obstacle course	Padding
Charity work	Physical assaults

APPENDIX G: REB Clearance

Brock University
Office of Research Ethics
Tel: 905-688-5550 ext. 3035
Email: reb@brocku.ca

Health Sciences Research Ethics Board

Certificate of Ethics Clearance for Human Participant Research

DATE: 2/23/2023

PRINCIPAL INVESTIGATOR: FOGEL, Curtis - Sport Management

FILE: 22-226 - FOGEL

TYPE: Masters Thesis/Project STUDENT: Richard Lamothe

SUPERVISOR: Curtis Fogel

TITLE: Ending the Cycle: Scholars' Perspectives on Hazing Prevention in Sport

ETHICS CLEARANCE GRANTED

Type of Clearance: NEW

Expiry Date: 2/1/2024

The Brock University Health Science Research Ethics Board has reviewed the above named research proposal and considers the procedures, as described by the applicant, to conform to the University's ethical standards and the Tri-Council Policy Statement. Clearance granted from **2/23/2023** to **2/1/2024**.

The Tri-Council Policy Statement requires that ongoing research be monitored by, at a minimum, an annual report. Should your project extend beyond the expiry date, you are required to submit a Renewal form before 2/1/2024. Continued clearance is contingent on timely submission of reports.

To comply with the Tri-Council Policy Statement, you must also submit a final report upon completion of your project. All report forms can be found on the Office of Research Ethics web page at

<https://brocku.ca/research-at-brock/office-of-research-services/research-ethics-office/#application-forms>

In addition, throughout your research, you must report promptly to the REB:

- a) Changes increasing the risk to the participant(s) and/or affecting significantly the conduct of the study;
- b) All adverse and/or unanticipated experiences or events that may have real or potential unfavourable implications for participants;
- c) New information that may adversely affect the safety of the participants or the conduct of the study;
- d) Any changes in your source of funding or new funding to a previously unfunded project.

We wish you success with your research.

Approved:



Stephen Cheung, Chair
Health Science Research Ethics Board

Note: Brock University is accountable for the research carried out in its own jurisdiction or under its auspices and may refuse certain research even though the REB has found it ethically acceptable.

If research participants are in the care of a health facility, at a school, or other institution or community organization, it is the responsibility of the Principal Investigator to ensure that the ethical guidelines and clearance of those facilities or institutions are obtained and filed with the REB prior to the initiation of research at that site.